

Wyoming County Counts 16 One-Pupil Schools

LARAMIE, Wyo., Jan. 10.—(U.P). Wyoming has sixteen of the most expensive grade school students in the west, a survey of rural education in the Cowboy State showed today.

Helen Nelson, superintendent of schools here, said the sixteen high-priced students attend "one pupil" schools in isolated rural sections.

"It costs just as much for a teacher and for fuel and supplies to educate one pupil as it would for twenty or more," Miss Nelson said. "As a result, every one of these sixteen isolated students costs the state \$700 per year."

All sixteen of the one-pupil schools are in Albany County, site of Wyoming's famed Snowy Range. The same county has sixty-one rural schools with only two pupils.

RURAL SCHOOL
PROGRAM

GEORGIA STATE COLLEGE

FOR WOMEN

MILLEDGEVILLE



DEPARTMENT OF EDUCATION
AND TEACHER TRAINING

ERE 16 SDR 0

January 12, 1939

Council mtg

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

Dear Mr. Embree:

I want to tell you again that I certainly did enjoy the council on Rural Education which I attended on *Fri. and.* Saturday. The discussions were quite stimulating and associations most pleasant.

If I had had the enclosed clipping for the argument I was in Friday afternoon, I believe I could have carried my point. I would like to have some of the folks who argue for the continuance of the one-teacher schools explain how they would go about building a life-like situation in these 77 schools of Albany county, Wyoming (unless, of course, they are trying to develop hermits).

I enjoyed so much knowing the people from your office. I do hope that they all find it convenient to come back south again soon. Give my regards to Curtis and George.

Very truly yours,

Harry A. Little

Harry A. Little, Head of
Department of Education and Teacher Training

HAL:el
Enclosure



COMBINING THEORY AND PRACTICE

A teachers college should serve the area represented by its students. Therefore, the president and faculty need to know the needs and resources of the communities or regions, conditions, field problems, and public school practice from first-hand contacts and experiences, in order to set up justifiable, clearly defined objectives and to plan specific courses to parallel student experiences. All departments should be aware of, sympathetic toward and interested in the teacher education program.

From the moment students enter professional courses, they should contact children, with gradually increasing responsibilities. Through graded participation, the "safety minimum of teaching ability" (Evenden) should finally be reached.

(Type of children in Laboratory School - Consolidated)

Remedial work - small groups

Plays and Games

Public School Art

Public School Music

Children's Literature - Story-telling - Introducing books -
Library Period

Public Health Courses

Nature Study

History-Social Studies

Geography

Tests and Measurement

Psychology

Curriculum Courses

RURAL SCHOOL PROGRAM

Council mtg

November 3, 1938

Dear Mr. Favrot: You have attended all of the meetings of the Rural Council and know, therefore, the agenda which have been followed in each of them. As you will remember they have posed the problems of rural education largely from the point of view of the rural scene, the rural school and the rural teacher. In other words, the approach to the problems of rural education has been from the rural teacher primarily. She is so nearly the crux of the whole problem that we have felt justified in centering our interest on her and her problems.

The discussions in the Council and the general trends of our program - which we hope and believe are being set more by the actual needs of the situation than by the personal philosophy of any of us - have more and more directed us to a consideration which goes behind the teacher and her activities. This, of course, is the institution which trains her. We have been in the position of analyzing the teacher's job and of assuming that she should have certain knowledge and abilities. Except for representatives from those teacher training institutions with which we have been cooperating we have had little chance to know what officials of such institutions thought of our approach. We have not given them a chance to state their opinions, to question our procedures, and to suggest modification of our program.

We feel, therefore, that the next meeting of the Rural Council should devote much of its program to a consideration of the problem from the point of view of the institution training the teacher and it seems that there may be a very happy way in which to make the approach to such a plan. I have in mind the work Bond and Brewton have been doing under Campbell's direction. They have made analyses of:

- (1) The status of one-teacher schools in the United States with particular emphasis upon the situation in the southern states;
- (2) The status of consolidated schools in the same area; and
- (3) The status of rural school supervision in the same area.

The Laboratory School should be the heart of a teachers college and the director serve as the coordinator, really, for the whole school. Of faculty members who need to make use of the facilities there, some may feel uncertain, awkward, and unskilled, or hesitant about doing so. The director can do much toward making the approach easy and inviting.

We tend to teach as we are taught, or as someone said yesterday, "the way the students learn is the way they teach." Then practice should exemplify theory. Environment at hand, or further removed, should be used to confront the students with problems, and guidance given in finding solutions and identifying inherent principles. Probably, reorganization of individual courses into a few broad fields or as a core curriculum would tend to give more continuity and flexibility in the education program.

Classrooms in the nature of workshops furnish not only a working atmosphere but also some of the working tools. Professional books, state adopted textbooks, supplementary books, bulletins, magazine, files, sample tests, records and reports, samples of children's work, hectograph, lettering pens, i.e., general supplies and materials are some of the working equipment. A desk or table for each student and freedom to use the room, when he has time from assigned responsibilities, make this an inviting place to which the student returns frequently for study, conference and discussion with his teachers and classmates. (Anderson Hall)

Courses should be synchronized with required experiences so that the interplay of theory and practice are natural, i.e., methods and student teaching. The classroom then affords the students a place to pool their problems, discuss the implications, search for answers, and plan their procedures in the light of principle.

	(Discuss	Observe	Evaluate
Contact problems	(Read	Plan	
	(Explore	Try Out	

Examples of interplay between theory and practice

Inventory - situation physical, children, community
Measure, weigh, record

Health - exam, parents, planning program

Home visitation - sick child home, cane grinding, call

Reading - exam tests, prepare to give, read, administer score,
compile, graph, analyze, plan and assist in remedial
work

Excursions - field trips

Organize bodies of teaching material

Visits to schools in county, meetings

Participation in community affairs - church, PTA

Records and reports - examine, read, assist

County library - book depository

Campus laboratory school - country day school

Supervision Group

Denmark)	
) exchange	
Field)	

Start from reality, use materials to come into possession of theory,
principle - plan work in light of

Theory and philosophy be an outgrowth of systematic observation
and participation in typical classroom procedures.

They have also:

- (1) Secured and analysed descriptions of characteristics of good rural elementary schools (which have been prepared by state and county supervisors);
- (2) Attempted to analyze the specific services of teacher educating institutions with respect to rural life and rural school problems;
- (3) Tried to develop evaluative criteria and, from these, an instrument which administrators, supervisors, and others might use (a) in diagnosing needs of rural schools, (b) in rating for standardization purposes, and (c) in making surveys.

Now, what do you think of the plan of devoting the first day - or as much thereof as may be necessary - of the Council meeting to a consideration of the facts and implications of the material Brewton and Bond have produced and the second day to securing the reactions of the people who are training teachers to the questions and problems posed by this material?

If the agenda follow the above plan we shall have to include in the personnel of the Council more representatives of the normal schools and teachers colleges than have been included in the past. We have in mind representatives from Troy, Alabama, Delta State Teachers College, and the school at Richmond, Kentucky. No one of us is familiar with the personnel at these institutions.

You know these institutions and their personnel more intimately than we do. If you agree to the tentative plans outlined above, won't you suggest a list of schools, or, better still, individuals who you think would make a contribution to the Council meeting? If you know any outstanding people in teacher education in the state departments of education you might also suggest their names.

The meeting of the Council is tentatively set for Atlanta on the sixth and seventh of January.

Sincerely yours,

J. C. DIXON

JCD:RW

Mr. Leo M. Favrot
General Education Board
49 West 49th Street
New York City



COUNCIL ON RURAL EDUCATION

Atlanta, Georgia, January 6 and 7, 1939
Notes of Meetings

Friday morning, January 6

Dr. Doak S. Campbell took charge of the Friday morning meeting which was given over to a discussion of the ways and means of improving elementary schools and rural life in the South. Dr. Bond read a report on some significant factors affecting community living in the rural south; and Dr. Brewton, a report on the results of observations in rural schools. These reports, copies of which are available, were based on some observations made from the visitation of forty Negro and forty white one and two-teacher schools. The study is not completed. Before it is, it will take in observations resulting from the visitation of some two hundred Negro and white schools.

Dr. Little raised the question of what was meant by a rural school. The question was commented on and more or less decided that any school, outside of a city of 2,500 could be designated as "rural".

Dr. Johnson reported on the compendium of information on southern counties:

Early in the deliberations of this Council it became evident that it was difficult to generalize about the South, and that individual instances told very little. It was suggested that as a first approach we should attempt to lay a basis in the social and economic structure of an area by such units as could be made measurable. We have selected as the smallest possible unit, the county. Eleven hundred and four southern counties have been studied. In attempting to work out a device by which we could classify these counties and analyze available data we have set up seventy indices. The first step in the development was that of setting up a basis by which each county could be described according to its dominant economy. We have worked out eight general

type areas with subdivisions in each:

1. Population characteristics: total county population, percent of change, percent urban, percent rural, percent Negro, etc.
2. Economic: measure of retail trade centers, county population per income tax return, percent of tax.
3. Agricultural: total acreage harvested, percent of Negro and percent of white engaged in agriculture. This to be broken down into major classifications of those raising cotton, grain, tobacco, etc.
4. Industrial differentia
5. Occupational characteristics
6. General social orientation
- 7.
8. Educational index: expenditures made for Negro and white schools, number of one teacher schools, class rooms per thousand for Negro and white, percent illiterate of Negro and white, distribution of lynchings.

The second step was to take types and correlate them with other social factors. The final step was the drawing together of the material which gives more of the color and general internal functioning.

First we attempted to give observations for a known area when related to a broad statistical index. Second, we are able within certain limits to associate these known factors with certain others that have not been so easily understood.

Dr. Brunner: (?) In commenting on Dr. Bonds' report, spoke of the necessity of changing the trends of migration. The city is getting slightly more than its share of the best rural youth, and also more than its share of the bad. If we are going to attempt to condition rural education, one of the questions we must face is the migration question which has been the problem

of a century. The elementary school's enrollment has grown. I am sorry that the survey has given its attention only to the rural areas. The towns should have been included in the survey as they are the worst offenders.

Speaker (?) Population is shrinking, but the rural areas are losing population in the very best farming sections. Reasons for this may be restriction of crops, soil conservation. Formerly people left the rural areas to move to cities. Now, however, with the relief lines longest in the cities the population is going where it can live cheapest, which is in the Appalachian and Ozark regions. A clear distinction has to be made between good and bad land.

Dr. Pittman: The problem is whether or not a teachers college is promoting rural education. Anything seems to be in order today for rural education. (Dr. Pittman told of the experiment in Michigan where courses by their name are shown as promoting a certain interest, namely, rural courses. When that was done the people were scared away.) In the state of Georgia, however, the situation is different. I feel Dr. Little is correct in saying that everything in the offerings of the college is there for everybody. If we put too much emphasis on rural education we might promote the same type of consciousness that they have in small sections of Michigan. It would be to the disadvantage of rural areas of Georgia for us to set up a subject body of material designated as rural material. I feel that we can deal with the whole social and economic problem without any undue emphasis on the rural as different from the urban.

Alice Kelliher: It seems to me the problem is more ^{nearly one of} ~~as to~~ whether the schools are serving the purpose for which they are intended. What we need to make a "go" of life is the most important thing in education. Then why not examine our schools and see if they are really serving their purpose. Take the subject of "health". What is really being done in the Health Service?

How does the teacher use the health service? Do we need more social workers to bridge the gap between education and health? How much practice are these people getting, how much theory? Shall we learn by theorizing or by doing? What can be done? What is rural and what is not rural is not the question, but what is human and what is not.

Dr. Jagers: When you make a study of this type we very often leave out things, and thus get it into our heads that the study is invalid. Sometimes it shows up things we don't like. I am wondering, since we don't have more than thirty-five or forty courses named rural, and since our discussion indicates that more courses are rural than is apparent from the catalogue, would it not be possible to have the Committee go into institutions in the South and find out how many of these problems are receiving attention. We cannot escape the fact that something is wrong with ^{our} teacher education program. That there is something wrong is apparent from the figures quoted by Dr. Bond and as shown by Dr. Brewton's visits. Whether we are to blame or not, it does place before us the problem of examining these conditions to find out if we are wrong or right, and what is to blame for the conditions. The important thing is to let practice keep up with theory. If we are to train people to take leadership positions in the various communities, we must train leaders to teach a way of life.

Dr. Donovan: A year ago I decided to visit a number of rural schools. I went to a county east of my home county, Estill County, and asked the County Superintendent to take me to a number of different schools. I was taken to a one-teacher school taught by a man who had been one of our students. He had had three years training. This was one of the worst schools I have ever seen or been in. The school grounds were bad, health conditions terrible, teacher dirty, and everything was about as bad as it could be. The teacher had not been taught that way. We then moved on to better schools, finally

arriving at a one-teacher school that was as good as our own college training school. It is the attitude that counts. Schools may teach what to do but if the attitude of the teacher is wrong there is not much that can be done. /

As a result of these visits an experiment was tried. A visiting program was put into effect. ^{35 sec of} Prospective teachers were taken around to visit different schools after which meetings were held ^{where} at which things were talked over. This laboratory course was open to the teachers of the schools visited. The experiment actually changed conditions in the very bad school mentioned. We decided that a form of teacher supervision was necessary. Kentucky has less supervision than any of the southern states, and that is one of the things Kentucky needs.

I think Dr. Beatty has put too much emphasis on teacher training institutions. The tendency is to move to urban communities. Eighty percent of our students hope to get to the cities to teach. It is hard for a teachers college to overcome this practice. We used to have different courses for elementary teachers, intermediate grade teachers and rural school teachers.

Alice Kelliher: We need in-service supervision of teachers. How much active, effective participation do the students get before they have to go out and teach? When you do have a teacher participating then you begin to get changes in that person's practice.

Dr. Beatty: Apparently a good many of our teachers are going to spend time in a one-room rural school. How many teachers in training are getting the teaching experience that will enable them to meet the problems encountered in such a situation? (A show of hands was made indicating seven people who thought their prospective teachers were getting such training.) How many institutions have some opportunity for the prospective teacher to



practice in a one room teacher school or its equivalent?

ERE: This group represents about 2/3's of the schools where people might go to get their one-room teaching experience.

Dr. Donovan: My theory is that the student teacher should have nine weeks teaching experience in the rural schools under the supervision of a teacher, should go where the teacher does, live in the community and face community problems.

Maag Bond It seems as if the barriers restricting the opportunities for Negroes in other activities make every Negro institution a teacher training center. In some institutions there is a tendency to hold up hands in holy horror when community relationships are mentioned. Will this study bring forth facts showing how these schools might be made effective teaching centers? /

Dr. Little: Most of the schemes of equalization tend to improve the one-teacher schools. I am opposed to one-teacher schools, as it postpones further a good educational system for the country. We should concentrate on the consolidated schools and not spend time on the one-teacher schools. (Much protest.)

M. E. Thompson: Relative to courses in rural education, I have an idea that if teachers can be made to think that their job of teaching is to go into a community, find out its problems, and then work out the problems of the community, they will accomplish something. When this is done rural Georgia will be working out the solution of its problem. Get away from the idea that you are teaching from a text book. Let the problem originate from the needs of the people and community, and then let text books be used in solving these problems. The one-teacher or small rural school has never had an opportunity to demonstrate what it could do. It has the poorest teachers, shortest terms, poorest equipment, and has never had an opportunity to deter-

mine if it could function as a good unit.

JCD: / If consolidation continued it would be 1990 before it could be accomplished. / Should teachers be trained for a job as it exists, or as it is thought it might exist?

Dr. Little: Take the situation and do the best with it, but build up larger schools rapidly. / (He then listed all the things a teacher of a one-room school had to do.) Can any one human being be so versatile? Where would it be possible to find a teacher like that? /

JFS: The reason you can't find them is that you haven't been training them.

A. Kelliher: We've just been skating on the surface. The question is what do we want the school to do in a community. Is the teacher the only one who should work in and outside the school? Consolidation is doing something to our schools. What is it taking away from the community?

K. Houx: Isn't it a question of emphasis?

Dr. Little: (Related an experience of his in Arkansas. Two families lived in this certain community and they had two girls and seven boys. The parents had plenty of money and wanted their children well educated so they built a school, hired a good teacher, etc. But all their money could not make a good school.) To have a good school you need children. The possibilities of a good school are greater when you can get some people together to have a community. /

N. Irby: The superintendent of a large school in Georgia recently complained that he realized that consolidation of schools in that county had done something to the community, and he is attempting to find out what it is so that he can replace what has been taken out.

A. Kelliher: If you can bring enough children together and offer certain courses you can get education.

B. Fowler: (Gave an experience of his system.) /

Many cases need to be studied to see if consolidation or the one-room school is the thing.

Dr. Pittman: We have arrived at the question of which is better, to be or submerged. We have missed the issue as to what is essential in order to make life good in the country.

✓ Dr. Zeigel: The question is, how can we have better rural schools. The needs of the boys and girls in the rural schools do not differ greatly from the needs of the boys and girls in larger areas. There is only one one-teacher school ^(white) in our county in Mississippi. ~~(White)~~ Better teaching is needed to make better schools. We are too anxious for results. Such a change in the educational system means educating the parents and the masses. The materials used should be like the materials we have to work with in life. Emphasis should not be placed on subject matter for itself, but as a means to an end. If we could go into our schools today we would see a better type of teaching than ever before. We would find the children able to do things better than ever before. Conditions are better, materials better, etc. If we have a new type of education for the masses, we need a new type of education for the teachers. To have good teachers in rural schools and good teachers in the high schools means we must work out a curriculum program.

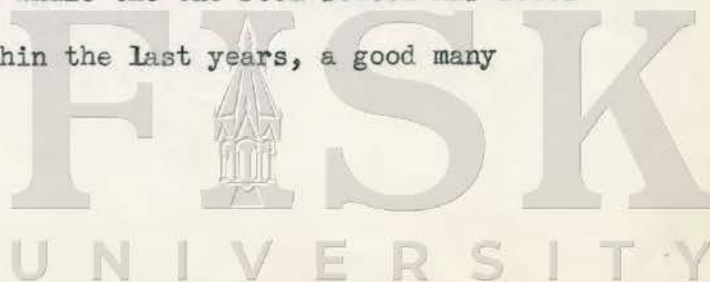
(Dr. Campbell introduced Miss Whiting who described her work.)

Miss Whiting: (We have devised a scheme of prospective demonstration centers. We feel that in the past the teachers colleges, etc. might have mislead by using the term "demonstration school" so we have set up what we call "prospective demonstration centers". We have a credit system. Every school in Georgia is now operating and known as prospective center number one. They are all checking themselves to see that they have an active program among the teachers and supervisors. After a while when a supervisor feels that a school has met the requirements the school becomes known as center number two. To be-

come center number three is the goal. After a school has become center three it goes into experimental work. (We have tried in our work to effect a closer relationship between community and school. The state supervisor of instruction is now the supervisor of these centers.)

Dr. Brunner: Getting back to consolidated schools - the question is not one of consolidation but of the sociology of the community. We are getting consolidation without enacting legislation for the consolidation of schools. However, we are always going to have one-teacher schools - so their problem will have to be dealt with. The best educational work I have seen done was in New Zealand, and it was done through correspondence school. The question comes back to getting better teaching. There is an experiment being tried in southern Illinois near Carbondale. Twelve per cent of the enrollment is Negro. There are six one-teacher schools where practice teachers can teach under supervision. This service is not being paid for. Lack of funds has often stood in the way of this type of work but in this case the schools which are cooperating are not being paid. When this experiment was started the schools contacted asked for pay for the service they would render. They were told, "Sorry, but we'll have to look for another school." In this way schools were lined up. Thus the prospective teachers are receiving training to fit them for community situations.

Dr. Beatty: If Dr. Little had limited himself to his last statement everyone would have agreed with him.. that is, schools with one family do not have the elements for a good school, but, saying that all one-teacher schools should be done away with is another question. Earlier I have been on the "consolidated school band-wagon", but work in consolidated schools has shown that they are not always successful, while the one-room school has acted as a community project that has taken, within the last years, a good many



people off the relief rolls. The Indians have asked for the one-room community schools instead of having their children sent off to the village schools.

Dr. Jagers: Mr. Donovan's reference to Estill County brings to mind an experiment of Elizabeth Daniels in one of the teachers colleges in Alabama. She believed, while she was a fourth grade teacher, that learning could take place in a one-room school if the resources could be used and a way of living taught. Her experiment was in one of the poorest spots in Estill County. She would go into the school and teachers would come in and observe, and see the school develop. Miss Daniels stayed here for six weeks. When she left, she had a teacher ^{with} ~~who had had~~ three years college ^{work} ~~to carry on~~ training remain. The next year Miss Daniels would visit the school again. Every activity that took place involved community life. The County Superintendent has followed the idea, and that school is still the demonstration school, with the same teacher in charge. Miss Daniels had demonstrated that learning could take place in such a school, of which there are 60,000 existing. (Mr. Jagers told of his own experience in supervising the activities of seventy teachers who went to summer school. He taught the college classes, linking up teaching with experience.)

(A. Kelliher introduced Fred Wale)

F. Wale: Teacher training courses are the greatest obstacles to the training of teachers. Everyday teachers are being turned out without any previous training of how to teach in rural schools, and are going into rural schools to teach. Our problem is to do something with the school in the nature of a laboratory center. I believe we must get away from the nature of the work done in institutions, and out into the field. The school's program however, should be tied to the institution, but the student teacher must not live at the school. The laboratory school will be by it. It is necessary for the observing teacher to live out with the people who attend the school where the student teacher is practice teaching.

Dr. Morrow: State Director of a state wide curriculum revision movement. We are endeavoring to work with teachers in schools to improve what is going on in the schools at the present time. We are aware of conditions that have been pictured at this meeting, and I am ambitious to have something done about it. One big thing that is wrong is that practice has not been keeping up with theory, but I am not sure that it can unless something is changed. It may be that we need a new set of teacher trainers. What we have talked about under the heading of methods is not to this philosophy. Techniques of community study, and the techniques of meeting community needs is more important than methods. We are reflecting in the schools what we are trying to do in the higher institutions. It may be that the teachers should be made aware of the problems and of what they mean toward the process of education.

A. Kelliher: You cannot change anything on a basis of insecurity. You cannot ask the teachers to change in any respect if the administration gives lip service to one idea and operates on another basis. In the experiment at Alabama, they are disregarding marks and schedules. The result is that people come to the school for something they need and something they want to take back with them. Physical education is not taught through the use of expensive equipment but in wading in the creek, hiking, dancing. Teachers in training go with camping trips. Knowing must come through living. As long as we teach methods courses we cannot have education effective. The teachers in teacher training institutions can be changed.)

Dr. Johnson: What is meant by the concept that education is training for life?



(Dr. Brewton was asked to explain his chart and the factors taken into consideration in determining the different divisions.)

Dr. Brewton: A. Teacher's scholastic training, takes in where she went to school, what courses she took, courses taken for training in teaching in rural schools. She was asked for the names of any definite courses that had been of benefit in rural situations. Experience - took in number of years of teaching experience. We found 100 of the teachers we interviewed had had three or more years experience, 50 had had only two years. We checked on professional connections, that is, whether they belonged to any societies, parent-teacher associations, educational groups. "Rural mindedness" somewhat determined by the length of time spent in the community and the participation in community affairs, children's parties, etc.

B. Conditions of teacher service - We asked the superintendents why a certain teacher was placed at such and such a school. Sometimes we found a teacher had been a total failure at another teaching position and was just shifted to a school for want of a place to put her. We looked into housing conditions for teachers. Could the teacher find a comfortable place to live at a reasonable price. Tenure, pupil teacher load, average daily attendance, length of previous year's term, salary, actual salary previous year, number of leaves of absence granted - all these factors were looked into. We were surprised to find a good many leaves of absence granted. We also investigated the community facilities for providing recreation, if there was a choir in the community, provision for lectures, in short, just what a teacher could find in the line of recreation in the community in which she was teaching.

C. Administration

Karl Bigelow: Good and bad should be measured in the effects it has on the children.



A. Merrill

Saturday - January 7, 1939

Dr. Bigelow: - General Education as a Basis to the Professional Courses

Everyone is satisfied that the conditions under which children are growing up are not good, and there has been general agreement that the teacher was the solution of the problem. Our present concern is with the general educational courses. The lengthening school term has put pressure on our needs. We have become aware of the youth problem. We have come to a recognition of the fact that with working conditions as they are, and jobs as scarce as they are, that the youth of this country constitute a problem which needs attention. Then too, there is an element of concern under which finds itself.

Education is one of the means whereby a particular society perpetuates its ability and social institutions. General education is a question for the community. There is an effort now to ^{the} see/relationships which things bear to each other. We see the effort to bring things together in the effort to integrate subject matters. In the second place we see this effort to obtain unity in the increased desire of colleges and schools to operate as a team, in the effort on the part of whole faculties to come to agreement on some common practice. This effort at unity is shown further in the decline of the Ivory Tower.

General education for teachers is important and will become greater and greater in importance. Not only do teachers as human beings have the same general needs, but because of their profession it is particularly important that they should have superb general educations, and that they should understand at the time just what they can do.

Requisites of a good program : There are ways in which a faculty



the
might go about improving general educational program; First, by examination of existing circumstances. Circumstances must be taken into account in making plans. Look at your people, know the student himself. It is necessary to be concerned about him. The fundamental thing is that we need to get these teachers to care about the human beings. Any faculty that wants to develop a good program must be aware of the people and aware of the social situations. What resources and obstacles does it offer? What are the resources and obstacles of the particular institution. Secondly, some formulation of objectives is necessary. What is it that we want to accomplish? This must be put in specific terms of social needs. What changes do you want to take place in the student to see that he is a good citizen? It is not enough to say that you want him to be a good citizen. And that brings us to the functional purpose of education. Thirdly, choose and begin to experiment with correctual procedures. Fourth, we need a continued evaluation of what is going on, with emphasis on the things that get students to participate and share in activities, and emphasis on individualization as students differ in their needs. In the program there is to be an emphasis on brings one to a close study of the individual student.

What is the place of specialization in a general educational program? 1. Make first two years of college a general educational program and not bother with specialization? I am not sure such a thing will work. 2. Evaluation of subject - a way of checking on the program to see if it meets the needs of the group. Such a thing is necessary.

Dr. Beatty: There is danger in courses becoming pattern courses and being passed on from institution to institution. But the erroneous assumption is made that anyone with an education can pass on these courses. It is difficult to answer Dr. Pittman's question as to whether or not a student who knows what he wishes to specialize in should be able to go right into his special field. While there is more agreement as to the

courses to be taught in the general education curricula, there is more dissatisfaction with the professional courses. The point on which there is the greatest dissatisfaction is on the subject of professional training for teachers.

Dr. Campbell: One or two observations on the multiplicity of courses and the addition of courses:

One of the things to which we can trust ourselves with intensity would be to try to bring out a definition of what we mean by professional courses. The current picture is that it means application of specific courses dealing with steps that relate to the field of teaching. The "education-ists" are no more at fault than are the rest of us in that matter. A point of great significance is that the teacher training institutions have not developed the concept that professional education of teachers is a concept of education on the one hand, and a series of organized courses on the other. We must develop concepts and procedures in which whole faculties of an institution have a common stake in the individual. It is not classical versus professional.

If procedures can be developed whereby the academic group and professional group could work together we should find fading out this line between academic and teacher education, and we should be inclined to have an integrated program. Some clumsy steps are being taken in this direction. Some institutions have taken a number of courses in education and have tried to find out what constitutes each course and to compound them. Some school in Buffalo took nineteen courses and compounded them into one. The faculty is not satisfied, but it is an intermediate step. Several schools who are represented at this meeting have met around the table with their faculties in the attempt to name and work out courses.

(Dr. Campbell)
ERE: (took issue with Dr. Campbell's statement that he thought a classisist and professionalist could get around a table and say, "let's

integrate a nice little course.") Do medical men and Latin teachers get together and decide on the Latin they want to teach prospective doctors?

Dr. Jagers: Teachers must know child psychology, must know materials, and must have laboratory materials.

Dr. Bigelow: It is desirable that all of the members of a faculty who touch the lives of pupils should be able to sit down together and find out how they can help their pupils meet life's problems.

Dr. Beatty ²differs with Dr. Campbell in his thinking that Latin has its place.

Dr. Cocking: Dr. Campbell has not stayed by the subject assigned him. His subject was "professional education."

Dr. Ziegler: The preparation of the curriculum must rest with someone who is educational minded.

K. Houx: spoke on the interplay of theory and practice. A copy of her talk is in the hands of Miss McKay.

Dr. Patterson told of the work being done at the two schools at Tuskegee, one a one-room, the other a six-room school.

Dr. Beatty: Education and Research -

Education and research are too often put at opposite ends. Research
In the field of education we are faced with an imperfect set of assumptions. Many of the research techniques which are being followed are themselves so fallible that we must assume that their findings will be subject to revision. Research and education in a desirable organized teacher training institution should go hand in hand. We have heard of having institutions serve the needs of the community. There is a danger of having educational programs organized to fit the needs of rural communities. It can't be done. No pattern can be made that will fit every community. No pattern can be carried into a community.

The needs of a community may even change, but if the student has learned how to study, analyze, and participate in community life, the needs of a community can always be determined.

Teacher training institutions ought to be teaching in terms of discovery and research. A great deal of damage is done in the high schools. Subjects are taught in terms of what the world already knows. There is no incentive. Education can be experimental, can be a research. (We can teach children in teacher training institutions that there is no fixed pattern of education. We can teach them to analyze.) At the same time our course should leave room for the explanation of new research which is taking place within the country in the field of education. Teachers colleges are ten years behind in education. If we could develop in student relations the idea that things are changeable we would be doing the students a service. We cannot blame teachers in the teachers colleges entirely. There is as much change in the field of education as in the fields of other professions.

Then, research must be tied up with practice. So much of teaching is in terms of "this is true" instead of "is this true?" Teachers colleges own practice does not conform with what they tell students should be taught in the class room. Research must be made in understanding of human relationships and in finding out how things work instead of finding out information. If there is any subject in the schools today lacking in knowledge, it is education. New ways must be plotted to carry on research in ways of teaching. There is room for a development of new research in the field of education.

Research is a contribution to knowledge. To summarize, the three obligations under research are: 1. conducting investigations that may advance knowledge and wisdom with reference to educational procedures. Colleges are often handicapped in this because of lack of funds. 2. Research attitudes - that of constructively organizing student's approach to work so that he can discover for himself the things he will want to know. 3. The

development of techniques so that he can study for himself, so that he can investigate as to the reality of many of the things which he is taught.

Dr. Morrow: Limiting Enrollment

Two obstacles are encountered in teacher training institutions.

1. The numbers of teachers enrolled. 2. The obligation of state institutions to take anyone.

I would like to raise a few questions. 1. Is selection sound in principal, and how is it justified? 2. Will the right preparation interest the good teacher? Selection protects the profession; protects the children from poor teachers. Why is selection for professional work justified when selection for general education is not? What selection should we have? We might recruit from the high schools those that would make good prospects, turn away handicapped people, or select according to locality. 3. Has the state an interest in selection? If the state department of education would give some backing to the teacher training institutions of the state, they would be more likely to institute some plan of selection. If the idea is to protect the public and children, then the state should have an interest in seeing that teacher training institutions do make some selection.

General Ludendorf tried to apply selection to the German Army. The men who were stupid and energetic should be put out, the bright and lazy should be the field generals, the bright and energetic should be on the general staff. Similarly, the bright and lazy people should be the administrators in education who should delegate authority to their aids, the teachers, who should be the bright and energetic.

