

4/22/37

COMPENDIUM STATISTICS - REVISION

I. The new County Code and Data Sheet will provide space for recording and coding 76 factors (not including the county number). Of the 76 factors, 19 require new calculations at present complete or under way, but it is probably that some of these will not be available in time for coding. It is also possible that a few other factors may not be recorded and coded in case we are pressed for time. In such cases the column will be coded "X" or "not given." (As soon as the new sheet has been mimeographed, recording and coding data can begin.

The following are the columns that appear on the County Sheet: -
(Sources: S = from source book; D = from new data sheets; O = from old data sheets and county cards).

<u>Source</u>	<u>Punch Column Number</u>	<u>Item.</u>	<u>Year (1930 unless otherwise indicated. States taken (13 unless otherwise indicated).</u>
S	5	County population.	
S	6	Density (county population per sq. mile).	
S	7	Per cent change in county population (increase or decrease 1920-1930.)	
O	8	Per cent of county population that is urban.	
O	9	Per cent of county population that is rural non-farm.	
S	10	Negro population in county.	
S	11	Per cent Negro population is of total.	
S	12	Per cent of Negro population that is urban.	
D-2	13	Per cent change in Negro population (increase or decrease 1920-30).	



<u>Source</u>	<u>Column</u>	<u>Item</u>	<u>Year; States</u>
D-1	14	County population, age 5-19 yrs., total.	
D-1	15	White population, age 5-19 yrs.	
D-1	16	Negro population, age 5-19 yrs.	
S	17	Population of largest city, town or village in county.	
D-1	18	Per capita school expenditures - white (dollars).	13 states, each for the year 1929-1930 except for: - Fla. (1928-1929), Ky. (1930-1931), Tenn. (1930-1931).
(Sort County Code Sheets).	19	Per capita school expenditures - white (decile).	
D-1	20	Per capita school expenditures - Negro (dollars).	
(Sort County Code Sheets).	21	Per capita school expenditures - Negro (decile)	
D-1	22	Ratio of Negro to white per capita school expenditures.	
0	23	Per pupil expenditures in city schools - white (decile).	5 states, each for the year 1929-1930: Ala., Ga., Miss., N. C., and Va.
0	24	Per pupil expenditures in city schools - Negro (decile).	
0	25	Ratio of Negro to white - city per pupil expenditures.	
S	26	Per cent total population, age 7-13 attending school is of total population, age 7-13.	
D-2	27	Per cent white age 7-13 attending school is of white population, age 7-13.	
S (or D-2)	28	Per cent Negro age 7-13 attending school is of Negro population, age 7-13.	
D-1	29	Number of Rosenwald School buildings in county.	1935.
D-1	30	Number of Rosenwald classrooms.	1935.

<u>Source</u>	<u>Column</u>	<u>Item</u>	<u>Year; States.</u>
D-1	31	Number of Rosenwald classrooms per 1,000 Negro population, age 5-19 years.	1935.
D-1	32	Number of white one-teacher schools.	All states except Florida; each for the year 1929-30 except: - Miss. 1930-31; S. C. 1930- 1931.
D-1	33	Number of white one-teacher schools per 1,000 1,000 white population, age 5-19.	
D-1	34	Number of Negro one-teacher schools.	
D-1	35	Number of Negro one-teacher schools per 1,000 Negro population, age 5-19.	
D-1	36	Ratio between number of white one- teacher schools per 1,000 and number of Negro one-teacher schools per 1,000.	
D-1	37	Per cent that white one-teacher schools are of all white schools.	
D-1	38	Per cent that Negro one-teacher schools are of all Negro schools.	
0	39	Per cent of white enrollment that is in high school.	Only 3 states: Ala., Ga., N. C.
0	40	Per cent of Negro enrollment that is in high school.	
0	41	Total valuation of white schools in county system.	
0	42	Average valuation per white school.	All states ex- cept Texas.
0	43	Total valuation of Negro schools in county system.	
0	44	Average valuation per Negro school.	
0	45	Ratio of white average valuation to Negro average valuation per school.	
S	46	Per cent of county population that is illiterate.	
S	47	Per cent of native white population that is illiterate.	
S	48	Per cent of Negro population that is illiterate.	

<u>Source</u>	<u>Column</u>	<u>Item</u>	<u>Year; States.</u>
D-1	49	Number of magazine subscribers (in circulation of 15 national magazines combined) per 100 county population (reciprocal of Col. 50).	Circulation Jan. 1, 1929; population 1930.
O	50	County population per magazine subscriber.	Circulation Jan. 1, 1929; population 1930.
D-1	51	Number of daily newspaper subscribers per 100 county population.	Circulation 1927; population 1930.
D-1	52	Number of lynchings (1900-1931).	
D-1	53	Number of lynchings (1900-1931) per 100,000 county population (1930).	
S	54	Individual income tax returns per 1,000 county population (reciprocal of county population per income tax returns).	Population 1930; tax returns, 1938.
S	55	County type - major crop.	
S	56	County type - crop sub-type.	
S	57	County type - division of labor.	
S	58	Location of retail trade center in relation to county (number of county lines to cross).	
S	59	Population of retail trade center.	
D-3	60	Number of industry groups in which 1 per cent or more of Negro males gainfully occupied appear.	
D-3	61	Number of industry groups in which 1 per cent or more of Negro males gainfully occupied appear.	
D-3	62	Index of industrial differentiation (Per cent that number of industry groups for Negro males is of number of industry groups for all males).	
O (or D-2)	63	Per cent of all males gainfully occupied who are engaged in "Agriculture."	

<u>Source</u>	<u>Column</u>	<u>Item</u>	<u>Year; States.</u>
O (or D-2)	64	Per cent of all males gainfully occupied who are engaged in "Wholesale and retail trade, except automobiles."	
Ø (or D-2)	65	Per cent of Negro males gainfully occupied who are engaged in "Agriculture."	
O (or D-2)	66	Per cent of Negro females gainfully occupied who are engaged in "Other personal and domestic service."	
O	67	Per cent that Negro females gainfully occupied are of all females gainfully occupied.	
S	68	Per cent of all farm operators who are tenants.	
O (or D-2)	69	Per cent of white farm operators who are full owners.	
Ø (or D-2)	70	Per cent of Negro farm operators who are full owners.	
S	71	Per cent of all farms that are mortgaged.	
S	72	Per cent of acreage harvested that is in the dominant type of farm.	
S	73	Average size of farm (acres).	
D-2	74	Per cent of all farms that are located on hard-surface roads (concrete, brick, asphalt, macadam).	
S	75	Births - rate per 1,000 - county.	1933
S	76	Births - rate per 1,000 - white.	
S	77	Births - rate per 1,000 - Negro.	
S	78	Deaths - rate per 1,000 - county.	
S	79	Deaths - rate per 1,000 - white.	
S	80	Deaths - rate per 1,000 - Negro.	

**
 -
 **

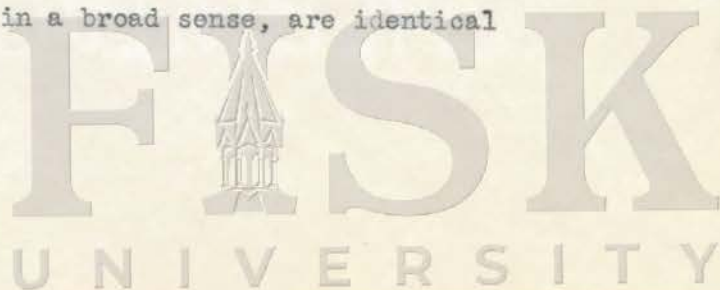
MEMORANDUM

ON SPECIAL STUDIES OF CERTAIN SOCIAL AND CULTURAL FACTORS IN PRESENT RURAL EDUCATION

This memorandum is prompted by two circumstances: (a) the present unavailability of any substantial material for the Compendium on Negro children's experiences (the content of their minds) in types of areas now fairly well established objectively; and (b) the emergence of an educational problem of an unique sort, which appears to be not only more cultural than pedagogical, but invariably associated with similar types of local and cultural areas.

We are convinced that the educational process in rural areas is profoundly influenced, if not actually blocked, by factors inherent in the cultural environment of the children; that any attempt to adapt educational procedures to the personalities growing up in these areas, must first be aware of the nature of these limitations, and design their principles and programs accordingly; that, the present educational procedures and assumptions under the circumstances of detachment from those concerns which give zest and meaning to life in the areas, produce the phenomenon commonly described as "rote learning."

The cultural areas and pattern of life described in the Compendium, under the classification A-3-2, offer the most pronounced examples of this phenomenon and, in a broad sense, are identical

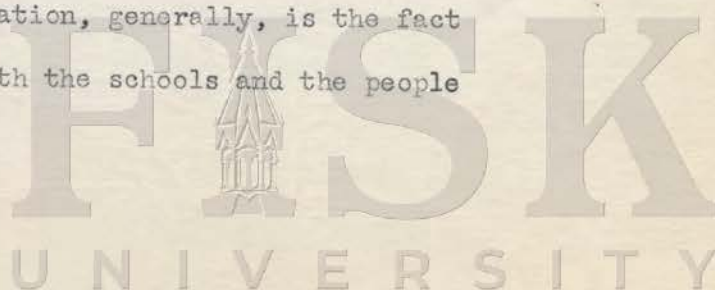


with other areas in the world where rapid assimilation of populations is under way -- Japan, South America, Turkey, Haiti, Hawaii. In West Africa it has been recognized as a problem of preserving the core of interest, and functional balance of native life. In the southern states it is a problem of making education effective and continuous in the rapidly changing culture of the rural South, and the rapidly changing status of the Negro population. What is strikingly evident is that under certain circumstances, rote learning is the normal response to a situation. Quoting briefly from a memorandum on this problem, by Dr. Robert E. Park:

Rote learning seems to be learning without, or with a minimum of, insight. But we do not know the conditions under which experience is transformed into insight, and we do not know the process by which individual insights are transformed into communicable ideas. We do not understand the role of communicative question and answer, argument and counter argument, and the whole dialectical process in defining ideas as they arise; in giving logical precision to language and concepts, and in the development of a logical structure which makes discussion possible. It is mainly by classroom discussion, however, that it is possible for either the pupil or teacher to find out what things learned by rote mean. Without discussion words may perform their original function of expressing sentiments but they will not become the symbols of intelligible ideas.

I found it difficult, in my classes, to get students to ask questions. I found it difficult, in fact, to get them to admit they did not understand what they had read in the textbook or had heard in the classroom. On the other hand they were eager to get the correct, authoritative answers to questions they were likely to meet on a test or examination, and they were adepts in formulating vague, suggestive verbal, and often meaningless replies to such formal and general questions as I asked.

Of importance to Negro education, generally, is the fact that the effects remain associated with the schools and the people



involved, shunting most outside the educational systems at an early period and, where they remain, blocking effective development. Of importance to education generally is the fact that the process here visible in its starkest manifestations offer insights valuable to American education.

It is, manifestly, impracticable as well as impossible to do more than begin explorations at some point of such a broad problem. From the point of view of these first proposed explorations the pedagogical aspects are wholly incidental. These have been the subject of specialized educational research for many years. What is of first vital concern is the intimate experiences, the range of social ideas involved in communication, the obscure and intangible institutional influences which define their spheres, the meanings of situations, the living folkways, the patterns of response to ideas and formulations from the outside which have little or no root in common experiences, the extent of real knowledge, the familiar elements of their surroundings in contrast to book knowledge, and along with this the exact school room techniques as modified by practical considerations of finance, teacher qualifications, etc.

MEMORANDUM ON WORK IN PROGRESS: COMPENDIUM ON
RURAL SCHOOLS IN THE SOUTH

PURPOSE:

To draw together by culture areas available materials describing the Southern rural school and the community in which it functions.

PROCEDURE:

(1) The South will be divided into rough "economic areas" derived from federal and commercial surveys of metropolitan market centers, tributary sub-centers, and trading areas. Each large area will be further described by its characteristic technology.

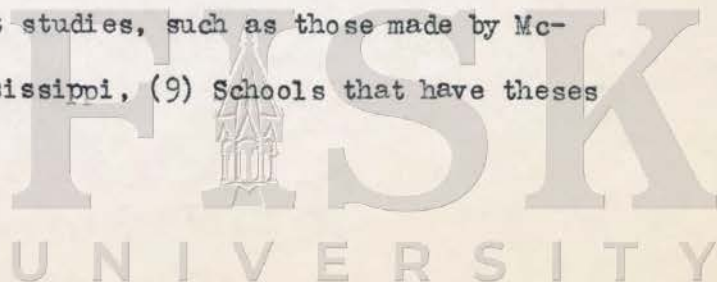
(2) To describe culture areas by statistics on education, economic and social characteristics.

(3) Coincident with the preparation of the basic statistical data, studies that have been made of Southern Communities will be assembled.

(4) The studies will be placed in the areas in which they were made and from them information of a more intimate nature will be secured which will aid in the interpretation of the characteristics described statistically.

The studies will be gathered from any sources discovered that have information on the South.

Some of these sources are (1) studies made by the explorers from the Julius Rosenwald Fund, (2) The Fisk University Rural Studies, (3) George Peabody College for Teachers' Studies of Dual Education, (4) University of North Carolina Studies, (5) Studies by Fred McCuiston for the Association of Secondary Schools, (6) Lloyd Warner's Mississippi Studies (7) Howard Hof-somer's Alabama Studies, (8) Independent studies, such as those made by McLaughlin, Dollard and Powdermaker in Mississippi, (9) Schools that have theses



and projects worked out in southern areas. These will be Southern schools and schools outside of the South that have information on that area. These materials are indicated aside from published studies. The historical setting will be taken into account through such materials as Ulrich B. Phillips' Studies on Slavery and the Plantation, and Bertram W. Doyle's study of the Etiquette of Race Relations in the South.

Materials gathered from sources of this sort will not simply be compiled, but will be arranged in a scheme according to areas which are expected to be economic in nature, as well as market areas organized around trade centers.

TENTATIVE WORKING OUTLINE FOR GATHERING
MATERIALS BY COUNTIES AND BY RACE¹

I. POPULATION:

1. Number and density of inhabitants in area. (maps)
2. Racial composition of population. (maps)
3. Population trends (areas with increasing populations and with declining populations - map).
4. County population distributed urban, rural, and rural-farm.
5. Illiteracy.
6. Educables per one thousand population (ration alone being taken from 1930 census.) (Figs.)
7. School attendance (percentage of school population in schools) (Figs. from State reports).

II. ECONOMIC ORGANIZATION:

1. Occupational distribution (by race and sex and by the largest general categories; for instance, trade, domestic and personal service. Look for percentage of white in the agriculture; percentage of women gainfully occupied by race; number of different
-
1. As much of this statistical and sociological information as possible will be gathered in the time available.

occupations engaged in by Negroes and by whites).

- (
(
(
(
L.J. (
(
(
(
(
(
(
2. Types of agriculture (according to crops and according to the system of operation, i.e., small farms, independently owned, commercial farming or plantation system, extent of mechanization, types of tenure and percentages, size of holdings). (Maps of crops, and by types of tenure, already available). (Vance's areas).
3. Types of industries: (This includes not only materials from census of manufacturers, but also studies of areas and communities that emphasize particular types of industries; for example, Piedmont Mill villages, coal and iron sections, sawmill and lumbering sections as well as more diversified industries, usually found in metropolitan districts.
- L.J. 4. Income: (Some unreliable census material but some good community studies).
- L.J. 5. Cost of Living: (Studies and monthly labor review giving the cost of wheat, cost of flour, etc.)
- available 6. Tax Rates: (By states and by counties, with special attention
sus --
mapped
S. --
to levies on land, differences according to areas in highway
and school taxes).

