

Sent in by SP Smith
7/31/35

NPS
(Repts)

FIFTEEN SOUTHERN STATES
SUMMARIZED REPORT OF ROSENWALD SCHOOLS

Built since July 1, 1920

Of the 4976 Rosenwald buildings erected in 879 counties of fifteen southern states, since July 1, 1920, reports have been received (filled out and signed by county superintendents for each school) from 863 counties on 4925 schools, showing 4791 in use in 1934-35, 76 burned (most of which have been or are being rebuilt), and 58 consolidated with larger school centers. The 51 buildings on which no reports have been received (7/30/35) are located in: Georgia (13), Louisiana (1), Mississippi (23), and Texas (14).

The summarized statement of improvements and conditions of the 4790 schools reported upon and now in use shows that since their erection in 1920 or later:

1. 632 classrooms have been added to 323 schools.
2. 888 (18%) of the schools have been repainted inside, and 1,525 (32%) outside.
3. Repairs have been made, within the past four years, on 3213 (67%) of these buildings at a total cost of \$1,497,717, an average of \$466 per school.
4. \$433,847 of government aid has been received for improvements on 1339 (28%) of these Rosenwald Schools, an average of \$339 per school.
5. The school grounds have been improved at 1,850 (38%) of the schools.
6. The county superintendents' rating of the conditions of these buildings as "good" "fair" and "poor", shows 54% of the buildings in good condition, the complete scores being as follows: Buildings - 54% good, 34% fair, and 12% poor; equipment - 33% good, 43% fair, and 24% poor; grounds - 35% good, 50% fair, and 15% poor; and water supply - 46% good, 33% fair, and 21% poor.

AUG 6 1935

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STUDIES AND EXPERIMENTS IN RURAL EDUCATION

December 28, 1934

NRS
SIMON STUDY

	<u>Budget</u>	<u>Payments</u>	<u>Balance</u>
<u>Salary</u>			
James Simon	\$ 2,450.00	\$ 1,250.00	\$ 1,200.00 (1)
Explorers	14,281.59	6,276.59	8,005.00 (2)
<u>Travel</u>			
James Simon	1,500.00	988.91	511.09
Margaret & James Simon (During stay at the Foreman School)	1,432.49	1,432.49	- - - -
Explorers	3,500.00	1,385.08	2,114.92
Advisors	2,500.00	802.85	1,697.15
Miscellaneous	226.15	226.15	- - - -
<u>Automobiles Purchased</u>	1,801.50	1,601.50	200.00 (3)
<u>Insurance</u>	226.00	226.00	- - - -
<u>Auto Repairs</u>	100.00	49.73	50.27
<u>Conference Expense</u>	300.00	82.89	217.11
<u>Supplies for Schools</u>	50.00	21.34	28.66
<u>Printing</u>	200.00	75.48	124.52
<u>Books</u>	50.00	26.79	23.21
<u>Postage</u>	20.00	3.01	16.99
<u>Telegrams</u>	- - - -	6.26	6.26
<u>Balance Unallocated</u>	1,362.27	- - - -	1,362.27 (4)
	<u>\$30,000.00</u>	<u>\$14,455.07</u>	<u>\$15,544.93</u>

(1) Thru June 30, 1935

(2) This amount will pay the explorers thru May 15th.

(3) Approximate amount that will be due Mrs. Cannon for depreciation on her car.

(4) In addition there will be available the amount received from the sale of cars and cancellation of insurance policies (Estimated at \$800)

RURAL SCHOOL EXPLORATION CONFERENCE
Nashville, April 27 and 28, 1935

Councilors

Dr. W. W. Alexander, Director, Commission on Interracial Cooperation,
Atlanta, Georgia.

Mrs. Jessie H. Benjamin, Instructor in Rural Education, Forsyth
Normal School, Georgia.

Dr. John J. Coss, Columbia University, New York City.

Dr. Michael M. Davis, Director for Medical Services, Julius Rosen-
wald Fund, Chicago.

Mr. J. C. Dixon, Georgia State Department of Education, Atlanta.

Mr. Edwin R. Embree, President, Julius Rosenwald Fund, Chicago.

Mr. Leo M. Favrot, Southern representative of the General Education
Board.

Mr. Burton Fowler, Tower Hill School, Wilmington, Delaware.

Dr. Nolen M. Irby, Arkansas State Department of Education, Little
Rock.

Mr. Charles S. Johnson, Director, Department of Social Science,
Fisk University, Nashville.

Dr. Charles H. Judd, Director, Department of Education, University
of Chicago.

Mr. A. C. Lewis, Louisiana State Department of Education, Baton
Rouge.

Mr. Fred McCuistion, Association of Colleges and Secondary Schools
of the Southern States, Nashville.

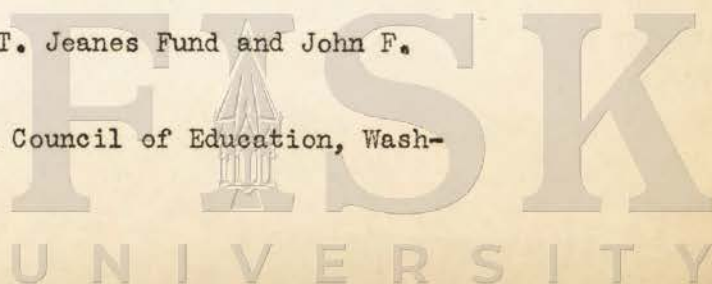
Dr. B. Schrieke, Director of Education of the Dutch East Indies,
Batavia, Java.

Mr. and Mrs. James F. Simon, Julius Rosenwald Fund, Chicago.

Dr. Lloyd Warner, Division of Anthropology, Harvard University, Cam-
bridge, Massachusetts.

Mr. Arthur D. Wright, President, Anna T. Jeanes Fund and John F.
Slater Fund, Washington, D. C.

Dr. George F. Zook, Director, American Council of Education, Wash-
ington, D. C.



Explorers

Miss Florence Beatty, Columbia, Louisiana.

Miss Elizabeth P. Cannon, (Teacher), Red Oak School, Georgia.

Mrs. Catherine Duncan, (Teacher), Red Oak School, Georgia.

Mr. Lewis Jones, Menefee Community, Arkansas.

Mr. Buford H. Junker, Perry, Georgia.

Miss Ruth Lockman, (Teacher), Fair Play School, Georgia.

Mr. and Mrs. E. C. Morgenroth, Fitzhugh Community, Arkansas.

Miss Narvie Purifoy, Mangham, Louisiana.

Mrs. Estelle Massey Riddle, Calhoun, Louisiana.

Mr. John Wilson, Fair Play Community, Georgia.

Guests at the Nashville Meeting

Dr. Hollis Caswell, George Peabody College for Teachers,
Nashville.

Mr. John Gammon, Principal, Fitzhugh School, Arkansas.

Mr. Ed McCuiston, Director of Certification and Teacher-
Training, State Department of Education, Little Rock,
Arkansas.

Mr. S. L. Smith, Director for the Southern Office, Julius
Rosenwald Fund, Nashville.

NRS
SIMON STUDY
Repts

FITZHUGH COMMUNITY

By

John Gammon Jr.
Smith-Hughes Instructor

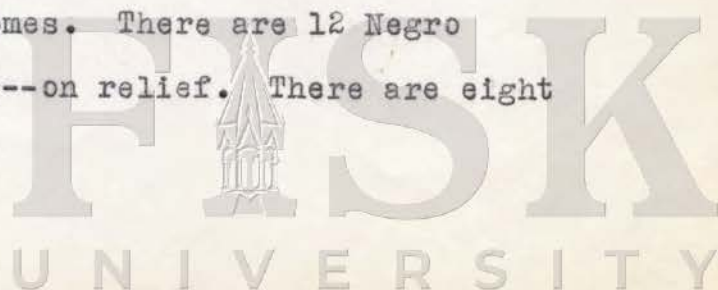
1935

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FITZHUGH COMMUNITY

Comparatively speaking the Fitzhugh Community is a small place. It has an area of 36 square miles. It is bounded on the northwest by the White River which is noted for its fishing industry. A stretch of fertile timber land two miles wide bordering on the river and extending down the entire west side of the community provides excellent pasture lands. This land is all overflow land and there is very little hope of using it for cultivation in the near future, however, it is ideal for the grazing of cattle and hogs. This river bottom area is populated by a rather undesirable type of poor white. They refuse to use schools or churches. They provide the source for an occasional family to pull out of that undesirable situation and become sharecroppers and renters in the other sections of the community. Across the northern portion of the community there is an area known as "the sand". Here the soil is sandy as the name implies and is in contrast to the other two portions of the community--the gumbo and silt areas. The latter type of land predominates and is the most desirable. Negro and white farmers are almost equally distributed throughout the community; that is, there is no predominance of Negroes in certain neighborhoods or on certain types of land.

There are 134 Negro families and 100 white families in Fitzhugh. A survey of the Negro homes indicates that there are 14 two room homes, 22 three room homes, 75 four room homes, 15 five room homes, and 7 six room homes. There are 12 Negro families without sources of income--on relief. There are eight colored land owners.



The school district is a consolidation of six former one room schools--three white and three Negro. Personal contact with the colored school has not been lost due to consolidation. The agencies and organizations devised to maintain a feeling of community unity and interest in the Colored School will be discussed later. The Consolidated ^{white} Negro school offers twelve grades of work to 189 pupils. The Negro school enrollment has decreased slightly during the past few years and the white school enrollment has increased--this has been due to the same trend in tenantry. There are four teachers in each school. Both schools have an 8 months term. There is comparative equality in salaries. There is Smith-Hughes work in the colored school and not in the white.

The farming system is typical of the average southern plantation with the sharecropper predominating over the renter or owner. The number of renters has been slowly increasing; this latter situation is due to an increase in white tenantry. Ninety per cent of the land in this district is in the control of three families; with one of these three in residence and control. This controlling landowner prefers Negro tenants and is largely responsible for the equal financial support the Negro school has received. Landowners in my community encourage kitchen or truck gardens. This attitude is in direct contrast to the situation in the adjoining community where cotton is planted right up to the door step and the land used by a tenant for garden purposes is rented to him for an extra fee. There is a tradition of long term, almost permanent, tenantry in Fitzhugh.



There are no white churches in Fitzhugh community. The principal of the white school sponsors a Sunday School which is conducted by a retired preacher. An occasional revival is the only religious activity for the white adults.

There are five Negro churches - four Baptist and one Methodist. Attempts to consolidate the Baptist churches have never met with success. The preachers are poorly paid and equally poorly trained.

State Highway No. 33, an all weather gravel road, passes through Fitzhugh and makes adequate transportation to markets possible. There is the customary plantation store where all credit trading is done plus 25% of the cash trading; the balance of the cash trade is carried on in nearby towns and through mail order houses.

When I first came to Fitzhugh School three and one half years ago I set up the following five year plan of work. Outside of the regular day school activity I decided to carry on the following activities as part of the vocational agriculture work:

- 75% of the homes screened (50% screened today)
- 85% of the homes with sanitary toilets (50% today)
- 25% of the families to grow lawns (25% today)
- 10% of the families to have flower gardens (10% today)
- 50% of the families to raise pure bred chickens (50% today)
- 85% of the families to whitewash homes (25% today)
- 85% of the families to grow all year round gardens (85% today)
- 90% of all families to send all children to school (after an intensive campaign to increase attendance this part of my plan was dropped as part of the ACTIVE work . . other parts of the plan were intended to bring about better attendance).

- 100% of the families to fence gardens (100% today)
- 100% of the families to grow a full supply of food-stuff for the livestock (50% today)
- 100% of the families to grow fully supply of food-stuff for family use (75% today)
- 85% of families to put in at least one fruit for each member of the family (15% today)
- 75% of families to practice crop rotation (60% today)
- 10% of families to put in kitchen sinks (5% today)
- 100% of the families to give special attention to health of their children (15% today). Though we must mark the parents low on their attention to health problems of the children it is necessary to note here that we have had three health clinics for the children since I have been at the Fitzhugh School.
- 75% to get at least one milk cow (75% today)
- To put in at least one pure bred bull (100% today)
- To put in at least four pure bred boars (50% today)
- To put in at least four pressure cookers for canning (125% today)
- To raise the average number of garden plants (varieties) from 11 to 25 (100% accomplishment on this item)
- To have the ship well equipped
- To beautify the campus (Won State Rosenwald Prize Last Year)
- To organize a market association (two have been organized)
- To organize a barter system of exchange (This was necessary for the first few months. It served a useful purpose but is no longer necessary.)
- To encourage better care of work stock and farm property
- To begin a "Better Homes Program"
- To organize part-time evening classes for older boys
- To organize evening classes for adults
- To organize day unity classes for older boys and girls

The program carried out to date has been developed largely through PERSONAL CONTACT; by this I mean attempting to reach every family and planning a program for each individual family. Examples of such programs for various families are - Developing projects in poultry raising, hog raising, fall gardens, truck gardens, etc.

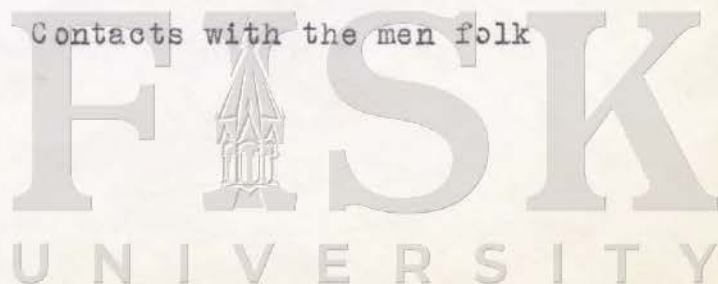
I know every child and every adult in my community because I have made it a point to go to their homes. I know their needs, their weaknesses, their handicaps, their abilities to carry out a farm practice program. I live in the community with one of the tenant families. It has been necessary for me to gain the confidence of the people and make them feel that I am living in the same world they are. As their confidence in my program has grown they are doing things out of respect for me rather than complete understanding as to the benefit they will receive. This attitude on their part gives me the additional task of making them begin to evaluate their work programs on a basis of merit rather than my endorsement or the opinions of others. I also try to make each family or person feel that they are both necessary and useful to the community life.

Boys and girls who have dropped out of school have been encouraged to return. They are made to feel that they will not suffer embarrassment by being put in the lower grades. Pupils are classed by age and social group as much as possible. I feel very strongly that the boy or girl from 18-25 who comes to school for a few months in the winter learns a great deal by just fitting in to the school program whether he learns a lot or Arithmetic or not. Whippings and severe punishments which have been responsible for driving some away are no longer practiced. By keeping the pupils busy and engaged in something they find useful and enjoyable interest in the school has been revived. Those

boys who were not financially able to carry on projects as part of their school work have arranged with me for their initial cash outlay. I try to give the boy credit for his success in any project he undertakes. He has the experience of paying back the initial cost and keeping the profit. This results in satisfaction and learning on the part of the boy; interest on the part of his family; and the strengthening of the school's position in the community. Girls as well as boys carry on these projects in hogs, poultry, etc.

The older boys were first brought back to school by means of part time classes held in the evening. Now these boys attend the regular day school for as much time as the farm work permits. This means that they spend two, possibly three, winter months in daily attendance. The day unit classes which meet once each week have also interested certain boys and girls. Some of the younger people in the community who are married come back to school for the part time classes.

In developing the school program I found a better response from the women in the community than from the men. However, as time went on classes for the men were organized and showed fine results. I interested the men by having them know that if they failed their families failed. By giving them something definite to do and allowing for a reasonable chance for success the men have slowly become better farmers. Contacts with the men folk



were often brought about by my work with their boys. By providing picnics and other social activities interest in the class work was heightened.

Many of the same reasons why the men were interested also apply to the women. I found it much easier to plan a program for the women by which they could receive a small cash income. This is largely carried on by the women folk and the men were and to a large extent still are wrapped up in cotton farming. The training the girls received in school often attracted the mother's attention to the need for her participation in the adult study clubs to improve homes.

Socials, clubs, athletics and other recreational activities as a regular part of the curriculum were responsible for many older boys and girls returning to school. This has also provided a well balanced daily program in the school room and made for added interest on the part of those children who were already in attendance.

Next I will give you a brief description of the specific agencies and organizations used in developing the program:

My first activity outside of the regular day school was to organize EVENING CLASSES for women. Later classes for men were organized. There are now six evening classes for women and three for the men. Though the work "evening" is used it indicates an afternoon meeting in many cases. The FEERA adult teacher has taken over the active management of some of these classes this year. Topics discussed in these evening classes are: year round

gardens, poultry, marketing, etc. During my first six months in the community I spent much of my time becoming acquainted with the people and talking about many different subjects in the evening classes. Out of these discussions grew the plans for a BETTER HOMES CONTEST. Interest in the Better Homes competition was developed through friendly rivalry. We included the home, the yard, the garden and poultry in our early plans for the Better Homes. Small prizes were offered. Land owners supported and encouraged the program.

I have taught them to improve their homes as a matter of community pride. This year there will be no individual cash prizes, but three sections of the community will compete for a trophy.

Occasional picnics and socials combining all adult groups have added a bit of exclusiveness to the classes and also encouraged a feeling of loyalty to the school rather than neighborhood factions.

A Community Fair held each fall is an additional agency to encourage better living, food preservation, art, beauty, home management and better farming.