What is a good prospect? Freedom from physical defects, freedom from bad diseases, some degree of scholarship, some degree of intelligence, ability to use fair English in speech and writing, industry, leadership

qualities, imagination, reasonably good appearance and personality, and for rural school teachers, some knowledge and understanding and sympathy of rural life. In addition, rural teachers should be strong and healthy.

Is selection really sound? How is it justified? What degree of selection is practical? What is the interest of the state in education? What particular selection is desirable for rural schools? (Would it be desirable to have the institutions in this state begin a plan of experimental education backed by the state department of education with different places trying different plans and then to have an evaluation of the methods?)

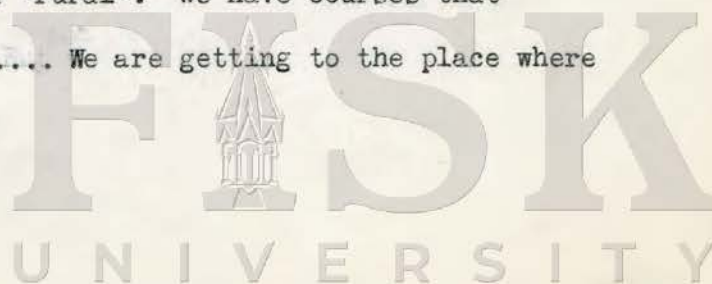
M. E. Thompson: In the general organization of teachers colleges how can rural teachers be given some knowledge of farming, handcraft, health, and homemaking, so that they can be of service in the community?

JFS: There are grounds on which we base our justification of rural crafts. In the teachers college that tries to find out where its graduates go and discovers they go into rural areas they might ask themselves the question: What are we going to do about it? Teachers going into the rural areas will find the present conditions of schools bad, and living conditions bad. They will discover that these conditions have existed a long time, and that they will continue to exist. They will also find that there are agencies who are supposed to take care of these conditions. They will also find that these agencies are not doing their jobs. One of the reasons is that they do not get around enough, that they do not have enough home contact. The teachers colleges have realized this, and therefore have set up courses in home economics, handcraft, etc. The agencies say "This is our program for the year." whether it is going to be of help to a particular community or not. Often too, a teacher is put in charge of a class in rural crafts who knows nothing about the teaching of reading, writing,

or arithmetic, and for that reason they get little or no cooperation from the other teachers. There only social agency in the community day by day is the school, and the only person in charge of this social agency is the ordinary class room teacher. It is my belief that these teachers should know about the following: 1. Health, 2. Home Economics, 3. Agriculture, and 4. Manual Training. We don't consider any single one of these items as an end in itself. The fact that a teacher is well grounded in book learning or agriculture does not constitute the only thing necessary, for not one of these things can be successful without a working knowledge of the others. Most important are sanitation and diet. (The teacher must not only know why privies are necessary, but be able to convince the community that they are necessary. This privy problem is definitely a home economics problem. The teacher must also know, or be able to find out, where she can get instruction on how to build a sanitary privy. This one thing takes care of two subjects, health and home economics.)

On the subject of diet; there is no reason for going into a school and teaching what vegetables to eat when such vegetables don't exist. This therefore would involve a knowledge of agriculture - again this involves the home economic aspects. I believe it is possible to teach teachers to be conscious of the needs of these things, and to teach them to do something about it. We don't expect a teacher to be the be all and end all. She must be aware of where to get information on the problems she meets/ ^{and have} knowledge of free material, ^{and} /of agencies set up for the purpose of doing the things she wishes done. And regarding these agencies, very often if sufficient pressure is put upon them they will function as they are supposed to function.

Porter Claxton: I have noted and was disappointed at the way members of the council have shied at the word "rural". We have courses that have been named "Rural Life 1, 2, and 3" We are getting to the place where



we realize there is a little difference between the education needed in a big city and that needed in a place which we call rural. The trouble is that we don't want to meet the subject squarely and so are apt to say, "Education is education wherever you meet it and why make any differentiation?" Because we cannot foresee where our students are going, we cannot know what to give them so education goes on as it has gone on in the past. We must realize however, that the background of the country children is different from that of city girls and boys. (Mr. Claxton gave an example of this difference. While visiting the Sand Hill School he saw a boy in the first grade drawing a picture. As the second grade was reciting and the rest of the room loafing, he was interested in the youngster who was thus engaged, and spoke to him. The boy explained his drawing was a farmhouse with chickens and a hawk in the sky ready to swoop down on the chickens. It would be hard to picture the city boy drawing on such a subject. Another example Mr. Claxton gave was of his visit to Tallapoosa School. The School was closed but on the teachers desk was a remnant of a French grammar and an old history of Rome. While all around the schoolhouse were examples of erosion.)

(The question of some people is, can we afford to teach a child from the farm how to cook and how to farm? Don't they know those things? A examination given on rural arts found great ignorance among the children who were "supposed to know such things.") The thing we are trying to do is to teach rural children how to live, to teach them to farm better. A school teacher should be able to take a hammer and saw and help students do repair work on the schools. In our school last year we taught phases of gardening. This year we will teach shop work. In the teaching of these subjects we use the type of tools which the country people are accustomed to use.

The art of outdoor gardening was taught as follows: First,



we started from the economic standpoint. Should the South feed itself? What good is diet? We had discussions of such subjects. Then we began setting up budgets for the year. About 1/2 acre of land can grow as much food as an average family can use in a year. Next we began the study of the soil - going into the field of geology. We made our own tools for surveying, thus making a mechanical enterprise of the subject. Our next step was the planning of garden crops...then the planting... then the cultivating, the picking, and finally the marketing of the crops.

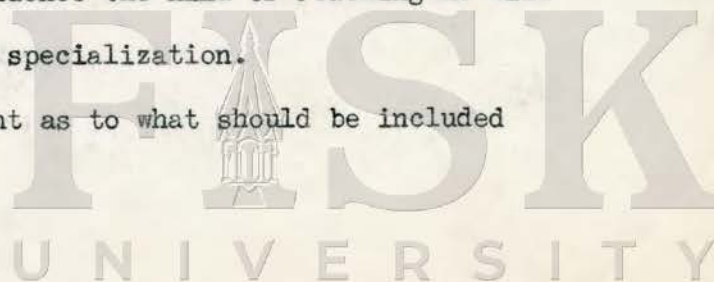
We plan to handle our course in shop in a like manner. Some of the things we are going to do is cut picture frames, cut glass, study electric currents, learn to read meters.

Our Rural Arts 2 course seeks to establish philosophy in the field of education.

Speaker ? One of our problems is how to provide experience for prospective teachers on the college level. A great many feel it is right to devote the first two years to general education. This was indicated in the United States Survey of several years ago. But there is a certain artificiality about this. If the problem is meeting the needs of a community then there is a certain danger of a pattern being set designating ~~that~~ certain experiences that should be provided which would serve the certain needs of a certain type of community.

Before a person decides he is to become a teacher he has certain requirements which needs be met. Educational experience should be broad and related to these requirements. After he has decided he wants to be a teacher, he is a changed person and needs other types of experience. The kind of teaching he receives will influence the kind of teaching he will do. One of the great problems is that of specialization.

Mr. Jagers: We have had no agreement as to what should be included



in the program for general education. In setting up a program, however, we must take into consideration the machinery we have.

I want to mention the name of a new book on education. It is "General Education at the College Level."

Dr. Donovan: First year of education in the teachers college should be general education, and selection should take place during this first year. Let the program of professional education start in the second year, with more emphasis in the third and fourth years (if we can keep students for four years). Only students who are high school graduates should be permitted to enter the teachers college. If the aim is to get more education for people, this is necessary. The program should provide for the selection of only the good students for teachers. There is a great deal of criticism about teachers colleges not meeting their responsibilities. This is due in a large measure to the fact that most of the teachers in the teachers colleges have been educated in liberal arts colleges.

Nolen Irby: In the training of teachers, is it wise to wait until the end of the first or second or third year before beginning professional training? Would it not be wiser to get to our fourth year high school students and begin that early to point out to them the field of service for which they are fitted?

Dr. Donovan: spoke of the procedure followed in enrolling students in his school. They are given two intelligence tests, achievement record is ascertained. Those who cannot read are put into a clinic and taught to read. About one third of the people entering college have sixth grade ability in reading. Can they succeed in the work they are carrying in college during the first year without being able to read? We have 131 people in our reading clinic. Of this number 119 are going very poor work and will drop out.

Dr. Donovan asked if there were any institutions using any means for evaluating personality.



Dr. Little: We keep accumulative records of each pupil, according to the type of thing a person does and type of person she is. These records are used to give prospective employers an idea of the personality of the one seeking employment. They are also used in conferences with the professor in this way: the information is kept confidential but the professor uses the data in his conferences and dealings with the student and endeavors to correct the bad quirks of personality. These records are also turned over to the critic teacher for the same use.

Dr. Pittman: The work of selection is being done unconsciously. We need not worry about it. People who are financially unable to go on to high school and college are being eliminated every day. People who go to college do not know what they are going to become. The two year general education is going to be used in all institutions and during this time the student is going to decide what he will become. Then people drop out at the end of the first year, and at the end of the second and thus selection goes on.

Question: How can we trust to chance to pick out the best teachers?

Dr. Campbell: The greatest factor in selection is not economic status. A good economic status does not presuppose intelligence and vice versa.

Dr. Donovan: The type of student found in the Teachers Colleges today is not as high as that to be found at certain medical schools. Reason for this is that the educational department of schools is not as good as other departments in the same school. The poorer students today can be the teachers. It is interesting to look back in history at the attitude of the public toward teachers. In the early days the school teacher was purchased by a master, and was anyone who could read and write. Thus teachers were not held in very high esteem. The teaching profession has made amazing progress, as great progress as other professions.



I cannot help but wish for the day when people can be selected for the teaching profession, selected according to their ability.

Question: Has any research been made on the subject of selection for other professions?

Mr. Jagers: Alabama State College uses selection on a scholarship basis, and in-service selection is going on at Ohio State University under the direction of Leslie Love. In the last mentioned school they are trying to determine the short comings of the student in order to strengthen these short comings.

(Someone suggested that the enrollment in state universities might be limited by means of the amount of money given them and this limiting of enrollment give rise to some method of selection.)

Dr. Cocking: General education and professional education should not be too separate. I would like to see them coordinated. We have tried to interest all departments of the University of Georgia with regard to their obligation to the development of teachers. Our president appointed a committee - one representative from every department in the University. This group became known as the Committee on Teacher Education. The first job the Committee has, is to determine just what each department can contribute to the education of a teacher, and incidentally to the education of a citizen. It is up to each member to find out just what his department can do. It is up to the group to determine what the things are a student will have to face when she becomes a teacher, and to try to tie up the various departments so that each one can contribute to what is needed.

Selection does not take place at any one point. It evolves over a period of time. In order to be intelligent and to help an individual determine his own future, we must use every means available to help that individual. In line with this idea we are making a study of the individual. We want his personal history and family background. We are also trying to get a picture of the emotional stability of the student. We are using education intelligence tests,

teachers' marks and records of scholarship, everything we can find that will contribute toward an understanding of the individual. It is proposed to give examinations periodically during the student's career in college. Then there will come the time when we will have to put our stamp on the individual designating him as a fit person for a teacher. What should these final requirements be that shall mark a person for the business of teaching? We hope that the final selection will be based on the individual's ability to meet circumstances in a given situation, in the ability he shows during a three-month practice teaching period.

Mr. Favrot: "Rural Teachers in the South"

We are getting away from the problems presented by Dr. Bond and Dr. Brewton... that is, the things to be done to improve schools in the rural areas..... Selecting students in high schools and giving them training to fit them for teaching is being used in some sections of the South. In some counties in the South the level of Negro teachers is so low that teacher training would be in a position to do nothing. One thing that is being tried to improve the teaching quality is the selection, by a superintendent, of certain people among his pupils who he thinks can go out in the field to supplant some of the teachers who are so poorly trained. These people are given one year's training beyond high school. The experiment has been so successful that the demand for teachers has increased to the point where this school cannot supply the demand.

Teacher training is on one level, actual experience is on another level. If we are to make a contribution to help the situation in the South we must start here and now. Some schools are bringing in teachers who were out teaching, giving them instruction and sending them back better trained for the position in which they were in.

Is there anything Teachers Colleges in the South can do to help the rural school and to hurry the day when we might look for some

improvement in the teaching quality in schools? If faculties could spend just four hours in a rural school and see what is done they would change the type of teacher training. One of the evils of the system is the raising of certificates of the teachers already in service. This is very often done on the basis of credits received for French, or other subjects which have done very little, if anything, to improve the quality of a teacher's instruction. Then too, the fact that teachers in service are exempt from examinations has not helped to raise the teaching standards.

Dr. Ziegler: Work on the campus should be supplemented by work in the field. The faculty of a school should know what work is going on in the demonstration school.

Dr. Donovan: (gave a resume of the first day's session.)

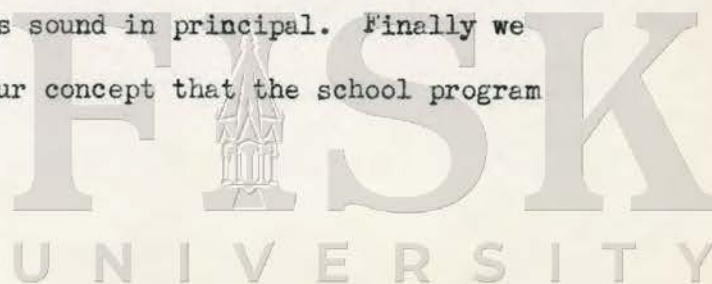
Dr. Campbell presented the report of Dr. Bond. We are satisfied that the schools should be agencies of social action and should affect community life and contribute to good living. What are some factors that the school should affect? There are many from farming to reading. Dr. Bond's survey convinces us that the school has not very greatly affected the community life and has not contributed very much to good living. They are still using old methods of operation. He presented a very discouraging picture, but, I believe, a true one of the South. Human learning has a value only as it can be put into the service of mankind. It is the business of educators to determine the type of learning that will best serve communities. They have the responsibility of bringing about some improvement of instruction.

Dr. Brewton gave us a picture of school visits, while Dr. Johnson gave us information that we believe is as valuable as Dr. Odum's report on Southern Regions. During the morning we took up the essential factors that make a teachers college. Dr. Brunner showed the necessity for a broader basis for the training of teachers, and pointed out the factors that contribute to the training of teachers and to the betterment of education in general.

Dr. Beatty spoke on research and what the problem of the teachers college is to research. Every college should be interested in some type of research and should create a scientific approach to the solution of problems. (Then we had a very practical statement of the interplay of theory and practice from Miss Houx. One of the places where teachers colleges have fallen down is in that they have had a beautiful theory about education, but their practice has been entirely different. Miss Houx has been practicing a thing and drawing a theory from it.)

Most of us were in agreement that some method of selection should be used. One way of improving the quality of work done in the teaching field is by using some method of selection. The rural schools and in-service teachers present a problem in education for the South. It is our responsibility more than any other agency's to see that something is done. So far as our Institution is concerned we are going to do something.

Dr. Jagers: The purpose of this conference was to look into the problems of the rural elementary school. In setting up a school we should think of what the community needs and then set up a program in terms of the needs, interests, abilities, and life practices of the community. The teacher in the school should have training that will enable her to determine the needs of the community, and since the needs of the South are rural, then work should be anchored in the needs of the rural community. Dr. Bigelow said we need a teacher who cares, one who will find out what the problems are, one who will be willing to experiment to find a combination that will click. Then our program needs to be integrated. It should not be theory, but an interplay of theory with practice, and the teacher training schools must be the heart of the movement. They must be willing to investigate and find out what these needs are. Dr. Morrow raised the question of whether selection was sound in principal. Finally we moved into the classroom and strengthened our concept that the school program



in rural areas should tie up with life. The State can do something about this in a broad way. The State can supply teacher materials, can work with agencies and develop curriculum for teachers. They can help remove the causes of non-attendance, can lead in promoting the tie-up between theory and practice. State Departments of Education can take the lead in getting local superintendents to make schools available as community centers. State Education Departments and Colleges should work cooperatively to develop all of their programs.

A. Merrill
M. E. McKay
R. Warren

COUNCIL ON RURAL EDUCATION
Atlanta, Georgia, January 6 and 7, 1939

FRIDAY MORNING, January 6.

A report of the survey of good and bad schools which is being made by Dr. Campbell, Dr. Brewton and Dr. Bond was presented during the morning session.

Campbell: We have merely tried to present some materials which have been developed during the process of study. The fundamental purpose has been to discover ways and means of improving elementary schools and through them to improve the quality of life in the South. The improvement of the training of teachers has been found to be most important. We have had to engage in a number of activities concurrently. Presentation of materials: some significant factors affecting community living in the rural South is to be presented by Dr. Bond; the results of observations in rural schools by Dr. Brewton.

Dr. Bond and Dr. Brewton each read extensive reports, copies of which are in the files.

Little: What is a rural school?

Bond (H.M.) Material derived from public school reports. Reported on basis of census reports.

Cocking: What is supervision?

Bond: A professional supervisor regularly employed to supervise what is being carried on by superintendent.

Donovan: As soon as you label curriculum and teacher education as such you scare your teachers away.

Max Bond: What was criteria for selecting 171 schools?

Brewton Catalogs. Basis of availability.

Dr. Johnson gave a report on the compendium of information on southern counties:

It became evident early in the deliberations of this Council that it was difficult to generalize about the South or to know very much about any particular area and that individual instances of good or bad situations told very little about the representativeness of this particular type of situation. It was suggested that as a first approach to the general problems of education we should attempt to lay a basis in the social and economic structure of the area by such units as we could get measurable and dependable data on.

There have been many attempts to treat the South regionally. You are familiar with Dr. Odum's work. Vance, Parkins, and others try to break down a diversified area into units that can be understood similarly. We conceive of education as a part of the general social context so we treated that factor in the picture. We selected as the smallest unit the county. Eleven hundred four counties have been studied. We have attempted to work out a device by which we could class these counties as necessary or analyze the available data on each county according to a number of selected indices. Seventy indices have been worked out. The atlas is intended as a student's manual, not as an attempt to interpret directly these problems. The first step in the development of this atlas was that of setting up a basis by which we could describe each county according to its dominant economy. The steps by which that was carried out are detailed but are recorded in such a way as to be understood by persons not familiar with the procedure. We



have worked out eight general type areas with subdivisions in each:

1. Population characteristics
 - a. Total county population
 - b. Percent change, 1920-30
 - c. Percent urban
 - d. Percent Negro
 - e. Major retail trade center
 - (1) Name
 - (2) Population
 - (3) Location
2. Economic Index
 - a. County population per income tax return
 - b. Percent of all farm operators who are tenants
 - c. Percent of farm operators who are full owners
 - (1) White
 - (2) Negro
 - d. Agricultural characteristics
 - (1) Total acreage harvested
 - (2) Percent in dominant crop
 - e. Percent of Negro males engaged in agriculture
 - f. Industrial differentials
 - g. Occupational distribution
 - (1) Agriculture (percent)
 - (2) Trade
 - (3) Other
3. General Orientation
 - a. Percent illiterate
 - (1) Total
 - (2) White
 - (3) Negro
 - b. Reading (subscribers per 100 county population)
 - (1) Daily newspapers
 - (2) Fifteen national magazines
4. County type
 - a. Cotton
 - b. Tobacco
 - c. Grain-subsistence
 - d. Grain-livestock and dairying
 - e. Vegetable-fruit
 - f. Citrus fruit
 - g. Rice
 - h. Sugar Cane
5. Educational Index
 - a. Per capita school expenditure
 - (1) Decile - white
 - (2) Decile - Negro
 - (3) Ratio Negro to white
 - b. One-teacher schools
 - (1) Number per 1000 whites 5-19
 - (2) Number per 1000 Negroes 5-19
 - (3) Ratio white to Negro one-teacher schools
 - c. Rosenwald Schools
 - (1) Number of school buildings
 - (2) Classrooms per 1000 Negroes age 5-19

We had access to a total of some 500 special studies. They are listed for each county and are included in each county index by county and for the state. These together constitute a total index for the county.

The second step was correlation of types with other social factors. This reveals a group of very interesting facts which can be of considerable value to educators and to other social students. The final step is drawing together documentary material which gives more of the color and general internal functioning. There are two assumptions: (1) the observations for a known area when related to broad statistical index carry for areas in which intensive studies have not been made; (2) we are able within certain limits to associate known factors with certain others which have not been quite as easily possible of objective index.

The final stages of the work were carried out in Nashville. Finally, this first part is ready for publication (to be published within three weeks). Second and third parts are in fairly advanced stage of preparation.

FRIDAY AFTERNOON

Campbell: Observations made in these reports are not progress report.

Dogmatic statements are conclusions on basis of present information. Observations this morning were made on basis of visits to schools. The visits are not quite half finished. Any generalizations may be radically changed. Presented as incomplete information. There are some strong implications. This afternoon there will be a discussion of teachers colleges.



Fowler: Is there an integration between Johnson's and Bond's and Brewton's reports?

Campbell: Yes. The materials which Dr. Johnson presented tie into this picture. We have studied schools in representative areas. It is our belief that basic information which can be secured through Dr. Johnson's study must be secured by teachers institutions so that they may attack the problem within their own areas.

Thompson: Possibility of distribution of the Rosenwald Fund report?

ERE: We will mimeograph the first report of "good and bad schools."

Johnson: It is possible to place all the schools visited within the types.

Campbell: The basic information from his study must be secured by teacher education institutions concerned with the counties.

Keliher: Several striking issues of material. Definition of rural education, rural mindedness - planning for rural life as the function of planning for rural education. It would help my thinking to have the group discuss whether we should substitute a meaning which would be, "what are our major objectives?" Let all of these data fall in line accordingly. What is meant by good education? Shall we distinguish rural as separate from any other kind of education?

Campbell: In the large a school is a community enterprise; basically we are interested in the school serving the community of which it is a part. Our interest restricts itself to rural communities in the southern states.

Little: All of our courses in the training of teachers are training them for the state of Georgia as it exists today - entirely rural. Most of our people come from rural areas and go back to the rural areas. All of the courses have "rural" in mind although it is not mentioned in the catalog.

Campbell: We did not even say it was the thing to do. We are only reporting the emphasis of the teachers colleges according to their catalogs.

Keliher: Would it be a fair presentation that there are certain things which must be met. The issue is whether or not we are using good sound psychological approach in education to meet those needs. One of the most significant criticisms has to do with a type of participation which goes back to the basic root of our psychology today. I would like to see a further discussion of psychology of learning.

Beatty: Conditioning for rural teaching. I am not in a position to testify as to what teacher training institutions in the South are doing. I have had to do with other states. Teachers are conditioned against rural areas; they are taught to look forward to teaching in cities, where recompense is higher. The quality of the educational profession in rural schools is much lower than would be necessary if the teacher looked on rural schools as worthy of her doing.

Keliher: The attitude is rooted in our culture. Are we going to interpret the good school in terms of numbers of teachers? If the teacher is properly conditioned she will not care whether she is in a two- or a four- or a six-teacher school.

Beatty: It goes back to a statement of Judd's last year: "A certain proportion of all children on farms are going to cities."

I challenge it. You can create a rural situation in which you will send children to urban areas. You can compare rural America with the rural areas of any other country of the world and the other countries will be supporting their rural population more satisfactorily. Our schools are fundamentally to blame. Teacher training institutions are the ones which lead teachers to breed that kind of attitude. "You are a bright boy and should go to the city and get a good job." Our teacher training institutions are conditioning their products to destroy rural life.

Brunner: We might look at two or three things. Studies of migration, such as they are, show that about half of our rural youth go to the cities. That may be right or wrong, but that has been the fact. Schools must take that fact into account. Studies of migration show that cities get slightly more than their proportionate share of the best rural youth; also more than their share of the bad. Studies show that a large proportion of the people leave for the city in Missouri and the Appalachian communities. Those statements are an interpretation of a good many studies which have been made. If we are going to attempt to condition rural education, that we are going to change that trend, we are going against the trend of the century.

This definition of rural shuts out an increasing proportion of the picture of rural education, especially in this area. There has been a sharp advance in elementary school enrollment in towns and villages. In the high school area, even in the towns, two fifths of the students originate on farms. Marion Bush's study of Louisiana of rural town schools. Rural town schools must be taken into account.

Raper: This farm situation particularly in the South: it is quite clear that population density is very much lower there than in

than in other parts of the world. The population is sneaking up on best land of the South. The figures are clear that in the best farming sections of the South, the best sections of southwest Georgia, Texas are losing population. Reason: restriction of crops, soil conservation crops. These people formerly left these rural areas to move to cities. With longest relief lines in the cities they are not staying there. Population going back to Ozarks and Appalachians. It doesn't divide between rural and urban situation but between good and bad land and whether population is decreasing or increasing. That means that when we are speaking of this rural school population there needs to be a close approach to good soil.

Brunner: Thoroughly sound. Another factor: where the good land is the average size of the farms is increasing.

Pittman: To come back to first question. Problem of whether or not a teachers college is promoting rural education. It depends upon where the college is located. In Michigan where you have the small unit control, it is necessary to have in your catalogs quite a good deal that refers to rural school. When you do that you scare away a certain number of folks but those who do go into those courses know what they are going into. You have to have a department which is consecrated to promoting rural courses.

In the state of Georgia the situation is very different. I feel that Dr. Little is to a large degree correct in saying that the entire college offering is there for everybody. We might promote this same sort of consciousness. In Georgia we have the salary schedule - an important factor in the opinion of students. I find myself in this situation. It would be to the disadvantage of the rural areas of Georgia for us to set up a special body of material designated as rural because we would make a difference

between a teacher who will be a rural teacher and one who will go into an urban situation. We can deal with the whole social and economic, and therefore rural, problem without undue emphasis on the rural. The situation in the different states is a very big factor.

Keliher: It seems to me the problem is more nearly one of whether the schools are serving the purpose for which they are intended.

Take the subject of health. What actual practice is being given in our teacher education institutions (1) to make teachers aware of health services; (2) how does teacher use them; (3) do we need more social workers to bridge gap between services and schools; (4) how much practice are these people getting in the whole community set-up? Learn to do by doing. Could we discuss ways of getting practice in working out the problems together?

What is rural and what is not rural is not the question, but what is human and what is not.

Campbell: It seems that the trouble with teacher education institutions is that they know what is wrong but do not do anything about it.

That is the underlying idea - to elevate living wherever it is.

Jaggers: When you make a study of this type there are so many things left out that we think it is invalid. It shows up things which appear to be worse than they are. Since we don't have more than thirty-five or forty courses which are rural and since our discussion indicates that more courses are rural than is apparent from the catalog, I wonder if it wouldn't be a good field of investigation by some process to take a sampling of institutions and make a detailed study of offerings and see the implications for rural education for those colleges.



Campbell: We hope to go into institutions and see whether these problems are not receiving attention by another name.

Jagers: We cannot escape the fact that something is wrong with our education program. From the figures quoted by Dr. Bond there is evidently something wrong with our program. Are institutions to blame - the low salaries? The important thing is to let our practice catch up with our theory. If we are to train teachers for leadership, we must know the way of life in the areas where they will teach. It doesn't matter whether we call it rural or urban, if we synchronize.

Donovan: A year ago I decided to visit a number of rural schools. I went to a county east of my home county, Estill County, and asked the county superintendent to take me to a number of different schools. I was taken to a one-teacher school taught by a man who had been one of our students. He had had three years training. This was one of the worse schools I have ever seen or been in. The schoolgrounds were bad, health conditions terrible, teacher dirty, and everything was about as bad as it could be. The teacher had not been taught that way. We then moved on to better schools, finally arriving at a one-teacher school that was as good as our own college training school. It is the attitude that counts. Schools may teach what to do but if the attitude of the teacher is wrong there is not much that can be done.

As a result of these visits I took three people on my staff and planned schedules so that they could visit schools. Teachers of methods. On Friday evening we met with teachers in the county for laboratory course. In one county not much has been done because of a lack of interest on the part of the superintendent. A young man who taught badly last year has



completely changed; he is above average now. We have to follow through teachers with some sort of supervision. Kentucky has less supervision than any other state.

In reply to Mr. Beatty's statement - I believe he places too great a burden on teacher training institutions. I do not believe they are directing people away from rural communities. There are so many other factors. The tendency is to move to urban communities, if possible. We get a good many students from the mountains. Eighty per cent hope to get to Louisville or Covington. It is hard for a teachers college to overcome this problem. We used to have a curriculum for rural teachers. From eastern Kentucky the young men and women who are capable but do not take college education go to Akron and Toledo to get jobs in the factories.

Keliher: The in-service supervision. Psychology of participation. The reason the teacher made such extended progress was that she was working in a real situation. We still must go back to the kind of training students get in service. How much active participation in improving health in the community do students get? When you do have a teacher who is participating you begin to get changes in that person's practice.

Beatty: A very high proportion of teachers are going to spend some time in one-room rural schools. How many of the institutions represented here give training in one-room schools before the student goes out? (Seven institutions represented have at least one one-teacher school for practice purposes.)

ERE: This is a highly selected group for that particular item.

Beatty: In Indian service, one can't get demonstration teachers for one-room schools.



Donovan: I have a theory about that: I don't believe we are going to get them on our college campus; to have them adequate, I would like to go out to the adjoining county to stay nine weeks with the teacher. Go where teacher goes, live in the community. Eight semester hours. Do student teaching actually in the field. It is a question of money. I have to pay the teacher's salary in the school. I have to buy my way in.

Max Bond: It seems as if the barriers restricting the opportunities for Negroes in other activities make every Negro institution a teacher training institution. In some institutions there is a tendency to hold up hands in holy horror when community relationships are mentioned. Will this study bring forth facts showing how these schools might be made effective teaching centers?

H.M.Bond: If I understand the question - I have visited six or eight liberal arts schools which do not claim to train teachers for rural areas. Our particular interest so far has been in state institutions.

Little: Most of the equalization schemes which put money into one-room schools appease communities by tiding over rather than by really training. I am opposed to building up one-room schools. We should concentrate on the consolidated schools and not spend time on the one-teacher schools. (Loud protests)

Thompson: Relative to courses in rural education, I have an idea that if teachers can be made to think that their job of teaching is to go into a community, find out its problems, and then work out the problems of the community, they will accomplish something.

Instead of planning abstract units, rural and urban teachers in Georgia summer schools made a community survey of their own communities. They planned program of what they were going to do in their own situation. Rural teachers will be planning a solution of their problem. Let problem originate from community needs. Use text books to help in solution of that problem.

(In answer to Little) The one-teacher school has never been given an opportunity to demonstrate what it could do. Teachers are poorly trained, salaries poor, equipment bad. In my opinion the small school has never had an opportunity to determine whether it can function as a good school. I believe it can appear in a new program of teaching in which you deal with children as individuals. Thirty children representing four or five grades are not essentially different from thirty children in one grade.

JCD: If consolidation continues as it has in the past, it would be 1990 before it could be accomplished. Should a teacher training institution train teachers for a job as it exists today?

Little: Take the situation as it is and do the best possible, but build up larger schools rapidly. Rural schools should be eliminated as fast as possible. We should build up sentiment for larger schools. Rural teachers have to do so many things. You cannot find people who can do them.

JFS: The reason you don't find them is that you haven't been training them.

Little: Atlanta takes the good ones.

Keliher: What do we want the school to do in a community. If you are

critical because a school is not of service to a community, how large a community can you have? What is consolidation taking away from communities which one- and two-teacher schools have opportunity to give?

