

✓ Please fill out and return in order that we may complete our records on former Rosenwald Fellows:

Name: Harrington Cooper Bearley

Present position: Professor of Sociology,

George Peabody College for Teachers

Address: 40 Geo. Peabody College for Teachers,  
Nashville 4, Tennessee

Significant recent activities:

Vice-President of the Southern Sociological Society, 1944-45.

(Use additional sheet if desired)



# FELLOWSHIPS

## GEORGE PEABODY COLLEGE FOR TEACHERS

WCH	21	WCH	

NASHVILLE · TENNESSEE

November 19, 1941

Mr. William C. Haygood  
Director for Fellowships  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mr. Haygood:

I shall be glad to call the Rosenwald fellowships to the attention of any persons who seem especially suitable candidates.

Please be assured of my interest in your work and my willingness to assist in any way possible.

Yours very truly,

*H. C. Brearley*

H. C. Brearley  
Professor of Sociology



# CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	FELLOWSHIPS BREARLEY, H. C.	FILE NO.
DATE 11/4/42	REMARKS Recommends Knobbs, Pauline D. as a "very superior graduate student".	

SEE	FELLOWSHIPS, KNOBBS, PAULINE D	FILE NO.

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

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



# FELLOWSHIPS

GMR	27	McL	6

## Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

NEGRO HEALTH

Director  
M.O. Bousfield, M.D.

Consultants  
Franklin C. McLean, M.D.  
Clifford E. Waller, M.D., U.S.P.H.S.

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

September 25, 1940

Dear Mr. Brearley: Our trustees have a continuing interest in the work and progress of those who have held Rosenwald Fund fellowships, and we are now in the process of preparing a report for the fall meeting. We will greatly appreciate your bringing us up to date on your career since you were awarded a fellowship, and to expedite your furnishing this information we have listed several questions at the bottom of the page. Will you please answer these and return this sheet to us at your earliest convenience?

If there has been no change in your status since you gave us information last fall, simply write "no change" at the bottom of the page and return it to us in the enclosed envelope.

Very truly yours,

Mr. H. C. Brearley  
George Peabody College  
Nashville, Tennessee

*M. O. Bousfield*  
Director for Fellowships

Present position:

Address:

Has there been any change in your status since your last report?

Publications:

Special honors or activities:

General remarks:

no change. See, however, the inclosed article, one of the by-products of my study in England.

H. C. B.



# FELLOWSHIPS

GEORGE PEABODY COLLEGE FOR TEACHERS



April 11, 1940

	GMR	15	GA	0

Miss Margaret L. Utley  
Julius Rosenwald Fund  
Chicago, Illinois

My dear Miss Utley:

Please accept my thanks for your note of April 10, in which you informed me that the Committee on Fellowships is having its final meeting this weekend in Washington. It happens that some of my plans may be affected by decisions made there. I am, therefore, glad to know the approximate date on which I can hear indirectly about the appointments. Thank you for your courtesy.

Yours very truly,

*H. C. Brearley*  
H. C. Brearley

HCB:L

# FELLOWSHIPS

April 10, 1940

Dear Mr. Brearley: Your letter of April 8 has been received in Mr. Reynolds' absence from the office. I shall be glad to bring it to his attention, but in the meantime I am sure you will want to know that the Committee on Fellowships has its final meeting this week end in Washington. The Board of Trustees of the Fund will be meeting in Nashville on the 19th and 20th.

Very truly yours,

MARGARET L. UTLEY  
Secretary to Mr. Reynolds

Mr. H. C. Brearley  
~~George Peabody College for Teachers~~  
Nashville, Tennessee

# FELLOWSHIPS

## GEORGE PEABODY COLLEGE FOR TEACHERS



April 8, 1940

	GMR	10	Alle	10

Mr. George M. Reynolds  
The Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mr. Reynolds:

I understand that the Rosenwald Fund fellowship committee will make their final selection while meeting at Fiske University April 19, 20. Since I am expecting to be out of the city at this time and since you may wish to interview some of the candidates that I have recommended, I am sending you this note concerning them.

Miss Gladys Guy and Mr. E. C. Solomon can normally be reached by calling Peabody College on the 'phone. Mr. D. H. Fite lives about forty miles away at Clarksville, Tennessee, where his 'phone number is 471W.

I had the pleasure of seeing and hearing Dr. Embree at the recent meeting of the Southern Sociological Society. He tells me that your fellowship committee is having quite a task. I can easily believe this from the quality of those who have asked me to recommend them.

With best wishes, I am

Yours very sincerely,

*H. C. Brearley*  
H. C. Brearley

HCB:L

**FISK**  
UNIVERSITY

Brearley - HC

GEORGE PEABODY COLLEGE FOR TEACHERS



NASHVILLE, TENNESSEE

January 16, 1940

Dr. George M. Reynolds  
The Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

	GAR	18	2/15	0

Dear Dr. Reynolds:

Recently I have sent to you reports upon the applications of Mr. E. C. Solomon, Miss Gladys Guy, and Miss Nell Hines. All three of these are superior persons. If I had to choose among them, I should prefer to depend upon a chance selection unless I should let the significance of the projects determine the choice.

I know that two other persons are applying for fellowships. Miss Ellene Ransom of Nashville, Tennessee, is a woman of great social charm and ability as a writer. ( She is a sister of John Crowe Ransom, the prominent writer, and possesses in only a slighter degree his skill in literary production.) From what I know of her, I believe that her accomplishments in this field have been greatly reduced by her home responsibilities.

Mr. D. Harley Fite of Clarksville, Tennessee, is one of the few competent men I know who are interested in the field of rural elementary education. My contact with him has been slight, but I believe him to be a man of excellent character with a good mind. He seems to be genuinely interested in rural community welfare.

If your other applicants are of the quality of the five I have mentioned above, I pity the work of your committee.

Thank you for the list of names sent me some time ago: men trained in political science and geography. I forwarded the suggestions to the institution concerned. Not long ago I heard that one appointment would probably be made from the names you suggested.

Best wishes for 1940.

Yours very cordially,

H. C. Brearley



Personal

FELLOWSHIP

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

11-1-39  
JES  
JMK  
MLO

Dear Mr. Embree:

Oct. 31, '39

In recent weeks I have had opportunity in a faculty committee meeting to find out how they feel about Dr. H. C. Brearley and the new subject of sociology. The group is 100% for him and for his subject. It really is gratifying to see a great teachers college recognizing the need for reducing the number of courses in education and substituting sociology and other important courses. Although Brearley has been here only a short time he has three large classes in this new subject, which promises to be one of the most popular courses in the College. Dr. Garrison feels that he is one of the best men on the faculty. We need a few more like him in such courses as Economics, ~~and~~ rural education.

Sincerely,  
S. L. S.

P. S. You probably know that Peabody is one of the few teachers colleges that have no education or methods of any kind in the first two years. S. L. S.



# CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT	FELLOWSHIPS BREARLEY H C	FILE NO.
DATE 1-9-39	REMARKS Corres. with President Garrison requesting information on Dr. Brearley with view of position at Peabody	

SEE	PEABODY COLLEGE	FILE NO.

DATE	SIGNED

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

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



FELLOWSHIPS

The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

SOCIOLOGY AND PSYCHOLOGY  
H. C. BREARLEY

GMR	1/3			

October 30, 1938

Mr. George M. Reynolds, Director for Fellowships  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, Illinois

Dear Mr. Reynolds:

Thank you for your inquiry of October 28. I am for the present session professor of sociology and psychology and chairman of the social science department of Clemson Agricultural College. This year the departments of history, economics and government, and sociology and psychology have been combined into the department of social science. I have been made the chairman of this department at a considerable increase in salary. I feel sure that my year of study in London was an important factor in my receiving this promotion.

You also ask me to make an informal report of my year's work. On May 22, 1938, I mailed to Dr. Paty a seven page report of my work for the year. Please examine this report and write me if you wish another or a different type of summary.

About March 1, 1939, Sociology and Social Research will publish my article "Race as a Sociological Concept." I shall be glad to send a copy for your files. I am now working upon "Some Impressions of English Sociology" for one of the sociological journals.

I am grateful for the continued interest of the Rosenwald Fund and I am glad to keep you informed of whatever of importance happens to me.

Yours very sincerely,

*H. C. Brearley*

P. S. Recently I was invited to become a Fellow of the Royal Society of Arts (London).

*H. C. B.*



# FELLOWSHIPS

October 28, 1938

Dear Mr. Brearley: We are very much interested in keeping the records of our Fellows on a current basis, and since you are undoubtedly now located for the coming year, we will appreciate your telling us whether or not you have returned to your former position, what your plans are for the coming year, and whether or not there has been any change in your rank or status. I should like to have this information for the forthcoming meeting of our Board of Trustees, and will greatly appreciate hearing from you by November 7.

A little later in the fall we would like to receive from you an informal report of your year's work as a Fellow. This report need not be elaborate or lengthy, but we should like to have the pertinent facts concerning your activities during the period of your tenure of fellowship, together with a narrative report of your accomplishments and such comments as you may wish to make concerning your work. We should also like to have copies of anything that you publish from time to time.

Very truly yours,

GEORGE M. REYNOLDS

GMR:MLU

Mr. Harrington C. Brearley  
~~Clemson Agricultural College~~  
Clemson, South Carolina

FISK  
UNIVERSITY

# FELLOWSHIPS

July 26, 1938

Dear Mr. Brearley: Mr. Paty has left the Fund to become President of Birmingham-Southern College, and in his absence I am acknowledging your letter of the 25rd. I shall be glad to bring both your letter and the enclosure to Mr. Embree's attention when he returns next week.

All good luck in your work for the coming year. If you publish articles or a book will you please let us know so that we may keep your file up to date?

Very truly yours,

MARGARET L. UTLEY

MLU

~~Mr. H. C. Brearley~~  
Clemson Agricultural College  
Clemson, South Carolina

FISK  
UNIVERSITY

FELLOWSHIPS

RRP	26	RR	The Clemson Agricultural College
SOCIOLOGY AND PSYCHOLOGY			(A. & M. COLLEGE OF SOUTH CAROLINA)
H. C. BREARLEY			Clemson, South Carolina
ach mu 76			

July 23, 1938

Dr. Raymond Paty, Fellowship Secretary  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago

My dear Dr. Paty:

My family and I have returned safely from England and were glad to get home in spite of our great liking for London and the English.

I have received a certificate of attendance at the London School of Economics and shall be glad to send you a copy if you would like to have it for the records.

I am inclosing a copy of an essay which won a prize in the recent competition conducted by the New History Society, 132 East 65th Street, New York City.

I am hoping to do some other writing in the field of race relations, but so far I have not got around to it. I have been given a slightly different position here with added responsibilities. In addition, I have been busy arranging my tangled personal affairs.

Yours sincerely,

H. C. Brearley

FISK  
UNIVERSITY

# FELLOWSHIPS

June 3, 1938

Dear Mr. Brearley: We are delighted to have the statement of your fellowship activities, and are especially glad that you feel the year has been worth while in spite of the difficulties into which you have run. The report - which I feel is entirely satisfactory - I am passing along to the members of our committee.

I am looking forward with much pleasure to an opportunity of seeing you soon after you return, and of receiving from you some of the benefits of the experiences you had abroad.

I assure you of the Fund's continued interest in your work; we shall be glad to hear from you from time to time regarding its progress.

Sincerely yours,

RP:MLU

RAYMOND R. PATY

Mr. H. C. Brearley  
24, Northworth Walk  
Golders Green  
London, N. W. 11  
England

FISK  
UNIVERSITY

# FELLOWSHIPS

2

RP 3

24, Wordsworth Walk

Golders Green

London, N. W. 11, England

May 22, 1938

EPB

EBZ

*Have sent to Committee -*

Dr. Raymond Paty, Fellowship Secretary  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, Illinois

*Brearley, HC*

Dear Dr. Paty:

I am inclosing an informal report upon my fellowship activities. My understanding is that no particular form is to be used and that the report is due toward the end of the period of study.

While the London School of Economics is not officially closing until June 23, several classes are meeting this week for the last time. I am planning, as I wrote you previously, to return to the United States about the first of July. Consequently, I am now able to outline what I have done and to indicate what I hope to do in the short time remaining.

I hope that this report meets with your approval. If it does not, please write me at once and I shall endeavor to make good the deficiency.

Had it not been for my severe illness and for the loss of time incident to getting adjusted to living conditions in another country, I might have accomplished more. I hope, nevertheless, that you and President Embree will be satisfied with what I have been able to do.

Needless to say, I am very, very grateful to the Rosenwald Fund for giving me this opportunity. I sincerely appreciate both the grant of money and the method of its administration.

I am also grateful to the American University Union here for numerous benefits and for the personal assistance of its efficient secretary, Mrs. Dorothy R. Dalton. The English Institute of Sociology, through its officers Dr. and Mrs. Alexander Farquharson, has been most hospitable and helpful.

Please accept my thanks for your interest in my work and for the assistance you have given me.

Yours very sincerely,

After June 28,  
Clemson, South Carolina

*H. C. Brearley*  
H. C. Brearley

FISK  
UNIVERSITY

To: The Julius Rosenwald Fund, Chicago, Illinois  
From: Harrington Cooper Brearley, Clemson, S. C.  
Subject: Report on Fellowship, 1937-38

In accordance with the suggestions of the Fellowship Secretary and of President Embree, I have spent the academic year of 1937-38 at the University of London. I arrived in London in September, 1937, and am expecting to return to the United States early in July, 1938.

#### I. Studies

At the London School of Economics and Political Science I have registered for the following courses: The Living Races of Man, Introduction to the Comparative Study of Culture, Discussions on Modern Methods in Anthropology, Anthropology Today, Discussions on Comparative Study of Culture, Primitive Education, Social and Political Theory, Criminology ( two terms ), Sociology Seminar ( two terms).

I have greatly benefitted from the courses under Professor Harold J. Laski, Professor Morris Ginsberg, Dr. H. Mannheim, and Dr. Margaret Read.

I was, however, to find that Dr. Bronislaw Malinowski, under whom I had expected to do my principal work, is this session concerned chiefly with questions of methodology that had no close relation to the topics in which I was most interested. This was

quite a disappointment, especially when I also found I was unable, in spite of several efforts, to secure his personal guidance of my studies.

I was also disappointed to discover that the post-graduate courses at the London School of Economics - and elsewhere - are only slightly more advanced than the undergraduate ones. The value of the classes was, for me, reduced by the general reliance upon the lecture method of instruction and by the hastily assigned and superficially prepared seminar reports.

These disappointments were, however, more than compensated for by opportunities I had not anticipated. Perhaps the most important of these has been the cosmopolitan nature of the student body of the London School of Economics. For example, at one time Professor Malinowski's seminar was constituted approximately as follows: 3 English, 2 Americans, 3 Australians, 3 whites from Africa, 3 Negroes from Africa, 1 Pole, 1 Estonian, 1 Swede, 2 Chinese, 1 Japanese-English, and 3 Germans. With many of this group I was able to discuss race relations in an objective manner.

I have also benefitted by the numerous lectures that I have been able to hear at the London School of Economics, King's College, University College, Bedford College, and other scientific and educational institutions. In this way I have been able to attend lectures by Bertrand Russell, Andre Maurois, R. H. Tawney, F. H. Knight, Bernard Hart, Cyril Burt, J. A. Hadfield, A. F. Tredgold, A. R. Radcliffe-Brown, and M. J. Herskovitz - all of whom I had previously known by reputation.

The excellent libraries, especially at the British Museum, have aided me greatly in pursuing my studies. I have also been able to take some advantage of the cultural and educational opportunities of London, such as the museums, art galleries, music, and drama.

## II. Research

In pursuing my general interest in race relations I have been able to read rather widely in the field and have come across many books that I would not be likely to find in libraries in the United States. Books have, however, probably been less valuable to me than the numerous conversations on this topic that I have had with persons from nearly every part of the world.

I have also carried on some reading in the field of general sociology. In particular, I have been able to obtain excellent material for a book that I hope to publish in the next few years dealing with the field of social motivation. Although I have nothing tangible as evidence except reading notes and some tentative outlines, the clarification of my ideas and broadening of my knowledge in this field may be the most fruitful experiences of my year's work.

### III. Writing

I have done less writing than I expected to do. This has been, in part, of my acceptance of the advice of Dr. Charles S. Johnson to make the most of present opportunities and, if necessary, to postpone my writing until after my return to the United States. I was also disconcerted by the discovery that Ellsworth Faris: The Nature of Human Nature (McGraw-Hill, New York City, 1937) contained many of the ideas about race relations that I had intended to present. Then, too, I was handicapped by a severe attack of bronchitis that kept me in bed several weeks and greatly reduced my efficiency for several more.

I have, however, produced a few articles. In The Forum for January, 1938, I published "The Children of a Behaviorist" under the pseudonym of Ambrose X. Johnston. The South Atlantic Quarterly has accepted for publication my "The 'Bad' Negro." I have prepared "A Sociological Concept of Race" which I expect to submit to the English Sociological Review within the next few days. I am also beginning the composition of a discussion of the "Exploitation of Race Prejudice." I submitted to the New History Society an essay to be entered in its contest for the best papers upon the subject "How can Cultural and Social Values of Racial Minorities in the United States and its Outlying Possessions and Territories be Adjusted and Harmonized?" I have

not yet heard the results of this contest.

I am hoping to devote a large part of the months of July and August to writing material, especially in the field of race relations, that will represent some of the benefits of my year's stay in England.

#### IV. Other Activities.

As is usual, miscellaneous activities have taken up a large proportion of my time. In the first place, I have made four reports before seminars at the London School of Economics: "American Sociology" and "Some Problems of Race and Race Conflict" before Professor Ginsberg's seminar, "American Prisons" before the penology seminar, and "Primitive Society as a Means of Understanding Contemporary Civilization - Use and Abuse" before the seminar on primitive education. I have also been guest speaker before the Rotary Club of St. Pancras and the Rotary Club of Hampstead.

I have endeavored to take some advantage of this opportunity for travel. From my own resources I have been able to provide two weeks in Italy, three days in France, five days in Scotland, and a week-end in Holland. I am sure that I have derived real benefit, as well as pleasure, from these visits in spite of their necessary brevity.

I have tried to get some understanding of England's educational system. I have spent three days at Oxford University and expect to spend another at Cambridge. I have visited Eton College and several schools in London, including one council school and one "progressive school." Besides these visits, I have had the advantage of the insight secured by my own children's attendance at the Hampstead Garden Suburb School.

Not the least important of my activities has been my effort to gain an understanding of English life and customs. I have attended political meetings, religious services, athletic contests, and even "demonstrations." I have spent a day on a farm in Oxfordshire; I have visited several rural villages and I am hoping to have several days in one of the industrial cities of the Midlands. The members of my family and I have been fortunately able to make friends with persons from all classes of society - from Cockney laborers to "public school" aristocrats. For some months we have lived the normal life of a London middle-class family in one of the larger suburbs. This has been an interesting and valuable experience. ( I have even developed so much "protective coloring" that I have had Englishmen criticize Americans to me - in ignorance that I was one myself. )



V. Summary

While the present tangible benefits of my year's stay at the University of London have been much fewer than I had hoped, I feel that the experience has been a most valuable one that ought to prove beneficial all of my life. My thinking in many fields has been deepened and reoriented. For example, several of my conceptions of race conflict have become so changed as to interfere with writing that I had planned before leaving the United States.

The greatest benefit that I expect from the future is not the broader point of view or the more adequate scholarship but the better understanding of American life because I have lived for nine months in a different and contrasting culture. As Margaret Mead has said, "If we would appreciate our own civilisation, this elaborate pattern of life which we have made for ourselves and which we are at such pains to pass on to our children, we must set our civilisation over against very different ones. The traveller in Europe returns to America, sensitive to nuances in his own manners and philosophies which have hitherto gone unremarked." ( Coming of Age in Samoa, p. 12.) I am hoping that this will prove to be true with me. If so, the intangible benefits of my year's study will outweigh the more tangible ones.

H. C. Brearley  
H. C. Brearley

RRP	C	<i>RF</i>	The Clemson Agricultural College
SOCIOLOGY AND PSYCHOLOGY			(A. & M. COLLEGE OF SOUTH CAROLINA)
H. C. BREARLEY			<del>Clemson, South Carolina</del>

# FELLOWSHIPS

24, Wordsworth Walk  
Golders Green  
London, N. W. 11, Eng.  
March 25, 1938

Dr. Raymond Paty, Director for Fellowships  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, Ill.

Dear Dr. Paty:

Thank you for your letter of February 12, giving your approval of my plan to return to the United States the latter part of May in order to teach in a summer school.

Your guess that I had been offered a place at Peabody for the summer was correct. The plan went astray, however, since President Garrison was forced to fill the place before he heard from me.

I am now expecting to remain until the latter part of June even though the third term at the London School of Economics is badly disrupted by preparations for examinations. If, however, I should have any unusual opportunity or if my funds run out, as they threaten to do, I should like to retain the option of returning about the first of June.

I shall write you later about my plans.

Yours very sincerely,

H. C. Brearley

# FELLOWSHIPS<sup>o</sup>

24, Wordsworth Walk  
Golders Green  
London, N. W. 11, England  
February 19, 1938

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

Dear Miss Elvidge:

The draft for \$1,000, the final payment on my fellowship grant, has reached me very promptly. Please accept my thanks.

I am sorry that in my letter of January 11, it may have seemed that I was complaining of the delay in receiving the money for the installment sent to me on November 1. There was a delay, as I said, but it did not inconvenience me. I mentioned it only to explain the reason for my asking for early payment of the final installment. I did not realize, of course, that the method of payment would be different and that the delay in receiving the money would be negligible. Needless to say, I am very grateful to the staff of the Rosenwald Fund for many courtesies, both in financial matters and otherwise.

Yours very sincerely,

*H. C. Brearley*  
H. C. Brearley

**FISK**  
UNIVERSITY

# FELLOWSHIPS

February 12, 1938

Dear Mr. Brearley: I have been delayed in replying to your very interesting letter by the seasonal rush of fellowship activities.

I see no reason why you should not arrange to return the last of May if such a change in your plans is desirable from your viewpoint. I presume that the possible opening you mention is at Peabody since I have heard "gossip." I recently returned from the celebrations at Vanderbilt and Peabody and was greatly impressed by the new era that is being inaugurated in Nashville. There is every evidence that a cooperative undertaking by all the institutions of higher learning there will insure the development of one of the most important centers in the South.

Sincerely yours,

RAYMOND R. PATY

RP:MLU

~~Mr. H. C. Brearley~~  
~~24, Wordsworth Walk~~  
Golders Green  
London, N. W. 11, England

FISK  
UNIVERSITY

# FELLOWSHIPS

February 7, 1958

Dear Mr. Brearley:            Enclosed you will find a draft drawn on London, England, payable to you for \$1,000. This payment represents the final installment on your fellowship grant.

I am sorry you experienced such a delay in collecting on the last payment which we sent you. According to our records, you were to receive two \$500 installments before you left the country and the balance was to be sent to you abroad. Because Mr. Embree was leaving the office and needed to sign the check, we issued your November 1 installment in advance. Then when your letter came from London asking that payment be sent to you there we had to send the check which was already issued. Ordinarily we would have made our check payable to a bank here in Chicago and purchased a draft on London.

Kindly acknowledge receipt of the enclosed draft.

Very truly yours,

DOROTHY A. ELVIDGE

DE:AM

Mr. Harrington Cooper Brearley  
24 Wordsworth Walk  
Golders Green,  
London N. W. 11, England

FISK  
UNIVERSITY

# Julius Rosenwald Fund

4901 Ellis Avenue  
CHICAGO

# FELLOWSHIPS

To  
First National Bank of Chicago  
38 South Dearborn Street  
Chicago, Illinois

Payment Voucher No. 6267

Date February 4, 1938

To purchase draft on London, England, payable to Harrington Cooper Brearley,

in the amount of \$1,000 - - - - - \$1,000.00

Ck.#19036

Accounts	Appropriation No.	Debit	Credit
White Southern Fellowships	36-31A	\$1,000.00	

Prepared by AM	Checked by	Posted by
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Comptroller

24, Wordsworth Walk  
Golders Green  
London, N.W. 11, England

FELLOWSHIPS

January 25, 1938

Dr. Raymond Paty, Fellowship Secretary  
The Julius Rosenwald Fund  
Chicago, Illinois

DE 4/12  
DE 4/7  
ERZ ERZ

Brennan, H.C.