III. SOCIAL ORGANIZATION

1. The family and home life.
2. General culture.
3. Community structure

See map of 4. Race Relations.
lynchings.--

5. Political organization
6. Communication and transportation (communication and social ideas).
7. Health
8. Formal and informal play
9. Earning a living (attitudes and customs reported in community studies)
10. Religious activities (church)
11. Association (clubs, lodges, Chamber of Commerce, etc).
12. Social change (social disorganization)
13. The school itself.

IV. EDUCATION: (All material by county and by race):

1. School Financing

- \$30 to \$10 (
- Spread betw. (
- W per cap. and (
- N. per cap. (
- A. Tax allotment available for school purposes in counties and blocked off in areas. The per capita amount available per educable.
 - B. Amounts actually spent per educable according to race. Attitudes toward the Negro school as reflected in percentage of school funds due them that are actually used for Negro schools.
 - C. Average value per building. Value of buildings and equipment according to race.
 - D. Average annual teachers salaries according to race (also range from highest to lowest salary by race)
 - E. Attitudes toward the school as reflected in school tax rate. (Per cent latter is of total taxes).
- State reports.....

2. Rural Teacher:

- Mrs. H. now getting
- A. Types of certification of teachers in the several states and the basis of certification. If possible, preparation of a graph showing the work necessary to secure a certain type of certificate and the salary scale.
 - B. Description of the teaching force on the basis of training and certification.

C. The employment of teachers and practices surrounding their employment (community considerations in selecting or approving a teacher).

1. Local people must be employed in schools.
2. Local people may not be employed.
3. Employment depending on factors other than the formal considerations of training and abilities as a teacher.
4. Considerations demanded by Negro trustees, white trustees and superintendents.
5. How a teacher decided to work in a rural community.

D. The age, sex and teaching experience of rural teachers.

E. The role of the Negro teacher in the community:

- a. Among whites
- b. Among Negroes

3. The Curriculum of Rural Schools

- A. The flexible or inflexible curriculum
- B. Urban and Rural school curricula

4. School Organization

- A. Administration. The relationship with the County Superintendent. The Relationship of teachers with the principal and with the county superintendent.
- B. The teacher's schedule
- C. Supervision

To Map by Co. S..... D. The school term. (by race) (Sugg. - spread betw. W term and N. term).

5. Community Attitudes

- A. Regarding education in general.



For further information on the
Simon study

see

Rural school program -- Negro schools -- Ca. --
Simon study

Rural school program -- Negro schools -- La. --
Simon study

SPS

NRS (Simon Study)

November 7, 1934

Jolly a good letter
fairly humorous of the job

z

I'm expecting you to get this during the trustees' meeting on Saturday.

I have the teachers cottage in the "works," a lumber co. at McDonald, Geo. is figuring on it. We think the materials can be obtained for about \$300 - will know definitely on Monday when I return to Atlanta.

We are found with a very peculiar problem with respect to this Red Oak set-up. I have been around in the community and there is only one place the teachers might live. This however is but a single room lacking privacy. That is the kind of privacy two teachers will need for work in developing text material for teaching. As it stands now, the teachers leave Spelman at 7:00 a.m. and arrive at school forty-five minutes to an hour later, at which time they must start teaching. They arrive back at Spelman between five-thirty and six in the evening. By the time dinner is over, it is 7:30 p.m. which leaves them a scant two hours for preparation of materials as they cannot use a typewriter

after 9:30. Tell 'em to live some place else? Right, but this does not help the community situation, neither does it give the teachers any more sleep.

If I were sure there was some certainty of carrying on this thing next year, I would urge our going ahead with the building if it cost us \$500 to build and furnish the place, and I don't see how we can expect any very definite results this first year because every one

FISK
UNIVERSITY

NOV 14 1934

I have wired
him to
go ahead

of the kids from the 1st to the 5th grade have to be taught to read, and when I say read I mean just that. Mrs. Whiting came out to give standardization tests so Dixon would have something to go on, and she couldn't give them because the kids couldn't read them. The highest graders couldn't figure out the simplest of the tests set up for the 2nd graders. Believe me, I wouldn't have those teachers' jobs for anything on earth.

To get back to the problem, as I said, if I were sure we had a chance of carrying this experiment on, I would insist on providing these teachers with a decent place to do their work; if we are not certain, I'll work on some makeshift arrangement, such as putting them up in the school which at best will be anything but satisfactory. You see, we will not be able to get the place furnished until after Christmas, and that leaves only five months. These months can prove extremely valuable because they will be the formulative ones. The next thirty days will be required to bring these kids up to the place where they can understand a few words of the king's English.

They are piling in at the rate of five to ten new ones a day, and the teachers have to go back over old ground in order to bring the new ones up to date. The drill doesn't hurt the new ones in the least but you can see how little real progress is going to be made in the way of new material development for some time to come. The teachers realize it and are worried about it. They feel they must "produce." I am urging them to proceed with due caution. They must put a good foundation under these kids if nothing else. Otherwise, their work and any future work we try to do will be utterly useless. After four days down here I'm convinced we are not going to be a very enlightened group at the end of this

year. Dixon claims Red Oak is an average situation in Georgia. If it is, our Forman gang are a bunch of professional material. I ain't discouraged, I'm merely stating facts - it's "a thousand year march" if I ever heard of one.

Well, here is the way I have this teachers' home set up:

Labor	(supplied by F.E.R.A. Think we will get it.)
Materials	\$300.00
Well	50.00 (requires blasting)
Stoves & heaters (3)	45.00 (kitchen, living room, bedroom.)
Furnishings	<u>105.00</u> \$500.00

One hundred and five dollars will not furnish much, but the rent the teachers will pay (\$10 per month) will buy more. They live at Spelman, get board, room and laundry for \$40 each, total (for 2) \$80 per month.

As I figure it here is what it will cost them in a teachers cottage, all this on the basis of 2 per month:

Rent	\$10.00
Laundry	3.00
Fuel	3.00
Help	16.00*
Food	25.00
Light	<u>1.00</u> \$58.00

*The help is for the chap who will live with them - as required by Mrs. Cannon's husband - the county Superintendent is in favor

of their procuring a gun - in fact she insisted they have a gun (oh it's a tough country.)

We might boost the ~~tent~~ tent in order to get more done for the place as there will be a distinct saving on gas.

The community and county are unable to raise much money. What they do raise will have to be spent on the school. So far have got the county to promise to paint building, repair roof and seal inside. All the beaver board is falling off, they agree to seal it with ship lap.

The county Superintendent is willing but helpless. She says she has built four Negro schools during the depression and the county won't stand much more. Dixon admits this is true and urges not to press the woman too hard as he has been doing that ever since he came on the job.

I go on to see Junker tomorrow. Bus leaves at 7:00 a.m. a four and a half hour ride. Will be back in Atlanta Monday night to get final report from lumber co. on teacherage - let me have your combined (yours and Mr. Embree's) opinions by that time. If Mr. Embree says, or thinks- "Why in hell don't I make my own decisions," tell him Ackerage is doing a swell ^{job}. It isn't so much confidence I need at the moment, it's money. Three hundred is going to build the place if I have to stand in a doorway to keep the wind from whistleing through the house, but it isn't going to leave anything over for a place to rest one's head.

I believe I can finish with Junker in the time allowed



and Dixon will be prepared to leave for the Wilson, Lockman diggings on Tuesday morning. Dixon and I think it more important to spend more time with them than with the others. Will plan on being back in Atlanta on the 17th.

You are probably wondering how regular teachers are going to pay \$58 per month to live in a teachers cottage. Well, we will reduce the rent - because by that time it will be furnished, they won't have a helper and they can gather wood themselves. They won't have research work to do, and they will probably eat cheaper - you can't expect mere high pressure workers to live on sour-belly and 'taters.

JAMES F. SIMON



NRS
SIMON STUDY

7 up pc
9/1/35

7

July 26, 1935

Dear Mr. Pittman: I am sorry that in the press of other matters I have not sent you a definite reply in our discussion of Bill Stewart. We are quite prepared to follow the suggestion in your letter of June 24. The expense you suggest, namely \$17 a month, would I imagine run for about eight months. In order to have a formal commitment, I hereby agree to pay whatever is necessary to carry him through next year up to a maximum from us of \$150. We can make payments either quarterly or in any other way that is convenient to you. I am sure this is a good investment. It has the added value of giving us a little stake in Statesboro, thus focusing our attention upon your college and upon this exceptionally promising young man.

Rural Club
Agon

We succeeded in finding a man agreeable to the group in Harris County and to us. He is John MacLachlan, at present at the North Carolina State Agricultural College. While he has had little formal school experience, I think his sociological and his general competence and interest in rural life more than compensate for any purely professional lacks.

Thank you for the article interpreting your efforts in the leisure arts. We shall certainly hope to continue to keep in touch with the interesting work you are doing which to us is a great encouragement.

Very truly yours,

AUG 5 1935

ERE:GS

Mr. Marvin S. Pittman
South Georgia Teachers College
Statesboro, Georgia

EDWIN R. EMBREE

FISK
UNIVERSITY

C O P Y

Dixie, Georgia,
August 2, 1935.

Dr. Marvin S. Pittman,
South Georgia Teachers College,
Collegeboro, Georgia.

Dear Dr. Pittman:

I received your letter of the 29th concerning my returning to college this fall. I am delighted at the opportunity offered me and I shall certainly take advantage of it. I am resigning from the place at Pavo tomorrow and all plans will be made to return to Statesboro.

May I express my sincere appreciation to you for this wonderful opportunity afforded me and pledge every effort to prove worthy of the privilege.

Sincerely,

Bill Stewart





SOUTH GEORGIA TEACHERS COLLEGE
COLLEGEBORO, GEORGIA
SUBURB OF STATESBORO

NRS
SIMON STUDY

August 14, 1935.

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

Dear Mr. Embree:

Your letter of the 26th has waited for a reply until today. First, because I wished to write to Bill Stewart and tell him of your kindly interest in him and your generous offer. Second, I have been out of the State ever since I wrote to Stewart until today. I am happy to say that he has accepted your kind offer with very great satisfaction. A copy of his letter is enclosed.

I note your offer to pay \$150 toward his expenses. It will suit us best if one-third of this amount can be paid at the beginning of each term, September 15, January 1, and March 15.

We shall designate Stewart as a student assistant to Mr. Downs, who is Director of the laboratory school, and in this way give him as broad and rich experience as it is possible for us to provide.

I greatly appreciate the interest you are taking in this young man and in our school. As I have said before we hold ourselves ready to cooperate in every way we can to advance your program.

Because of your interest in our school, I thought you might like to see the memorandum giving the achievements of the past year. This was not made for publication, but merely as a record to be kept by the school.

Please let me hear from you when we can serve you in any way.

Sincerely yours,

Marvin S. Pittman
Marvin S. Pittman

SEP 4 1935

FISK
UNIVERSITY

July 1, 1935.

MEMORANDUM OF ACCOMPLISHMENTS OF THE SCHOOL YEAR--July 1, 1934--July 1, 1935.

As a means of keeping a fairly accurate record of the stages of development of the South Georgia Teachers College, the following details are set down in the book which was formerly used by the Board of Trustees in which to keep the minutes of their meetings. The details are set down in each group somewhat in the chronological order of their accomplishment.

I. CHANGES IN THE PHYSICAL PHASES OF THE SCHOOL.

1. Rearranged the outer office next to the office of the President so as to make it a more inviting reception room.
2. Rearranged the Business office, by transferring it across the hall from the President's office and making it more like a business office. It is still unsatisfactory and we hope to improve it this summer.
3. Enlarged the library by doubling its size and making it more like a standard library. It is now quite satisfactory for the immediate future.
4. Erected steps and rails at the East and West entrances to the Administration building.
5. Built walks from east and west entrances of Administration building connecting it with other buildings.
6. Built walks connecting Science Hall with other buildings.
7. Remodeled the interior arrangement of the kitchen so as to make it more sanitary, convenient, and sightly.
8. Secured a new stove--a much needed feature--still far from ideal.
9. Remodeled the preparation room connected with the kitchen. It was dark, musty, unsightly and very inconvenient--much improved but not yet adequate.
10. Reorganized the dining room warehouse and installed new shelving.
11. Installed new heating system in the residence of Dean Henderson.
12. Installed a new hot water plant for the dormitories--now have an abundance of hot water.
13. Built verandas for the Brown Cottage.
14. Built an adjunct room to the Science Hall for the purpose of housing the volatile gas plant.
15. Rearranged the Biology room and installed cases for apparatus, electric connections for individual microscopic work, and a laboratory lavatory.
16. Removed the Carruth house which was located on the campus very near to the laboratory school. Transferred it across the street, enlarged it by doubling its size and made it into four very satisfactory apartments for the use of students who wish to do light housekeeping.

17. Closed the two driveways across the campus because they were used so much by the public and ordinary idle sight-seer that life was unsafe and the campus was kept unsightly. It was entirely unnecessary for the public to use these highways since there was the regular highway available for them.

18. Demolished the two old barns because they were entirely too close to the College buildings for the good health and comfort of the students and faculty, and because they were unsuited for the effective service of the stock.

19. Built a new horse barn suitable for housing four animals and which also contained two excellent cribs, one excellent hay loft, and a gear room.

20. Built a splendid stanchion barn suitable for 24 milch cows.

21. Built a splendid hay loft, hay racks, and cattle shelter suitable for housing the cattle in the winter.

22. Built a splendid cannery suitable for canning all products from the farm.

23. Built a tool shed suitable for housing all farm implements.

24. Built a commodious garage suitable for housing ten cars for the faculty and also the college bus.

25. Removed, relocated, and remodeled two servants cottages.

26. Completed two class rooms in the Administration Building.

27. Mended the plaster and repainted the first floor of the Men's Hall, a thing much needed because of long neglect.

28. Installed towel racks, coat hangers, shelves, and other conveniences in old rooms in Men's Hall.

29. Built a shop and general warehouse for the superintendent of buildings and grounds.

30. Relocated fences

- (a) Around the entire main campus
- (b) Around the new farm buildings
- (c) On the North, South, and West sides of the new athletic field
- (d) Inclosed the amphitheatre
- (e) Inclosed the calf and pig pasture
- (f) Filled in the gap at the old athletic field

31. Provided a septic tank for the new cottage.

32. Built a new entrance to the campus, and installed a cattle gap to try to keep the cattle off of the campus--a thing much needed.

33. Installed fans in the social room of the laboratory school and in certain classrooms with southern exposure in the Administration building.

34. Set out much shrubbery in places where needed on the campus.
35. Established a library in the laboratory school and installed the shelving and other essentials for the same.
36. Installed a cordon of lights entirely around all college buildings so that persons may be recognized at night on any part of the main campus.
37. Relocated campus roads and building practice athletic field.
38. Installed instructor's desk with sink and hood to allow for fumes to escape from Science Laboratory.
39. Built bathroom and installed fixtures in home of Coach Smith.
40. Installed hot water plant and plumbing for Big White House and Brown Cottage.
41. Resurfaced gymnasium floor.