Houx: A study was made of the duties of teachers. We found that they numbered 1013. Isn't it a question of emphasis?

Little: In a certain community in Arkansas there were two families who had two girls and seven boys. The parents had plenty of money and wanted their children well educated so they built a school, hired a good teacher, etc. But all their money could not make a good school. To have a good school you need children. The possibilities of a good school are greater when you can get some people together to have a community.

Irby: Illustration of Miss Keliher's discussion: the superintendent of a large school in Georgia recently complained that consolidation in his particular county had done something to that community. It had taken something from the community, which he wants to replace.

Keliher: If you can bring enough children together so that you can supply not only grade teachers but special teachers and count your services you get better education. It does not constitute better education to have a music teacher, however.

Fowler: Do we have to be all consolidated or all one-room schools? Where center of social life is in village it must be better in some areas to have consolidated schools. Either/or situation.

Campbell: Consolidation should apply where it is indicated. We have confused consolidation in administration with consolidation in program.



Pittman: It seems to me we have arrived at the question which is better, to be sprinkled or immersed. What is it that provides the good life? We are concerned with the good rural life. We would get further if we dealt less with the limitations as we find them and more with what is essential.

Zeigel: The question is how can we have better rural schools. The needs of the boys and girls in the rural schools do not differ greatly from the needs of the boys and girls in larger areas. There is only one one-teacher school (white) in our county in Mississippi. Better teaching is needed to make better schools. We are too anxious for results. Such a change in the educational system means educating the parents and the masses. The materials used should be like the materials we have to work with in life. Emphasis should not be placed on subject matter for itself, but as a means to an end. If we could go into our schools today we would see a better type of teaching than ever before. We would find the children able to do things better than ever before. Conditions are better, materials better, etc. If we have a new type of education for the masses, we need a new type of education for the teachers. To have good teachers in rural schools and good teachers in the high schools means we must work out a curriculum program.

Campbell: One of our purposes is to stimulate teacher training colleges as to what needs are in communities. We would like to have some examples of good rural schools. (Called on Mrs. Whiting to describe her work in supervision)

Whiting: It is quite a story. I will confine my remarks to one phase.

We have a scheme of prospective demonstration centers.

"Demonstration school" is a misleading term. In the past the teachers colleges and normal schools in using the term misled the teachers by doing the wrong thing. We have sent out to our workers a check list based on teaching procedures and so forth; a graded scheme. There are three grades of centers. The schools are working now to check themselves on standards for Center One. Schools may stay put for five or six years to come. But they are aspiring and have an activity program to attain fundamental standards in various levels. When supervisor feels that school has arrived, she has it checked and without any ado or publication, it is known as Center Two, and later on as Center Three. When they have reached Center Three, they are through. After that they go into experimental endeavors. We have tried in our work to effect a closer relationship between community and school. The state supervisor of instruction is now the supervisor of these centers.

Campbell: What things are you trying to develop? Is community interest important?

Whiting: It is on the program. We are striving to accumulate cases and distribute them to workers.

Campbell: The procedures you recommend are ones that have been carried out?

Whiting: We are at the point where we can have demonstration teachers.

Favrot: Mrs. Whiting, would you mind expressing your judgment about small schools? Has there been success in the small schools?

Whiting: In the colored population one-teacher schools have their place. They are a stabilizing agency. Consolidation creates a disintegrating force.

Brunner: I want to get back to consolidated schools. The proportion of open county attendance in village schools is almost as large in non-consolidated as in consolidated areas. The question is not one of consolidation against one-teacher schools, but of the sociology of your community. You have one-teacher schools which are doing an excellent job and which should continue. From the point of view of population density we are always going to have 50,000 one-teacher schools - those will have to be worked with. The best educational work in New Zealand has been from correspondence school children. The question comes back to getting better teaching. I have been thinking of work that is being done at the Southern Illinois State Normal University near Carbondale. Twelve per cent of the enrollment is Negro. There are six one-teacher schools where practice teachers go for practice. This service is not being paid for. Lack of funds has often stood in the way of this type of work, but in this case the schools which are cooperating are not being paid. They cannot be consolidated because of racial groups - German, French, and several others. There are PTA's; rural sociology class shares with community. That work is being done in terms of modern approach and in terms of utilizing the skill which the teacher has to guide the students. The school is doing all the training, and practice teaching is fitting the teachers into community situation - the type of people, the attitudes. The work of changing those attitudes has been a part of the job of practice teachers.

Beatty: I think if Mr. Little had limited himself to his last speech we would have agreed with him. Where there are only one or two families and it is reasonable to consolidate, it is all right. If that leads him to the conclusion that this is the case everywhere, I disagree.

I would have been on the consolidation band-wagon three years ago. Working in areas of the Indian Service I have found that consolidated schools are not always successful. In one area a consolidated group destroyed community spirit. School has been the center of community subsistence gardening. All that has taken place in community groups. Where one-room schools have acted as rehabilitation agents, they have taken people off relief rolls. With the building of good roads schools might have been consolidated, which would have destroyed cohesive influence. While I think there is a value for consolidated schools in many areas we would make a grave mistake to think that the one- and two-teacher school has no function.

Jaggers: A community may be the size of a one-room school or a two-room school or a ten-room school, but we must let the thing be decided by the community.

Mr. Donovan's reference to Estill County brings to mind an experiment of Elizabeth Daniels in one of the teachers colleges in Alabama. She believed, while she was a fourth grade teacher, that learning could take place in a one-room school if the resources could be used and a way of living taught. Her experiment was in one of the poorest spots in Estill County. She would go into the school and teachers would come in and observe, and see the school develop. Miss Daniels stayed here for six weeks. When she left, she had a teacher with three years college work carry on. The next year Miss Daniels would visit the school again. Every activity that took place involved community life. The county superintendent has followed the idea, and that school is still the demonstration school, with the same teacher in charge. Miss Daniels had demonstrated that learning could take place in such a school, of which there are 60,000 existing. (Mr. Jaggers told of his own experience in supervising the

the activities of seventy teachers who went to summer school. He taught the college classes, linking up teaching with experience.)

Keliher: I should like to have Mr. Wale tell something of what he has done in Alabama.

Wale: I was almost going to say that teacher training institutions are the greatest obstacles to the training of teachers. Most of the teachers have never been in a rural school before. To land in a rural school is a misfortune for them. It is a bad mark. It is my immediate problem to do something with a school which has recently been built. To do something in that school - laboratory center. We must get away from the nature of the work which is done in the institution - get out into the field itself. The program should be tied to the institution, it is true, because perhaps we can change what happens in that institution. The students must not live in that institution. Our laboratory school will be sponsored by it. I don't know where we will get the teachers who would be qualified. I believe that the observing teachers, the students in that institution, have got to live in the community of the school which is being observed. The teacher training institution must be persuaded to give the students that opportunity.

Morrow: I feel that a great many of us have had the sort of philosophy which has been presented here, and we have been more or less aware of conditions. Personally, my reaction is one of impatience to get to doing something about it. Certainly practice has not kept up with theory. I don't know either, Mr. Wale, whether or not practice can be made to catch up with theory. Maybe we need a new set of teacher trainers. Maybe we need to deliberately change ourselves in order to bring practice up with theory. We have talked about methods more or less here today. I have been thinking that what we have talked about under the heading of

methods is not appropriate to this philosophy. Methods for teacher training have to do with the discovery of resources and needs of communities and also to do with the ways of meeting those needs and utilizing those resources.

Campbell: If we have a basic philosophy regarding living in a community and the school's relation to living there, would we assume that a primary obligation of the teachers institutions would be for them to become a part of that process? It is encouraging that many faculties in the southern area are struggling right now to get that awareness. We are not farming out to the educationists alone.

Keliher: You cannot change anything on a basis of insecurity. You cannot ask the teachers to change in any respect of the administration gives lip service to one idea and operates on another basis. In the experiment at Alabama, they are disregarding marks and schedules. The result is that people come to the school for something they need and something they want to take back with them. Physical education is not taught through the use of expensive equipment but in wading in the creek, hiking, dancing. Teachers in training go with camping trips. Knowing must come through living. As long as we teach methods courses we cannot have education effective. The teachers in teacher training institutions can be changed.

Johnson: I am tempted to take advantage of the presence of a large number of educators and point the discussion to criteria for judging good and bad schools. What is meant by the concept frequently used that education is training for life, that it is effective living?

ERE: Mr. Brewton, will you follow through with what criteria are?

Brewton: Objectiveness. First item: teacher's scholastic record.

Rating; what type of general education, special education for teaching in rural school, practice teaching in rural school. Has she had any definite courses which have given her help in rural situation?

Subjective, as far as teacher is concerned. Experience: more than three years, full credit; two years, fifty per cent; one year, twenty-five per cent. Professional connections: does she belong to, attend, participate in various local, community, and state organizations of a professional nature? Rural mindedness: does teacher live in the community all of the week, during the week, less than half the time, not at all? (This explanation by Mr. Brewton was to clarify criteria charts which he had with him.)

We asked the superintendents of counties we visited why a certain teacher was placed at such and such a school. Sometimes we found a teacher had been a total failure at another teaching position and was just shifted to a school for want of a place to put her. We looked into housing conditions for teachers. Could the teacher find a comfortable place to live at a reasonable price? Tenure, pupil-teacher load, average daily attendance, length of previous year's term, salary, actual salary previous year, number of leaves of absence granted - all these factors were looked into. We were surprised to find a good many leaves of absence granted. We also investigated the community facilities for providing recreation, if there was a choir in the community, provision for lectures; in short, just what a teacher could find in the line of recreation in the community in which she was teaching.

Bigelow: What is the justification of the fact that a teacher living in a community is a criterion of rural mindedness?

Cocking: Are all of these items comparable on a percentage scale, or are they independent?

Brewton: Participation in religious service, club work, participation in social activities, parties, picnics - all of that is made into one composite, rated independently and then combined.

We realize that the pattern itself has its weaknesses.

Clement: Small Negro schools are better. In seven items Negro schools reach one hundred per cent; only four white schools reach one hundred per cent.

Brewton: We have found many Negro one- and two-teacher schools which are far superior to white one- and two-teacher schools.

Consolidation has taken the best away from the small white schools.

Pittman: One-teacher school serves a Negro community better than white?

Brewton: That would depend on the local situation.

Zeigel made the statement that there are not more than one or two one-room schools in his county.

H.M.Bond: Your county has an aristocratic white population. White schools represent a logical social organization.

Zeigel: Tendency is for people in Delta area to congregate in towns and commute to their farms.

Max Bond: The problem of the one-teacher school is that of the share-cropper and not of the land owner. And the share-croppers support town dwellers.

SATURDAY MORNING

Various members of the Council had been asked to discuss the five essentials in a good teachers college (as listed in the Fund biennial report). The order was changed somewhat, and Mr. Bigelow spoke first on the second essential - sound general education as the base on which to build the professional studies.

Bigelow: It seemed to me yesterday that there were a number of important arguments: (1) We seem satisfied that conditions under which



children are growing up are not good and that we want to do something about them. (2) The teacher is the key to the solution of the problem. I felt that certain things stood out. Teachers need to be sensitive to the needs of the children. Also, they must want to do something about those needs, but it is not enough to want to do something. It is necessary to be able to do something - understanding children, knowing about their needs, ways in which their community circumstances affect them. Finally, it seemed to be clear that teachers must act on the basis of that knowledge and that action needs to be in cooperation with other persons, with other agencies in the community, and with the meaning of the needs of the children. This left us with the question of how to produce teachers who would be able to improve conditions under which children are growing up.

The present concern with general education, which is so widespread, grows out of a number of developments:

1. The lengthening period of formal education has put pressures on college educators; more and more boys and girls are going through high school and at least into college. This has made it evident that the needs must be met by education. There has developed dissatisfaction even on the college level. The traditional program is not meeting the needs of the students. They aren't getting much out of educational experiences.
2. Another factor contributing to this situation is an awareness of the youth problem; recognition of the fact that, with jobs fewer and farther between, the youth in this country constitutes a problem.
3. The element of concern over which democracy finds itself. We have to be aware of the fact that there are competing ways of life. Education is one of the means whereby a particular society perpetuates its political and social institutions.

I think that general education, as a good many people are talking about it, represents some sort of reaction against specialization.

In the relationship which things have to each other, we see an effort to bring together things which go together. (1) There is an effort to integrate subject matter. (2) There is an effort to attain unity in the increased desire on the part of college and school faculties to work together as a team; there is an effort on the part of whole faculties to come to agreement on some common practices. (3) There is an effort in unity shown in decline of the Ivory tower idea, breaking down educational institutions from the outside world. (4) Concern with integration of personalities of boys and girls that are involved in general education program. That concern provides all of us with common focus of attention. (5) Concern with strengthening and maintenance of democratic social unity. Persons are concerned with general education which has both a general and social implication. In fact, I think most persons worrying about general education more or less agree on the ends - it is the means to that end which is causing the disagreement.

It seems perfectly clear that the general education of teachers is important and that concern with the problem of general education for our teachers is becoming greater and greater. With the lengthening of professional education more time and opportunity is being provided for those individuals who are going to be the most significant influences for providing general education for the next generations. Because of their very profession it is particularly important that they should have superb general education so that they will be more aware of what they can do later on.

Requisites of a good program: Ways in which a faculty can improve general education program.



1. Examination of conditioning circumstances - circumstances which exist in a situation. You have to look at young people, at students themselves. It is necessary to know as much about them as possible. The fundamental thing said yesterday was that we must get these people to caring about boys and girls. Must learn to be concerned about human beings. Any faculty must become very much aware of students and needs and problems. Equally, it must become aware of community, social situation. Attention must be given to local circumstances - what is present in the particular institution; what can they and can they not do.

2. Some formulation of objectives. What do you want to accomplish? They must be put into pretty specific terms. Specific changes of behavior on the part of students involved. Which changes do you want to see take place? Needs concept comes in definitely. Meaning of personal social needs. Functional view of education and the dynamic view. Those needs are going to change. Dynamic element extremely important.

3. Changes and experiments with curricular procedures. Survey courses going on throughout the country. System had to be there. Greatest mistake to be made is to say that "some school has a good scheme, let's take that over. That won't work. Patterns of courses that are designed to cover the heritage of race. Personally, I think it is better to set up that pattern in terms of an area. Thayer Commission.

4. Emphasis on activity. Getting students to participate. Share in responsibility. Help plan and carry on activities. Emphasis on individualization as students differ in their needs.

5. In these programs emphasis should be on guidance. Guidance sort of program. Close and continuous study of individual student. Two more things. What is the place of specialization. Most usual is to say we will make first two years general education program. I am not satisfied that that is necessarily right. You can't tell a student he must wait two

years before getting into his particular interest.

6. Program of evaluation should be there from the outset. Adopt a new plan and then begin to advertise it. (1) Conditioning circumstances; (2) choosing and formulating of objective in specific terms; (3) experimental choice and use which seem to promise to advance those circumstances; (4) continuous evaluation - willingness to make changes.

Beatty: With regard to pattern courses and passing on from institution to institution, isn't one of problems that the assumption is made that almost anyone can do the new things, instead of realizing that the old teachers giving new kinds of courses will do the presenting just exactly as they did before? Specific kind of teacher, specific kind of presentation.

Pittman: If a student enters with no idea of what he wants, can't he go ahead with general education until he finds out what he wants to do.

Bigelow: Most institutions seem to be saying that is all you can have during the first two years. Experimentation at Bennington and Beye reversing that. Emphasis and focus on what they are interested in, and then broadening.

Keliher: ~~Question of selection.~~ (to be discussed later)

ERE: Much more agreement on necessity of general education than on courses in professional education. The profession of education is relatively new profession. Great deal of dissatisfaction with so-called professional courses given in teachers colleges. More controversy in methods courses. Educational psychology; professional subjects. Greatest dissatisfaction at point of organized professional training.

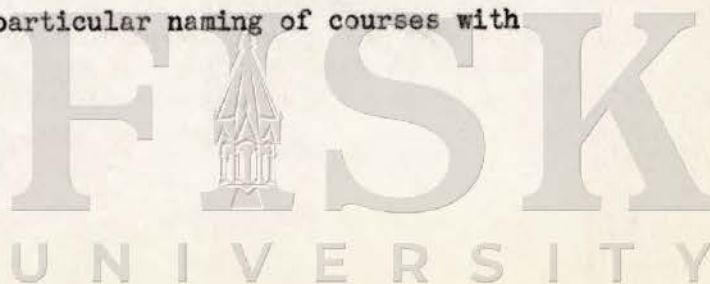
Mr. Campbell presented the third essential of a good teachers college - professional training. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.

Campbell: Try to bring out definition of what we mean by professional courses and professional education of teachers. There is no agreement on that point. Current picture - it means application of specific courses dealing with techniques and concepts. We have built up separateness between those courses and rest of education of individual quite in line. As I see it, educationists are not to be damned any more than are all the rest of us. A year ago at the meeting of the classical association: the group was greatly disturbed because they are losing ground. The world is about to be lost because Latin and Greek are receding from the picture. The reason that this is happening is that the educationists have come in and usurped the power and driven out this heritage. We have assumed that the science of education exists separate and apart from the total process. Therefore, we have not developed the concept that the professional education of teachers is a matter of general education plus professional education. It seems to me that we must develop concept and procedures, probably together; that the whole faculty of an institution, large or small, has a common stake in the individual, and that it isn't classical versus technical. Professor of Latin has his obligations. Can't farm this out to damnable educationists. Can't possibly arrive at any agreement, in my opinion, with respect to age-old quarrel, as between different types of individuals who contribute to professional education of a teacher. Suggestion: procedures can be developed whereby the academic group and the education group could develop procedures and whereby they

together envision the process of educating a human being who has the abilities and attitudes necessary to develop the growth of children. We shall find fading out this line between academic and teacher education, so that we should be inclined to have an integrated program. I have said that we assume that is the right direction. We shall probably find ourselves, in my opinion, confronted with the necessity of taking intermediary steps. We have already taken some very clumsy steps in that direction. You know that there are institutions in this country which have taken great array of separate courses - so-called professional courses - and have tried to examine what are real scales involved and have tried to weave those in. It seems to me that that does represent intermediate step. Perhaps one of the most prominent features is found at Buffalo. Nineteen courses reduced to one common sequence of four courses - a total professional sequence. Can such a thing be done? I have been heartened by some experiences which have taken place in faculties where the members of academic staffs had assumed they had large stake in professional aspects of education and have tried to work out agreements as to what procedures should dominate in professional education. In that direction, in smaller institutions, such a procedure has a great deal of promise. It has tended to break down animosities.

If we follow the suggestions which I have made, it probably means that in the development of our professional abilities on the job that the practice school will form more largely the center and will be in the realm of the educationists, but will be quite as much in the realm of academic subjects.

In order to clarify, any particular naming of courses with



specific reference to small bits of the process, if the direction I have indicated here is the one, will tend to fall out completely. Bulk courses will tend to fall out. If education is a science there will be places in it to develop special skills. I am not of the opinion that we have to integrate everything in the sense of naming it integration.

ERE: Dr. Campbell, you say in effect that these education courses are not very good. Are there realms in which there are specific professional groups of subject matter which are comparable to pathology, medicine?

Campbell: Always in a dangerous position in an analogy between education and medicine. We are confronted with developing so-called professional person in a length of time which medical student leaves to background work.

Jaggers: The teacher (1) must understand behavior of children, (2) know the type of organization and physical materials with which he must work, (3) have an integrated process of try-out in laboratory school.

Bigelow: An important thing which Mr. Campbell was saying is that it is desirable that all of the members of a faculty who touch the lives of prospective teachers should recognize their responsibility. Recognition of common past and common responsibility.

Beatty: I differ with Dr. Campbell in his thinking that Latin has its place.

Campbell: I have been trying to state that we should not turn over to the professor of Latin the whole business of telling us what we should do in the profession of education of teachers. I am saying that if professors of Latin and English have a stake in an individual, I would prefer to have them around the table when planning college life of the individual. Can get farther than by planning separately.

Cocking: If I were to criticize my good friend, Campbell, I would on this basis: he hasn't entirely stayed by the subject assigned him. When we get all these five or six steps finished, then perhaps Dr. Campbell's discussion would have a place.

Keliher: A movement is going on in academic education for orientation courses. Maybe we will get to the point where we can fuse and reshape the whole program.

Zeigel: There must be leadership in fusing by someone who has confidence in the whole faculty.

Miss Houx presented the fourth essential of a good teachers college - a wisely planned interplay of theory and practice, learning and experience. A copy of this talk is available.

Mr. Beatty presented the fifth essential of a good teachers college - continued study and experiment to increase knowledge and understanding in the field.

Beatty: The one thing that bothers me most is that education and research are opposites. At one end is the educator; at the other end is the research man, invested with curiosity. And never the twain shall meet until the research man has established to the satisfaction of others the correctness of his challenge and then his results are transferred over into the column of eternal verities. In the field of education, particularly, we are faced with a very imperfect set of assumptions upon which we are operating our schools. Many of the research techniques today being followed are themselves so fallible that we may assume that their conclusions will be subject to revision. It seems to me that research and education in a desirably organized teachers institution should go hand in hand. In many cases we are studying a pattern community with the idea of fitting that pattern in any community. It closes students' minds to the fact that patterns change. You can't go into Gainesville and assume that you can carry over any pattern. There are other needs which, if the student has learned how to study and to

analyze their participation in community life, can be determined. I believe that the entire teaching in our teacher training institutions ought to be teaching in terms of discovery and research. A student should not be given the idea that he is simply learning what everybody else knows. He should not have the job of discovery taken from him. Education can be experimental, can be a source of research. We can teach children in teacher training institutions that there is no fixed pattern of education. We can teach them to analyze. At the same time our courses should certainly leave room for exploration of new research which is taking place throughout the country in the field of education. The average teachers college is at least ten years behind what it might be if its own faculty would become interested in experimental research. If we could do nothing more than come to a realization that the verities are changing, we would be gaining something. Research has to be tied up with practice. So much of our teaching is in terms of "this is true," and "is this true?", with no experience for student of going out to find out. In that particular field there needs to be research of a different nature than many of us think of. There needs to be an understanding of human relations. It is important that our colleges devote some time to experimental research. Are assumptions facts, and can facts be introduced and play their part in modifying curricular procedures? In that area there is a real need for people in our colleges to plot new ways of carrying on educational research. There is room for research techniques. Room for development of a new phrase or for a definition of two kinds of research.



To summarize: There are probably about three obligations under the title of research. (1) Conducting investigations that may advance our knowledge and wisdom with regard to educational procedures. (2) Two types of research attitudes; (a) constantly organizing student's approach to work so that he can discover for himself facts he will need in development of program; (b) development of techniques on his part to study intelligently the pupil, the community, and the needs of the school in which he is teaching, and (c) the courage to modify in accordance with what he finds. (3) Investigation on student's own part as to the reality of many things he has been taught. If whole program were organized from the standpoint of new discovery, effort to bring to bear all of new thought in thinking through of problem rather than acceptance of pattern, we could turn out much larger group who can go into community and become part of it.

Mr. Morrow presented the first essential of a good teachers college - rigorous selection of students.

Morrow: For a little over fifteen years, in four different states, I have been helping with teacher training but have never had any first-hand contact with the selection of students. I had encountered two obstacles: (1) desire of heads of teacher training institutions for numbers; (2) policy of state institutions of taking students who manage to fulfill entrance requirements for any courses in institutions. Selection is often in the hands of students themselves who come into teaching because it is easy. Professional certificate is a sort of insurance policy, perhaps because it is an easy vocation to get into. In my classes there have been students without arms, without legs, in various degrees of blindness, hearing, some who had twists of personality, some very poor in appearance, some timid, some dishonest, one who died within a year of cancer of liver, etc. These I have had along with good material. All I can do is to raise questions for which I would like to have answers. (1) Is selection sound

in principle? How to justify it? Idealist point of view that realities of material, right preparation will make good teachers. Selection protects children and people from imposition of poor teachers. My opinion, a practical minimum plan of selection is sound and desirable, first, because the period of preliminary training of teachers is short at best. Everybody who wants to teach does not have to - there are other professions.

(2) What kind of selection seems desirable? We should recruit from high schools those people who would make good teachers. We should turn away probable failures. Select according to education level and according to locality.

(3) Has the state an interest in selection? If the state department of education would give some backing to teacher training institutions in this state they would be more likely to initiate some plan for selection. If selection is to protect the public and children, then the state has a place.

(4) What is a good prospect? Freedom from severe physical defects, obvious physical handicaps; some degree of scholarship, ability to use fair English; industrious kind of person; energy; leadership qualities; imagination; personality. For rural school, sympathy and understanding in rural regions. Qualities of leadership and industry and understanding and sympathy with rural life. To me these are important for rural teachers. A rural teacher should be a strong, healthy person.

Is selection really sound? How is it justified? What degree of selection is practical? What particular selection is desirable for rural schools? Would it be desirable to have the institutions in this state begin a plan of experimental education backed by the state department of education with different places trying different plans and then to have an evaluation of the methods?



SATURDAY AFTERNOON

ERE: Sixth point. Homely and practical matters; namely, how rural teachers can be given some knowledge of farming and crafts, health and home-making, so that they may be of help to the community.

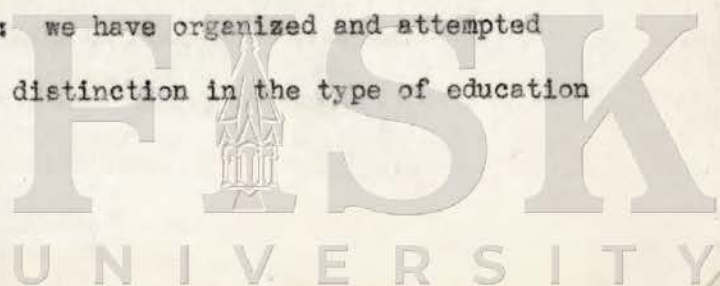
JFS: There are certain grounds on which we base our justification of rural crafts. Any teachers college which sets itself the task of finding where its graduates go and discovers that a large number go into rural areas might ask what can be done about it. It will be found that present conditions of the schools are bad, homes bad, standards of living low, health facilities few. It will be discovered, also, that these conditions have existed for a long time. On further analysis it will be discovered that there are agencies already existing which should be taking care of these conditions; these existing institutions are not doing the job, for whatever reason. One of my own reasons is that they don't have continuous enough contact with the people. The teachers college has said, and the various educational agencies have said, "we will prepare special teachers to teach health, home economics, etc." These special teachers are usually controlled by outside agencies - the federal government, for instance. All too frequently they (special teachers) are put in charge of a school, knowing nothing about academic subjects. They don't know anything about teaching of reading, writing, and arithmetic. There is little or no cooperation.

After all, the only social agency that is in a community is the school. The only person in contact with the community constantly is the ordinary classroom teacher. My belief is that teachers should know something about these four problems; health, home economics, agriculture, manual dexterity. Since they are the only ones in the community who are

expected to do something with the people and with the children they must know something of these four things. We can't expect teachers to command respect of community unless they fit into community life. We don't consider any single one of these items an end in itself. No single one of these four things can be successful without a working knowledge of the others. Most important are sanitation and diet. The teacher must not only know why privies are necessary, but be able to convince the community that they are necessary. This privy problem is definitely a home economics problem. The teacher must also know, or be able to find out, where she can get instruction on how to build a sanitary privy. This one thing takes care of two subjects, health and home economics. On the subject of diet; from the point of view of health it does no good to go into a school and teach the students about proper vegetables when they do not exist. Some knowledge of agriculture is needed. This involves the home economic aspect again, that is, teaching the children how to preserve vegetables. Mechanical aspect; storage cellar. None of these things is of any use in itself. I realize that a knowledge of all these things is expecting a lot of a teacher. I believe we are seeing that it is possible to teach teachers of the need for these things and the possibility of doing something about them, even in a small way.

The teacher is not expected to be a be-all and know-all. If a problem arises to which she does not know the answer but about which she knows the existing literature in the field, she should be able to solve the problem herself. But in a great many cases she doesn't know that such material is available from various agencies.

Claxton: I have been disappointed at the shying of a number of us from the term "rural." Reason: we have organized and attempted to teach three new courses. There is a distinction in the type of education



which we call rural that makes it a little different from education in general. If we seek to abandon the term "rural," do we really appreciate its significance? We are inclined to rationalize and call education education wherever you meet it. Because we cannot foresee where our students are going and because we do not know whether or not we should give them rural or urban education, education must be based on what has happened in the past. We must realize, however, that the background of the country children is different from that of city girls and boys. (Mr. Claxton gave an example of this difference. While visiting the Sand Hill school he saw a boy in the first grade drawing a picture. As the second grade was reciting and the rest of the room loafing, he was interested in the youngster who was thus engaged, and spoke to him. The boy explained his drawing was a farm house with chickens and a hawk in the sky ready to swoop down on the chickens. It would be hard to picture the city boy drawing such a subject. Another example Mr. Claxton gave was of his visit to Tallapoosa school. The school was closed but on the teachers desk was a remnant of a French grammar and an old history of Rome; while all around the schoolhouse were examples of erosion.)

The question of some people is, can we afford to teach a child from the farm how to cook and how to farm? Don't they know those things? An examination given on rural arts found great ignorance among the children who were "supposed to know such things." We are trying to teach our rural people to live in the country better, to do a better job of farming. A school teacher should be able to use a hammer and saw. She should be able to show a student how to paint the house properly, and put a roof on, if necessary. In our school last year we taught phases of gardening. This



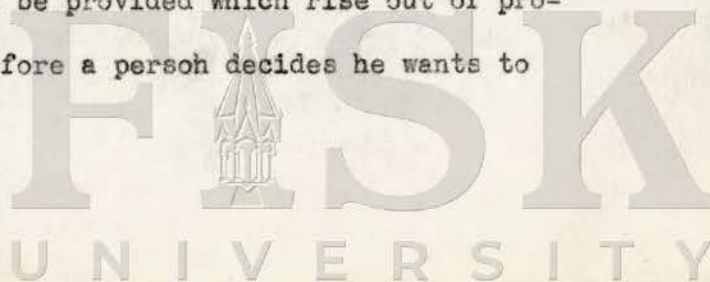
year we will teach shop work. In the teaching of these subjects we use the type of tools which the country people are accustomed to use.

The art of outdoor gardening was taught as follows: first, we started from the economic standpoint. Should the South feed itself? What good is diet? We had discussions of such subjects. Then we began setting up budgets for the year. About one-half acre of land can yield as much food as an average family can use in a year. Next we began the study of the soil - going into the field of geology. We made our own tools for surveying, thus making a mechanical enterprise of the subject. Our next step was the planning of garden crops, then the planting, then the cultivating, the picking, and finally the marketing of the crops.

We plan to handle our course in shop in a like manner. Some of the things we are going to do is cut picture frames, cut glass, study electric currents, learn to read meters.

In our Rural Arts 2 course we are seeking to establish a philosophy in the field of education. In that course we talk about the philosophy of rural education - wholesome attitude about living in the country.

Bigelow: Problem of deciding how to develop experiences of teaching on the college level. Should the first two years be devoted to general education, as was indicated by a United States survey several years ago? There is a certain artificiality about that which bothers me. If the keynote is the meeting of needs and if an individual is an integrated person and if, because he lives in society, his needs are inevitably colored by community circumstances which surround him, there is danger of dividing him up. Other experiences will be provided which rise out of professional needs. It seems to me that before a person decides he wants to



become a teacher he has certain needs which must be met. His experiences must be broad and rich and related to those requirements. He is a changed person when he makes his decision. Educational experiences ought to be provided which will serve those needs. In other words, although some courses or experiences are being planned to solve his own problems of health, and social relations, nevertheless I think those experiences are apt to have relevance to professional needs. The kind of experiences which are particularly provided as needs for the prospective teacher help to perfect the stability of the individual's own personality.