Dear Dr. Paty:

I have registered for the second or Lent term at the London School of Economics. I am continuing my seminars under Professors Malinowski and Ginsberg. I have also begun a course on "Living Races of Men" under Dr. Margaret Read. In addition to these, I expect to visit other classes as circumstances permit.

My informal contacts for study have improved. I was able to attend several of the sessions of the "Winter School" of the Institute of Sociology. I have been fortunate in meeting several persons interested in the study of race relations, especially Dr. Jay Rumney, who is writing a book in this field under the auspices of the Institute of Sociology.

I have been planning several articles for the journals, but I have been greatly interrupted by an attack of bronchitis. Today, however, the doctor discharged me as a patient and I am hoping to be going at a normal pace within a week or so. I have about given up hope of completing a book on race conflict, partly because of the complexity of the subject and my own limitations in experience and knowledge and partly because many of the points I wished to make have now been presented in Ellsworth Faris: The Nature of Human Nature (McGraw-Hill, 1937.) This volume, which I was able to read only recently, has an excellent section on the



sociology of racial conflict that anticipates some important material I had planned to present. I am, however, expecting to prepare several short articles on topics in this field. At the least they will serve to guide my reading and to help me clarify my ideas.

I should like to know what is the attitude of the Fund toward my returning the last of May in order to accept a position to teach sociology this summer in an important teacher training institution in the South that does not at present have a department of sociology. I have not received a definite offer but I have had an inquiry about the possibility of my accepting. If I were at liberty to tell you the name of the institution, I feel sure you would agree with me as to its importance in the life of the South. One of the London School of Economics faculty tells me that I am not likely to profit much here after the middle of May because of the disorganization due to the approach of the all-important examinations. In view of this situation I may wish to accept an offer, if one is made me.

Your last check to me had to cross the ocean three times before I could receive any cash. Because of this delay of over a month, I should like for you to ask the Comptroller to send me \$500 as soon as it is convenient and the remaining \$500 a month or six weeks later. Or one check might be sent, if that is more convenient. I am making this request because I wish to have something in reserve and because travel tickets must be paid for considerably in advance.

Please accept my thanks for your help and advice.

Yours very sincerely,

*H. C. Brearley*  
H. C. Brearley

FISK  
UNIVERSITY

*5/17/27 dep'd  
mailed 7/1*

FELLOWSHIPS

Brearley, H C

November 30, 1937

Dear Mr. Brearley: I regret that I have been delayed in acknowledging your very interesting letter. The item about finances was handled by Miss Elvidge as you suggested, and we hope that you experienced no delay in the receipt of a check.

You asked about a formal report of your work. We make no rigid requirements but we would like to have an informal report which would give us, in a brief sketch, some of the highlights of your experiences and observations during your tenure of the fellowship. This may be submitted toward the end of the period or soon after your return. In the event that you publish articles or a book that has some relationship to this period of study we should like to have copies that we may add to our collection of materials which have been produced by our Fellows.

We are delighted to know that you have been able to enroll in seminars and courses under the distinguished scholars referred to in your letter. All of us here are wishing for you a very happy and profitable experience during the remainder of your period abroad. We should like to hear from you from time to time, and shall be glad to assist you in any way that we can.

Sincerely yours,

RP:MLJ

Mr. H. C. Brearley  
24 Wordsworth Walk  
Golders Green  
London, N. W. 11  
England

PATY  
FISK  
UNIVERSITY

FELLOWSHIPS

November 17, 1937

Dear Dr. Pomfret: I am glad to send you a copy  
of Mr. Brearley's application  
blank. He was awarded a fellowship in the Spring  
of 1937 and is now studying at the University of  
London. His address, should you need it, is  
24 Wordsworth Walk, Golders Green, London, N. W. 11.

Very truly yours,

RP\*MLU

Dr. John Pomfret  
Vanderbilt University  
Nashville, Tennessee

FISK  
UNIVERSITY

DEAN'S OFFICE  
SENIOR COLLEGE AND GRADUATE SCHOOL  
VANDERBILT UNIVERSITY  
NASHVILLE, TENNESSEE

FELLOWSHIPS

November 12, 1937

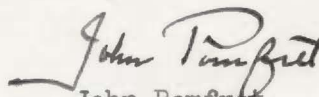
RHP	15	RP	17

Dr. Raymond Paty  
4901 Ellis Avenue  
Rosenwald Foundation  
Chicago, Illinois

Dear Dr. Paty:

I have had an inquiry regarding Mr. H. C. Br<sup>ic</sup>erly,  
a sociologist on the faculty of Clemson College. I understand  
that he is the holder of a Rosenwald Fellowship. Could you send  
me confidentially either a memo or a copy of his fellowship appli-  
cation so that I might learn more about his experience and research  
background? I might add that this is Social Science Research Coun-  
cil business, not Vanderbilt University business.

Yours sincerely,

  
John Pomfret

JP:H

# Julius Rosenwald Fund

4901 Ellis Avenue

CHICAGO

# FELLOWSHIPS

To

Mr. Harrington Cooper Brearley

24 Wordsworth Walk  
Golders Green  
London N W 11  
England

Payment Voucher No. 5899

Date October 29, 1937

Second payment on fellowship granted 4/15/37 - - - - - \$500.00

Cx./18454

Accounts	Appropriation No.	Debit	Credit
White Southern Fellowships	56-51A	\$500.00	

Prepared by

Checked by

Posted by

AM



Comptroller

UNIVERSITY

# FELLOWSHIPS

October 22, 1937

Dear Mr. Brearley: Mr. James Maddox has requested the names of the Fellows studying abroad with whom he might get in touch. Thinking that similar information may be of interest to you, I am sending you excerpts from the letter which is going to Mr. Maddox today.

Henry Rutherford Butler, Jr., a Negro doctor from Atlanta, is at the London Hospital and Medical College. I do not as yet have a home address for him, but will send it to you later.

James S. Pope of the Atlanta Journal has been in London since the spring. He may be in Scotland at this time, but you can get in touch with him through Thomas Hamilton, Jr., of the London office of the Associated Press, 20 Tudor Street, E.C., 4. His home address is 33 Netherhall Gardens, N.W. 3, London. Pope is returning to America within the next few weeks, and I hope you may have an opportunity to meet him before he sails.

Later in the year Ralph McGill of the Atlanta Constitution will be in England and Ireland for a study of land tenure and minority groups, with special reference to the influence of the press. Dr. Goodrich White of Emory University will also be in London during the winter. I will send you addresses for both of these men when they are settled.

I have also given Mr. Maddox your address, and I hope you will be able to meet him soon. Mr. Maddox's address is 41 Allyn Park, S. E. 21, London.

Sincerely yours,

RRP:MLJ

Mr. H. C. Brearley  
American University Union  
1 Gordon Square  
London, W. C. 1, England



FELLOWSHIPS

The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

~~Clemson, South Carolina~~

Brearley, H. C.

24 Wordsworth Walk  
Golders Green  
London, N. W. 11, England  
October 18, 1937

RRP	76
SOCIOLOGY AND PSYCHOLOGY	
H. C. BREARLEY	ERE 0
ERE	
RRP	RRP 1/30

Dr. Raymond Paty, Scholarship Secretary  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, U. S. A.

My dear Dr. Paty:

At last I have completed my plans for this term's work at the London School of Economics and Political Science. I am also comfortably situated for the winter at the address above.

I am taking a seminar and a lecture course under Professor Bronislaw Malinowski, the distinguished anthropologist, who is now especially interested in culture contact and the conflicts between different groups of people. I also have a seminar under Professor Morris Ginsberg. The work of this seminar centers around types of social relationships. I expect to have an opportunity to present there my material on race conflict.

I have taken two subordinate courses, in addition to the two seminars. Under Professor H. J. Laski, the distinguished political scientist, I have a course of lectures on social and political theory. I am taking this primarily because of Professor Laski's stimulating personality. My fourth course is in criminology under Professor H. Mannheim, who was a judge in Germany until the Nazis drove him into exile. This course I have taken partly because of my interest in the topic and partly because Professor Mannheim is an excellent teacher. Besides the work in these four courses, I have visited a number of classes in order to see the work of an English university. In this way I have heard lectures by a few of the most distinguished members of the faculty.

Within the next week I expect to recommence work upon my study of race relationships. I believe I shall obtain adequate guidance from Professors Malinowski and Ginsberg.

According to an arrangement made during the summer, I am expecting a check for five hundred dollars to be sent to me about the first of November. Will you please inform the proper person of my new address?

If you have any advice or instruction to give me, I shall be glad to hear from you. Do you wish any formal report of my work?

Yours very sincerely,

H. C. Brearley



Dr. Paty

# FELLOWSHIPS

1610 Seventeenth Avenue, South  
Nashville, Tennessee  
August 9, 1937

Miss Alice A. Merrill, Assistant Comptroller  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, Illinois

My dear Miss Merrill:

Thank you for your letter of July 27 approving of the plan of payment of my scholarship. Thank you also for the check for \$500 which reached me promptly.

You ask that I keep you informed of any change of address. My address will as above until August 18. From August 19 to September 8, it will be Clemson, South Carolina. At present I do not know what my London address will be but I can be reached without great delay through the American University Union, 1 Gordon Square, London W. C. 1, England. As soon as I have a more satisfactory address, I shall write your office.

With thanks for your kindness, I am,

Yours very truly,

*H. C. Brearley*  
H. C. Brearley

FISK  
UNIVERSITY

# Julius Rosenwald Fund SCHOLARSHIP

4901 Ellis Avenue

CHICAGO

To Mr. Harrington Cooper Brearley  
 1610 Seventeenth Avenue, South  
 Nashville, Tennessee

Payment Voucher No. 8950

Date August 8, 1957

First payment on fellowship granted 4/15/57 - - - - - \$500.00

Ck.#8950

Accounts	Appropriation No.	Debit	Credit
White Southern Fellowships	36-31A	\$500.00	

Prepared by	Checked by	Posted by
AN		



Comptroller

# SCHOLARSHIP

July 27, 1937

Dear Dr. Brearley: Your letter of July 24 has been referred to me during Mr. Paty's absence from the office. I am sure the plan of payments suggested in you letter will be entirely satisfactory. You may expect your first check of \$500 some time during the first week of August, and I have made a note of the payment to be made you on November 1. Please keep us informed of any change of address.

Very truly yours,

*W. M. ...*

Assistant Comptroller

Dr. H. C. Brearley  
1610 Seventeenth Avenue, South  
Nashville, Tennessee

FISK  
UNIVERSITY

SOCIOLOGY AND PSYCHOLOGY  
H. C. BREARLEY

The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

RRP	26		

1610 Seventeenth Ave., South  
Nashville, Tennessee

July 24, 1937

Sub. 7/27

SCHOLARSHIP

Dr. Raymond Paty, Fellowship Secretary  
The Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, Illinois

My dear Dr. Paty:

I am having a good summer teaching sociology at Peabody College, but I am putting in some time preparing for the trip to London in September. Today I learned, somewhat to my surprise, that the money for our steamship fares will be due on August 9. I had not expected it would be needed so early. I had arranged for personal funds to be available on September 1 but not earlier.

If it is agreeable to your plans, I should like for you to send me in the near future a part of my grant. You wrote me last May that you could give me one thousand dollars before I left and five hundred dollars at each of two other periods. Because we have had to borrow more heavily than I first thought would be necessary, we shall have enough funds to travel with after September 1. Perhaps you would then prefer the following plan of payments: \$500 on August 1, \$500 on November 1, and \$500 at each of two periods to be determined later. This would be agreeable to me if it is to you.

I have been accepted as a research student at the London School of Economics and Political Science and I am planning to study under Professors Malinowski, Ginsberg, and Hogben.

I shall be glad to have any suggestions about my work that you wish to give.

After August 19,  
Clemson, S. C.

Yours very sincerely,

H. C. Brearley

FISK  
UNIVERSITY

The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

SCHOLARSHIP

SOCIOLOGY AND PSYCHOLOGY  
H. C. BREARLEY

RRP	May 10, 1937			

Mr. Raymond Paty  
The Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mr. Paty:

Thank you for your letter of April 27, agreeing to my plans for a session's study at the London School of Economics and Political Science. I am glad to have your assurance that I may alter my plan of study as circumstances seem to require and that I may follow a broad program of training if I prefer. I am especially grateful for your offer to pay me one thousand dollars before I leave this country and to send the remainder in two installments of five hundred dollars each. That plan will minimize the difficulty of securing sufficient funds to care for my family during my stay.

I am very much interested in the list of appointments recently sent to me. If it is convenient, I should like for you to send to me the addresses of Ina Corinne Brown of Texas and James Gray Maddox of Arkansas. The first is studying a similar topic and the latter is to spend part of his time at the University of London.

I am now planning my work a little more in detail. Later I hope to have your advice on several topics.

Yours very sincerely,

H. C. Brearley

FISK UNIVERSITY

# FELLOWSHIPS

April 27, 1937

Dear Mr. Brearley: Mr. Embree and I have received your letters relative to the fellowship grant to enable you to study at the University of London. We are delighted that you have been able to make suitable arrangements to carry out your original plan of work.

We believe that the Committee would be more interested in your following a broad program which would add to your equipment for working in your special field rather than concentrating on a book on race conflict. As I stated in my letter of April 15, however, we are agreed that our Fellows carry out the plans which they think will add most to their personal development.

If it would be of convenience to you, we shall be glad to pay you one thousand dollars (half of your grant) before your departure for London, and the balance in two installments at any time you request them. Should you prefer to have us make payments in some other fashion, please let me know.

Very truly yours,

RP:MLU

Mr. H. C. Brearley  
Clemson Agricultural College  
Clemson, South Carolina

  
FISK  
UNIVERSITY

# The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

SOCIOLOGY AND PSYCHOLOGY  
H. C. BREARLEY

April 24, 1937

Mr. Raymond Paty  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mr. Paty:

I have after some difficulty been able to make the necessary arrangements and I am writing to tell you that I am delighted to be able to accept the grant of two thousand dollars to assist me in a further study of race relations at the University of London. As I have explained in a separate letter to Dr. Embree, I am planning to attend the London School of Economics and Political Science during the session of 1937-38, leaving the United States about the middle of September and returning about the first of July. In order to guard against any unforeseen eventualities, I told Dr. Embree that if I were unable to complete the session's work, I should expect to return to the Rosenwald Fund a proportionate share of the grant.

I am very grateful for this opportunity and I shall do my best to make the most of it. I shall appreciate your advice about my program and plans. Just now I am writing to Professors Malinowski and Ginsberg at the University of London. When I know a little more of the situation there, I shall need your counsel.

You say that the terms of payment of the grant will be adjusted to my individual needs. At present I cannot be very specific, but I am sure that I will need assistance in September in order to meet traveling expenses without going too far into debt.

FISK  
UNIVERSITY

I am planning to have my wife and two children with me. Under such circumstances I should like to have some funds in reserve for use in an emergency. Would it be possible for you to give me transportation expenses in September and then to send me the remainder in allotments at regular intervals? When I am ready to return home, I can use my reserve fund for traveling expenses. This plan seems now to meet my needs and will, I hope, be in accord with your general policy.

I have asked Dr. Embree to advise me whether you wish me to devote myself primarily to the completion of my project on the study of race conflict or to endeavor to broaden my knowledge in the field of race relations and other sociological topics, at the same time gathering material for my book. If you think of other subjects or purposes I should keep in mind, I shall be very glad to hear from you.

I am looking forward with eagerness to my year of study in England. I hope that our personal relationship will be a most harmonious one.

Yours very sincerely,

*H. C. Brearley*





DR. HARRINGTON COOPER BREARLEY AND FAMILY

## Dr. Brearley Joins Peabody Staff

Dr. Harrington Cooper Brearley, professor of Sociology and Psychology and chairman of the Department of Social Science at Clemson College, South Carolina, has accepted an appointment as professor of Educational Sociology at Peabody College. He will come to Peabody at the beginning of the Summer School.

Dr. Brearley holds the bachelor's and the master's degree from the University of South Carolina, and the doctor's degree from the University of North Carolina. He has taken additional graduate work at Teachers College, Columbia University, and at the University of London, where he was a Rosenwald Fellow.

He has been a member of the faculty at Clemson College for the past fifteen years. In addition he has taught at the University of South Carolina, the University of North Carolina, Peabody College (during the summer of 1937), and in the public schools of Atlanta, Georgia; Columbia, South Carolina; and Durham, North Carolina. He served in the U. S. Army in 1918.

Dr. Brearley's research includes studies in various fields of sociological study, especially those dealing with the South and its problems.

He is a member of the American Sociological Society, of the South Carolina Academy of Science, Phi Beta Kappa, and the Southern Sociological Society. He served as vice-president of the Southern Sociological Society, 1936-37, and as chairman of the section on race and culture, 1938-39.

He is the author of *Homicide in the United States* (University of North Carolina Press, 1930), and, with Mabel Montgomery, of *Facing Facts in South Carolina* (published by the South Carolina De-

partment of Education, 1938). He was a contributor to *Culture in the South* (University of North Carolina Press, 1934). He contributes to *Social Forces*, of which he is one of the contributing editors, *The Forum*, *Sociology and Social Research*, *School and Society*, *Mental Hygiene*, *Social Science*, *Archiv fur Kriminologie*, *Law and Contemporary Problems*, *Journal of Criminal Law and Criminology*, and *South Atlantic Quarterly*.

## Summer Field Course in Art Appreciation

The thirty-two days from July 21 through August 21 are going to be filled with opportunities for experiencing art for the students who enroll in the new course offered by the Department of Art—*Art 460. Art Appreciation: Field Laboratory Course*. According to the complete itinerary given in a folder recently published by the College over thirty public and private art museums and galleries are to be visited. Lest this

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(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

FELLOWSHIPS

SOCIOLOGY AND PSYCHOLOGY  
H. C. BREARLEY

April 24, 1937

ERE	26		

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

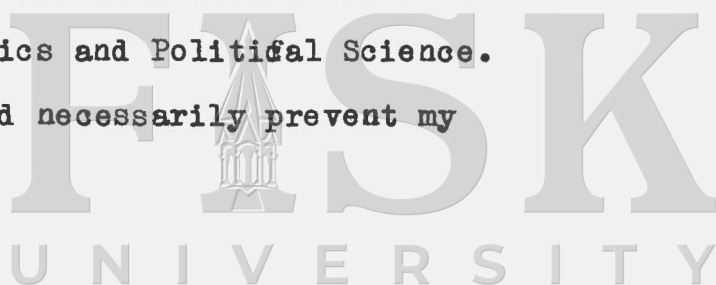
Dear Dr. Embree:

On April 18 I wrote you to express my thanks for the grant of \$2000 for study at the University of London. At the same time I told you of my difficulties in securing the additional funds required.

Meanwhile I have been able to arrange for a leave of absence from Clemson College on terms more favorable than I had anticipated. The President was very anxious for me to take advantage of this great opportunity.

I am also thinking that I may have been wrong in interpreting your reference to "a year" as meaning twelve months. Possibly you meant a university session rather than a calendar year. Since the London School of Economics and Political Science opens about the first of October and closes about the last of June, this would mean an absence from the United States of about ten and a half months rather than of twelve. ( I hope that this is the correct interpretation.)

Because of these two changes in the situation, I am now able to tell you that I am delighted to accept the grant and that I am planning to spend the academic session of 1937-1938 at the London School of Economics and Political Science. I do not know of anything that would necessarily prevent my



remaining for the full session, but if I should find it necessary to return before July, 1938, I should expect to return to the Rosenwald Fund a proportionate share of the grant. I mention this not because of any uncertainty about my own desires and plans but because of the possibility of some unforeseen occurrence. Besides, I notice <sup>from the catalog</sup> that Professor Malinowski's seminar for the summer term may be a duplication of the work of the Lent term. There may be similar circumstances that would make me less anxious to complete the full session.

I hope you will write me about your wishes on several other matters. Do you prefer that I devote myself rather fully to my study of race conflict or would you prefer a broader program, including attendance at one or two seminars or series of lectures? In other words, is your preference for a competent book on race conflict or for an improvement in my capacities for working in this field? I believe that if you will state your policy that I can plan my work more efficiently and more satisfactorily to you, even though Mr. Paty's letter did infer that I should act largely on my own initiative.

I am writing Mr. Paty of my acceptance of the grant and of my gratitude for this long dreamed of opportunity. I shall be very glad to have any further suggestions that may occur to you or to him.

Yours very sincerely,

*H. C. Brearley*



The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

FELLOWSHIPS

SOCIOLOGY AND PSYCHOLOGY  
H. C. BREARLEY

April 18, 1937

	RRP	20		

*Ack Me 20*

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

Dear Dr. Embree:

It is hardly necessary for me to say that I am delighted to hear that your committee has recommended that I be given a grant of two thousand dollars for a year's study at the University of London. For a long time I have dreamed of such an opportunity.

I am, however, a little dismayed over the prospect of securing the additional money necessary for a year's stay in London. I estimate that under the suggested plan I shall have to secure about five hundred dollars more than under the plan I originally proposed. This college has been seriously handicapped by the depression. Last year my salary was only \$2,400. Three years ago it was approximately \$2,000. Under such circumstances it has been impossible to accumulate a surplus that I might use at this time.

I am now engaged in trying to make arrangements that will permit me to accept the great opportunity that the Rosenwald Fund has offered me. I hope you will permit me a little delay, perhaps only a few days, before expecting a definite decision about the year's program you suggest.

Yours very sincerely,

*H. C. Brearley*



MV

SCHOLARSHIP

April 14, 1937

Dear Mr. Brearley: I am delighted that the committee on fellowships has made an award to you as reported in the official letter herewith. The advice referred to in that letter which we wish to put at your disposal is as follows.

Our committee felt very strongly that you would get a great deal more from a full year of study abroad than from the six months proposed in your application. We are willing, therefore, to increase the award from the amount you suggested to a total of two thousand dollars (\$2,000) for a full year's work and we heartily recommend that you arrange to take that work at the London School of Economics of the University of London. The experience of such a year in this stimulating institution and environment would, we believe, be of the greatest possible benefit. We shall be glad to consult further with you about your plans, but we are particularly hopeful that it will be possible for you to carry out our suggestion of a year at the University of London.

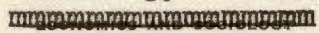
Very truly yours,  
EDWIN N. LMBREE

ERE:JW

Mr. Harrington G. Brearley  
Clemson College  
Clemson, South Carolina

FISK  
UNIVERSITY

FELLOWSHIPS



H. C. BREARLEY  
G. E. METZ

March 2, 1937

Mr. Raymond Paty, Director for Fellowships  
The Julius Rosenwald Fund  
Chicago, Illinois

Dear Mr. Paty:

I have your letter suggesting that I name two references in lieu of Dr. Charles S. Johnson and Dr. W. W. Alexander, as these two are on the Fellowship Committee of the Rosenwald Fund.

Neither Dr. Johnson nor Dr. Alexander is an intimate friend of mine. I suggested them because of their competency to judge of the value of my project. If this fact makes them eligible as references, I shall be glad to have my project submitted to them.