II. SOME CHANGES IN FINANCIAL POLICY.

1. Installed the plan of making all purchases only after requisitions had been made out and approved.
2. Began the policy of having the bursar make a report on the 10th of each month showing the exact status of all business affairs of the college.
3. Began the policy of securing competitive bids on all business which lent itself to such methods, particularly foods and building materials.
4. Instituted the plan of having the superintendent of grounds and also the farmer make written reports of the work accomplished at the close of each week.
5. Began the plan of having the canner keep very careful record of all work done and report both daily and weekly.
6. Changed the administration of the farm from having the farm run on the shares to having the college as the sole owner and operator.
7. Changed the policy of student help from having them pay only part board to having them pay all expenses just as all other students do and then pay them for the service they render.
8. Began the policy of paying all teachers according to a given schedule and then have them pay for all benefits and perquisites they receive.
9. Separated the book store from the other college accounts and ran it as a separate business.
10. Took over the confectionery store and began the policy of not granting any concessions to students. Employ students to do necessary and desirable work, but grant no concessions.

III. SOME GENERAL ADMINISTRATIVE CHANGES

1. Divided the College into junior and senior units with a director of each.
2. Changed the organization of the college from a departmental basis to a divisional basis. By this means about twenty departments were merged into six divisions as follows:
 - a. Arts
 - b. Education and Laboratory School
 - c. Health and Physical Education
 - d. Languages
 - e. Exact Sciences
 - f. Social Sciences
3. The faculty were classified according to rank with certain minimum standards as prerequisite for each rank. The ranks established are as follows:
 - a. Student assistant
 - b. Teaching fellow
 - c. Instructor
 - d. Assistant Professor
 - e. Associate Professor
 - f. Professor
4. Put more responsibility for the administration of the details of student life on the student council.
5. Organized a Placement Bureau as an adjunct to the laboratory school for the purpose of promoting the proper location of our graduates.
6. Organized and developed, through the generous assistance of a few good friends, a respectable college band.
7. Instituted a plan of bestowing special recognition on Honors Day upon students who distinguish themselves either in scholarship, leadership, or unselfish service.

IV. SOME CURRICULAR MODIFICATIONS

1. As one of the units of the University System, we aided in the development of survey courses for freshmen in Social Science, Physical and Biological Science, and in Mathematics. We participated in the general testing program and all other phases of work good for ourselves and helpful to the promotion of the University System as a whole.
2. We are carrying forward the program by assisting in the development of courses in Social Science and the Humanities for the sophomore year.
3. A definite program for promoting leisure arts has been carried forward during the year. The assembly period on three days out of each week is used by all students in acquiring some useful art for leisure time.
4. Through the assistance of the General Board of Education, we have been privileged to do much interesting work not confined to our campus. This has been divided into three parts:
 - (a) Part I consisted in an exchange service between 24 active teachers and 24 college students. The 24 teachers were permitted to attend

College and draw their regular salaries, while they did so the 24 students taught in their places with their expenses paid by the General Education Board. These 24 students were under the supervision of Miss Elizabeth Donovan. There was not a single failure in the entire group. The work for the year was done by exchanges in Bulloch, Screven, Evans, and Tatnell counties.

(b) Part II consisted of a regular supervision project conducted on the Zone plan in Wheeler and Treutlen counties by Miss Jane Franseth. The results were acknowledged by superintendents, teachers, patrons, and children to be little less than marvelous.

(c) Part III consisted in conducting a special educational conference for the study of rural problems of Georgia.

V. FACULTY ADDITIONS PROVIDED FOR NEXT YEAR.

1. Chairman of Division of Arts- - - - - Dr. Hoyt H. London
2. Director and teacher of band and orchestra- - Mr. William Deal
3. Teaching Fellow in Physical Education for men. Mr. James Wrinkle
4. Teaching Fellow in Physical Education for Women Mrs. Genario H. Bowen
5. Instructor in Physical and Biological Sciences.--Dr. Blondel Carleton
6. Nurse and teacher of Health. - - - - - Miss Lillian Cumbee

VI. STUDENT ATTENDANCE

1. Second Summer Term 1934--167
2. Fall term 1934--504
3. Winter term 1935--450
4. Spring term 1935--512
5. Total different persons for Fall, winter, and Spring terms--630
6. First Summer term 1935--587
7. Laboratory School (a) Regular year---130
(b) Summer term---135

VII. PRESSING NEEDS OF THE COLLEGE LISTED IN THE ORDER OF THEIR URGENCY.

1. Physical Needs
 - (a) New roof on Administration Building (now in course of construction).
 - (b) Enlargement of Dining Hall(already provided for and now awaiting Federal approval).
 - (c) New athletic field (already provided for and approved by Government).
 - (d) Provision of health cottage rooms)
 - (e) Provision for quarters for our music department (practice and class
 - (f) More cottages for light housekeeping for poor students.
 - (g) A water plant of our own. We are in constant danger. Our fire hazard is terrific.
 - (h) A new and commodious residence hall for men--one that will house 200 very much needed.
 - (i) an addition to the laboratory school to make possible a complete school unit.
 - (j) A residence for the President on the campus--very much needed.
 - (k) A new arts building to house all of our arts in one center
 - (l) Repainting 2nd. floor of West Hall & Administration Building.
 - (m) Install running water in all rooms in East Hall.
 - (n) A Laundry to displace the present inefficient and unhealthful methods.
2. Some much needed faculty additions
 - (a) A teacher of voice
 - (b) A teacher of dramatics and other phases of speech.
 - (c) A teacher of agriculture (g) More secretarial service
 - (d) A teacher of mathematics
 - (e) A teacher of commercial subjects
 - (f) Faculty sufficient to staff a complete unit 1-11 grades in our lab. school with the extra teachers to provide a rich modern curriculum.

DE NRS
SIMON STUDY

Stewart - Bill

please send note to Dr. E as to payments
in the \$150 to Stewart which is to be
charged to Rural School Exploration
SDS

August 20, 1935

Dear Dr. Pittman: Your letter of August 14 arrived
yesterday in Mr. Embree's absence
from the city. I shall bring it to his attention as
soon as he returns.

I know he will be interested in
reading the memorandum you sent and pleased to know that
Mr. Stewart has accepted our offer.

Very truly yours,
GERALDINE SMITHWICK

Secretary to Mr. Embree

Dr. Marvin S. Pittman
South Georgia Teachers College
Collegeboro, Georgia

SEP 4 1935

FISK
UNIVERSITY

NRS
SIMON STUDY

P

September 16, 1935

My dear Mr. Pittman: As suggested in your
letter of August 14th
I am enclosing our check for \$50 payable to
(Bill Stewart). This amount represents the first
payment on our pledge to pay \$150 toward ~~the~~ his
expenses at South Georgia State College.

Future payments will
be made on January 1st and March 15th.

Very truly yours,

DOROTHY A. ELVIDGE

DE:rm

Mr. Marvin Pittman
South Georgia Teachers College
Collegeboro, Georgia

Enc.

SEP 13 1935

FISK
UNIVERSITY

NRS

SIMON STUDY

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

January 11, 1936

ERE	13	ERE
JFS		JFS
ERE		ERE 15

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

Dear Mr. Embree:

Referring to the work on the compendium of data which is being begun with Jones and Junker, may I ask if it will be possible, out of any stray Council funds, to provide a moderate amount of clerical assistance. We are reasonably expansible, but until (or unless) a major government project comes through, our present budget for clerical help is being strained.

One of the ponderable extras is a really large volume of continuing work on the industrial and agricultural studies, the original budgets for which are exhausted. In time we can reach them all, but several of them appear to have the same urgent date lines.

Regretfully,



Charles S. Johnson

csj-p



JAN 17 1936

FISK

UNIVERSITY

yes!
Should we say?
up to \$500
Savings reasonable
to make. JFS

NRS
SIMON STUDY

Compendium

P January 15, 1936

Dear Johnson: We are quite prepared to provide clerical assistance to Junker and Jones in connection with their work. By way of having an allocation, suppose we authorize you to draw for this purpose up to \$500. If in the event this does not prove to be enough we can reconsider the question.

If you do not use all of this, of course, our highly Scotch comptroller will be that much better pleased. Do not, however, stint the work or allow it to become an additional expense on the already heavy budgets of your department.

Very truly yours,

ERE:GS

EDWIN R. EMBREE

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

JAN 17 1936



NRS
SIMON STUDY

(Gene)

X

September 20, 1935

My dear Mr. Newbold: As you know, the Fund started last year a series of studies and experiments in a program which we have called rural school exploration. We are including in our attention both white and colored schools and are devoting ourselves to the educational processes as contrasted with buildings or other material aspects. We are concentrating upon the South because that is the area of our experience and acquaintance, because this gives a natural limitation to an otherwise very broad field, and because the predominance of a rural economy in the South and the peculiar situation because of race relations make this a particularly important area for such efforts.

We started off by asking a dozen young people, about half colored and half white, to explore the whole social and educational situations in typical rural communities. While attaching themselves to the school so as to have some reason for being in the communities, these explorers made general studies of the total scene. We concentrated them last year in the states of Georgia, Louisiana, and Arkansas. We did not include North Carolina because it had made so much more progress than most southern states that it did not seem to us typical.

Now, however, we wish to move a little further in these general studies and we want to get the same kind of first-hand realistic information in states outside the three in which we started. Specifically, we would like to have two of our explorers work in North Carolina for part or all of the coming year. While one of these students is white and would be working in a white community, we turn to you with the whole problem because of your interest and standing not only in Negro education but in the whole field of rural development. May I explain in brief the kind of set up we have in mind? If you will be good enough as always to cooperate with advice and local arrangements, we can discuss the details with you further either by letter or by personal conversations.

What we should like is to find a community in which both of these men could work, one covering the white section and the other the Negro population. The men we have are competent

SEP 24 1935

FSK
UNIVERSITY

North Carolina, State of

and experienced students of social conditions. One of them, Buford Junker, did his graduate work with Lloyd Warner at Harvard; the other, Lewis Jones, has been a graduate student associated with Charles S. Johnson at Fisk. Each of them was engaged in somewhat similar work for us last year - Junker in Georgia and Jones in Arkansas. Because of their experience in this kind of thing, I think you need have no fear of embarrassment by any tactless or unwise moves on their part in what they, as well as the rest of us, recognize are the very delicate situations of southern rural communities.

Having made several studies of the Negro or white portions of various rural areas, we should like to have these men work now on these two aspects of a single community. These men know and respect each other and could work together successfully, although, of course, their situation and their work would be entirely separate in the local community. The most feasible arrangement that we have found on the basis of our experience last year is to have each man (recommended by someone from the state department - you in this case - and with the knowledge and consent of the county superintendent and local school authorities) attached as a purely informal consultant or assistant to the local school. In this case, of course, Junker would be affiliated with the white school and Jones with the colored. Our experience (with the single exception of one case in Arkansas) is that these "explorers" fit themselves easily into the community, do not arouse suspicion, and perform many useful current services at the same time that they are getting a comprehensive and intensive picture of conditions.

I wish I could give in a letter a little more concrete idea of what we are trying to get at. Although I believe you have already received them all, I am sending you for ready reference a complete set of the bulletins issued last year reporting on the explorations. We are not making studies for the purpose of advancing academic sociology. We are interested rather in getting so immediate and detailed a picture of the rural school in its actual setting as to give to our Council and to educational authorities generally a realistic view of the problems of rural education. On the basis of this admittedly sketchy statement, will you write me your reactions to the proposal? We can then take up more definite discussions of actual procedure.

If we can begin to work in North Carolina, I hope very much that you will join our Council on Rural Education as the other state agents did while we were working in their states. The Council meets two or three times a year for discussion with the explorers of their experiences and for general and detailed planning of practical

Mr. N. C. Newbold

-3-

practical steps that may be taken to promote the best education for rural districts. It is always a pleasure and satisfaction to be working with your wise and effective cooperation. We felt we were very self-denying to start our explorations in other more needy states. We, therefore, look forward eagerly to be again in North Carolina and with you.

Very truly yours,

ERE:GS

EDWIN R. EMBREE

Mr. N. C. Newbold
State Agent for Negro Schools
State Department of Education
Raleigh, North Carolina

FISK
UNIVERSITY

308-308
ms - answered 1/16/36

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

January 11, 1936

NRS
SIMON STUDY

Mrs. Margaret S. Simon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mrs. Simon:

Following the decision reached in New Orleans regarding the work of Junker and Jones for the next two months, it seems that it will be important to have at hand the full volume of explorer's materials. Some of these, as you will recall, it has been impracticable for me to have for study, since there was only one full draft. I have in mind such materials as the last report of Miss Beatty, the full draft of Bond's Louisiana work, the Junker report, etc. This will make a good beginning, and I feel very confident that you will have something much more satisfying out of these field materials.

Dr. Warner and I were hoping to confer at an early date on the general plans for the work by Junker and Jones. Mr. Embree suggested that Warner might run down to Nashville for a week-end, and I had rather looked forward to this. I notice, however, an engagement which I remembered having in Chicago is falling on January 20th instead of the middle of February as I had mentioned when talking with you. This would mean that there might be a chance for a brief discussion with Dr. Warner in Chicago, which could be followed up later by his week-end trip here after Junker and Jones have reported to begin the work.

There is one other matter which might be suggested. It would be a great help if you could allow what would probably amount to full time clerical assistance for the two months for these two men, in order not to slow down their work. We are normally able to absorb a great deal of this clerical work in our regular staff, and have done it, but there are several extra pressures on this staff at the moment.

I think we had a very good meeting in New Orleans.

Best wishes,

Sincerely yours,

Charles S. Johnson

csj:h

JAN 17 1936

UNIVERSITY

ms-35
"Jones"
Ellis -
do this
all
right?
He asked me
the same
question about
with Jones
consent - misob
sister - JOKed
sit 308

NRS

SIMON STUDY

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

January 31, 1936

54	2/3	7/5	

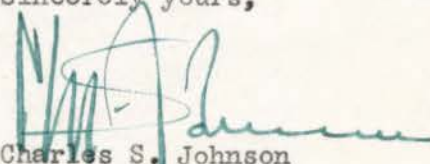
Miss Dorothy Elvidge
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Miss Elvidge:

Under date of January 15th Mr. Embree advised me that a fund not to exceed \$500 was set up on the books, to take care of clerical and minor material expenses connected with the work which Mr. Junker and Mr. Jones are doing for the Council on Rural Education. This clerical work was formally begun on February 18th, and will continue to the end of their period of work here. I am therefore suggesting that about \$200 be placed on deposit with the Comptroller's office, out of which these special clerical salaries can be paid. If more than this is required, I shall advise you in ample time.

You may wish, also, to consider at the same time the item set up for Mr. Walker's study of Negro Benevolent Societies in New Orleans, since it will shortly be necessary to make expenditures against it.

Sincerely yours,


Charles S. Johnson



csj-p

FEB 7 1936

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

N R S

2865

SIMON STUDY

To

Dr. Charles S. Johnson

Department of Social Science

Fisk University

Nashville, Tennessee

Payment Voucher No.

Date

February 4, 1936

Compendium 7

Working fund deposit to cover clerical work for Mr. Junker and Mr. Jones - \$200.00

Chk. #14894



Accounts

Rural School Exploration

Appropriation No.