During my first fall in the Fitzhugh Community a hop cholera epidemic was instrumental in giving me a real opportunity to serve the community in a way which helped me to establish friendly relations and contacts that meant confidence in my work and ability to do something for them which they could not do for themselves. During this period I vaccinated over 500 hogs and lost only 15 of this number. In spite of this rather fortunate percentage there were still many skeptics in the community but gradually

there has been a break down in the general attitude of disbelief in the benefit of vaccination--one of the first new things the community has adjusted to. This year there are very few farmers (both colored and white) who do not realize the value of protecting their hogs from cholera; just before coming to this conference the last of the rather vigorous did hards gave way and asked me to vaccinate his hogs . . . he has been losing about 100 each year.

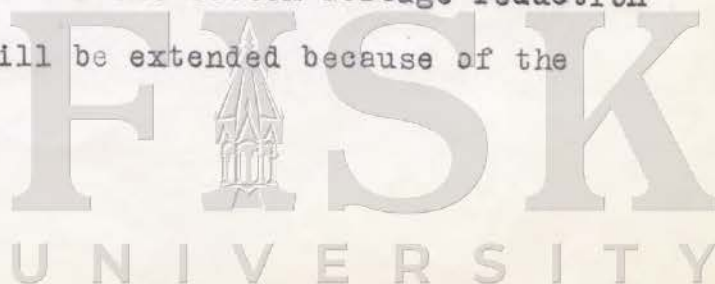
The P. T. A. was already organized when I came to Fitzhugh. One of the annual activities of the P. T. A. has been to make a crop for the benefit of the school. One of the land owners contributed the land and the P. T. A. members did the work. One year the school made three bales of cotton. The money obtained from this activity was used to carry on the Better Homes Contest, the Community Fair and other adult functions.

The POULTRY ASSOCIATION is one of the outstanding agencies of service sponsored by the school. This association stands out as one organization that has rendered service not to the Negro School alone, but to the community at large. The Poultry Association has 81 members and of this number 50 are colored and 31 are white. The association was organized with 18 members in 1933 and has grown steadily since that time. By marketing large quantities of poultry we have been able to make a bid for an excellent market--usually getting prices in excess of the market quotations. Members of the association bring their poultry to the school on appointed sales days and sell their produce under competent supervision which insures fair weight and fair prices. There is a small membership fee. Over 12,000 have been sold since January 1 of this year for a total sum of \$1440.00. Through the association over 5000 baby chicks will be distributed in the community this season.

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This number plus about another 5000 grown from home flocks will insure a total of about 7000 reaching maturity. A special market has been developed for capons and the boys' classes in agriculture are given some training in caponizing. This poultry problem was approached as follows: The problems to solved were: (1) What breed to grow; (2) What is the proper feed; (3) How to house them properly; (4) Where to market them; (5) How to gather knowledge of rearing and caring for chicks. The above problems were met as follows: (1) Final decision to raise barred rocks; (2) Proper feeding was made possible by growing larger grain crops and planting green feed for winter use; (3) Proper housing has been partially taken care of by building 23 new hen houses, 2 laying houses, 29 poultry yards and 6 brooder houses; (4) Market problems have been solved. Trucks drive up to our door; (5) Evening classes and school work has increased the general knowledge necessary to successfully raise and care for chickens, though there is much room for improvement here. Beginnings are just being made in the raising of pure bred flocks. Seven flocks have met hatchery requirements this year for certified eggs at a guaranteed price.

The Hog And Cattle Association has not been as successful as the Poultry Association because the cash outlay required for these projects is much greater. However, some marketing of hogs and cattle has been carried on and has netted some \$500 to \$600 a year. No active encouragement has been carried on in the matter of cattle raising--only the incidental surplus has been sold. Hog raising for the market has been encouraged. If the cotton acreage reduction will continue this field of work will be extended because of the



increased supply of feed.

The CANNING CLUBS have for their purpose the training of the housewives in using and operating pressure cookers. Canning great varieties and amounts of fruits, vegetables and meats has become a matter of much pride for members of the clubs. Many families have been able to become self sustaining by preserving enough for their own use. Some families canned as much as 300 quarts of vegetables, fruits and meats in one season. Members of these clubs gradually became trained and able to operate the pressure cookers without supervision. A few demonstrators were trained first and these members took great pride in training others. The community now owns five pressure cookers.

CHURCH LOCALS are organizations set up within the churches to provide classes in Bible study. In order to reach all individuals in the community it became necessary for me to thrust myself upon these groups. There was antagonism to my visits to these church clubs, but this attitude has changed until today they have invited to become the club instructor in the Bible lessons. I have used these invitations to talk better homes and better farming in the name of Bible study. Today these locals are a real part of the agricultural program of the school--this in contrast to their early feeling that they didn't even want me to attend their meetings.

Next I will discuss with you certain obstacles which confronted the program of work set up in Fitzhugh. One of the most difficult obstacles which I first encountered was the CHURCH, or rather, the PREACHERS. They opposed every idea which I advanced. Their objections were not because the idea presented was wrong, but because it was something new--something different from that which they had been

doing. A careful survey and check showed without a doubt that no preacher in the community has ever planned his work beyond his regular preaching day--and that it was usually dependent on how the spirit moves him. Any activity on the part of the school outside of the classroom was considered as a sin against the church and God. Baseball, basketball, marbles, tennis, folk dancing, school plays were all considered as evil. I have heard funeral sermons preached on the evils of baseball games. The preachers rule the people by fear -- preaching about destruction by storm, lightning, high winds, drouth, floods and blizzards. The preachers are interested only in obtaining food and keep from the people in their churches who have little enough to spare as it is. In several instances the preachers farm during the week -- and have been the most unsuccessful farmers in the community. But I have been able to slowly change even the most antagonistic preachers. This change of heart has been due in some measure to the pressure of the various congregations in turning to the activities of the school and turning away from the church for certain social activities which once centered there. The fact that the school program has been of financial aid to the people has been a factor which the preachers have not been able to meet. The program of the school puts cash into the pockets of the people and all they hear in the churches are please to turn some of that money back to the preacher. When the people were asked if they were satisfied with the present type of leadership in the church the general reply was "yes". But the program of the school has gone on its way and in spite of the feeling that the church was alright they have gradually turned toward the school and given it better support than the churches. Because the preachers have seen a slow breaking down of their power they have felt that the school

program must be opposed. They realize that as the people become enlightened they (the preachers) will be too inadequate to meet the situation. In their own words "I can't preach to the children like I can to the old folks. If you want your children to have the same religion you have you must break away from the school". The preachers themselves have admitted that if the present staff of teachers remains until the boys and girls of today become men and women they (the preachers) will not be able to serve the churches. The wife of one of the most antagonistic preachers has this spring joined one of our canning clubs and has taken on a project of 100 baby chicks; this is something of an indication of how the school program has grown in strength in three and one half years.

Another great obstacle to the program of the school I have chosen to designate as FALSE LEADERSHIP. By this I mean the failure of such organizations as Secret Fraternities, Negro Banks, Negro Insurance Companies, and Farm cooperatives. 90% of the families in my community have at some time or other in recent years been victims of the failure of some of the above organizations. They have often been victimized by white as well as colored agents who claimed they were, or representatives of business organizations. For instance at one time a man came through my community selling memberships in Sears and Roebuck for \$5.00 -- for this each member received a catalogue. Repeated instances of such practices have made the people in Fitzhugh very skeptical of any new idea advanced. Any attempts to organize them into cooperative selling or marketing groups had to overcome these old prejudices. In spite of the fact that the Negro has been victimized by both white and colored agents the Negro farmer in my community still has much confidence in the opinions of his white neighbors. The significance attached to the

opinions of white tenant farmer neighbors has made it necessary for me to sell my program to the white farmers as well as to the Negro. Numbers of Negro farmers did not accept my views until they found they had been accepted by their white neighbors. Very few Negroes, if any, would differ with my views on any problem if the whites agreed with me.

Because of the landowners' approval of my program I found it easier to convince the Negroes of its worth. Under these conditions it became absolutely essential to work with both white and colored farmers, and in so doing much has been accomplished to improve the general standard of living in the community at large. I found it almost impossible to serve the Negro group without serving the white group because they live next door to one another and are faced with the same problems. Some of my services to both groups of farmers has been pruning trees, vaccinating hogs, culling chickens, caponizing, loaning agricultural pamphlets, loaning money for poultry raising, building chickens coops and brooder houses, spraying trees and crops against insects.

During my first year in the community OLD DEBTS were a real obstacle to advancement. Negro farmers were faced with the problem of deciding whether to remain on the places where they were and attempt to pay out or move and make a new start. The average sharecropper owed an old debt of \$100. The average tenant owed as much as \$200. He knew before planting a single seed that with cotton prices as they were plus his current debt that it was impossible for him to depend on the cotton crop for an income for himself.... all of it went to the landlord for back debts. White farmers were undoubtedly faced with the same problem but did not speak to me about it because they didn't know me. Repeated failures of the

cotton crop in spite of increased efforts and plantings finally prepared them for a program which would help them make a living without depending on cotton.... in other words, they were willing to try poultry as a means to insure themselves of some cash if the cotton crop failed. By insisting that old debts were to be paid before any new moves or changes of landlords should take place I not only gained the confidence of the landowners but I convinced the Negro farmer that he had certain responsibilities to meet.

The WHITE SCHOOL program does not include Smith-Hughes work at present because two attempts to carry on this work have been failures due to the fact that the men sent to these positions were not able to carry on a program with the type of farmer they were called upon to deal with. Members of the local board of education have freely expressed their opinions on the failure of the Smith-Hughes program in the white school. I feel that my work can go only so far in serving the community and then I am more or less limited in what I can do. Unless a community development program sponsored by the white school through Smith-Hughes work or some other agency is instituted I feel that further progress on my part might bring about jealousy or ill feeling which would disrupt the fine attitudes and balance between the races which now exists. I have little or no control over this situation and I have been reluctant to speak of it but I sincerely feel that it is an obstacle to our further growth.

One other difficulty which I have had to face has been the increase of my duties with increasing demands on my time. Because I am required to teach some of the literary work in the school I have not had time to spend in the community to the extent which it needs. There is work for two or three trained agricultural and

vocational workers in Fitzhugh. This is true because the people are now receptive and ready for suggestions -- eager for help and advice.

I have been asked to discuss some of the weaknesses of my school as I see them. Obviously to say that we need more teachers is not a new or unusual weakness in a Negro School. The primary department in our school at Fitzhugh is especially in need of one more teachers. The work done there at present is excellent but the great numbers of children in daily attendance make drill in the fundamental subjects almost impossible.

I feel that the school program does not correlate with rural life as much as I would like it to. I would like each teacher to know more about what the other is teaching and have some idea of the general plan that we are aiming at. I am afraid that as it is, one of us may be undoing what the other has done. For instance, in my work in vocational agriculture I try to teach the boys to be self-reliant, I let them alone to carry on certain jobs and if they do them poorly we do them over and try to learn in the process. The academic or literary part of the school does not encourage this self-reliance to the extent that I would like to see it. I think it is more or less direct opposition to it.

Another weakness, which cannot really be placed on the shoulders of the school, is that the agricultural or school training is undone at home. Boys and girls are not able to practice the things which are being taught in the school. For this reason I have stressed the work among the parents and the adults in the community. However, much more needs to be done to reach out and give the parents some idea of what the school can do for their children. I have found that projects attempted by boys and girls in Fitzhugh have been handicapped by the lack of opportunities to grow and

expand. That is, they have not been able to secure additional land or resources to enlarge the scope of their projects. The boy is handicapped by the limitations his father and the landlord place on him. In many cases if the boy would be allowed to carry his project to completion (as he really would like to) he is unable to do so because it would make him independent of his father by increasing the boys' income beyond that of the father. Projects have been repeated but not permitted to grow from a small enterprise to a larger one. By this I mean a project that would involve growing poultry the first year, adding hogs the second year, calves the third year and each year increasing the acreage necessary to care for these activities. The boys and girls have demonstrated that they are capable of carrying such a long-time program but they have not been able to meet the difficulty which the system of farming as well as the attitudes of the parents has set up.

Another weakness in our school is the lack of stability or security in our jobs. I feel that we have better reason than many schools to feel secure in our positions. We have been assured of tenure for as long as we want but generally speaking the program which I have been attempting to carry out requires the assurance of at least five or ten years to complete it. For instance, I have borrowed \$400.00 to begin our poultry projects for this season and on the basis of year to year contracts I feel that projects that would require a larger investment than that too great a risk. This is why more attention has been paid to poultry - because of the small cash outlay necessary and the comparatively quick return. I would like to carry on extensive projects in hogs and cattle. This latter activity would make the people in my community truly more self-sustaining than they are.

At present there is very little opportunity for the tenant farmer in my community to become a land owner. At present I feel that there are between 12 and 15 families out of 134 in my community who are ready for land ownership and would be able to meet reasonable obligations and become independent landowners with the supervision the present school program offers them. One of the aims of our school is to prepare the young people who come out of it for land ownership but until more opportunity for such activity is provided we must continue to divide our efforts and try to make good tenants out of them too. The landowners approve of the program of the school in encouraging the sharecroppers to become renters and the renters to become landowners.

File

NRS

SIMON STUDY

RECOMMENDATIONS

Miss Beecher Parker

~~General~~ Repts

I. Great attention to first grade where stagnation occurs. An extensive reading readiness program.

Materials such as newspaper print needed.

Greatest curse wasted time. Inactivity of children must be done away with. Work books, etc., must be provided.

More emphasis on oral English. (Miss Cheney let group tell riddles.)

Much easy material put up in small doses for children of early grades. Based on environment. See Dixon outline.

To children in first grades grammatical English is new and the mechanics of reading are new. Do not add a third difficulty by introducing a wholly new vocabulary.

Puzzle about mule.

Booklet about travel.

Material drawn largely from social science and science material.

Much easy supplementary material for those who are progressing.

Make them see that reading can be fun.

II. Intermediate and upper grades.

Too much integration in printed program.

Social science --- Flexible course

Science ----- Flexible course

Basic booklets written at low level. Provision for individual differences made through supplementary reports, graded exercises, extra reading, etc.

Strong emphasis in science booklets on health, agriculture, and the breaking down of superstitions.

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Strong emphasis in social sciences on home life, etiquette, community life, and place in the nation. Government services.

Current events paper. Give idea of reading a paper.

Plan work in which all can participate. Garden, beautifying school grounds, building a museum, making playground equipment such as a sand pile.

Great improvement in technique needed:

Challenging material

Avoid procedure likely to lead to memorizing

Use all time to good advantage

Use older children to help younger ones - get

Get training in oral reading themselves.

III. Reading

Too much attention spent on going through the exercise of reading and too little on building up a background so that reading will be easy and meaningful. Should stop reading lessons aloud.

Too little insistence on getting ideas from the printed page. Most teachers failed to point out any connection between the questions in a text book and the text. Saw not a single instance of reading being used to clear up a point under discussion except when I taught Mr. Gaskins' class.

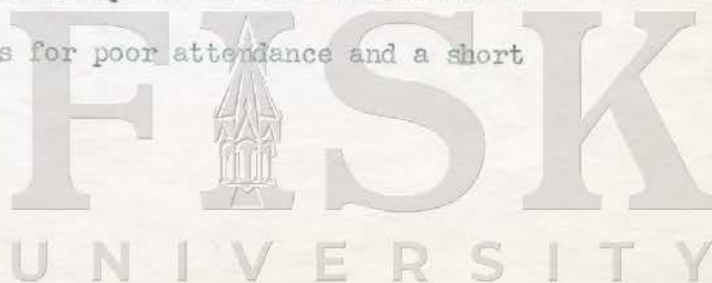
IV. White Rural Schools

Much less of a problem than the colored schools.

Rural children doing good work in demonstration school in Athens.

Nothing wrong with children themselves.

Simplification a temporary expedient except in so far as it makes a flexible program possible and compensates for poor attendance and a short school term.



Need for simple material because of poor teaching and inadequate equipment should cease to exist.

V. Tests

Show clearly on part of colored children lack of adequate background.

VI. Reading problems in Miss Cheney's first grade due to

Low mentality?

Poor equipment?

Unsuitable reading materials?

Poor attendance?

Poor technique on part of teacher?

Interests of children less mature than might be expected.

VII. Children

Children can be stimulated. Taught lesson on green plants as food factories to two groups. Good response.

Taught story of writing, solar system, and fishes to one unit each.

Read What Am I? with Miss Cheney's children.

Went with Miss Lockman's children on a trip. Did two or three experiments with Miss Lockman's children. Response good.

VIII. Whole problem complicated by

1. State course of study. Revision of curriculum now in progress.
2. Unwillingness on part of Negro schools to have a curriculum not exactly like that in white schools.
(Mother who took child out of Miss Cheney's school.)



3. Fact that consolidation has gone on so rapidly in white schools that it is perhaps too late to do much with building the school into the community.

Cleaver

- ① Individual instruction carried too far. Should do more group work
- ② Reading material should not be read line by line until children have a chance to memorize. Very simple material necessary — and rapid reading essential.

Lockman

- ① More training in methods
- ② Should let children carry some of the burden. Speaks so much of himself that (at least in our audience situation) the children have no chance.

- ③ Should teach grades together more

Pashins.