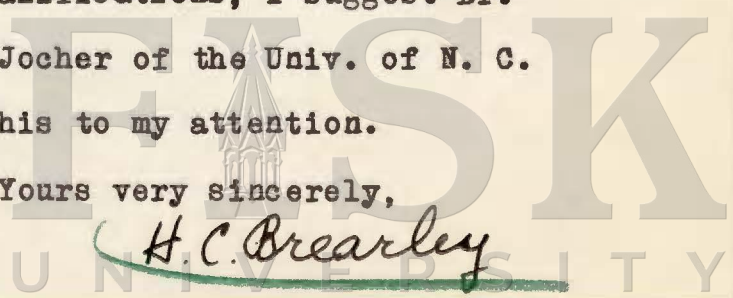
If you prefer other references I suggest Dr. Guy B. Johnson of the Sociology Department of the University of North Carolina. Dr. Johnson is the author of a number of books on the Negro and is rather well acquainted with me personally. Until March 15 his address is 5661 Drexel, Chicago; after that it will be in care of the Department of Sociology of the Univ. of North Carolina, Chapel Hill, N. C. For the other reference, if you are concerned primarily about the value of the project, I suggest Dr. Robert E. Park, in care of the Department of Sociology of the University of Chicago. If, however, you are more concerned with my personal qualifications, I suggest Dr. Ernest R. Groves or Dr. Katharine Jocher of the Univ. of N. C.

Sent  
3/5

Thank you for calling this to my attention.

Yours very sincerely,

H. C. Brearley



# THE SOUTHERN SOCIOLOGICAL SOCIETY FELLOWSHIPS

## ELECTED MEMBERS OF THE EXECUTIVE COMMITTEE

HARRY BEST, *University of Kentucky*  
FRED C. FREY, *Louisiana State University*  
L. M. BRISTOL, *University of Florida*  
N. B. BOND, *University of Mississippi*  
E. W. GREGORY, *University of Alabama*  
C. S. JOHNSON, *Fisk University*

### PAST PRESIDENT

E. T. KRUEGER, *Vanderbilt University*

WILSON GEE, *University of Virginia*  
*President*

H. C. BREARLEY, *Clemson College*  
*First Vice-President*

RHODA KAUFMAN, *Family Welfare Society of Atlanta*  
*Second Vice-President*

RUPERT B. VANCE, *University of North Carolina*  
*Secretary-Treasurer*

### EXECUTIVE OFFICES

PRESIDENT: *University of Virginia,*  
*Charlottesville, Virginia*

SECY.-TREAS.: *University of North Carolina, Chapel*  
*Hill, N. C.*

## STANDING COMMITTEES

Membership Committee, Chairman,  
E. W. GREGORY, *University of Alabama*

Committee on Publications, Chairman,  
E. T. KRUEGER, *Vanderbilt University*

Committee on Resolutions, Chairman,  
W. E. COLE, *University of Tennessee*

Committee on Research, Chairman,  
H. C. BREARLEY, *Clemson College*

February 26, 1937

Mr. Raymond Paty, Secretary for Fellowships  
The Julius Rosenwald Fund  
Chicago, Illinois

My dear Mr. Paty:

In preparing the application I recently sent you for a grant-in-aid I made an unusual error. While I was getting my request ready I heard a fellow sociologist lecture on the Trobriand Islanders, made famous by Bronislaw Malinowski's Argonauts of the Western Pacific. The lecturer began by expressing his regrets on the death of Professor Malinowski during the month of December. This apparently authentic information caused me to alter my request, omitting all references to Professor Malinowski, the distinguished anthropologist of the University of London. Now I learn from Professor Ginsberg of the London School of Economics that Professor Malinowski is very much alive and "vastly entertained" by the report of his death.

Accordingly, I wish to include Professor Malinowski in the list of persons with whom I wish to study if I should be given a grant-in-aid. Perhaps he could supervise my research even better than could Professor Ginsberg.

Yours very sincerely,

H. C. Brearley

FISK  
UNIVERSITY

The Clemson Agricultural College  
A. & M. COLLEGE OF SOUTH CAROLINA  
Clemson College, S. C.

FELLOWSHIPS

February 22, 1937

Mr. Raymond Paty, Director for Fellowships  
The Julius Rosenwald Fund  
Chicago, Illinois

My dear Mr. Paty:

Inclosed you will find an application for a grant-in-aid of a study in the field of race relations. I am submitting it at this time because I know that you are now considering fellowship applications and might wish to include it under that classification.

I have adapted the fellowship application as best I could. Instead of transcripts of my college record I have included a certificate that I hold the degree of Ph. D. from the University of North Carolina. I am also sending a statement from President E. W. Sikes saying that I can secure leave of absence without pay from Clemson College.

Since I have published little in the field of race relations, although I have devoted my spare time to such studies for over four years, I am inclosing the manuscript of a magazine article "Ba-ad Nigger," now being considered for publication by a periodical. This article is an attempt at popularization and is not, of course, the style of writing I am accustomed to use in research reports. If you wish I can submit copies of other articles for consideration by your committee. I presume CULTURE IN THE SOUTH and my HOMICIDE IN THE UNITED STATES are accessible to you.

FISK  
UNIVERSITY

I hope I have made clear the nature of my request. I have been forced to postpone the date suggested for commencing the study because I have not yet been able to complete my report on homicide and race conflict in the South and because I have accepted an invitation to begin the first classes in sociology at Peabody College, Nashville, Tennessee, during the coming summer quarter.

My alternative plans are submitted in order to indicate the arrangements that might be possible if the committee forms a favorable opinion of my application but disapproves of my plans for study.

Yours very truly,

*H. C. Brearley*  
H. C. Brearley

Clemson

South Carolina

THE CLEMSON AGRICULTURAL COLLEGE  
(A. & M. COLLEGE OF SOUTH CAROLINA)  
CLEMSON, SOUTH CAROLINA

FELLOWSHIPS

ENOCH WALTER SIKES  
PRESIDENT

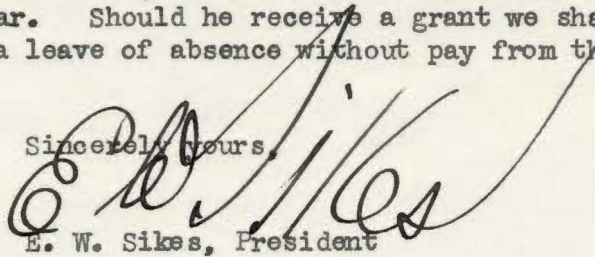
February 19, 1937

Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Sirs:

Dr. H. C. Brearley tells me that he has applied to you for a Grant in Aid to continue his study in the field of Race Relations. He is especially interested in this subject and I hope that your committee may see fit to grant him the assistance for which he has applied. I know Dr. Brearley well and have the greatest respect for him as a man and as a scholar. Should he receive a grant we shall be glad to grant him a leave of absence without pay from this institution.

Sincerely yours,



E. W. Sikes, President

EWS/V

FISK  
UNIVERSITY

# CROSS REFERENCE RECORD

**FIRM NAME OR SUBJECT** SCHOLARSHIP - BREARLEY H C **FILE NO.**

**DATE** 12/12/35 **REMARKS** Letter from WW Alexander commenting on H. C. Brearley

**SEE** ALEXANDER W W **FILE NO.**

**DATE** **SIGNED**

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**DATE** 12/3/35

**REMARKS**

Letter to W. W. Alexander from ERE re: Brearley project

**SEE** NEGRO SOCIAL & ECONOMIC PLAN PROJECT **FILE NO.**

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SCHOLARSHIP

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# Commission on Interracial Cooperation

INCORPORATED

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DIRECTOR OF WOMAN'S WORK

ARTHUR RAPER  
RESEARCH AND FIELD SECRETARY

TELEPHONE  
WALNUT 7963

November 29, 1935.

7

	ERE	12/2	ER2	3

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

My dear Embree:

Attached hereto is a statement giving further information about the Brearey project in which Odum is so very much interested.

Sincerely yours,

*Will W. Alexander*  
Will W. Alexander



MEMORANDUM OF A PROJECT FOR COMPLETING A STUDY OF INTERRACIAL  
HOMICIDE AND RACE CONFLICT IN THE SOUTH

By  
H. C. Brearley

History of Project

This study was begun in the summer of 1932 and has been continued with some interruptions to the present. From the files of Tuskegee Institute and from other sources 1,332 cases of interracial slayings have been secured. These cases have been analyzed according to such factors as race of slayer and slain, sex of slayer and slain, place of killing, and apparent cause of the altercation. The examination of these cases revealed in dramatic form the origins and bases of race conflict in the South. This discovery led to the attempt to clarify the causes of these killings by a further study of (2) the history of race conflict in the South, with special reference to interracial slayings, from early colonial times to the present day, and (b) the background and foreground causes of bitterness between whites and Negroes. The material now on hand should provide the source for an important volume in the field of race relations.

Present Needs

To complete this study the investigator needs to be free from his heavy teaching load for several months, preferably during the summer of 1936, and to be enabled to spend this time preparing his manuscript in a university, such as the University of North Carolina, where there are adequate library facilities and the opportunity to consult authorities upon white-Negro relationships. In addition he should spend at least a week working in the Library of Congress at Washington, D. C.



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

SCHOLARSHIP

November 22, 1935

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

Dear Mr. Embree:

Here is an outline of a very important project which I have submitted to Dr. Alexander to discuss with you. Dr. Brearley, you may recall, is head of the Department of Economics and Sociology at Clemson and has published one good volume on Homicides in the United States and has made other valuable studies.

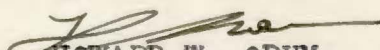
This work represents an expenditure of several years of time and a good deal of money, so that a small contribution now would enable Dr. Brearley to realize on a considerable investment. As you know, with our terminating, gradually receding grant, it is simply not possible for us to appropriate anything for it.

Dr. Brearley is prepared to spend the entire summer at Carolina completing the job. Any appropriation you could make would be appreciated.

With appreciation,

Cordially yours,

HWO-m

  
HOWARD W. ODUM.  
Director

Enclosure:  
outline

*W. J. P.*  
FISK  
UNIVERSITY  
108058

MEMORANDUM OF A PROJECT FOR COMPLETING A STUDY OF INTER-  
RACIAL HOMICIDE AND RACE CONFLICT IN THE SOUTH

By  
H. C. Brearley

History of Project

This study was begun in the summer of 1932 and has been continued with some interruptions to the present. From the files of Tuskegee Institute and from other sources 1,332 cases of inter-racial slayings have been secured. These cases have been analyzed according to such factors as race of slayer and slain, sex of slayer and slain, place of killing, and apparent cause of the altercation. The examination of these cases revealed in dramatic form the origins and bases of race conflict in the South. This discovery led to the attempt to clarify the causes of these killings by a further study of (a) the history of race conflict in the South, with special reference to interracial slayings, from early colonial times to the present day, and (b) the background and foreground causes of bitterness between whites and Negroes. The material now on hand should provide the source for an important volume in the field of race relations.

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# SCHOLARSHIP

November 7, 1935

Dear Mr. Brearley: We have received your letter of November 4, in which you ask to be notified in case the Julius Rosenwald Fund should institute a program of scholarships for the study of race relations. I am sorry to have to say that I do not think it very likely that we will be able to undertake such a program in the near future. As you will readily understand, the demands upon our scholarship funds are very great, and we have therefore found it necessary to restrict our awards even more than formerly. Under present conditions, we are able to give only grants-in-aid to students who are doing advanced work in preparation for posts in connection with institutions or movements in which the Fund is directly interested.

I am sorry not to be able to be more encouraging, and I sincerely hope that some means will present itself which will make your continued study possible.

Very truly yours,

ERE\*McK

Mr. H. G. Brearley  
The Clemson Agricultural College  
Clemson College, South Carolina

NOV 14 1935

FISK  
UNIVERSITY

SCHOLARSHIP

The Clemson Agricultural College

A. & M. COLLEGE OF SOUTH CAROLINA

Clemson College, S. C.

ECONOMICS AND SOCIOLOGY

H. C. BREARLEY

G. E. METZ

November 4, 1935

The Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Gentlemen:

I am writing to ask that I be notified if you decide to re-institute your scholarships for the study of race relations. I should like to submit an application.

At present I am engaged upon a study of interracial homicide and race conflict in the Southern states. Later I should like to undertake a general work upon race conflict, if I can secure the opportunity to devote my time to the task.

Yours very truly,

H. C. Brearley

NOV 14 1935

FISK  
UNIVERSITY

# SCHOLARSHIP

October 31, 1934

My dear Mr. Brearley: In response to your letter of October 29, a loan is quite as much out of the question as a scholarship. In fact our Board has been more willing to make direct grants both in scholarships and in other fields than to attempt to achieve the same purposes through any form of loan. Until we feel prepared to undertake a given line of work we are unwilling to enter it in any way. I realize the difficulties of research at a small college with inadequate library facilities. I hope that by some means you can find the way to make the study you have in mind.

Very truly yours,

EDWIN R. EMBREE

ERE:MTC

Mr. H. C. Brearley  
The Clemson Agricultural College  
Clemson College, South Carolina

NOV 5 1934

FISK  
UNIVERSITY

# SCHOLARSHIP

The Clemson Agricultural College

A. & M. COLLEGE OF SOUTH CAROLINA

Clemson College, S. C.

Brearley, H.C.

ECONOMICS AND SOCIOLOGY

H. C. BREARLEY

G. E. METZ

	ERE	10/31	ERE	10/31
October 29,	1934			

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

My dear Dr. Embree:

Thank you for your very kind reply to my letter of October 22, inquiring about general scholarships maintained by your Fund. Since nothing of this kind is now available, I should greatly appreciate your placing my name in your files for notification if you decide to offer again scholarships of this nature.

Is there any possibility that your Fund would consider granting a loan of approximately two-thirds of the expense of studying the race problem at the University of London for six months or a year, with the proviso that the loan would be cancelled upon the publication of a monograph in the field of race relations? If you think that there is any chance, I should be glad to submit a detailed memorandum of my record and my plans. This is a small college with few research facilities and no funds for work in this field. The only aid it can offer is a year's leave of absence without pay. Consequently, I see little chance of studying the race problem from the world point of view unless I can secure assistance of some kind.

Yours very truly,

H. C. Brearley



NOV 5 1934

# SCHOLARSHIP

October 25, 1934

My dear Mr. Brearley: I have read with much interest your letter of October 22. Unfortunately this Fund does not at present maintain any general fellowships of the sort you describe. The study you have in mind is most interesting. I trust that by some means you will be able to carry it out.

Yours very truly,

ERE:MWC

EDWIN R. EMBREE

Mr. H. C. Brearley  
The Clemson Agricultural College  
Clemson College, South Carolina

OCT 30 1934

**FISK**  
  
UNIVERSITY

ECONOMICS AND SOCIOLOGY  
H. C. BREARLEY  
G. E. METZ

The Clemson Agricultural College  
A. & M. COLLEGE OF SOUTH CAROLINA  
Clemson College, S. C.

SCHOLARSHIP

Brearley - HC

October 22, 1934

ERE	10/24	ERE	10/25

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

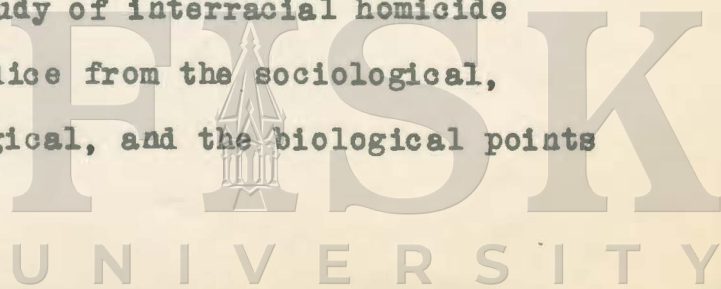
Dear Sir:

In the past the Rosenwald Foundation has granted fellowships for the study of problems of race relations. I am writing to ask if there is available for 1935-36 a fellowship for which I might be considered.

I am forty years of age and hold a Ph. D. degree from the University of North Carolina (1928) with a major in sociology and a minor in psychology. In 1932 I published HOMICIDE IN THE UNITED STATES, a monograph of 249 pages. I have for some time been working upon a study of interracial homicide in the South. At present I have completed the gathering of data and I am almost ready to begin the preparation of the manuscript. During the past summer I spent four weeks at the Institute of Race Relations at Swarthmore College. I have contributed books reviews or original articles to Social Forces, Mental Hygiene, School and Society, Social Science, Sociology and Social Research, and Archiv fur Kriminologie.

OCT 30 1934

I should like to make a study of race prejudice or of the exploitation of race prejudice, as in Germany today. In reading for background for my study of interracial homicide I found treatments of race prejudice from the sociological, the anthropological, the psychological, and the biological points



of view, but I did not find a discussion that made a thorough-going use of all four. Besides, I noticed very little treatment of race prejudice as a method of exploitation - with the exception of the Communistic attack upon the Southern white farm-owners. The other forms of exploitation, especially the political, received rather inadequate handling, I thought.

I have now become very interested in this topic and should like to carry my study of it to some more definite conclusion. If I should devote myself to a study of the nature of race prejudice, factors associated with its increase and decrease, its exploitation, and its control, I should like to do my work with the group of scholars at the University of London. If, however, I devote myself primarily to the subject of the exploitation of race prejudice, I am sure I could not find more suitable fields for investigation than are available in this country. In either subject I should, of course, wish to treat the material from a world-wide rather than from a national point of view.

If your Foundation is at all interested in receiving an application from me, I shall be glad to receive further information from you and to write you more fully of my training, experience, and plans for study.

Yours very truly,

*H. C. Brearley*

FISK  
UNIVERSITY

PLAN OF WORK

This project had its beginning in 1932 when the applicant commenced a study of interracial homicide in the South. Four weeks at the second Institute of Race Relations in the summer of 1934 gave an opportunity to consult with many authorities in this field. These conferences and the observation that interracial homicide is only one phase of the race conflict situation led to a considerable broadening of the field of inquiry. After a number of unavoidable delays the applicant is now devoting his spare time to preparing a volume on homicide and race conflict in the South.

After the completion of his present study the applicant wishes to use his reading and investigation for several years as the basis for a more generalized study of race conflict as a widespread and significant type of human behavior. As a result of this proposed study he wishes to support or discard his present belief that race conflict arises primarily from the process of individual identification with the group and from the attempt to defend the thus expanded self. His hope is to prepare a volume on the general subject of race conflict, including such topics as the following: The Nature of Race Conflict, Race Conflict in History, Bases of Race Conflict, Factors Tending to Aggravate Race Conflict, Factors Tending to Minimize Race Conflict, Exploitation of Race Prejudice.

If this study is competently done, it will help toward an understanding of the irrational nature of race prejudice and may lead to greater insight into the problems of race conflict and, perhaps, to more tolerance in interracial contacts. Race conflict is a continuing problem of world-wide significance, as has been generally recognized, at least since the publication of Gumpowicz's Der Rassenkampf in 1883. Recent revivals of racial intolerance, notably in Germany, add a timely emphasis to a topic always of importance.

H. C. Brearley (Plan of Work)

The applicant is teaching in a small college with an inadequate library, no funds for research in social science, and no provision for sabbatical leave. He has no resources except his somewhat meager salary. If his study is to make its maximum contribution to the better understanding of race conflict, it should be carried on, at least in part, at a university equipped for research in the social sciences and possessed of a staff interested in the field of inquiry.

At the University of London, especially at the London School of Economics and Political Science, is a notable group of sociologists, anthropologists, and psychologists interested in the field of race relations. With these scholars the applicant wishes to continue his investigation of race conflict. Among those with whom he wishes to study are: Morris Ginsberg, sociologist and author of The Psychology of Society; Lancelot Hogben, social biologist and author of Genetic Principles in Medicine and Social Science; G. Elliott Smith, zoologist and author of Primitive Mentality; C. R. Seligman, ethnologist and author of The Races of Africa; and the distinguished psychologists Francis A. P. Aveling, Charles E. Spearman, and Cyril L. Burt. In London or not far distant can be found G. Spiller, sociologist and editor of Interracial Problems; Julian S. Huxley and A. C. Haddon, authors of We Europeans: A Survey of "Racial" Problems (awarded the \$1000 Anisfield prize for 1936); G. H. L. F. Pitt-Rivers, anthropologist and author of The Clash of Colour and the Contact of Races; L. S. B. Leakey, anthropologist and author of Kenya Contrasts and Problems; and perhaps others equally competent but not known to the applicant. Other opportunities for study in London include the International Institute of African Languages and Cultures, the British Museum, the library of the London School of Economics and Political Science, the International Union for the Scientific Investigation of Population Problems, the British Colonial Office, and Le Play House.



H. C. Brearley (Plan of Work)

In suggesting the University of London as the place of study the applicant is considering not only the opportunities already mentioned but also the fact that the work would be done among eminent scholars with different backgrounds and contrasting points of view. Under changed scenes and among persons of varied outlook six months of study might give more insight into the problems of race conflict than would an even more extended period of research in the familiar milieu of the United States. This program of study should, consequently, add greatly to the applicant's objectivity and perspective in dealing with topics which are usually so potent in arousing prejudice and bias. (The applicant was once advised by Dr. Charles W. Coulter of Ohio Wesleyan University that London is probably the best place in the world to study race relations. Dr. Coulter is a well known authority in this field, once having served on a commission of the League of Nations to investigate conditions in Africa.)

If the applicant receives the aid requested, he expects within six months or a year after his return to complete the preparation of the volume outlined above. He believes that this will be accepted on a commercial basis by a publisher. If not, he will endeavor to secure its publication by his own resources.

The ultimate purpose of the applicant is to continue to teach, study and write about sociology and social problems, especially those of importance to the South. He expects to emphasize the subjects of crime and race relations. Six months of foreign study should give him greater understanding and sounder scholarship.



"BA-AD NIGGER"

by

H. C. Brearley

Clemson College, S. C.

A Negro youth yet in his teens seats himself upon a much whittled bench in front of a tottering general store near the railway tracks. Ceremoniously he adjusts his hat at a rakish angle, picks up his banjo, and sings to an approving circle of listeners:

I'se Wild Nigger Bill

Frum Redpepper Hill,

I never did wo 'k, an' I never will.

I'se done kill de boss;

I'se K<sup>o</sup>cked down de hoss:

I eats up raw goose widout apple sauce!

Such folk-songs, expressing the Negro's admiration for recklessness and bravado, may be heard almost any day on the back streets of the villages and towns of the lower South. In Negro folk literature the "bad" man plays a role hardly secondary to that of the trickster, so well exemplified by the Br'er Rabbitt of Joel Chandler Harris' Uncle Remus.

In all folk tales the dare-devil is a constantly recurring character. From primitive champions like Beowulf to train-robbers like Jesse James and killers like John Dillinger the imagination of men has often cast an aura over the lives of those who dare to rebel against fate or authority or law.

In many Negro communities, however, this emphasis upon heroic deviltry is so marked that the very word bad often loses its original significance and may be used as an epithet of honor. This use of bad as a term of admiration is quite likely an importation from Africa, for Herskovitz has found a similar terminology among the blacks of the Surinam district of Dutch Guiana, among the Negroes of the West Indies, and among the natives of the province of Dahomey in West Africa. In some parts of the South, however, there is a change in pronunciation to indicate whether or not the word carries approval. If the speaker wishes to use the term with the ordinary connotation, he pronounces it after the manner of Webster. But if he is describing a local hero, he calls him "ba-ad." The more he prolongs the a, the greater is his homage.

If this esteem for "bad" men is really African in origin, contact with the whites has not destroyed it. On the contrary, it has doubtless been strengthened by the traditional European approbation of rebels and outlaws. Besides, the Negro's love of derringdo may be partly an overcompensation for the generally observed docility of the natives of central West Africa and for the enforced servility of slavery and later Jim Crow-ism.

But regardless of its origin, the tradition of the glory of the "bad" man still flourishes and definitely motivates the conduct of many Negroes, especially in the rural South. Even Jesus Christ has been portrayed by a Negro circuit rider as a man "who wouldn't stand no foolin' wid. Why, he could pop off a lion's head jes like he was a fryin' size chicken!" No one in the congregation would fail to understand this

tribute or to admire such courage and power.

How wide-spread is this tradition of the "bad" Negro, it is hard to say. Evidence of it has been found from Texas to Virginia. Dabney's reminiscences show it to have been prevalent among Cincinnati Negroes during the '80's and '90's, but several competent observers deny its importance among present-day Northern city dwellers. In West Virginia, according to Laing, Negroes native to the state look down upon those moving in from farther South because "they brag about how mean they is" and because "they'll kill you in a minute." This pattern of behavior is, then, more characteristic of the Negro of the lower South, since it is well known throughout the cotton belt.