One great problem is the one of specialization - the tendency of teachers thinking in their own particular subject. Best way out is to focus attention on a common concern.

JCD: Implication of this for people in field of certification.

Jaggers: As I see our general education program, there is small agreement as to what we should include in our program.

Mr. Bigelow called the attention of the group to a book which will be out shortly: General Education at the College Level.

Bigelow: I am dubious about general education for the first two years.

Before Miss Keliher left the meeting she left some written remarks with Mrs. Simon, to be read if needed:

The question of the choice of persons to be teachers is possibly the key question pertinent to all of our discussions. The same points we have made about growth, development and personality for children and adults as learners must apply as well to teachers. It is clear that the same basic needs operate in the lives of those who teach as in those

who learn. In many cases these produce personalities unfitted to teach, i.e., the person who needs too much power, the person who is too fearful of status to enter real experimentation. I believe that no methods so far devised are suitable for pre-selection along these lines prior to the first year of college. Therefore, it seems urgent that the first two years be general education, incorporating rich life experiences of all kinds - especially with people, infancy through old age. At the end of this general period, there can be an inventory time when the tremendous issue of suitability for teaching may be decided. But it is urgent that there be other avenues open - avenues yielding as much status. The trouble now is that the person who now finds himself unfitted to teach has already committed himself to teaching or nothing else (except with serious readjustments) because of the direction his education has taken. All of the splendid things described at this meeting are fruitless if we fail to take very seriously our responsibility for encouraging well-fitted persons to go into teaching and weeding out those who should not.

The evaluation must be in terms of what we expect these teachers to do in their professional life.

MSS: I would also say that a rigid selection - in these rural southern areas - should be made at college entrance. I mean the elimination of actual illiterates. We need too much to dissipate the energies in trying to get these people up. And unfortunately they get through and go out and perpetuate the system which produced them.

Donovan: This first year in a teachers college should be general education and the selection should take place during this first



year. If we can possibly keep the people four years, let the program of professional education start in the sophomore year. As the program of professional education increases, general education decreases.

Selection: the laws of most states would require teachers colleges and others to accept any student who is a high school graduate. This may be wise, that is, perhaps more people should get more general education. Twenty per cent of persons who come to teachers college should not be teachers.

There has been a great deal of criticism of teachers colleges - they have failed to meet their responsibilities - but we must remember that half of the teachers in America have been educated in liberal arts colleges.

We have an extensive guidance program. What would student like to do if he cannot be a teacher?

Irby: In the selection of teachers, is it wise to wait until the end of the first, second, third, or fourth college year?

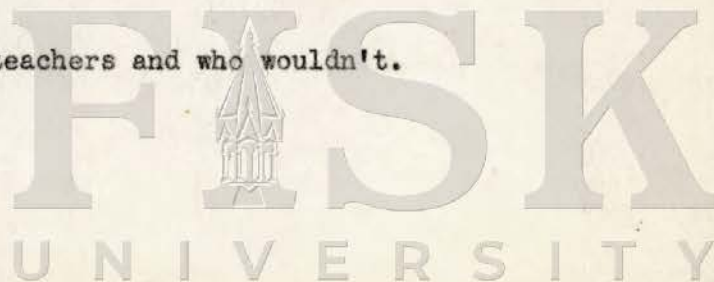
Wouldn't it be wise to select a plan by which we could get to our senior high school students - those who are alert. Get to them early, tell them that it is a field of service.

Donovan: There can be a selection made before students get into teachers colleges.

Patterson: Confused. Not more than two weeks ago we had a visit from supervisors of vocational agriculture. One of the things talked about - criticism that so few professional courses were offered in the first years of curriculum.

If we have the right quality of students to begin with they will adjust themselves.

Little: Criteria of who would be teachers and who wouldn't.



Donovan: (1) We give an intelligence test when students arrive. We give a battery of tests to find out their achievement record. Those who cannot read are put into reading clinic. About one third of the freshmen who come are at an eighth grade level in reading.

(2) Can they succeed in college courses during the first year?

There are 131 people in the reading clinic now. At the end of the quarter 119 of the 131 were doing unsatisfactory college work. By the end of the year half of these students will be doing satisfactory work.

Beatty: Students who come to college in that condition haven't gotten any education along the way.

MSS: If you can't select, cannot you get them in certification?

Fowler: Are any institutions here keeping check on behavior description?

Little: We keep cumulative records of each pupil, according to the type of thing a person does and type of person she is. These records are used to give prospective employers an idea of the personality of the one seeking employment. They are also used in conferences with the professor in this way: the information is kept confidential but the professor uses the data in his conferences and dealings with the student and endeavors to correct the bad quirks of personality. These records are also turned over to the critic teacher for the same use.

Pittman: The work of selection is being done unconsciously. We need not worry about it. People who are financially unable to go on to high school and college are being eliminated every day. People who go to

college do not know what they are going to become. The two-year general education is going to be used in all institutions and during this time the student is going to decide what he will become. Then people drop out at the end of the first year, and at the end of the second and thus selection goes on.

Blair: Mechanical theory of selection: after we start working, do we dare depend upon mechanical process of selection?

Campbell: Economic status is not the only factor in the matter of selection. It seems to me that natural selection is a real point - if society assumes that these processes do operate.

Donavan: The type of student found in the teachers colleges today is not as high as that to be found at certain medical schools. Reason for this is that the educational department of schools is not as good as other departments in the same school. The poorer students today can be the teachers. It is interesting to look back in history at the attitude of the public toward teachers. In the early days the school teacher was purchased by a master, and was anyone who could read and write. Thus teachers were not held in very high esteem. The teaching profession has made amazing progress, as great progress as other professions. I cannot help but wish for the day when people can be selected for the teaching profession, selected according to their ability.

Smith: It might be interesting to note that Counts says that one of the bulwarks of democracy in this country is the poorer teachers.

Gunn: Waiting for the day when we can pull in students who we know have ability. There are those who ought to come in but cannot, economically.



Smith: Has any research been made on the matter of selection in other professions?

Beatty: The tendency to sympathize with public schools is a misplaced sympathy. We are doing a process of selection on bases which are not sound.

Jaggers: Selection on the basis of scholarship only has been done by M. G. Nelson at Albany College. In-service selection is being done at Ohio State University by Leslie Love; here they discover shortcomings of student and then supply him with experiences which will overcome those shortcomings.

Cocking: Don't you think that we have a lot to learn from modern personnel practices? As I have become somewhat familiar with these practices, some of the techniques are adaptable to teacher selection. Dual job: educating good citizens as well as teachers. It would appear to me that this matter of general education and professional education need not be separate.

Coordination: we are trying to make all departments at the University of Georgia see that they each have an obligation in the education of teachers. The President has appointed a committee - made up of a representative from each department. The first job that this committee has is this: what can my department contribute to the education of a teacher, and incidentally to the education of a citizen? What are actual problems which the teacher will have to face when she becomes a teacher? The second problem is to throw out before them actual tasks which teachers have to perform.



One of the difficulties which some of us have felt in general education is that so much of the teaching has been abstract in nature.

On the matter of selection: I don't believe that selection takes place at any one point. We cannot draw a line at the end of any one year. In order to be intelligent and to help an individual to develop his own destiny we should bring to bear every technique we know of. We are now busy building up an examination. We want all of a person's personal history, all of his traditional background, family background. We are trying to get a picture of emotional stability. We are using such intelligence test materials as we can bring to bear. A teacher should be an educated individual. One difficulty in Georgia is the fact that those of us who are teaching have had scant opportunity to know anything about the world and how children learn. We propose not to give this examination at one given time, but on through the student's career in college. By that time we will finally be able to determine whether we can put the stamp of approval on a student as a teacher. What shall be the final requirements to license this teacher for the business of teaching?

Favrot: Rural teachers in the South.

I can't help feeling that with all this discussion we are getting away from some of the problems which were presented yesterday. It seems to me that we ought to spend the remaining forty minutes or so in getting back to a consideration of those problems. These children described yesterday are with us here and now. We must do something immediately. Some teachers never have been to a teachers college. Some things have been done; for example, the selection of teachers in high schools and giving to those teachers some training which would fit them for teaching.

There is a device being used now by a superintendent in a county where the situation is deplorable. It is a county where the level is so low that a teacher training institution has no place. He is undertaking

to give some kind of training to some of the students in the county and then letting them supplant the teachers who are so miserably trained. The demand has increased to the extent that that particular school cannot meet the demand.

It seems that we have always gotten to a discussion of the things as they ought to be, on a high level, when they are really on a low level.

There is an interesting undertaking in New Mexico where the University of New Mexico has set up an institution which was designed as a practice school to the University. It is an experimental school to teach these Spanish speaking children. They have sent some of their graduates out into the schools, and they have brought in teachers already in the school for training. I would like to know whether there is anything teachers colleges in the South can do in assuming responsibility in helping.

H.M.Bond: In thinking of what white teacher training institutions can do.

Certification for in-service teachers. In one county teachers were raising their certificates through extension service - study of French. It seems that many who teach summer school didn't know what it was all about. State teachers certification includes work which has been done in the summer schools, which are ordinarily bad.

Mr. Dixon asked Mr. Donovan and Mr. Jagers to summarize the discussions of the Council.

Donovan: Yesterday morning Dr. Bond talked of schools as agencies of social action; they should affect community life. He proceeded to analyze what they had found out in the South. Their survey convinced them that the school has not very greatly affected community life,

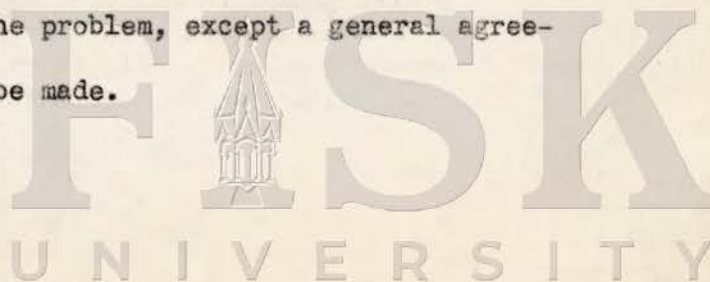
and has not contributed to the good life. The school is still a formal institution, and the children are being taught by antiquated methods. Teachers are not putting into operation what they have learned in teachers colleges. This is a discouraging picture, but it is correct. We are not accepting this with a defeatist attitude. We shall go back and make our work more practical. Human learning has a value only as it can be put into the service of mankind. One conclusion: we have a responsibility in the field, and toward bringing about some form of supervision. Teacher training is not just a four-year job.

Dr. Brewton drew a very vivid picture of eighty schools. It was a dismal picture, from which the same sort of conclusion may be drawn.

The afternoon was full of stimulation and debate. There was some keen thinking done.

On Saturday we took up the essential factors which make up a good teachers college. Mr. Bigelow showed the necessity for a broader base in training teachers. Youth movement. Movement on part of the public to have everybody become better educated. Mr. Beatty spoke of the part that research should play in a teachers college, saying that every teachers college should be interested in some type of research - scientific approach to solution of problems. Then we had a very practical statement of the interplay of theory and practice from Miss Houx. One of the places where teachers colleges have fallen down is in that they have had a beautiful theory about education, but their practice has been entirely different. Miss Houx has been practicing a thing and drawing a theory from it.

We had a discussion of the selection of students (led by Mr. Morrow) - there was no solution to the problem, except a general agreement that some sort of selection should be made.



The rural school is the problem of education in the South. It is our (teachers colleges) responsibility more than any other institution. So far as our institution is able to affect the region in which we are working we are going to do so. It is a challenge we have been offered. We must admit how poorly it has been done.

Jagers: The purpose of this Council is to look into the vicissitudes of the rural elementary school. We have been confused by a long discussion of what a rural school is. We do not care whether it is consolidated or not as long as it fits the size of a community.

There was this general feeling; in setting up a school we should think of what the community needs, select classes, and organize this need in terms of the community - interests, abilities, life problems. The teacher in the school: her training should follow the needs of the community. A rural community may be as large as 60,000 people.

I was impressed with the discussion that Mr. Bigelow gave concerning the needs of general education. Core - we need a teacher who cares, one who will find out what the problem is, will formulate objectives, be willing to experiment with curriculum, look it over and see whether it works. Key to that teacher one who cares about rural children and rural life.

Dr. Campbell said that the teachers college should be the integrating, wiring system of the program. The entire program of education should be integrated. The program should not be theory, but interplay of theory and practice.

In a discussion of selection of students Mr. Morrow brought up the question of whether or not selection is sound in principle.



Finally, we moved into the classroom - the relationship of the classroom to the community life - which Mr. Simon presented in a very graphic way. Mr. Claxton carried Mr. Simon's discussion farther, saying that the frame of reference of the rural child must be the experience he has had, with emphasis upon the environment.

The states can do something about this in a broad way. They can supply teaching materials, work with teacher training institutions, and curriculum. They can help remove the causes of non-attendance in developing an adequate supervisory program. There has not been a tie-up between theorists and practitioners. Lead in getting local superintendents to make schools available as centers of teacher training. State departments and colleges should develop cooperatively all of their programs.

RURAL COUNCIL MEMBERSHIP - January, 1938

RURAL SCHOOL
PROGRAM

Council mtg

W. W. Alexander

W. R. Banks

Willard W. Beatty

Karl W. Bigelow

Horace Mann Bond

J. E. Brewton

Edmund deS. Brunner

Doak S. Campbell

Felton Clark

Rufus E. Clement

Walter D. Cocking

M. D. Collins

John J. Coss

Jackson Davis

E. E. Day

J. C. Dixon

Edwin R. Embree

Leo M. Favrot

Burton W. Fowler

S. C. Garrison

Nolen M. Irby

Charles S. Johnson

F. P. Keppel

A. C. Lewis

Albert R. Mann

F. D. Patterson

Floyd Reeves

Margaret S. Simon

James F. Simon

John W. Studebaker

M. E. Thompson

H. Councill Trenholm

W. Lloyd Warner

Mrs. Helen A. Whiting

Arthur D. Wright

Tentative

Elizabeth Cannon

Catherine Duncan

West Georgia College

Fred Gunn

Irving S. Ingram

Porter Claxton

South Georgia State Teachers College

Walter Downs

Jane Franseth

Kate Houx

Marvin S. Pittman

Tuskegee Normal and Industrial Institute

William A. Clark

Rebecca Davis

Georgia State College for Women, Milledgeville

Harry A. Little

Guy Little

State Normal School, Troy, Alabama

Delta State Teachers College, Cleveland, Mississippi

Eastern Kentucky State Teachers College, Richmond, Kentucky

State A. and M. College, Orangeburg, South Carolina

Huntsville Negro (?)

N - New - *long letter*
O - Old - *short letter*

Sent 11/14/38

COUNCIL ON RURAL EDUCATION
Membership
Meeting, January 6 and 7, 1939

RURAL SCHOOL
PROGRAM

Council mty

- O - W. W. Alexander, Administrator, Farm Security Administration, Washington, D. C.
- O - W. R. Banks, President, Prairie View State College, Texas
- O - Willard W. Beatty, Director of Education, Office of Indian Affairs, Washington, D. C.

ERE wrote N - Karl W. Bigelow, Director of Teacher Education Project, American Council on Education, Washington, D. C. *would like to come. Will let ERE know later*

O - Horace Mann Bond, Fisk University, Nashville

O - J. E. Brewton, George Peabody College for Teachers, Nashville

N - Edmund deS. Brunner, Professor of Education, Teachers College, Columbia University, New York City

O - Doak S. Campbell, Dean of the Graduate School, George Peabody College for Teachers, Nashville

N - F. G. Clark, President, Southern University, Scotlandville, Louisiana

no letter N - Porter Claxton, West Georgia College, Carrollton

N - Rufus E. Clement, President, Atlanta University, Georgia

O - Walter D. Cocking, Dean, School of Education, University of Georgia, Athens

X N - M. D. Collins, Superintendent of Public Instruction, Atlanta, Georgia

O - John J. Coss, Director of Summer Session, Teachers College, Columbia University, New York City

O - Jackson Davis, General Education Board, New York City

ERE wrote N - Edmund E. Day, President, Cornell University, Ithaca, New York

✓ J. C. Dixon, Director for Rural Education, Julius Rosenwald Fund, Chicago

N - H. L. Donovan, President, Eastern Kentucky State Teachers College, Richmond, Kentucky

no letter N - Walter L. Downs, South Georgia Teachers College, Statesboro

✓ N - J. F. Drake, President, State A. and M. Institute, Normal, Alabama

FISK
UNIVERSITY

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

O - Leo M. Favrot, General Education Board, New York City

O - Burton W. Fowler, Headmaster, Tower Hill School, Wilmington, Delaware

no letter + N - Jane Franseth, South Georgia Teachers College, Statesboro

O - S. C. Garrison, President, George Peabody College for Teachers, Nashville

no letter + O - W. Fred Gunn, Dean, West Georgia College, Carrollton

no letter + N - Kate Houx, ^{Univ of Ga} South Georgia Teachers College, Statesboro

no letter O - Irvine S. Ingram, President, West Georgia College, Carrollton

O - Nolen M. Irby, University of Georgia, Athens

N - R. E. Jagers, Director of Teacher Training, State Department of Education, Frankfort, Kentucky

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

O - Frederick P. Keppel, President, Carnegie Corporation, New York City

O - A. C. Lewis, State Agent for Negro Schools, Louisiana

+ N - Harry A. Little, Head of Department of Education, Georgia State College for Women, Milledgeville

O - Albert R. Mann, Director for Southern Education, General Education Board, New York City

+ N - M. L. Orr, Director of Education, Alabama College, Montevallo

O - F. D. Patterson, President, Tuskegee Institute, Alabama

no letter O - Marvin S. Pittman, President, South Georgia Teachers College, Statesboro

ERE wrote N - Floyd Reeves, University of Chicago,

+ James F. Simon, Julius Rosenwald Fund, Chicago

+ Margaret S. Simon, Julius Rosenwald Fund, Chicago

N - C. B. Smith, President, State Teachers College, Troy, Alabama

O - John W. Studebaker, U. S. Commissioner of Education, Washington, D. C.

X N - M. E. Thompson, State Department of Education, Atlanta, Georgia



N - H. Council Trenholm, President, State Teachers College, Montgomery

O - W. Lloyd Warner, Associate Professor of Anthropology and Sociology,
University of Chicago

N - Mrs. Helen A. Whiting, Assistant State Supervisor of Negro Education,
Georgia

No letter N - M. F. Whittaker, State A. and M. College, Orangeburg, South Carolina

O - Arthur D. Wright, President, Southern Education Foundation, Washington, D. C.

N - William H. Zeigel, Dean, Delta State Teachers College, Cleveland, Mississippi

Postscripts:

Dr. Brunner: You're terribly busy, I know, but I hope very much that you will be able to join us in this meeting. You may enjoy it and I am sure you will help us in our deliberations.

Mr. Collins: You're quite busy, I know, but I thought that in view of the fact that this meeting was being held in Atlanta you might find it possible to sit in with us part of the time if not all of the two days. We will be happy to have you do so.

Mr. Thompson: Though you are terribly busy, I know, you are so interested in the whole problem of teacher education, I think you ought to sit in with us on this conference during these two days, if you possibly can. I will see you in Atlanta some time within the next two or three weeks and tell you more about it.

Mrs. Whiting: You are working so closely in and doing so much to help solve the specific school problems in which we are interested I hope you will find it possible to attend these meetings.

Little: You said the institutions were doing nothing in rural education because the catalogs did not use the word "rural".

Campbell: We only quoted the catalogs.

Little: All of our courses in training of teachers are training teachers for Georgia as it is today, almost entirely rural. Most of our people come from rural areas and go back. Most of our courses are meant for rural people, although they are not called that.

Campbell: We did not even say it was the thing to do. We are only reporting the emphasis of the teachers colleges according to their catalogs.

Keliher: Would it be right to say that there are certain fundamental needs and it is not necessary to differentiate between rural and urban? I would like to see further discussion of the psychology of learning.

Beatty: I have had a great deal of contact in teacher training institutions in other than southern states. Teachers are conditioned against rural areas. The quality of educational profession in rural schools ^{is} much lower than necessary if the teacher looked on rural schools as worthy of her doing.

Keliher: The attitude is rooted in our culture. Are we going to interpret the good school in terms of numbers of teachers? If the teacher is properly conditioned she will not care whether she is in a two or a four or a six teacher school.

Beatty: I challenge the statement that students are going to leave the rural areas. The assumption that the rural areas of the United States are supporting anything like the number they can support is fiction. European nations support much higher population. We are conditioned to think that we must leave the farm in order to live effectively and satisfyingly. Teacher conditions pupils to be wage-minded. Schools have definite part in determining attitude of people as to what is a good life. Teacher training

schools are conditioning teachers against rural life.

Brunner: Studies of migration, such as they are, show we have had about half of rural youth going to cities. To some extent the schools must take that into account. With certain exceptions the studies of migration show the city gets slightly larger than their proportionate share of best rural youth. Also more than share of lower. From southern regions much larger proportion of best leave for city. Also those who have not advantages offered by community. If we are going to attempt to condition rural education that we are going to change in any marked degree that minimum, we are setting ourselves against the trend of the century. Dr. Keliher's question suggested: Definition of rural which we must take into account shuts out increasing proportion of picture of rural education. There has been sharp advance in proportion of elementary school enrollment in villages and towns. Almost two-fifths of town youngsters originate in town. The worst culprits are town schools.

Raper: The matter of farm situation in South: It is quite clear population is lower in South. The population is actually in best land. The population is crowding on poor land, not on good. In the best farm sections the counties are losing population: the restriction of crops and soil conservations crops. People formerly left rural areas and moved to cities. They are actually going to places where they can live cheapest.

Education should not be divided between rural and urban but between good and bad land. High birth rate is in poor areas. There needs to be a clear distinction between rich and poor soil areas.

Brunner: Where the good land is, average size of farms is increasing.

Pittman: Whether or not a teachers college is promoting rural education depends on where the college is located. In a state like Michigan where there is small unit control and lots of one-teacher schools, it is necessary specifically to have in your catalogs quite a lot that specifically refers

rural education. When you do that you scare away a certain number of folks but those who do go into those courses know what they are going into. ~~But they start in small schools but gravitate to villages and cities.~~

In the state of Georgia in general the situation is very different. Dr. Little is correct that everything that is in the entire offerings of the college is there for everybody. We might promote consciousness which there is in Michigan. In this state the salary is the same wherever the teacher teaches and that is the most important factor in opinions of students. It would be to the disadvantage of the rural area of Georgia to set up a special body of material designated as rural material. We can deal with the whole social and economic and therefore rural problem without undue emphasis on the rural.

Keliher: Isn't the basic issue to examine what is going on in education to see whether it is meeting human needs? We had material on health. I would like to raise the question of what actual picture is being given in teacher education to make teachers aware of health services and how the teachers use the materials and do we need more social work? How much practice are these people getting in community set-up? What are the techniques? Are we still theorizing? We have known for a long time there are health problems in the South. What can we do about it? It seems to me it is what is human and what isn't, not what is rural and what isn't.

Campbell: It seems that the trouble with teacher education institutions is that they know what is wrong but don't do anything about it. That is the underlying idea - to elevate living wherever it is.

Jaggers: When you make a study of this type, we leave out so much that we think the report is invalid. Sometimes it shows up things we don't like or things that appear really worse than they are. Since we don't have in the

35 or 40 courses names "rural" and since it seems many more are rural than is apparent, couldn't the Committee take a sample of institutions and make a detailed study of their offerings and see the implications for rural education for those colleges?

Campbell: We hope to go into institutions and find out how many problems are being dealt with under whatever name.

Jagers: We can't escape the fact that something is wrong with our teacher education program. There is evidently something wrong with our program. The obligation is ours to examine what we are doing and see what we can do. Whether the institutions or the social order or the low salaries are to blame, we must ask the question, what do figures mean to us? We should let our practice catch up with our theory. If we are to train teachers for leadership we must know the way of life in the areas where they will teach. It doesn't matter whether we call it rural or urban, if we synchronize.

Donovan: A year ago I decided to serve a number of rural schools. In county east of us I started out with worst school in county. Most of teachers in county are our students. Young man with three years of college work. Poorest school I have ever seen. School ground, building, teacher, and children were dirty. Heard lessons in five-minute periods. He had not been taught that. We moved on to other schools, finally arrived at one-teacher school as good as our training school. Teacher also had three years of college work. Shows range of performance among your students. Primarily an attitude. We do not do enough to create the right attitude. (As a result of visit I took three people on staff and planned schedules so that they could visit schools. Teachers of methods. On Friday evening met with teachers in county for laboratory course. In one county not much done because of lack of interest of superintendent. Young man who taught badly last year has completely changed,

he is
 1 above average now. We have to follow through teachers with some sort of supervision. Kentucky has less supervision than any other states. *I think*
~~too great a burden is placed on teacher education institutions.~~

Q. Beatty: I think the colleges are training to make students come back. But ~~there are other factors.~~

Donovan: We get children who hope they will get into Louisville or Covington schools. We used to have a curriculum for rural teachers. We found that of 100 only 10 would want rural training. All our teachers are rural teachers, but anyway the students will go where they can get more money. From Eastern Kentucky the young men who have good native ability but little education go to Akron, etc., and get jobs in the factories.

Keliher: Go back to responsibility of institution for supervision. Reason for astounding progress was working together of teachers and children. Kind of participation we give students in training is very important. Changes in practice can be seen wherever teacher can see things happen.

Beatty: High proportion of teachers are going to spend some time in one-room rural school. Do teachers colleges give practice teaching in one-room schools? When they have a lot of teachers they grade the schools.

Favrot: Asks for show of hands of institutions offering practice teaching in one-room school. Seven institutions.

Embree: That makes up atleast half if in two-thirds of schools in South they have realistic training schools.

bottom
 9 Beatty: In Indian service, one can't get demonstration teachers for one-room schools.)

Donovan: We can't get them on the college campus. I would like to send teachers out for nine weeks in rural school teaching under supervision. It is a question of money. I have to pay the teacher's salary in the school. I have to buy my way in.

Max Bond: It seems as if the barriers restrict the opportunities for Negroes participating in activities other than teaching. All Negro institutions are teacher training institutions to a great extent. In view of certain stereotypes, there is a tendency to hold up one's hand in ^{holy} horror at "community relations". Is the study going to have anything to do with that problem? How can these schools be made effective teaching centers?

Horace Bond: So far I have been mostly interested in state institutions.

Little: Most of the equalization schemes which put money into one-teacher schools appease community by tiding over rather than really training. I am constitutionally opposed to one-teacher schools. I am against building them up.

Thompson: I have been administering transcripts of credit. I was disturbed over titles. Relative to courses in rural education: courses come in best in rural sociology or methods in rural education. If teachers can be made to think that their job is to go into community, find out problems, fit curriculum to problems. In Georgia summer schools, rural teachers and urban teachers made community survey and planned during the course a program which they wanted to carry on in their own school situation. Rural Georgia teachers will plan for solution of rural problems. Get away from idea that you teach from textbook. Let problems originate from community needs. Use textbooks as other materials as tools in solution of problem. Rural problem does not become a special problem.

In reply to Little: one-teacher school has never been given a chance to demonstrate what it can do. Poor teachers are there, poor equipment, short terms, least supervision. In my opinion rural ^{small} school has not been given opportunity to prove itself. I believe it can appear in new program of teaching in which you deal with children as individuals. Thirty

children representing four or five grades are not essentially different from thirty children in one grade. //

Dixon: Brewton said that if consolidation proceeded as it is now, it would be 1990 before it would be done. Should teachers be trained for that?

Little: Rural schools should be eliminated as fast as possible. We should build up sentiment for larger schools. Rural teachers have to do so many things. You can't find people who can do them.

Simon (J): The reason you can't find them is that you haven't been training them.

Little: Atlanta takes the good ones.

Keliher: I think we are skating on the surface of the problem: What do we want the school to do in the community? If you are critical because the school is not of service in the community, how large a community can you have? The community can't be too big. Will they care about it if it isn't close enough for them to be near a place of recreation? What is ~~the~~ consolidation taking away from the community?

Houx: A study was made of the duties of teachers. 1013 duties. Only a question of different emphasis for rural teachers.

Little: One teacher school in Arkansas with income of \$2,000, more than they can spend. Schools in which there are not enough pupils. Possibilities more where teacher can have a social existence.

Irby: Illustration of Keliher and answer to Little. Superintendent of school in South Georgia who realized consolidation of schools had done something to community and he was going to spend time attempting to replace what he had taken away.

Keliher: Strong tendency to feel that if you can bring enough children together you can provide better education because of special teachers and so forth. Simply education of special teachers does not necessarily mean better teaching.

Fowler: Do we have to be all consolidated or all one-room ~~teachers?~~^{me} Where center of social life is in village, it must be better in some areas to have consolidated schools.)

Campbell: We have confused consolidation in administration with consolidation in program.

Pittman: It seems to me we have arrived at the question which is better, to be sprinkled or immersed. What is it that provides the good life? We are concerned with the good life. (We would get further if we dealt less with the limitations as we find them and more with what is essential.) In order to make life good in the country whether served by a small or a large school.

Zeigel: Being a beginner in the conference, I have hesitated to join in discussion, which is interesting to me. The issue is how can we have better rural schools. Stripped of all other things, I am not so sure how much the needs of boys and girls in the country differ from children in villages, small towns, and cities. The main problem is to get better teachers. We are impatient for results in this country. The matter of changing the teaching in the schools of America cannot come in a short time. It means the education of not only teachers but of parents and the masses. We have to produce an education using subject matter as a means to an end. If we could go into schools today, young boys and girls, we would find, are better than ever before as teachers.

Campbell: We have discussed at length what is wrong with the schools. That is good. The schools should be stimulated to find out what are their needs. But we should have pointed out to us the more heartening things. (Called on Mrs. Whiting)

Mrs. Whiting: It is quite a story. I will confine my remarks to one phase. We have a scheme of prospective demonstration centers. "Demonstration school"

is a misleading term. In the past the teachers colleges and normal schools in using the term misled the teachers by doing the wrong thing. We have sent out to our workers a check list based on teaching procedures and so forth; a graded scheme. There are three grades of centers. The schools are working now to check ^{themselves} on standards for Center One. Schools may stay put for five or six years to come. But they are aspiring and have an activity program to attain fundamental standards in various levels. When supervisor feels that school has arrived, she has it checked and without any ado or publication, it is known as Center Two, and later on as Center Three. When they have reached Center Three, they are through. After that they go into experimental endeavors. *See Q.M. pg. 121*

Campbell: What things are you trying to develop? Is community interest important?

Whiting: It is on the program. We are striving to accumulate cases and distribute them to workers.

Campbell: The procedures you recommend are ones that have been carried out? *also added*

Whiting: We are at the point where we can have demonstration teachers.

Favrot: Would you express your judgment about schools. Do you feel that there has been some success in one-teacher schools?

Whiting: The one-teacher school has its place with the colored population. It creates a disintegrating force if the schools are consolidated.

~~We hope to have centers of centers.~~ If one is excelling, it may be.