- ① Does not hold + sufficiently high standards
- ② Should build up background and interest before attempting to teach subjects (especially social sciences)
- ③ Should teach grades together.
- ④ Should try to get a little inspiration. Too quiet. (This last very difficult because he prides himself on the fact that nobody can tell when he's teaching)

NRS

SIMON STUDY

RURAL SCHOOL EXPLORATION

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msl - nes
bIS - JPS
JTS - JPS

NRS
SIMON STUDY

GOOD AND BAD SCHOOLS

(Repts)

1. Agreed as to necessity of making study and comparison.
2. Not to be done by one individual
3. Staff members should participate
4. Council Committee should participate
5. Criteria should be developed by 3 and 4, largely by 4.
6. Ask ERE to set up Council Committee.
7. Composition of Council Committee

Johnson	Fowler
Warner	or
	Cocking
	or
	Judd

Agreed on Warner and Johnson and perhaps Fowler

8. Meeting of Council Committee to propose criteria
9. Mr. Sanchez to begin on check list (?) (tentative) to be used by Council Committee. Areas in which there are questions to which we want answers.
10. Tentative outline to be ready for Council sub-committee

JCD:MLU 1/21/37
Entire Rural School staff

FEB 23 1937

NRS
SIMON STUDY

(Repts - memos etc)
173.50
28
84
30
30

TO Mr. J. C. Dixon
FROM Dorothy Elvidge
DATE April 29, 1937
SUBJECT: Salaries

O.K.
what about Mrs Gaskins' pay
Lockman: We pay her \$160 per month with no deduction for the amount she receives from the county. Our contract was for a nine-month period beginning September 1st. Therefore, she will receive her final check at the end of May unless she leaves to take over her new job before then. Leave word with her to let us know the date she leaves Fairplay and to what address she wants her final check mailed.

O.K.
Cheney: She will receive \$70.00 per month for eight months, less what she gets from the county. I have deducted seven county payments of \$25.00 each. Miss Cheney began work on September 28th, so her final check will be due May 28th. If I make one more county deduction, making eight deductions of \$25.00 each, will that check with the amount she has received in salary from the county?

O.K.
Gaskins: We pay Gaskins \$160 less the \$47.50 he receives from the county. If he receives a total of eight months' compensation from the county, he will have one more check due him from the Fund on May 31st for \$160 less the \$47.50 from the county, or \$112.50.

O.K.
Reddick: We arranged to pay her \$50 per month for a seven-month period with no deduction for the amount received from the county. She began work September 29th, and has received her full seven months' compensation plus two additional days. Will she be teaching any time during May?

O.K.
Duncan: We arranged to pay her \$150 per month for a nine-month period with no deduction for pay received from the county. She began work on September 1st, therefore, her final check will be due on May 31st. (You will notice that Miss Reddick's contract expires one month earlier than this.)

1. What about the disposition of the three cars used by the explorers in Fair Play?
2. What about the Teacherage?

We advanced an additional sum approximately \$100 for the completion of the building. We have been collecting the rent from Gaskins and Lockman to off-set against this sum. Arrangements were made by Jim with Mr. Owen that if the building was used as a Teacherage next year, we would continue to get the rent (\$6.00 per month). If the school is closed, we shall probably have to charge off this sum (approximately \$90) against the appropriation for the Rural School Program.

Fair Play.

Miss Lockman.

Started work Sept 1st.

Due pay from May 1st to ~~10th~~ 10th (One week)

County has paid her up-to-date (\$40 per mo.)

Mrs. Gaskins supplied for Miss Lockman from
May 10 through 21st (2 school weeks) and
is to be paid by county

Miss Lockman to leave car in Madison and
key with Mr. Owens. Also license card and
insurance paper.

Permanent address:

Lockman's
address

1. of 305 Montgomery Street

Montgomery, Ala

of Miss Catherine Seitz

2. Ashwood Plantation Project

Bishopville, S. C.

Gaskins has accepted principalship Beaumont
School, Columbus, Ga of Clinton Moore.

Rent on teacherage.

Miss Lockman to pay $\frac{1}{4}$ of $\frac{1}{2}$.

Teacherage -

Fund to hold \$100 and head of community
to preserve debt, for community
also with Owen about seed.

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Red Oak.

school started Sept. 28th

" closed Apr. 30th

Mrs. Duncan started teaching Sept 28th
Miss Reddick " " Sept 29th
both taught to & including April 30th.

Miss Reddick.

has received 7 \$35 checks from county
received full payment to date from fund & Cy.

Mrs. Duncan

Cy has paid 7 mos at \$40

May co will also include June July Aug.

Miss Reddick to Iowa.

Hampton - June 15th

T.C. - July 5th

Iowa? -

Summer address:

501 Forsyth Street

Macon, Ga

Mrs. Duncan. -

Iowa -

Owens

Conference on Fair Play salary set up.

Mrs. Gaskins

Owens to give Miss Lockman full check for May, Miss Lockman to pay Mrs Gaskins for 2 wks.

Mrs. G. will draw 2 wks pay (2 wks \$40) from County.
J. R. F. might pay her \$10 to \$20.

Miss Cheney

County owes her salary for May & will be paid by Owens this Friday, if her records are complete
County \$25 per mo.

Elridge figures O.K.

Gaskins

County pays him \$7.50 per mo. & owes only for May.
Elridge figures O.K.

Teacherage

Talked with Owens about this

Gaskins

Planning to go to summer school or teach at Charleston.
To write Jim about auto.

Several times during the meeting of the Council reference was made to exceptional school situations and individuals - "good and bad variants" from the average.

There seemed to be a general opinion that we need to know and to have information on these. All of us already have in mind schools of various types which we think of as good or bad. So also does each of us have in mind exceptionally able people in various fields already related to or which can be related to the Rural School program.

However, it is very likely that, except where we have been considering the use of or the cooperation with a school or a person, we have not taken the time to formulate opinions which can be clearly stated. Much less are we likely to have jotted down any specific information or facts to which we can refer.

The fellowship applications will furnish us a source of information on people, but, not by any means, on all the people we might want to know quite intimately.

As we travel we see school situations which might be of use either as an actual part of or as an example for, our program and we meet individuals who have qualities or characteristics which we might at some time want to utilize.

Would it be worthwhile for us to prepare some type of written report on striking situations and exceptional individuals - the idea being to locate and know these, to have others check our evaluations, and to accumulate these into a composite picture?

I'm not sure the value of this would validate the time required for its doing. I am sure it would make all of us more careful in our appraisals and evaluations of individuals and schools.

R. S. C.

Red Oak

N R S
SIMON STUDY

Repts, memo

- A. 1. Should R. S. C. continue in the project?
2. If so, should it continue to supply both teachers or only one?
3. If the latter, should she be exceptional (so as to demonstrate) or average (so as to pitch project to level which can be taken over by county)?
4. Should R. S. C. think of long time (five years, e.g.) cooperation or should it definitely plan to get out gradually or at once?
5. What has the Council hoped to achieve in these projects?
- a. Improve school and community?
 - b. Sell an idea?
 - c. Explore? Experiment?
 - d. Demonstrate? If so, what?
 - e. Develop a tool for further use?
6. Of what results are we assured?
- a. Measurable?
 - b. Immeasurable?
7. Of what further use (to us) is this project?
- B. If this project is to be continued should the R. S. C. enter into cooperation with additional experimental schools? If answer is affirmative
- a. How many?
 - b. Type?
 - 1. Rural
 - 2. Consolidated?
 - 3. White?
 - 4. Negro?
 - 5. Small?

- c. Where?
- d. Criteria for selecting?
 - 1. "Good"
 - 2. "Bad"
- e. Connection or contact with Normal School?
- f. Should we or local authorities select?

Restrictions, if the latter.

JCD:MLU

January 12, 1957

ELL - ELL
MS - MS

MS (Simon
Study
(Repts)

A report sent by CS Johnson
10/20/1934 & handed
to the files of the Rural
School Exploration
on various educational
values in the South

NOTE ON CIRCLE M PLANTATION

The Circle M plantation is located in Noxubee County in Mississippi, a few miles from Macon, the County seat. It originally belonged to the McHenry family but later came into the possession of Mr. Marland, Oklahoma oil man. Until his death in 1928 Mr. Thomas McHenry managed the estate for Mr. Marland.

Mr. Marland and Mr. McHenry decided upon a project for the plantation, such as had not previously been attempted in that part of Mississippi. This was the operation of a community center for the plantation families. At a cost of \$20,000 three buildings were erected - a main building, a school, and a teachers' home. The main building was intended to contain an auditorium, recreation rooms and a kitchen. Some of the features determined were movies twice each week and radio programs each night.

Before the interior of the main building was completed Mr. Marland lost heavily in the financial crisis and the farm passed from his possession. A bank in Macon took it over for operation and the Marland plans were abandoned. The school was operated by the County Board of Education and the main building was used as a barn for storing hay.

The buildings constructed on the colonial style of architecture are set in a grove of oak trees. There are three buildings forming a triangle. The school is at the apex. At one corner of the base is

OCT 24 1934

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#2. Circle M Plantation

the main building and at the other the plantation commissary. Behind the school building is the teachers' cottage.

Recently the farm was purchased by a group of Minnesotans for hunting. They have given some aid to the school, but have been deterred by the southern opinions of the farm manager from making any attempt at putting the plantation center into operation.

An interview with the principal of the school gave the following information:

The present owners gave a \$250.00 appropriation for teachers' books last year. One hundred and fifty dollars (\$150.00) went to teachers' salaries, and \$100 for books. We used that to extend the school term a month and when that was out we got help from the government and instead of having $5\frac{1}{2}$ months we had 7 months. The county gave us two teachers for 6 months. They gave another teacher for 4 months. We were able, with aid from the owners and the government, to run all three teachers for 7 months. Two teachers are paid \$30.00 a month and one teacher \$20.00 a month. Our enrollment last year was between 200 and 250 pupils, and the daily average was between 150 and 175. The school was built for four teachers and has four recitation rooms.

The manager for the Minnesota group is: Mr. S. T. McKnight, 1236 McKnight Building, Minneapolis, Minnesota.



West View of Main Building



Teachers' Home



School



Community Canning Club in Grove at
Community Center with Commissary in
Background

Wanna outline

N R S

MEMORANDUM FOR THE ROSENWALD EXPLORERS
TO BE USED AS AN INCOMPLETE GUIDE
FOR THE RESEARCH PART OF THEIR ACTIVITIES

SIMON STUDY

(Repts, memos)

I. The field activities of the explorers can be divided roughly into two general categories; in the first they will be participants in the activities of the community in a manner very similar to that described by Mr. and Mrs. Simon at the Chicago conference. In the second they will be research observers. As the conference developed at Chicago it seemed necessary to briefly catalogue the things that we should do in this latter division of the field work. This was attempted by me in a short talk given to the councillors and explorers and the following memorandum as written covers the same general field, in brief an attempt to outline the kind of things we are to look for, such as the ideas, activities and general behavior of the people living in the communities where the observers are located, second the methods which the observers are advised to use to get in intimate touch with the people of their communities, and third the way the information gathered should be written up. We shall treat the last first.

The writing up of the material: All of the interviews should be written up daily if possible. This is not always practicable but an attempt should be made to keep to this rule. Good strong notebooks should be purchased of a size not smaller than this typewritten page. Each entry should be dated and if there is a change of place in the interviewing it should be noted. The names of the persons who have been interviewed should be given and the spot where the interview took place should also be noted. It cannot be too strongly stressed that the writing up of any interview should err on the side of over-length, if such is possible, and to too much detail rather than to brevity; further, to write down what was actually said and what was actually done rather than a mere description of it. It is well to note if a man smiled, laughed or frowned, et cetera, when he said a thing.

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II. The Things to Look For: There are a number of fundamental social institutions and structures found in all our communities. I shall list each below with a brief statement following to indicate the kind of material for which to look when in the field. The informant will seldom talk directly and explicitly about any one of the enumerated institutions but ordinarily he will talk about what, "Dad said to mother," "What mother said to sister," or "Everything's a racket now with taxes (government) going up," et cetera.

A. The family and household: This institution should be looked at from the point of view of the immediate members who comprise it - husband-wife, father-son, father-daughter, mother-son and mother-daughter - as well as the general relations that exist between all of these people. The relation of this immediate family to the larger kinship group, including the uncles, aunts, cousins, et cetera, also should be given consideration. The more intimate details in the life of the people will be found of course in the family relations and the norms which surround such relations.

The family, ordinarily speaking, performs two important functions in our society; (1) it regulates the sexual behavior of people by marriage and (2) it helps take care of the sub-adult population and orientate it to the community at large. All the sexual behavior which is aberrant to this norm should be studied and the attitudes taken toward it written down. There is a high likelihood that the sexual norms of certain of the negro communities of the United States, as well as the white, are quite different than the norms of which we ordinarily think.

B. Associations: Such social phenomena as clubs, secret societies, fraternities and other formal groupings of this type should be examined. The people who belong to them should be listed. The activities of these associations should be studied and their place in the community known and their ideas, beliefs and avowed principles examined.

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Within each caste there is a class situation because a peasant negro can rise out of the lowest group of negroes into a higher class until he ultimately reaches the upper group within his caste. The same is true for a white man. All the phenomena of class and caste should be examined and the relations between the two types of social stratification carefully understood.

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subjects of any ulterior motive) upon such points as these:

I.

1. The general economic system (cf. Gardiner's paper)
2. The division of labor by races. This subject includes such question as: The degree of supervision of tenants (rural), i.e., are all classes of tenants closely supervised by a landlord or manager, or only the lowest class of tenants, half-croppers? Does the gang-system of labor, with work "by the bell" prevail? If so, are these workers croppers or wage-laborers?
3. Does the advance-system prevail? Are advances made chiefly by landlords, or by supply-merchants? How are landlords, themselves, financed - by banks or by merchants? At what seasons of the year are landlords willing to make advances to tenants, and at what seasons are they unwilling? What is the usual amount of money or food advanced to tenants per month, per family (or by acreage in cotton, tobacco, etc.)?
4. Are arguments and physical conflicts between whites and Negroes usually the results of economic reasons (orders to plough, hoe, pick, etc. - arguments over care of mules, stock, etc.) or are they usually the result of Negroes' breaking social taboos?
5. Is the crop sold by the tenant himself, or does the landlord sell the crop, and then make a return to the tenant of his share? Are "settlements" usually prompt and honest?
6. Is there a high mobility among tenants after harvest (changing landlords), or are tenants more or less stationary? If they are quite stationary, why? (Debt-peonage,

attachment to "home", "good landlord," etc.?)

7. Is there keen competition among landlords for tenants (very important), or is the labor supply greater than demand?

What means do landlords supply to attract tenants? (Advances; good houses; 1/4 renting; no liens on crop?)

All of these questions can be answered by white landlords and managers, since they are related to his functions, and involve no racial prejudices or myths. The same questions can be applied to an industrial system, in principle, except that there the question of industrial caste in the types of employment for whites and for Negroes enters.

II. The second main field for research among the whites is their conceptions of the techniques of racial adjustment. Here, we must know their attitudes and techniques with regard to caste. Caste includes such manifestations as:

1. Legal: Arresting Negroes for crimes for which whites are not arrested (drunken; soliciting; vagrancy, etc.), or in arresting them more frequently and giving them more severe sentences than whites for same types of crime (especially inter-racial fights); or in not punishing Negroes as severely for Assault and Battery with Intent to Kill, or for Murder, as whites are punished, unless the Negro kills a white man, or vice versa.
2. Social: All types of caste-sanctions, down to forms of address.
3. Terrorization to uphold caste-lines. This includes economic threats, also. (Withdrawal of credit, etc.)
4. Miscegenation: Is it casual only, or do white men and colored women live together? Do they have families, supported by white men? From what class is each party? Do they lose class in their own society as a result?
5. Are there any, or many examples of Negroes' breaking caste-taboo?

(hitting or "insulting" white man, intercourse with white women, employing or supervising white labor), and what punishment was meted out to Negro in each case?

Before any real progress can be made in interpreting the material collected upon caste, the worker must have determined whether his white society is chiefly influenced by an hereditary upper-class, coming down from ante-bellum period, or is chiefly a commercial middle-class, or chiefly a newly industrialized lower and lower-middle class of whites. When he knows this social stratification of his white society, he can interpret the facts about the relative degree of caste subordination. It appears that the greater the upward mobility in the white society, the greater the conflicts between races, and the less the rigidity of caste-lines. That is, in an old black-belt culture in Alabama, Mississippi, or Louisiana, open conflicts are likely to be few, since poor-whites and Negroes are equally subordinated. In new industrial areas, however, in the same states, in Birmingham, Atlanta, Monroe (La.), and Jackson, (Miss.) open conflicts are frequent, tension is great, because poor-whites and Negroes are both rising economically. For the same reason, caste-lines are not so rigid as in an old Black-belt culture. (I know Negroes in Atlanta, and in Jackson, Miss., who break certain caste-taboos without punishment. In Natchez, or Decatur, Alabama, they would be run out of town for the same violation (?) The patterns have been set for decades.)

III. The third type of material which a white worker can gather in great detail is the dogmas, and myths concerning races, caste, and the economic system, as expressed and acted upon by the whites. This psychological behavior is extremely important for any study of education, as well as of social and economic behavior. (Do Negroes have "morals," feelings, sexual attitudes, get tired, sick, etc., as do whites? Are Negroes naturally criminal, lying, humble, thieving, etc.?)

The above is but a brief outline which is in no way supposed to be exhaustive but rather indicative of some of the things that should be studied.

III. Kinds of Interviewing: Whenever social research is attempted it is necessary to develop some kind of device which will place one in closer touch with the people in whom he is interested. There are a number of methods which can be used in furthering one's natural ability to intimately relate oneself to a social environment and at the same time observe with some degree of objectivity what people are thinking and doing in the community being studied. For this purpose I shall list below several kinds of interviewing that are possible.

There are four forms that might be listed: (A) informative; (B) diagnostic; (C) dominance of the interviewer; and (D) analytical.