Open expression of admiration for a "ba-ad nigger" is doubtless a comparatively recent development. Even if his type existed during slavery, the singing of ballads in his honor was not a very politic method of securing the favor of masters and overseers. Besides, his lawless activities were greatly circumscribed by the authority of the owners and the watchfulness of the "patterollers." Occasionally, however, a "bad" slave resisted punishment and fled to the swamps or the hills. This was a desperate recourse and usually led to his death or recapture and sale to a distant plantation.

The "bad" Negro of today has, however, an almost unlimited field of operations. One of his most effective methods of demonstrating his prowess is to "break up" a picnic, ball game, or "frolic." In Odum's Rainbow Round My Shoulder a Negro rowdy vividly describes the exploits of one "Graveyard Kid" and comments enviously, "Thought I was bad enough, but he sho got me beat." One rainy day this Graveyard Kid, disgusted with his duties as stable boy in a construction camp, went to his shack and "git in one hand a thirty-eight special an' in other a ortermatic an' jump up on that table while about fohty of us boys was eatin' supper an' go trompin' down the middle of it, steppin' in beans and bread, an' every other kind o' food his big feet hit." Meanwhile he announced loudly, "Now, boys, any of you don't like this don't have to take it, 'cause it ain't no doctor's 'scription. Nob<sup>o</sup>dy got to take it. If anybody meaner than I is don't like it, jes let me know." Intimidated by the two revolvers, "nobody never open his mouth."

Such dramatic exhibitions of recklessness and egotism have been enacted hundreds of times. If successful, they are sure to raise the status of the desperado. Bad-Ian' Stone understood his audience when he threatened,

Don't you never dare slight my repertation,  
Or I'll break up this jamberee.

If the bravo is often able to terrorize the onlookers, he may become more than a local celebrity and may even have ballads sung in his honor, such as those telling of the deeds of Stagolee, Roscoe Bill, Eddy Jones, and other heroes. Many bloody affrays are, of course, occasioned by these attempts to secure prestige. Songs portraying this motive are very common.

I went down town de yudder night,  
 A'raisin' san' an' a-wantin' a fight;  
 Had a forty-dollar razzar an' a gatlin' gun  
 Fer to shoot dem niggers down one by one.

In general, however, the days of boasting are few. A rival "bad" Negro comes upon the scene. Shortly afterwards money is being collected to provide funeral expenses for one of the combatants, as is described in one of the ballads about Stagolee:

Some give a nickel, some give a dime;  
 I didn't give a red copper cent, 'cause  
 he's no friend o' mine:  
 Stagolee done kill dat bully now.

Fohty dollar coffin, eighty dollar hack,  
 Carried po' man to cemetery but failed  
 to bring him back;  
 Lawdy, Lawdy, one mo' rounder gone.

As the stanzas above suggest, there are other character types that resemble in one way or another the true "bad" Negro. The "bully" is generally one who secures his reputation at the expense of unarmed men or of those of inferior strength. The "~~bl~~ounder" is usually a ne'er do well, depending more upon chicanery than courage. He is often, however, a favorite with the women, as is the "nachel bohn Eastman," who boasts that he does not have to work - "'cause I got it writ on the tail o' my shirt." Such near heroes are, none the less, distinctly inferior in status to the genuine "ba-ad nigger".

Negro women, like their sisters the world over, give the "bad" man his full share of praise. Indeed, the desire for feminine approval is one of the strongest motives for attempting this role. As one ballad puts it:

I'm de rough stuff o' dark-town alley,  
 I'm de man dey hates to see.  
 I'm de rough stuff o' dis alley,  
 But de womens all falls for me.

Many "bad" Negroes confine their bravado strictly to members of their own race. Often a man who is the very personification of arrogance in his dealings with other Negroes will be quite deferential in his treatment of whites. But others consider their triumph incomplete if they are

unable to flaunt themselves in the face of a white man, especially of one who is known to go armed or to be "rough on niggers." On the other hand, the white, especially if he is of inferior social status, feels that any slight from a Negro is a humiliation that must be instantly revenged. These antagonistic attitudes make frequent interracial slayings difficult to avoid.

Two Negro women had a fight. A white man living nearby interfered. One of the women, according to her report, "cussed him out. And he took it." The next day she spent several hours going through the Negro village proudly describing her intimidation of the white man. If he had picked up a stick and knocked her unconscious, as the folkways demanded, she would have had far more regard for him.

The would-be "bad" Negro has, needless to say, little difficulty in arousing the anger of the whites. The interracial situation is so loaded with explosive prejudices that a triviality may easily lead to hostilities. A Negro may enrage a white man merely by calling by his given name or by asking him a simple question in a sneering voice. Again, he may resort to bantering wit, at which he is an adept, as when a colored fisherman replies to a passerby's question, "What are you catching?" with the saucy rejoinder, "Catching cold." Besides such verbal affronts, there is always the possibility of more overt conflicts, as collisions

on the sidewalk, insulting gestures, and minor obscenities.

The white overseer is a favorite target for these more or less subtle shafts. In a Louisiana cane field a laborer replied to the young foreman's rebuke by asking, "Who taught you to cut cane?" Had the foreman attempted to ignore this indignity, he might as well have resigned his position. This method of securing prestige by "sassing the boss" is not, of course, confined to the Negro. It has been observed among the Shanty Irish, Italian miners, and other groups of day laborers. Essentially, it is an unsophisticated form of egotism, but among Negroes it serves also as an expression of racial antagonism and as a means of developing the reputation of being "ba-ad."

The policeman rather than the foreman provides, however, the supreme test of daring. Here is a white man, armed, the embodiment of authority. Whoever gets the better of him has reached the highest goal of the "bad" Negro. In a small town a Negro man choked the local constable into insensibility. Immediately the hero was dubbed "Jack Johnson," after the famous Negro boxer. This admiration made him overbold. Shortly afterwards, possibly to maintain his reputation, he killed a policeman with a baseball bat and ended his life in the electric chair.

Perhaps the most famous of all "bad" Negroes is Railroad Bill, about whose career dozens of ballads have

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been composed. This hero, whose real name was Morris Slater, shot a policeman with a rifle and escaped on a freight train. Sheriff McMillan went to capture the desperado, but

Railroad Bill was de worst ole coon,

Killed McMillan by de light o' de moon;

It's lookin' fer Railroad Bill.

As Carl Carmer says, "Railroad Bill is a god of Negro mythology. A rifle was the symbol of his godhead. A freight train was his chariot. The white gods pursued him - but he escaped." Not for long, however. The bullets of "the law" finally found their mark and "laid him down" on the "coolin' board" of the undertaker.

Such a hostile attitude toward officers of the law is one of the important causes of killings involving both whites and Negroes. In the more than thirteen hundred cases of interracial homicide studied by the writer approximately fifty per cent concern police officials, either as the slain or as the slayer. The "bad" Negro pattern of behavior is certainly one reason for this bloodshed, although there are such contributing causes as the arrogance of officers and the Negro's fear of the third degree and "the white folks' law."

In defense of the "bad" Negro it should be added,

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however, that he rarely premeditates interracial murder. He prefers to arouse the fury of the whites and then "get away with it." This is no easy task, for the Southern white who in such a matter does not take the law into his own hands loses the respect of both Negroes and whites. If the disturber becomes too bold, the community may seize upon some relatively unimportant incident as a pretext for "quieting" the offender. This is the explanation of not a few seemingly unprovoked lynchings.

In spite of these "miscalculations" the "bad" Negro enjoys so much prestige that he has imitators even among the whites, especially in sections where the Negroes predominate in number. The white who essays this role often feels it incumbent upon him to "shoot up the town" once or twice a year, preferably during the Christmas celebrations. In one Southern village the lone policeman is said to run ahead of the desperado, shouting to bystanders, "Get out of the way; a bad man's coming!"

Usually the "bad man," white or black, is less formidable than he seems. Vanity is his compelling motive, not revenge. Loudly he boasts of the killing power of his weapons, but rarely does he use his "thirty-eight special" or his "fohty fo." If his name is commonplace, he feels moved to adopt a more colorful one - "Cotton-eyed Joe," "Big Bad Wolf." Hardly ever is he of the killer type.

With him the risk of slaying or of being slain is but a part of the price to be paid for prestige and glory.

The person of mixed blood, it is generally believed, is more likely than the black to attempt the part of the "bad" Negro. This is probably true, for the average mulatto feels superior to the blacks and often welcomes a chance to demonstrate his importance. Besides, he resents even more than does the black the racial discriminations practiced by the whites. His "almost but not quite" status is a precarious one and needs to be bolstered by public approval. If he has luck and courage, he may, by playing successfully the role of the "bad" negro, be assured of the prestige he yearns for.

This pattern of conduct is, consequently, a very significant one in the life of the South. As a local hero and a racial demi-god the "bad" Negro not only enjoys an esteem far out of proportion to his social worth, but he also induces the young and suggestible to imitate his recklessness and criminality. To understand the rural Negro of the lower South it is necessary to keep in mind the potency of his desire to be known as a "ba-ad nigger."

*H.C. Brearley*  
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## SOCIOLOGY AND SOCIAL RESEARCH

*July-August, 1940*

## CONTEMPORARY ENGLISH SOCIOLOGY

H. C. BREARLEY

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● "Sociology is a desperately wide subject," said the Bishop of Kensington before the Winter School of Sociology and Citizenship in London, January, 1938. Even if this is not an accurate description of sociology in general, it is certainly applicable to English sociology, which seems to be so diffuse and heterogeneous that it attracts small notice and exerts but little influence.

There are not more than seven or eight professional sociologists in the United Kingdom, and only one of these, Morris Ginsberg, of the London School of Economics and Political Science, holds a professorial chair. Neither Oxford nor Cambridge, the two universities of greatest prestige, offers courses in the subject. This lack of academic development appears to have many backgrounds, including the conservatism of English colleges and universities, the relative strength of kindred disciplines, and, perhaps, the failure of the sociologists to give students such concrete material as is presented in American courses dealing with marriage, crime, race, city life, and other contemporary problems.

On the other hand, English sociological organizations have a strong nonprofessional following. Many intellectuals of the middle and upper classes have a keen amateur interest in sociology and social problems. Although this situation gives a dilettante tendency to the development of sociology, it does provide the possibility of a support in money and prestige not now available to American sociol-

ogists, except in part through the impersonal benefactions of philanthropic foundations. Some of these nonprofessionals, moreover, have made significant contributions to sociology, such as G. Spiller's *The Origin and Nature of Man*.<sup>1</sup>

The principal English sociological society is the Institute of Sociology, which developed from the Sociological Society, founded in 1903. This organization publishes the rather commendable *Sociological Review*, organizes discussion meetings of several types, and promotes travel surveys. Apparently the chief activity of its rival, the secessionist Le Play Society, is to promote similar travel surveys. These trips, lasting from one week to about a month, combine travel and sight-seeing with social study under a trained leader. At their worst they are apparently little better than mere pleasure trips or slumming expeditions. At their best they are superficial surveys except when they are supplemented by more thoroughgoing investigations, as have been made several times by the staff of the Institute of Sociology.

Frederic Le Play seems to have exerted far greater influence in England than in America. This is to be seen even in the somewhat superficial demographic studies referred to above as well as in the fact that the headquarters of the Institute of Sociology is still called Le Play House and that its rival society is named in honor of the same man. Le Play's importance in English sociology derives in large part from his influence upon Victor Branford, who endowed the Institute of Sociology, and upon Patrick Geddes, who was largely responsible for the organization of the dissident Le Play Society. These cofounders of English sociology endeavored to harmonize the teachings of Le Play with those of the prevailing Comtian school and to apply them to the solution of civic problems.

<sup>1</sup> London, 1931.

The papers presented at the meetings of these sociological societies are, in general, more literary and philosophical and less objective and precise than are those presented at similar meetings in the United States. Often the writer seems to make an excellent approach to the topic, but, when he reaches the crux of the matter, he makes his escape under the cover of a few well-worded paragraphs. This fault, not entirely absent from American sociology, is partly the result of a shortage of research data and partly the consequence of the nonprofessional membership of the organizations.

Sociological research seems to be chiefly of three general classes. First, there are comprehensive surveys of some area or of some problem situation, such as the three-volume *Social Survey of Merseyside*, edited by D. Caradog Jones.<sup>2</sup> Another type is the governmental study preparatory to the passage of legislation. A good example of this is the recent *Report of the Committee on Holidays with Pay*, done by a committee of J.P.'s, M.P.'s, and Sirs, with one of the "Labor Lords" as chairman.<sup>3</sup> In the third class come those undertakings that represent the hobby interests of intellectuals who have the leisure and the means to carry on research.

University instruction in sociology, as in other subjects, is largely by the lecture-examination method. The first English textbook in the field has been published only recently.<sup>4</sup> It is perhaps significant that the author has received a large part of his training in the United States. This brief yet stimulating introduction of but 125 pages is the only textbook in sociology available to English students unless use is made of M. Ginsberg's excellent small volume of essays prepared for the Home University Li-

<sup>2</sup> London, 1934.

<sup>3</sup> London, 1938.

<sup>4</sup> J. Rumney, *The Science of Society* (London, 1938).

brary.<sup>5</sup> Classwork in sociology seems to emphasize the historical and philosophical points of view more than do similar courses in the United States. This emphasis serves to give background and perspective to the gentlemen and future government officials who make up a large proportion of the students.

The contemporary American demand for objective measurement arouses few answering echoes among English academic sociologists, although Ginsberg emphasizes the importance of the comparative approach. In general, English sociology resembles the American sociology of 1914 more than it does the type now current. American social philosophers are, consequently, far better known in England than are our behaviorists and quantitativists. Individuals in England have, however, produced excellent quantitative studies, such as Carr-Saunders' *World Population*.<sup>6</sup>

Perhaps one reason for the relative lack of development of sociology in England is the great productivity in related fields. In fact, much sociological research and teaching appear under other names and auspices. In social biology, for example, notable work has been done by such men as Julian Huxley and Lancelot Hogben. Perhaps because of the influence of Herbert Spencer, anthropology and sociology seem more closely akin in England than in the United States. At present A. R. Radcliffe-Brown at Oxford and B. Malinowski of London are making contributions to the development of anthropological sociology. Similarly, at the London School of Economics and Political Science Harold J. Laski is aiding in the growth of political sociology. In several other centers departments of "social science" (social work) offer excellent courses in applied sociology.

<sup>5</sup> *Sociology* (London, 1934).

<sup>6</sup> Oxford, 1936.

But only the most optimistic American sociologist could fail to be concerned over the future of academic sociology in England. Rumney says this backwardness is largely the result of British conservatism.<sup>7</sup> Some may doubt this explanation, but they will find little ground for denying that sociology has failed to flourish in the British Isles.

In marked contrast with the general trend of English sociology is the development of Mass Observation, organized in 1937 under the leadership of Tom Harrisson and Charles Madge. Neither of these young men is a trained social scientist. Harrisson is an ornithologist who has turned to anthropology and sociology, while Madge was formerly a newspaper reporter with a flair for writing poetry.

In the first year of the existence of this organization about one thousand persons assisted in its work, principally by reporting for its numerous surveys. These voluntary observers may be asked to send in reports upon any topics currently being studied, or they may be requested to give an account of their activities during some specific period, indicating the proportionate time spent under each of a number of categories. In these studies they make use of a technique similar to that used in this country by Sorokin and Berger in their *Time Budgets of Human Behavior*.<sup>8</sup> One of these series of reports has been the source of an interesting study of the coronation of King George VI.<sup>9</sup>

While 40 per cent of these observers profess to have volunteered because of the "wish to take part in scientific work for its own sake," it is probable that many of them are motivated by the hobby interest in sociology already mentioned. Other motives as reported were: social im-

<sup>7</sup> *The Science of Society*, pp. 115-16.

<sup>8</sup> Cambridge, Massachusetts, 1939.

<sup>9</sup> Charles Madge and Humphrey Jennings, *Mass-Observation Day Surveys, May 12th*, London, 1938.

provement, 26 per cent; training in observation, 13 per cent; emotional outlet, 8 per cent; literary or aesthetic interests, 8 per cent; and doubtful as to motive, 6 per cent.<sup>10</sup>

These voluntary observers are, of course, strictly amateurs. The promoters of the organization state plainly, "Most of the Observers are busy people with jobs of their own. Any one can become an Observer; no expert training is needed."<sup>11</sup> At rather regular intervals they receive from the headquarters of the organization requests for information of various kinds. For example, during the European crisis in September, 1938, the following instructions were sent:

If war breaks out, keep a detailed record of what happens to you and what people say. Keep a copy of this record. Send in your first report after 2 days. It is hoped that it will be possible to send further instructions, but, in any case, we rely on Observers' initiative.

Apparently a more significant undertaking of this organization is the study of Worktown, formerly called Northtown, a dreary, slum-ridden industrial city of Lancashire. Several dozen persons have taken part in this cooperative undertaking, nearly all of them serving for living expenses only. Although Mass Observers profess to study any thing and every thing, they have concentrated their efforts in Worktown upon a few of the more significant fields of inquiry: public houses, religious and church activities, political life and the apathy of the voter, and recreational life including a detailed report upon the favorite resort at Blackpool. These and other topics will ultimately be treated in a series of volumes comprising the Worktown studies.

In spite of many difficulties, this series of investigations has been carried almost to completion under the very

<sup>10</sup> Madge and Harrison, *First Year's Work by Mass Observation*, London, 1938.

<sup>11</sup> *Ibid.*, p. 24.

energetic direction of Tom Harrisson. At the age of 28 Harrisson has lived in three primitive societies, has had experience with the movies and on the stage, has established himself as an ornithologist of note, and has published one important volume on social anthropology.<sup>12</sup>

Mass Observation has also been carrying on concurrently with the Worktown studies other investigations, such as those dealing with chance-taking in football pools, practices and attitudes of smokers, reading habits, and holiday activities.

The work of the organization has, however, received little or no academic support or aid from research funds. In fact, English sociologists have rather stood aloof from Mass Observation, criticizing both its philosophy and its methods. In return, Harrisson has made vigorous counter-attacks upon the barrenness of English sociology and its isolation from social reality. On the other hand, although he has never had personal contact with any of the leading American sociologists, he is familiar with their work and freely acknowledges his indebtedness to them as "our only friends and guides in this country of dead social science."<sup>13</sup>

The war now in progress may, of course, crush this interesting movement. But Harrisson and Madge are optimistic. In a bulletin giving "Notes for the Duration of the War" they say, "M-O hopes to be able to carry on. At the present moment we are managing very well, thanks to the remarkable way in which Observers are giving us their collaboration." They are endeavoring to collect diaries of war experiences, detailed reports of air raids, et cetera, so that "for the first time, historians and social scientists will have a detailed, authentic record of the effects of war on the civil population."<sup>14</sup>

<sup>12</sup> *Savage Civilization* (London, 1937).

<sup>13</sup> Personal letter to the author, June 27, 1938.

<sup>14</sup> Mass-Observation, *War-Time Directive No. 1*, September 8, 1939.

Which of the two contrasting tendencies in English sociology will ultimately prevail cannot now be foretold with assurance. The Mass Observers' vigor, enthusiasm, and concreteness may overthrow the abstract academicians; but, on the other hand, the formlessness, lack of precision, and journalistic abandon of this movement may lead to its downfall, aided and abetted by the ill favor of the conservative social philosophers and by the disorganization of war and reconstruction. But if Mass Observation does grow and flourish, it will doubtless bring English and American sociology more closely into accord, both as to aims and as to methods.

*Reprinted from Sociology and Social Research*

*July-August, 1940, Vol. XXIV, No. 6*

FELLOWSHIPS

SOUTHERN  
REGIONAL MATERIALS  
IN  
SOCIAL SCIENCE

*By*

**H. C. BREARLEY**

Made Available for Distribution by  
The Commission on Resources and Education and  
The Commission on Curricular Problems and Research of the  
Southern Association of Colleges and Secondary Schools

FIELD STUDY NO. 8

THE DIVISION OF SURVEYS AND FIELD STUDIES  
GEORGE PEABODY COLLEGE FOR TEACHERS  
NASHVILLE, TENNESSEE  
1941

**FISK**  
UNIVERSITY

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## FOREWORD

The Division of Surveys and Field Studies of George Peabody College for Teachers, established and supported by the General Education Board, was founded upon two related ideas. The term *survey* covers the general field service of the Division which deals with problems common to many school systems. The major energies of the Division are devoted to practical field service, but in its field work problems arise which call for special study and research. It is, therefore, a part of the Division's program to publish and distribute from time to time field studies of far-reaching applicability and also more theoretical studies dealing with fundamental aspects of education.

The eighth of these studies to be published is *Southern Regional Materials in Social Science*, by H. C. Brearley, Professor of Educational Sociology, George Peabody College. This study has been made in cooperation with the Commission on Resources and Education and also the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools. The materials presented have been so organized that they may provide a source of help for teachers concerned with social science. It is published with the hope that it may be useful in improving instruction in the schools.

DOAK S. CAMPBELL, *Director.*

## ACKNOWLEDGMENTS

Without assistance from many sources this booklet could not have been prepared. Especial acknowledgments are made to the Commission on Resources and Education and to the Commission on Curricular Problems and Research of the Southern Association of Colleges and Secondary Schools for guidance and financial assistance, to the institutions and agencies that have permitted their materials to be listed, and to Miss Sylvia Rogers and Miss Edith Rowland for clerical aid. Thanks are also given to those who suggested or proffered materials that could not be included because of the limited scope of this publication.

H. C. B.

“First and foremost in the drama of education is the social scene in which it is enacted. The school is in the midst of all the elements of this scene—the soil and climate; the land, the streams, minerals and timber; the people, black and white; their homes, farms, factories, shops and roads; their work and play; their houses and gardens; their food and clothing, their churches, amusements and folk-ways; their government; their problems of disease and crime; their poverty, their wealth; their vanishing natural resources; their economic uncertainty; their insecurity of position or place; their joys and sorrows; their children, and anxieties for the future.”

*Social and Economic Conditions in Alabama and their Implications for Education.* Montgomery: Alabama Education Association, 1937. Page v.

## PURPOSE OF THIS BULLETIN

This booklet has been prepared to help teachers and pupils in obtaining and using regional and local materials in social science classes. Emphasis has been placed upon leaflets, charts, and booklets which are free or relatively inexpensive. The bibliography for use by the school library has been restricted to a few outstanding volumes. It is hoped that teachers will avail themselves of the many excellent opportunities for obtaining the supplementary materials mentioned in the list of suggestions. While the regional point of view is emphasized in this booklet, non-regional materials are also suggested when they can be easily adapted to regional study.

The use of regional and community resources in the school program has proved so effective that the practice is steadily increasing. Such materials prevent the class work from becoming abstract and "far away"; they lend a sense of reality to social science instruction; they appeal to local and regional interest; and they aid in developing an enlightened public opinion for conserving the natural and human resources of the area.

(For excellent general guidance in the community emphasis in the social studies see Joanna C. Colcord's *Your Community*, 249 pages, published 1939, price 85 cents from The Russell Sage Foundation, 130 East 22nd Street, New York City; or Bess Goodykoontz's *Know Your Community*, leaflet No. 57 issued 1941 by the United States Office of Education, 35 pages, price 10 cents from The Superintendent of Documents, Government Printing Office, Washington, D. C. For an interesting example of Southern community studies see Irwin T. Sanders and Douglas Ensminger's *Alabama Rural Communities*, 80 pages, illustrated, published 1940 and issued free by the Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C. For the regional approach see Section III of Part II of this booklet.)