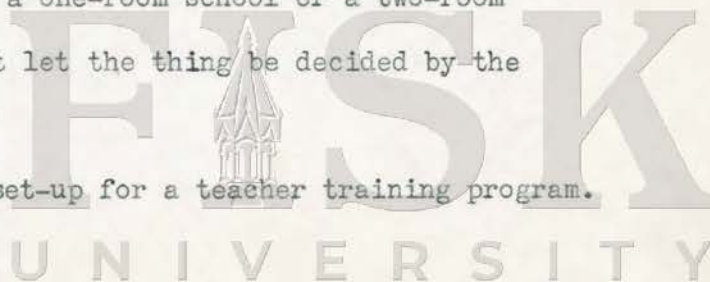
Brunner: The pattern of consolidated schools where interest is turned toward village is the pattern of America. Open country attendance in village schools is almost as large as where there is regular consolidation. The question is not of one-teacher school versus consolidated school but of the society of the community. We will always have about sixty thousand

of the one-teacher schools. The best educational work in New Zealand was by correspondence school children. The question comes back to getting better teaching in both situations. (Gave example of work done in Southern Illinois State Normal University at Carbondale, where six one-teacher schools were used for practice schools, relatively near Carbondale.) It will be a long time before there is complete consolidation in the South, because of racial lines. The college does not pay for the teachers in practice schools. Schools use the drama and music and art people of the College. Work is done both in terms of modern approach and of utilizing the skill of teachers who guide students along those lines. Further away, in a farm community of 800, there is no school within eight miles. A consolidated school is used for practice teachers. What this school is doing is fitting into the community situation, the type of people, attitudes and work of changing attitudes is part of educational process and work of training teachers.

Beatty: If Mr. Little had limited himself to his last speech, we would agree with him. Where there are only a few pupils, and it is reasonable for consolidation, it is all right. Three years ago I should have been on the consolidation band-wagon. But working in areas of the Indian Service, I have found that consolidated schools do not function where they break up a community. But where the one-room school has acted as a rehabilitation agent, they have brought many families off relief. The first difficulty we find is in getting teachers who realize the function of the small community school.

Jaggers: (A community may be the size of a one-room school or a two-room school or a ten-room school, but we must let the thing be decided by the community.)

Estill County has a possible set-up for a teacher training program.



The supervisor ~~there~~, Miss Daniels, believed that learning could take place in a one-room school if you knew how to employ community resources. She picked that county which is shabby county. Started term in two semesters and took first six weeks herself. Teachers could come to watch. Then she picked out a teacher with three years of college to carry on. She came back the second year and started again. Everything that happened in the community the school participated in. The influence of this has spread.

Keliher: Miss Daniel put her students wheels to see the finest implications. Wale has other instances of ways of using the community.

Wale: Teacher training institutions are the greatest obstacles to the training of teachers. One county where the college has been turning out teachers, exposed to a few weeks of urban school practice. Most of teachers in county are rural. Most of the teachers have never been in a rural school before. They consider it a misfortune to land in a rural school. I have to do something with a school which has just been built as a laboratory center. I don't think it can be done through the college. I think the program should be tied to the institution to change the function of the college. The students must not live in the institution. The laboratory school will be sponsored by it. The students have to live right with the people in the community where the school they are observing is.

Morrow: I feel that a great many of us have had the philosophy presented here and been aware of the conditions pictured. Personally my reaction is one of impatience to get doing something about it. Practice has not kept up with theory. I don't know whether it can be made to in the hands of present teacher trainers. Maybe we need a new set. Maybe we need to deliberately change ourselves in order to bring practice up with theory. We have talked about methods. I have been thinking that what we have been talking about

under the head of methods is not appropriate to this situation. Methods has to do with the discovery of resources and needs of communities and also to do with the ways of meeting those needs and utilizing those resources. Techniques of meeting community needs. Various plans are just single ways of meeting needs.

Campbell: If we have a philosophy regarding living in a community and the school's relation to living there, the primary obligation of teacher training institutions is to become a part of that process. Maybe the faculties of institutions should be made aware of problems.

Keliher: We have plenty of illustrations that faculties will change. We cannot change on a basis of insecurity. You can't ask a teacher to change if you are rating her on the old basis. The same things have to be carried on in the teachers college.

Johnson: What is meant by the concept frequently used that education is training for life, effective living?

Brewton: (Explanation of chart; criteria of good and bad schools)

Teachers scholastic record: general education, amount of training, in what school, any special education for rural school; practice teaching in rural school; any definite courses that have given her help in rural situation. Experience - more than three years gives grade of 100. No attempt has been made to evaluate. Professional connections - does she belong to, attend meetings of, and participate in professional organizations. Rural mindedness - lives in community full time, during week and half of weekends, during week, or less than half of time or not at all.

One and two room Negro schools in the South are in general better than one and two room white schools. Consolidation has taken best away from the small white schools.

Pitmann: One teacher school serves a Negro community better than white?



Brewton: That would depend on local situation.

Zeigel: (Thinks there are not more than one or two one-room schools in his county.)

Horace Bond: Your county has an aristocratic white population. White schools represent a logical social organization. County organization.

Zeigel: Tendency is for people in Delta country to concentrate in towns.

~~People will~~ *commute from* ~~perhaps sometime live in towns and go out to farms.~~

~~Discussion of town dwellers who commute to farms - European idea. Max Bond contends that share-croppers support town dwellers.~~

Keliher: Any evaluation has to be looked at in movement.

SATURDAY

Bigelow: Everyone was satisfied that the conditions under which children are growing up are not good, and that we want to do something about them; that the teacher was the key to the solution of the problem. I felt certain things stood out. Teachers need to be sensitive to the needs of children. Not only sensitive but want to do something, the things that will help to improve the condition. But it is not enough to want, but to have the knowledge to do it intelligently. The importance of understanding children and adolescents. Ways in which the community circumstances affect children. Teacher must act on basis of that knowledge. Action must be in cooperation with other persons - other agencies concerned with improvement of living conditions. The question is how to produce teachers who could do that sort of thing.

The present concern with general education rose out of (1) lengthening period of formal education for everyone in this country put pressures on secondary schools and college education. (2) Awareness of youth problem - jobs few and far between. (3) Element of concern over the situation in

which democracy finds itself. Young people may not necessarily grow up to be good citizens of democracy. Other ways of life have their appeals.

General education can best be characterized as representing some sort of quest for unity. An effort to see the relationships which things have to each other; to bring together things that go together. This is shown in (1) effort to integrate subject matter; (2) increased desire on the part of faculties to work together as a team rather than seapartely; (3) reaction from the ivory tower idea of sedusion of students; (4) concern with the integration of personalities of students; gives us a common purpose; (5) concern with the strengthening and maintenance of democratic social unity.

Most persons ~~xxx~~ anxious to do a good job in general education are agreed about ends. It is only in the ideas of means that there is disagreement.

General education of teachers is unusually important. Same forces operate in field with respect to teachers as with other human beings. But because of their very profession, it is particularly important that they should have superb general education and should be made to understand what is happening to them at the time.

How a good faculty goes about trying to improve general education:

(1) examine the conditioning circumstances. Look at the students; know as much as possible about them, their needs. Teacher must care about the boys and girls. Become aware of the community or social situation - how it bears on the individual. Resources and obstacles. Local sircumstances: what are the resources and in institution. (2) Formulation of objectives. In terms of specific changes of behavior. Objectives should be set up in terms of social needs. Functional and dynamic view of education. (3) Choose and begin to experiment with curriculum procedures that seem to be calculated

to obtain objectives. All kinds of different experiments: survey courses (greatest mistake is trying to take over somebody else's plan); evidence of patterns of courses. Emphasis on activity. Emphasis on individualization. Emphasis on guidance, close and continuous study of individual student.

What is the place of specialization: It is most usual to make the junior college a general education program, not permitting specialization. Maybe this is not right. General education should be fitted into specialization.

(4) Program of evaluation essential to checking on ways in which the program adopted is working.

Beatty: With regard to pattern courses and passing on from institution to institution, isn't one of problems that the assumption is made that almost anyone can do the new things, instead of realizing that the old teachers giving new kinds of courses will do the presenting just exactly as they did before?

Pittman: If a student enters with no idea of what he wants, can't he go ahead with general education until he finds out what he wants to do.

Bigelow: The problem has not yet been solved.

Keliher: Significance given to selection.

Embree: There is more agreement on question of general education than on courses in professional education. General courses have been developed for centers. Basic subject matter well organized. Profession of education relatively new and teachers college a new school. More controversy in methods courses. Greatest dissatisfaction with the point of organized professional training.

Campbell: We need a definition of what we mean by professional courses.



The current picture is that it means application of specific courses that concern concepts related to the act of teaching. Classicists are concerned because they are losing ground. Reason that is happening is that educationists have come in and usurped the power. We have assumed that the science of education exists separate and apart from the total process. Therefore we have not developed the concept that the professional education of teachers is a matter of general education plus professional education. Series of well organized courses on one hand. Must also have well organized courses on the other. The whole faculty of an institution, large or small, has a common stake in the individual. It isn't classical versus technical, or anything versus anything else. We cannot arrive at any agreement with respect to age or quality between the different types of persons who contribute to professional education of a teacher. If procedures can be developed whereby they together envision the total process of educating one being who has the abilities and attitudes necessary to develop the growth of children, we will find the shading out of the line between the various things, and an integrated program. There is good history in other professional fields.

We will be in the position of having to take steps from the separated program toward the integrated program. There are clumsy steps being taken in that direction. Several institutions have taken the great array of separate courses and tried to examine the concepts involved and woven them into one course in professional education (Buffalo: 19 courses reduced to common sequence of four courses. Faculty doesn't feel that is the end point, but an intermediate step). Can such a thing be done? I have been heartened by experiences that have taken place in faculties where the members of the academic staff have assumed that they have a stake in the professional aspects of education and have tried to work out agreements

in what should dominate in professional education.

If we follow the suggestion, it probably means that in the realm of development of professional abilities on the job, the practice school will form more largely the center and will be in the realm of the educationist, but also in that of the academic subject faculty. This is not new. Possibility of developing away from damaging position with respect to professional courses. Any particular naming of courses with specific reference to small bits of the process will tend to fall out completely. Courses will tend to fall almost completely out. Not completely because there will be places in education for courses that are designed to develop certain skills and abilities.

Embree: Leading into next subject: interplay of practice and theory. You say in effect that education courses aren't very good. All right, let's make up a program that is good. That is not the way it is dealt with in other fields. Are there realms in which there are specific ~~complex~~ groups of subject matter which are comparable to other professional fields?

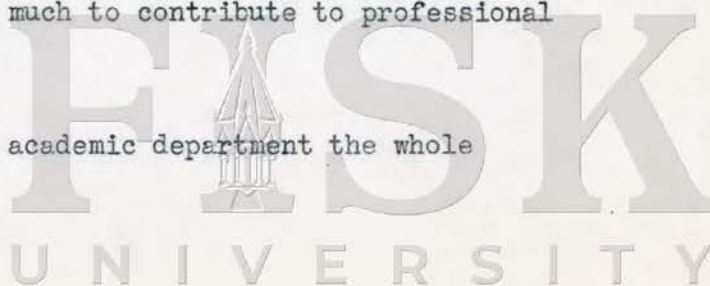
Campbell: That is a dangerous analogy. If the medic were put in as tight a compartment as we are, there would be more disturbances.

Jagers: The teacher ^{must} (1) ~~has to~~ understand behavior of children, (2) ^{know} type of organization and physical materials with which he must work, (3) ^{have} integrated process of try-out in laboratory school.

Bigelow: It is desirable that all of the members of a faculty who touch the lives of prospective teachers should recognize their common responsibility and should be willing to cooperate in providing what the teachers need.

Beatty: I don't think academic has very much to contribute to professional education

Campbell: We should not turn over to the academic department the whole



business of telling us what we should do in the professional education of teachers. If the academic staff has a stake in the individual, I should rather have them around the table in planning college life of the individual. Professor of Latin should get educated in what it is all about.

Cocking: Campbell hasn't stayed by the subject of subject matter in professional education. How are we to get all these things tied together into one whole? Better program would come out of common understanding.

Keliher: A movement is going on in academic education for orientation courses. Maybe we will get to the point where we can fuse and reshape the whole program.

Zeigel: There must be leadership in fusing by someone who has confidence in the whole faculty.

(Miss Houx presented fourth point)

Beatty: I am bothered most by education and research being put as opposites. You are given the verities on the one hand to use, and the research man is working on new things, and never the twain shall meet, until the research man's findings become ^{infallible} ~~invaluable~~. In the field of education particularly, we are faced with a very imperfect set of assumptions upon which we are operating our schools. Many research techniques now followed are themselves so fallible that we may assume their conclusions will be subject to revision. Research and education in a desirably organized teacher training institution should go hand in hand as one and the same thing.

The implication has been that we are studying a pattern community. Closes the student's mind to the idea that patterns change. You cannot carry over any pattern of community participation from one community to another. There are gross needs, which if the student has learned how to study, analyze their participation in community life, can be met. Teaching

should be in terms of discovery and research. (Student should not be given the idea that he is simply learning what everybody else knows. He should not have the joy of discovery taken from him.) Education can be experimental. It can be a source of research. We can teach students a pattern of curiosity, pattern of research.

Our courses should certainly leave room for the exploration of new research changes taking place throughout the country. The average teachers college in the country is at least ten years behind what it could be if the faculty knew what was going on. Not necessarily because of the sort of instructors: they have been given neither stimulus nor time. Students should be given the idea that the verities are changing.

There is in education as much of a background of change and growth and body of knowledge as in any other profession.

Research has to be tied up with practice. So much of our teaching is in terms of "this is true" or "is this true?" without actual investigation on the part of the student. Teachers colleges in practice do not conform to what they teach is good practice. Some experimentation should go on between students and other students and children with whom they work in human relationships.

There is necessity to ~~xxx~~ plot new ways of carrying on educational research. There is room for perfection of research techniques. There is room for either development of new phrase or division into two types of educational research.

There are three obligations under title of research: (1) conducting investigations that may advance our knowledge and wisdom with regard to educational procedures. (2) research attitude of constantly organizing student's approach to work so that he is able to discover for himself the facts he will need to know in development of programs and the

development of techniques of studying the community, pupils, needs of school in which he is teaching, and the courage to modify in accordance with what he finds. (3) investigation on his own part as to reality of what he has been told.

Morrow: Two general observations about selection: (1) Desire of heads of teacher training institutions for numbers. (2) Policy of state institutions of taking students who manage to fulfil entrance requirements.

Selections in hands of students themselves who come into teaching because it is easy. Preliminary to marriage or as insurance policy. A vocation that is easy to get into. There have been students without arms, without legs, with various disabilities of vision, hearing; the mentally dull, the mentally lazy. Poor in appearance, timid, dishonest, with physical ailments.

Questions: Is selection sound in principle and how to justify. We disagree about what a good teacher is and what success is. It is difficult to judge prospects for uncertain qualities. There is the idea that the right preparation will insure a good teacher. But for selection it may be said that other professions practice it; it protects the profession. Further it protects the children and the public from poor teachers.

In my opinion a practical minimum plan of selection is desirable: The period of preliminary preparation is short at best. Everybody who wants to teach doesn't have to - there are other professions. Children and the public do deserve protection from teacher who fails from the start.

We should recruit from high schools those people who would make good teachers. Turn away failures because of severe handicaps. Select within teaching persons for particular job: level, locality.

Is State interested in selection? If State Departments would give

backing, institutions would initiate. If objective is protect public, it is the business of the State.

What is a good prospect? Freedom from/severe physical difficulties. Some degree of scholarship. Ability to use fair English in speech and writing. Industry. Leadership qualities. Imagination. Reasonably good appearance and personality. Sympathy and understanding. Some experience in living in rural regions. For rural teachers, leadership, sympathy and understanding are most important.

J. Simon: Any teachers college that sets itself the task of finding out where its graduates go and finding that a goodly number go into rural areas, will find that present conditions of schools are bad, homes are bad, standards of living low, health facilities few. These conditions have existed a long time, will probably exist for a long time to come. Agencies which already exist are supposed to deal with these problems. They do not do the job, for whatever reason. There is not continuous enough contact with people.

The teachers college has said, "We realize this difficulty, therefore we will prepare special teachers." These teachers are interested only in their special subject. They are controlled by outside agencies, Federal government, with offices a long way off. The special teacher is often put in charge of the school. Knows nothing of teaching, has no academic training. The regular teachers get little or no cooperation.

The teachers college discovers there are small schools which cannot support special teachers. They cannot realize that the only agency which is always there is the school, and the only person constantly in contact with the community is the teacher. That teacher should therefore know something about the four problems: health, home economics, agriculture, and manual dexterity. We cannot expect the teacher to command

the respect of the community unless she knows how to do these things. No one of these four items is enough in itself. Much learning in one subject is no use. The teacher needs a working knowledge of others.

It is possible to teach teachers to know about these things. She should know where to get information about them. Either from pamphlets and other free material, or from agencies set up for the purpose.

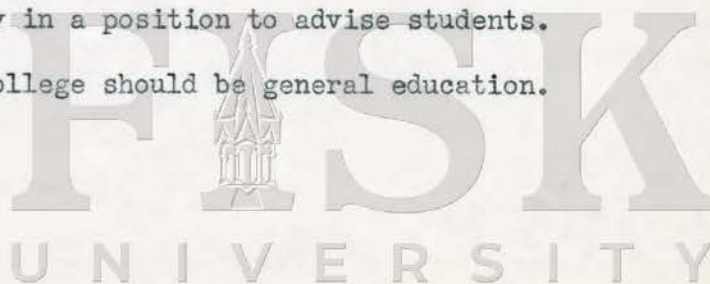
Claxton: Education should be based on previous experience rather than on what is going to happen. Living in the country is what we are trying to teach our children to do better.

Bigelow: The question of general education for teachers has not been settled yet. There are those who think the first two years should be devoted to general education. There is an artificiality about that. If the keynote is the meeting of needs and if the individual whose needs are to be met is an integrated person and if his needs are colored by social and community circumstances which surround him, there is danger in dividing him up. Before a person decides he wants to become a teacher, he has needs which must be met. Education provided should be related to those needs. He changes when he decides he should become a teacher, and education should serve him as this new person. What the teacher is taught should have definite implications not only for the professional but for the personal needs of the individual. Same thing happens when the teacher decides to be a certain type of teacher.

Jaggers: There is such small agreement on what one should include in a general education program that one is hardly in a position to translate it to our machinery.

Beatty: The teachers colleges are hardly in a position to advise students.

Donovan: The first year in a teachers college should be general education.



Selection should take place in first year. Professional education can start in sophomore year with more in junior year and still more in senior year. As professional education increases, general education decreases.

Problem of selection: States require one to accept any student who is a high school graduate. *(This maybe, that is, perhaps)* Maybe wise, more people should get more general education. Twenty per cent of persons who come to teachers college should not be teachers.)

There is criticism of teachers colleges having failed to meet their responsibilities. Half the teachers of America are educated in liberal arts colleges and they haven't met theirs either.

Irby: In selection of teachers is it always wise to wait until end of first, second, third, or fourth college year. Couldn't a plan be tried tentatively that we get to senior high school students and point out teaching as a field of service?

Donovan: Intelligence tests when students arrive. Battery of tests to find out achievement. Those who can't read are given remedial reading. Success in college work during first year.

Fowler: Are any colleges doing testing on behavior of prospective teachers?

Little: Descriptive report of person as his teachers come in contact with him. Everyone who has contact with student reports on him.

Irby: How many do you eliminate?

Little: Grades are only method of elimination.

Bigelow: How often are reports made?

Little: Every quarter.

Bigelow: What use is made of reports in helping individual to overcome faults?

Little: Students hold conferences with teachers.

Beatty: What do you do to train your staff to recognize personality difficulties?

Little: Conferences.

Pittman: Ordinary forces that operate do the selection. Twenty-five per cent of high school students go to college. If general education is desirable we will give students who get to college a chance.

Blair: In human evolution, selection has been left to chance, and it doesn't seem to have done so well.

Donovan: An important thing is the attitude of the public toward teachers. The poorer sort are teachers.

Smith: It is said that one of the bulwarks of the democratic nation is that teachers are the poorer sort. Isn't the teaching profession moving forward as well as other professions?

Gunn: We should hope for the day when we can not only eliminate those who are not fitted, but pull in those who are.

Beatty: Sympathy with public school because it can't select is misplaced. Our standards are really much more arbitrary.

Jaggers: Selection is done on the basis of scholarship at Albany State College. In-service selection at Ohio State University (Leslie Love)-try to discover the shortcomings of student and supply experiences in which the shortcomings will be overcome.

Cocking: We have a lot to learn from personnel practices. Some of techniques could be used in teacher selection. We are trying to educate not only a teacher but a good citizen. Would like to see professional and general education coordinated to the point of fusion.

Favrot: We are getting away from the problems presented by Bigelow and Beatty. Get back to discussion of whether anything can be done about present situation. How many teachers are there who have never even been to a teachers college? There have been done some things in the selection of teachers in high schools, and giving those teachers some training after

they have reached high school. In some places the level is so low that the teacher training institution has little influence.

If we are going to make any contribution to handling the situation, we should do something here and now. Is there anything that the teachers college can do right now to hasten the day when we may look for some improvement in one-room rural schools.

Bond: What can the white teachers college do to help Negro schools.

Courses in catalog which are given for certification which have no relation to what the teachers have to teach.

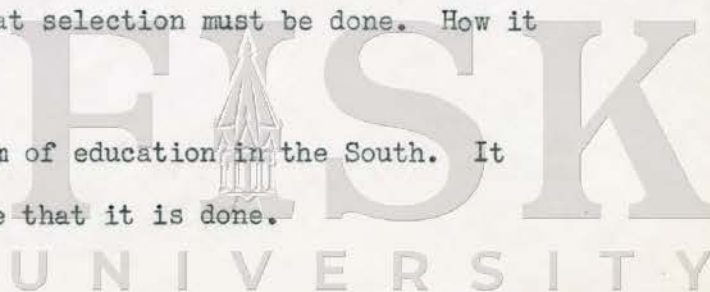
Claxton: How can we judge teachers except by the way their students turn out?

Donovan: Dr. Bond on thesis that schools should be an agency of social action. Should affect community life, contribute to the good life. What factors the school should affect: farming, reading, church, general education of people. So far the school has not contributed to the good life. Still formal school, taught with antiquated methods. Teachers not putting into operation what little they have learned in teachers college. Discouraging picture but a correct one. I am not accepting it personally with a defeatist attitude. Rather it is a challenge. Human learning has value only as it can be put into the service of mankind. It is our ~~best~~ business to see that we afford the student the type of learning that can be put in the service of people we have to service. We have a responsibility in the field and for supervision.

Dr. Brewton gave a vivid picture of schools, also a dismal picture.

Most of us are in agreement that selection must be done. How it can be done is a matter for debate.

The rural school is the problem of education in the South. It is the job of the teachers college to see that it is done.



Jagers: Purpose of conference to look into vicissitudes of the rural elementary school. Confusion through long discussion as to what the rural school is. If the school is the size of the community, it doesn't matter whether it is consolidated or not. In setting up a school, we should think of what the community needs and then select and class the program in terms of community needs. In terms of interests, aptitudes, abilities, life purposes. Training of teachers should follow needs of community. Since entire South is rural, southern teachers must have rural training.

Mr. Bigelow told us we need a teacher who cares. Will find out what the problem is, will formulate objectives, be willing to experiment with curriculum, look it over and see whether it works. We must have a teacher who cares about rural children.

Dr. Campbell said the teachers college should be the integrating wiring systems of the program. Program should not be theory but interplay of theory and practice. Continued study. We can't ever be satisfied, keep an exploring mood.

Mr. Morrow said if we are to have order in the curriculum, we should have order in those who pursue the curriculum.

Education in rural areas must follow the way of life. The frame of reference of the rural child must be the experience he has had or will have.

The states can do something about it in a broad way: Teaching materials, work with teacher training institutions, development of curriculum, removal of causes of non-attendance, leading in cooperation between local supervisors and teacher training institutions, leading in getting local superintendents to make the schools available for teacher training. State Departments should develop cooperatively on all programs. If we can remove stigma of inferiority from rural teacher

COUNCIL ON RURAL EDUCATION
Atlanta, Georgia, January 6 and 7, 1939
Notes of Meetings

Friday morning, January 6

A report of the survey of good and bad schools which is being made by Dr. Cambell, Dr. Brewton and Dr. Bond was presented during the morning session.

Campbell: We have merely tried to present some materials which have been developed during the process of study. The fundamental purpose has been to discover ways and means of improving elementary schools and through them to improve the quality of life in the South. The improvement of the training of teachers has been found to be most important. We have had to engage in a number of activities concurrently. Presentation of materials: some significant factors affecting community living in the rural South is to be presented by Dr. Bond; the results of observations in rural schools by Dr. Brewton.

Dr. Bond and Dr. Brewton each read extensive reports, copies of which are available.

Little: What is a rural school?

Bond: Material derived from public school reports. Reported on basis of census reports.

Cocking: What is supervision?

Bond: A professional supervisor regularly employed to supervise what is being carried on by superintendent.

Donovan: As soon as you label curriculum and teacher education as such you scare your teachers away. ~~Make it a rural school curriculum~~
and you will get more students (?)

J.M.BOND: What was criteria for selecting 171 schools?

Brewton: Catalogs. Basis of availability.

Dr. Johnson gave a report on the compendium of information on southern counties:

It became evident early in the deliberations of this Council that it was difficult to generalize about the South or to know very much about any particular area and that individual instances of good or bad situations told very little about the representativeness of this particular type of situation. It was suggested that as a first approach to the general problems that we should attempt to lay a basis in the social and economic structure of the area by such units as we could get measurable and dependable data.

There have been many attempts to treat the South regionally. We conceive of education as a part of the general social context so we treated that factor in the picture. We selected as the smallest unit the county.

Eleven hundred counties have been studied. Means of analyzing available data on each county - we have selected seventy industries for analysis.

asa student's manual, in an attempt to interpret directly these problems. The first step in the development of this was that of setting up a basis by which we could describe each county according to its dominant economy. The steps by which that was carried out are detailed but are recorded in such a way as to be understandable. We have worked out eight general type areas with subdivisions in each:

1. Population characteristics: total county population, percent of change, percent urban, percent rural.
2. Economic: tenants, owners.
3. Agricultural characteristics
4. Industrial differentia

5. Occupational characteristics:
6. General social orientation
7. County type itself which breaks down into these major classifications: cotton, tobacco, vegetables, sugar cane, etc.
8. Educational index: capital school expenditures, number of one-teacher schools, number per thousand of white children five to nineteen, number per thousand of Negro children five to nineteen, distribution of Rosenwald schools, classrooms per thousand Negroes

(I believe an exact copy of these eight general type areas is available)

We had access to a total of some 500 special studies. They are listed for each county and are included in each county index by county and for the state. These together constitute a total index for the county.

The second step was ^{correlation} ~~to take~~ types and ~~correlate them~~ with other social factors. This reveals a group of very interesting facts which can be of considerable value to educators and to other social students. The final step is ^{documentary} ~~the~~ drawing together ~~of the~~ material which gives more of the color and general internal functioning. ^{re are} The two assumptions ~~are~~ (1) the observation of a ^{Qee} when related to broad statistical index (?), (2) we are able within certain limitations to associate these ^{known} ~~normal~~ factors with certain others which have not been quite as easily possible of an objective index.

The final stages of the work were carried out in Nashville. Finally, this first part is ready for publication (going to published within three weeks). Second and third parts are in fairly advanced stage of preparation.

Friday afternoon

~~ERE:~~

^{See me K's}
The observations this morning were made on the basis of visits to schools - visits not quite half done. This afternoon there

^{Campbells}
will be a discussion of teachers colleges.



Fowler: Is there an integration between Johnson's and Bond's and Brewton's reports?

Campbell: Yes. The materials which Dr. Johnson presented tie into this picture. We have studied schools in representative areas. It is our belief that basic information which can be secured through Dr. Johnson's study must be secured by teachers institutions so that they may attack the problem within their own areas.

Thompson: Possibility of distribution of the Rosenwald Fund report?

ERE: We will mimeograph the first report of "good and bad schools."

Keliher: Several striking issues of material. Definition of rural education \ominus rural mindedness, planning for rural life as the function of planning for rural education. It would help my thinking to have the group discuss whether we should substitute a meaning which would be "what are our major objectives?" Let all of these data fall in line accordingly. What is meant by good education? Shall we distinguish rural as separate from any other kind of education?

Campbell: In the large a school is a community enterprise; basically we are interested in the school serving the community of which it is a part. Our interest restricts itself to rural communities in the southern states.

Little: All of our courses in the training of teachers are training them for the state of Georgia as it exists today - entirely rural. Most of our people come from rural areas and go back to the rural areas. All of the courses have "rural" in mind although it is not mentioned in the catalog.

Campbell - see McK



Keliher: Would it be a fair presentation that there are certain things which must be met. The issue is whether or not we are using good sound psychology ^{ical} approach in education to meet those needs. One of the most significant criticisms has to do with a type of participation which goes back to the basic root of our psychology today. A further discussion of psychology of learning.

Beatty: Conditioning for rural teaching. I am not in a position to testify as to what teacher training institutions in the South are doing. I have had to do with other states. ^{from me up;} Teachers are taught to look forward to teaching in cities, where recompense is higher. ^{See McK's}

Keliher: Are we to interpret good schools in terms of the number of teachers? ^{See McK's}

Beatty: It goes back to a statement of Judd's last year: "A certain proportion of all children on farms are going to city." I challenge it. You can create a rural situation in which you will send children to urban areas. You can compare rural America with the rural areas of any other country of the world and the other countries will be supporting their rural population more satisfactorily. Our schools are fundamentally to blame. Teacher training institutions are the ones which lead teachers to breed that kind of attitude. "You are a bright boy and should go to the city and get a good job." Our teacher training institutions are conditioning their products to destroy rural life.

Brunner: We might look at two or three things. ^{✓, and 1912} So far as we have had ^{show that} any studies of migration we have had about half of our rural youth going to the cities. That may be right or wrong, but that has been the fact. ^{must} Schools ~~are going to have to~~ take that fact into account. Studies of

migrations show that cities get slightly more than their proportionate share of ~~people~~ ^{best of the South} (?). Studies show that a large proportion of the people leave for the city in Missouri and the Appalachian communities. Those statements are an interpretation of a good many studies which have been made. If we are going to attempt to condition rural education that we are going to change that trend we are going against the trend of the century.

This definition of rural ~~shows~~ ^{shows} out an increasing proportion of the picture of rural education, especially in this area. There has been sharp advance ^{in enrollment} in schools in towns and villages. In the high school area even in the towns 2/5 of the students originate on farms. Marion Bush's study of Louisiana of rural town schools. Rural town schools must be taken into account.

Raper (R)
(Bigelow?)

This farm situation particularly in the South! It is quite clear that population density is very much ^{lower in} ~~less~~ than other parts of the world. The population is sneaking up on best land of the South. ~~It is piling up on good land.~~ The figures are clear that in the best farming sections of the South, the best sections of the southwest Georgia, Texas are losing population. Reason: restriction of crops, soil conservation crops. ~~It means that the work opportunities~~ . These people formerly left these rural areas to move to cities. With longest relief lines in the cities they are not staying there. Population going back to Ozarks and Appalachians. It doesn't divide between rural and urban situation but between good and bad land and whether population is decreasing or increasing. That means that when we are speaking of this rural school population there needs to be a close approach to good soil.

Brunner:

Thoroughly sound. Another factor: where the good land is the average size of the farms is increasing.