35-5

Debit

\$200.00

Credit

0

Prepared by

MVG

Checked by

Posted by

FISK

Comptroller

FEB 6 1936

NRS
SIMON STUDY

Compendium

P

February 5, 1936

Dear Dr. Johnson: I am enclosing our check for \$200. to establish a working fund to meet the expenses of clerical work for Mr. Jones and Mr. Junker. On receipt of a statement accounting for the expenditure of this sum we shall reinstate it at the original figure.

In your letter of the 31st, you mentioned a payment for the study of the Negro Benevolent Societies in New Orleans. On January 13th, I sent you a check payable to Harry J. Walker for \$100. as initial payment for this study. If you will let me know what method of payment you prefer, we shall send our checks accordingly.

Very truly yours,

DAE:MVG
encl.

DOROTHY A. ELVIDGE

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

FEB 7 1936

FISK
UNIVERSITY

N R S
SIMON STUDY
FISK UNIVERSITY
 DEPARTMENT OF SOCIAL SCIENCE
 NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
 DIRECTOR

March 4, 1936

	ERE	6	ERE	9

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

Dear Mr. Embree:

We discussed briefly the present stage of the work of Jun-
 ker and Jones on the Compendium, and the use of the clerical assistance
 at this point of the work.

It seems well to follow this up with more definite documen-
 tation of the operations, because it has a bearing on the budget which you
 had set aside for clerical and statistical work. I mentioned that we
 found ourselves in position to make a shift of the time of several experi-
 enced people to the statistical part of the rural school and community com-
 pilation. Although they have been on this full time, only a part of this
 has been charged to that budget.

The kind of work which they have been doing is as follows:

- a) The working out of statistical indices, by counties, for 17
 southern states of:
 - 1) Occupational distribution, as an index of differentiation
 among Negroes compared to differentiation among whites.
 - 2) White and Negro educables per thousand.
 - 3) School attendance and illiteracy in relation to the
 ratio between per capita expenditures for whites and
 Negroes.
 - 4) Types of agriculture, for distribution of basic activi-
 ties; types of industries and locations.
 - 5) Retail trading areas.
 - 6) Newspaper circulation.
 - 7) Number of one-teacher schools, by race.

b) Bibliographical

- 1) Letters to institutions and organizations, throughout
 the South, which have made studies of possible per-
 tinance.

MAR 11 1936

FISK
 UNIVERSITY

- 2) Assembling of published monographs.
- 3) Cataloging of academic theses which are based upon actual explorations in rural areas.
- 4) Bibliographical work on available books.

c) Documentary

- 1) Typing of extracts from published and unpublished sources, for later classification and analysis.

d) Filing and cataloging data.

e) Maps and charts

- 1) Working spot maps of areas, by index indicated above.
- 2) Supplementary maps for Johnston County, North Carolina.

f) Special Work

- 1) Working out of definitive code for material on children's diets gathered in Johnston County.
- 2) Punching and tabulating of diet data.

(This diet material covers several thousand children in Johnston County, and is an important part of the current field work in North Carolina).

I am enclosing a general memorandum of the work in progress, which should provide a broad view of the plan on which the work is proceeding.

There is also enclosed a statement of the allocation of the first part of the funds provided.

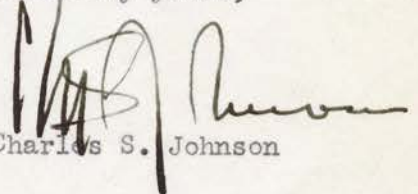
The purpose of presenting the question now is to indicate what we regard as the high importance of concentrating a considerable part of the work within the two months that Jones and Junker will be working here in Nashville, and trying to get worked out this essential preliminary structure. As I recall, in our conversation you mentioned that you had ear-marked something like \$1000, and I had been proceeding on the notion that \$500 was the limit of expenditure on this part of the work, and thus requested at the beginning that the Comptroller send \$200 of this amount.

I am requesting at this point a second installment of this allocation, and I am making this request through you, so that you can decide whether or not you feel that it would be justifiable to carry on as indicated

above, on the basis of a limit of \$1000, or to hold this to a limit of \$500. I might indicate, however, that at present only three persons are giving assistance to Junker and Jones. They are: a full time stenographer; one statistical assistant; and one draftsman (part time).

With best wishes,

Sincerely yours,



Charles S. Johnson

csj-p

FINANCIAL STATEMENT
Rural Education (Rosenwald Fund)
February 29, 1936

Salaries

Statistician (Estelle Scott) - 1 month part time....	\$50.00	
Statistical Clerks (Basic statistical data)		
Leander Shaw - 1 month part time.....	25.00	
Beatrice Harrington - 1 month	25.00	
Hollerith Machine coders and operators (Diet data)		
Jo Brown Washington - 1 month.....	25.00	
Mahala Ashley - 1 month.....	25.00	
Draftsman (Vincent Saunders) - 1 month part time...	20.00	
Stenographer (Alvin Logan) - 6 weeks @ \$12.50.....	75.00	\$245.00

Materials and Equipment

Paper		
4 M Hammermill Bond	\$7.00	
5 M Mimeograph (questionnaires for diet code)	8.75	
2 M Castle Bond.....	7.50	
200 Coordinate tabulating.....	4.00	27.25
Artist Supplies		
1 roll Tracing paper.....	1.90	
1 dox 16 ply sheets (22x28).....	1.20	3.10
Miscellaneous		
1 box Ace staples	1.50	
1 carton Gem clips.....	.50	
1 doz colored pencils.....	1.80	3.80
Pamphlet filing box - 12 @ 75¢		9.00
Pamphlets		
Supt of Documents, Washington.....	1.60	
Postage.....	6.00	\$50.75
T O T A L		\$295.75

NRS
SIMON STUDY

March 9, 1936

Dear Dr. Johnson: Thank you for the very full information in your letter of March 4 about the work now in progress on the Compendium on Rural Schools in the South. My memory was that I had already authorized clerical charges up to \$1,000. At any rate I am quite willing to put the limit there rather than at \$500. This is an important piece of work which is going ahead (as usual under your efficient management) at very small cost. A thousand dollars in addition to the salaries of Junker and Jones is a very modest allocation for so important a piece of work.

(My understanding is that you are returning Junker and Jones to North Carolina for about two months to complete their study of the county there and that after the termination of that study in North Carolina they will then return to Nashville and devote themselves to the Compendium until it is finished. My further understanding is that work on the Compendium may keep these two men in Nashville continuously throughout the summer and possibly well into the autumn.)

Very truly yours,

ERE:GS

EDWIN R. EMBREE

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

MAR 11 1936

FISK
UNIVERSITY

CHARLES S. JOHNSON
DIRECTOR

NRS
SIMON STUDY

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

March 21, 1936

6/20/36 ✓

DE	3/23	DE	3/24

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

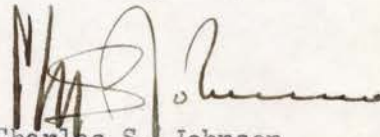
Dear Miss Elvidge:

I am enclosing a statement of expenditures in connection with the preparation, by Jones and Junker, of the Compendium on Rural Schools in the South.

In accordance with a letter, under date of March 9th, from Mr. Embree, the limit of authorized clerical expenditure is \$1,000.00. The work on this study has been going ahead rather intensively, in order to take best advantage of the two months which they are spending out of the field.

We have exceeded, in the payments already made, the first installment of \$200.00. I should like to request that the next installment be at least \$400.00.

Sincerely yours,


Charles S. Johnson

csj-p



MAR 25 1936

3/21/36

STATEMENT OF EXPENSES
COMPENDIUM ON RURAL SCHOOLS IN THE SOUTH

Salaries

Statistician (Estelle Scott) - 1 month, part time	\$	50.00	
Statistical Clerks (Basic statistical data)			
Leander Shaw - 1 month, part time	\$	25.00	
Beatrice Harrington - 1 month		25.00	50.00
Holerith Machine coders and operators (Diet data)			
Jo Brown Washington - 1 month		25.00	
Mahala Ashley - 1 month		25.00	50.00
Draftsman (Vincent Saunders) - 1 month, part time			20.00
Stenographer (Alvin Logan) - 6 weeks @ \$12.50			75.00

Materials and Equipment

Paper

4 M Hammermill Bond		7.00	
5 M. Mimeograph (Questionnaires for diet code)		8.75	
2M Castle Bond		7.50	
200 Coordinate tabulating		4.00	27.25

Artist Supplies

1 roll tracing cloth		1.90	
1 doz 16 ply sheets (22x28)		1.20	3.10

Miscellaneous

1 box Ace staples		1.50	
1 carton gem clips50	
1 doz. colored pencils		1.80	3.80
Pamphlet filing boxes -- 12 @ 75¢			9.00
Pamphlets -- Supt. of Documents, Washington			1.60
Postage			6.00

Total \$295.00



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

N R S
SIMON STUDY

To

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

Payment Voucher No.

Date March 24, 1936

Compendium

clerical assistance for
Second payment on allocation to pay not to exceed \$1,000. for Mr. Junker
and Mr. Jones ----- \$400.00

Ch. #15236

Accounts

Appropriation No.

Debit

Credit

Rural School Exploration

35-5

\$400.00

Prepared by
MVG

Checked by

Posted by

FISK
UNIVERSITY

Comptroller

N R S
SIMON STUDY

Compensation

P

March 24, 1936

Dear Dr. Johnson: Thank you for the statements enclosed in your letter of March 21st. I am enclosing our check for \$400. payable to you, as an additional payment on the \$1,000 allocated for clerical services for Mr. Jones and Mr. Junker. Another check for \$500. is enclosed, payable to Fisk University for the final installment on the \$1,000 allocated for a study of the Negro Benevolent Societies in New Orleans.

Additional statements will be needed on both of these projects when these funds are exhausted.

Very truly yours,

DAE:MVG
encl. 2

DOROTHY A. ELVIDGE

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

MAR 25 1936

FISK
UNIVERSITY

N R S
SIMON STUDY

May 25, 1936

My dear Bill Stewart: Thank you for your good
note of May 18. I have
hoped that we could have you associated directly
with some of our work in rural schools. It is im-
possible for us to make further plans for next year
until the autumn. I think, therefore, it would be
unfair for us to ask you to alter your plans in any
way because of our possible interest. We hope that
you will find a good and useful post and we trust
that it will be in a rural setting. Please keep us
informed of your plans and of your location. As our
own plans develop I hope that either this year or in
the near future we may have you associated with some
of our own school work.

We have followed your career
with much interest. It is a satisfaction to those in-
terested in education to see young men like you coming
into the field.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Mr. William Stewart
Division of Education, Laboratory School and
Placement Bureau
South Georgia Teachers College
Collegeboro, Georgia

MAY 28 1936

FISK
UNIVERSITY

N R S
SIMON STUDY UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

June 15, 1936

June 15, 1936

58	6/17	58	17

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

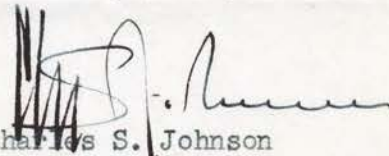
Dear Miss Elvidge:

I am enclosing statements of expenses, clerical and otherwise, covering the work on the rural school compendium. The statement from the comptroller's office covers the period February 10 to May 12, and the supplementary statement covers the period May 12 to June 12. It will be noted that the expenditures have exceeded, slightly, the deposits of funds.

I am requesting, thus, a deposit of the remainder of the original allocation of \$1,000.

One item on the supplementary statement may be interesting: the dextragraph reproducing equipment, on which we are paying a rental of \$32.25 per month. This machine accomplishes the equivalent of the work of about four typists on the reproduction of certain of the essential documents.

Sincerely yours,


Charles S. Johnson

csj-p

JUN 18 1936

FISK
UNIVERSITY

*

*

6 6 7 8 3

3 0 4 8 6

9 7 2 6 9 *

					*
1	3	7	5	0	
		2	5	0	
	1	8	6	1	
1	3	9	7	0	
		6	5	5	
3	0	4	8	6	*

5	0	0	0
2	5	0	0
3	7	5	0
2	5	0	0
	2	5	0
1	8	6	1
6	4	5	0
7	5	2	0
	6	5	5

3	0	4	8	6	*
---	---	---	---	---	---

FINANCIAL STATEMENT

Rural Education Fund (E 1427)

Encumbrances: May 12 to June 12, 1936

Salaries

Statistical Assistant		
Beatrice Harrington	\$ 50.00	
Stenographers		
Jo Brown Washington	25.00	
Martha Harris	37.50	
Dexigraph Operator		
Vincent Saunders	<u>25.00</u>	\$137.50

<u>Books</u>	<u>2.50</u>	2.50
--------------------	-------------	------

<u>Maps and Supplies</u>	<u>18.61</u>	18.61
--------------------------------	--------------	-------

Dexigraph Reproducing Equipment

Rental of machines - 2 months	64.50	
Supplies	<u>75.20</u>	139.70

Office Supplies	<u>6.55</u>	<u>6.55</u>
-----------------------	-------------	-------------

TOTAL		\$304.86
-------------	--	----------

Handwritten signature

*OK
D/C*

INCOME AND EXPENSE

Rosenwald Study - E-1427

INCOME

1936

Feb 10	200.00	
Mar 28	<u>400.00</u>	
		600.00
		<u>600.00</u>

EXPENSE

Alvin Logan	90.00	
Vincent Saunders	20.00	
Beatrice Harrington	150.00	
Mahala Ashley	125.00	
Leander Shaw	25.00	
Joe Brown Washington	125.00	
Helen Trigg Harris	5.00	
Estelle Scott	50.00	
Charles S Johnson	2.80	
Supt of Documents	1.60	
Lodge-Miller, Inc	25.99	
Hemphill Press	32.00	
Ambrose Printing Co	3.10	
Remington-Rand Co	2.40	
Western Union Co	.50	
University of North Carolina Press	3.44	
Stamps	<u>6.00</u>	
		<u>667.83</u>
		<u>667.83</u>

Fisk University

W. S. Hanks
Bookkeeper

May 12, 1936



CHARLES S. JOHNSON
DIRECTOR

October 16, 1936

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

NRS
SIMON STUDY

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

Dear Mr. Embree:

The rural education Compendium is now moving into its final stages of preparation. Before the November meeting the full statistical program will be completed. This, as I indicated before, is of such volume and detail as to warrant handling on our machines. It will sink into the background at the time of presentation to the Council, but it will be the vital and essential structure which supports the area grouping of the entire South and the descriptive material from several hundred special studies.

This has been under way throughout the summer, and since reaching the end of the budget which you made available last January we were able to turn the following departmental services to these duties, under the immediate supervision of Junker and Jones, and our departmental statistician: (These are itemized merely as an index to the volume of work on the Compendium and the effort to husband the special budget for it.)

Statistical clerk - 3 months @ \$50.00	\$150.00
Stenographer - 2 months @ \$75.00	150.00
Punching machine operator and sorting machine operator - $\frac{1}{2}$ month @ \$53.90	26.95
Dexigraph operator - part time 2 months	75.00
3 clerks on filing, classifying, and abstracting material during 2 months period	147.33
Total	\$549.28

This involved no reduction in departmental funds, and thus may be considered merely as information.

For the completion of the work from October 1st, I am submitting a budget estimate on the accompanying sheet. Any unused portions of this budget, for the purposes indicated, will be returned.