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## PART I

### SUGGESTIONS TO TEACHERS

for

### THE STUDY OF COMMUNITY AND REGIONAL PROBLEMS

One of the most significant developments in recent educational practice is the increasing use of community and regional resources in classroom learning. In any community may be found dozens of illustrations of the problems that disturb the public spirited citizen. These local situations may be used profitably as a starting point in the development of the study of problems on a state, regional, or national basis. The competent social science teacher will always keep in mind the importance of beginning with community and regional problems, and he will endeavor to avoid abstract and impersonal treatment. He will make every effort to use all the resources of the pupils and of the community. But in many communities these resources will likely prove inadequate. From the many topics available a few have been selected for specific suggestions. These suggestions are offered in the hope that they may indicate some of the opportunities open to teachers who seek free and inexpensive materials and who wish to emphasize the regional approach to social science learning situations.

#### CONSERVATION OF NATURAL RESOURCES

The movement for the conservation of the natural endowment of the nation is not a new one, but the emphasis on this subject in the schools is steadily increasing. Many pupils are already interested in the preservation of the soil, the building of forest reserves, and the protection of wild life.

In studying the problems of conservation the teacher or representative of the class may find valuable general assistance from

some of the following sources:

1. The county demonstration agent of the United States Agricultural Extension Service. (Ask for a personal visit.)
2. The extension division of the state college of agriculture.
3. The state agency for promoting conservation.
4. Any camp of the Civilian Conservation Corps. (For general information write United States Civilian Conservation Corps, Washington, D. C.)
5. Information Office, Tennessee Valley Authority, Knoxville, Tennessee.

(If background information in this field is desired, an excellent inexpensive book is Renner, George T., and Hartley, William H., *Conservation and Citizenship*. Boston: D. C. Heath and Company, 1940. \$1.60. Illustrated. See also list of free and inexpensive materials, Part II of this bulletin.)

Below will be found suggestions on several specific topics in the field of conservation.

## I. SOIL

The Soil Conservation Service of the United States Department of Agriculture offers free to teachers or schools many publications, educational charts, and other visual material dealing with soil conservation and related subjects. Teachers are expected to write to the regional offices rather than to the department. At each regional office are information specialists who will help teachers in planning classroom work or field trips and who will provide whatever local or regional material is available. The regional offices also lend film strips and motion pictures to schools. Inquiry should be addressed to Information Division, Soil Conservation Service, United States Department of Agriculture. For Kentucky and Tennessee the inquiry should be mailed to Dayton, Ohio. For Virginia, North and South Carolina, Georgia, Florida, Alabama, and Mississippi the address is Spartanburg, South Carolina. Teachers in Arkansas, Louisiana, Oklahoma, and Texas should write to Fort Worth, Texas.

The Soil Conservation Service also offers teachers valuable assistance in planning their work. Request should be made for the most appropriate booklets from the following recommendations:

Information Division, Soil Conservation Service  
United States Department of Agriculture  
Albuquerque, New Mexico

1. *A Problem of Conservation and Land Use for Older Students*. 1939. Regional bulletin No. 61.
2. *Suggestions for a Teaching Unit in Conservation for Intermediate Grades*, Anne Raymond. August, 1936.

Division of Information, Soil Conservation Service  
United States Department of Agriculture  
Washington, D. C.

1. *Saving Our Soils, a Unit of Study for Junior and Senior High Schools*, Harriet Carter. 1938.
2. *Some References for Teachers on Soil Conservation and Land Use*, Helen M. Strong. March, 1940.
3. *Land Use Problems for the Senior High School*, Helen M. Strong. 1939.
4. *Soil and Water Conservation and Land Use—Some Junior High School Activities and Problems*, Helen M. Strong.
5. *Soil and Water Conservation and Land Use—Some Elementary School Activities and Problems*, Helen M. Strong.
6. *Conservation of the Soil, a Unit for Elementary Schools*. Developed by Fairbrother-Rossell School. March, 1940.

A valuable center of information on "soil, rain, and man" is Friends of the Land, 710 Dendrike Building, Washington, D. C., publishers of the magazine, *The Land*.

## II. FORESTS

The Division of Information and Education of the Forest Service, United States Department of Agriculture, Washington, D. C., is a source of information and assistance in studying the social value of forests. Especially to be recommended is its booklet, *Forest Conservation in the Social Studies and Sciences*. This is a series of units for the use of high school teachers. It is general but provides suggestions for local and regional studies.

In each state is a state forester or an agency dealing with forest

conservation. Often these agencies will provide valuable assistance to any teacher requesting it. Write to the appropriate agency of your state.

### III. WILD LIFE

In the movement for conservation there is increasing emphasis on the protection of wild life. Local and regional phases of this problem can be developed from the following sources:

1. The National Wild Life Federation, Normandy Building, Washington, D. C.
2. The fish and game commission of each state.
3. The United States Biological Survey, Washington, D. C. Ask for booklets on your special field of interest.
4. The National Park Service, United States Department of the Interior, Washington, D. C. Inexpensive booklets describing many of the scenic features of national parks and monuments. (Inquire about those of local or regional interest.)
5. The local ten cent stores and book dealers. Inexpensive, illustrated booklets on common wild flowers, birds, trees, etc.

### EDUCATION

Southern educational problems are similar to those of other regions. The following sources, however, emphasize the regional point of view:

The Julius Rosenwald Fund, 4901 Ellis Avenue,  
Chicago, Illinois

*Little Red Schoolhouse Southern Style*, Edwin R. Embree.  
National Association for the Advancement of Colored People,  
69 Fifth Avenue, New York City

1. *White and Negro Schools*, Arthur Raper
2. *Racial Inequalities in Education*

Superintendent of Documents, Government Printing Office,  
Washington, D. C.

*Report of the President's Advisory Committee on Education*. 1938. Especially Chapter II, "Inequality of Educational Opportunity," showing difficulties in providing public education in the Southern regions. 243 pages. 35 cents.

Other valuable sources of information on specific topics are:

1. The executive offices of the several state educational associations. These are usually located in the state capital.
2. The state departments of education, especially their agency for curriculum revision.
3. The National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C.
4. The American Council on Education, 744 Jackson Place, N. W., Washington, D. C.
5. The American Youth Commission, 744 Jackson Place, N.W., Washington, D. C.

From the department of education in each state capital there can be obtained data on attendance, illiteracy, per capita expenditures, etc. of the several counties. These data can then be portrayed graphically. A model for this project and for other regional comparisons may be obtained free by asking the Office of Education, Federal Security Agency, Washington, D. C., for its *Illiteracy Map of the United States*. Many classes will be interested in trying to explain the relative standing of their county and its neighbors.

### FAMILY SPENDING

Localities and regions vary in their scale of values in spending the family income. Community and regional folkways in purchasing food, clothing, amusement, etc. may be the basis of an interesting series of lessons. The scarcity of materials on regional aspects of the problem may prevent some teachers from undertaking this topic. General phases of wise purchasing can, however, be studied from the following sources:

1. The Bureau of Home Economics, United States Department of Agriculture, Washington, D. C.—free booklets.
2. Consumers' Counsel Division, Agricultural Adjustment Administration, United States Department of Agriculture, Washington, D. C.—free booklets.
3. Household Finance Corporation, 919 North Michigan Avenue, Chicago, Illinois—free booklets.

4. Good Housekeeping Institute, 57th Street and 8th Avenue, New York City—inexpensive booklets.
5. County home demonstration and agricultural agents.

### FOLK LORE AND ARTS

The South is the region of the United States which contains the greatest survivals of folk lore, folk songs, and folk arts. When folk beliefs and practices are contrary to the findings of scientists they are thought of as superstitions, but they are nevertheless often influential in the lives of many people, especially those living in isolated communities. Although much Southern folk lore comes from Europe and West Africa, these remnants of the past may give color and interest to community and regional studies. Students are often able to collect from parents and friends accounts of folkways and customs that may be used as indications of the life of the past or as illustrations of the spread of European folk culture to the American colonies.

Folk songs, either traditional or recent, are of especial value in arousing student and community interest. With the cooperation of the music teacher a program of folk songs may be prepared for community entertainment. Similarly, folk arts and handicrafts may lend interest to cooperative undertakings in social studies, dramatics, and industrial arts.

### GOVERNMENTAL PROBLEMS

Because of state lines and loyalties regional problems of government are obscured. Local and state problems, however, are worthy of careful consideration. Any community can provide realistic material on the study of tax assessment and collection, law enforcement, governmental aid for the promotion of the general welfare, etc. Information about the work of the regional agencies of the national government can be secured from the United States Information Service, 1405 G Street, N. W., Washington, D. C.

Many states publish legislative manuals listing state and county officers and giving brief descriptions of governmental agencies. State planning boards may also provide valuable assistance in the study of state and local government. Associations of taxpayers often publish useful analyses of governmental spending.



## HEALTH

In treating the subject of health the teacher can easily make use of the increasing public concern over the development and protection of the physical fitness of young and old. The study of local health problems may arise naturally from the threat of a school epidemic. General principles may then be developed concerning personal habits, protective foods, avoidance of contagion, immunization, etc.

Southerners have, moreover, a special interest in certain problems of public health, such as control of malaria and hookworm, food deficiencies, infant mortality, and lack of facilities for adequate medical care. The Welfare Division, Metropolitan Life Insurance Co., New York City, offers excellent free booklets on almost any phase of public health. Their regional materials include booklets on malaria, hookworm, and protective foods. The John Hancock Insurance Company, Boston, Massachusetts, also offers excellent free booklets on various topics in the field of health. The United States Public Health Service, Washington, D. C., is a valuable source of information. Each state department of public health publishes material on health problems of especial concern to the area. A free booklet, *Health Education for Teachers*, can be obtained from the National Tuberculosis Association, 50 West 50th Street, New York City. Comprehensive free booklets on *Prenatal Care*, *Infant Care*, and *The Child from One to Six*, are available from The Children's Bureau, United States Department of Labor, Washington, D. C. The American Medical Association, 535 North Dearborn Street, Chicago, Illinois, publishes inexpensive booklets on many topics in this field. Write for a free price list.

## HOUSING

Adequate housing is now recognized as more than an individual or family problem—it is the concern of the community, region, and nation. The study of this topic may well begin with a survey of the housing needs of the local community or neighborhood. This can be extended to an inquiry about the South's needs for more durable buildings, sanitary facilities, repair, beautification, etc. Section 8 of the *Report on Economic Conditions of The*

*South* (free from the United States Information Service, Washington, D. C.) gives a graphic description of the region's need for better housing and concludes, "By the most conservative estimates, 4,000,000 Southern families should be rehoused. This is one half of all families in the South."

Further information on housing can be obtained from the following:

1. Federal Housing Administration, Washington, D. C. Ask especially for the free booklet *Principles of Planning Small Houses*.
2. State agricultural experiment stations. Write for information on rural housing.
3. The Farm Security Administration, United States Department of Agriculture, Washington, D. C.—inexpensive suggestions for farm houses adapted to the needs of each region of the United States.
4. The Public Affairs Committee, Inc., 8 West 4th Street, New York City—booklets on housing at 10 cents each.
5. American Home Economics Association, Mills Building, Washington, D. C.—inexpensive booklets.
6. American Education Press, Columbus, Ohio—low cost teaching units on housing.
7. State planning boards. Inquire about housing needs in the respective states.

## INDUSTRY

In studying problems of industry, either locally or regionally, a wealth of materials can be secured, usually without cost, from the various associations of manufacturers or producers. Any Chamber of Commerce will be able to offer suggestions for securing information about a specific industry. Some states have manufacturers associations that offer booklets from which valuable data may be secured. State planning boards are also excellent sources of information. The agencies established by several states to encourage new enterprises may provide suitable materials; for example, see the beautifully illustrated booklet *A New Industrial Horizon* issued by the Arkansas Agricultural and In-

dustrial Commission, Little Rock, Arkansas. The National Association of Manufacturers, 14 West 49th Street, New York City, publishes booklets on economic and industrial problems and offers at the cost of transportation a number of sound-slide films. *The Manufacturers Record*, published at Baltimore, Maryland, is a magazine devoted largely to Southern economic and industrial development.

## POPULATION

The South has many problems of population—a large minority group, high birth rates, overcrowding of many rural areas, and a net loss of three and a half million by migration in a thirty-year period. Among the topics that may be studied either locally or regionally are minority groups and their relations with the majority, comparative birth and death rates, changing areas of dense and sparse population, decreasing or increasing number of young people, reasons for increasing or decreasing population in the area, number and quality of those leaving and coming into the area, etc.

The reports of the Bureau of the Census, Washington, D. C., provide the principal source of statistical data. The forthcoming *Abstract of the Sixteenth Census (1940)* will be especially valuable. Inquiry should be made to the Superintendent of Documents, Washington, D. C. State planning boards may have these data in more readily usable form. The National Resources Committee has prepared a valuable report, *Problems of a Changing Population*, 1938, which can be secured for 75 cents from the Superintendent of Documents, Washington, D. C. Through the county or state health departments information on community birth and death rates can often be secured. These can be used to arouse local interest in the fundamental problems of population. The Southern Interracial Commission, 710 Standard Building, Atlanta, Georgia, has for free distribution a booklet, *Population Problems in the South*, which deals primarily with Negro-white relations. For rural population problems in the areas being studied inquiry should be made from the Division of Farm Population and Rural Welfare, Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. S.

## PUBLIC WELFARE AND SOCIAL SECURITY

The growth of city life and the insecurity of an industrial age have increased the hazards of living and decreased the possibility of help from the resources of the neighborhood. Consequently the protection of the health and comfort of children, the aged, and the needy is today an increasing function of government. In every community there are relief agencies where students can make some first-hand study of this problem. The study may then develop into the special difficulties of the South with its low per capita wealth and income and its burden of unskilled, unemployed, and needy.

Many sources of information are available to teacher and class. Each state board of welfare publishes annual reports and pamphlets on child welfare, aid to dependent children, crippled children's services, old age assistance, institutional care, relief problems, and social security. Most states have a state planning agency or a council for social welfare to which teachers may write for suggestions. The Citizens' Fact Finding Movement, 411-14 Forsyth Building, Atlanta, Georgia, is an excellent example of such an agency.

Maxwell S. Stewart, *Children in a Democracy*, 1940, is a valuable general reference. (10 cents from the Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City.)

The National Youth Administration, The Work Projects Administration, and the Social Security Board (address each at Washington, D. C.) will give help on their special phases of this subject.

For an excellent discussion of the school's relationship to social welfare agencies, see *Social Services and the Schools*, published in 1939 by the Educational Policies Commission, 1201 Sixteenth Street, N. W., Washington, D. C. Price 50 cents.

## RACE RELATIONS

One of the problems of grave concern for Southerners is the difficulty that ensues when two diverse racial groups occupy the same region. Because of the emotions aroused by previous conflict, this topic should be prepared with unusual care and presented as objectively as possible. The three agencies listed below have differing points of emphasis, but each will assist the teacher

with booklets and suggestions:

1. Southern Interracial Commission, 710 Standard Building, Atlanta, Georgia.
2. The Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois.
3. National Association for the Advancement of Colored People, 69 Fifth Avenue, New York City.

For authoritative information on problems of Negro youth in the South consult The American Youth Commission, 744 Jackson Place, Washington, D. C. The Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois, published March, 1941, an excellent annotated bibliography on the Negro. 48 pages. Free.

## RECREATION

A study of the wise use of leisure time may well begin with a class-conducted survey of the recreational facilities and needs of the community. A map of local recreational centers can be prepared from information available to students. Another chart of recreation needs may stimulate discussion, especially on the school's responsibility for leisure time activities during holidays and vacation periods. Travel bureaus, tourist agencies, and highway departments are sources of help in studying travel as a form of recreation. Various governmental agencies also publish booklets on the recreational advantages of their areas.

The following references may be of value in developing materials for use in studying this topic:

1. The Children's Bureau, United States Department of Labor, Washington, D. C., *Handbook for Recreation Leaders*. 121 pages. 1936. Illustrated. Free.
2. National Park Service, United States Department of Interior, Washington, D. C., *Map of the United States* showing state and national recreational areas. 32x43. Free. From this service may also be obtained beautifully illustrated booklets on the national parks.
3. The National Recreation Association, 315 Fourth Avenue, New York City, is a center of inexpensive information on games, drama, handicrafts, social recreation, etc.

4. Superintendent of Documents, Washington, D. C., *Development of a Leisure-Time Program in Small Cities and Towns*, by Ella Gardner. Bureau publication No. 241. Pamphlet, 13 pages—5 cents. A method of initiating a community program, planning the survey meeting, starting the program, standards for playgrounds and other recreation facilities, suggestions for further reading, and a list of national agencies concerned with recreation.
5. Work Projects Administration, Recreation Section, Washington, D. C., *Youth and Leisure*. 14 pages mimeographed. 1937. Free.

### SOCIAL AND REGIONAL PLANNING

During recent years the emphasis on social and regional planning in the United States has increased many fold. State, regional, and national agencies have been active in preparing carefully planned programs for social betterment. Some of these programs, notably that for the Tennessee Valley, have greatly influenced the direction of both private and governmental activities.

The making of a plan for the future development of the school's community will appeal to the interest of both pupils and parents. Local and governmental leaders may be willing to assist in important phases of the planning. A public forum for discussion may enlist general interest and support. For additional information make specific inquiries of:

1. Director of Information, Tennessee Valley Authority, Knoxville, Tennessee.

(Ask for Free Packet of T.V.A. materials including twenty-two titles on sixteen subjects.)

2. National Economic and Social Planning Association, 1721 Eye Street, N. W., Washington, D. C.
3. National Resources Planning Board, Washington, D. C.

*Our National Resources: Facts and Problems* outlines the principal problems in social planning, describes the work of this board, and lists its publications—an excellent free booklet.

4. The Division of Farm Population and Rural Life, Bureau of Agricultural Economics, United States Department of Agriculture, Washington, D. C.

(An excellent reference on rural planning. Ask especially for Farmers' Bulletin No. 1441, *Rural Planning—The Village.*)

5. The State Planning Board at your state capital.

(Some of these planning boards are inactive but others are valuable sources of information.)

## YOUTH

In the United States about one-sixth of the population are young people between the ages of 16 and 24. In the South, especially in the rural communities, the proportion of youth is even greater. In this region, however, the chances of earning a living are so restricted that many youths are forced to seek employment elsewhere or to run the risk of deterioration in morale for lack of opportunity at home.

This problem should be studied in the school's area and then broadened to include regional aspects. Perhaps unemployed young men or women will be willing to appear before the class and describe their difficulties. Others may be interviewed by class representatives. The state or local director of the National Youth Administration may be glad to assist in this project. Further aid on specific topics can be obtained from The National Youth Administration, Washington, D. C.

The following sources can be used in studying the general phases of this problem:

American Youth Commission of The American Council on Education, 744 Jackson Place, N. W., Washington, D. C.

1. *A Program of Action for American Youth.* 20 pages, 1939. Free up to five copies. Contains discussion of youth problems and the recommendations of the commission.
2. *Youth—Their Jobs, Their Health, Their Schooling.* 11 pages. 1939. Free. A summary of the recommendations of the Council for the solution of youth problems.

Other publications by this commission include: *Community Responsibility for Youth*, free; *The Occupational Adjustment of Youth*, free; *How to Make a Community Youth Survey*, 25 cents; *The Community and Its Young People*, 15 cents. This commission is also publishing a series of books dealing with problems of Negro youth in the South; for example, see Ira De A. Reid, *In A Minor Key*, \$1.25; and Charles S. Johnson, *Growing Up In The Black Belt*, \$2.25.

Division of Research, Work Projects Administration, 1734 New York Avenue, N. W., Washington, D. C.

*Rural Youth*. 35 pages. 1939. Free.

Discussion of various phases of the youth problem, including migration, morale, education, recreation, and various government agencies which aid them. Selected bibliography on youth.

Public Affairs Committee, Inc., 30 Rockefeller Plaza, New York City.

*Youth in the World Today*. 40 pages. 1940. 10 cents.

A well written booklet on the problems of youth.

## PART II

### FREE AND INEXPENSIVE MATERIALS FOR CLASSROOM USE

#### GENERAL SUGGESTIONS FOR WRITING FOR MATERIALS

##### A. Free Materials

Free materials are often published as a form of advertising. When used with discrimination, however, they may have great educational value. Publishers of the more useful of these booklets should be sent a note of thanks by a class representative.

1. Write for free materials only when you expect to use them.
2. Explain your need and state your position as teacher or pupil-representative.
3. Write your name and mail-address clearly.
4. Unless the source is a government agency, inclose a stamp for mailing the materials.

##### B. Government Publications

Government publications are provided at public expense. This privilege should not be abused.

1. Write to the issuing agency for a free copy of the material you desire. Be specific as to your needs. Ask for a substitute document if the supply of the one you desire is exhausted.
2. The number of government publications for free distribution is limited but they can be purchased at very reasonable prices from The Superintendent of Documents, Government Printing Office, Washington, D. C. Write

for prices of publications you desire. Payment may be made with coin or currency, postal money orders, or coupons purchasable from The Superintendent of Documents. Stamps and personal checks are not acceptable.

## SUGGESTED LIST OF FREE AND INEXPENSIVE MATERIALS

### I. Natural Resources

#### A. The Land and Its Endowment

Public Affairs Committee, Inc.  
8 West 4th Street, New York City

*Saving Our Soil—1937*  
Pamphlet, 32 pages—10 cents.

Graphs and good reading material. Usable at all levels.

Office of Information  
Tennessee Valley Authority, Knoxville, Tennessee

1. *Forests and Human Welfare*. 1940.  
Booklet, 46 pages, illustrated. Free.

A story of the use of forests by man and of their influence upon control of water on the land, with special reference to the Tennessee Valley region. Junior and senior high school level.

2. *Soil, the Nation's Basic Heritage*  
Pamphlet, 58 pages, illustrated. Free.

The effects of soil depletion and erosion upon the people and the institutions of the Tennessee Valley. The restoration and improvements that are being made under the guidance of the T.V.A. Excellent material. Usable at all levels.

United States Department of Agriculture  
Washington, D. C.

1. *A Graphic Summary of Physical Features and Land Utilization in the United States*, O. E. Baker.

Miscellaneous publication No. 260. Free.

A series of maps and charts showing land uses and agricultural conditions by states and regions. Secondary school level.

2. *Common Birds of Southeastern United States in Relation to Agriculture.* 1927.

Farmers' bulletin No. 755.

Pamphlet, 44 pages, illustrated. Free.

3. *Soil Defense in the South,* E. M. Rowalt. 1938.

Farmers' bulletin No. 1809.

Pamphlet, 64 pages, illustrated. Free.

Excellent. Usable above elementary school level.

4. *Soil Defense of Range and Farm Lands in the Southwest,* E. M. Rowalt. 1939.

Miscellaneous publication No. 338.

Pamphlet, 51 pages, illustrated. Free.

The Southwest as considered in this publication is a geographical region including all Arizona and New Mexico.

5. *Southern Pines Pay.* 1939.

Miscellaneous publication No. 357.

Pamphlet, 24 pages, illustrated. Free.

The reclamation of useless land through timber farming. A story in pictures. Excellent material. Usable at all levels.

6. *The Land in Flood Control*

Miscellaneous publication No. 331.

Pamphlet, 38 pages, illustrated. Free.

Flood control through conservation farming and forestry practices. Excellent. Usable at all levels.

7. *To Hold This Soil,* Russell Lord. 1938.

Miscellaneous publication No. 321.

Book, 122 pages, illustrated. Free.

A semi-romantic appeal for soil conservation. Effects of erosion are graphically illustrated as results of "manhandled land." Invaluable for teachers. Usable above elementary school.

8. *What is Soil Erosion?* 1938.

Miscellaneous publication No. 286.

Pamphlet, 85 pages, illustrated. Free.

Soil erosion discussed by a geologist. Analysis of problems of erosion control and soil conservation in land use. Excellent. Usable at all levels.

## B. Men and Natural Resources

Advertising Division

Department of Conservation and Development

Raleigh, North Carolina

*Variety Vacationland*—Free

Beautifully illustrated pamphlet of about 38 pages. Excellent for all levels.

American Petroleum Institute

50 West 50th Street, New York City

Series of Folders—Free

Illustrated and printed material describing petroleum drilling and production. Junior and senior high school.