A. The informative type is of a concrete, numerical, observational variety and is good primarily for describing material traits and things generally of a numerical nature in the social field, as for instance how many brothers and sisters a man has or how many people were killed in an accident, et cetera. It is the essential background of the standard questionnaire form of obtaining social information. Its weakness is that one is likely to get yes or no answers which may or may not be true and too frequently the researcher's preoccupations play too prominent a role in making up the questions. The great virtues of such a method of interviewing are that it does give one the numerical facts and, given a proper set of questions, no evaluation of the material collected.

B. The diagnostic type: This is essentially the technique of the doctor attempting to determine an organic complaint and is quite good as far as it goes. It presupposes a familiarity with the cultural forms by the interviewer and that certain facts found in his interviews are characteristic symptoms of the underlying structure. Its chief value is the point of view of looking beneath the surface for the realities of the situation rather than judging the things spoken

as the final realities. Its chief difficulty is that it does not take in the total social situation. Its results are usually good but not as good if the fourth method is used.

C. The dominance of the interviewer type: This is obviously a form that is not to be used, although it frequently is by social workers and other people with a thesis. The whole difficulty with it is that one always gets the answer one wants. The dominance of the interviewer would include such actions as advice to the people, moralization, coercion, persuasion and so on. By all means avoid any behavior of this kind.

D. The analytical type: It is like the second but with important differences and some of the first type can be combined with it. The analytical type of interview will be discussed here under four main heads: (1) aim; (2) objective; (3) rules of procedure; and (4) interpretation.

1. The aim is to try to gather all or part of the traits of a social configuration rather than to classify them. The researcher will attempt to describe concretely a social situation and interpret the behavior of a group (family, school, church, et cetera) or individual in terms of it. It can be used for social research alone or to find an individual's place within the social structure and interpret his action in terms of it or to see if a particular individual is abnormal, that is varies from the social norm in his behavior.

One of the great advantages of this system, both to the interviewer and the man who is being interviewed, is that when the person interviewed is talking about his place in the culture (telling what he does and how he thinks) he assists himself therapeutically by obtaining what the psychologists call an emotional release and his interview acts as a kind of catharsis by ridding him of a number of his preoccupations and "things which bother him." This creates a solidarity and a feeling of oneness between the explorer and those who talk to him in such a manner. It is valuable to the research because it makes the various

people who are so interviewed anxious to see the researcher again. In addition to this it gives the field man much more intimate and reliable information about the lives of the people with whom he is living and it is likely to obtain greater cooperation with others through the good will of his informants. The main element in the attitude of the interviewer in this situation is that of a sympathetic listener and of a good friend who objects to nothing which is told him and who has a human interest in everything which is said. Out of such interviews one can find what the attitudes of his informants are, how they evaluate and interpret their lives, and generally what the social organization is of the community that is being studied.

2. Objective: There are a number of questions that arise which need analysis here. Included among them are, "How is the interview to accomplish its aims," "What material is to be examined," "What rules of procedure are to be used," and "What rules of interpretation to be followed?" The material collected depends upon one's understanding of the social situation which he is examining. Theory and working concepts are absolutely essential because they are either implicit or explicit in the field worker's thinking. It is far more dangerous for a man to have implicit ideas by which he selects or rejects pertinent material than to have his ideas explicit within his thinking. Please try to examine your own thinking at all times after you have collected certain materials and see why you think they are important.

This is more than true of the people you will be interested in. In all social situations in which a man finds himself there is an element of interpretation. The kind of responses he makes is controlled by the meaning he assigns to his situation, as for example his relations with his family are due to the concepts he has about father and mother and so on which are the underlying bases of his interpretation of what ought to be done in a family situation. The different informants that one has will have different interpretations for what seems to be

the same situation, but in reality this really means that their participations in the life of the community will be different and no informant is capable of giving a total picture of the life of the community because he must always see it in terms of his own position within the totality and since our modern communities have a very considerable variation within their structures the places occupied by different peoples can vary enormously. For example, a planter's interpretation of what takes place in the economic life of his community will be very different, let us say, from that of the poor white share farmer's or the negro farm laborer's.

3. Rules of procedure: The following rules are largely for the beginner in interviewing but they are expressive of a scientific attitude. It must be remembered however that all rules must be adapted to the use of a particular individual interviewer and if any rule is followed too rigidly it is likely to become pure ritual and not be a reliable technique. The individual interviewer must make these rules fit himself. Generally speaking, however, one can say that (a) the interviewer should be friendly but objectively critical. He should be friendly to put his subject at ease and objectively critical to prevent subjective evaluations to enter in by reason of his friendliness to the one being interviewed. The explorer within himself should have an attitude of patiently listening. This is particularly true if the material being gathered is unusually intimate. Even though some of the evidence coming in is a bit boring by all means preserve an active, even though a simulated, interest and thereby demonstrate one's sympathetic feeling. The attitude of the observer is always an affirmative one. (He is a "yes-man.") This does not necessarily commit him to the proposition being stated. By all means please attempt always to understand what is being said but that does not mean interrupt. One should never interrupt in the middle of a discourse no matter how far off one's informant is from what one is anxious to hear from him.

(b) Never give advice or moralize. An informant may say of himself that he is intent on suicide, adultery, or all of the seven deadly sins. Please do not attempt to inform him that your knowledge is superior to his own even in such a contingency. There are other ways to obtain changes in the informant's opinion if such a drastic crisis should arise.

(c) There should be no argument about the opinions, prejudices, and contradictions of the interviewee. The thing to do is to restate what has been said even more strongly. This will force him to restate and modify his overstatement. All this means that the interviewer must be able to assess his own self and discriminate between himself and the world around him. This is not always easy.

(d) Always listen and do not try to force your opinion on the person being interviewed but remember a trained interviewer learns how to point an interview. To do this a series of implied questions (never direct ones) can be asked, but that accent the part of the information which you wish to stress and get further details on. For example you can say at the right time, "Isn't that interesting," "Tell me more about that," or "Good Lord," and so on. Another way is to look interviews over that have been written up and pick out certain statements and re-phrase them to direct the attention of one's informant to the place where one is interested. It is always well to look for unexpressed assumptions made by the unconscious interpretation of the informant. A re-statement of these to the informant is likely to lead to a deeper understanding of his thinking.

4. Interpretation: So far we have only discussed the kinds of material and the rules of procedure. We can now consider the interpretation of this material. The interpretation in the field by the various people working in the Rosenwald project will necessarily have to be by rule of thumb as it is in all such research but it should be our aim as we develop the work to increase our

powers of understanding or in other words interpretation of the material we get.

One of the first difficulties which all interviewers face is how to know he is telling the truth. This question usually means, "How do you know if the statement is true," or "How do you know whether what he says he believes?" The first part of this question is a misconception. The important thing about an individual's statement is that he holds it and expresses it. It is an attitude and in its particular relation to the social structure is part of the general spread (of attitudes) around the norm of that part of the social structure, as for example, "Is a mother what a son says she is?" The woman herself may be notoriously immoral but the son can say she is perfect and both the statement and the general community opinion can be true. The question for the interviewer is "Why does an individual hold this opinion?" and the answer is usually that it is part of the general structure of the family or some other social institution. If an individual varies very much from the norm he is likely to attempt to justify himself so that one should always be on the watch for such rationalized justifications and attempt to make them more explicit. The other part of the question of whether or not the individual believes what he is saying is much more difficult. In one single statement it is almost impossible to tell except in a rather intuitive way but it usually shows when you put this statement in relation to a wider context, either from what this individual says or what the general social situation is.

It is highly important to find out not only what an individual has said and will say one level of his consciousness but also (1) what he wants to say, that is things he apprehends but finds difficulty in expressing and (2) what he does not want to say, (he is holding back these things usually because he has a sense of guilt), and (3) what he cannot say without assistance, that is things that are repressed into his unconscious or because they are under-

developed in his own thinking. It is wise therefore to treat everything as a symptom and not a final fact and it is only by such attitudes that one can get at these last two categories of social material.

The above, after all, is only an attempt to state in a logical manner what our own common sense tells us that we ought to do if we are to obtain the kind of results needed for such a work as we have attempted. The benefit derived will be largely in making the explorer conscious of the fact that he must be careful about his own behavior and in no way attempt to influence the statements of his informants except by helping them say whatever they are able to express. To obtain finally interviews of a high degree of reliability for later examination it is essential that the researcher keep his interviews written up and that this recording of the information gathered should not be too distant from the time that material was gathered.



MEMORANDUM FOR THE ROSENWALD EXPLORERS
TO BE USED AS AN INCOMPLETE GUIDE
FOR THE RESEARCH PART OF THEIR ACTIVITIES

I. The field activities of the explorers can be divided roughly into two general categories; in the first they will be participants in the activities of the community in a manner very similar to that described by Mr. and Mrs. Simon at the Chicago conference. In the second they will be research observers. As the conference developed at Chicago it seemed necessary to briefly catalogue the things that we should do in this latter division of the field work. This was attempted by me in a short talk given to the councillors and explorers and the following memorandum as written covers the same general field, in brief an attempt to outline the kind of things we are to look for, such as the ideas, activities and general behavior of the people living in the communities where the observers are located, second the methods which the observers are advised to use to get in intimate touch with the people of their communities, and third the way the information gathered should be written up. We shall treat the last first.

The writing up of the material: All of the interviews should be written up daily if possible. This is not always practicable but an attempt should be made to keep to this rule. Good strong notebooks should be purchased of a size not smaller than this typewritten page. Each entry should be dated and if there is a change of place in the interviewing it should be noted. The names of the persons who have been interviewed should be given and the spot where the interview took place should also be noted. It cannot be too strongly stressed that the writing up of any interview should err on the side of over-length, if such is possible, and to too much detail rather than to brevity; further, to write down what was actually said and what was actually done rather than a mere description of it. It is well to note if a man smiled, laughed or frowned, et cetera, when he said a thing.

II. The Things to Look For: There are a number of fundamental social institutions and structures found in all our communities. I shall list each below with a brief statement following to indicate the kind of material for which to look when in the field. The informant will seldom talk directly and explicitly about any one of the enumerated institutions but ordinarily he will talk about what, "Dad said to mother," "What mother said to sister," or "Everything's a racket now with taxes (government) going up," et cetera.

A. The family and household: This institution should be looked at from the point of view of the immediate members who comprise it - husband-wife, father-son, father-daughter, mother-son and mother-daughter - as well as the general relations that exist between all of these people. The relation of this immediate family to the larger kinship group, including the uncles, aunts, cousins, et cetera, also should be given consideration. The more intimate details in the life of the people will be found of course in the family relations and the norms which surround such relations.

The family, ordinarily speaking, performs two important functions in our society; (1) it regulates the sexual behavior of people by marriage and (2) it helps take care of the sub-adult population and orientate it to the community at large. All the sexual behavior which is aberrant to this norm should be studied and the attitudes taken toward it written down. There is a high likelihood that the sexual norms of certain of the negro communities of the United States, as well as the white, are quite different than the norms of which we ordinarily think.

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subjects of any ulterior motive) upon such points as these:

I.

1. The general economic system (cf. Gardiner's paper)
2. The division of labor by races. This subject includes such question as: The degree of supervision of tenants (rural), i.e., are all classes of tenants closely supervised by a landlord or manager, or only the lowest class of tenants, half-croppers? Does the gang-system of labor, with work "by the bell" prevail? If so, are these workers croppers or wage-laborers?
3. Does the advance-system prevail? Are advances made chiefly by landlords, or by supply-merchants? How are landlords, themselves, financed - by banks or by merchants? At what seasons of the year are landlords willing to make advances to tenants, and at what seasons are they unwilling? What is the usual amount of money or food advanced to tenants per month, per family (or by acreage in cotton, tobacco, etc.)?
4. Are arguments and physical conflicts between whites and Negroes usually the results of economic reasons (orders to plough, hoe, pick, etc. - arguments over care of mules, stock, etc.) or are they usually the result of Negroes' breaking social taboos?
5. Is the crop sold by the tenant himself, or does the landlord sell the crop, and then make a return to the tenant of his share? Are "settlements" usually prompt and honest?
6. Is there a high mobility among tenants after harvest (changing landlords), or are tenants more or less stationary? If they are quite stationary, why? (Debt-peonage,

attachment to "home", "good landlord," etc.?)

7. Is there keen competition among landlords for tenants (very important), or is the labor supply greater than demand?

What means do landlords supply to attract tenants? (Advances; good houses; 1/4 renting; no liens on crop?)

All of these questions can be answered by white landlords and managers, since they are related to his functions, and involve no racial prejudices or myths. The same questions can be applied to an industrial system, in principle, except that there the question of industrial caste in the types of employment for whites and for Negroes enters.

II. The second main field for research among the whites is their conceptions of the techniques of racial adjustment. Here, we must know their attitudes and techniques with regard to caste. Caste includes such manifestations as:

1. Legal: Arresting Negroes for crimes for which whites are not arrested (drunken; soliciting; vagrancy, etc.), or in arresting them more frequently and giving them more severe sentences than whites for same types of crime (especially inter-racial fights); or in not punishing Negroes as severely for Assault and Battery with Intent to Kill, or for Murder, as whites are punished, unless the Negro kills a white man, or vice versa.
2. Social: All types of caste-sanctions, down to forms of address.
3. Terrorization to uphold caste-lines. This includes economic threats, also. (Withdrawal of credit, etc.)
4. Miscegenation: Is it casual only, or do white men and colored women live together? Do they have families, supported by white men? From what class is each party? Do they lose class in their own society as a result?
5. Are there any, or many examples of Negroes' breaking caste-taboo

(hitting or "insulting" white man, intercourse with white women, employing or supervising white labor), and what punishment was meted out to Negro in each case?

Before any real progress can be made in interpreting the material collected upon caste, the worker must have determined whether his white society is chiefly influenced by an hereditary upper-class, coming down from ante-bellum period, or is chiefly a commercial middle-class, or chiefly a newly industrialized lower and lower-middle class of whites. When he knows this social stratification of his white society, he can interpret the facts about the relative degree of caste subordination. It appears that the greater the upward mobility in the white society, the greater the conflicts between races, and the less the rigidity of caste-lines. That is, in an old black-belt culture in Alabama, Mississippi, or Louisiana, open conflicts are likely to be few, since poor-whites and Negroes are equally subordinated. In new industrial areas, however, in the same states, in Birmingham, Atlanta, Monroe (La.), and Jackson, (Miss.) open conflicts are frequent, tension is great, because poor-whites and Negroes are both rising economically. For the same reason, caste-lines are not so rigid as in an old Black-belt culture. (I know Negroes in Atlanta, and in Jackson, Miss., who break certain caste-taboos without punishment. In Natchez, or Decatur, Alabama, they would be run out of town for the same violation (?) The patterns have been set for decades.)

III. The third type of material which a white worker can gather in great detail is the dogmas, and myths concerning races, caste, and the economic system, as expressed and acted upon by the whites. This psychological behavior is extremely important for any study of education, as well as of social and economic behavior. (Do Negroes have "morals," feelings, sexual attitudes, get tired, sick, etc., as do whites? Are Negroes naturally criminal, lying, humble, thieving, etc.?)

The above is but a brief outline which is in no way supposed to be exhaustive but rather indicative of some of the things that should be studied.

III. Kinds of Interviewing: Whenever social research is attempted it is necessary to develop some kind of device which will place one in closer touch with the people in whom he is interested. There are a number of methods which can be used in furthering one's natural ability to intimately relate oneself to a social environment and at the same time observe with some degree of objectivity what people are thinking and doing in the community being studied. For this purpose I shall list below several kinds of interviewing that are possible.

There are four forms that might be listed: (A) informative; (B) diagnostic; (C) dominance of the interviewer; and (D) analytical.

A. The informative type is of a concrete, numerical, observational variety and is good primarily for describing material traits and things generally of a numerical nature in the social field, as for instance how many brothers and sisters a man has or how many people were killed in an accident, et cetera. It is the essential background of the standard questionnaire form of obtaining social information. Its weakness is that one is likely to get yes or no answers which may or may not be true and too frequently the researcher's preoccupations play too prominent a role in making up the questions. The great virtues of such a method of interviewing are that it does give one the numerical facts and, given a proper set of questions, no evaluation of the material collected.

B. The diagnostic type: This is essentially the technique of the doctor attempting to determine an organic complaint and is quite good as far as it goes. It presupposes a familiarity with the cultural forms by the interviewer and that certain facts found in his interviews are characteristic symptoms of the underlying structure. Its chief value is the point of view of looking beneath the surface for the realities of the situation rather than judging the things spoken

as the final realities. Its chief difficulty is that it does not take in the total social situation. Its results are usually good but not as good if the fourth method is used.

C. The dominance of the interviewer type: This is obviously a form that is not to be used, although it frequently is by social workers and other people with a thesis. The whole difficulty with it is that one always gets the answer one wants. The dominance of the interviewer would include such actions as advice to the people, moralization, coercion, persuasion and so on. By all means avoid any behavior of this kind.

D. The analytical type: It is like the second but with important differences and some of the first type can be combined with it. The analytical type of interview will be discussed here under four main heads: (1) aim; (2) objective; (3) rules of procedure; and (4) interpretation.

1. The aim is to try to gather all or part of the traits of a social configuration rather than to classify them. The researcher will attempt to describe concretely a social situation and interpret the behavior of a group (family, school, church, et cetera) or individual in terms of it. It can be used for social research alone or to find an individual's place within the social structure and interpret his action in terms of it or to see if a particular individual is abnormal, that is varies from the social norm in his behavior.