With best wishes,

Sincerely yours,

Charles S. Johnson

csj-p

SUPPLEMENTARY BUDGET ON RURAL EDUCATION COMPENDIUM

October 1st to Completion

Salaries

Clerical assistance - 2 months @ \$55.00	\$110.00	
Clerical assistance - 3 months @ \$60.00	180.00	
Stenographer - 1 month @ \$75.00	75.00	
Coding assistance (extra workers)	<u>50.00</u>	\$415.00

Equipment

Steel filing cabinet	105.00	
Rental of dextrigraph machine - 3 months @ \$28.00	<u>84.00</u>	189.00

Supplies and Material

Dextrigraph paper - 4,000 @ \$28.50 per M.	114.00	
Dextrigraph chemicals	15.50	
Photographs for final report	25.00	
Miscellaneous Supplies - including paper and binding of final report	<u>150.00</u>	<u>304.50</u>
TOTAL		\$908.50



N R 3
SIMON STUDY

October 23, 1936

Dear Dr. Johnson: In reply to your letter of
October 16, we are of course
prepared to continue to support the necessary ex-
penses in connection with the preparation of the
Compendium on Southern rural life and education.
You may draw upon us for the expenditures as de-
tailed in your letter or for any revision of that
budget up to a total of One thousand dollars
(\$1,000).

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

OCT 27 1936

WELLINGTON & COMPANY
Accountant
Engineers

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

NRS

SIMON STUDY

To

Dr. Charles S. Johnson

Department of Social Science

Fisk University

Nashville, Tennessee

Payment Voucher No. 8727

Date June 17, 1936

Compendium

Balance due on allocation to pay not to exceed \$1,000 for clerical

assistance for Mr. Junker and Mr. Jones - - - - - \$400.00

Ck.#8727

Accounts

Rural School Exploration

Appropriation No.

35-5

Debit

\$400.00

Credit

JUN 18 1936

Prepared by

AM

Checked by

Posted by

FISK

Comptroller

UNIVERSITY

NRS
SIMON STUDY

Compendium

7 up 26
8/25/36

June 17, 1936

Dear Dr. Johnson: I am enclosing our check
for \$400.00, representing
the balance due on an allocation of \$1,000.00 for
clerical assistance for Mr. Junker and Mr. Jones.
The statement enclosed in your letter of June 15th
shows expenditures from this allocation to total
\$972.69. We shall need one more statement when
the balance of \$27.31 has been expended.

Very truly yours,

DOROTHY A. ELVIDGE

DE;rh

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

JUN 18 1936

FISK
UNIVERSITY

NRS
SIMON STUDY

7 up 56
10/20/36

Compensation sheet

September 14, 1936

Dear Dr. Johnson: You are so nice about sending
all statements promptly that
I hate to bother you about this small matter.
Your last statement accounting for the \$1,000 which
we sent you for clerical assistance for Mr. Junker
and Mr. Jones showed an unexpended balance of \$27.31.
May we have a financial statement showing the dis-
tribution of this amount?

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Charles S. Johnson,
Fisk University,
Nashville, Tennessee

SEP 15 1936

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

~~CONFIDENTIAL~~
FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

Compendium

September
18
1936

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

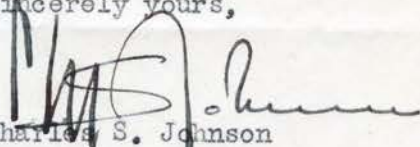
②

	Ac	9/21	Ac	0

Dear Miss Elvidge:

I am enclosing a financial statement covering the expenditures of the balance of \$27.31, unexpended at the time of our last report on June 12.

Sincerely yours,


Charles S. Johnson

csj/g
ENC.

SEP 22 1936

FISK
UNIVERSITY

FINANCIAL STATEMENT
Rural Education Fund (# 1427)

Receipts

February 10.....	\$200.00	
March 29.....	400.00	
June 22.....	400.00	\$ 1,000.00

Disbursements

February 10 to May 12.....	667.83
May 12 to June 12.....	304.86

June 12 to September 12

Filing cards

5M 3 x 5 white.....	\$ 5.40
1M 3 x 5 buff	1.25
5M 4 x 6 white.....	10.00

Dexigraph powder

1 case.....	8.40
-------------	------

Miscellaneous

Pencils, clips, & erasers	2.26	27.31	1,000.00
------------------------------------	------	-------	----------

September 12, 1936

See Johnson-Charles
9/18

NRS
SIMON STUDY

P
September 23, 1936

Dear Dr. Johnson: Of course we are prepared to
see through the preparation of
the compendium. It is perfectly agreeable to us to
charge the rural school budget with additional cler-
ical and stenographic expense in accordance with
your usual economical and efficient schedules.

ERE:JW

Very truly yours,

EDWIN R. FARRER

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

SEP 29 1936

FISK
UNIVERSITY

CHARLES S. JOHNSON
DIRECTOR

NRS
SIMON STUDY

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

November 3, 1936

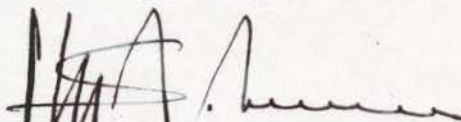
	DC 11/5	DC 11/5		

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

Dear Miss Elvidge:

I have a letter from Mr. Embree indicating that we may draw upon the Fund for expenditures in connection with preparation of the Compendium on Southern rural life and education up to a total of \$1,000. In view of certain current expenses now somewhat past due and continuing, I am requesting that \$500.00 of this amount be released. The check can be made payable to the Social Science Department.

Sincerely yours,


Charles S. Johnson

csj-p

NOV 6 1936



FISK
UNIVERSITY

NRS
SIMON STUDY

7 up 156
31 137

P

November 5, 1936

Dear Dr. Johnson: Enclosed you will find our
check for \$500 representing
one half of the amount pledged for the completion
of the Compendium during 1936-37. When this sum
has been exhausted we shall need a statement ac-
counting for its expenditure.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Charles S. Johnson
Fisk University,
Nashville, Tennessee

NOV 6 1936

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

To

Social Science Department,

Fisk University

c/o Dr. Charles S. Johnson

Fisk University

Nashville, Tennessee

Payment Voucher No. 4247

Date November 5, 1936

NRS
SIMON STUDY

First payment on pledge to pay \$1,000 during 1936-37 in connection
 with the preparation of the Compendium on Southern Rural
Life and Education - - - - - \$500.00

Ch.#16682



Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-13

\$500.00

NOV 9 1936

Prepared by

AM

Checked by

Posted by

UNIVERSITY

Comptroller

NRS
SIMON STUDY
FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

Compendium

December 21, 1936

	DE	12/23	DE	12/23

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

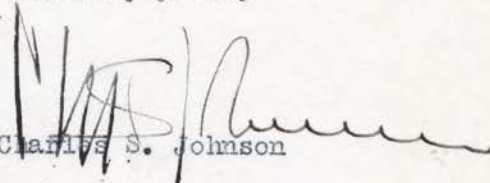
P

Dear Miss Elvidge:

I am sending the statement of expenditures to date on the preparation of the Rural Compendium. We received a check for \$500 on November 9th, as a part of an allocation of \$1,000.

In the rush of the work, in order to get the documents into shape by the first of January, we have exceeded in expenditures the amount of the first advance. May I ask that you send, at your early convenience, the second installment.

Sincerely yours,


Charles S. Johnson

csj-p

DEC 24 1936

FISK
UNIVERSITY

STATEMENT OF RECEIPTS AND EXPENDITURES
COMPENDIUM ON RURAL EDUCATION

October 15, 1936 - January 1, 1937

RECEIVED, November 9, 1936 \$500.00

EXPENDITURES

Salaries:

Eleanor Bolton (10/15 - 1/1)	\$150.00	
Geneva McKissack (10/15 - 11/12)	40.34	
Hortense White (10/15 - 10/30)	27.50	
Anna Clara Owen (11/13 - 1/1)	92.34	
Student assistants for coding and statistical work	104.00	414.18

Equipment:

Steel filing cabinet	112.30	
Rental - Dexigraph equipment	66.00	178.30

Supplies:

Dexigraph paper and chemicals	149.65	
Photographs and rubber cement	3.70	
Mimeograph paper and ink	3.40	
Paper for final report	48.40	
Carbon paper	21.60	
Binding of report	4.00	
Miscellaneous supplies (pencils, clips, ink, erasers, etc)	8.55	239.30

Maps:

Draftsman and supplies	33.00	864.78
------------------------------	-------	--------

-364.78

1	5	0	0	0
	4	0	3	4
	2	7	5	0
	9	2	3	4
1	0	4	0	0
4	1	4	1	8 *

1	1	2	3	0
	6	6	0	0
1	7	8	3	0 *

1	4	9	6	5
		3	7	0
		3	4	0
	4	8	4	0
	2	1	6	0
		4	0	0
		8	5	5
2	3	9	3	0 *

3	3	0	0
3	3	0	0 *

4	1	4	1	8
1	7	8	3	0
2	3	9	3	0
	3	3	0	0
8	6	4	7	8 *

NRS
SIMON STUDY

7 up 56
5/20/37 ✓

P
December 23, 1936

Dear Dr. Johnson: Thank you for the statements
on the Compendium and the
Source Book received today. Enclosed herewith is
our check for \$500 representing the final payment
on our pledge of \$1,000 for the completion of the
Compendium on Southern Rural Life and Education.

Final statements will be
needed on the Source Book and the Compendium when
the funds on hand are exhausted.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Dr. Charles S. Johnson,
Fisk University,
Nashville, Tennessee

DEC 24 1936

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

NRS
SIMON STUDY

To

Social Science Department,
Fisk University
c/o Dr. Charles S. Johnson
Fisk University,
Nashville, Tennessee

Payment Voucher No. 4504

Date December 23, 1936

Final payment on pledge to pay \$1,000 during 1936-37 in connection
with the preparation of the (Compendium on Southern Rural Life)
and Education - - - - - \$500.00

Ch. #17012

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-45	\$500.00	
<div style="position: absolute; left: 120px; top: 810px; transform: rotate(-30deg);">DEC 24 1936</div> <div style="position: absolute; left: 540px; top: 850px; font-size: 100px; opacity: 0.5;"> FISK UNIVERSITY </div>			
Prepared by AM	Checked by	Posted by	Comptroller

RURAL SCHOOL EXPLORATION
Tentative Budget - 1936-37

NRS
SIMON STUDY

Salary

Geo. I. Sanchez	\$4,500.00	
James F. Simon	3,300.00	
John MacLachlan (July, August and September)	750.00	
Ruth Lockman	1,850.00	
Ralph Gaskins	1,540.00	
Mrs. C. J. Duncan	1,350.00	
Lewis Jones	1,920.00	
Buford H. Junker	1,800.00	
Allie B. Cheney	560.00	
Teacher for Red Oak	900.00	
Wm. H. Thomas (Pine Mountain)	5,000.00	
Consolidated School	2,000.00	
Another Negro School	1,000.00	
Ruth Warren	1,560.00	\$25,840.00

Travel

Geo. I. Sanchez	\$2,000.00	
John MacLachlan	300.00	
James F. Simon	2,000.00	
Explorers	2,500.00	
Councilors	3,000.00	9,800.00

Automobile purchase

Insurance on cars

Licenses and repairs

Supplies for schools

Printing

Books

Postage

Arkansas schools

Contingent

\$ 500.00	
340.00	
500.00	
50.00	
350.00	
60.00	
40.00	
150.00	
2,370.00	4,560.00
	<u>\$40,000.00</u>

SEP 8 1936

JFS:RW
9/4/36

FISK
UNIVERSITY

NRS
SIMON STUDY

MEMORANDUM

PRESENTATION OF COMPENDIUM AT COUNCIL MEETING

January 2, 1937

Program For The Morning (10:00 A.M. to Luncheon)

1. (Meeting called to order by Mr. Embree -- by 10:20 ?)
(Introductory Remarks by Warner and Johnson)
2. 10:20 -- Jones:-- Preface to County Atlas - Pages 4-5--
to Orient Audience in "South" (5 minutes)
3. 10:25 -- Junker:-- Theory of County Types -- to Summarize
What the Compendium does; four working parts:
- (a) Bibliography - Volume I, Appendix and in each Crop Book, also Card File.
 - (b) Statistics - Volumes 6 - 7; and County Card File.
 - (c) County Types - Volume I, Statistics and county cards. Breath of Life, Crop Books volume 5 ?
 - (d) Sociological Studies illustrating -- county types.
- Then read Theory of County Types Page 6, 1st paragraph.
- 10:30 -- Point out County Type Column in Atlas and illustrate.
- 10:35 -- 10:45--Read Theory to page 8 -- break here for --
4. 10:45 -- 11:00--Jones - Bibliography -- Appendix to Atlas, Page 286 and illustration of how Bibliography works in relation to County Types.
5. 11:00 -- 11:15 - Junker- Theory - pages 8--12, and amplify summary by explaining theory of county types implies prediction.

Then break to explain mechanics of County Classification. Maybe read part of explanation for alphabetical list.

6. 11:15 -- 11:35 - Jones--^{again}Classify in terms of basic economy. Atlas Pages 213--218. (not over 20 minutes)

JAN 6

1937

(Memorandum Cont'd)

7. 11:35 -- 11:55 - Junker:- Classification on Urban-Commercial Scale Atlas, Pages 244--249; and summarize all this by paraphrasing summary to Theory of County Types--(Classification and eventually predictability).

8. 11:55 -- Luncheon:-

Alternatives --

- (a) "Set" questions about specific contrasting Counties.
- (b) If Volume 7 is available -- read characteristics of A-3-VI in contrast with C-6-VI; then go to specific illustrative counties.

-- (a) "Set" Questions se ff. Counties --

numbers refer to white + negro deciles for expenditures.

Georgia:--

✓ Morgan	- A-4-VI (2 and 4 - why? Near Atlanta?).	Brooks ✓	D-5-IV-B (Ok Middling)
Gilmer ✓	C-6-VI (Rather tough on white, No Negroes compared with Fannin).	Houston	A-5-V (1 and 6 about what one would expect).
✓ Henry	A-4-VI (4 and 2 - why? near Atlanta).	Sunter	A-4-III-B (3 and 6 as would expect because of lots of Negroes)
Fannin	A-6-V (Very tough on white, no Negroes).	Chattahoochee	A-3-V (6 & 4 which is unusual but County is unusual anyway).
Whitfield	A-2b-IIIB (9 and 1 maybe because so few Negroes).	Terrell	A-4-IV-B (4 & 10, 70% ^{70.1%} White Ratio 12.6 <i>Negro</i>)
Bullock	A-5-IV-B (Ok- Middling).	Randolph	A-4-IV-B (1 & 10-- lots of Negroes Ratio 49.0).
Murray	A-4-VI (6 and 1, very few Negroes)	Liberty ✓	A-6-V (4 & 5 because manufacturing is near Savannah).
Bryan	A-2b-V (Ok? 4 and 3).	Burke ✓	A-4-IV (tough on Negroes).
Union	C-6-VI (9 and 1, very few Negroes).	Peach	A-5-IV-B (2 & 1).
Tift	B-5-IV-A (8 and 6 - Ok because better for Negroes as would expect).	Dougherty	D-1-III-A (good to Negroes).
Towns	B-4-VI (9 for whites -- No Negroes as would expect).	Louder	B-5-III-A (10 & 3 Ok).
Rabun	C-6-VI (8 and 10, very few Negroes - so curious- should be high for Negroes, but only one school).	Thomas	D-5-III-A (4 & 4).
Twigg	A-3-V (3 and 8, lots of Negroes).	Camden	D-2b-V (good for Negroes) (5 & 2).
Wilkinson	A-4-V (Middling, too tough on white).	Ben Hill	A-2b-III-B (severely tough on Negroes) <i>scary</i>

Georgia:

Turner	A-4-V (8 & 8 and only 34.5 % Negroes).
Colquitt	B-5-III (good to Negroes 8 & 6).
McIntosh	A-6-V (1 & 1 but something funny here -- very few children ?).
Berrien	B-4-V (Ok - tough)
Lenier	B-3-V (2 & 6)

Arkansas:

Conway	(County cards lost?)
Woodruff	(Morgenroth) A-4-VI (5 & 6, should be tough?)