Pittman: To come back to first question. Problem of whether or not a teachers college is promoting rural education. It depends upon where the college is located. In Michigan where you have the small unit control. ~~In order to do anything in a state like that, it is necessary to have in your catalogs quite a good deal that refers to rural school.~~ You have to have a department which is consecrated to promoting rural courses. In the state of Georgia the situation is very different. I feel that Dr. Little is to a large degree correct in saying that ~~everything in the~~ *entire* college offering is there for everybody. We might promote this same sort of consciousness. In Georgia we have the salary schedule - ~~the salary schedule~~ *are in the opinions of students* ~~is the most important factor.~~ I find myself in this situation. It would be to the disadvantage of the rural areas of Georgia for us to set up a special body of material designated as rural because we would make a difference between a teacher who will be a rural teacher and one who will go into an urban situation. We can deal with the whole. *social + moral, but, good + bad* The situation in the different states is a very big factor.

Keliher: *see Q. M's. p 3.* ~~Is it making all of us aware of needs in the communities?~~ We had a great deal of material on health. What actual practice is being given in our teacher education institutions (1) to make teachers aware of health ~~deficiencies~~ *services*; (2) how does teacher use those; (3) do we need more social workers to bridge gap between services and schools; (4) how much practice are these people getting in the whole community set-up? Learn to do by doing. ~~If we~~ *we* could discuss ways of getting practice in working out the problems together? *yes, yes, yes, yes, yes, yes*

See next p. 6.
Campbell: Teacher training institutions taken as a whole say that they know this is true but do nothing about it.

Jagers: When you make a study of this type there are so many things left out ~~we get it into our heads that~~ it is invalid. It shows up things which appear to be worse than they are. Since we don't have more than thirty-five or forty courses which are rural, ^{am p. 4} I wonder if it wouldn't be a good field of investigation ~~to~~ by some process to take a sampling of institutions and make a detailed study ^{offerings} of ~~implications~~.

Campbell: We hoped to go into institutions and see whether these problems are not receiving attention by another name.

Jagers: We can't escape ⁽²⁾ that something is wrong with our education program. ~~Frank~~ figures quoted by Dr. Bond there is evidently something wrong with our program, ~~some way or other~~. Are institutions to blame the low salaries? ~~We have to answer that question in training for leadership in education.~~ The important thing is to let our practice catch up with our theory. ~~It applies not only to rural but to urban as well.~~ *See next p. 7*

Donovan: *See next p. 7* Perfect observation. A year ago I decided to visit a number of rural schools. ~~Either~~ Went to county east of my home county. Asked the county superintendent to take me to a number of different schools. Most of the teachers in that county are our students - one year up to college graduates. One of the schools taught by a product of ours was one of the worse I have ever seen. He had not been taught that way. We moved to one slightly better. Finally we arrived at a one-teacher school as good as the training school on our campus. ~~As~~ As a result of that visit, I have taken three people on our staff to visit schools in neighboring counties. We had a course in the community called Laboratory Training. The very bad school has been changed by means of this course. Follow through with some form of super-

vision. There is less supervision in Kentucky than in other states. We are following our product through.)

Beatty: — McK 8

In reply to the statement of Mr. Beatty. I don't believe teacher training institutions are directing people away from rural communities. There are so many other factors. The tendency is to move to urban communities, if possible. We get a good many students from the mountains. Eighty per cent hope to get to Louisville or Covington. Hard for a teachers college to overcome this problem. We used to have a curriculum for rural teachers. From eastern Kentucky the young men and women who are capable but do not take college education go to Akron and Toledo to get jobs in the factories.

Keliher: The in-service supervision. Psychology of participation. The reason ^{teacher} they (?) made such extended progress was that the ^{she} teacher was working in a real situation. We still must go back to the kind of training students get in service. How much active participation in improving health in the community do students get? When you do have a teacher who is participating you begin to get */ person's practice*.

Beatty: A very high proportion of teachers are going to spend some time in one-room rural schools. How many of the institutions represented here give training in one-room schools before the student goes out?

Keliher: Falls anyway because community situation doesn't exist.

Seven
(~~Eight~~ institutions represented have at least one one-teacher school for practice purposes.)

ERE: This is a highly selected group for that particular item.

Beatty - McK 8
Donovan:

I have a theory about that: I don't believe we are going to get them on our college campus; to have them adequate, I would



like to go out to adjoining county to stay nine weeks with the teacher. Go where teacher does, live in the community. Eight semester hours. Do student teachers ^{1.} actually in the field. Question of money. I have to buy my way in. *In 6, 6 or 8 m 916-00-1*

J.M.Bond: It seems as if the barriers restricting the opportunities for Negroes in other activities make every Negro institution a teacher training institution. ~~Will this study have anything to do with this problem?~~ *Am p. 6*

H.M.Bond: If I understand the question - I have visited six or eight schools - liberal arts - which do not claim to train teachers for rural areas. Our particular interest so far has been in state institutions.

Little: Most of the equalization schemes which put money into one-room schools ~~are makeshift things~~ *appear to be here* ⁽²⁾ *Jan 7* Opposed to building up one-room schools.

(Loud protests)

Thompson: *Am p. 6* I have an idea that if teachers can be made to think that their job of teaching is going into the community, they will find out about their problems. *Instead of planning abstract units they made a community survey of their own communities* ¹ They planned program of what they were going to do in their own situation. Rural teachers will be planning solution of problem. Let problem originate from community needs. Use text books to help in solution of that problem.

X or Little One-teacher school ~~has~~ ^{1, 2} never been given ~~chance~~ to demonstrate what it could do. Teachers are poorly trained, salaries poor, equipment bad. In my opinion the small school has never had an opportunity to determine

whether it can function as a good school.

JCD: (of Little) ^{am 7} Should a teacher training institution train teachers for a job as it exists today?

Little: Take our situation as it is and do the best possible, but build up larger schools rapidly. ^{am 7}

JFS: The reason you don't find them is that you haven't been


Little: ^{training them.} - Atlanta takes the good ones.

Keliher: What should school do in a community. If you are critical

^{of school grounds...} How large a community unit? ~~We talk about health; we talk about a doctor and nurse coming. (Those teachers are to find a way for effective follow-up. How can they plant school~~

~~gardens?)~~ Question: what is consolidation taking away from community which one and two-teacher schools have opportunity to give?

Houx: Isn't it a question of emphasis?

Irby: Illustration of Miss Keliher's discussion. (Superintendent, who ^{com- d} complained that consolidation in a particular county had done something to children in that community. Consolidation does something in a community ^{which} and he wants to replace 

Keliher: If you can bring enough children together ^{so} that you can supply not only grade teachers but special teachers and count your services you get better education. It does not constitute better education to have a music teacher, however.

Fowler: Either/or situation. ^{McK top p. 11}

Campbell: Consolidation should apply where it is indicated.

We have confused consolidation in administration with consolidation in program.

Pittman: What is it that provides the good life? We are concerned with the good rural life. ~~We are concerned with what makes life good in the country.~~ *McK p. 11.*

Zeigel: What are needs of boys and girls in the country? Are they different in the country than in the towns. Work out curriculum for teachers who are to teach in rural areas. *Q.M. p. 8.*

Campbell: One of our purposes is to stimulate teacher training colleges as to what needs are in communities. We would like to have some examples of good rural schools.

Mrs. Whiting described her work in supervision. *See McK. pp 11 & 12*

Favrot: Mrs. Whiting, would you mind expressing your judgment about small schools? Has there been success in the small schools?

Mrs. Whiting: In the colored population one-teacher schools have their place.

They are a stabilizing agency. *Consolidation is disintegrating force.*
With our problem of health, we have many devices.

Brunner: I want to get back to consolidated schools. The pattern which

Fowler illustrated of people heading into urban communities.

The proportion of open county attendance ^{*in village schools*} (?) is almost as large in non-consolidated as in consolidated areas. The question is not one of consolidation against ^{*one-*} ~~two-~~ teacher schools. ^{*but*} ~~The question is one~~ of the sociology of your community. You have one-teacher schools which are doing an excellent job and which should continue. From the point of view of population density we are always going to have 50,000 one-teacher schools - those will have to be worked with. The best educational work in New Zealand has been from correspondence

The question comes back to getting better teaching.
school children. I have been thinking of work that ~~is doing in southern~~
~~Illinois.~~ Twelve per cent of the enrollment is Negro. There are six one-

This service is not being paid for, back up 9' 21-213-
teacher schools where practice teachers go for practice. They cannot be consolidated *because* of racial groups - German, French, and several others. There are PTA's; rural sociology class shares with community. That work is being done in terms of modern approach and in terms of utilizing the ~~skill~~ *skill* which the teacher has to guide the students. The school is doing all the training, and practice teaching is fit ^{the teachers} into community situation - the type of people, the attitudes. The work of changing those attitudes has been a part of the job of practice teachers.

11/2/21, 11-21
Beatty: I think if Mr. Little had limited himself to his last speech we would have agreed with him. Where there are only one or two families, If that leads him to the conclusion that this is the case everywhere, *I disagree.* *band-wagon three years ago* I have thought that consolidation was good. In one area a consolidated group destroyed community spirit. *would be on the working in areas of the Indian Service* In *one area we have no* one-room schools. School has been center of community subsistence gardening. All that has taken place in community groups. With building of good roads schools might have been consolidated, which would have destroyed cohesive influence. While I think there is a value for consolidated schools in many areas we would make a grave mistake to think that ^{the} one-and two-teacher school has no function.

Jagers: A community may be the size of a one-, two-, or ten-room school and we will never be mistaken. *McK p 13.*

Donovan: (Referred to Estill County. It has some implications. The kind ~~of~~ Miss Daniels. In Alabama. She believe that learning could take place in a one-room school if you used the resources of the community. She picked a school in a bad area (physically). She started

Am. p. 10

where the one-room schools have been as a rehabilitation agents, they have taken people off relief rolls.

two successive terms. She stayed there for six weeks and then picked out a teacher who was regularly employed for that community. When Miss Daniels left that girl carried on a program which was thoroughly integrated. County superintendent has followed that idea up. The influence of that school has spread through the community. She (Miss Daniels) is thoroughly satisfied that learning in an effective way can take place in a small school.

Estill County program has been carried on for four years and has been successful.

Keliher: I should like to have Mr. Wale tell something of what he has done in Alabama ~~(?)~~

Wale: I was almost going to say that teacher/institutions are the greatest obstacles to the training of teachers. Most of the teachers have never been in a rural school before. To land in a rural school is a misfortune for them. It is a bad mark. It is my immediate problem to do something with a school which has recently been built. To do something in that school - laboratory center. We must get away from the nature of the work which is done in the institution - get out into the field itself. The program should be tied to the institution, it is true, because perhaps we can change what happens in that institution. The students must not live in that institution. Our laboratory school will be sponsored by it. I don't know where we will get the teachers who would be qualified. I believe that the observing teachers, the students in that institution, have got to live in the community of the school which is being observed. The teachers institution must be persuaded to give the students that opportunity.

Morrow: I feel that a great many of us have had the sort of philosophy which has been presented here, and we have been more or less aware of conditions. Personally, my reaction is one of impatience to get to doing something about it. Certainly practice has not kept up with theory. I don't know either, Mr. Wale, whether or not practice can be made to catch up with theory. Maybe we need a new set of teacher trainers. Maybe if ~~some of us continue (?)~~ we need to deliberately change ourselves in order to bring practice up with theory. We have talked about methods more or less here today. I have been thinking that what we have talked about under the heading of methods is not appropriate to this philosophy. Methods for teacher training have to do with the discovery of resources and needs of communities and also to do with the ways of meeting those needs and utilizing those resources.

Campbell:

If we have basic philosophy re-
and the school's relation to living there
garding living in a community, would we assume that a primary obligation of the teachers institution would be for them to become a part of that process. It is encouraging that many faculties in the southern area are struggling right now to get that awareness. We are not farming out to the educationists alone.

Keliher:

Qm. p. 11 Faculties will change, but we will have to go back to dynamics of change. If you wish change you want that change. You cannot ask a teacher to change ~~methods of teaching (?)~~ if if you are rating her on the old basis. It seems to me that we have to look all down the line to see what we want to develop for parents and children in a community. We cannot do what we tell our students not to do. Situation



developed: there are men and women who haven't jobs, and who have children to support. Their security comes first. You say to them: we know you have a certificate and credits to get. There is something far more important. We are not going to schedule you today. The day has integrity. No scheduling for the day. May spend whole day interviewing county health officer. May spend whole day sitting with children. What is it that springs (?) from children's behavior.

As long as we continue to teach methods courses. Can't take methods, practice in a package and have it be effective.

Johnson: I am tempted to take advantage of the presence of a large number of educators and point the discussion to criteria for judging good and bad schools. What is meant by the concept frequently used that education is training for life, that it is effective living? ~~Another phrase which came to me and sounded convincing. I didn't know whether the group was going to attempt to discuss some of these criteria.~~

ERE: Mr. Brewton, will you follow through with what criteria are?

Brewton: Objectiveness. First item: teacher's scholastic record.

Rating; what type of general education, special education for teaching in rural school, practice teaching in rural school. Has she had any definite courses which have given her help in rural situation?

Subjective, as far as teacher is concerned. Experience: more than three years, full credit; two years, fifty per cent; one year, twenty-five per cent. Professional connections: does she belong to, attend, participate in various local, community, and state organizations of a professional nature? Rural mindedness: does teacher live in the community all of the week, during the week, less than half the time, not at all? (This explanation of Mr. Brewton's was to clarify criteria charts which he had with him.)

Am. p 12 on 1-5

Bigelow: What is the justification of the fact that a teacher living in a community is a criterion of rural mindedness?

Cocking: Are all of these items comparable on a percentage scale, or are they independent?

Brewton: Participation in religious service, club work, participation in social activities, parties, picnics - all of that is made into one composite; rated independently and then combined.

We realize that the pattern itself has its weakness.

Clement: Small Negro schools are better. In seven items Negro schools reach one hundred per cent; only four white schools reach one hundred per cent.

Brewton: We have found many Negro one- and two-teacher schools which are far superior to white one- and two-teacher schools.

Saturday morning

Various members of the Council had been asked to discuss the five essentials in a good teachers college (as listed in the Fund biennial report). The order was changed somewhat, and Mr. Bigelow spoke first on the second essential - sound general education as the base on which to build the professional studies.

Bigelow: It seemed to me yesterday that there were a number of important arguments: (1) We seem satisfied that conditions under which children are growing up are not good and that we want to do something about them. (2) The teacher is the key to the solution of the problem. I felt that certain things stood out. Teachers need to be sensitive to the needs of the children. Also, they must want to do something about those needs, but it is not enough to want to do something. It is necessary to be able

to do something - understanding children, knowing about their needs, ways in which their community circumstances affect them. Finally, it seemed to be clear that teachers must act on on the basis of that knowledge and that action needs to be in cooperation with other persons, with other agencies in the community, and with the meaning of the needs of the children. This left us with the question of how to produce teachers who would be able to improve conditions under which children are growing up.

The present concern with general education, which is so widespread, grows out of a number of developments. In the first ^① place, the lengthening period of formal education has put pressures on college educators; more and more boys and girls are going through high school and at least into college. This has made it evident that the needs must be met by education.

There has developed dissatisfaction even on the college level. ^{the} Traditional program is not meeting ^{the} needs of ~~their~~ students. They aren't getting much out of educational experiences. ^② Another factor contributed ^{ing} to this situation ^{is} awareness of ^{the} youth problem; recognition of the fact that, with jobs fewer and farther between, the youth in this country constitute a problem.

^③ Finally, the element of concern over which democracy finds itself. We have to be aware of the fact that there are competing ways of life. Education is one of the means whereby a particular society perpetuates its political and social institutions. ^{PH} I think that general education, as a good many people are talking about it, represents some sort of reaction against specialization.

In the relationship which things have to each other, we see an effort to bring ~~things~~ together. (1) There is an effort to integrate



subject matter. (2) ~~There is~~ an effort to attain unity in the increased desire on the part of college and school faculties to work together as a team. ~~There is~~ an effort on the part of whole faculties to come to agreement on some common practices. (3) ~~There is~~ an effort in unity shown in decline of the Ivory tower idea, breaking down educational institutions from the outside world. (4) Concern with integration of personalities of boys and girls that are involved in general education program. That concern provides all of us with common focus of attention. ~~Growth and development of each individual through the~~ *and maintenance social*

(5) Concern with strengthening *of* democratic *unity*. Persons *are* concerned with general education which has both a general and social implication. In fact, I think most persons worrying about general education more or less agree on the ends - it is the means to that end which is causing the disagreement.

It seems perfectly clear that the general education of teachers is important and that concern with the problem of general education for our teachers is becoming greater and greater. With the lengthening of professional education more time and opportunity is being provided for those individuals who are going to be the most significant influences for providing general education for the next generations. Because of their very profession it is particularly important that they should have superb general education so that they will be more aware of what they can do later on.

Requisites of a good program: Ways in which a faculty can improve general education program. ~~It seems to me that fundamental is an~~ examination of conditioning circumstances - circumstances which exist in a situation.



← 1. You have to look at young people, at students themselves.

It is necessary to know as much about them as possible. The fundamental thing said yesterday was that we've got to get these people caring about boys and girls. Must learn to be concerned about human beings. New (or any) faculty must become very much aware of students and needs and problems. Equally, it must become aware of community, social situation. Attention must be given to local circumstances - what is present in the particular institution; what can they and can they not do.

2. Some formulation of objectives. What do you want to accomplish? They must be put into pretty specific terms. Specific changes of behavior on the part of students involved. Which changes do you want to see take place? Needs concept comes in definitely. Meaning of personal social needs. Functional view of education and the dynamic view. Those needs are going to change. Dynamic element extremely important.

3. Changes and experiments with curricular procedures. Survey courses going on throughout the country. System had to be there. Greatest mistake to be made is to say that some school has a good scheme, let's take that over. That won't work. Patterns of courses that are designed to cover the heritage of race. Personally, I think it is better to set up that pattern in terms of an area. Thayer Commission. Emphasis on activity. Getting students to participate. Share in responsibility. Help plan and carry on activities. Emphasis on individualization. Students different.

Finally, In these programs emphasis should be on guidance. Guidance sort of program. Close and continuous study of individual student. Two more things. What is the place of specialization. Most usual is to say we will make first two years general education program.

I am not satisfied that that is necessarily right. You can't tell a student he must wait two years before getting into his particular interest.

4. Program of evaluation should be there from the outset.

Adopt a new plan and then begin to advertise it. (1) Conditioning circumstances; (2) choosing and formulating of objective in specific terms; (3) experimental choice and use which seem to promise to advance those circumstances; (4) continuous evaluation - willingness to make changes.

Beatty: (With regard to these courses becoming pattern courses and passed on from institution to institution is not one of

. After they go into huddle to decide what ought to be done, they make assumptions that anyone can do.) Specific kind of teacher; specific kind of presentation.

Bigelow: Most institutions seem to be saying that is all you can have during the first two years. Experimentation at Bennington and Beye (?) reversing that. Emphasis at ~~these places~~ and focus on what they are interested in, and then broadening.

Keliher: Question of selection. (later)

ERE: Much more agreement on necessity of general education. The profession of education is relatively new profession.

Great deal of dissatisfaction with so-called professional courses given in teachers colleges. Educational psychology; professional subjects. Greatest dissatisfaction at point of organized professional training.

Mr. Campbell presented the third essential of a good teachers college - professional training. Understanding of the arts and sciences and underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.

Campbell: Try to bring out definition of what we mean by professional courses and professional education of teachers. There is no agreement on that point. Current picture - it means application of specific courses dealing with techniques and concepts. We have built up separateness between those courses and rest of education of individual quite in line. As I see it, educationists are not to be damned any more than are all the rest of us. A year ago at the meeting of the Classical Association: the group was greatly disturbed because they are losing ground. The world is about to be lost because Latin and Greek are receding from the picture. The reason that this is happening is that the educationists have come in and usurped the power and driven out this heritage. ~~Great significance to teachers institutions.~~ *we have assumed that the* Education science exists separate and apart from the total process. Therefore, we have not developed concept that professional education of teachers is a matter of general education on the one hand plus professional education on the other. It seems to me that we must develop concept and procedures, probably together; that whole faculty of institution, large or small, has a common stake in the individual; and that it isn't classical versus technical. Professor of Latin has his obligations. Can't farm this out to damnable educationists. Can't possibly arrive at any agreement, in my opinion, with respect to age-old quarrel, as between different types of individuals who contribute (?). *1980. f* Suggestion: procedures can be developed whereby the academic group and the education group could develop *and* procedures whereby they together envision the process of the educating of *who has the abilities and attitudes necessary to develop the growth of children,* the human being. *We shall find fading out this line between, so that we* *academic & teacher education* ~~have been~~ inclined to have integrated program, (C) I have said that we assume that is the right direction. We shall probably find ourselves, in my



ERE: Dr. Campbell, you say in effect that these education courses are not very good. Are there realms in which there are specific professional groups of subject matter which are comparable to pathology, medicine?

Campbell: Always in a dangerous position in analogy between education and medicine. We are confronted with developing so-called professional person in a length of time which medical student leaves to back-ground work.

Jagers *mek p. 20*
Bigelow: An important thing which Mr. Campbell was saying is that it is desirable that all of the members of a faculty who touch *the lives* *of prospective* ~~masses of individuals who are to become~~ teachers should recognize their responsibility. Recognition of common past and common responsibility.

Beatty Am. p. 16
Campbell: I have been trying to state that we should not turn over to the professor of Latin the whole business of telling us what we should do in the profession of education of teacher. I am saying that if professors of Latin and English have stake in individual, I would prefer to have them around the table when planning college life of individual. Can get farther than by planning separately.

Cocking: If I were to criticize my good friend, Campbell, I would on this basis: he hasn't entirely stayed by subject assigned him. When we get all these five or six steps finished, then perhaps Dr. Campbell's discussion would have a place.

mek p. 21 { Keliher: ~~It is important to point out~~
Geigel
Miss Houx presented the fourth essential of a good teachers college - a wisely planned interplay of theory and practice, learning and experience.

Houx:

I feel that I am repeating part of what Dr. Bigelow and Dr.

Campbell have said. A teachers college should serve the

area represented by the students. The faculty should know the community.

All departments should be aware of teacher education program. From the

moment students enter professional courses there should be contact with

children. Type of children in laboratory school should be representative

of the area to which students will go eventually. From the very beginning

there could be remedial work in small groups of children. Public school art,

music, children's literature, introducing books to read, public health

courses, nature study, academic side, history, social studies. The laboratory

school should be the heart of the teachers college. We tend to teach as we

are taught. Practice should exemplify theory. Reorganization of individual

courses into a few broad fields would tend to give flexibility. Courses

should be synchronized with methods of student teaching. Classroom affords

place to pool problems, plan procedures in light of principle.

Miss Houx described the practice schools at Statesboro. Dr. Patterson

described the practice schools at Tuskegee.

Mr. Beatty presented the fifth essential of a good teachers college - con-

tinued study and experiment to increase knowledge and understanding in the

field.

Beatty:

The one thing that bothers me most is that ^{education + research} there are opposites.

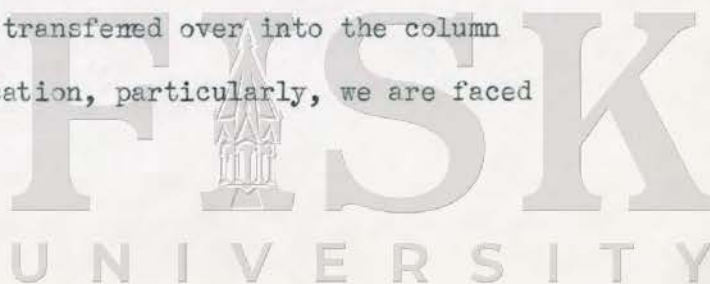
At one end is the educator; at the other end is the research

man, invested with curiosity. And never the twain shall meet until the re-

search man has established to the satisfaction of others the correctness

of his challenge and then his results are transferred over into the column

of eternal verities. In the field of education, particularly, we are faced



with a very imperfect set of assumptions upon which we are operating our schools. Many of the research techniques today being followed are themselves so *fallible* that we may assume that their conclusions *will be subject to revision*. It seems to me that research and education in a desirably organized teachers institution should go hand in hand. In many cases we are studying a pattern community with the idea that *fitting that pattern into any community* we can take that community out. It closes students' minds to the fact that patterns change. You can't go into Gainesville and assume that you can carry over any pattern. There are other needs which, if the student has learned how *and to analyze their participation in community life* to study, can be determined. *PI* believe that the entire teaching in our teacher training institutions ought to be teaching in terms of discovery and research. *(MEK p.22)*

Education can be experimental, can be source of research.

am p.17 (After all, there is no fixed pattern of education. Begin to analyze these communities.) At the same time our courses should certainly leave room for exploration of new research which is taking place throughout the country in the field of education. The average teachers college is at least ten years behind what it might be if its own faculty would become interested in experimental research. If we could do nothing more than come to a realization that the verities are changing, *we would be gaining something* Research has to be tied up with practice. So much of our teaching is in terms of "this is true," and "is this true?", with no experience for student of going out to find out. In that particular field there needs to be research of a different nature than many of us think of. There needs to be an understanding of human relations. It is important that our colleges devote some time to experimental research. Are assumptions facts, and can facts be introduced and play their part in modifying curricular procedures? In that area there is a real need for people



in our colleges to plot new ways of carrying on educational research. Room for research techniques. Room for development of new phrase or for definition of two kinds of research.

To summarize: There are probably about three obligations under the title of research. (1) Conducting investigations that may advance our ^{and wisdom} knowledge with regard to educational procedures. (2) Two types of research attitudes: (a) constantly organizing student's approach to work so that he can discover for himself facts he will need in development of program; (b) development of techniques on his part to study intelligently the pupil, the community, ^{and} (3) Investigation on student's own part. ^{as to them} Reality of many things he has been taught. If whole program were organized from the standpoint of new discovery, effort to bring to bear all of new thought in thinking through of problem rather than acceptance of pattern, we could turn out much larger group who can go into community and become part of it.

Mr. Morrow presented the first essential of a good teachers college - rigorous selection of students.

Morrow: For little over fifteen years, in four different states, I have been helping with teacher training but have never had any first-hand contact with selection of students. I had encountered two obstacles.

- (1) *Desire of heads of teacher training institutions for numbers*
- (2) Policy of state institutions of taking students *who manage* to fulfill

entrance requirements for any courses in institutions. Professional certificate is sort of an insurance policy, perhaps because *it is an* ^{vocation} *is easier* to get into. *there have been students* In that time I have had students in my classes without arms, without legs, *advance* ⁱⁿ *de* various degrees of blindness, hearing, some who had twists of personality, some very poor in appearance, some timid, some dishonest, one

Selection is often in the hands of students themselves who come into teaching because it is easy.

the needs of those in which he is teaching, and the courage to modify in accordance with what he finds.

These there

who died within a year of cancer of liver, etc. / Along with good material.

All I can do is to raise questions for which I would like to have answers.

(1) *Is* Selection sound in principle? How to justify it? Idealist point of view that realities of material, right preparation will make good teachers, ~~(?)~~

Selection protects children and people from imposition of poor teachers. My opinion, a practical minimum plan of selection is sound and desirable, first,

because period of preliminary training of teachers is short at best. Every-

body who wants to teach doesn't have to ~~teach~~ *-there are other professions*

(2) What kind of selection seems desirable? We should recruit from high schools those people who would make good teachers. We should turn away

probable failures. Select according to educational level, *and according to locality.*

(3) Has state an interest in selection? If the State Department of Education ~~in Georgia~~ would give some backing to teacher training institutions in this state they would be more likely to initiate some plan for selection. If selection is to protect the public and children then state has a place.

4 What is a good prospect? Freedom from severe physical defects, obvious physical handicaps; some degree of scholarship; ability to use fair English; industrious kind of person; energy; leadership qualities; imagination; personality. For rural school, sympathy and understanding in rural regions. Qualities of leadership and industry and understanding and sympathy with rural life. To me these are important for rural teachers. *A* Rural teacher should be a strong, healthy person.

Is selection really sound? How is it justified? What degree of selection is practical? What particular selection is desirable for rural schools? *Q. M. P. 9*



Saturday afternoon

ERE: Sixth point. Homely and practical matters; namely, how rural teachers can be given some knowledge of farming and crafts, health and home-making, so that they may be of help to the community.

There are grounds on which we base our justification
JFS: Any teachers college which sets itself the task of finding

where it ~~wants to go~~ *might* *can be done* a large number going into rural areas ~~and asking what are we going to do~~ about it. They will find

rural areas and asking what ~~are we going to do~~ ^{standards of living low, health facilities few.} about it. They will find that present conditions of the schools are bad, homes bad. They will

discover, also, that these conditions have existed for a long time. On

further analysis they will discover that there are agencies already exist-
~~should be taking care of these conditions~~
 ing. They will find that these existing institutions are not doing the

job, for whatever reason. One of my own reasons is that they don't have continuous enough contact with the people. The teachers college has said,

and the various educational agencies have said, we will prepare special teachers to teach health, home economics, etc. ~~In the first place, the~~

teachers to teach health, home economics, etc. ~~In the first place, these~~ ^{special} ~~are~~ ^{teachers} ~~controlled~~ ^{are usually} by outside agencies, ~~federal~~ ^{the} government, for instance.

All too frequently they (special teachers) are put in charge of a school, knowing nothing about academic subjects. They don't know anything about teaching of reading, writing, and arithmetic. There is little or no cooperation.

After all, the only social agency that is in a community is the school. The only person in contact with ~~people~~ ^{the community} constantly is the ~~ordinary classroom teacher~~ ordinary classroom teacher. My belief is that teachers should know something about these four problems: ~~I believe that the ordinary classroom teacher can be prepared in~~ health, home economics, agriculture, manual

dexterity. Since they are the only ^{ones} ~~people~~ in the community and since we

expect ~~them~~ to do something with the people and with the children. We can't expect teachers to command respect of community unless they fit into community life. We don't consider any single one of these items an

end in itself. No single one of these four things can be successful without a working knowledge of the others. ^{Most important are} ~~Two examples:~~ sanitation and diet

Q M p 20
(sanitary privy). Diet: from the point of view of health it does no good to go into a school and teach the students about proper vegetables when they do not exist. ^{This instruction involves} Some knowledge of agriculture is needed. Home economic aspect: ^{again, that is,} teach the children how to preserve vegetables. Mechanical aspect: ^{ing} storage cellar. None of these things is of any use in itself. I realize ^{a knowledge of all these things} that ~~this~~ is expecting a lot of a teacher. I believe we are seeing that it is possible to teach teachers of the need for these things and the possibility of doing something about them, even in a small way.

The teacher is not expected to be a be-all and know-all.

If a problem arises to which she does not know the answer but about which she knows the existing literature in the field, she should be able to solve the problem herself. But in a great many cases she doesn't know that such material is available from various agencies.

Porter Claxton: I have been disappointed at the shying of a number of us

from the term "rural." Reason: we have organized and attempted to teach three new courses. There is a distinction in the type of education which we call rural that makes it a little different from education in general. If we seek to abandon the term "rural," do we really appreciate its significance? We are inclined to rationalize and call education education wherever you meet it. We are Because we cannot foresee where our students are going and because we don't know whether or not we should give them rural or urban education, education must be based on what has happened in the past *FAM p. 21.*

Q M p 21 → We are trying to teach our rural people ^{to do a better job of farming} live in the country better. A school teacher should be able to use a hammer and saw. She should be able to show a student how to paint the house properly, and put a roof ^{to}

on, if necessary, etc. *Claxton p. 21 + 22 Rural art I*

(Mr. Claxton gave a description of his Rural Arts 1 course).