One of the great advantages of this system, both to the interviewer and the man who is being interviewed, is that when the person interviewed is talking about his place in the culture (telling what he does and how he thinks) he assists himself therapeutically by obtaining what the psychologists call an emotional release and his interview acts as a kind of catharsis by ridding him of a number of his preoccupations and "things which bother him." This creates a solidarity and a feeling of oneness between the explorer and those who talk to him in such a manner. It is valuable to the research because it makes the various

people who are so interviewed anxious to see the researcher again. In addition to this it gives the field man much more intimate and reliable information about the lives of the people with whom he is living and it is likely to obtain greater cooperation with others through the good will of his informants. The main element in the attitude of the interviewer in this situation is that of a sympathetic listener and of a good friend who objects to nothing which is told him and who has a human interest in everything which is said. Out of such interviews one can find what the attitudes of his informants are, how they evaluate and interpret their lives, and generally what the social organization is of the community that is being studied.

2. Objective: There are a number of questions that arise which need analysis here. Included among them are, "How is the interview to accomplish its aims," "What material is to be examined," "What rules of procedure are to be used," and "What rules of interpretation to be followed?" The material collected depends upon one's understanding of the social situation which he is examining. Theory and working concepts are absolutely essential because they are either implicit or explicit in the field worker's thinking. It is far more dangerous for a man to have implicit ideas by which he selects or rejects pertinent material than to have his ideas explicit within his thinking. Please try to examine your own thinking at all times after you have collected certain materials and see why you think they are important.

This is more than true of the people you will be interested in. In all social situations in which a man finds himself there is an element of interpretation. The kind of responses he makes is controlled by the meaning he assigns to his situation, as for example his relations with his family are due to the concepts he has about father and mother and so on which are the underlying bases of his interpretation of what ought to be done in a family situation. The different informants that one has will have different interpretations for what seems to be

the same situation, but in reality this really means that their participations in the life of the community will be different and no informant is capable of giving a total picture of the life of the community because he must always see it in terms of his own position within the totality and since our modern communities have a very considerable variation within their structures the places occupied by different peoples can vary enormously. For example, a planter's interpretation of what takes place in the economic life of his community will be very different, let us say, from that of the poor white share farmer's or the negro farm laborer's.

3. Rules of procedure: The following rules are largely for the beginner in interviewing but they are expressive of a scientific attitude. It must be remembered however that all rules must be adapted to the use of a particular individual interviewer and if any rule is followed too rigidly it is likely to become pure ritual and not be a reliable technique. The individual interviewer must make these rules fit himself. Generally speaking, however, one can say that (a) the interviewer should be friendly but objectively critical. He should be friendly to put his subject at ease and objectively critical to prevent subjective evaluations to enter in by reason of his friendliness to the one being interviewed. The explorer within himself should have an attitude of patiently listening. This is particularly true if the material being gathered is unusually intimate. Even though some of the evidence coming in is a bit boring by all means preserve an active, even though a simulated, interest and thereby demonstrate one's sympathetic feeling. The attitude of the observer is always an affirmative one. (He is a "yes-man.") This does not necessarily commit him to the proposition being stated. By all means please attempt always to understand what is being said but that does not mean interrupt. One should never interrupt in the middle of a discourse no matter how far off one's informant is from what one is anxious to hear from him.

(b) Never give advice or moralize. An informant may say of himself that he is intent on suicide, adultery, or all of the seven deadly sins. Please do not attempt to inform him that your knowledge is superior to his own even in such a contingency. There are other ways to obtain changes in the informant's opinion if such a drastic crisis should arise.

(c) There should be no argument about the opinions, prejudices, and contradictions of the interviewee. The thing to do is to restate what has been said even more strongly. This will force him to restate and modify his overstatement. All this means that the interviewer must be able to assess his own self and discriminate between himself and the world around him. This is not always easy.

(d) Always listen and do not try to force your opinion on the person being interviewed but remember a trained interviewer learns how to point an interview. To do this a series of implied questions (never direct ones) can be asked, but that accent the part of the information which you wish to stress and get further details on. For example you can say at the right time, "Isn't that interesting," "Tell me more about that," or "Good Lord," and so on. Another way is to look interviews over that have been written up and pick out certain statements and re-phrase them to direct the attention of one's informant to the place where one is interested. It is always well to look for unexpressed assumptions made by the unconscious interpretation of the informant. A re-statement of these to the informant is likely to lead to a deeper understanding of his thinking.

4. Interpretation: So far we have only discussed the kinds of material and the rules of procedure. We can now consider the interpretation of this material. The interpretation in the field by the various people working in the Rosenwald project will necessarily have to be by rule of thumb as it is in all such research but it should be our aim as we develop the work to increase our

powers of understanding or in other words interpretation of the material we get.

One of the first difficulties which all interviewers face is how to know he is telling the truth. This question usually means, "How do you know if the statement is true," or "How do you know whether what he says he believes?" The first part of this question is a misconception. The important thing about an individual's statement is that he holds it and expresses it. It is an attitude and in its particular relation to the social structure is part of the general spread (of attitudes) around the norm of that part of the social structure, as for example, "Is a mother what a son says she is?" The woman herself may be notoriously immoral but the son can say she is perfect and both the statement and the general community opinion can be true. The question for the interviewer is "Why does an individual hold this opinion?" and the answer is usually that it is part of the general structure of the family or some other social institution. If an individual varies very much from the norm he is likely to attempt to justify himself so that one should always be on the watch for such rationalized justifications and attempt to make them more explicit. The other part of the question of whether or not the individual believes what he is saying is much more difficult. In one single statement it is almost impossible to tell except in a rather intuitive way but it usually shows when you put this statement in relation to a wider context, either from what this individual says or what the general social situation is.

It is highly important to find out not only what an individual has said and will say one level of his consciousness but also (1) what he wants to say, that is things he apprehends but finds difficulty in expressing and (2) what he does not want to say, (he is holding back these things usually because he has a sense of guilt), and (3) what he cannot say without assistance, that is things that are repressed into his unconscious or because they are under-

developed in his own thinking. It is wise therefore to treat everything as a symptom and not a final fact and it is only by such attitudes that one can get at these last two categories of social material.

The above, after all, is only an attempt to state in a logical manner what our own common sense tells us that we ought to do if we are to obtain the kind of results needed for such a work as we have attempted. The benefit derived will be largely in making the explorer conscious of the fact that he must be careful about his own behavior and in no way attempt to influence the statements of his informants except by helping them say whatever they are able to express. To obtain finally interviews of a high degree of reliability for later examination it is essential that the researcher keep his interviews written up and that this recording of the information gathered should not be too distant from the time that material was gathered.



MS		MS	o
JFS		JFS	o
GIS		GIS	o
ERG		ERG	o

Remarks: This is interesting chiefly as showing the active interest in the Rural School Program of one of the northern 'modern' educators. Also because it states in different terms the chief procedures that are now being worked toward.

Its weakness is that the author does not know the Southern Rural Schools and cannot even imagine the elemental needs of these schools. "Clinics" are not needed for remedying defects of individual children, since all (almost all) are so backward; we don't have to seek motivational hints for reasons for failure since there are other such 90% or nearly universal causes for retardation etc. ERG

Suggested by Rose Alschuler
May 22 - 1936 -

NRS

SIMON STUDY

Repts

PROGRAM FOR IMPROVEMENT OF COMMON SCHOOL EDUCATION

WITH SPECIAL REFERENCE TO CONDITIONS IN SOUTHERN RURAL AREAS

Task!

I. Children's Clinic for Preventive and Remedial Work.

To be located in South available to several normal colleges and a number of school systems.

Objectives:

- a) To work with children
- b) To work with teachers and school systems

Continuous records are to be kept and carefully analyzed from time to time. If possible, a comparable clinic should be located in the North to serve in the same way. These clinics would be operated entirely independently of each other, but their pooled findings ought to be of great value in understanding the needs of young children.

II. Experimentation in Schools:

- A. Loan of topnotch teachers for period of one to two years from good existent schools. These teachers to teach in the Southern schools.
- B. Loan^{of} other teachers to rotate among schools. This group of teachers would develop material especially adapted to the needs of the area under consideration, e.g.,
 1. -Programs comprable^a to the one in Penn School, St. Helena's Island.
 2. Materials on the negro-white situation. It is recommended that material_s on the negro-white situation be simultaneously developed in the Northern schools. This would be a distinct addition to the usual program, would be a good direct attack on problems of interracial relations and could certainly be made to seem more immediate to children than studies of Indians and Eskimos.
- C. Active Supervision Committee. It is suggested that a committee for regularly scheduled supervision be initiated to create and maintain standards of work and to give in-service training to teachers on the job. The Supervision Committee should be made up of active superintendents or persons of like qualifications. Work under way should be analyzed and reformulated as frequently as could be done to advantage. Suggested person to use on such a committee - Fowler, Judd, (he

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Alschuler - Rose

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wouldn't be flattered at the "like qualifications" but he would have a lot to offer), Keliher, Washburne and Zirbes. Keliher and Zirbes might be gotten on the job regularly and I think either of them would be tremendously valuable.

III. Teacher Education:

Fellowships should be given to a fairly large number of good teachers, white and negro, from the South to enable them to take intensive training in colleges where short or long courses fitted to the needs of individuals could be given them, e.g.,

- A. Cooperative Training School, N.Y.C.
- B. Graduate Teachers College, Winnetka, Ill.
- C. Shady Hill School, Cambridge, Mass.

IV. A Study to be made of causes of failure in Southern areas especially as related to maturation levels.

A study of this nature would indicate when various processes in arithmetic could be taught to best advantage with fewest resulting failures, likewise spelling, reading and other tool subjects. Although much work has been done along this line in the North, I doubt if adaptations have been made to situations in Southern rural areas.

The program above outlined aims to effect:

1. Better care of individual children through analysis of their needs and by means of preventative and remedial work.
2. Better education of teachers through additional schooling in service education and careful supervision.
3. Improved curricula, and programs more nearly suited to the needs of Southern rural people - negroes and whites. It will be noted that under this plan

Project I. Would affect the care of individual children, the education of teachers and results would eventually get into the curriculum.

Project II. Has to do with the development of curricula and teachers' education.

Project III. Deals specifically with teacher education and would inevitably affect curricula and care of children.

Project IV. Would contribute to curricula and both directly and indirectly to the care of individual children and to the education of teachers.

NRS (Simon study)
Rpts, memos, outlines

TEACHER IN A GEORGIA RURAL SCHOOL

The Council on Rural Education, affiliated with the Julius Rosenwald Fund, is searching for a man to join in an experiment or demonstration of the potential place of the school in a country community.

In the two-teacher school of Fair Play in Morgan County, Georgia, Miss Ruth Lockman, a member of the staff of the Rural Council, has been teaching during the past spring and will continue next year. With the consent and approval of the community and of the County Superintendent, Mr. J. E. Owen, we are looking for a man to serve as the other teacher. It is probably that, being a man, he should be principal of the school.

What the Council wishes to do is to show by actual work in a rather typical rural district what a school may mean under the best leadership. In addition to the best teaching of the regular subjects in the classrooms, we want to see what teachers may do by way of influencing the general life of the community. The man selected therefore should be fully competent as a teacher and keenly interested in methods and materials of instruction. In addition he should know a good deal about practical farming and be prepared to make contributions to farm development in the district. If possible he should also have some musical or other creative talent; specifically it would be a great convenience if he can play the piano. He should probably be around thirty to thirty-five years old, and in addition to excellent education, have had successful teaching experience. He should have an almost passionate fondness for teaching and for rural life.

The teachers in this experimental school will have as their duties:

1. To conduct an excellent school by present standards.
2. To work out new courses or fresh ways of handling the present courses; also to study possible revisions in the general curriculum of the rural elementary schools.
3. To begin to create new materials of instruction: pamphlets in special subjects, projects for carrying children from immediate interests to further knowledge and skill, texts.
4. To extend the influence of the school into the community so as to improve the farming, conserve the health, and generally enrich the life of the district.

The experimental teachers will have the immediate help of officers of the State Department of Education and the Rosenwald Fund, and the guidance and cooperation of the Council on Rural Education.

SALARY

While the teacher selected will be the regular appointee of the school district, the Council will supplement the salary regularly paid by the school board. We expect the person appointed to receive not less than \$150. a month from the Council for an eight months' term, in addition to the regular payment from the district of approximately \$40. a month for whatever length of term the school pays. We are willing to pay more than this for an exceptionally qualified man.

NRS
SIMON STUDY

Lists

W. W. Alexander, Director, Commission on Interracial Cooperation,
Atlanta, Georgia

Jessie H. Benjamin, Jeanes supervisor and instructor in rural
education, Forsyth Normal School, Georgia

John J. Coss, Columbia University, New York City

Michael M. Davis, Director for Medical Services, Julius Rosenwald Fund

J. C. Dixon, Georgia State Department of Education, State Agent
for Negro Schools, Atlanta

Leo M. Favrot, Southern representative of the General Education
Board, Baton Rouge, Louisiana

Burton Fowler, Tower Hill School, Wilmington, Delaware; president,
Progressive Education Association

Nolen M. Irby, Arkansas State Department of Education, State Agent
for Negro Schools, Little Rock

Charles S. Johnson, Director, Department of Social Science, Fisk University,
Nashville, Tennessee; author, The Negro in American Civilization,
Shadow of the Plantation, etc.

Charles H. Judd, Director, Department of Education, University of
Chicago

A. C. Lewis, Louisiana State Department of Education, State Agent for
Negro Schools, Baton Rouge

Fred McCuiston, Association of Colleges and Secondary Schools of the
Southern States, Nashville, Tennessee

B. Schrieke, Director of Education of the Dutch East Indies, Batavia,
Java

Lloyd Warner, Division of Anthropology, Harvard University, Cambridge,
Massachusetts

Arthur D. Wright, President, Anna T. Jeanes Fund and John F. Slater
Fund, Washington, D. C.

Edwin R. Embree, President, Julius Rosenwald Fund, Chicago

James F. Simon, Julius Rosenwald Fund, Chicago

Margaret Simon, Julius Rosenwald Fund, Chicago

George F. Zook, American Council on Education, President, Washington, D. C.

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COUNCIL ON RURAL EDUCATION

- W. W. Alexander, Director, Commission on Interracial Cooperation,
Atlanta, Georgia.
- John J. Coss, Columbia University, New York City.
- Michael M. Davis, Director for Medical Services, Julius Rosenwald Fund,
Chicago.
- J. C. Dixon, Georgia State Department of Education, Atlanta.
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- George F. Zook, Director, American Council of Education, Washington, D. C.

NRS
SIMON STUDY

Repts, memos

On our arrival in Baton Rouge, Mr. Smith piloted us around to pay our respects to and get word-of-mouth approval from the various state officials: Mr. Harris, State Superintendent of Education; Mr. Lewis, State Agent for Negro Education; and Mr. Hatcher, Parish Superintendent of Education. The visit to Mr. Harris was almost purely a courtesy one since his duties place him far above the ground, as exemplified by rural Negro schools. However, he gave us his somewhat pessimistic approval. Mr. Lewis of course was genuinely interested and gave us, and continued to give us, all the help he could.

Mr. Hatcher was a slight problem. He is a delightful person but not much interested in any education, and totally uninterested in Negro education. He was very pleasant, gave us carte blanche on anything we wanted to do, and turned us over, body and soul, to Mr. Ida Givens, the Jeanes supervisor of the parish. You all met her although you may not remember. She is, Mr. Lewis says, one of the best Jeanes teachers in the state, and she certainly gave us every help and encouragement possible - not excluding manual labor when necessary.

After we had thus paid our respects and inspected our superiors, it was necessary to find a place to live; we were convinced it was vital to be right in the community. After a few trials and tribulations, wandering around the country trying to find an abandoned shack to renovate, we found, in contrast, a mansion of ten rooms which had had a slightly rosy career as a road house. We were able to rent it. In we moved, shut up

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more than half of it, and considered ourselves settled.

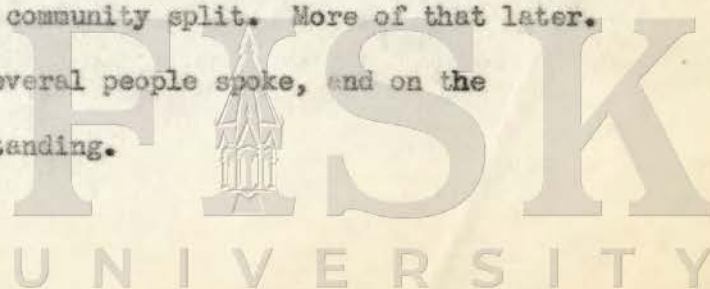
The next day, which was Monday, found us at Foreman in a completely paralyzed state. There was so much to do, both mentally and physically, that we couldn't ever think where to begin. There were places which used to be flower beds; there were two shovels. It seemed reasonable to connect the two. So the first work done was digging and making beds for shrubs and flowers.

On Wednesday we had our first meeting of the community. Out of fifty parents, forty-five came. We explained to them what we hoped to do - putting everything on the basis of improvement of physical plant, as we had found through incidental talks around that it was on this tangible basis we would get sympathy and cooperation. We talked over with them the things that should be done and which could be done by the community, children, teachers, and us.

We tried very hard to impress on them that everything was really up to them: as far as we were concerned, we could be there only a short time and we could do nothing that they could not do for themselves; it was perfectly apparent that as things stood they could not expect anything from the legitimate channels of the parish; that if they proved themselves willing and capable of doing their part, they would be in a much better position to expect aid from the parish later on.