Arkansas Publicity Advisory Commission

Little Rock, Arkansas

*Arkansas—New Places to See, New Things to Do.*  
Free.

Beautifully illustrated booklet of about 40 pages. Contains a highway map of Arkansas. Excellent at all levels.

Armour Company

Union Stock Yards, Chicago, Illinois

Food Source Map—Free.

Pictorial map of the United States in color;

showing regional sources of food. Notebook size reproductions also available free.

Commissioner of Agriculture  
Louisiana State Department of Agriculture  
Baton Rouge, Louisiana

1. *A Brief Discussion of the History of Cotton, its Culture, Breeding, Harvest, and Uses.* 1940.

Pamphlet, 44 pages, illustrated. Free.

Written in easy, understandable manner; some statistics. Junior and senior high school.

2. *A Brief Discussion of the History of Sugar Cane—Its Culture, Breeding, Harvesting, Manufacturing and Products.* 1939.

Pamphlet, 21 pages, illustrated. Free.

Cultivation, harvesting, etc. peculiar to the United States. Junior and senior high school level.

3. *Rice.* 1940.

Pamphlet, 22 pages, illustrated. Free.

The production and uses of rice. Junior and senior high school level.

International Harvester Company  
180 North Michigan Avenue, Chicago, Illinois

*Better Pastures in the South.*

Pamphlet, 44 pages, illustrated. Free.

Attractive booklet on the South's need for pastures and forage crops. Usable above elementary school.

National Cottonseed Products Association, Inc.  
731 Sterick Building, Memphis, Tennessee

1. *Cottonseed and Its Products.* 1941

Pamphlet, 35 pages, illustrated. Free.

The story of cotton and the history of the cottonseed, the manufacturing process, cottonseed products, industry problems, bibliog-

raphy, and tables. For teachers and senior high school.

2. *Through the Cotton Boll.* 1938.

Pamphlet, 28 pages, illustrated. Free.

The story of cottonseed. Junior and senior high school level. Good.

Planters Nut and Chocolate Company  
Wilkes-Barre, Pennsylvania

*What Do You Know About Peanuts?*

Pamphlet, 10 pages, illustrated. Free.

Facts about peanuts—their food value, etc. Photographs with brief text on how peanuts are grown, cared for, prepared for market, etc. Good at all levels.

Public Relations Department  
E. I. DuPont de Nemours and Company, Inc.,  
Wilmington, Delaware

*Cotton Goes to Market in 10,000 Forms,* E. K. Bolton. 1937. Mimeographed, 8 pages. Free.

Interesting and usable in junior and senior high school.

Superintendent of Documents  
Government Printing Office, Washington, D. C.

1. *Stories of American Industry.* 1938.

Booklet, 99 pages—10 cents.

Several pages on each of 23 American industries: the railway system, the iron and steel industry, fisheries, the story of paper, building construction, textiles, coal mining and coke manufacture, the lumber industry, recreation and sports, etc. Excellent material.

2. *Stories of American Industry:* Second series, 1938. Pamphlet, 150 pages, illustrated. 20 cents.

Several pages on each of 33 American industries: naval stores, furniture, petroleum, tobacco, asphalt, home building, printing, etc.



Department of Regional Studies

Tennessee Valley Authority, Knoxville, Tennessee

1. *Recreational Development of the Southern Highlands Region: A Study of the Use and Control of Scenic and Recreational Resources.* 1938. Mimeographed, 61 pages, illustrations and graphs—Free.

An aid in the proper use and development of the natural and created recreational resources of the highland portion of the Tennessee Valley and adjoining territory. Usable above elementary school.

2. *The Scenic Resources of the Tennessee Valley: A Descriptive and Pictorial Inventory.* 1938. Book, 222 pages, illustrations and maps. \$1.00.

Well illustrated description of the scenic and recreational resources of the Valley. Excellent maps. Usable above elementary school.

Information Office

Tennessee Valley Authority, Knoxville, Tennessee

*Recreational Development of the Tennessee River System.* 1940. Booklet, 99 pages, illustrated. Free.

A report on the recreational development of the Tennessee River System. Usable above elementary school.

Southern Division, Agricultural Adjustment Administration,

United States Department of Agriculture,  
Washington, D. C.

1. *Guide for Use of Some Charts Relating to Some of the Problems of the South.* 1938.

Pamphlet, 31 pages, 15 charts. Free.

A guide to informative charts issued in 1937 by this agency. Small reproductions are included in the pamphlet. For the teacher and advanced secondary school pupils.

2. *Helping Farm Families Help Themselves.*

Pamphlet, 15 pages, illustrated. Free.

Pictorial report of efforts of this agency toward agricultural betterment in the South. Good. All levels.

3. *'Round the World With Cotton.* 1941.

Booklet, 148 pages, illustrated. Free.

An excellent informative treatment of the national and international aspects of cotton production and use. Secondary school level. (Teachers should write for the *Teaching Guide.*)

Social Science Research Council

University of Oklahoma, Stillwater, Oklahoma

*Indices of Level of Living for the Thirteen Southern States by Counties, 1930,* Morris M. Blair. July, 1932. Publication No. 2. Pamphlet, 70 pages—Free.

Statistical data useful for county comparisons. Secondary school level.

## II. Human Resources

Conference on Education and Race Relations

710 Standard Building, Atlanta, Georgia

1. *America's Tenth Man.* 1939.

Pamphlet, 16 pages—one copy free, 20 cents per dozen.

A brief summary of the Negro's part in American history.

2. *The South's Landless Farmers.* 1937.

Pamphlet, 28 pages, illustrated. 10 cents.

The plight of the farm tenant graphically told and illustrated by sixteen striking photographs.

3. *Understanding Our Neighbors,* R. B. Eleazer. 1940. Pamphlet, 32 pages—10 cents. Free to teachers.

An educational approach to America's major race problem.

Julius Rosenwald Fund  
4901 Ellis Avenue, Chicago, Illinois

1. *Every Tenth Pupil; The Story of the Negro Schools in the South*, Edwin R. Embree.

Pamphlet, 12 pages—Free.

Describes educational facilities for Negroes and indicates need for equalizing educational opportunities. Usable above elementary school.

2. *School Money in Black and White*.

Pamphlet, 20 pages, illustrated. Free.

The plight of white and Negro education in the South compared with the rest of the country and with each other. Usable at all levels.

Silver Burdett Company  
45 East 17th Street, New York City

*Farmers Without Land*, Rupert B. Vance. 1940

Pamphlet, 32 pages—10 cents.

Deals with farm tenancy and the problems associated with it.

Superintendent of Documents  
Government Printing Office, Washington, D. C.

*Farm Tenancy*—Report of the President's Committee. 1937.

Printed book, paper cover, 108 pages, illustrated. 30 cents.

Contains a technical supplement tracing the distribution and growth of tenancy and analyzing conditions and problems confronting farm tenants in the United States. Useful for teacher or senior high school.

Office of Education  
Federal Security Agency, Washington, D. C.

1. *Education in the Southern Mountains*, W. H. Gaumnitz. 1938.

Pamphlet, 51 pages, illustrated. Free.

Study of educational conditions in the area.  
Excellent for senior high school.

2. *Illiteracy Map of the United States*. 1933.

3x4½ feet—Free.

A striking map in colors showing the percentage of illiteracy in every county of the United States.

### III. The South and Its Special Problems

Public Affairs Committee, Inc.

30 Rockefeller Plaza, New York, New York

*The South's Place in the Nation*, Rupert B. Vance.

Public Affairs pamphlets, No. 6 (Revised). 1938.

32 pages—10 cents.

Based on "The Southern Regional Study," sponsored by the Social Science Research Council.  
Excellent material. Usable at all levels.

#### Information Office

Tennessee Valley Authority, Knoxville, Tennessee

1. *Restoration of Economic Equality Among the Regions of the U. S.*, David E. Lilienthal. 1940.

Pamphlet, 20 pages—Free.

An excellent treatment of freight rate differentials with a map and four charts. Senior high school.

2. *T.V.A., Its Work and Accomplishment*. 1940.

Pamphlet, 64 pages, illustrated—Free.

Outlines the T.V.A. program and its program of land and water conservation. Senior high school.

Agricultural Adjustment Administration

United States Department of Agriculture

Washington, D. C.

*Cotton, Land, and People*, July, 1940. SRM-428.  
Pamphlet, 11 pages—Free.

A brief discussion of some outstanding Southern problems.

United States Information Service  
1405 G Street NW, Washington, D. C.

*Report on Economic Conditions of the South*. 1938.  
Pamphlet, 64 pages—Free.

A challenging, authoritative statement of the major problems of the Southern regions. Fifteen sections dealing with Economic Resources, Soil, Water, Population, Private and Public Income, Education, Health, Housing, Labor, Women and Children, Ownership and Use of Land, Credit, Use of Natural Resources, Industry, and Purchasing Power. Indispensable for junior and senior high schools.

United States Superintendent of Documents  
Government Printing Office, Washington, D. C.

*Economic and Social Problems and Conditions of the Southern Highlands*.

Miscellaneous publication No. 205. 1935. Book, 184 pages, illustrated—50 cents.

Excellent material. Contains tables, maps, and diagrams. For use by the teacher.

Work Projects Administration Washington, D. C.

1. *Landlord and Tenant on the Cotton Plantation*, T. J. Woofter and others, 1936. Book, 288 pages. Free.

An interesting statistical analysis of rural life and problems in the cotton growing areas of the South. Senior high school.

2. *Rural Regions of the United States*, A. R. Mangus. 1940. Book, 230 pages—Free.

Provides a geographical background for analysis of regional problems. For use by the teacher.

3. *The Plantation South 1934-1937*, William C. Holley, Ellen Winston, T. J. Woofter, Jr., 1940. Research Monograph XXII. Book, 146 pages, illustrated—Free.

“A comprehensive report on recent changes in plantation organization and operation in the Southeast.” Contains figures, photographs, and tables. For use by the teacher.

4. *The Plantation South Today*, T. J. Woofter, Jr., and A. E. Fisher, 1940.

Social Problems Series No. 5.

Booklet, 27 pages—Free.

A picture of social and economic conditions on the larger farms of the Southern regions. Secondary school level.

## PART III

### SUPPLEMENTARY MATERIALS

#### AUDIO-VISUAL AIDS

The exclusive use of textbooks in social science classrooms is fortunately steadily decreasing. The resources of the local community may be utilized in dozens of ways to illustrate and supplement more formal instruction. Almost universally such supplementation wins approval from both teacher and pupils as assisting in genuine understanding of concepts and in giving a realistic picture of a living social world. But many communities are somewhat limited in illustrative material. Fortunately the recent development of audio-visual aids makes it possible to bring into the classroom some aspects of the life of other communities and to focus social science teaching on problems of local and regional significance.

Many audio-visual aids are available in the typical community. From their homes students may bring photographs, snap-shots, and pictures from illustrated magazines. Creative effort may be developed by making a map of the community or charts showing social facts and problems of the school area or of the region. These home-made materials are often more valuable in teaching than are the more attractive aids that can be secured elsewhere.

Many governmental agencies have, however, developed inexpensive audio-visual aids that are very serviceable in the school. These are sometimes free or rentable at a minimum fee. State conservation commissions, agricultural extension divisions, highway departments, forestry services, and health departments are also sources of such materials. Upon request some of these agencies will provide portable projectors and screens; a few send demonstrators or lecturers to assist in presentation.

Below are listed some sources of audio-visual aids which will assist in the graphic presentation of social studies in the class-

room. The number of regional films is at present quite limited but it may reasonably be expected to increase.

1. Children's Bureau, United States Department of Labor, Washington, D. C. Films available from the Bureau include prenatal care, a day in the life of the six-months-old baby, development of the same baby from nine to sixteen months, and a day in her life at the age of two.
2. Erpi Classroom Films, Inc., 35-11 Thirty-fifth Avenue, Long Island City, New York. *Instructional Sound Films for the Classroom*. Catalogue free. Films produced under sponsorship of leading educators. For sale only.
3. Extension Service, United States Department of Agriculture, Washington, D. C. *Film Strips*. 7 pages, 1939. Free. A price list of film strips on such subjects as soil conservation, farm crops, dairying, farm economics, and home economics. Most of the strips sell for 50 or 55 cents each. Lecture notes are provided with each film strip purchased if it is not self-explanatory.
4. Information Office, T.V.A., Knoxville, Tennessee. A list of films may be secured by writing the office. Lent free to schools and public agencies with payment of transportation charges. Preference to schools in Tennessee Valley region but also available to others.
5. Motion Picture Project, The American Council on Education, 744 Jackson Place, Washington, D. C. Inexpensive booklets on the use of films in the classroom.
6. National Association of Manufacturers, 14 West 49th Street, New York City. Sound slide films on economic and industrial problems offered at cost of transportation.
7. School Film Libraries, Inc., 9 Rockefeller Plaza, New York City. Educational films for rent or sale.
8. Society for Visual Education, Inc., 100 East Ohio Street, Chicago, Illinois. Catalogue of films on request.
9. Teaching Films Division, Eastman Kodak Company, 343 State Street, Rochester, New York. A number of regional films offered for sale.
10. United States Film Service, Washington, D. C. *Directory of United States Government Films*. Free. Films listed

by agencies. Contains directions for securing films and a description of each. Sources of government film strips and lantern slides also indicated.

11. United States Office of Education, Washington, D. C. *School Use of Visual Aids*. 68 pages. 1938. Purchasable from the Superintendent of Documents, Washington, D. C., for 10 cents.
12. Yale University Press, Film Service, 386 Fourth Avenue, New York City. Issues a series of films based on events in American history. These may be rented for a reasonable fee. Information sent on request.
13. College and university bureaus of visual aids in education. (Inquiry may be sent to the Extension Division of the state university.)

Radio programs may be of value in regional studies, either directly or indirectly in presenting topics that can be adapted for community or regional emphasis. Class members usually can report programs of value in the social studies. Information may also be obtained from Federal Radio Education Committee, United States Office of Education, Washington, D. C. Many of the programs of greatest educational value are summarized in booklets that can be had upon request to the radio station.

The illustrated magazines now so popular in the United States often have material of community or regional significance. Of these perhaps the most useful for secondary schools is *Building America*, published by the Americana Corporation, 2 West 45th Street, New York City, for \$2.00 a year or 30 cents a copy. This is a photographic magazine of modern problems that is especially planned for school purposes. Each issue is devoted to one topic. Inquire about topics in which you are interested.

#### MAPS AND CHARTS

One of the essentials in the study of local and regional social problems is the use of maps and charts, both for showing place relations and for graphic presentation of data on the area being studied. A large map of the school community and pins of several colors provide one of the most convenient devices for summarizing local information on many topics. County, state, and regional maps can be used in a similar manner. Outline maps

also have many uses in social science classes.

The commercial map dealers are continually improving the educational value of their offerings. Addresses of these publishers may be secured from any educational journal. In addition, the teacher may often obtain useful maps from the state highway department, the state planning board, or the office of the state geologist. Inexpensive maps showing many local areas in considerable detail may be purchased from several government agencies. County maps showing cultural features and indicating rural mail routes can be secured from the United States Post Office Department, Washington, D. C. The United States Geological Survey, Department of the Interior, Washington, D. C., offers maps and folios showing topography and some cultural features. The county maps of the United States Soil Survey, Department of Agriculture, Washington, D. C., show types of soil and principal cultural features. Inquire of the department preferred, specifying the exact locality in which you are interested. A price list of maps of various sections of the Tennessee Valley may be secured by writing Central Files, T.V.A., Knoxville, Tennessee. This is an excellent source of inexpensive maps of local areas.

#### MISCELLANEOUS SUGGESTIONS

The enterprising teacher can find many sources of regional materials that have not been mentioned in this booklet. For example, in each state the Federal Writers Project of the W.P.A. has prepared a state guide that contains a wealth of material which is of use in the classroom. In many states this guide has now been published and should be secured for the school library. Most states also have historical associations or commissions that publish materials of regional significance.

Mention should also be made of the value of novels in portraying local and regional life and problems. The South is especially fortunate in its wealth of local color fiction of excellent quality. Selection of titles for work in social science should be made, in cooperation with the teachers of English. In fact, the development of some regional topics may well be the joint responsibility of the teachers of English and of the social studies.

If the school has a trained librarian, she can assist greatly in obtaining, preserving, and making readily accessible the materials mentioned in this booklet. Because of their methods of pro-

duction free and inexpensive materials are especially liable to wear and tear. Librarians can be of great value in devising means of preventing such deterioration. They also can assist by securing current magazine articles of community or regional significance and by binding and filing these under a convenient topical index.

#### OTHER SOURCES OF INFORMATION

##### ON FREE AND INEXPENSIVE MATERIALS

In addition to this booklet there are many sources from which the teacher can obtain information about free and inexpensive materials. One of the best is *A List of Free and Inexpensive Teaching Materials* obtainable free from Work Projects Administration, Washington, D. C. This is a mimeographed book with chapters on "Cultural and Academic Education," "Family Life Education," "Foundation Fields," "Health and Safety," "Public Affairs," "Vocational Education," and "Teacher Education."

The Advisory Panel on Regional Materials, Tennessee Valley Authority, Knoxville, Tennessee, will send teachers an excellent annotated bibliography which contains many items that are free upon request. This mimeographed publication emphasizes materials dealing with the Tennessee Valley but contains many valuable suggestions for studying regional problems elsewhere.

Inquiries concerning free and inexpensive materials may also be sent to The National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. The National Council for the Social Studies, 18 Lawrence Hall, Harvard University, Cambridge, Massachusetts, offers for 50 cents an excellent booklet, *Pamphlets on Public Affairs for Use in Social-Studies Classes*.

## PART IV

### SELECTED BIBLIOGRAPHY FOR LIBRARIES

#### A. BOOKS

Caldwell, Erskine, and White, Margaret Bourke. *You Have Seen Their Faces*. New York: Viking Press, Inc., 1937. \$5.00. A vivid record of the case for the Southern share-cropper in prose and in photographs.

Campbell, John Charles. *The Southern Highlander and His Homeland*. New York: Russell Sage Foundation, 1921. \$3.50. A volume rich in statistics and carefully collected data on the Appalachian mountain folks. A comprehensive work on the history, geography, population, and folkways of these people.

Cash, W. J. *The Mind of the South*. New York: Alfred Knopf, 1941. \$3.75. A Southern newspaper man gives a realistic picture and critical analysis of the life and problems of his region. Emphasis on Southern temperament and attitudes.

Couch, William Terry. *Culture in the South*. Chapel Hill: University of North Carolina Press, 1934. \$4.00. A composite picture of the South in the form of a symposium to which thirty-one authorities contribute. Treats of such topics as religion, journalism, speech, folklore, "poor whites," etc.

Daniels, Jonathan. *A Southerner Discovers the South*. New York: The Macmillan Company, 1938. \$3.00. On a rapid tour of the South, Mr. Daniels sees many Southern scenes, usual and unusual. Offers no solution of the South's problems but in an entertaining manner starts the reader to thinking.

Johnson, Charles S., and Others. *Statistical Atlas of Southern Counties*. Chapel Hill: University of North Carolina Press, 1941. \$4.00. A valuable reference book of statistical data on 1104 Southern counties.

Johnson, Gerald White. *The Wasted Land*. Chapel Hill: University of North Carolina Press, 1937. \$1.50. A commentary on Odum's *Southern Regions*. Gives substance of facts that South is rich, Southerners are poor. Highly readable comments and statistics on waste of people, lands, time, and opportunity.

Kendrick, Benjamin Burke, and Arnett, A. M. *The South Looks at Its Past*. Chapel Hill: University of North Carolina Press, 1935. \$2.00. A brief account of the transition of the South from prewar days to the present age of industrialism.

Nixon, Herman Clarence. *Forty Acres and Steel Mules*. Chapel Hill: University of North Carolina Press, 1938. \$2.50. A readable book picturing the conditions in the rural South with some suggested curative measures.

Odum, Howard Washington. *Southern Regions of the United States*. Chapel Hill: University of North Carolina Press, 1936. \$4.00. A comprehensive study which presents a realistic picture of the regional culture of the South. Contains hundreds of indices and some 600 maps, charts, and tables.

Parkins, Almon Ernest. *The South: Its Economic-Geographic Development*. New York: John Wiley & Sons, Inc., 1938. \$4.00. An interesting scholarly study that is all its title implies. An interpretation of Southern culture with respect to its geographical setting and historical background.

Phillips, Ulrich Bonnell. *Life and Labor in the Old South*. Boston: Little, Brown and Company, 1929. \$4.00. A social economic history of the South before the Civil War, based upon diaries and other contemporary sources.

Raper, Arthur Franklin. *Preface to Peasantry*.| Chapel Hill: University of North Carolina Press, 1936. \$3.50. An impressive study of sociological conditions in two counties of Georgia. Presents problem of near-peasant created by absentee landlord and share-cropper system.

Raper, Arthur, and Reid, Ira De A. *Sharecroppers All*. Chapel Hill: University of North Carolina Press, 1941. \$3.00. A study of the exploitation of the South and an eloquent plea for a more intelligent and determined attack upon the problems of the region.

Twelve Southerners. *I'll Take My Stand*. New York: Harper and Brothers, 1930. \$3.00. A symposium by twelve Southerners

who are convinced that the agrarian way of life should be encouraged and protected from modern industrialism.

Vance, Rupert Bayless. *Human Geography of the South*. Chapel Hill: University of North Carolina Press, 1932. \$4.00. (1935, \$2.50). An invaluable collection of facts and opinions on the Southern region. The geographical background of Southern problems and trends.

#### B. PERIODICALS

1. *Holland's*, The Magazine of the South, published monthly at Dallas, Texas. \$1.00 a year. Some regional materials.
2. *The News Letter*, published semi-monthly by the University of North Carolina, Chapel Hill, North Carolina. Free to approved list—preference to North Carolina schools. Valuable for comparative data.
3. *The News Letter*, published monthly by the University of Tennessee, Knoxville, Tennessee. Free to approved list—preference to Tennessee schools. Interesting studies of Southern problems in the Tennessee area.
4. *The News Letter*, published semi-monthly by the University of Virginia, Charlottesville, Virginia. Free to approved list—preference to Virginia schools. Valuable for studies of Southern problems with emphasis on Virginia conditions.
5. *The North Georgia Review*, published quarterly at Clayton, Georgia. \$1.00 a year. "A magazine of the Southern regions." Literary and social science contributions.
6. *Social Forces*, published quarterly for the University of North Carolina Press by Williams and Wilkins, Baltimore, Maryland. \$4.00 a year. A scholarly periodical that emphasizes Southern life. The official journal of the Southern Sociological Society.
7. *The South and World Affairs*, published monthly by the Southern Council on International Relations, Chapel Hill, North Carolina. \$1.50 a year. "A magazine devoted to the South's place in world life."

## THE NEGRO AND HOMICIDE

H. C. BREARLEY

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THE homicide rate for colored persons is almost seven times more than it is for whites. For the decade 1918-1927 the mean annual rate for the registration area in continental United States was 5.32 deaths among the whites for each 100,000 persons, while for the colored races it was 36.93 deaths per 100,000 population. Frequently the number of colored persons slain is almost astonishing. For example, for the year 1925 the homicide rate for colored persons in Cincinnati, Ohio, was 189.66 and in Miami, Florida, it was 276.29 per 100,000 population. Even in Chicago, notable for gang warfare, in 1925 the rate for colored persons was 102.80, while for whites it was only 10.79.

Unfortunately, the data given for *colored persons* are not a precisely accurate statement of the facts concerning the American Negro, but, for general purposes, they are quite reliable, although the term *colored* includes Negroes, Indians, Chinese, Japanese, and "other colored persons." In the first place, Negroes constituted approximately 96 per cent of the 10,889,705 colored persons in the United States on January 1, 1920. Besides, if the years 1924-26 are typical, the 426,574 colored persons other than Negroes included in the above total have a homicide rate not

far from half that of the Negroes, the relative ratios being Indian 9, Japanese 16, Chinese 65, Negroes 34, other persons of color 18.<sup>1</sup> Only the Chinese, perhaps because of their tong wars, exceed the Negroes in slayings.