Florida:

~~Dixie~~

Flagler	D-2b-VI (2 & 5 -- 34% Negroes).
Putnam	G-2a-III-B (4 & 4).

Louisiana:

Richland	(Purifoy) A-3-VI (5 & 8 as would expect).
Caldwell	(Beatty) A-2a-VI (9 & 3 but why?).
Ouachita	(Riddle) A-1-II-B (7 & 7 but why so low?).

Nashville, Tenn.
12/30/36.

Dear Mr. Dixon:-

If I don't see you when your train stops here Thursday, I shall try to get a porter to deliver this to you. Enclosed is a sketchy memorandum typed at Fisk Wednesday noon from my notes on going over the program for Saturday morning with Jones. It covers the morning show as precisely as I can estimate the time required. I think that if we can click with the Council at all, it will be in the first hour or so, and the rest of the day (and the next, if available) had better be occupied with nimble following of the Council's questions rather than any set selection or order of stuff to be presented. The resources of the Compendium data books ought to be adequate, and we will know how to find illustrative stuff.

1. ~~James~~ James to go to Fed.
govt. & to state agl. colleges &
Tuskegee to get land
fertility maps.

2. July 1st

Launch good & bad schools at once
one white & one colored.

Need:

Univ. graduate with
^{experience.}
three years in journalism,
& a news-hound.

Compulsion

RURAL SCHOOL PROGRAM

Compendium

AGRICULTURAL CLASSIFICATION OF COUNTIES

Crops require practices in their production which influence habits and customs of producers. Classification of counties according to crops produced is employed as an index to the order of life of the agricultural population. Rationalization of this procedure lay in the supposition that a county devoted to the cultivation of a specific crop has distinctive agricultural practices, and supports an economy fashioned peculiarly by that crop. When cotton is the dominant crop in a county its economy and social organization possess features peculiar to the "Cotton Complex". In establishing the kind of agriculture in a county the census classification of farms was used.

Translation of census classification of types of farms into terms suited to our purpose, gave eight important types of farming areas in the South. The eight types established were:

- A. Cotton
- B. Tobacco
- C. Grain - subsistence
- D. Grain - Livestock and Dairying
- E. Vegetable - Fruit
- F. Citrus Fruit
- G. Rice
- H. Sugar Cane

Census of

1. Agriculture Volume 111, Part 2, Type of Farm - Southern States, p. 3

It was important, in the first place, to select a percentage which would reflect satisfactorily the dominant enterprise and at the same time not show too many farms in a "general" farm class. Furthermore, an examination of farm income by source, disclosed, for the most of the important agricultural regions of the country, that the majority of farms in such areas received not greatly in excess of 40 per cent of their income from one source. The use of a percentage greater than 40 would have resulted in segregation farms into a particular type group which received a very high proportion of their income from one source; but the classification would have been less satisfactory for all farms in that bulk of the farms would have been put in a general farm group.

Classification of each county according to the dominant crop produced caused it to fall into one of the eight categories. Allocation to dominant crop was a simple process in which the type of farm on which highest percentage of homestead acreage was concentrated, was used to designate the dominant crop type. The type of farm which predominated in a county gave the county its dominant crop characteristic. In instances where general farming predominated the classification of the county was made on the basis of the type of farming second in importance.

Counties were encountered which for one of three causes were not significantly agricultural. These counties were predominantly industrial, urban, or undeveloped agriculturally. Counties in which less than one-fifth of the gainfully employed males were engaged in agriculture were classified as non-farm counties. In the dominant crop classification these counties require a ninth category:

I. Predominantly Non-farm

Classification on the urban commercial scale would distinguish between the urban, industrial, and undeveloped counties. Those counties predominantly urban or industrial showed only a small fraction of the population engaged in agriculture. The undeveloped counties were not urban and had no industries. In the extreme instance only three-tenths of one per cent of the land area of the county was in cultivation and a very small number of people were affected by agriculture.

When the principal type of farming in a county is determined a dominant characteristic of its rural organization is established but this is an incomplete description. Diversification of farming was selected as an index to the complexity of rural life. Each system of

farming requires tools adapted to its cultivation, a set of practices developed about calendar and labor requirements of the crop, and a specialization of functions in its production and marketing. The production of each crop requires a complete system including definite practices in cultivation, harvesting, preparing for the market, and financing. People engaged in production of the crop have specialized functions in each process. Where only one crop of major importance is grown a single system exists. Introduction of another crop of major importance is accompanied by an additional system with its own process and function. Classification of counties according to complexity distributed them into four categories:

- 0 Unclassified
- 1 One dominant crop system
- 2 Dual system of major crops
- 3 Multiple crop systems

0 - Counties are placed in the unclassified category when in the dominant crop classification they fall in the Predominantly Non-farm category.

1 - Counties are classified as having one dominant crop system when no type of farm other than the dominant type of farm accounts for 10% of the acreage homestead.

2 - Counties classified as having a dual system have in addition to the dominant type of farm one additional type of farm which accounts for ten per cent or more of the harvested acreage in the county.

3 - Counties are classified as having a multiple crop system when in addition to the dominant type of farm, two or more types of farming each account for ten per cent or more of the acreage harvested in the county.

NRS
SIMON STUDY
(Compendium)

January 7, 1937

Dear Dr. Johnson: I have been doing some work and some thinking on the Compendium. Although I have by no means gone through the whole material, here are my judgments of the moment.

1. I would like to send out to the members of the Council the mimeographed copies of the County Atlas and the two volumes of statistics. We could make a careful explanation that this material has not yet been checked and that it is therefore sent as tentative and confidential material. Even though these volumes taken alone are rather dry bones, I think we might as well make them available to our group. Lloyd Warner agrees. I will not send any out, however, until I am also assured of your approval.

2. As to publication, Warner seems to think that the County Atlas and statistics should be issued with a careful revision and abridgment of the middle volumes. He thinks the Atlas and statistics will be too dry without some of the breath-of-life material. I have suggested that he talk this over with you. Whatever you two agree on will probably get the approval of the rest of us. My chief objection to Warner's suggestion is that it would inevitably delay a great deal the publication of the County Atlas and statistics. Maybe that delay is justified, but I always dislike to see publishable material growing old.

3. As to the monographs of the two research workers, I should think these might well be published as individual volumes whenever they are ready. They are quite separate from the rest of the Compendium and stand or fall as individual sociological studies. I have not yet had a chance to read Junker's monograph but I have gone through Jones's "Meniffee Community." I am delighted with the Meniffee study and I am sure it deserves publication as an-

JAN 11 1937

other of the notable group of intensive community surveys. I have some suggestions concerning it which I am putting on a separate sheet. I shall send similar suggestions about the Junker paper as soon as I have read it.

It was a good meeting - the best we have ever had. You sociologists certainly came into your own.

I was so tired Monday afternoon that I could not contribute much to the discussion which we properly should have had about next steps. The comments above may give us at least a basis of discussing publication and other plans for the Compendium.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee



January 7, 1937

COMMENTS CONCERNING THE REPORT ON MENIFEE COMMUNITY

I am, on the whole, delighted with this report. I am enclosing the copy which I read and on which I made a number of pencilled notations and suggested revisions.

This study seems to me to take its place with Middletown and Tepoztlan and others as a significant and interesting survey of a social complex. The history and the description of the general social structure is interesting and informing. I felt that the interest, and possibly the significance, fell off sharply from page 64 on. Maybe that is simply because I was less fresh when I read the second section, but I believe there is a real difference in the sharpness and analysis between the two halves of the book. The section on the school seemed to me particularly dull and perfunctory. The study ends abruptly. There is no objection to that in itself, but I think a few paragraphs of general rounding off of the picture would add strength.

I hope Jones can make the last half at least as good as the first sections and that the whole study can be made ready for publication promptly. I believe that a publisher would take it on a commercial basis. It should have a considerable sale both to general readers and to students. At most a slight subsidy would doubtless carry it.

When published, some attention should be given to the title. A significant feature that should appear in the title is the fact that this is a Negro community in the midst of what is otherwise largely a white population. "A Negro Island in Arkansas," or some such title, might indicate this feature and give a proper general heading, especially if there were a subtitle naming the location. At any rate, the title should be both descriptive and intriguing.

In revision some attention should be given to dates. "Now" is used frequently without clear evidence of the time referred to. I expect the actual date - 1934 - should be used fairly frequently since the book at best will not be published until well along in 1937, at least three years later than the date of the "now." Furthermore, the book will doubtless be read for many years and fixed dates will become more and more important as time goes on.

The notations that I have made in pencil are simply those that occurred to me as I read the text fairly rapidly. I hold no brief for any of them except as they may suggest desirable revisions to the author.

ERE:JW

Edwin R. Embree



Sent to

W. W. Alexander
W. D. Cocking
John J. Coss
Jackson Davis
Leo Favrot
Burton Fowler
Nolen M. Irby
Charles H. Judd
A. C. Lewis
Fred McCuiston
N. C. Newbold
F. D. Patterson
Shelton Phelps
Marvin S. Pittman
Arthur D. Wright
George F. Zook

NRS
SIMON STUDY

Compendium

January 15, 1937

Dear Mr. Cocking: Since so many members of the Rural Council wished to have some of the material from the Compendium on Southern Rural Life even in preliminary and incomplete form, I am sending, under separate cover, volumes 1, 6, and 7, comprising the County Atlas and the two volumes of supplementary statistics. These volumes taken alone are dry bones but they give the framework and the significant indices.

The whole Compendium is being worked over and we hope that a good deal of the "breath of life" material will be ready soon either for publication or for private distribution. We expect also to publish in the near future the two monographs by the individual workers. As plans proceed for revisions and publications, we shall keep you informed.

It seemed to me that the meetings of the Council were exceedingly good. We appreciate very much the time and the contributions which you make to these meetings.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

JAN 19 1937

Mr. W. D. Cocking
Superintendent of Public Instruction
Department of Education
Nashville, Tennessee

FISK
UNIVERSITY

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

NRS
SIMON STUDY

Compendium

January 18, 1937.

ERE	20	EA	0

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

Dear Mr. Embree:

I shall be very glad indeed to have an opportunity to see volumes 1, 6, and 7, comprising the County Atlas and the two volumes of statistics recently considered by the Rural Education Council. The whole approach was novel and basic. I am sure that it will be important in the future development of the work of the Council. I assure you that I appreciated the opportunity to sit with the members of the committee.

Yours very sincerely,

George F. Zook
George F. Zook
President

JAN 25 1937

FISK
UNIVERSITY

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

NRS
SIMON STUDY

January 18, 1937

	ERE	20	ERE	0

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

My dear Mr. Embree:

Thank you for your letter of January 15. I am delighted, as I know others are, that you are going to send us Volumes 1, 6, and 7, of the Compendium on Southern Rural Life. These volumes contain much besides dry bones, I can assure you, and I am confident we shall find them useful in our work here. When you are ready to send out the other material, that also will be thankfully received.

As I said to you in Chicago, I think your recent meeting was far and away ahead of the one a year ago. I enjoy and appreciate the opportunity to attend these conferences.

With cordial good wishes, I am

Very sincerely yours,

N. C. Newbold

N. C. Newbold

NCN G

JAN 25 1937

FISK
UNIVERSITY

TRUSTEES

W. Russell Bowie, *New York*
 James Hardy Dillard, *Charlottesville, Va.*
 Joseph D. Eggleston, *Hampden-Sidney, Va.*
 John M. Glenn, *New York*
 Warren Kearny, *New Orleans, La.*
 John F. Kelsey, *New York*
 James H. Kirkland, *Nashville, Tenn.*
 Josiah Morse, *Columbia, S. C.*
 Albert Shaw, *New York*
 Leslie W. Snow, *New York*
 C. C. Spaulding, *Durham, N. C.*
 Arthur D. Wright, *Washington, D. C.*

The John F. Slater Fund

(FOUNDED 1882)

OFFICE OF THE PRESIDENT

726 JACKSON PLACE N. W.
 WASHINGTON, D. C.

NRS

OFFICERS

Arthur D. Wright, *President*
 Washington, D. C.

Albert Shaw, *Chairman of the Board*
 New York City

C. P. Donnelly, *Secretary*
 New York City

Miss Alice M. McGee, *Assistant Secretary*
 Washington, D. C.

Manufacturers Trust Company, *Treasurer*
 New York City

W. T. B. Williams, *Field Agent*
 Tuskegee Institute, Alabama

January 21, 1937

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

My dear Mr. Embree:

I was glad to get your letter of January 15th and to know that certain of the volumes that we saw in Chicago are being sent to me. All in all, I think we have far too much in the way of statistics in regard to education, but I do believe that the material assembled by your group of investigators is a real contribution and will serve a useful purpose, certainly to those of us like myself who are constantly in need of such data.

I enjoyed the last Council Meeting very much and feel that the time given to this activity is very much worth while.

With kindest regards and best wishes, I am

Cordially yours,

JAN 26 1937

Arthur D. Wright

FISK
 UNIVERSITY

NRS
SIMON STUDY

Compendium

7

January 28, 1937

Dear Mr. Junker: I have been reading and giving a good deal of thought to your monograph on Houston County, Georgia. May I comment frankly upon my impressions, it being understood that they are simply the impressions of one person deeply interested in this kind of study.

1. It is a clear, sharp exposition of the caste situation in a Southern community. I think you have shown this particular situation better than it has ever been done before. You show it not only with facts and figures but with a wealth of interesting and convincing human material.

2. You also show very clearly the bearing of this caste situation upon any developments that may be expected in education. This is also a first-rate contribution.

3. The document as it stands seems to me uneven and spotty. You doubtless realize this more clearly than anyone else. It seems to me to need a good deal more work and probably some additional material before it gives a picture worthy of your talents. I wonder, for example, if it would not be well to give a little more of the historical setting - the way the present population developed, whether the Negroes are descendants of former slaves of this particular community or whether they are in large part the children of more recent migrants. I believe also that you could and should quote more extensively from your interviews. All of the quotations you give are fascinating and revealing. Twice as many might produce twice as good and convincing a picture.

4. The graphic representation of the caste situation - which we have become used to in pupils of Lloyd Warner - is striking and effective. I believe, however, that you become somewhat obsessed by the nice pattern of your graphs and proceed to conclusions which seem to flow from the logic of the situation but which in fact do not necessarily follow. You

FEB 3

1937

FISK
UNIVERSITY

are especially weak in insisting that both castes oppose a change in the social structure. I think this is not true. Certainly you give no proof of it although you repeat the statement a number of times. If you can prove that Negroes, even in an isolated community, oppose a change in the present caste system, you would be adding an important new truth to American social settings. I do not believe for a moment that this is the case. Logically it would make a very pretty diagram if it were true. At the moment the conclusions of the paper are vitiated by this gratuitous - and, in my opinion, false - assumption.