The first and most apparent need was a good fence, the old one being in complete disrepair, without which we could do nothing because of wandering pigs and cattle. One man volunteered to get posts (we had figured the number necessary) for eight cents a post. This was received with great approval - but it was the fence that almost caused a community split. More of that later.

It was a pretty good meeting. Several people spoke, and on the whole they seemed enthusiastic and understanding.



One woman arose with much ceremony and declaimed that we were direct from God - she could tell it from our faces. And she didn't think we needed to bother about raising money - hard work was what was needed.

At that point we retired in confusion, and our friend Mr. Johnson rushed into the breach and asked the blessing - without which it is actually impossible to bring a meeting to a close.

The minute the meeting was over, the same woman asked me in the name of God for a contribution to the church! And at each subsequent meeting she asked for money.

The next big occasion was the chicken supper - at which we earned \$8.05. Each person donated things and then they were sold. Never in the history of the world has there been such a ghastly affair: horribly cold weather, only two lamps in the whole school (where it was held), a couple of fights. But - \$8.05!

At the chicken supper both of us were approached with offers of fence posts. Much better posts they said and at half the money - or the same money but very superior posts. It looked like a situation: much secrecy and some backbiting of the other bidders. There was nothing to do, we decided, but have another meeting and let them decide. Whatever decision we reached would have alienated the others concerned, and unfortunately all the bidders were leaders and it was important to be friendly. In addition to which, we aren't fence post experts and we really thought they knew more about it than we did.

So the second meeting was called the next week. The whole thing was put before them and we asked them to make their own decision, since it was their money and their school. They discussed the relative

merits and the several prices, very amicably, and the decision went to the original bidder, with everybody happy.

This second meeting was not so well attended - only thirty-five people. But it was much more encouraging.

We had been able to make considerable showing on the grounds by this time. The children had worked nobly; a few parents and relatives had been dropping by and helping. I think the fact that they could see things happening and the yard looking better, made them have a good deal more confidence in our good intentions. And also, they had been seeing us digging and planting and cleaning up, and that made them feel that we all were on the same level.

Whatever the cause, we certainly had more spontaneous comment and suggestion and freer participation in the general discussion at this meeting.

A definite time was set for the building of the fence and it was understood that whatever men could, would come to help. On the day set six men turned out. It was on that day that we felt we had begun to touch the community. There was continual squabbling of a good-natured sort, we were constantly being put in our place by the experienced fence builders, and altogether a good and robust time was had by all. We did have the satisfaction of building with our own hands such a gate as has never been seen before, and which called forth the admiration and respect of even the old timers. In their own words, we taught them a thing or two about gate building.

All this time and in between the major events, the work on the grounds progressed. Isolated members of the community drifted by and helped for several hours - sometimes for a whole day.

One of the most encouraging things that happened was that while we were away at a conference in Atlanta in the middle of April, the new fence was whitewashed, the remains of the old fence were stacked neatly for firewood, some hedges were planted around the new toilets, and the yard was freshly mowed and cleaned up. We found out afterward that the strong arm of Mrs. Givens had started things going, but even so it was a great delight.

The painting of the building was the most difficult single piece of improvement. After considerable delay and agony, both on our part and Mr. Hatcher's, the CWA officials agreed to paint all the schools in East Baton Rouge Parish. The first three to be painted were city schools - one Negro and two white. We're convinced that the reason the Negro school was painted was because we took Mr. Embree and Dean Pipkin to see Mr. Hatcher, and the poor man was ashamed not to say he would do a Negro school. Foreman was to be in the second group of three, to be started about the 15th of April. When it came to a showdown, the CWA refused to buy supplies after the first of April, so only the first three schools were painted.

Mr. Hatcher, for what reason nobody knows, volunteered to do all the work on Foreman that the CWA had planned to do, plus all repainting, plus two new toilets to replace the fourteen-year old ones. It is interesting to know that on repairs and painting of Foreman School, more than twice as much money was spent than was spent on nineteen rural Negro schools in East Baton Rouge Parish in 1932-33.

Mr. Lewis, in addition to much spiritual comfort and innumerable shrub cuttings, contributed from his state funds the money to paint the inside of the building.

The end results of the work on the school and yard were these: the new fence was put up enclosing about two acres instead of the small plot which we saw in November, so that the children would have some space for a playground; flowers and hedge border for the walk, and two Edith Stern Memorial azaleas were set out; the school building itself has been all repainted both inside and out; a gutter on the roof has been put up so that all the rain water doesn't

fall directly on the steps; a new pump and new sections of pipe were put in the old well, so that we get 21 buckets of water a day instead of six; the steps, roof, and locks (every one of which had been upside down) were replaced or repaired; new toilets have been made.

All this repairing and beautifying was not only an end in itself but a means by which we got easily and naturally into pleasant and democratic relations with the teachers and children and community. And along with the digging we tried a few tentative things of ~~xxx~~ a more intellectual sort. For example we brought in a small library (having visited second hand book-stores and begged from the Fund sample copies that had been given by the Junior Literary Guild, and we read to the children every afternoon. We had with us a microscope which was like magic to the children and around which Jim organized an informal daily class in natural history which carried over to Saturdays and Sundays when the children came down to the house.

Meanwhile all our contacts about the school gave us opportunities of observing the terrors of the present methods of teaching which we deliberately refrained from interfering with because we felt that such interference should wait, until, on the basis of further experience and conference, a general plan for revision of curriculum could be worked out.

Mr. Lewis, in addition to much spiritual comfort and innumerable shrub cuttings, contributed from his state funds the money to paint the inside of the building.

With the closing exercises we hit the high point of the group meetings. Most of the old standbys were out, plus some new ones. The teachers had prepared what seemed to us (although we may have been biased) a grand program. The children have an ease and poise that are delightful to see. In one skit which involved a row of children, each with a piece to speak and a grand total speech at the end, the last little girl was forgotten entirely. The children realized it immediately when they started their final chorus but they kept right on to the end. Having finished, they stood quietly while Little Sister, completely composed, spoke her piece, after which they filed out in good order.

Mr. Hatcher put in his appearance and made a very nice speech. Everybody was so pleased to have him because it was the first time he had ever been out.

Mr. Friend of the church donations ate fifteen helpings of ice-cream and asked for money - not only from us but from Mr. Hatcher, Mr. Embree, and Dr. Bay. No sale.

It was grand fun and I think even our sophisticated guests enjoyed themselves.

Going home that night two of our props and mainstays, Emma and Johnson Washington, said "It looks so beautiful. It's too bad they won't keep it that way," which was slightly discouraging. But since we've been back this same Emma Washington has written me to this effect:

Of course nobody knows that will happen. It may seem to you that we have over-emphasized the importance of the building and grounds, but

to us this seems the essential beginning. If people in rural communities can learn by some means or other that they can make their living conditions not only endurable but pleasant, half the battle is won.

And that brings us to what goes on inside the school. At present the school course consists of being badly taught outmoded material suitable to urban schools on an entirely different level, where the children are going to have to meet entirely different problems when they get out of school, and where they are going to have from four to eight more years of schooling. If in the first place, rural children can be made to understand that it isn't a disgrace to live in the country and that all the benefits in the world don't come from city life, you will get the beginning of a better rural community. And it is only with a better rural community that anything can be accomplished in the rural schools. If in the second place, the children can be taught things which by virtue of their experience have some meaning to them, schools will function properly. For example, I heard Miss Lewis struggling to teach - paragraph by paragraph - out of a geography published in 1927, the relations between Venezuela and Colombia and the United States. She said "Now Camille, we're on the second paragraph. What does it say?" Camille said glibly "There are lots of people in Canada and they fight all the time." What the paragraph said was that trade relations with the west coast countries were made much easier by the cutting of the Canal and the elimination of the dangers around the Cape.

Now Camille is not stupid. It was simply a combination of two things: (1) she has no conception of the topic because it lies completely outside the realm of her experience and (2) she has never learned to read. In the set-up of the course which is composed of 18 subjects to be taught in a school day of $4\frac{1}{2}$ hours, allowing fifteen minutes to a subject, it is impossible to teach either subject matter or reading.

Aside from the superficial difficulty of an absurd time schedule, the problem is partly a question of materials and partly a question of bad teachers. Our teachers were much above the average. But it is only a gifted teacher who can really adapt her subject matter. We met in Atlanta a teacher who, I think, has solved her problem amazingly well. She has outlined what she calls a "cotton project." In terms of cotton (she teaches in rural Texas) she teaches reading, writing, geography, history, language, arithmetic, spelling, music, and dancing. She teaches in terms the children can understand: in connection with things which not only form a part of their day-by-day life but also will be their life when they finish their six or seven years of schooling.

Two main objectives of rural education seem perfectly clear - so clear as to be self-evident. We will also admit that they will probably never be fully reached unless the entire social order - and more than that - unless human nature - can be revamped to perfection. However, we feel that in the working out of details they must always be kept in mind lest the perfection of detail assume such large proportions that any ultimate result is completely neglected.

These objectives are: (1) the improvement of the standards of living of the community and (2) the teaching of the child with an eye to his experience and needs.

The two of necessity will overlap. The first will be realized or partly realized by (a) example - namely, the keeping up and improving of the school and grounds, (b) the personal efforts of the teacher with individuals in the community, and (c) the direct teaching of the child, so that he himself may carry home ideas which may be of benefit to him and his parents.

In the teaching of the child, of the utmost importance is reading. If any child, rural or urban, can really read and understand what he reads, can understand the part which reading should play in his life, everything else taught in the school will come along of its own accord. All of our children can call off words - with varying degrees of accuracy and fluency - but not one could read. Not one had ever seen a book except their textbooks. When we took some to the school, they handled them at first as if they were dynamite. But they are bright, normal, alive children, and it doesn't take them long to figure out what books are for. We had the teachers and Mrs. Givens for lunch one day, and all of us stayed away from school about an hour and a half. The teachers jittered because they were afraid the children were killing each other. We got back and found Isaiah, our pride and joy, reading Mother Goose to the assembled school under the trees.

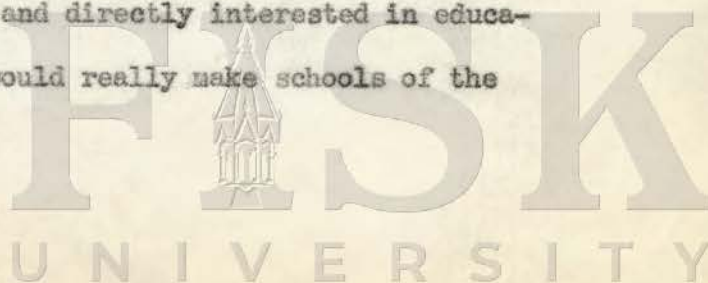
To these two objectives, which I seem to have left pretty far back in my pride in Isaiah and the children, there are for the Fund, three avenues of approach: The schools themselves, materials of teaching, and normal schools. And beginning at the end with normal schools. We could right now beg, borrow, or steal a normal school and start educating teachers, if we knew concretely and definitely how we think they should be educated. But we don't. Similarly we could evolve a set of text books, calling on the best brains possible, to put in rural schools. But even the best brains could not - on the basis of what we know now or they know now - make text books which would be actually workable in the conditions that exist in rural schools.

We could sit here and plan what we would do to the schools themselves - the teachers, the physical plant, community relations, the supervising bodies, but when we went to do it we might find it was all wrong, or we might find that we could adapt our proposals in given situations, but we don't know enough even to do that.

If we admit all these things - that the only thing to do is to find out more about them. On the basis of our two and a half months' experience - Jim's and mine - we think we know some of the obvious things to do; we think we know in general the big things to do. But one experience, in one area, is not enough for so enormous a task.

As you read in the docket what we propose to do is simply this: put out eight or ten more workers - carefully picked, in carefully selected areas. Let them work for a period of two or three months and then move to another location. In addition to these workers, we think an immense addition to the total fund of knowledge would come if we put two workers in an average situation for a year. They would not, as in the other cases, be working with the regular teachers. They would be the teachers. They would have all the experiences of the rural workers and would act as a kind of control in the general scheme.

We believe that these explorers on the basis of either their wandering or stationary experience, would have valuable and concrete suggestions on all three of our methods of approach to the ultimate objectives. And then with the fortunate circumstance of having in the field with us Dr. Schrieke, with his wide experience in rural education in another country, and members on our board who are vitally and directly interested in education, procedures could be evolved which would really make schools of the makeshifts that now exist.



We realize that this is an enormous task - that we are attempting to reorganize schools and community, which on the face of it is an almost impossible undertaking. But you notice the date at which we hope to realize (all of us being dead) some part of our ultimate objective.

And the Julius Rosenwald Fund is in a peculiarly happy position to attempt such a task because of our prestige in the field of Negro education, because our history and tradition are in this field, and because we have actively cooperative relations with the General Education Board and the Jeanes Fund, the other two foundations which are interested in these same problems.



please keep in file

RURAL SCHOOL EXPLORATION

Tentative Proposals for 1935-36

(Repts, memo)

1. Maintain at least two white and two colored general explorers, who will continue to supply realistic pictures of all elements of the southern rural scene. Of these four explorers, one white and one colored should work next year in the same community.

2. ^(a) Continue the experimental work of one or more teachers each in one white and one colored school in average settings. Specifically, it is recommended that Mrs. Cannon and Mrs. Duncan conduct the colored school at Red Oak and that Miss Lockman, supplemented by a man teacher to be newly appointed, conduct the white school at Fair Play.

3. ^(b) Develop one district in which the white and colored schools are working in a common program. The Fair Play community might be used in such an experiment by supplying the teacher for the colored school of the district, which now is one of the poorest one-room schools in Georgia. Miss Lockman has already gained a fine influence in the white school and the white community. With proper help from a superior Negro teacher, Miss Lockman might work out a good deal of cooperation between the white and colored schools of the district and demonstrate the amount of interracial good will and helpfulness that can be built up by proper school and community attitudes.

MAY 10 1935

4. ^(c) Take charge of a school in one of the newly developed farm colonies. The new farm community in Harris County, Georgia, might offer an opportunity to see what can be accomplished by the right kind of school in a community which is socially and economically sound and which wishes to make fullest use of education as a means of social growth.

Cross says we should get here only a man we are very sure of for this is a demonstration not an exp -

3. Begin experimenting with the preparation
of curriculum materials

2
through the
state authorities
all parts

5. If opportunity offers, help one county which wishes to try the experiment of close cooperation between the various public services: schools, health, farm demonstration, home demonstration, library service, etc., for both whites and Negroes. Our assistance might be the supplying of an executive officer for such an experiment in aggressive team play by all the county agencies.

probably
will be
handled
by 9 & 13

6. Add a staff member whose function will be to survey the various interesting projects and movements in education and community organization throughout the South. Studies and reports by such an agent will supplement the informal, personal knowledge of individual members of the Council by an organized or systematic reporting of the whole field. The same staff member might also make studies of rural education in one or more northern or western states with a view of giving further light and perspective to our efforts in the South.

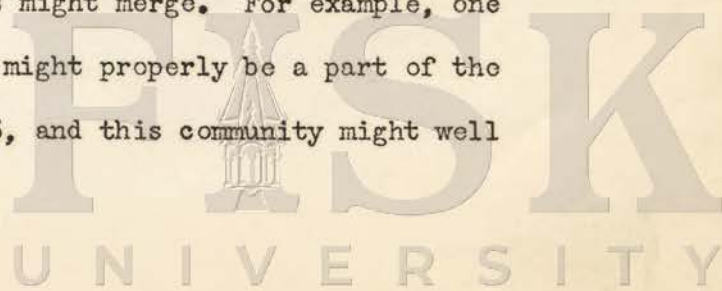
including
opinions of
local
leaders

including
report either in
a comprehensive
volume or a
series of
monographs

7. Stand ready to organize the Council further through sub-committees in order to obtain more detailed and continuous service from the unusually capable membership of this group. We already have one active committee, consisting of Charles S. Johnson and Lloyd Warner, which is studying and organizing - digesting - the reports of the explorers. It is suggested that we appoint further committees only as specific tasks or problems present themselves on which a small committee can clearly be of distinct service.

General comments on the proposed program:

(A) Several of the above items might merge. For example, one of the experimental schools under item 2 might properly be a part of the bi-racial demonstration discussed under 3, and this community might well



be in the county chosen for an experiment in county cooperation discussed under 5.

(B) We propose to swing the emphasis definitely from Negro schools to rural schools regardless of race. Next year we shall want to include as many white schools as we do colored schools and wherever possible we shall want to work on community projects that include both races rather than on units which affect the white or the colored exclusively.

(C) The general observers may well continue to be spread over more than one state. But as we move our efforts from observation to experiments and demonstrations, it may be wise to concentrate the active program, at the outset at least, in a single state.

(D) We should keep in mind that related groups and individuals are engaged in studies and actions which illumine and affect various aspects of our problems. A Commission of Three has made a thorough study of farm tenancy in the Cotton States and has influenced movements for reform, which if at all successful may mould the southern rural setting in such a way as to be more helpful to education than anything we could do directly with the schools. Studies are being made by the Rosenwald Fund of rural education in other sections and countries which throw light upon the proper purposes and the successful methods of rural schools: for example, the studies of schools in American Samoa and the Dutch East Indies, the brief inspection of rural education in New Mexico, the study to be made this summer by Dr. George Sanchez of rural schools in Mexico. The studies and actions of the General Education Board, the Jeanes and Slater boards, and various educational institutions and state bodies are significant factors.