In our Rural Arts 2 course we are seeking to establish a philosophy in the field of education. In that course we talk about the philosophy of rural education - wholesome attitude about living in the country.

Bigelow: Problem of deciding how to develop experiences of teaching on the college level. Should the first two years be devoted to general education, as was indicated by a United States survey several years ago? There is a certain artificiality about that which bothers me. If the keynote is the meeting of needs and if an individual is an integrated person and if, because he lives in society, his needs are inevitably colored by community circumstances which surround him, there is danger of dividing him up. Other experiences will be provided which rise out of professional needs. It seems to me that before a person decides he wants to become a teacher he has certain needs which must be met. His experiences must be broad and rich and related to those requirements. He is a changed person when he makes his decision. Educational experiences ought to be provided which will serve those needs. In other words, although some courses or experiences are being planned to solve his own ~~problems~~ problems of health, and social relations, nevertheless I think those experiences are apt to have relevance to professional needs. The kind of experiences which are particularly provided as needs for the prospective teacher help to perfect the stability of the individual's own personality. ~~The sort of experiences which Claxton is giving his teachers can be put into one or another.~~



One great problem is the one of specialization - the tendency of teachers thinking in their own particular subject. Best way out is to focus attention on a common concern.

JCD: Implication of this for people in field of certification.

Jaggers: As I see our general education program there is small agreement as to what we should include in our program.

Mr. Bigelow called the attention of the group to a book which will be out shortly: General Education at the College Level.

Bigelow: I am dubious about general education for the first two years.

Before Miss Keliher left the meeting she left some written remarks with Mrs. Simon, to be read if needed:

The question of the choice of persons to be teachers is possibly the key question pertinent to all of our discussions. The same points we have made about growth, development and personality for children and adults as learners must apply as well to teachers. It is clear that the same basic needs operate in the lives of those who teach as in those who learn. In many cases these produce personalities unfitted to teach, i.e., the person who needs too much power, the person who is too fearful of status to enter real experimentation. I believe that no methods so far devised are suitable for pre-selection along these lines prior to the first year of college. Therefore, it seems urgent that the first two years be general education, incorporating rich life experiences of all kinds - especially with people, infancy through old age. At the end of this general period, there can be an inventory time when the tremendous issue of suitability for teaching may be decided. But it is urgent that there be other avenues open - avenues yielding as much status. The trouble now is

that the person who now finds himself unfitted to teach has already committed himself to teaching or nothing else (except with serious readjustments) because of the direction his education has taken. All of the splendid things described at this meeting are fruitless if we fail to take very seriously our responsibility for encouraging well-fitted persons to go into teaching and weeding out those who should not.

The evaluation must be in terms of what we expect these teachers to do in their professional life.

Mrs. Simon: I would also say that a rigid selection - in these rural southern areas - should be made at college entrance. I mean the elimination of actual illiterates. We need too much to dissipate the energies in trying to get these people up. And unfortunately they get through and go out and perpetuate the system which produced them.

Donovan: This first year of ~~general education~~ in a teachers college should be general education and ~~that~~ the selection should take place during this first year. If we can possibly keep the people four years, let the program of professional education start in the sophomore year. As the program of professional education increases, general education decreases.

Selection: The laws of most states would require teachers colleges and others to accept any student who is a high school graduate. *met p.26*

There has been a great deal of criticism of teachers colleges - *to meet their responsibilities* they have failed [^] - but we must remember that half of the teachers in America have been educated in liberal arts colleges.

We have an extensive guidance program. What would student like to do if he cannot be a teacher?



Irby: In the selection of teachers, is it wise to wait until the end of the first, second, third, or fourth college year? Wouldn't it be wise to select a plan by which we could get to our senior high school students - those who are alert. Get to them early, tell them that it is a field of service.

Donovan: There can be a selection made before students get into teachers colleges.

Patterson: Confused. Not more than two weeks ago we had a visit from supervisors of vocational agriculture. One of the things talked about - criticism that so few professional courses were offered in the first years of curriculum.

If we have the right quality of students to begin with they will adjust themselves.

Little: Criteria of who would be teachers and who wouldn't.

Donovan: (1) We give an intelligence test when students arrive. We give a battery of tests to find out their achievement record. Those who cannot read are put into reading clinic. About one third of the freshmen who come are at an eighth grade level in reading.

(2) Can they succeed in college courses during first year.

There are 131 people in reading clinic now. At the end of the quarter 119 of the 131 were doing unsatisfactory college work. By the end of the year half of these students will be doing satisfactory work (?)

Beatty: Students who come to college in that condition haven't gotten any education along the way.

MSS: If you can't select, cannot you get them in certification?

Fowler: Are any institutions here keeping check on behavior description?



Q. M. P. 24
Mr. Little described the work which his school is doing in the way of behavior description work.

Pittman: In the matter of student selection, there are ordinary forces at work which do a great deal in the way of natural selection.

Blair: Mechanical theory of selection: after we start working, do we dare depend upon mechanical process of selection?

Campbell: Economic status is not the only factor in the matter of selection. It seems ^{to me} that natural selection is a real point - if society assumes that these processes do operate.

Q. M. P. 24+25
Donovan: Another phase in this problem of selection is the attitude of the public toward teacher. None but the poorer people can be teacher.

Smith: It might be interesting to note that Counts says that one of the bulwarks of democracy in this country is the poorer teachers.

Gunn: Waiting for the day when we can pull ⁱⁿ students ~~in~~ whom we know ^{There are} have ability. /those who ought to come in but cannot, economically.

Smith: Has any research been made on the matter of selection in other professions?

Beatty: The tendency to sympathize with public schools is a misplaced sympathy. We are doing a process of selection on bases which are not sound.

Jaggers: Selection on the basis of scholarship only has been done by M. G. Nelson at Albany College. In-service selection is being done at Ohio State University by Leslie Love; here they have discover shortcomings of student and then supply him with experiences which will overcome those shortcomings.

Cocking: Don't you think that we have a lot to learn from modern personnel practices? As I have become somewhat familiar with these practices, some of the techniques are adaptable to teacher selection. Dual job: educating good citizens as well as teachers. It would appear to me that this matter of general education and professional education need not be separate.

Coordination: we are trying to make all departments at the University of Georgia see that they each have an obligation in the education of teachers. The President has appointed a committee - made up of a representative from each department. The first job that this committee has is this: what can my department contribute to education of teacher, and incidentally to the education of citizen? What are actual problems which teacher will have to face when she becomes a teacher? The second problem is to throw out before them actual tasks which teachers have to perform.

One of the difficulties which some of us have felt in general education is that so much of the teaching has been abstract in nature.

On matter of selection: I don't believe that selection takes place at any one point. We cannot draw a line at the end of any one year. In order to be intelligent and to help an individual to develop his own destiny we should bring to bear every technique we know of. We are now busy building up an examination. We want all of personal history, all of traditional background, family background. We are trying to get a picture of emotional stability. We are using such intelligence test materials as we can bring to bear. A teacher should be an educated individual. One difficulty in Georgia is the fact that those of us who are teaching have had scant opportunity to know anything about *the world* *ourselves*, and how children learn. We propose not to give this examination

at one given time, but on through the student's career in college. By ^{time} that we ~~shall~~ ^{we} finally be able to determine whether we can put the stamp of approval on a student as a teacher. What shall be the final requirements to license this teacher for the business of teaching?

Favrot: Rural Teachers in the South.

I can't help feeling that with all this discussion we are getting away from some of the problems which were presented yesterday. It seems to me that we ought to spend the remaining forty minutes or so in getting back to a consideration of those problems. These children described yesterday are with us here and now. We must do something immediately. Some teachers never have been to a teachers college. Some things have been done; for example, the selection of teachers in high schools and giving to those teachers some training which would fit them for teaching.

There is a device being used now by a superintendent in a county where the situation is deplorable. It is a county where the level is so low that a teacher training institution has no place. He is undertaking to give some kind of training to some of the students in the county and then letting them supplant the teachers who are so miserably trained. The demand has increased to the extent that that particular school cannot meet the demand.

It seems that we have always gotten to a discussion of the things as they ought to be, on a high level, when they are really on a low level.

There is an interesting undertaking in New Mexico where the University of New Mexico has set up an institution which was designed as a practice school to the University. It is an experimental school to teach



these Spanish speaking children. They have sent some of their graduates out into the schools, and they have brought in teachers already in the school for training. I would like to know whether there is anything teachers colleges in the South can do in assuming responsibility in helping.

H.M.Bond: In thinking of what white teacher training institutions can do.

Certification for in-service teachers. In one county teachers were raising their certificates through extension service - study of French. It seems that many who teach summer school didn't know what it was all about. (??) State teachers certification includes work which has been done in the summer schools, which are ordinarily bad.

Mr. Dixon asked Mr. Donovan and Mr. Jagers to summarize the discussions of the Council.

Donovan: Yesterday morning Dr. Bond talked of schools being an agency of social action; they should affect community life. He proceeded to analyze what they had found out in the South. Their survey convinced them that the school has not very greatly affected community life, and has not contributed to the good life. The school is still a formal institution, and the children are being taught by antiquated methods. Teachers are not putting into operation what they have learned in teachers colleges. This is a discouraging picture, but it is correct. We are not accepting this with a defeatist attitude. We shall go back and make our work more practical. Human learning has a value only as it can be put into the service of mankind. One conclusion: we have a responsibility in the field, and toward bringing about some form of supervision. Teacher training is not just a four-year job.

Dr. Brewton drew a very vivid picture of eighty schools. It was a dismal picture, from which the same sort of conclusion may be drawn.

The afternoon was full of stimulation and debate. There was some keen thinking done.

On Saturday we took up the essential factors which make up a good teachers college. Mr. Bigelow showed the necessity for a broader base in training teachers. Youth movement. Movement on part of the public to have everybody become better educated. Mr. Beatty spoke of the part that research should play in a teachers college, saying that every teachers college should be interested in some type of research - scientific approach to solution of problems. ~~Miss Houx spoke of the way in which theory and practice have been combined at Statesboro.~~ *Em p.28*

We had a discussion of the selection of students (led by Mr. Morrow) - there was no solution to the problem, except a general agreement that some sort of selection should be made.

The rural school is the problem of education in the South. It is our (teachers colleges) responsibility more than any other institution. So far as our institution is able to affect the region in which we are working we are going to do so. It is a challenge we have been offered. We must admit how poorly it has been done.

Jaggers: The purpose of this Council is to look into the vicissitudes of ~~rural~~ the rural elementary school. We have been confused by a long discussion of what a rural school is. We do not care whether it is consolidated or not as long as it fits the size of a community.

There was This general feeling in setting up a school we should think of what the community needs, ~~select class~~, and organize this need in terms of the community - interests, abilities, life problems. The teacher in the school: her training should follow the needs of the community. A rural community may be as large as 60,000 people.

I was impressed with the discussion that Mr. Bigelow gave concerning the needs of general education. Core - we need a teacher who

cares. ~~The teacher who cares is one who will find out what the problem is, will formulate the kind of objectives she wants to receive (2).~~ *be willing to experiment with curriculum* Look it over and see

whether it works. Key to that teacher one who cares about rural children

and rural life. *Dr. Campbell said the teachers college* It should be the integrating, wiring system of the program.

The entire program of education should be integrated. The program should not be theory, but interplay of theory and practice

In a discussion of selection of students Mr. Morrow brought up the question of whether or not selection is sound in principle.

Finally we moved into the classroom - the relationship of the classroom to the community life - which Mr. Simon presented in a very graphic way. Mr. Claxton carried Mr. Simon's discussion even farther, saying that the frame of reference of the rural child must be *the experience he has had,* with emphasis upon the environment. The states can do something about this in a broad way. They can supply teaching materials, work with teacher training institutions, and curriculum. They can help remove the causes of non-attendance in developing an adequate supervisory program. There has not been a tie-up between theorists and practitioners. Lead in getting local superintendents to make schools available as centers of teacher training. State departments and colleges should develop cooperatively all of their programs.

MEMBERS OF THE MEETING

- ✓ W. W. Alexander, Administrator, Farm Security Administration, Washington, D.C.
- ✓ 122.77 ✓ W. R. Banks, President, Prairie View State College, Texas
- ✓ 9.20 ✓ Willard W. Beatty, Director of Education, Office of Indian Affairs, Washington, D. C.
- ✓ 76.60 ✓ Horace Mann Bond, Fisk University, Nashville
- ✓ 59.60 ✓ J. E. Brewton, George Peabody College for Teachers, Nashville
- ✓ 66.30 ✓ Doak S. Campbell, Director of Surveys and Field Studies, George Peabody College for Teachers, Nashville
- ✓ 53.75 ✓ Walter D. Cocking, Dean, School of Education, University of Georgia, Athens
- ✓ 53.55 ✓ John J. Coss, Columbia University, New York City
- ✓ 78.80 *Rebecca Davis (in place of Dr. Patterson) Turkey*
~~Jackson Davis, General Education Board, New York City~~
- ✓ J. C. Dixon, Director for Rural Education, Julius Rosenwald Fund, Chicago
- ✓ *Specimen* 72.00 ✓ Edwin R. Embree, President, Julius Rosenwald Fund, Chicago
- ✓ 31.95 ✓ Clyde A. Erwin, State Superintendent of Education, North Carolina
- ✓ Leo M. Favrot, General Education Board, New York City
- ✓ 25.60 ✓ Burton Fowler, Headmaster, Tower Hill School, Wilmington, Delaware
- ✓ 59.20 ✓ S. C. Garrison, President, George Peabody College for Teachers, Nashville
- ✓ 55.30 ✓ W. Fred Gunn, Dean, West Georgia College, Carrollton
- ✓ 18.50 ✓ Sidney B. Hall, State Superintendent of Schools, Virginia
- ✓ 55.30 ✓ Irvine S. Ingram, President, West Georgia College, Carrollton
- ✓ 87.30 ✓ Nolen M. Irby, State Supervisor of Colored Schools, Arkansas
- ✓ 61.80 ✓ Charles S. Johnson, Director, Department of Social Science, Fisk University, Nashville
- ✓ 79.58 ✓ R. W. E. Jones, President, Louisiana Negro Normal and Industrial Institute, Grambling
- ✓ Charles H. Judd, Chairman, Department of Education, University of Chicago

- ✓ 1208.24 A. C. Lewis, State Agent for Negro Schools, Louisiana
- ✓ Jane McAllister, Miner Normal School, Washington, D. C. (Visiting Professor, Grambling Normal School)
- ✓ 39.24 Fred McCuistion, Southern Association of Colleges and Secondary Schools, Nashville
- ✓ Albert R. Mann, Director for Southern Education, General Education Board, New York City
- ✓ ~~Howard W. Odum, Director, The Institute for Research in Social Science, University of North Carolina~~
- ✓ ~~Frederick D. Patterson, President, Tuskegee Institute~~
- ✓ 60.60 ✓ Marvin S. Pittman, President, South Georgia Teachers College, Statesboro
- ✓ John Russell, Carnegie Corporation, New York City
- ✓ James F. Simon, Julius Rosenwald Fund, Chicago
- ✓ Margaret S. Simon, Julius Rosenwald Fund, Chicago
- ✓ ~~John W. Studebaker, U. S. Commissioner of Education, Washington, D. C.~~
- ✓ Charles H. Thompson, Editor, Journal of Negro Education, Howard University, Washington, D. C.
- ✓ 56.20 ✓ 27.00 W. Lloyd Warner, Associate Professor of Anthropology and Sociology, University of Chicago
- ✓ Arthur D. Wright, President, Southern Education Foundation, Washington, D. C.

✓ 191.91 Mary Adams - Hotel bills for office staff

1562.79
(15.70) Warren, Ruth
chgd to Admin.

RURAL SCHOOL
PROGRAM

PROGRESSIVE EDUCATION ASSOCIATION

COMMISSION ON HUMAN RELATIONS

30 ROCKEFELLER PLAZA, NEW YORK CITY

January 9, 1939

ALICE V. KELIHER, CHAIRMAN
RUTH BENEDICT
EARL T. ENGLE
LAWRENCE K. FRANK
WILMA LLOYD
ALAIN LOCKE

MARK A. MAY
DANIEL PRESCOTT
LORINE PRUETTE
LOUISE ROSENBLATT
W. CARSON RYAN, JR.
PAUL WITTY

Council mtg

ERE	11	—	21

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

Dear Edwin:

Thank you for the opportunity you gave me to come to your Atlanta Meeting. It was exceedingly useful to me professionally and more than delightful personally. I hope it is only the beginning of many opportunities to work and play together.

I read your fascinating report during my travels and I came out with a more intense admiration for the quiet subtle way in which you lead people to see how bad they are without leaving them completely devastated by the knowledge.

Thank you especially for the autograph.

Cordially yours

Alice

AVK:jsc
Encl.

FISK
UNIVERSITY

COMMONWEALTH OF KENTUCKY
Department of Education

FRANKFORT

**RURAL SCHOOL
PROGRAM**

Council mtg

FILE REFERENCE:

January

Nine

1939

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

Dear President Embree:

This is to express my appreciation to you and to Mr. Dixon for your invitation to attend the Rural Conference in Atlanta last week. I believe the conference struck at the heart of the problem when it emphasized the importance of the training of the rural teacher for her job. I am very much in hope that you will continue to emphasize this important problem in your activities and believe it will make a dent in the apparent indifference of public school administrators to the seriousness of the problem.

This letter is to pledge you my services when you can find use for them in helping you to promote the interests of rural teacher education and the rural schools in general.

Please convey to those of your staff, who attended the meeting, my good wishes.

Cordially yours,

REJ
Richard E. Jagers
Director of Teacher
Training and Certification
REJ-DO'D

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Mississippi Delta State Teachers College
Cleveland, Mississippi

OFFICE OF DEAN

January 10, 1939

Council mtg

12	21

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

Dear Dr. Embree:

The recent rural education conferences and discussions held at Atlanta were helpful and encouraging to me.

I liked the free and open manner in which you conducted the meetings.

A number of suggestions were given that will be of aid to me in certain phases of my work at the Delta State Teachers College.

Very truly yours,

Wm H. Zeigel
William H. Zeigel
Dean of the Faculty

WHZ:GC



THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA

RURAL SCHOOL
PROGRAM

Council mtg

January 10, 1939

	ERE	13	388

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

Dear Mr. Embree:

It always seems that the last meeting of the Council on Rural Education is the best. This last one seemed particularly good. Perhaps because it aided me materially to clear up some knotty problems of my own.

My natural self was restrained during the two days. I like to talk. But this time I would have of necessity spoken of activities in another State, or else those which the Dean can best describe.

As always before, I thank you for the invitation to attend the council meeting.

Sincerely yours,

Nolen M. Irby

Nolen M. Irby
Director of Field Studies

NMI/cs



RURAL SCHOOL PROGRAM

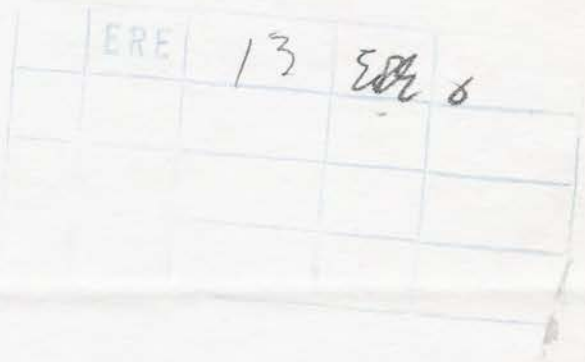


OFFICE OF
THE PRESIDENT

SOUTH GEORGIA TEACHERS COLLEGE
COLLEGEBORO, GEORGIA
SUBURB OF STATESBORO

January 11, 1939

Council mtg



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

Dear Mr. Embree:

I did not get to see you after the meeting Saturday to tell you what a splendid conference it was. From my point of view it was the best of the four of which I have had the privilege of attending. It gave me genuine inspiration. I am going to work at once to try to accomplish two or three things which the meeting inspired me to undertake. Many thanks for the opportunity to participate.

Both Miss Houx and Miss Franseth enjoyed it very much.

Sincerely yours,

Marvin S. Pittman
Marvin S. Pittman

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 20, 1939

Dear Mr. Davis: All of us regretted that you were unable to attend the meeting of the Rural Council. Mr. Favrot was there of course but unfortunately for me I didn't get a chance to talk with him much during or after the meeting. He has undoubtedly talked to you about the discussions which went on in the group. On the last day these began to have a tendency to get away from the major interests of our program and fortunately for us Mr. Favrot in that very excellent way of his called the deliberations of the group back to the main problems of rural education.

The significant part of the meeting, I think, was that we were able to get several people who are actually operating teacher training institutions to consider some questions and problems to which heretofore they had devoted little attention. No one knows how thoroughly convinced some of them were of the philosophy presented by Mr. Favrot but there is no question in my mind but that all of them went home asking themselves many questions about their own programs.

With regards to yourself and

Mr. Favrot, I am

Sincerely yours,

JCD:RW

J. C. DIXON

Mr. Jackson Davis
General Education Board
49 West 49th Street
New York City

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 20, 1939

Dear Dr. Brunner: Mr. Embree has been away
from the office ever since
the meeting of the Conference on Rural Education
in Atlanta. This explains why there has been a
delay in reimbursing you for your travel expenses.
A check for \$69.80 is enclosed.

Shortly after your letter
of January 9 was received, we sent copies of the
Annual Report to Mr. Loomis and Professor Lyon.
Both of these reports should have been received
some time ago.

Very truly yours,

DE:AM

DOROTHY A. ELVIDGE

Dr. Edmund deS. Brunner
Teachers College
Columbia University
New York City

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

SOUTH GEORGIA TEACHERS COLLEGE
COLLEGEBORO, GEORGIA
SUBURB OF STATESBORO

Council mtg

DIVISION OF
EDUCATION, LABORATORY
SCHOOL AND PLACEMENT
BUREAU

January 20, 1939

IFS	24	1/50
JCD		200
MSS		1000
DE		50
912		2/3
		88

Mr. James Simon
Rosenwald Fund
Chicago, Illinois

Dear Mr. Simon,

I want to thank the Rosenwald Fund for giving me the privilege of belonging to the Council on Rural Education this year. The whole conference was a great inspiration to me. I came back to work with renewed light and vigor to tackle once more the problem of helping our schools meet the real life problems more effectively.

I wish all of you could have been with us last Monday night when our college faculty joined in a meeting to discuss the problems presented at the Rosenwald conference. I am so glad that we have a college faculty and president who are so willing to accept challenges. You will be interested to know that we now have a committee working on the problem of selection of students for our school.

I gathered from an announcement made by Mr. Embree that we should send our expense accounts to you. My hotel room bill was left at the Biltmore Hotel. I had my meals at the Biltmore, too, but I paid ~~the~~ *the* B.M. On the enclosed sheet, you will find my bill for the meals.

Sincerely yours,

Jane Franseth
Jane Franseth

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 20, 1939

Dear Dr. Clement: The meeting of our Council on Rural Education which we held in Atlanta was quite satisfactory to most of us. We felt that we had reasonable discussions and enough participation of various members to develop interest on the part of some of those members who had not attended the Council meetings prior to this one. You undoubtedly saw what we were driving at at this meeting since we included so many people from the normal schools in the personnel of the group. I surmise that the questions asked about the whole area of teacher education may cause some of the normal schools to evaluate their programs in the light of some of the information presented by Messrs Bond and Brewton, and this is of course just what we wanted.

Various elements contribute to making a meeting of this kind satisfactory, and by no means the least of these elements is a comfortable place of meeting and satisfactory living conditions. For both of these we are indebted to you and to the University, and in Mr. Embree's behalf I wish you to know that we appreciate the privilege which you extended to us.

Very truly yours,

J. C. DIXON

JCD:RW

Dr. Rufus Clement, President
Atlanta University
Atlanta, Georgia

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 21, 1939

Dear Mr. Banks: Thank you for your nice note
 about the Rural Council. I
had hoped to get some time to talk with you while
we were in Atlanta together, but the nights as
well as the days seemed to be unusually full. I
am still looking forward to the time when I may
make a visit to Prairie View. Meanwhile, my best
wishes to you and your institution.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Mr. W. R. Banks, Principal
Prairie View State Normal and Industrial College
Prairie View, Texas

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

January 21, 1939

Dear Alice: Thank you for your nice note about
 the Rural Council. It was a delight
to finally see your bubbling personality in action.
You contributed a great deal to the discussions -
and I admire the persistence with which you kept
making your point that first afternoon quite as much
as the point itself. It took about six digs before
you made any impression on the group but you finally
made your point. At least half a dozen of the men
were more interested in your statement than in any
other single contribution.

I hope when I am in New York or you
in Chicago that we may carry on this acquaintance.
Meanwhile, more power to you, if such a thing is
possible.

Very truly yours,
EDWIN R. EMARÉE

ERE:JW

Miss Alice V. Keliher, Chairman
Commission on Human Relations
Progressive Education Association
30 Rockefeller Plaza
New York City

FISK
UNIVERSITY

JCD	25		
JFS			
MSS			
E.R.S.			

RURAL SCHOOL PROGRAM

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

Council mtg

OFFICE OF THE PRESIDENT

January 23, 1939

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Dixon:

Thank you for your letter of January 20 and its expression of satisfaction on the part of the Julius Rosenwald Fund for the services which Atlanta University rendered the members of the Council on Rural Education during the recent meeting in Atlanta. We were indeed pleased to have you meet with us, and trust that you will want to hold another conference here at some future date.

Personally, I can say that I was intensely interested in all of the discussions which took place during the meeting of the Council. Like many other new members, I am sure I learned a great deal.

With kindest regards, I am

Sincerely yours,

Rufus E. Clement

REC:S

FISK
UNIVERSITY



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
BATON ROUGE

RURAL SCHOOL
PROGRAM

January 24, 1939.

Council mtg

Mr. Curtis Dixon,
4901 Ellis Avenue,
Chicago, Illinois.

JCD	27	27	27
JFS		27	
MSS		27	

Dear Mr. Dixon:

I am sorry I didn't see more of you and Mr. Embree and other members of the Rosenwald Fund family at the Rural Council Meeting at Atlanta during the early part of the month. I want you to know, and wish you to say to Mr. Embree, that in my opinion this meeting of the Council was the best meeting I have attended. I am especially interested in the study of Dr. Bond's and Mr. Brewton's and hope that their report can come to Council members for further study.

I suppose you have heard that Mr. Barrow has been named High School Supervisor in the State of Louisiana and that I am to have a new assistant beginning February 1.

Yours very truly,

A. C. Lewis

A. C. Lewis

ACL:L

SOUTHERN UNIVERSITY
F. G. CLARK, PRESIDENT
SCOTLANDVILLE, LOUISIANA

February 4, 1939.

RURAL COUNCIL
PROGRAM
Council mtg

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

	JCD	6	20	22
	JFS			
	MSS			

Dear Mr. Dixon:

This letter will express to you formally, my thanks for the opportunity to attend the recent meeting of the Rural Council. I am also grateful to you for thinking that I have enough interest in the problem of rural education to be considered a member of your group.

Attending the conference means much to me, not only by way of learning more about rural education, but by way of affording inspiration and stimulation to actually do something about one of the most significant problems in life, that is, that of providing adequate lives for those whose lives are governed by rural factors.

Please remember that we are still expecting you to visit Southern University, with the hope that you will have more time than your usual five or ten minutes.

Very truly yours,

FGC:t

F. G. Clark
President.

FISK
UNIVERSITY

COUNCIL ON RURAL EDUCATION
Atlanta, Georgia, January 6 and 7, 1939

FRIDAY MORNING, January 6.

A report of the survey of good and bad schools which is being made by Dr. Campbell, Dr. Brewton and Dr. Bond was presented during the morning session.

Campbell: We have merely tried to present some materials which have been developed during the process of study. The fundamental purpose has been to discover ways and means of improving elementary schools and through them to improve the quality of life in the South. The improvement of the training of teachers has been found to be most important. We have had to engage in a number of activities concurrently. Presentation of materials: some significant factors affecting community living in the rural South is to be presented by Dr. Bond; the results of observations in rural schools by Dr. Brewton.

Dr. Bond and Dr. Brewton each read extensive reports, copies of which are in the files.

Little: What is a rural school?

Bond (H.M.) Material derived from public school reports. Reported on basis of census reports.

Cocking: What is supervision?

Bond: A professional supervisor regularly employed to supervise what is being carried on by superintendent.

Donovan: As soon as you label curriculum and teacher education as such you scare your teachers away.

Max Bond: What was criteria for selecting 171 schools?

Brewton Catalogs. Basis of availability.

Dr. Johnson gave a report on the compendium of information on southern counties:

It became evident early in the deliberations of this Council that it was difficult to generalize about the South or to know very much about any particular area and that individual instances of good or bad situations told very little about the representativeness of this particular type of situation. It was suggested that as a first approach to the general problems of education we should attempt to lay a basis in the social and economic structure of the area by such units as we could get measurable and dependable data on.

There have been many attempts to treat the South regionally. You are familiar with Dr. Odum's work. Vance, Parkins, and others try to break down a diversified area into units that can be understood similarly. We conceive of education as a part of the general social context so we treated that factor in the picture. We selected as the smallest unit the county. Eleven hundred four counties have been studied. We have attempted to work out a device by which we could class these counties as necessary or analyze the available data on each county according to a number of selected indices. Seventy indices have been worked out. The atlas is intended as a student's manual, not as an attempt to interpret directly these problems. The first step in the development of this atlas was that of setting up a basis by which we could describe each county according to its dominant economy. The steps by which that was carried out are detailed but are recorded in such a way as to be understood by persons not familiar with the procedure. We



have worked out eight general type areas with subdivisions in each:

1. Population characteristics
 - a. Total county population
 - b. Percent change, 1920-30
 - c. Percent urban
 - d. Percent Negro
 - e. Major retail trade center
 - (1) Name
 - (2) Population
 - (3) Location
2. Economic Index
 - a. County population per income tax return
 - b. Percent of all farm operators who are tenants
 - c. Percent of farm operators who are full owners
 - (1) White
 - (2) Negro
 - d. Agricultural characteristics
 - (1) Total acreage harvested
 - (2) Percent in dominant crop
 - e. Percent of Negro males engaged in agriculture
 - f. Industrial differentials
 - g. Occupational distribution
 - (1) Agriculture (percent)
 - (2) Trade
 - (3) Other
3. General Orientation
 - a. Percent illiterate
 - (1) Total
 - (2) White
 - (3) Negro
 - b. Reading (subscribers per 100 county population)
 - (1) Daily newspapers
 - (2) Fifteen national magazines
4. County type
 - a. Cotton
 - b. Tobacco
 - c. Grain-subsistence
 - d. Grain-livestock and dairying
 - e. Vegetable-fruit
 - f. Citrus fruit
 - g. Rice
 - h. Sugar Cane
5. Educational Index
 - a. Per capita school expenditure
 - (1) Decile - white
 - (2) Decile - Negro
 - (3) Ratio Negro to white
 - b. One-teacher schools
 - (1) Number per 1000 whites 5-19
 - (2) Number per 1000 Negroes 5-19
 - (3) Ratio white to Negro one-teacher schools
 - c. Rosenwald Schools
 - (1) Number of school buildings
 - (2) Classrooms per 1000 Negroes age 5-19

We had access to a total of some 500 special studies. They are listed for each county and are included in each county index by county and for the state. These together constitute a total index for the county.

The second step was correlation of types with other social factors. This reveals a group of very interesting facts which can be of considerable value to educators and to other social students. The final step is drawing together documentary material which gives more of the color and general internal functioning. There are two assumptions: (1) the observations for a known area when related to broad statistical index carry for areas in which intensive studies have not been made; (2) we are able within certain limits to associate known factors with certain others which have not been quite as easily possible of objective index.