Homicide as a cause of death is of no mean importance for the Negro race. "Among the industrial policy-holders of the Metropolitan Life Insurance Company only tuberculosis and pneumonia rank higher among young adult Negro males."<sup>2</sup> In spite of this condition, "at all significant age groups homicide mortality runs higher among the general population than among Metropolitan industrial policy-holders."<sup>3</sup> Moreover, this marked excess of Negro deaths by violence is found both North and South and in both rural and urban areas.

The homicide rates presented in Table I

<sup>1</sup> These ratios were calculated from the number of slayings, 1924-1926, in the Registration Area and the population of each racial group according to the census of 1920. The proportion of each race in the Registration Area was not available; consequently, exact rates are not given.

<sup>2</sup> E. H. Sutherland, "Murder and the Death Penalty," *Journal of the American Institute of Criminal Law and Criminology*, XV, 524.

<sup>3</sup> *Statistical Bulletin* of the Metropolitan Life Insurance Company, VII, 1-4.

TABLE I

HOMICIDES PER 100,000 POPULATION, 1920 AND 1925 COMBINED, FOR WHITE AND COLORED PERSONS  
(Data in italics are based upon less than 5 deaths)

STATES	TOTAL		URBAN		RURAL	
	White	Colored	White	Colored	White	Colored
Alabama <sup>1</sup> .....	7.42	34.35	15.39	81.05	5.81	23.48
California.....	7.11	27.55	6.79	35.64	7.53	19.47
Colorado.....	7.67	67.91	8.04	66.58	7.44	70.19
Connecticut.....	3.50	14.43	4.00	15.06	2.01	11.55
Delaware.....	2.99	9.83	2.85	13.29	3.15	7.80
Florida.....	12.54	62.92	16.80	102.44	10.91	49.13
Idaho <sup>1</sup> .....	3.59	33.33	2.47	0.00	3.68	38.46
Illinois.....	7.16	72.38	9.12	76.24	4.38	53.40
Indiana.....	3.87	65.09	6.22	72.57	2.27	22.67
Iowa <sup>1</sup> .....	2.25	60.30	4.41	61.22	1.47	57.69
Kansas.....	3.76	36.89	7.81	51.86	2.53	10.59
Kentucky.....	8.65	49.11	9.62	72.13	8.44	38.54
Louisiana.....	8.73	35.35	14.36	77.97	6.03	23.56
Maine.....	1.80	0.00	2.24	0.00	1.63	0.00
Maryland.....	3.22	21.16	3.55	32.82	2.76	10.38
Massachusetts.....	2.27	12.78	2.48	12.26	1.40	16.72
Michigan.....	4.73	88.91	7.29	99.75	1.85	24.04
Minnesota.....	3.05	44.65	5.28	69.57	1.88	20.63
Mississippi.....	8.30	32.15	17.04	82.19	7.37	28.74
Missouri.....	6.87	66.94	12.43	81.76	3.26	33.87
Montana.....	7.58	20.84	15.24	98.46	5.64	11.66
Nebraska.....	3.26	58.47	8.03	68.98	1.94	29.76
New Hampshire.....	1.57	0.00	1.50	0.00	1.61	0.00
New Jersey.....	4.06	20.90	4.41	24.10	3.43	14.26
New York.....	4.35	28.71	5.04	30.89	2.06	12.93
North Carolina.....	4.68	20.82	8.81	50.49	4.07	15.37
North Dakota <sup>1</sup> .....	2.04	0.00	5.74	0.00	1.71	0.00
Ohio.....	5.10	70.16	7.28	81.83	2.40	30.13
Oregon.....	3.88	15.06	4.01	20.59	3.79	11.87
Pennsylvania.....	4.35	46.71	5.28	47.12	3.42	45.21
Rhode Island.....	1.50	18.28	1.82	20.86	0.00	0.00
South Carolina.....	8.58	18.52	20.84	57.88	6.80	14.98
Tennessee.....	7.98	48.82	14.93	103.20	6.50	24.68
Utah <sup>1</sup> .....	4.67	44.49	5.92	48.52	3.97	43.06
Vermont.....	1.42	0.00	0.00	0.00	1.65	0.00
Virginia.....	6.67	20.00	9.20	37.68	5.87	13.21
Washington.....	4.75	26.06	5.47	41.27	4.11	12.38
West Virginia <sup>1</sup> .....	6.90	90.55	12.14	88.08	5.73	91.13
Wisconsin.....	1.79	28.37	2.80	87.77	1.20	0.00
Wyoming <sup>1</sup> .....	9.30	93.75	14.88	333.33	8.32	38.46
Mean (unweighted).....	5.10	37.66	7.79	58.64	4.00	24.25

<sup>1</sup> Rate based upon data for 1925 only.

are based upon the reports of the United States Division of Vital Statistics for the years 1920 and 1925 and upon the combined

estimated populations for these same years. This table indicates that a relatively low white homicide rate is often associated

with a lower rate for Negroes, but that the Negro rate is quite consistently higher than that for whites. In fact, only one Negro rate based upon more than 4 deaths, that for Delaware, is lower than the highest white rate, that of Florida.

An examination of this table raises the question whether or not a high homicide rate is uniformly associated with a large percentage of Negroes in the total population. In the first place, it is quite possible that the statewide rates may obscure significant differences. To test this hypothesis a special study was made of the states of South Carolina and Mississippi, in both of which the Negroes exceeded the whites in 1920. In South Carolina there were in 1920, fourteen counties having two-thirds or more of their population Negroes. Of these five were in the worst quarter of the counties with respect to homicide during the years 1920-26, four were in the second quarter, one was in the third, and four were in the best quarter. This result seems to sustain the conclusion of the Negro philosopher, "Negroes behave themselves very well wherever they live among good white folks." In Mississippi, however, the results were less favorable to the Negro. Of the 24 counties having in 1920 two-thirds or more Negro population, 13 were in the worst quarter of the counties with respect to homicide for the years 1920 and 1925 combined, six were in the second quarter, three were in the third, and two were in the best quarter.

Two Pearsonian coefficients of correlation were calculated to test further the same hypothesis. For the 46 counties of South Carolina between the homicide rate for the years 1920-26 and the percentage of Negro population in 1920 the coefficient was only  $+0.257$  with a probable error of  $\pm 0.09$ . Since, however, the Negroes lived chiefly in the rural districts, where

the homicide rates are usually lower than they are in urban areas, it was thought possible that the factor of density of population was obscuring the true relationship. Consequently, a "partial" coefficient of correlation was computed between homicide rate and percentage of Negroes, with the factor of population per square mile held mathematically constant. This procedure raised the coefficient to  $+0.374$ , which is not often considered to be a very significant relationship. This result was corroborated by the second study of the same nature, using 90 cities (all except a few with incomplete data) from the states of Alabama, Georgia, Florida, Kentucky, Louisiana, North Carolina, South Carolina, Tennessee, and Texas. In these cities of 10,000 or more population the percentage of Negro population was correlated with the homicide rate for the combined years of 1920 and 1925. The coefficient proved to be  $+0.36$  with a probable error of  $\pm 0.06$ , almost exactly the same as the  $+0.37$  found in South Carolina when the density of population was held constant. Since the city by its very nature practically eliminates density of population as a variable, these two coefficients are almost identical. Their numerical values, however, are not sufficiently large to indicate a very close relationship between the presence of the Negro and much slaying.

The four studies described above indicate quite definitely that there is some relationship between the presence of the Negro and a high homicide rate but that this relationship is much less than an examination of the rates in Table I would lead the casual observer to conclude. That a high homicide rate does not necessarily mean that Negroes are present in large numbers is shown by the data for the three cities and the three counties having the highest homicide rates for the years

1920 and 1925 combined.<sup>4</sup> The annual rate per 100,000 population for Vicksburg, Mississippi, was 96.84, for Miami, Florida, it was 95.46, and for Florence, South Carolina, it was 82.07, while the percentage of Negroes in these cities on January 1, 1920, was for Vicksburg 51, for Miami 31, and for Florence 43. The three highest homicide rates for rural areas were in Harlan County, Kentucky, with 77.60; Baker County, Florida, with 71.27; and Morehouse Parish, Louisiana, with 51.36 persons slain each year for every 100,000 population. Their percentage of Negroes in the population in 1920 were: Harlan County, 9.2; Baker County, 25.3; and Morehouse Parish, 68.0 per cent. Evidence of the same import is given by the well-known record of Mound Bayour, Mississippi, an all-Negro town of about 3,000 inhabitants, where for more than twenty years there has not been a murder. St. Helena Island, off the coast of South Carolina, inhabited almost exclusively by home-owning Negroes, has also been remarkably free from crimes of violence. Perhaps under exceptionally favorable conditions the Negro adjusts himself better when he is free from white surveillance.

Since the death certificates upon which all homicide rates are based give facts about the slain only, it is very difficult to discover much about the slayers. Criminologists usually agree with Sutherland that "The victim and the offender generally belong to the same group, with reference to color, nationality, and age."<sup>5</sup> There is the possibility, nevertheless, that at least a part of the Negro's high homicide rate may be due to slayings by whites. The author's study of inter-racial slayings in South Carolina shows that while 32 whites were killed by Negroes, 57 Negroes

were slain by whites, although the last figure includes 30 Negro deaths at the hands of officers of the law. Sutherland himself reports that in Washington, D. C., white persons killed seven of the 87 Negroes slain during the period 1915-1919, and that in Chicago, 1921-1922, of the 41 Negro deaths by homicide only 33 were at the hands of other Negroes. Moreover, in Chicago, 1926-1927, while the Negroes constituted only about five per cent of the total population, they were the victims in 30 per cent of the slayings by officers of the law.<sup>6</sup> These reports, meager as they are, indicate that the whites may be partly responsible for the high incidence of violent death among the American Negroes. This conclusion is not a surprise to one familiar with the rarity of punishment by either law or public opinion of a white slayer of a Negro. Officers of the law, in particular, seem to be quite ready, both in South Carolina and Chicago, to use their weapons upon Negroes. These conditions may, or may not, be typical of the United States. It is evident that a thorough-going study of inter-racial slayings is needed.

Negroes differ somewhat from whites in the age and sex distributions of their homicide victims. As a group, slain Negroes are younger than the white homicide victims. In New Orleans, for example, during the period 1920-1926, the mean age at death of slain whites was 34.6, while for the Negroes it was 29.8 years.<sup>7</sup> In South Carolina, 1920-1924, the mean age of white homicide victims was 36.7 years, while for the Negroes it was 31.5 years. For this state, however, the mean age of all whites on January 1, 1920, was 24.7 years and for the entire Negro population it was 22.7 years. Consequently, even though

<sup>4</sup> From the author's unpublished *Studies in Homicide*.

<sup>5</sup> *Criminology*, p. 64.

<sup>6</sup> *Illinois Crime Survey*, chapter XIII.

<sup>7</sup> F. L. Hoffman, "Murder and the Death Penalty," *Current History*, XXVIII, 408-10.

the mean age and the expectation of life are higher for white persons, the greater difference in the ages of the slain warrants the supposition that Negroes, in the South at least, are more likely to be killed at an early age than are the whites, especially if the facts with regard to infanticide are taken into consideration.

Infanticide seems *relatively* much rarer among Negroes than among whites, perhaps because among the former illegitimacy is a lesser stigma and a child is not so often a grave financial liability. In Chicago, 1926-1927, although Negroes provided the victims in more than one-third of the total slayings, they did not do this in a single one of the 47 infanticide cases, all of whom were whites.<sup>8</sup> In the states in the Registration Area there were, in the three years 1924-1926, among the whites 410 homicides in which the victim was less than one year old, while among the Negroes there were 54 such deaths. Negroes were the victims in 11.6 per cent of the total infanticides, although they constituted only 9.9 per cent of the population of the United States in 1920. On the other hand, there was among the whites one infanticide to every 34.95 homicides, while among the Negroes there was only one infanticide to every 196.65 homicides. For these years, accordingly, 2.86 per cent of all white homicides were children under one year of age, but only 0.51 per cent of all the Negro homicides were under one year of age. Consequently, although infanticide was numerically slightly more frequent among the Negroes, it was relatively almost six times more prevalent among the whites. This result is in accord with the common observation that the Negro is so willing to increase his family, either by birth or adoption, that he makes little demand upon orphanage facilities.

<sup>8</sup> *Illinois Crime Survey*, p. 604.

For the period 1924-1926, females made up a smaller proportion of the Negro homicides than of the white homicides. For these years there was one female slain among the Negroes for every 4.5 males, while among the whites there was one to every 3.86 males. The ratio of Negro males to white males slain was one to 1.31, while for females it was one Negro to every 1.53 whites. This indicates that a Negro woman is less likely to be slain, considering the high homicide rate for this race, than is a white woman. In other words, provided the three years studied are typical, if the relative rates for the two races be taken into consideration, a woman is somewhat less likely to be numbered among the Negro homicide victims than among the white victims. It is a possibility that the danger to women relatively increases where the homicide rate is low. In England, where very few are slain, two out of every three persons murdered are women, but in the United States with a much higher homicide rate the ratio is only one out of less than five homicide victims.<sup>9</sup>

This investigator has been able to find very little evidence as to whether white or Negro women are more liable to become murderers. Of 407 slayers in South Carolina, where the races are approximately equal in numbers, 20 were Negro and 13 were white women, while there were 159 Negro and 189 white men included in the total. Since most of these cases were secured from newspaper clippings, it would seem that the ratio between the sexes of each race should be approximately the same. If this assumption is correct, Negro women, in South Carolina at least, are perhaps more likely to slay an adversary than are white women. This should not be surprising in view of the Negro

<sup>9</sup> E. Roy Calvert, "Murder and the Death Penalty," *Nation*, CXXIX, 405-07.

women's greater freedom of life, physical vigor, and familiarity with weapons. Nevertheless, this conclusion may, like so many other "common sense observations" concerning racial differences, prove, upon investigation, to be erroneous.

Contrary to general belief, Negroes seldom use razors as a means of committing murder. For the years 1924-1926 Negro homicide victims were slain with firearms in 72.7 per cent of the cases, while for the same period whites were slain with firearms in only 68.3 per cent of the cases. For the entire Registration Area in continental United States the percentage was 70.2 use of firearms in slayings. A significant sex difference appears in the following percentages for the use of firearms, 1924-1926: for white male homicidal deaths 73.85, for white females 46.8, for Negro males 74.8, and for Negro females 63.2. Perhaps firearms are more frequently used against Negro women because they are more likely than are white women to injure or slay their adversaries.

A study of the reports of the attorney general of South Carolina for the years 1920-1926 shows that 51.5 per cent of all those actually tried for murder or manslaughter were convicted, in contrast with approximately 75 per cent convictions in all other felonies not involving homicide, but of the persons accused of homicide the whites were found guilty in only 31.7 per cent of the cases, while the Negroes were in 64.1 per cent of the verdicts. In this state, therefore, Negroes charged with murder or manslaughter in the circuit courts are twice as liable to conviction as are the whites so charged. This difference is due, doubtless, to such factors as race prejudice by white jurors and court officials and the Negro's low economic status, which prevents him from securing "good" criminal lawyers for his defense. In South Carolina, consequently, for the years 1915-

1927 seven whites and 53 Negroes suffered capital punishment, one white for every 101 white homicides and one Negro for every 38 Negro homicides.<sup>10</sup> In North Carolina, where the Negroes make up about one-third of the population, three-fourths of the persons electrocuted are Negroes.<sup>11</sup> As one might expect, Negro slayers are in much greater danger of receiving capital punishment.

Many explanations of this high homicide rate among the Negroes have been offered. These range from the more credible ones to those based upon prejudice or hasty generalization, as McCord's conclusion that "the average Negro is a child in every essential element of character, exhibiting those characteristics that indicate a tendency to lawless impulse and weak inhibition."<sup>12</sup> McFadden and Dashiell report that as measured by the Downey Will-Temperament Test whites have over Negroes "a clear superiority in the number of controlled, deliberate, careful persons."<sup>13</sup> This conclusion is supplemented by Crane's study of 100 whites and 100 Negroes with regard to scores upon an individual intelligence test, strength of impulse as measured by the withdrawal of the hand from beneath a falling weight, and "self-control" as indicated by the inhibition of the actual withdrawal movement, accompanied by "flinching," disturbances in breathing, etc. "He found among the white subjects fewer withdrawals of the hand but a greater *tendency* to withdraw it, as indicated by muscle twitch and breathing. He concluded that the behavior differences between the two races were due not so

<sup>10</sup> Data from Professor G. Croft Williams of the University of South Carolina.

<sup>11</sup> C. S. Johnson, *The Negro in American Civilization*, p. 327.

<sup>12</sup> *Ibid.*, p. 311.

<sup>13</sup> A. T. Poffenberger, *Applied Psychology*, p. 39.

much to intelligence or to strength of impulses as to difference in the power of inhibition."<sup>14</sup> These two investigations, if based upon adequate sampling and technique, support the conclusion that the Negro is more liable than is the white to lose control of himself under emotional stress. Additional evidence is found in the report of the *Illinois Crime Survey*. In Chicago in 1926, the Negro 5 per cent of the population of the city contributed the victims in 27.63 per cent of the premeditated murders, 40.91 per cent of the manslaughters, and 44.26 per cent of the justifiable homicides. The report for 1927 was similar. Since it can be assumed that in the great majority of these cases Negroes were the slayers as well as the victims, the Negroes apparently have a smaller proportion of the premeditated murders than they have of the manslaughter and justifiable homicide cases, slayings done upon the impulse of the moment, due to a lack of "self-control," which, says Parmelee, is "a wide-spread trait in the criminal world."

Parmelee himself has a theory that can easily be applied to this problem.<sup>15</sup> He finds that "excessive heat, especially a change from a moderate to a hot temperature, stimulates the emotions and tends to increase irritability, thus leading to acts of violence." Furthermore, climatic differences give rise to considerable variation in the processes of the autonomic nervous system controlling the emotions. Then, he thinks, "It is possible that races tend to become more or less adapted to their climatic conditions by means of permanent changes in these physiological processes, thus giving rise to permanent variations in their emotional traits." The Negro, according to this theory, because of his thousands of years in the hot climate of

Africa inherits the excessive emotionality developed in his forebears by the tropical climate. Today, although transplanted to a temperate region, he by heredity has the same high homicide rate that one would expect of his ancestors in the torrid zone. This theory, ingenious as it is, is based upon two assumptions for which no adequate support is available. The inheritance of changes, if any, made in the endocrine glands and the autonomic nervous system by climatic conditions has not been proved, neither has the correlation between high temperatures and high homicide rates.

Certain differences in culture traits offers another possible explanation. In central Africa, it seems, the sacredness of human life is not greatly emphasized. This trait of lack of regard for person and personality was brought to the United States by the Negro slaves. Their owners strengthened it by treating the Negro as though he were a valuable domestic animal and by such practices as corporal punishment, concubinage, and dissolution of families by exchange or sale of its members. In many communities this trait may persist in sufficient strength to influence markedly the attitude toward the taking of human life. In a similar manner, further investigation may prove that the Negro's supposed lack of "self-control" is the end-result of a culture pattern in which self-expression rather than inhibition is inculcated.

Finally, there is the possibility that the high homicide rate of the Negro may be more apparent than real. If a careful study were made of comparable groups of whites and Negroes having the same economic, educational, and social status, approximately the same rates for the two races might, perhaps, be found. In that event, there would be no strictly racial differences to explain. Such an investigation is greatly needed.

<sup>14</sup> *Ibid.*, p. 40.

<sup>15</sup> *Criminology*, pp. 43-53 and 140.

FELLOWSHIPS

"HOW CAN CULTURAL AND SOCIAL VALUES OF RACIAL MINORITIES  
IN THE UNITED STATES AND ITS OUTLYING TERRITORIES  
BE ADJUSTED AND HARMONIZED?"

Mr. H. C. Brearley  
Clemson, South Carolina

Serial No. 95

For biographical notes  
see last page.

S P E C I A L P R I Z E

Nearly fifty million persons who live under the flag of the United States feel themselves racially or culturally isolated from the dominant English-speaking white group. Even in continental United States, according to an official estimate, the 1920 population was in origin only 52.6 per cent British, including all those of English, Scotch, Welsh, and Irish descent. No other nation today presents such diversity of blood and tradition.

The problems arising from this situation have developed for more than three centuries and are not to be solved either by wishful thinking or by magical incantations. Nevertheless, the formulation of a concrete program for adjusting and harmonizing our racial and cultural minorities will be of definite value in clarifying our purposes and in giving unity to our efforts.

At the outset it is necessary to realize that the problems of social conflict are among the most difficult that ever face human beings. Nothing is harder than for people to live together peacefully, and there is nothing that complicates the task so much as differences in color, folkways, or history. Accordingly, no quick and easy solutions are to be expected.

It is also necessary to realize that the present "melting pot" policy has serious defects, especially in its tendency toward uniformity and "100 per cent Americanism." Social, political, and economic pressure upon minorities often weakens their loyalty to the nation and makes them either servile or rebellious. It may even develop in them an "oppression psychosis" that reveals itself in suspicion and hypersensitiveness or, in extreme form, in delusions of persecution and grandeur.

Any attempt at assimilation by force usually defeats its own purposes by increasing the social solidarity of the minority group and by making it more determined than ever to cherish its symbols of difference. Under such circumstances the evidence of cultural or racial diversity becomes a source of pride, and the consequent "racialism" or "tribalism" becomes almost a religion. No forceful means, short of ruthless slaughter, will accomplish much in aiding the growth of the uniformity ignorantly desired by the dominant group. A program of understanding and cooperation is, accordingly, not only more humane but more likely to be successful.

On the other hand, any policy that

results in the submergence of our minorities may do grievous harm not only to their personalities but also to the true interests of the majority. Already Europeans are beginning to criticize us for our uniformity - "all cut on the same general pattern." The conscious adoption of a policy of encouraging the preservation of cultural differences will greatly lessen group conflict and will, at the same time, benefit the entire nation by increasing its diversity and local color. Thousands of travellers come to the British Isles every year to see such groups as the Cornish, the Welsh, and the Scotch Highlanders. The Breton, the Alsatian, and the Gascon add flavor and variety to French life and yet are no less loyal citizens than are the dwellers in the valley of the Seine.

Similarly, American life has already been greatly enriched by the artistic creations of the Negro, the stability of the Teutons, the nature lore of the Indians, the industry of the Slav, and the music and art of the Mediterranean immigrants -- to mention only a few of the many examples available. The nation would lose immeasurably if these contributions were to cease because of a short-sighted emphasis upon conformity to the prevailing culture patterns.

For the group now dominant the greatest need, however, is for a change in attitude and for a better understanding of the realities of the present situation. In perhaps no other field are myths and rationalizations so prevalent, so unjust, and so harmful. In the first place, it should become common knowledge that impartial investigation has revealed little or no support for any doctrine of racial superiority. If all races are not approximately equal in inborn capacity for development, at least their ranges of ability greatly overlap, the better individuals of the least capable groups excelling the average individuals of the superior groups.

The worship of any race is, consequently, a modern form of superstition, based upon pseudo-science, and encouraged for ulterior purposes. In a world where easy means of communication bring peoples into close contact a feeling of social distance between the in-group and the out-group can often be created by the simple expedient of making myths, such as those about the "Nordics" and the "noble Aryans." The out-group then serves as a scapegoat for the fears, prejudices, cultural pride, and nationalistic ambitions of the "superior" race. Belief in any "great race" is, then, an elaborate rationalization, a good reason

for the real reason.

The majority group also needs to remember that, rightly or wrongly, immigration to the United States is now so rigidly restricted that there is no danger of the cultural swamping feared with more justification during pre-war years. The present immigration law, according to its authors, provides for such rigid selection that the persons now admitted will equal or surpass the average of the native-born citizens. A fuller comprehension of this altered situation would, doubtless, lead to a greater sense of security and a more hospitable attitude toward aliens.