(E) Ultimately we hope to tackle the problems of curriculum building and normal school reorganization. But we recommend for at least another year concentration upon observation and experiments with schools and communities. We are obtaining a detailed and vivid picture of southern rural communities and of what the schools are now doing and failing to do; through the discussions of the Council we are evolving ideas of what the place of the rural school should be. Until the picture of conditions is clearer and until our ideas and plans are further crystallized, we will do well to delay the projecting of any reforms. In the midst of a very active world, at least one educational body should be content to observe carefully and critically and to contemplate and discuss thoughtfully and leisurely before adding its quota of action.



NRS
SIMON STUDY

Repts, memos

Attached hereto is a copy of a memorandum furnished by Dr. Lloyd Warner for use by the explorers. This we are sure will help those explorers who are doubtful about the technical procedure involved in formulating research material.

To those individuals who find this material a means of developing a mode of procedure we wish to offer a word of warning. Do not consider this to be your only job. That the information gained by this method will be of great value in determining the future policies of our enterprise we have no doubt, but it must be remembered that we are attempting to do a research job by practical applications of methods developed in the field. That we need a great deal more economic and anthropological information than is now available we are well aware. However we believe it is also of utmost importance to introduce some prophylactic measures in an attempt to keep our patient alive while we gather historical material to make a more complete diagnosis of his illness. In other words there must be operations in the field that are observable by the community, in addition to a well filled notebook of case histories.

The foregoing in no sense implies that we do not care one way or another. We are, to the contrary, most anxious to get as complete a picture as possible and this material should prove an excellent means for adding colors to our palette. The application will be varied even among those who use it in its entirety ^{whichever} and ~~some~~ will find it impossible to use it at all. Whichever kind of person you may be, read it carefully and keep your copy for ~~constant~~ reference. The chief thing we wish to

guard against is that those people who can use it, don't find themselves doing it to the exclusion of everything else; and that those people who cannot use it, don't waste their time trying to.

Dr. Warner generously offers his services in correcting your first attempts. You will do well to mail them direct to him at the Division of Anthropology, Harvard University, Cambridge, Massachusetts, after you have had this method in operation for ~~three~~ or four weeks.

Write me a general statement of your trials and tribulations over getting settled in the community and how well you have succeeded in making a beginning around the schools - also any other things that might be of interest to the other explorers. We are about to get out the first issue of ~~the~~ ^{our new} paper and need your help.

*Very truly yours
J. H. H.*

should be observed nor does it try to present anything that might even pretend to be exact method.

1. The daily round of a family - the time budget of a specific family for twenty-four hours.

The relations of the kin within a family should be described according to their daily activities. In the suggestions which follow we have not tried to place all the activities of a family in a chronological order but rather we have listed a number of things that can be noted during the course of the day.

A. Who is the head of the house and who is the ultimate authority?

B. Who is responsible for the various activities?

C. Who handles the money?

D. Who disciplines the children:

1. The ages and sex disciplined by the father
2. The ages and sex disciplined by the mother
3. The disciplinary activities of the older children on the younger
4. Do male children discipline the female children

E. Eating habits

1. When; 2, where; 3, what; 4, how are they seated; 5, where is the head and foot of the table (this will tend to give you a clue to the place of authority); 6, is grace said, by whom, etc.,; 7, distribution of choice foods (parts of chicken, and so on)

F. The getting up activities in the morning

1. What are they; 2, the ceremony of the morning, the ablutions; 3, bringing in of the wood; 4, taking care of the stock; 5, preparing the meal; 6, getting the children ready for the day; 7, morning prayers, etc. What do they eat at different meals, and what articles are on the table, where did this food come from (garden, commissary, store, etc.), how was it acquired; if money payment, who got the money and where was it got; when (seasonal) and under what circumstances?

G. What do the various members of the family do during the whole day?

Describe in detail every activity; this, of course, will be the time budget of each and will consist of a behavioristic study of the members individually and when they meet. Try to put all this in

chronological order from the time of getting up until going to bed at night. What members of the family does the member being studied come in contact with during the day; when, why, what do they do when they meet? In other words, give what happens and what is said. What other people outside the family are met during the day, under what circumstances, what do they do, what do they say, who are they, etc.

H. Give the habits surrounding bodily eliminations:

Spitting, blowing the nose, defecation, urination (of the several ages in the two sexes for each of the acts just listed: give the attitudes of the parents and adults to the bodily habits of the children at different ages.

I. Give all observed sexual attitudes and practices

This observation can consist both of seeing and information volunteered through interviews.

J. Give all the behavior surrounding going to bed for the various members of the family.

K. How do they amuse themselves? What do they do when they are not working?

L. What do they think of themselves as a family and of the families out of which they came? Who are the kin heroes and kin villains and the kin of whom they are ashamed and proud? Why?

M. What is the attitude of the younger members of the family to the old people and of the older people to the young adults?

II. A study of the place and things used by the members of the family.

A. House arrangements, how many rooms and their approximate size, the relation of the rooms to each other - the house plan. Habits of the family in relation to the house -- where do they eat, where do they sleep, who sleeps with whom (ages, sex, etc.).

B. Make an inventory of all utensils used, in the house and yard, who uses them, for what, how were they acquired, etc.

C. Make an inventory of the family larder, where do they acquire the various foods, what do they call them, how are they used, etc. It might be well to get the diet of the family for at least a week for each of the seasons while you are there.

D. Make an inventory of clothes used by the various members, the kinds and when worn, Include in this list the different kinds of clothes used for different occasions, such as church clothes, "sparking clothes", those used for funerals and marriages. What do they call each? (To digress for a moment, it might be well to collect the common words used for all common articles, behavior, and so on in the family, including pet names, profanity, and so on).

- E. What tools are used in the field, how, where and who uses, what activities take place in the field, are the tools owned, borrowed, part of the tenant's equipment, etc.?
- F. What objects are prized in the family as "heirlooms," why? Obtain stories about how the objects were acquired, who first got them and what members of the family keep them.
- G. What is in the yard, all the objects, what takes place in the yard, who uses it and the objects in it.
- H. Is there a garden, what is grown, how and who tend it, how are the seeds and plants obtained, etc.
- I. What animals are on the farm? Mules, horses, dogs, cats, poultry, etc. Get the use, treatment, attitudes and so on toward the animals and pets ("the family status of the mule"), stories about the pets, mules, and so on from the different members of the family.

- III. Local characters, both Negro and white; Pick them out as they are described to you and tell what it is said they do and say. What white characters are described the most, what Negro, which are described with approval, which with disapproval, and by whom?
- IV. Collect and define every word or expression that has a racial or class reference and also all acts which have racial attitudes implicit within them (tipping of the hat, the use or non-use of Mr. and Mrs., inflection of the voice and so on).
- V. Collect all the behavior expressed by a Negro when he meets a white person and when a white person meets a Negro. Do this in relation to age and sex, etc., of both groups.
- VI. All crises situations must be written up, the place, time, the reasons must be carefully described, everything done and said, to whom and by whom must be carefully noted.
- VII. The background of all situations must be described (such situations as episodes, quarrels, friendly meetings, are meant).
- VIII. Naive remarks, asides and so on should always be recorded. They frequently tell a lot more about the inner thought of an informant than what he is saying directly.
- IX. Contacts with the institutions of the local community.

Some of the local institutions which should be examined from the point of view of the families who come in contact with them are the school¹, church, market¹, (sales, shopping, meeting people, exchange of information, etc.), lodges, insurance and burial societies, credit, courts, and the law (how, why, and under what circumstances do they appear in court or do not appear).

Meetings, picnics, socials and debates, sings, frolics and hunts, etc.

- 1. It might be well to refer to the first outline and instructions that were sent through to you for these two institutions.

Obviously all of the above suggestions could not be acted upon in any one particular day. We are trying to get an understanding of the typical activities. It must be clearly understood that "activity" does not mean mere movement, but includes all conversation, comment, and the various reflections of the family's members. The observation, however, of concrete situations as they develop during any one day must be attempted and, if possible, extended through a week to obtain the difference between week days and Saturdays and Sundays.

*Negro Rural School
Summer Study
(List)*

CONFERENCE GROUP

Dr. W. W. Alexander, Commission on Interracial Cooperation,
Atlanta, Georgia

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Mr. J. C. Dixon, Georgia State Department of Education *Atlanta*

Mr. Leo M. Favrot, General Education Board, Baton Rouge,
Louisiana

Mr. Burton Fowler, Tower Hill School, Wilmington, Delaware

Mr. Nolen M. Irby, Arkansas State Department of Education,
State Agent for Negro Schools *Little Rock*

Dr. Charles S. Johnson, Department of Social Science, Fisk
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Dr. Charles H. Judd, Department of Education, University
of Chicago

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Mr. Edwin R. Embree, President, Julius Rosenwald Fund, Chicago

Mr. and Mrs. James F. Simon, Julius Rosenwald Fund, Chicago

Fourteen Explorers

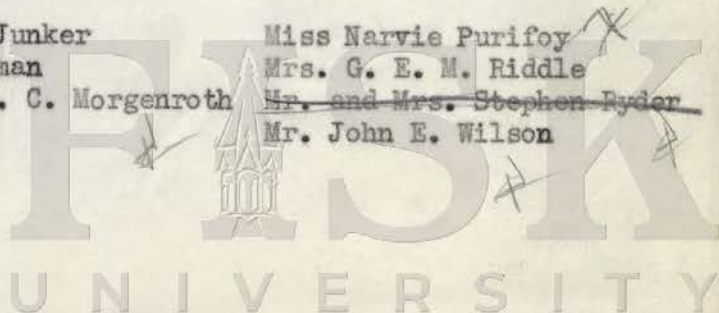
Miss Florence R. Beatty
Mr. and Mrs. Horace Mann Bond
Mrs. Elizabeth Perry Cannon
Mrs. Catherine J. Duncan

Mr. Lewis Jones

Mr. Buford H. Junker
Miss Ruth Lockman
Mr. and Mrs. E. C. Morgenroth

Miss Narvie Purifoy
Mrs. G. E. M. Riddle
~~Mr. and Mrs. Stephen Ryder~~
Mr. John E. Wilson

SEP 11 1934



6

NRS
SIMON STUDY

Lists

Explorers

Miss Florence R. Beatty, graduate (1933) of Fisk University;
teacher in public schools of Cairo, Illinois.

~~Mr. Horace Mann Bond, dean-elect of the undergraduate college
of Dillard University, New Orleans; author of Education
of the Negro.~~

~~Mrs. Horace Mann Bond, graduate of Fisk University.~~

Mrs. Elizabeth Perry Cannon, instructor at Spelman College;
made demonstration of conducting a one-teacher school as
part of Spelman summer normal course.

Mrs. Catherine J. Duncan, Jeanes supervisor in Georgia.

Mr. Lewis W. Jones, Department of Social Sciences, Fisk Uni-
versity.

Mr. Buford H. Junker, graduate student in anthropology at
Harvard University.

Miss Ruth Lockman, graduate of Emory University, Atlanta;
teacher in public schools of Georgia.

Mrs. Estelle Massey Riddle, graduate nurse, formerly on staff
of Freedmen's Hospital, Washington, D. C., President,
National Association of Colored Graduate Nurses.

Mr. E. C. Morgenroth, teacher in public schools of Wisconsin.

Mrs. E. C. Morgenroth, teacher in experimental school in
Ravinia, Illinois.

Miss Harvie Purifoy, graduate (1934) of Livingstone College,
North Carolina; teacher in one-room rural school at the
age of sixteen.

Mr. John E. Wilson, graduate of Emory University, Atlanta,
Georgia.

FEB 11 1935

FISK

UNIVERSITY

An Outline of Suggestions for Field Work for Explorers
of the Council on Rural Education

The field work proposed in the present outline includes: (1) a study of a specific family for a 24 hour period; (2) the relation of this family to the place where the activities occur (house, yard and fields); (3) the relations of this family with other family groups; (4) the relations of this family to the local community; and (5) the relations of this family and the other families studied to the institutions of the local society.

The simplest and surest approach to a field study of a community is to examine in a very detailed manner the total activities of all the members of a given family. Obviously since the family unit is fundamental in the structure of the community, if we obtain a complete study of all the things it does, we will acquire by so doing, a picture of the whole local society. It would seem advisable to choose a family which would include as near as possible all the family relations (husband-wife, father-mother, sister-daughter, brother-son, and if possible, older and younger children). If the community has several classes in it, such as broad occupational classes, economic groups (tenant, owner, etc.), it would seem wise also to select families from each of the several groups. If several families are studied out of each of these classes the number chosen from each should be in proportion to the size of this group within the community.

Field observations of the kind described above are essentially parts of a behavioristic study which demands the most careful and minute recording of the social behavior of individuals in relation to each other. The behavior recorded should not be only the things which at the time appear dramatic and important, but the most trivial and seemingly inconsequential acts must be noted, too, because these latter facts are often of the greatest importance.

Some of the significant material to be looked for will be found in the following brief outline. In no way does it pretend to include all of the things which



NRS
SIMON STUDY
Repts, memos

I am sure that everyone knows how and why Mrs. Simon and I became interested in this rural school program. You also are familiar with the major problems and results of the Foreman school experiment, either through our discussions with you personally or through the docket items and transcripts of ^{the} ~~a~~ talk made by Mrs. Simon ^{+ the Rosenwald Board}. Since you do know about most of these things, we cast about in our minds to see whether there was not some other phase of the Foreman project that might be useful to the explorers.

Living in a southern rural community will be a new experience to many of you, and, ~~as such~~, some of you are already wondering about your chances of making a go of it, what to expect, and whether or not you can meet the demands.

With this in mind we thought it might be useful to read excerpts from a diary that Mrs. Simon and I kept, in order to give you an idea of the day-by-day living of two people who, nine months ago, were in much the same position as you are today. It must be remembered that this was written as a personal document for our own fun, with no idea of keeping it within the bounds of the job we were there to do. ^{weather how we} ~~No attempt~~ ^{attempted} has been made to make a given day seem full of useful accomplishment.

~~By excerpts I mean that entire days have been used as examples and not portions of separate days crowded into an imaginary date.~~

*These are merely some examples
of our experiences*

Just exactly right

Monday, March 5

School at a fairly respectable hour, after the usual argument with the Spencers. *(The Spencers are a couple who made a survey of secondary education in The U.S. and Canada for the F)* Jim had to make a rule that school should not be mentioned at meals, but the law died a-borning and Dwight never stopped talking once.

(The Teachers)
Talked with Miss Lewis and Mrs. Millikan, and measured fences and blackboards, and counted desks in each room. Then to town to see the vocational truckman at Southern. Out of town, the dummy, until March 17. Large amounts of rain falling all this time and tears flooding the car at hitch in plans. Decided we couldn't wait for him, *the man who runs a traveling agency for the state in behalf of vocational courses & their equipment,* so down to hardware store where screw drivers and hole punchers, sandpaper and plastic wood were purchased. Another trip to the dime store, which gets most of our trade.

Stopped and talked to the teachers, who were waiting for their jitney to come for them. Kids had all gone - first repairing almost the entire bus, so the teachers told us. They said sometimes the kids have to work for hours to make the thing go - don't leave the schoolhouse until along about seven.

Discovered that the desks, which are atrociously scarred and cut, had not been damaged so much here. They were cast-offs from a white school 14 years ago!

Saturday and Sunday, March 3 and 4, in New Orleans
with the Spencers.



Tuesday, March 6

Day began at 7:30 a.m. - breakfast at 8.

Had last argument with the Spencers as they left this morning.

Secondary education no better off than before.

Arrived at school at 9 a.m. Spencers went along to have a look at what we have to do with. Found four shovels and a man waiting for us. Lord but the whole thing looks hopeless - or did look hopeless. Began by Margot's grabbing a shovel and pitching in. Nothing left to do but follow suit.

Dug flower beds and drainage ditches until noon. Large blisters on both hands, especially commendable one in right palm. Went home to lunch.

Returned to school after lunch and discovered the yard over-run with kids, sweeping and digging their heads off. Found we needed rake and as none was available had to go to town for it. Shovels may have to be purchased as they are borrowed by the day from parents of various kids who go to school. As there is but one shovel to a family, father sits at home smoking his pipe while we acquire blisters and sunburn.

Rake cost 90 cents. Bought yard of screen (24 cents) to cover *these were being collected to sell to the museum for laboratory equipment at 4 ft* box for frogs - so far five frogs of right size out of 15 collected - but the kids are enthusiastic.

Paid helper ⁷⁵~~45~~ cents for half day's work. We hope to get our labor free after the meeting tomorrow afternoon.

Came home and found the bayou rising rapidly - eight inches since noon. Fishermen lengthening lines on long nets so they would be able to raise them in the morning, when, they said, the water would be much higher. They are catching buffalo fish, weighing from 5 to 6 pounds.

The fish run as long as the water is moving. The nets are set with the mouths down stream. When the water begins to recede, they turn the nets around and catch them coming back. Total catch yesterday, from 16 nets, was 6,000 pounds of fish - marketable at $2\frac{1}{2}$ cents a pound - but price is dropping due to the market being glutted. When market first began, price was $3\frac{1}{2}$ cents to 4 cents. They say the fish will run for another week or two. Negro helpers but white men own the nets and make the profits.

Usual array of birds around - mocking birds, cardinals, carolina wrens, blue jays, etc.

One half day's leaning on a shovel has us both ready for bed at 8:30 p.m. Not even the usual after-going-to-bed discussion of the day's events could keep us awake.