Since I have an itching finger as I read, I have made a number of pencil notes on the margins of the monograph. I am sending this to you in case you are interested in my incidental comments, although I think most of the main points are covered in this letter.

I hope it will be possible to put your paper in such condition that it can be published. With this general idea in mind, I am taking the liberty of sending copies of this letter to Lloyd Warner and Charles Johnson. I imagine there may have to be some obscuring of references, especially to individuals, before it would be safe to publish. About that, you and Warner and Johnson will know a good deal better than I.

I am, in general, delighted with the monograph. It has given me a fresh and vivid picture of just how the caste system operates in a sample Southern community.

Very truly yours,

ERE:JW

copies to Mr. Warner and Mr. Johnson

EDWIN R. EMBREE

Mr. Buford H. Junker
c/o Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee



INSTITUTE FOR RESEARCH IN SOCIAL SCIENCE
THE UNIVERSITY OF NORTH CAROLINA
CHAPEL HILL

NRS
SIMON STUDY

Compendium

January 28, 1937

Mr. J. C. Dixon
Director for Rural Education
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago
Illinois

	JCD	2/1	200	0
	EKE		EKE	2

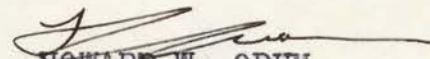
Dear Mr. Dixon:

Thank you very much for your letter and for the memorandum by Professor Coss on the January meeting of the Council on Rural Education. This is a most helpful document and I am delighted to have it.

I wonder how I could get copies of the compendium on southern rural life. I shall be at the University of Illinois, leaving a week from today. If you could mail me a copy of each of the volumes there, I would certainly appreciate it.

Hoping to meet you in the not too far distant future,

Cordially yours,


HOWARD W. ODUM
Director

HWO-b

*Send
statistical volumes ref
to U of Ill.*

FEB 3 1937

FISK
UNIVERSITY

NR
SIMON

Compendium

February 2, 1937

Dear Mr. Odum: Your letter of January 28 has been referred to me in Mr. Dixon's absence from the city.

I am sorry that I cannot send a copy of each of the volumes of the Compendium, as you request. These will have to be worked over and the material in them is so confidential that they are not being distributed even to the present members of the Council. I am, however, sending under separate cover volumes 1, 6 and 7 comprising the County Atlas and the two volumes of supplementary statistics. These volumes taken alone are dry bones but they give the framework and the significant indices.

The whole Compendium is being revised and we hope that a good deal of the "breath of life" material will be ready soon either for publication or for private distribution. We expect also to publish in the near future the two monographs by the individual workers. As plans proceed for revisions and publications, we shall keep you informed.

We all thought the meetings of the Council were exceedingly good and were sorry that you could not be with us to participate in them.

Very truly yours,

ERE:JW

FEB 3 1937

EDWIN R. EMBREE

Mr. Howard W. Odum
The University of Illinois
Urbana, Illinois

FISK
UNIVERSITY

MAR 17 1937

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

February 3, 1937

NRS

SIMON STUDY

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

Dear Mr. Embree:

It was mentioned, before we left Chicago the last time, that it would be desirable to have the Compendium group meet to discuss at greater length next steps beyond the authorized completion of the Atlas and monographs and, I suppose, some modifications within the Atlas itself, if necessary. Have you any notion at the present time when such a meeting would be convenient for you and Dr. Warner. Transportation between Nashville and Chicago is temporarily interrupted, but I understand that it is expected that trains will be running regularly in a short while.

In discussing with Jones and Junker refinements on the county types, it occurred to me that it might be well to get the critical reactions of at least two persons who have been working on regional sub-areas from different points of view. I have in mind Vance of North Carolina, and J. C. Maddox, who is in Resettlement. The latter named, incidentally, is the person who has been relied upon to provide that Administration with material on this general southern area. There is also Dr. Carl C. Taylor of the Bureau of Agricultural Economics. I wonder if you see any reason why this would not be appropriate at this time.

You will be interested to know that the "log jam" which you sensed in my work schedule and remarked about, with what I thought was an irrepressible twinkle at my squirming, has been broken.

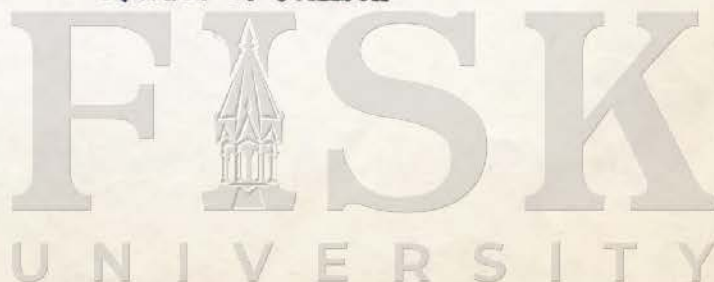
With best wishes,

Sincerely yours,

[Signature]

Charles S. Johnson

csj-p



RURAL SCHOOL PROGRAM

Compendium

3/16/37.

Memo re: New classification of counties for Compendium -- to replace first classification known as the "Urban-Commercial" types. (N. B. - the following explanation of this new system may be used in the Atlas revised for publication).

- - - -

Classification of Counties According to Division of Labor and Complexity of Social Organization.

In this classification, each county has been assigned to one of the following eight groups:

- 1 - Metropolitan city type:
A county having a city of 100,000 population or over.
- 2 - Small metropolis type:
A county having a city of 50,000 - 99,999.
- 3 - Large market town type:
A county having a city of 25,000 - 49,999.
- 4 - Small market town type:
A county having a city of 10,000 - 24,999.
- 5 - Small town - diversified type:
A county having a city of 2,500 - 9,999, plus considerable industry or trade, or both.
- 6 - Small town - undiversified type:
A county having a city of 2,500 - 9,999, but little industry or trade.
- 7 - Rural - diversified type:
A county having no town over 2,500, but having considerable industry or trade, or both.
- 8 - Rural - undiversified type:
A county having no town over 2,500, and little industry or trade.

This classification may be regarded as a scale having degrees from one to eight, representing a range from high to low division of labor, from relatively great complexity to rather extreme simplicity of social organization.

The Criteria for "typing" each county on this scale are: -

A. Retail trade:

- (1) Name and population of major retail trade center¹ to which county is tributary.
- (2) Location of county in relation to the major retail trade center.
- (3) Name and population of sub-center for retail trade, if located in county.

1. See "Population and Its Distribution," 4th edition, J. Walter Thompson Company, New York City, 1926. From this edition, the following explanation of "major retail trade center" is abstracted:

(Page 213, Part IV - A Grouping of Counties Around Cities to Form Retail Shopping Areas) - "...Practically all statistics useful in market study necessarily are collected in political units - cities, counties or states - whereas trade, in actual process, gives little or no heed to the boundaries of these units.What really count are the trading areas tributary to trading centers.We have made a grouping of (Census) figures for cities and counties indicating one of the ways in which these figures, gathered in political units, are capable of being used in interpreting commercial data.In preparing these groupings we first located, on a map, all the department stores of substantial size in the United States reported in any one or more of three directories of that trade. After determining the financial rating of the stores thus located, we then grouped about these cities and towns, where the more important stores were located, all or parts of the surrounding counties which were more accessible to each of these points than to any other city. In this way we established 680 trading areas, each composed of a trading center and of a group of counties or parts of counties tributary thereto. These may be regarded as the retail shopping areas from which the located stores draw their out-of-town trade; and the population of these areas is the part of the total population served by the retail outlets for "shopping" goods in these cities.In this manner all the population of the United States has been assigned to one of the 679 important cities or towns in which large department stores can and do operate. In 682 additional cases, cities of considerable size which are situated near these larger centers have been assigned to the larger city as a sub-center and not set up as the center of a separate trading area.In a few cases, where a comparatively small city was found to be the center of an area which was not easily accessible to a larger place, it has been given a degree of importance, as a separate center, not wholly justified by its size alone.It is not our thought that these areas constitute hard and fast groupings with clearly traced boundaries, but that they will serve as a suggested set of commercial areas which, for the kind of goods in question ("shopping" goods, or those in the purchasing of the consumer compares offerings before buying), are fairly well defined."

Note that J. Walter Thompson and Company rated a city or town as a major retail center when it had one or more department stores "of substantial size" having a certain financial rating. Their grouping of counties in retail trade areas was adopted in the Compendium after careful inspection of a number of other nationwide market studies, because their results, based upon wide marketing experience and "business judgment," seemed less liable to bias from special interests than those of any other organization whose material was examined.

B. Population:

- (1) Name and population of largest city, town or village in county. (Sometimes this largest city is also the major retail trade center or sub-center. If a county has no towns or villages at all, this fact was also noted).
- (2) Names and population of other cities over 2,500 population in county; - or, if a county has none such, then number of towns and villages under 2,500.
- (3) Total county population.
- (4) Per cent of total county population that lives in a city or cities over 2,500: per cent urban.

C. Occupations:

- (1) The per cent of total males gainfully occupied who are engaged in: Agriculture; wholesale and retail trade, except automobiles; and other occupational classes of the Census definition. (In most cases, these percentages were calculated for each occupation in order of importance until 80% of the gainfully occupied males were accounted for).

The sources for these criteria were:

for (A) and (B) - "Population and Its Distribution," 5th edition, J. Walter Thompson Company, New York City, 1932.

for (C) - U. S. Census, 1930: Volume III, parts 1 and 2, Table 20 for each state.

The following explanation of the eight types shows the manner in which the criteria were employed:

1 - Metropolitan City County.

This group includes all counties having cities of 100,000 population or over, which may be assumed to have a good many elements of "metropolitan culture," and which are always rated as major retail centers by J. Walter Thompson Company. There are 18 such counties in the states selected.

2 - Small Metropolis County.

In this group are counties having cities between 50,000 and 100,000 (actual range: 50,193 to 85,024). Each of these counties has a city that is here considered not quite "metropolitan" but that is often a "small metropolis" serving a considerable area as a retail center, market, and cultural center. One of the smallest, Macon, Ga., is sometimes called the "Metropolis of Middle Georgia." Such cities have outgrown the "market town" class in consequence of the development of industry and trade, with correlated elaboration of other functions, including those specifically "cultural" (e. g. - educational centers). Of our 1,104 counties, 20 are in this group, including 19 having cities rated as major retail centers and one rated as a subcenter by J. Walter Thompson Company.

3 - Large Market Town County.

In this group are counties having cities between 25,000 and 50,000. These cities are very much like those in group 2, especially in serving as retail trade centers for considerable areas, but they, and the counties in which they are found, tend to be somewhat less industrialized. There are 26 counties in this group, of which 23 have cities rated as major centers, and 3 rated as subcenters by J. Walter Thompson Company.

4 - Small Market Town County.

Counties having cities between 10,000 and 25,000 were assigned to this group, and almost every one of these cities is important as a center for retail trade, usually serving an area largely devoted to agriculture, but often including manufacturing industries as well. Of the 92 counties in this group, 74 have major centers, 15 have subcenters, and 3 are not rated as trade centers by J. Walter Thompson.

5 - Small Town - Diversified County.

This group and the next (6) include counties having cities between 2,500 and 10,000, but those in group 5 are distinguished by their activities in trade or industry, or both. A county whose largest city belongs in this

size class and is, in addition, rated as a major center or subcenter by J. Walter Thompson, was classified as "5." A county in which at least 5 per cent of the gainfully employed males are engaged in manufacturing industry¹ was also assigned to this group. In some cases a county's largest city (between 2,500 and 10,000) is a trade center and the county as a whole has considerable industrial activity, and these counties also were classified as "5."

There are 209 counties in this group, of which 50 have cities rated as major centers, 80 as subcenters, and 79 have cities not rated as trade centers by J. Walter Thompson. The 79 cities not rated are in counties which meet the minimum criterion for industrialization.

6 - Small Town - Undiversified County.

As noted above, this group includes counties having cities between 2,500 and 10,000, but these cities are not rated as trade centers, nor are these counties diversified industrially. (In no case are more than 5 per cent of the gainfully employed males engaged in manufacturing industries¹ such as those mentioned above). Most of these counties are, of course, predominantly agricultural, and their social organization may be expected to have the characteristics of the small town in a rural setting. There are 161 counties in this group.

7 - Rural - Diversified County.

In this group are 93 counties, none of which has a town over 2,500. The majority were assigned to this "Rural-diversified" group

1. "Manufacturing industry" here includes: cotton mills, knitting mills, cigar and tobacco factories, chemical industries, food and allied industries, coal mines, clay, glass and stone industries, etc. - i. e. industries whose character is specified in the Census tables used. Hence "Industry not specified," "Public service not elsewhere classified," and "Other manufacturing industries" were not counted. Further, "saw and planing mills," and "other woodworking and furniture industries" were not considered, nor were "forestry and fishing" or "other transportation and communication."

because they have at least 5 per cent of the gainfully employed males in some manufacturing industry or industries (such as those mentioned above). A few of these counties have small towns that are rated as major centers or subcenters by J. Walter Thompson, and hence they were assigned to group 7 rather than group 8.

8 - Rural - Undiversified County.

There are 485 counties in this group, none of which has a town over 2,500 and none of which has more than 5 per cent of the gainfully employed males in any of the specified manufacturing industries. Many of these counties have over 75 per cent of the men in agriculture. Most of them have a fairly large population (over 10,000), but a few coastal counties (in Florida, particularly) are very sparsely settled. The latter have very little agriculture and not much of anything else.

To summarize, the following distribution of counties was found:

	1	2	3	4	5	6	7	8	Total
Alabama	1	2	--	9	8	13	8	26	67
Arkansas	--	1	1	6	21	15	2	29	75
Florida	3	--	4	7	6	16	--	31	67
Georgia	1	3	1	10	25	17	12	92	161
Kentucky	1	1	4	6	19	12	17	60	120
Louisiana	1	1	2	4	14	14	8	20	64
Maryland	1	--	2	3	8	2	2	5	23
Mississippi	--	--	2	10	9	15	2	44	82
North Carolina	--	5	2	13	25	8	8	39	100
South Carolina	--	2	2	5	13	9	2	13	46
Tennessee	4	--	1	2	15	19	13	41	95
Texas	4	4	2	10	29	18	5	32	104
Virginia	2	1	3	7	17	3	14	53	100
Totals	18	20	26	92	209	161	93	485	1,104
Percent's	1.6	1.8	2.3	8.3	18.9	14.5	8.4	43.9	

Per Cent of counties in each state in each county type:

	1	2	3	4	5	6	7	8	Total
Alabama	1.4	2.9	--	13.4	11.9	19.4	11.9	38.8	67
Arkansas	1.7	1.3	1.3	8.0	28.0	20.0	2.6	38.6	75
Florida	4.4	--	5.9	10.4	8.9	23.8	--	46.1	67
Georgia	0.6	1.8	0.6	6.2	15.5	10.5	7.4	57.1	161
Kentucky	0.8	0.8	3.3	5.0	15.8	10.0	14.1	50.0	120
Louisiana	1.5	1.5	3.1	6.2	21.8	21.8	12.5	31.2	64
Maryland	4.3	--	8.6	13.0	34.7	8.6	8.6	21.7	23
Mississippi	--	--	2.4	12.1	10.9	18.2	2.4	53.6	82
North Carolina	--	5.0	2.0	13.0	25.0	8.0	8.0	39.0	100
South Carolina	--	4.3	4.3	10.8	28.2	19.5	4.3	28.2	46
Tennessee	4.2	--	1.0	2.1	15.7	20.0	13.6	43.1	95
Texas	3.8	3.8	1.9	9.6	27.8	17.3	4.8	30.7	104
Virginia	2.0	1.0	3.0	7.0	17.0	3.0	14.0	53.0	100

Sent in by Chas S. Johnson
3/31/37
See Schol. Fisk Univ

NRS
SIMON STUDY

STATEMENT OF RECEIPTS AND EXPENDITURES
COMPENDIUM ON RURAL EDUCATION

January 1 -- March 24, 1937

Deposited, December 28, 1936	\$500.00	
Overdraft (Previous statement)	<u>364.78</u>	^{0 12} By \$135.22

EXPENDITURES:

Salaries:

Anna Clare Owens, Clerical assistance	17.50	
Lillian Nesbit, stenographic assistance, part time, February and March	75.00	
Charles Bruce, statistical assistance	<u>47.50</u>	<u>140.00</u>
		-4.78

FISK
UNIVERSITY

8

	ms		ms	o
	GME			

Remarks:

So am I

In again this (as Coss would say)
 I think we've got to concentrate
 the editorship square under C & F
 Certainly Judd's statement
 at the meeting (which in part
 saved this item and therefore
 is binding as policy) was
 that Johnson's direction was
 the same you know for him

	JCD	7		
	MS			
	E.R.E.			