Hostility and suspicion toward the foreign-born will also decrease if every one realizes that only shallow personalities are able quickly to put away old loyalties. If the immigrant still clings somewhat to his native land, not only does he make a greater contribution to our cultural diversity; he also lessens the danger of his own personal demoralization. As is well known, the children of immigrants tend to have a high rate of delinquency because they often throw off the ideals and traditions of their homes before they have acquired those of the larger American community.

The demand for uniformity among one's associates is, moreover, often an indication of personal or cultural immaturity. A gradual elimination of this adolescent "herd-mindedness" will increase our "cultural pluralism" and the consequent happiness of our minority peoples.

Such changes in attitude toward minorities will naturally lead to less repressive policies. The first step would be the gradual repeal of restrictive laws, especially those limiting voting, marriage, education, labor, travel, and place of residence. These changes, it is obvious, will have to be made gradually in order to avoid violent reactions among the now privileged groups.

Another step will be to increase the political liberties of our outlying possessions. Independence for the Philippine Islands, perhaps under some form of protectorate, now seems almost assured. A similar status could be given to Hawaii and Puerto Rico, if they are not to be admitted to full statehood. Alaska and our other possessions ought to be granted complete freedom in the regulation of local affairs, with safeguards for the rights of "natives."

Just treatment before the courts is of especial importance. The animosity of social conflict is greatly mitigated if the individuals concerned are confident that an appeal to law will result in fair and impartial decisions. Unfortunately, however, investigations

of the administration of criminal justice often reveal evidence of discrimination against Negroes, immigrants, and other minority groups. These conditions are the result of deep-seated antagonisms, but they must be greatly improved before group harmony can be expected.

Mere legal justice is, however, not enough. The principles of justice must be applied in other fields, both public and private. In particular, vocational discrimination and economic exploitation may cause as much bitterness as would the failure of the courts to give impartial treatment.

The changes in attitude and the program of political and economic equalization outlined above cannot, of course, be put into effect without the assistance of the minority groups. Oppressed peoples are generally quite oblivious of their own racial and cultural prejudices. Our minorities, consequently, are also in need of more insight into their own motives and attitudes. Boastful flaunting of differences is quite as much a sign of immaturity as is the demand for uniformity. Clannishness nearly always does harm by arousing greater antagonism in others. Leaders of minorities often "demand the moon" in the effort to curry favor with their followers. This practice, of course, embarrasses their friends among the majority and incites their opponents to sterner resistance. Militant aggressiveness usually has the same result. This is especially true when a minority acts or votes as a unit in political, economic, or other controversies.

Needless to say, minority cooperation does not mean self-effacement. A man who has lost his self-respect is not likely to make a valuable contribution to the public welfare. Cooperation does, however, imply some flexibility and tactfulness in dealing with problems that stimulate emotional and irrational responses.

Both majority and minority groups can, moreover, unite in carrying forward certain policies that will tend to reduce conflict and lead to more harmonious adjustment. And their very unity in working for common purposes will somewhat allay suspicion and lead to greater mutual confidence.

International peace seems necessary for the protection of minorities. In war, it is true, a minority is more easily absorbed in a common effort against the enemy. This, however, is not a harmonious blending of the cultures, each giving and receiving. The more militaristic nations, consequently, try to eliminate racial, cultural, and even regional loyalties in order to

be better prepared for war. Assurance of peace will, then, greatly reduce the danger of forceful assimilation.

Intolerance tends to spread from one sector of life to others. Those who desire peace at home as well as abroad can agree in resisting intolerance wherever it appears - whether in the form of religious sectarianism, economic or philosophical dogma, class conflict, or political authoritarianism.

Likewise, all can unite on the need of a more complete democracy, a democracy that stands not only for political but also for personal, economic, and social justice. Every one can also encourage a spirit of true liberalism, which is, as Judge Oliver Wendell Holmes has emphasized, not the liberty to agree with those in power but rather the freedom to disagree.

Both majority and minority can decide to evaluate individuals upon their own traits and not according to the supposed merits or demerits of the group to which they belong. The feeling of being unjustly treated, according to a previously developed stereotype, is one of the bitterest fruits of group conflict.

All groups can stand together in opposing the exploitation of racial or cultural antagonisms. At present many would-be leaders among both the majority and the minority try to arouse prejudice in order to secure votes, prestige, or economic advantage. In the course of time the growth of insight and tolerance should make such appeals more and more unsuccessful.

Race and cultural differences should be subjected to continuous, impartial, and objective investigation. In this way old myths and superstitions may be assisted to an early grave and the growth of new ones may be aborted. Science and the scientific spirit can help appreciably in teaching us to "see ourselves as others see us."

In conclusion, it may as well be admitted that the pages of history bear ample evidence that man is a "persecuting animal." The task of changing this attitude is not easy but it is not impossible if majority and minority work together. Race and culture conflict is not a situation to be deplored but a problem to be solved by patience, intelligence, and tolerance.

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(Bibliography limited to only ten volumes.)

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Harrington Cooper Brearley, Ph.D, age 44; Protestant, American, White; Teacher of sociology and psychology; has written books and articles on crime and sociological subjects. Interests: Teaching and sociology.

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3  
JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

copy  
Confidential Report on Candidate for Fellowship

Name of Candidate Harrington Cooper Brearley

Report Requested of Howard W. Odum

University of North Carolina, Chapel Hill, N. C.

---

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

*Raymond Patz*  
Director for Fellowships

*al*  
REPORT

(1) In all of the work which Professor Brearley has done with us at the University of North Carolina he has shown great enthusiasm, much meticulous care in the selection and use of his materials, and clear-cut ideas of what he wants to do. If he could complete his trilogy, that is, his first volume on homicide in the South, his second one broadening out into interracial homicide, and his third one dealing with race conflict, I believe he would have made a valuable and much needed contribution not only to Southern literature on the subject, but to the general field of race knowledge and relations.

(2) I believe Professor Brearley is competent to do the work which he has outlined. Furthermore, I believe the broadening experience of his study abroad and his contact with specialists there would be of great value in equipping him further for leadership in the South. We have found Professor Brearley a very effective teacher, as well as a scholarly student.

HWO:h

OVER

UNIVERSITY

JULIUS ROSENWALD FUND  
4901 ELLIS AVENUE  
CHICAGO

Candidate Report on Candidate for Fellowship

Name of Candidate

Report Requested of

Department of North Carolina, Chapel Hill, N. C.

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is enclosed. Please return it with your statement.

We shall appreciate a frank statement of your opinion of the applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

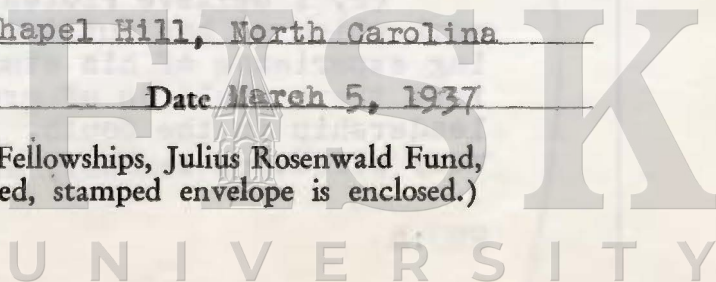
Signed [Signature]

Position or Title Director, Institute for Research in Social Science

Address University of North Carolina, Chapel Hill, North Carolina

Date March 5, 1937

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)





FISK  
UNIVERSITY

HARRINGTON COOPER BREARLEY (44 years old)

PROFESSOR OF SOCIOLOGY AND PSYCHOLOGY (Annual salary - \$2500)  
CLEMSON AGRICULTURAL COLLEGE, SOUTH CAROLINA.

White Southerner      Special Field - Race Relations      Wishes to study the nature  
and sources of race conflict  
at the University of London  
6 months. Admitted

Digest of Application

Born 1893, St. Charles, South Carolina. Married. 2 children

AB, 1911-16 - AM, 1916-17 from University of South Carolina. Ph. D  
from the University of North Carolina, 1922-24, 1927, 1928. Syracuse University  
1926. Columbia 1933. Institute of Race Relations, 1934

Scholarship at University of South Carolina (3) two giving exemption  
from fees, the third paying \$180. Columbia University summer school 1933. Institute  
of Race Relations, Swarthmore College, summer of 1934, \$150.

Instructor at University of S. C. \$600. Technological High School  
Atlanta, teacher \$1000. Teacher at Columbia, S. C. High school \$1200. Teacher  
Durham, N. C. High School \$2000. Assistant Secretary, State Bd. of Public Welfare  
Columbia, S. C., \$2250. Professor at Clemson Agri. College, S. C., \$2500. Univ.  
of North Carolina, visiting prof., summer \$210.

Articles on criminology, race relations and other topics.

Seeks further training in teaching and research in sociology

Budget Summary

Can return to present position.

Total amount needed	\$	150.
From applicant		_____
From Fund	\$	150.
Granted	\$	_____

*6 mos.  
estimate  
Com. suggests  
\$2000/year*



PLAN OF WORK

HISTORY OF PROJECT                      This project had its beginning in 1932 when the applicant commenced a study of inter-racial homicide in the South. Four weeks at the second Institute of Race Relations in the summer of 1934 gave an opportunity to consult with many authorities in this field. These conferences and the observation that interracial homicide is only one phase of the race conflict situation led to a considerable broadening of the field of inquiry. After a number of unavoidable delays the applicant is now devoting his spare time to preparing a volume on homicide and race conflict in the South.

DESCRIPTION OF PROJECT                After the completion of his present study the applicant wishes to use his reading and investigation for several years as the basis for a more generalized study of race conflict as a wide-spread and significant type of human behavior. As a result of this proposed study he wishes to support or discard his present belief that race conflict arises primarily from the process of individual identification with the group and from the attempt to defend the thus expanded self. His hope is to prepare a volume on the general subject of race conflict, including such topics as the following: The Nature of Race Conflict, Race Conflict in History, Bases of Race Conflict, Factors Tending to Aggravate Race Conflict, Factors Tending to Minimize Race Conflict, Exploitation of Race Conflict.

VALUE OF THE STUDY                      If this study is competently done, it will help toward an understanding of the irrational nature of race prejudice and may lead to greater insight into the problems of race conflict and, perhaps, to more tolerance in interracial contacts. Race conflict is a continuing problem of world-wide significance, as has been generally recognized, at least since the publication of Gumpowicz's Der Rassenkampf in 1883. Recent revivals of racial intolerance, notably in Germany, add a timely emphasis to a topic always of importance.

NEED FOR ASSISTANCE                      The applicant is teaching in a small college with an inadequate library, no funds for research in social science, and no provision for sabbatical leave. He has no resources except his somewhat meager salary. If his study is to make its maximum contribution to the better understanding of race conflict, it should be carried on, at least in part, at a university equipped for research in the social sciences and possessed of a staff interested in the field of inquiry.

PLACE OF STUDY                      At the University of London, especially at the London School of Economics and Political Science, is a notable group of sociologists, anthropologists, and psychologists interested in the field of race relations. With these scholars the applicant wishes to continue his investigation of race conflict. Among those with whom he

wishes to study are: Morris Ginsberg, sociologist and author of The Psychology of Society; Lancelot Hogben, social biologist and author of Genetic Principles in Medicine and Social Science; G. Elliott Smith, zoologist and author of Primitive Mentality; C. R. Seligman, ethnologist and author of The Races of Africa; and the distinguished psychologists Francis A. P. Aveling, Charles E. Spearman, and Cyril L. Burt. In London or not far distant can be found G. Spiller, sociologist and editor of Interracial Problems; Julian S. Huxley and A. C. Haddon, authors of We Europeans: A Survey of "Racial" Problems (awarded the \$1000 Anisfield prize for 1936); G. H. L. F. Pitt-Rivers, anthropologist and author of The Clash of Colour and the Contact of Races; L. S. B. Leakey, anthropologist and author of Kenya Contrasts and Problems; and perhaps others equally competent but not known to the applicant. Other opportunities for study in London include the International Institute of African Languages and Cultures, the British Museum, the library of the London School of Economics and Political Science, the International Union for the Scientific Investigation of Population Problems, the British Colonial Office, and Le Play House.

CHOICE OF PLACE            In suggesting the University of London as  
 OF STUDY                    the place of study the applicant is consider-  
 ing not only the opportunities already mentioned but also the  
 fact that the work would be done among eminent scholars with

different backgrounds and contrasting points of view. Under changed scenes and among persons of varied outlook six months of study might give more insight into the problems of race conflict than would an even more extended period of research in the familiar milieu of the United States. This program of study should, consequently, add greatly to the applicant's objectivity and perspective in dealing with topics which are usually so potent in arousing prejudice and bias. (The applicant was once advised by Dr. Charles W. Coulter of Ohio Wesleyan University that London is probably the best place in the world to study race relations. Dr. Coulter is a well known authority in this field, once having served on a commission of the League of Nations to investigate conditions in Africa.)

PLANS FOR PUBLICATION                      If the applicant receives the aid requested, he expects within six months or a year after his return to complete the preparation of the volume outlined above. He believes that this will be accepted on a commercial basis by a publisher. If not, he will endeavor to secure its publication by his own resources.

FUTURE PLANS                      The ultimate purpose of the applicant is to continue to teach, study, and write about sociology and social problems, especially those of importance to the South. He expects to emphasize the subjects of crime and race relations. Six months of foreign study should give him greater understanding and sounder scholarship.

## FINANCIAL REQUEST

### NEEDS

The applicant requests the sum of fifteen hundred dollars as a grant to cover a six months study of race conflict, principally at the London School of Economics and Political Science, one of the schools of the University of London. Twelve hundred and fifty dollars of this amount is asked to provide the applicant's salary for six months. The additional two hundred and fifty dollars is needed to defray the minimum expense of travel to London and back. This sum will not meet all of the costs of the study, but the applicant expects to be able to forego the income from summer teaching and to provide travelling expenses for his family. If he receives a grant, he suggests that he obtain a leave of absence from Clemson College for the second semester of the session 1937-38. About February 1, 1938, he could proceed to the University of London, registering as a research student during most of the Lent Term and all of the Summer Term. Until about August 1 he would remain in London except for trips to consult scholars at Cambridge, Oxford, and perhaps elsewhere. Early in September, 1938, he would return to his duties at Clemson College and would as soon as possible complete the manuscript of his volume on race conflict.

### ALTERNATIVE PLANS

If the plan outlined above does not seem feasible to the Fellowship Committee, the applicant requests a larger grant for a year's work to begin at a date to be agreed upon later. If the Committee is not favorably disposed toward foreign study, the applicant asks for some assistance in study and research in the United States.

LETTERS OF REFERENCE

Harrington Cooper Brearley

Dr. Howard W. Odum, University of North Carolina

In all of the work which Professor Brearley has done with us at the University of North Carolina he has shown great enthusiasm, much meticulous care in the selection and use of his materials, and clear-cut ideas of what he wants to do. If he could complete his trilogy, that is, his first volume of homicide in the South, his second one broadening out into inter-racial homicide, and his third one dealing with race conflict, I believe he would have made a valuable and much needed contribution not only to Southern literature on the subject, but to the general field of race knowledge and relations.

I believe Professor Brearley is competent to do the work which he has outlined. Furthermore, I believe the broadening experience of his study abroad and his contact with specialists there would be of great value in equipping him further for leadership in the South. We have found Professor Brearley a very effective teacher, as well as a scholarly student.

---

Mr. Brearley also named as references Dr. Will W. Alexander and Dr. Charles S. Johnson.

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*Additional references attached: - from*

*Dr. Katherine Jocher, Assistant Director, Institute for Research  
in Social Sciences, University of North Carolina*  
*Dr. Robert E. Park, Professor Emeritus (Sociology), University  
of Chicago*  
*Dr. Guy B. Johnson, Prof. Sociology, U. of N.C.*

The Clemson Agricultural College

(A. & M. COLLEGE OF SOUTH CAROLINA)

Clemson, South Carolina

G. E. METZ  
REGISTRAR

February 16, 1937

To Whom It May Concern:

This is to certify that I have this day examined the diploma awarded by the University of North Carolina to Dr. H. C. Brearley. This diploma certifies that the degree of Doctor of Philosophy was awarded by the University of North Carolina to Harrington Cooper Brearley on the 31st day of August, 1928. The diploma is signed by Dr. J. F. Royster, Dean of the Graduate School, and Dr. H. W. Chase, President of the University.

Very truly yours,

*G. E. Metz*  
G. E. Metz, Registrar

GEM:BJ



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UNIVERSITY

# JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

## Confidential Report on Candidate for Fellowship

Name of Candidate H. C. Brearley  
Report Requested of Dr. Katharine Jocher  
University of North Carolina

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

*Raymond Paty*  
Director for Fellowships

### REPORT

Mr. H. C. Brearley is a first class research man whom I can commend to you unreservedly. When his Homicide in the United States was published, I had an opportunity to work with him closely and to observe the method and character of his work. In addition, I have sat in class with him and have heard him present the results of his researches before such groups as the American Sociological Society. In his work, he is thorough and painstaking along every step of the way, from the early stages of planning the project and gathering the data through the assembling, analysis, interpretation, and presentation of the findings.

Mr. Brearley is also a stimulating teacher--one who is always looking for new material to bring to his classes and for new and better methods of presentation. As a teacher, as well as student, he is constantly seeking research opportunities, and since he has exhausted the possibilities of his own college and community, must now look for assistance from other sources. It seems to me that Mr. Brearley has done all that he could with the means at hand, and more than might be expected, and is deserving of outside assistance. Moreover, we need

OVER

UNIVERSITY

JULIUS ROSENWALD FUND

men like Mr. Brearley in our smaller colleges, where salaries and research facilities are limited; but they, in turn, need assistance to get out of their limited environment for a time and secure new perspective.

Mr. Brearley's studies of homicide provide an excellent background for his larger studies of race conflict and, if given the opportunity, he will make a valuable contribution in this important field. Along with his scholarly approach he possesses marked enthusiasm, has an unusually pleasing personality, is cooperative, dependable, indefatigable, and always carries his full share of the work in any mutual undertaking.

The above named candidate has applied to the Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return your statement.

We shall appreciate a frank statement of your opinion of this applicant's ability and potential characteristics and an appraisal of his plan of work. The only reply to this inquiry will be in the form of a letter to the following: Director, Institute for Research in Social Science, University of North Carolina, Chapel Hill, North Carolina.

Your reply will be held in strict confidence.

*Raymond Paty*  
Director, Institute for Research in Social Science

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

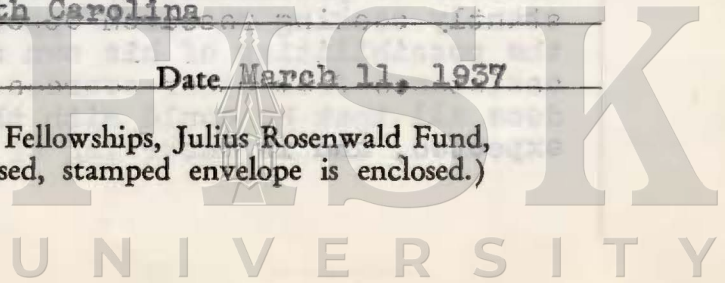
Signed *Karl ...*

Position or Title Assistant Director, Institute for Research in Social Science, University of North Carolina

Address Box 711, Chapel Hill, North Carolina

Date March 11, 1937

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)



P.  
copy in

# JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

## Confidential Report on Candidate for Fellowship

Name of Candidate H. C. Brearley

Report Requested of Dr. Robert E. Park

Department of Sociology

University of Chicago

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

*Raymond Patsy*  
Director for Fellowships

### REPORT

I know Mr. H. C. Brearley. I met him at the Institute of Race Relations in 1934, and acquired a very good opinion of his abilities at that time. I think he is at a disadvantage when teaching in a small college where he hasn't a sufficient library and it would be a real value to him if he had an opportunity to go abroad and perhaps the London School of Economics is the best place to go in order to see conditions in this country in their proper perspective. I doubt, however, the wisdom in encouraging a man to make a historical study of race conflict the subject for a special investigation. It seems to me the best thing for him to do would be to get the breadth of view which he hopes to get from study abroad but get it with the expectation of returning to the South and make a study of some specific problem. He certainly needs all the insight and historical knowledge it is possible to get in order to study some specific problem but I do not believe these general studies are going to be fruitful until they have been applied to some specific problem.

I believe that after Mr. Brearley returns to the South with the advantage of contact with English students of race and cultural conflict, he will be equipped and maybe expected to make some important contribution to our knowledge of race conflict here.

OVER

UNIVERSITY

JULIUS ROSENWALD FUND  
4901 ELLIS AVENUE  
CHICAGO

Confidential Report on Candidate for Fellowship

Name of Candidate \_\_\_\_\_

Report Requested of \_\_\_\_\_

Department of \_\_\_\_\_

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please comment on your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strict confidence.

*Raymond Paty*  
Director for Fellowships

REPORT

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

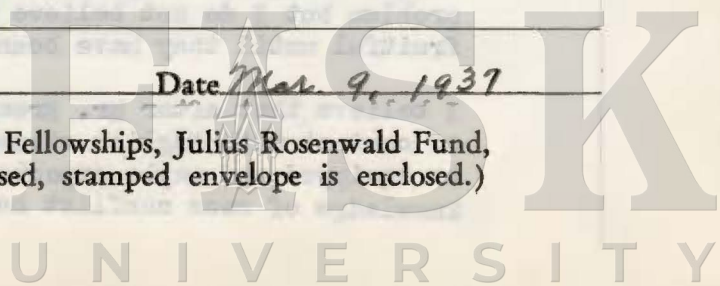
Signed Robert E Park

Position or Title Professor <sup>Sociology</sup> Emeritus, Chicago

Address 5716. Douchester Ave, Chicago

Date Mar 9, 1937

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)



# JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO

## Confidential Report on Candidate for Fellowship

Name of Candidate H. C. Brearley

Report Requested of Dr. Guy B. Johnson

Department of Sociology

University of North Carolina

The above named candidate has applied to this Fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement.

We shall appreciate a frank statement of your opinion of this applicant's abilities and personal characteristics, and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants.

Your reply will be held in strictest confidence.

*Raymond Paty*  
Director for Fellowships

## REPORT

154 Howard Avenue  
New Haven, Conn.  
March 16, 1937

Dear Mr. Paty:

I am sorry there has been a delay in getting this reply to you. I am on leave from the University of North Carolina this year and am visiting various universities. Your letter reached me here yesterday where I have just taken up residence for the rest of the school year.

I have known Mr. Brearley for about ten years, and I have a very high opinion of his abilities. Teaching in a small college on a low salary often deadens a man's ambitions, but not so in Brearley's case. He has kept a keen interest in research, he reads widely, and is a stimulating teacher. He certainly deserves an opportunity to get out and get fresh contacts with authorities in his field.

OVER

UNIVERSITY

JULIUS ROSENWALD FUND

701 ELLIS AVENUE

Brearley is an energetic, dynamic type, absorbs new ideas quickly, and makes friends easily. I think he would get a great deal from a fellowship.

I think that the plan of work which Brearley has worked out is excellent, and I have no suggestions as to changes in of any importance.

The above named candidate has applied to this fund for a fellowship and has given your name as a reference. A statement of the candidate's plan of work is attached. Please return it with your statement. We shall appreciate a frank statement of your opinion of the applicant's ability and personality and an appraisal of his plan of work. An early reply to this inquiry will be of great assistance in allowing the Fellowship Committee sufficient time for an adequate review of the large number of candidates who apply for grants. Your reply will be held in strictest confidence.

Raymond Paty  
Director for Fellowships

REPLY

Is the candidate free from personality handicaps which would make it difficult to obtain and hold a position giving him opportunity to utilize his abilities?

yes

Signed July B. Johnson

Position or Title Research Associate & Assoc. Prof. of Sociology, Univ. of N.C.

Address Chapel Hill, N.C.

Temporary: 154 Howard Ave. New Haven, Conn Date March 16, 1937

(Please return to Raymond Paty, Director for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago, Illinois. Addressed, stamped envelope is enclosed.)