Wednesday, March 7

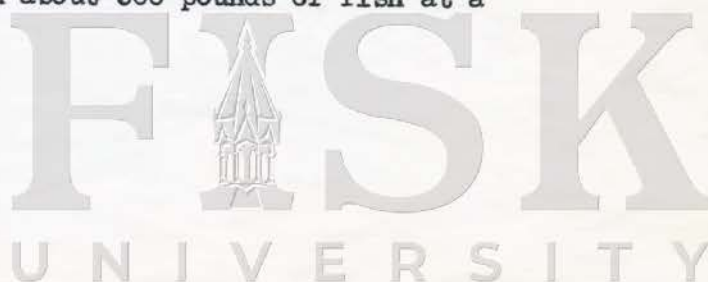
No rain last night. Four mouse traps set but only one casualty.

Day began much later - 8 o'clock - due to fact that poor white trash had sore muscles and plenty sunburn. Went out to look after frogs and found that box had floated ten feet out into the bayou - the water had risen a foot during the night.

Total collapse of the morale yesterday in the dime store. *that we should not hesitate to buy essential school equipment*
Decided to work on Judd's theory for the nonce, and bought bat and ball, skipping ropes and marbles - total \$1.20.

Went out this morning to pick violets and got badly stingered by a most inoffensive looking plant - looks like a rose bush.

Jim watched the men haul in their nets (after they had been in the water all night). The big nets pull in about 300 pounds of fish at a time.




Bought a seven pound fish for ten cents. I decided (with help from Jim!) that I'd better go on a diet. Whereupon for lunch Emma gives us potato cakes, rice, gravy, cold beets, sliced roast, biscuits, coffee and cake. Wot a life!

Went to school after we wrote in this and started some tables of statistical material, about ten-thirty. Finished working three beds, ready for planting. Have three left to do, and then the beds around the school.

Gave them the presents, and Jim got mobbed over the marbles.

Came back to aforementioned lunch, and then took Emma back with us to the parents' meeting.

Thirty-three parents and members of the community (about half and half men and women), the ^{county supervisor,} Meanes ~~teacher~~, the two teachers, and Jim and I were there. Jim told them all about it, making an excellent and somewhat inspired speech, in which he approached them in exactly the right way. He told them in general what the situation was, and that it was up to them. Then he outlined to them specific projects - fence, new toilets, fixing the desks, and on and on.

 I have a suspicion this is no average community. The people are all too willing to help. The men claim they can set 80 posts, stretch 2,500 feet of wire, and build the necessary gates all in one day. In addition, they assure us they can build two new toilets and do the necessary ditching also in the same day.

One of our patrons informed us he could procure the posts for the cost of production (8 cents each) - these to be heavy cypress. Two other patrons offered to haul them the five miles to the school yard. Posts can not be procured until 8 feet of water drain off the land - next week according to the owner.

A tragedy of the South (or where have you) was brought to our attention this evening (evening being any time from noon to seven p.m. when it becomes night). Emma's (our cook) mother-in-law came by with two of the cutest little colored kids one can imagine. We gave them some candy and learned that their mother had been killed a year ago by her convict husband. Two poor little tikes, two and five years old, facing a difficult life at best have that to look forward to when they are old enough to understand what life is all about.

The frogs sing merrily on.

Buffaloes are good fish - anyway, the cook makes 'em darn good eating.

At the moment, Margot is fixing food for four kids and their mother (white) who came to the door looking for a handout. They are the second today - God, what perfect sights they are. Margot's just made me hand out three biscuits I had hidden in my pocket from dinner. I didn't want to disappoint the cook by my small appetite.

This is a naturalist's paradise. It takes more than a little will power to drag myself off to dig in the school yard when the air is full of birds, the ponds and ditches full of fish, frogs, lizards, and snakes all shooting around waiting for an enthusiastic amateur to find out their names. Oh well! Tomorrow I'll sneak up on a second-hand store and see if I can't pick up a pair of bird glasses cheap.

Went down to the bayou to pull my frogs away from the rising water. My candle lamp brought to light a sizeable snake lying against the side of my frog box. While hunting for a weapon with which to swat him ~~one~~, I dropped the lamp nigh onto his head. Then it was a question of lighting a match on damp clothing or reaching down into the water for my lamp at about where the snake

had been - and believe me I wasn't very anxious to grab where there might be a cotton mouth moccasin for all I knew. I got my lamp but lost my snake - lucky snake.

Margot's squawking to go to bed and it is only eight o'clock - she is a changed woman.

I learned today that the buffalo fish run only when spawning - much like the salmon of the Pacific coast.

Thursday, March 8

Out of bed at 7:30 a.m. Breakfast at eight. Down to the school by nine and then on to town. Got caught in a Louisiana downpour between the car and school house. A nice soaking in the time it took us to leg it for the building. Cover troughs are conveniently placed to spout long streams of water upon the steps of both doors - no sign of a gutter.

Lewis' office first - obtained plans for construction of desks; materials to cost 80 cents for A-1 cypress and as low as 40 cents for pine. Labor was to be obtained from CWA but we are too late for that. Too bad, for the desks are certainly excellently designed. God knows, we need new ones at Foreman. Cast-offs from white schools 14 years ago, what can one expect by this time.

Phoned Pipkin for an appointment but he was leaving town immediately. Told us that Mr. Embree's classes would be from 3:30 to 5:30 every afternoon.

Bought jacks, balls, another bat, and some candy for the kids - total \$1.40.

Bought two 80 rod rolls of hog barbwire for the new fence - total cost \$6.90 - 10 pounds of staples cost 50 cents. Really a surprise to me. I had an idea they would be at least twice that much. From all indications we should be able to put up the fence, including gate, for around \$20.

Dr. Clark of Southern sent us an invitation to the 25th anniversary of the University to take place tomorrow. I trust some bird doesn't suggest we get up and give 'em a little talk. I'm scared of these gatherings. The Julius Rosenwald Fund looks like a gift horse to anyone with a dusky complexion. Although I believe that by this time our community is convinced we haven't a bank roll tucked away in our socks.

Paid for ten frogs at the rate of a dime a piece and suggested that the kids turn back a portion for new black boards - but kids will be kids - what in the devil did they want with black boards. A dime was all we got back. Tomorrow I'll offer five marble for each frog and I'll ^{bet} get I get more frogs than I have so far and at a cost of some 2 cents per each. The rest I'll turn back into the school fund.

Three beds of flowers planted, and the other three beds prepared for tomorrow's planting. Tried to plant three kinds of flowers in bands in each bed, but those kids were so enthusiastic I'll bet the beds turn out to be jig-saw puzzles.

Half the yard raked and the trash burned - the girls did that.

Another 8 o'clock night for bed. We are getting to be as bad as all the rest of the old farmers around here.

Friday, March 9

Rain began falling some time during the night. It continued to rain until noon today.

In spite of the heavy rain the bayou fell 10 inches during the night and has dropped gradually ever since. No apparent current visible at its present level. I suppose it will start flowing the other way in a day or so. The sooner the better for us as it will make possible the cutting of cypress posts which we need for our fence.

Started for the country postoffice in the car and discovered the generator on the car was not working. A roadside mechanic informed us the generator was burned out. We headed for town to get it repaired and were pleasantly surprised to learn that it was a "short" - saved us about \$8 on the job; as it was, the bill totaled \$3.50.

Began negotiations with a pawn shop for a pair of field glasses. I want them for bird study. They have several pairs of good heavy glasses but want \$8 for them I refuse to pay as much. Offered \$6 cash and was turned down. Think I'll wait until we hit New Orleans again. Believe I can do better there.

Nothing doing at the school today---too wet. Tomorrow is the big supper and party. Hope we do well. Emma has been making potato salad all afternoon.

We have kept oak logs crackling in the fire places all day, the weather being not only damp but very cold.

ms I went up to Lewis' office alone because Jim hadn't shaved for a month of Sundays and his vanity got the best of him. ~~It's funny how much you have to talk every time you see one of these guys. I talked too much this time. I asked Lewis vaguely to come out to the house some time, and was informed very definitely that the only time he could come was next Saturday night. Before I knew what I was doing I had asked eleven people for dinner.~~ *I asked the Lewis to come out on Saturday 13 of the time we started for home I had asked eleven people for dinner with only six plates in the house we haven't yet figured out who will eat at the second table.*

From there to Hatcher's office. He had left and Jim stood and talked fishing and climate with two men in the office till who lasts the longest. Talk about women gossiping! I stood first on one foot and then on the other and finally draped myself over the rail. But it wobbled so I made Jim come away.

Got the windshield wiper fixed, by cracky!

Jim forgot to say we didn't go to Southern after all. It was too rainy and cold and the car got on the fritz. Besides that, we only had thirteen hours' sleep last night and we were pretty tired. It's seven-thirty now and nothing but pride is keeping me up. Pride's getting weak now. I've been using it pretty hard for the last hour.

You notice no mention is made of the time we got up this morning.

March 10

Day began with usual four-course breakfast. Orange juice and coffee no longer meet the requirements.

This was the big day. We loaded the car with six cakes, a huge bowl of potato salad, Emma, and Margot, and went down to the school about 8:30 a.m. The teachers showed up a few minutes later.

Moved the victrola down to the school with the help of a couple of the men who were standing around. It never did play a piece without varying the tempo, but the gang seemed to enjoy it.

Had to make three trips to the filling station for kerosene in order to fill a one-gallon reservoir on the side of the stove. A quart milk bottle was the only receptacle in sight.

An innocent thing like getting kerosene almost precipitated a community fight. The school sets back off the road about three hundred feet. The front half of this area belongs to the benevolent society and although there is a school right-of-way across it, about three quarters of the time you can't drive over it on account of bottomless mud. Another right-of-way belonging to the society was in good condition due to the infrequency ^{of its use} it was used. Across it stretched a barbwire gate. Being a somewhat lazy cuss I didn't relish walking three hundred feet both ways every time I carried in a quart of kerosene, so I took down the gate and drove through to the school. By the time I delivered my first quart and started back for the second, the gate was up - so I took it down again. When I came back from the filling station with my second quart, the gate was up again, this time tied with a rope. For whatever reason I didn't want to believe that anyone wanted actually to keep me out so I took it down again and left it down as I had to make still another trip. In the short time it took me to drive a block, empty my jar of kerosene and get back to the gate, that damn gate was up again and wired shut - with no one in sight ^{of} to whom

to put the blame. As there was a farm house across the road, I went over and routed out the farmer. Out trooped the farmer and four other members of the society. I asked and was told that ~~they~~ were the ones closing the gate. I explained my position by stating that after all it was to the interest of the school, and therefore to them, for me and others to be able to get close to the school. But I said since they wished, I would not go through the gate again. Naturally I mentioned this to ^{the} teachers and a short time later when one of the men who had closed the gate came up to the school, the first grade teacher started in to use the old boy for a sparring partner in a one-round oral battle. Five minutes later ~~the man~~^{he} was on his way to open the gate and leave it open for the rest of the day. The surprising thing about the whole affair was that this man who had been accused of a lack of community spirit came over tonight and set himself up as auctioneer in order to get rid of large quantities of chicken stew we were stuck with.

What a night: rain, wind, and a chill in the air that made your joints creak. Eight o'clock - no one around; nine o'clock - still no customers; nine-thirty - not a soul. The teachers didn't seem to be worried but I was. About ten o'clock poorly clad people came plodding through mud and ^{rain} ~~pin~~ to a school house lit by three oil lamps and heated by a tiny wood stove that belched smoke continuously from the water-soaked chunks of wood that were stuffed into it.

It was a strange sight and an eerie one for two white people who have been in the South for only a week. Glistening, wet faces reflected the weak flicker of a smoking lamp; the babble of a hundred voices, mingled with the phonograph grinding out "My Man" over and over again; the rhythmic clap-clap and thud of feet doing a shuffle - came to my ears during momentary lulls in conversation. A secretive whisper, a cry, a

curse, a whiff of corn made me aware that a fight was in progress.

There was nothing we could do in the way of organizing games. A solid mass of humanity pressing itself about the stove gained more warmth from body-heat than from the stove itself. Children and adults wandered aimlessly about the room, alternately shivering and talking to friends who were similarly engaged. A certain group of younger people were continuously passing in and out of the building - out for another pull at a bottle and in to get out of the rain.

An old lady proved to be our saviour - and paradoxically, may prove our undoing. As matriarch of the community, she subdued even the most boisterous with a word or glance. Not a single soul doubted her authority. She sat in a chair, spoke sharply to offenders, or sent any person handy as her lieutenant to quell a disturbance in a distant part of the room.

During the course of the evening, I was sent for. She informed me in confidential tones that she was in a position to supply me much information as to where I could get mulberry posts, which were better than cypress, for half the money (four cents each as against eight). Realizing I was being presented with a case of dynamite so far as community harmony was concerned, I sought out Margot and learned to my surprise and dismay that some other member of the community had offered her a somewhat similar proposition.

As elemental as the problem seems, the solution is far from simple. A false move will lose us the confidence of the people. Although we have virtually given a contract to one man, with the consent of the community, we dare not go ahead with it since these other offers have come from influential people. A split in the community will not only make

it impossible to do any constructive work but will undermine the already waning interest in school matters.

Going fishing tomorrow. Maybe the whole business will look less complicated from a boat.

Party ended after one o'clock. You can freeze these people to death, but they will not go home.

March 11

Went fishing today. Took Emma and Johnson along. Between the four of us we got 12 perch. Johnson hooked a big trout but the perch hook straightened out and it got away. Rain drove us home. Have decided to fish in my own back yard after this.

We believe the only thing to do about the fence posts is to call another community meeting, asking each one of the three potential post-providers to bring a sample of his wares so the community can choose for itself. Will discuss time of meeting with teachers tomorrow.

March 14

Big meeting over fence posts. Two latest contestants for the big contract failed to turn out with posts. General consensus was in favor of the more expensive cypress posts as originally agreed on. ^{Specifications:} Reasons: (1) heart-wood cypress, as against sap wood; (2) no post less than five and a half feet long; (3) least sectional area about ten square inches with average above these figures. Ordered one hundred posts: eighty line posts, the twenty extra for corner braces and a margin of safety. Trees out of water now so posts should be delivered on next Monday. Will buy creosote and have kids paint the bottom and two feet up the sides. Should give them a third more life at one tenth the cost of new posts.

March 17

Nothing exciting until we returned from town in the afternoon and found the entire school out fighting a grass fire that was being carried by the wind at a great rate toward a bramble thicket along the fence. On the other side of the fence was an acre-patch of strawberry plants in full bloom. To make matters worse, the berry patch had been bedded with straw in order to keep down the weeds.

It was impossible to control the fire. The kids instead of working methodically and putting it out as they went along and so eventually pinching it to extinction would jump from one place to another only to find that the place they had left a moment before was briskly eating its way toward that dangerous bramble patch. A gust of wind whipped a dozen sparks into the brambles and it seemed less than a split second before the whole mass was a roaring furnace. Flames ten to fifteen feet high were licking out over an irate neighbor's strawberry bed and I could see myself digging up fifty or a hundred dollars for the lost crop.

To add to the shambles, our famous well went dry, so mops, brooms, boards, old coats, anything we could lay our hands on, were used to slow down the progress of the flames.

By this time the farmer came legging it across the fields and he, with a couple of the kids, managed to limit the damage to a few insignificant spots. How they could stick it in front of the smoke and heat is beyond me, but I suppose ^{all} the farmer could see his one ^{cash} ~~cost~~-crop gone up in smoke and the kids were so scared they didn't stop to consider the hazards.

Other than burning off the field and a few fence posts, shoes, etc., no damage was done and the farmer was so happy over saving his berries ^{even} ~~ever~~, he got over being sore. As always, we can't find out who started the thing.

March 18

Sunday morning. Breakfast later than usual but the birds were too much for me and I had to go out and see my old favorites - the cardinals. Not to mention the wrens who are over-running the place.

Got my fish pole out from behind the water tank and fished in my own back yard. Caught an eel, a turtle, and my two perch friends. Since I never catch more than two and end by turning them back, I suppose I catch the same fish day after day.

An old Negro came by in a boat; said he had been alligator hunting but didn't get any. First time I had any idea there were such things around. He said they lived back in the swamps away from all cultivation.

The last time we were in New Orleans I went to a second-hand store and bought a little microscope for three dollars. He wanted six for it, lest anyone suppose I didn't get my money's worth. I didn't know how Margot would take to my purchase since I could offer no valid excuse for getting it but as it turns out, I have been well repaid. For some weeks past, I have been giving extemporaneous nature studies to groups at the school - the elementary kind, including the value of birds, snakes, frogs, and what not,--whatever happened to turn up at the moment a bunch of kids was around.

This afternoon five of the boys came down to the house and I decided to give them an object lesson with the microscope. They had been priming the pump with ditch water and no amount of talking would put a stop to it so I took them out to a gold fish pond we have in the yard and got an eye-dropper full of apparently clear, clean water. The microscope proved it to be alive with rotifers, wigglers, mosquito larvae, and the like. You should have seen those kids' eyes bug. No more ditch water for them. I went out again to get some moss but saw several tiny pollywogs swimming

about. They were so small I was able to draw up one into the eye-dropper. By manipulating him under the microscope's highest power, I was able to show the kids blood circulating through its tail. They could not believe that the blood was made up of tiny specks or corpuscles so there was nothing left to do but poke a hole in my finger and prove it to them. It seems to me there is a great unexplored field for the development of this sort of thing, especially in rural schools where everyone is familiar with the gross operations of nature and yet so lacking in an understanding of them.

So you can see - life in a rural setting is one long line of homely incidents, with here and there one which stands out as a vital thing - a possible turning point in ones efforts to achieve something worth while.