NRS

SIMON STUDY

#66, Robert E. Lee,
Hayes Street,
Nashville, Tenn.

April 5, 1937.

Compendium

Dear Mr. Dixon:

To report on the progress of revising the Compendium and to propose a next step.

Book One (combining the Compendium County Atlas and the statistical analysis).

There are two main "jobs" in this connection:

- a) very careful checking of every fact to be published, and correcting each statistical item used in analyzing county types;
- b) after coding and punching the corrected data, analysis of the characteristics of some 30 or 40 significant groups of counties.

Job (a) is well under way, and job (b) is now being laid out along the lines of the experimental analysis employed in the mimeographed Compendium. Both jobs are practically automatic once the work is laid out and the clerical assistance secured.

Book Two ("breath of life").

Here the task is to describe and properly analyze the social organization of the major county types so that we may present a fresh, accurate and convincing picture of life in the South, based upon the great mass of material assembled in the past year.

Book One is more or less "set" and will not require constant attention from now on. Book Two, however, has reached the stage at which a great collection of abstracts from the literature (now arranged by county types and more or less classified in my mind as to scope and relevance) must be digested, condensed, re-written and pointed up much more sharply to form a book that will be worthwhile.

It seems to me that the next step for me is to continue in this second part of the research at Chicago with Lloyd Warner. Indeed, I feel that it will be impossible to do the job we set out to do without more constant counsel from him. In a very short time, it will be perfectly feasible for me to withdraw my attention from Book One (while the clerical work goes on here) and concentrate on Book Two.

Please let me know as soon as possible whether or not this can be arranged. At the moment I feel certain that I could get all the loose ends tied together here by May 1st, or at latest May 15th (either date will be all right as far as my apartment lease goes).

Faithfully yours,

P.S. * I am writing to Lloyd about all this, but will not say anything to anyone else until I hear from you, of course.

B.

Budo

UNIVERSITY

Julius Rosenwald Fund N R S

4901 Ellis Avenue

CHICAGO

SIMON STUDY

To Social Science Department, Fisk University
c/o Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

Payment Voucher No. 5005

Date April 7, 1937

Additional payment for 1936-37 for work on the Compendiumon Southern Rural Life and Education - - - - - \$150.00

Ck.#17589

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Field Experiments	36-13	\$150.00	
Prepared by AM	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

P

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT NRS (SIMON STUDY - COMPENDIUM) **FILE NO.** _____

DATE 4-8-37 **REMARKS** Corres. with Chas. S. Johnson re: paymt to compendium

SEE SCHOLARSHIPS FISK UNIVERSITY **FILE NO.** _____
(SOCIAL SCIENCES)

DATE _____ **SIGNED** _____

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

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

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

FISK
UNIVERSITY

FORM NO. 099CR

NRS
SIMON STUDY

compendium

J

April 16, 1937

My dear Lloyd: I have been in such a rush of board and committee meetings that I have not had a chance to talk with you about plans for the compendium and I am now in the act of dashing away for another week. In response to a specific inquiry from Junker I have sent the enclosed letter. I am sure you will agree with the general policy. As soon as I get back I want to talk to you about considerations which make this policy especially important in this case and at this time.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Mr. Lloyd Warner
Department of Anthropology
The University of Chicago
Chicago, Illinois

NRS
SIMON STUDY
Compendium

7

April 16, 1937

Dear Mr. Johnson: I am enclosing copies of recent correspondence with Mr. Junker. In view of the discussions at the board meeting (especially the statement of Dr. Judd), I think we must center the responsibility for the Compendium very directly upon you. Of course we will want to continue to get advice and help from Lloyd Warner and others, but I think it would be a mistake, and certainly contrary to the understanding of our board, if this work proceeded except under your direct supervision. I have not had a chance yet to talk this over with Dr. Warner but I am sure he will see the point.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

FISK
UNIVERSITY
4/27
gcr

NRS
SIMON STUDY

Compendium

April 16, 1937

Dear Mr. Junker: Mr. Dixon has passed on to me your letter to him of April 5 but, as he told you, he and I have not had an opportunity of talking the matter over carefully.

In general we all feel that from now on the preparation of the books should be definitely localized under a single head and that that head should be Professor Johnson. Of course we want to continue to get help and advice from many sources, especially from Lloyd Warner. However, at the recent meetings of our board, a great deal of stress was put upon the fact that these volumes must proceed under definite and single direction. I am sure you will appreciate this point and I am sure that we can work out satisfactory arrangements for getting the maximum of help from all sources.

I am sending this note about general policy simply because Dixon and I are both to be away for some time and I feel you should know of our general attitude.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

cc to Drs. Johnson and Warner

Mr. Buford Junker
66, Robert E. Lee
Hayes Street
Nashville, Tennessee

FISK
UNIVERSITY
noted
4/27/37
EB

The University of Chicago

Department of Anthropology

NRS
SIMON STUDY

April 20 1937

ERE	21	ERE	D

Compendium

Dear Edwin: I have read your letter to me
and the enclosed carbon of
your communication to Junker. I decidedly
do not agree with your decision and would
appreciate a talk with you as soon as you
have returned to your office.

Sincerely,

May 4

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

N R S

SIMON STUDY

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

April 22, 1937

ERE	26	ERE	29
JCI		JCI	
MS		MS	
ERE		ERE	

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

Dear Mr. Embree:

I am submitting a statement, in some detail, of the refinements in progress on the Compendium. They are not, I admit, of such character as to relax any attitudes of scepticism about the value of the whole venture, but they are vital to the accuracy and usefulness of the work in final published form. My purpose in sending it is merely to support the verbal statement in our recent conference regarding the clerical assistance necessary for completing this statistical detail within the briefest possible period. There is no doubt in my mind of the rich resource that this will be, and is already proving itself to be, to those interested in any confident and intelligent approach to educational problems in the South.

1. The work will require continued use of the two statistical aids, and one typist, until June 1st, and, to step-up our present rate, perhaps one additional statistical aid. (There are over a million "facts" involved in this assembling of material.) Along with this there will be required various brief periods of specialized work -- mechanical tabulations, coding, etc. -- and small supplies.

I am requesting a working budget of \$750.00, a minimum sum which I shall attempt to make adequate by using, at appropriate points, competent graduate students and other staff members as necessary.

2. A second statement refers to material not now available from any convenient source, but which we regard as exceedingly important to the completeness of the basic data from studies reflecting the relation of educational procedures, the conditions and content of instruction to the actual life of the students who are exposed to them.

We urge the tolerance of the Council and the Fund in making possible this extension of our work of explora-

1300
2.5

FISK
UNIVERSITY

*This was practically
promised to
CSF when he
talked with us
after the trustees
meeting. If you
agree, let conference
it in writing. It
can be allocated
from unused balance
in present budget
without tapping
much the newly
appropriated \$30,000*

ERE

*Yes.
ms
good*

N R S

SIMON STUDY

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

April 22, 1937

ERE	26	ERE	29
JCI		JCI	
MS		MS	
ERE		ERE	

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

Dear Mr. Embree:

I am submitting a statement, in some detail, of the refinements in progress on the Compendium. They are not, I admit, of such character as to relax any attitudes of scepticism about the value of the whole venture, but they are vital to the accuracy and usefulness of the work in final published form. My purpose in sending it is merely to support the verbal statement in our recent conference regarding the clerical assistance necessary for completing this statistical detail within the briefest possible period. There is no doubt in my mind of the rich resource that this will be, and is already proving itself to be, to those interested in any confident and intelligent approach to educational problems in the South.

1. The work will require continued use of the two statistical aids, and one typist, until June 1st, and, to step-up our present rate, perhaps one additional statistical aid. (There are over a million "facts" involved in this assembling of material.) Along with this there will be required various brief periods of specialized work -- mechanical tabulations, coding, etc. -- and small supplies.

I am requesting a working budget of \$750.00, a minimum sum which I shall attempt to make adequate by using, at appropriate points, competent graduate students and other staff members as necessary.

2. A second statement refers to material not now available from any convenient source, but which we regard as exceedingly important to the completeness of the basic data from studies reflecting the relation of educational procedures, the conditions and content of instruction to the actual life of the students who are exposed to them.

We urge the tolerance of the Council and the Fund in making possible this extension of our work of explora-

1300
2.5

FISK
UNIVERSITY

*This was practically
promised to
CSF when he
talked with us
after the trustees
meeting. If you
agree, let conference
it in writing. It
can be allocated
from unused balance
in present budget
without tapping
much the newly
appropriated \$30,000*

ERE

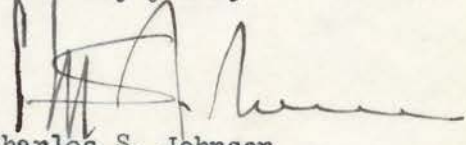
*Yes.
me
good*

tion and compilation to remedy the lack, and in seeking, through this means, to cast further light on one of the most persistent and aggravating of the problems in present rural elementary education (and life!).

I suggest that a budget of \$1500 will support the two workers for a six months' period in the field and sustain the necessary collateral inquiries and transportation necessary to a testing of our hypothesis on a moderate scale.

We expect to keep a detailed budgetary accounting of this venture as it proceeds, since it does not seem feasible, because of its essentially exploratory character, to anticipate the detail of expenditures, other than in the matter of personnel.

Sincerely yours,



Charles S. Johnson

csj-p

P

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT NRS (SIMON STUDY - COMPENDIUM) **FILE NO.** _____

DATE	REMARKS
<u>4-29-37</u>	<u>Allocation of \$1,500 for special studies</u> <u>in rote learning</u>

SEE BACK OF MOST RECENT FOLDER OF CORRES. **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 UND-
ER NAME OR SUBJECT LISTED UNDER "SEE"

YAWMAN AND ERBE MFG. CO.

ROCHESTER, N. Y.

FISK
UNIVERSITY

FORM NO. 099CR

NRS

SIMON STUDY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

May 15, 1937

P

DE	5/17	DE	5/18

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

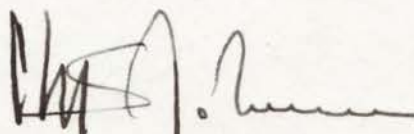
Dear Miss Elvidge:

I am referring to the recent letter from Mr. Embree stating that a supplementary budget of \$1000 was being set aside for the completion of the work on the Compendium, and \$1500 for the experiments concerning the social and cultural factors in present rural education (rote learning).

At this time I am particularly interested in getting a deposit of funds for the work on the Compendium. The earlier budget for this was exhausted some time ago, and we have had three full time clerical assistants at work since early April, and one since the latter part of April.

A statement covering expenditures since the last deposit (\$150.00) is attached.

Sincerely yours,



Charles S. Johnson

csj-p

FISK
UNIVERSITY

STATEMENT OF RECEIPTS AND EXPENDITURES
COMPENDIUM ON RURAL EDUCATION

March 25, 1937 - May 15, 1937

Deposited April 1, 1937	\$150.00	
Overdraft (previous statement)	4.78	\$145.22

EXPENDITURES:

Salaries:

Lillian Nesbit, Stenographic		
Assistance	\$ 75.00	
Bertha G. Henderson, Clerical		
Assistance	20.00	
Edith Miller, Clerical		
Assistance	1.25	
J. C. Peterson, Clerical		
Assistance	5.00	
Charles H. Bruce, Statistical		
Assistance (March 24 - May 1) .	100.00	
Edmonia W. Grant, Statistical		
Assistance	80.00	
Jo Brown Washington, Clerical		
Assistance	20.00	301.25

Supplies	21.15	322.40
----------------	-------	--------

- \$177.18

Julius Rosenwald Fund

NRS

4901 Ellis Avenue

CHICAGO

SIMON

STUDY

To Social Science Department, Fisk University

Payment Voucher No. 5137

c/o Dr. Charles S. Johnson

Date May 17, 1937

Fisk University

Nashville, Tennessee

First payment on allocation of \$1,000 made April 29, 1937 for

work on the Compendium - - - - - \$750.00

Ch.#17803

Accounts

Appropriation No.

Debit

Credit

Southern School Program - Field Experiments

36-13


\$750.00

Prepared by

AM

Checked by

Posted by



FISK
UNIVERSITY

Comptroller

NRS
SIMON STUDY

Gen

May 18, 1937

Dear Miss Elvidge:

Below you will find the information you wanted on the people at Red Oak and at Fairplay.

Lockman: She left Fairplay on May 10th. We owe her for May 1st to 10th inclusive. Address her c/o Ashwood Plantation Project, Bishopville, S. C. The county has paid her in full to May 1st and Owen will pay her for May. Mrs. Gaskins is completing the month for Miss Lockman and will teach from May 10th to May 28th - three weeks. Owen will handle the county's part of her salary. If you pay Miss Lockman for 10 days (which I suggest) you might send Mrs. Gaskins a check for \$30 for the three weeks she will work. I suggest you talk with Margot and/or Jim about this.

Gaskins: Is to be paid in full for May. Owen will do the same and this will square all accounts with him.

Cheney: Will work to May 28th - the end of the eighth month. She has received all county salary due to date and Owen will pay her for May. You might, if possible, mail her check for May salary to reach her by the 28th. She may leave on that date, if not earlier.

Reddick: Is not teaching any this month and has been paid in full both by us and by the county

Duncan: The county has paid her in full. We owe her for May and also owe her the balance prorated from prior months to be paid to her in June, July, and August. To get all this on your books prior to June 30th you might, at the end of May, send her a check for total balance due her. She approved this.

Miss Elvidge
2.

I'll handle the car and the teacherage problems
with Jim and talk with you about this when I return.

Sincerely,

Miss Dorothy Elvidge
4901 Ellis Avenue
Chicago, Ill.

JCD*m

N R S
SIMON STUDY

May 18, 1937

Dear Dr. Johnson: Our check for Seven
hundred fifty dollars
(\$750) is enclosed, representing the first
payment on the allocation of One thousand
dollars (\$1,000), made April 29, 1937, for
continuation of the work on the Compendium.
The balance will be sent on request.

Very truly yours,

DOROTHY A. ELVIDGE

DE:rh

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

FISK
UNIVERSITY