The final stages of the work were carried out in Nashville. Finally, this first part is ready for publication (to be published within three weeks). Second and third parts are in fairly advanced stage of preparation.

FRIDAY AFTERNOON

Campbell: Observations made in these reports are not progress report. Dogmatic statements are conclusions on basis of present information. Observations this morning were made on basis of visits to schools. The visits are not quite half finished. Any generalizations may be radically changed. Presented as incomplete information. There are some strong implications. This afternoon there will be a discussion of teachers colleges.



Fowler: Is there an integration between Johnson's and Bond's and Brewton's reports?

Campbell: Yes. The materials which Dr. Johnson presented tie into this picture. We have studied schools in representative areas. It is our belief that basic information which can be secured through Dr. Johnson's study must be secured by teachers institutions so that they may attack the problem within their own areas.

Thompson: Possibility of distribution of the Rosenwald Fund report?

ERE: We will mimeograph the first report of "good and bad schools."

Johnson: It is possible to place all the schools visited within the types.

Campbell: The basic information from his study must be secured by teacher education institutions concerned with the counties.

Keliher: Several striking issues of material. Definition of rural education, rural mindedness - planning for rural life as the function of planning for rural education. It would help my thinking to have the group discuss whether we should substitute a meaning which would be, "what are our major objectives?" Let all of these data fall in line accordingly. What is meant by good education? Shall we distinguish rural as separate from any other kind of education?

Campbell: In the large a school is a community enterprise; basically we are interested in the school serving the community of which it is a part. Our interest restricts itself to rural communities in the southern states.

Little: All of our courses in the training of teachers are training them for the state of Georgia as it exist today - entirely rural. Most of our people come from rural areas and go back to the rural areas. All of the courses have "rural" in mind although it is not mentioned in the catalog.

Campbell: We did not even say it was the thing to do. We are only reporting the emphasis of the teachers colleges according to their catalogs.

Keliher: Would it be a fair presentation that there are certain things which must be met. The issue is whether or not we are using good sound psychological approach in education to meet those needs. One of the most significant criticisms has to do with a type of participation which goes back to the basic root of our psychology today. I would like to see a further discussion of psychology of learning.

Beatty: Conditioning for rural teaching. I am not in a position to testify as to what teacher training institutions in the South are doing. I have had to do with other states. Teachers are conditioned against rural areas; they are taught to look forward to teaching in cities, where recompense is higher. The quality of the educational profession in rural schools is much lower than would be necessary if the teacher looked on rural schools as worthy of her doing.

Keliher: The attitude is rooted in our culture. Are we going to interpret the good school in terms of numbers of teachers? If the teacher is properly conditioned she will not care whether she is in a two- or a four- or a six-teacher school.

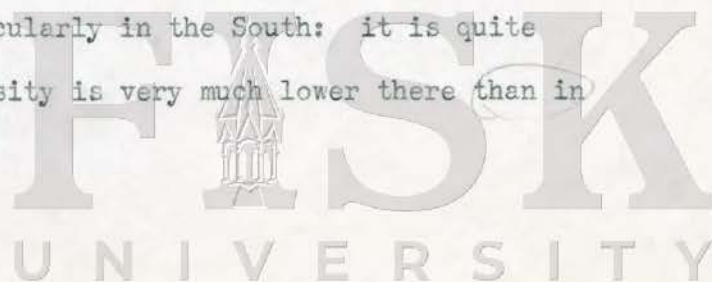
Beatty: It goes back to a statement of Judd's last year: "A certain proportion of all children on farms are going to cities."

I challenge it. You can create a rural situation in which you will send children to urban areas. You can compare rural America with the rural areas of any other country of the world and the other countries will be supporting their rural population more satisfactorily. Our schools are fundamentally to blame. Teacher training institutions are the ones which lead teachers to breed that kind of attitude. "You are a bright boy and should go to the city and get a good job." Our teacher training institutions are conditioning their products to destroy rural life.

Brunner: We might look at two or three things. Studies of migration, such as they are, show that about half of our rural youth go to the cities. That may be right or wrong, but that has been the fact. Schools must take that fact into account. Studies of migration show that cities get slightly more than their proportionate share of the best rural youth; also more than their share of the bad. Studies show that a large proportion of the people leave for the city in Missouri and the Appalachian communities. Those statements are an interpretation of a good many studies which have been made. If we are going to attempt to condition rural education, that we are going to change that trend, we are going against the trend of the century.

This definition of rural shuts out an increasing proportion of the picture of rural education, especially in this area. There has been a sharp advance in elementary school enrollment in towns and villages. In the high school area, even in the towns two fifths of the students originate on farms. Marion Bush's study of Louisiana of rural town schools. Rural town schools must be taken into account.

Raper: This farm situation particularly in the South: it is quite clear that population density is very much lower there than in



than in other parts of the world. The population is sneaking up on best land of the South. The figures are clear that in the best farming sections of the South, the best sections of southwest Georgia, Texas are losing population. Reason: restriction of crops, soil conservation crops. These people formerly left these rural areas to move to cities. With longest relief lines in the cities they are not staying there. Population going back to Ozarks and Appalachians. It doesn't divide between rural and urban situation but between good and bad land and whether population is decreasing or increasing. That means that when we are speaking of this rural school population there needs to be a close approach to good soil.

Brunner: Thoroughly sound. Another factor: where the good land is the average size of the farms is increasing.

Pittman: To come back to first question. Problem of whether or not a teachers college is promoting rural education. It depends upon where the college is located. In Michigan where you have the small unit control, it is necessary to have in your catalogs quite a good deal that refers to rural school. When you do that you scare away a certain number of folks but those who do go into those courses know what they are going into. You have to have a department which is consecrated to promoting rural courses.

In the state of Georgia the situation is very different. I feel that Dr. Little is to a large degree correct in saying that the entire college offering is there for everybody. We might promote this same sort of consciousness. In Georgia we have the salary schedule - an important factor in the opinion of students. I find myself in this situation. It would be to the disadvantage of the rural areas of Georgia for us to set up a special body of material designated as rural because we would make a difference

between a teacher who will be a rural teacher and one who will go into an urban situation. We can deal with the whole social and economic, and therefore rural, problem without undue emphasis on the rural. The situation in the different states is a very big factor.

Keliher: It seems to me the problem is more nearly one of whether the schools are serving the purpose for which they are intended.

Take the subject of health. What actual practice is being given in our teacher education institutions (1) to make teachers aware of health services; (2) how does teacher use them; (3) do we need more social workers to bridge gap between services and schools; (4) how much practice are these people getting in the whole community set-up? Learn to do by doing. Could we discuss ways of getting practice in working out the problems together? What is rural and what is not rural is not the question, but what is human and what is not.

Campbell: It seems that the trouble with teacher education institutions is that they know what is wrong but do not do anything about it. That is the underlying idea - to elevate living wherever it is.

Jaggers: When you make a study of this type there are so many things left out that we think it is invalid. It shows up things which appear to be worse than they are. Since we don't have more than thirty-five or forty courses which are rural and since our discussion indicates that more courses are rural than is apparent from the catalog, I wonder if it wouldn't be a good field of investigation by some process to take a sampling of institutions and make a detailed study of offerings and see the implications for rural education for those colleges.



Campbell: We hope to go into institutions and see whether these problems are not receiving attention by another name.

Jagers: We cannot escape the fact that something is wrong with our education program. From the figures quoted by Dr. Bond there is evidently something wrong with our program. Are institutions to blame - the low salaries. The important thing is to let our practice catch up with our theory. If we are to train teachers for leadership, we must know the way of life in the areas where they will teach. It doesn't matter whether we call it rural or urban, if we synchronize.

Donovan: A year ago I decided to visit a number of rural schools. I went to a county east of my home county, Estill County, and asked the county superintendent to take me to a number of different schools. I was taken to a one-teacher school taught by a man who had been one of our students. He had had three years training. This was one of the worse schools I have ever seen or been in. The schoolgrounds were bad, health conditions terrible, teacher dirty, and everything was about as bad as it could be. The teacher had not been taught that way. We then moved on to better schools, finally arriving at a one-teacher school that was as good as our own college training school. It is the attitude that counts. Schools may teach what to do but if the attitude of the teacher is wrong there is not much that can be done.

As a result of these visits I took three people on my staff and planned schedules so that they could visit schools. Teachers of methods. On Friday evening we met with teachers in the county for laboratory course. In one county not much has been done because of a lack of interest on the part of the superintendent. A young man who taught badly last year has



completely changed; he is above average now. We have to follow through teachers with some sort of supervision. Kentucky has less supervision than any other state.

In reply to Mr. Beatty's statement - I believe he places too great a burden on teacher training institutions. I do not believe they are directing people away from rural communities. There are so many other factors. The tendency is to move to urban communities, if possible. We get a good many students from the mountains. Eighty per cent hope to get to Louisville or Covington. It is hard for a teachers college to overcome this problem. We used to have a curriculum for rural teachers. From eastern Kentucky the young men and women who are capable but do not take college education go to Akron and Toledo to get jobs in the factories.

Keliher: The in-service supervision. Psychology of participation. The reason the teacher made such extended progress was that she was working in a real situation. We still must go back to the kind of training students get in service. How much active participation in improving health in the community do students get? When you do have a teacher who is participating you begin to get changes in that person's practice.

Beatty: A very high proportion of teachers are going to spend some time in one-room rural schools. How many of the institutions represented here give training in one-room schools before the student goes out? (Seven institutions represented have at least one one-teacher school for practice purposes.)

ERE: This is a highly selected group for that particular item.

Beatty: In Indian service, one can't get demonstration teachers for one-room schools.



Donovan: I have a theory about that: I don't believe we are going to get them on our college campus; to have them adequate, I would like to go out to the adjoining county to stay nine weeks with the teacher. Go where teacher goes, live in the community. Eight semester hours. Do student teaching actually in the field. It is a question of money. I have to pay the teacher's salary in the school. I have to buy my way in.

Max Bond: It seems as if the barriers restricting the opportunities for Negroes in other activities make every Negro institution a teacher training institution. In some institutions there is a tendency to hold up hands in holy horror when community relationships are mentioned. Will this study bring forth facts showing how these schools might be made effective teaching centers?

H.M.Bond: If I understand the question - I have visited six or eight liberal arts schools which do not claim to train teachers for rural areas. Our particular interest so far has been in state institutions.

Little: Most of the equalization schemes which put money into one-room schools appease communities by tiding over rather than by really training. I am opposed to building up one-room schools. We should concentrate on the consolidated schools and not spend time on the one-teacher schools. (Loud protests)

Thompson: Relative to courses in rural education, I have an idea that if teachers can be made to think that their job of teaching is to go into a community, find out its problems, and then work out the problems of the community, they will accomplish something.

Instead of planning abstract units, rural and urban teachers in Georgia summer schools made a community survey of their own communities. They planned program of what they were going to do in their own situation. Rural teachers will be planning a solution of their problem. Let problem originate from community needs. Use text books to help in solution of that problem.

(In answer to Little) The one-teacher school has never been given an opportunity to demonstrate what it could do. Teachers are poorly trained, salaries poor, equipment bad. In my opinion the small school has never had an opportunity to determine whether it can function as a good school. I believe it can appear in a new program of teaching in which you deal with children as individuals. Thirty children representing four or five grades are not essentially different from thirty children in one grade.

JCD: If consolidation continues as it has in the past, it would be 1990 before it could be accomplished. Should a teacher training institution train teachers for a job as it exists today?

Little: Take the situation as it is and do the best possible, but build up larger schools rapidly. Rural schools should be eliminated as fast as possible. We should build up sentiment for larger schools. Rural teachers have to do so many things. You cannot find people who can do them.

JFS: The reason you don't find them is that you haven't been training them.

Little: Atlanta takes the good ones.

Keliher: What do we want the school to do in a community. If you are



critical because a school is not of service to a community, how large a community can you have? What is consolidation taking away from communities which one- and two-teacher schools have opportunity to give?

Houx: A study was made of the duties of teachers. We found that they numbered 1013. Isn't it a question of emphasis?

Little: In a certain community in Arkansas there were two families who had two girls and seven boys. The parents had plenty of money and wanted their children well educated so they built a school, hired a good teacher, etc. But all their money could not make a good school. To have a good school you need children. The possibilities of a good school are greater when you can get some people together to have a community.

Irby: Illustration of Miss Keliher's discussion: the superintendent of a large school in Georgia recently complained that consolidation in his particular county had done something to that community. It had taken something from the community, which he wants to replace.

Keliher: If you can bring enough children together so that you can supply not only grade teachers but special teachers and count your services you get better education. It does not constitute better education to have a music teacher, however.

Fowler: Do we have to be all consolidated or all one-room schools? Where center of social life is in village it must be better in some areas to have consolidated schools. Either/or situation.

Campbell: Consolidation should apply where it is indicated. We have confused consolidation in administration with consolidation in program.



Pittman: It seems to me we have arrived at the question which is better, to be sprinkled or immersed. What is it that provides the good life? We are concerned with the good rural life. We would get further if we dealt less with the limitations as we find them and more with what is essential.

Zeigel: The question is how can we have better rural schools. The needs of the boys and girls in the rural schools do not differ greatly from the needs of the boys and girls in larger areas. There is only one one-teacher school (white) in our county in Mississippi. Better teaching is needed to make better schools. We are too anxious for results. Such a change in the educational system means educating the parents and the masses. The materials used should be like the materials we have to work with in life. Emphasis should not be placed on subject matter for itself, but as a means to an end. If we could go into our schools today we would see a better type of teaching than ever before. We would find the children able to do things better than ever before. Conditions are better, materials better, etc. If we have a new type of education for the masses, we need a new type of education for the teachers. To have good teachers in rural schools and good teachers in the high schools means we must work out a curriculum program.

Campbell: One of our purposes is to stimulate teacher training colleges as to what needs are in communities. We would like to have some examples of good rural schools. (Called on Mrs. Whiting to describe her work in supervision)

Whiting: It is quite a story. I will confine my remarks to one phase.

We have a scheme of prospective demonstration centers.

"Demonstration school" is a misleading term. In the past the teachers colleges and normal schools in using the term misled the teachers by doing the wrong thing. We have sent out to our workers a check list based on teaching procedures and so forth; a graded scheme. There are three grades of ✓ centers. The schools are working now to check themselves on standards for Center One. Schools may stay put for five or six years to come. But they are aspiring and have an activity program to attain fundamental standards in various levels. When supervisor feels that school has arrived, she has it checked and without any ado or publication, it is known as Center Two, and later on as Center Three. When they have reached Center Three, they are through. After that they go into experimental endeavors. We have tried in our work to effect a closer relationship between community and school. The state supervisor of instruction is now the supervisor of these centers.

Campbell: What things are you trying to develop? Is community interest important?

Whiting: It is on the program. We are striving to accumulate cases and distribute them to workers.

Campbell: The procedures you recommend are ones that have been carried out?

Whiting: We are at the point where we can have demonstration teachers.

Favrot: Mrs. Whiting, would you mind expressing your judgment about small schools? Has there been success in the small schools?

Whiting: In the colored population one-teacher schools have their place. They are a stabilizing agency. Consolidation creates a disintegrating force.



Brunner: I want to get back to consolidated schools. The proportion of open county attendance in village schools is almost as large in non-consolidated as in consolidated areas. The question is not one of consolidation against one-teacher schools, but of the sociology of your community. You have one-teacher schools which are doing an excellent job and which should continue. From the point of view of population density we are always going to have 50,000 one-teacher schools - those will have to be worked with. The best educational work in New Zealand has been from correspondence school children. The question comes back to getting better teaching. I have been thinking of work that is being done at the Southern Illinois State Normal University near Carbondale. Twelve per cent of the enrollment is Negro. There are six one-teacher schools where practice teachers go for practice. This service is not being paid for. Lack of funds has often stood in the way of this type of work, but in this case the schools which are cooperating are not being paid. They cannot be consolidated because of racial groups - German, French, and several others. There are PT's; rural sociology class shares with community. That work is being done in terms of modern approach and in terms of utilizing the skill which the teacher has to guide the students. The school is doing all the training, and practice teaching is fitting the teachers into community situation - the type of people, the attitudes. The work of changing those attitudes has been a part of the job of practice teachers.

Beatty: I think if Mr. Little had limited himself to his last speech we would have agreed with him. Where there are only one or two families and it is reasonable to consolidate, it is all right. If that leads him to the conclusion that this is the case everywhere, I disagree.



I would have been on the consolidation band-wagon three years ago. Working in areas of the Indian Service I have found that consolidated schools are not always successful. In one area a consolidated group destroyed community spirit. School has been the center of community subsistence gardening. All that has taken place in community groups. Where one-room schools have acted as rehabilitation agents, they have taken people off relief rolls. With the building of good roads schools might have been consolidated, which would have destroyed cohesive influence. While I think there is a value for consolidated schools in many areas we would make a grave mistake to think that the one- and two-teacher school has no function.

Jaggers: A community may be the size of a one-room school or a two-room school or a ten-room school, but we must let the thing be decided by the community.

Mr. Donovan's reference to Estill County brings to mind an experiment of Elizabeth Daniels in one of the teachers colleges in Alabama. She believed, while she was a fourth grade teacher, that learning could take place in a one-room school if the resources could be used and a way of living taught. Her experiment was in one of the poorest spots in Estill County. She would go into the school and teachers would come in and observe, and see the school develop. Miss Daniels stayed here for six weeks. When she left, she had a teacher with three years college work carry on. The next year Miss Daniels would visit the school again. Every activity that took place involved community life. The county superintendent has followed the idea, and that school is still the demonstration school, with the same teacher in charge. Miss Daniels had demonstrated that learning could take place in such a school, of which there are 60,000 existing. (Mr. Jaggers told of his own experience in supervising the

the activities of seventy teachers who went to summer school. He taught the college classes, linking up teaching with experience.)

Keliher: I should like to have Mr. Wale tell something of what he has done in Alabama.

Wale: I was almost going to say that teacher training institutions are the greatest obstacles to the training of teachers. Most of the teachers have never been in a rural school before. To land in a rural school is a misfortune for them. It is a bad mark. It is my immediate problem to do something with a school which has recently been built. To do something in that school - laboratory center. We must get away from the nature of the work which is done in the institution - get out into the field itself. The program should be tied to the institution, it is true, because perhaps we can change what happens in that institution. The students must not live in that institution. Our laboratory school will be sponsored by it. I don't know where we will get the teachers who would be qualified. I believe that the observing teachers, the students in that institution, have got to live in the community of the school which is being observed. The teacher training institution must be persuaded to give the students that opportunity.

Morrow: I feel that a great many of us have had the sort of philosophy which has been presented here, and we have been more or less aware of conditions. Personally, my reaction is one of impatience to get to doing something about it. Certainly practice has not kept up with theory. I don't know either, Mr. Wale, whether or not practice can be made to catch up with theory. Maybe we need a new set of teacher trainers. Maybe we need to deliberately change ourselves in order to bring practice up with theory. We have talked about methods more or less here today. I have been thinking that what we have talked about under the heading of

methods is not appropriate to this philosophy. Methods for teacher training have to do with the discovery of resources and needs of communities and also to do with the ways of meeting those needs and utilizing those resources.

Campbell: If we have a basic philosophy regarding living in a community and the school's relation to living there, would we assume that a primary obligation of the teachers institution would be for them to become a part of that process. It is encouraging that many faculties in the southern area are struggling right now to get that awareness. We are not farming out to the educationists alone.

Keliher: You cannot change anything on a basis of insecurity. You cannot ask the teachers to change in any respect of the administration gives lip service to one idea and operates on another basis. In the experiment at Alabama, they are disregarding marks and schedules. The result is that people come to the school for something they need and something they want to take back with them. Physical education is not taught through the use of expensive equipment but in wading in the creek, hiking, dancing. Teachers in training go with camping trips. Knowing must come through living. As long as we teach methods courses we cannot have education effective. The teachers in teacher training institutions can be changed.

Johnson: I am tempted to take advantage of the presence of a large number of educators and point the discussion to criteria for judging good and bad schools. What is meant by the concept frequently used that education is training for life, that it is effective living?

ERE: Mr. Brewton, will you follow through with what criteria are?

Brewton: Objectiveness. First item: teacher's scholastic record.

Rating; what type of general education, special education for teaching in rural school, practice teaching in rural school. Has she had any definite courses which have given her help in rural situation?

Subjective, as far as teacher is concerned. Experience: more than three years, full credit; two years, fifty per cent; one year, twenty-five per cent. Professional connections: does she belong to, attend, participate in various local, community, and state organizations of a professional nature? Rural mindedness: does teacher live in the community all of the week, during the week, less than half the time, not at all? (This explanation by Mr. Brewton was to clarify criteria charts which he had with him.)

We asked the superintendents of counties we visited why a certain teacher was placed at such and such a school. Sometimes we found a teacher had been a total failure at another teaching position and was just shifted to a school for want of a place to put her. We looked into housing conditions for teachers. Could the teacher find a comfortable place to live at a reasonable price? Tenure, pupil-teacher load, average daily attendance, length of previous year's term, salary, actual salary previous year, number of leaves of absence granted - all these factors were looked into. We were surprised to find a good many leaves of absence granted. We also investigated the community facilities for providing recreation, if there was a choir in the community, provision for lectures; in short, just what a teacher could find in the line of recreation in the community in which she was teaching.

Bigelow: What is the justification of the fact that a teacher living in a community is a criterion of rural mindedness?

Cocking: Are all of these items comparable on a percentage scale, or are they independent?

Brewton: Participation in religious service, club work, participation in social activities, parties, picnics - all of that is made into one composite, rated independently and then combined.

We realize that the pattern itself has its weaknesses.



Clement: Small Negro schools are better. In seven items Negro schools reach one hundred per cent; only four white schools reach one hundred per cent.

Brewton: We have found many Negro one- and two-teacher schools which are far superior to white one- and two-teacher schools.

Consolidation has taken the best away from the small white schools.

Pittman: One-teacher school serves a Negro community better than white?

Brewton: That would depend on the local situation.

Zeigel made the statement that there are not more than one or two one-room schools in his county.

H.M.Bond: Your county has an aristocratic white population. White schools represent a logical social organization.

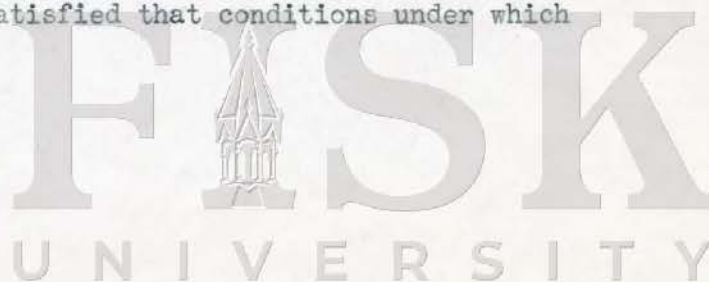
Zeigel: Tendency is for people in Delta area to congregate in towns and commute to their farms.

Max Bond: The problem of the one-teacher school is that of the share-cropper and not of the land owner. And the share-croppers support town dwellers.

SATURDAY MORNING

Various members of the Council had been asked to discuss the five essentials in a good teachers college (as listed in the Fund biennial report). The order was changed somewhat, and Mr. Bigelow spoke first on the second essential - sound general education as the base on which to build the professional studies.

Bigelow: It seemed to me yesterday that there were a number of important arguments: (1) We seem satisfied that conditions under which



children are growing up are not good and that we want to do something about them. (2) The teacher is the key to the solution of the problem. I felt that certain things stood out. Teachers need to be sensitive to the needs of the children. Also, they must want to do something about those needs, but it is not enough to want to do something. It is necessary to be able to do something - understanding children, knowing about their needs, ways in which their community circumstances affect them. Finally, it seemed to be clear that teachers must act on the basis of that knowledge and that action needs to be in cooperation with other persons, with other agencies in the community, and with the meaning of the needs of the children. This left us with the question of how to produce teachers who would be able to improve conditions under which children are growing up.

The present concern with general education, which is so widespread, grows out of a number of developments:

1. The lengthening period of formal education has put pressures on college educators; more and more boys and girls are going through high school and at least into college. This has made it evident that the needs must be met by education. There has developed dissatisfaction even on the college level. The traditional program is not meeting the needs of the students. They aren't getting much out of educational experiences.
2. Another factor contributing to this situation is an awareness of the youth problem; recognition of the fact that, with jobs fewer and farther between, the youth in this country constitutes a problem.
3. The element of concern over which democracy finds itself. We have to be aware of the fact that there are competing ways of life. Education is one of the means whereby a particular society perpetuates its political and social institutions.

I think that general education, as a good many people are talking about it, represents some sort of reaction against specialization.

In the relationship which things have to each other, we see an effort to bring together things which go together. (1) There is an effort to integrate subject matter. (2) There is an effort to attain unity in the increased desire on the part of college and school faculties to work together as a team; there is an effort on the part of whole faculties to come to agreement on some common practices. (3) There is an effort in unity shown in decline of the Ivory tower idea, breaking down educational institutions from the outside world. (4) Concern with integration of personalities of boys and girls that are involved in general education program. That concern provides all of us with common focus of attention. (5) Concern with strengthening and maintenance of democratic social unity. Persons are concerned with general education which has both a general and social implication. In fact, I think most persons worrying about general education more or less agree on the ends - it is the means to that end which is causing the disagreement.

It seems perfectly clear that the general education of teachers is important and that concern with the problem of general education for our teachers is becoming greater and greater. With the lengthening of professional education more time and opportunity is being provided for those individuals who are going to be the most significant influences for providing general education for the next generations. Because of their very profession it is particularly important that they should have superb general education so that they will be more aware of what they can do later on.

Requisites of a good program: Ways in which a faculty can improve general education program.



1. Examination of conditioning circumstances - circumstances which exist in a situation. You have to look at young people, at students themselves. It is necessary to know as much about them as possible. The fundamental thing said yesterday was that we must get these people to caring about boys and girls. Must learn to be concerned about human beings. Any faculty must become very much aware of students and needs and problems. Equally, it must become aware of community, social situation. Attention must be given to local circumstances - what is present in the particular institution; what can they and can they not do.

2. Some formulation of objectives. What do you want to accomplish? They must be put into pretty specific terms. Specific changes of behavior on the part of students involved. Which changes do you want to see take place? Needs concept comes in definitely. Meaning of personal social needs. Functional view of education and the dynamic view. Those needs are going to change. Dynamic element extremely important.

3. Changes and experiments with curricular procedures. Survey courses going on throughout the country. System had to be there. Greatest mistake to be made is to say that "some school has a good scheme, let's take that over. That won't work. Patterns of courses that are designed to cover the heritage of race. Personally, I think it is better to set up that pattern in terms of an area. Thayer Commission.

4. Emphasis on activity. Getting students to participate. Share in responsibility. Help plan and carry on activities. Emphasis on individualization as students differ in their needs.

5. In these programs emphasis should be on guidance. Guidance sort of program. Close and continuous study of individual student. Two more things. What is the place of specialization. Most usual is to say we will make first two years general education program. I am not satisfied that that is necessarily right. You can't tell a student he must wait two

years before getting into his particular interest.

6. Program of evaluation should be there from the outset. Adopt a new plan and then begin to advertise it. (1) Conditioning circumstances; (2) choosing and formulating of objective in specific terms; (3) experimental choice and use which seem to promise to advance those circumstances; (4) continuous evaluation - willingness to make changes.

Beatty: With regard to pattern courses and passing on from institution to institution, isn't one of problems that the assumption is made that almost anyone can do the new things, instead of realizing that the old teachers giving new kinds of courses will do the presenting just exactly as they did before? Specific kind of teacher, specific kind of presentation.

Pittman: If a student enters with no idea of what he wants, can't he go ahead with general education until he finds out what he wants to do.

Bigelow: Most institutions seem to be saying that is all you can have during the first two years. Experimentation at Bennington and Beye reversing that. Emphasis and focus on what they are interested in, and then broadening.

Keliher: Question of selection. (to be discussed later)

ERE: Much more agreement on necessity of general education than on courses in professional education. The profession of education is relatively new profession. Great deal of dissatisfaction with so-called professional courses given in teachers colleges. More controversy in methods courses. Educational psychology; professional subjects. Greatest dissatisfaction at point of organized professional training.



Mr. Campbell presented the third essential of a good teachers college - professional training. Understanding of the arts and sciences underlying the profession: psychology, child growth and development, techniques of teaching, the social structure of which the school is a part.

Campbell: Try to bring out definition of what we mean by professional courses and professional education of teachers. There is no agreement on that point. Current picture - it means application of specific courses dealing with techniques and concepts. We have built up separateness between those courses and rest of education of individual quite in line. As I see it, educationists are not to be damned any more than are all the rest of us. A year ago at the meeting of the classical association: the group was greatly disturbed because they are losing ground. The world is about to be lost because Latin and Greek are receding from the picture. The reason that this is happening is that the educationists have come in and usurped the power and driven out this heritage. We have assumed that the science of education exists separate and apart from the total process. Therefore, we have not developed the concept that the professional education of teachers is a matter of general education plus professional education. It seems to me that we must develop concept and procedures, probably together; that the whole faculty of an institution, large or small, has a common stake in the individual, and that it isn't classical versus technical. Professor of Latin has his obligations. Can't farm this out to damnable educationists. Can't possibly arrive at any agreement, in my opinion, with respect to age-old quarrel, as between different types of individuals who contribute to professional education of a teacher. Suggestion: procedures can be developed whereby the academic group and the education group could develop procedures and whereby they

together envision the process of educating a human being who has the abilities and attitudes necessary to develop the growth of children. We shall find fading out this line between academic and teacher education, so that we should be inclined to have an integrated program. I have said that we assume that is the right direction. We shall probably find ourselves, in my opinion, confronted with the necessity of taking intermediary steps. We have already taken some very clumsy steps in that direction. You know that there are institutions in this country which have taken great array of separate courses - so-called professional courses - and have tried to examine what are real scales involved and have tried to weave those in. It seems to me that that does represent intermediate step. Perhaps one of the most prominent features is found at Buffalo. Nineteen courses reduced to one common sequence of four courses - a total professional sequence. Can such a thing be done? I have been heartened by some experiences which have taken place in faculties where the members of academic staffs had assumed they had large stake in professional aspects of education and have tried to work out agreements as to what procedures should dominate in professional education. In that direction, in smaller institutions, such a procedure has a great deal of promise. It has tended to break down animosities.

If we follow the suggestions which I have made, it probably means that in the development of our professional abilities on the job that the practice school will form more largely the center and will be in the realm of the educationists, but will be quite as much in the realm of academic subjects.

In order to clarify, any particular naming of courses with



specific reference to small bits of the process, if the direction I have indicated here is the one, will tend to fall out completely. Bulk courses will tend to fall out. If education is a science there will be places in it to develop special skills. I am not of the opinion that we have to integrate everything in the sense of naming it integration.

ERE: Dr. Campbell, you say in effect that these education courses are not very good. Are there realms in which there are specific professional groups of subject matter which are comparable to pathology, medicine?

Campbell: Always in a dangerous position in an analogy between education and medicine. We are confronted with developing so-called professional person in a length of time which medical student leaves to background work.

Jagers: The teacher (1) must understand behavior of children, (2) know the type of organization and physical materials with which he must work, (3) have an integrated process of try-out in laboratory school.

Bigelow: An important thing which Mr. Campbell was saying is that it is desirable that all of the members of a faculty who touch the lives of prospective teachers should recognize their responsibility. Recognition of common past and common responsibility.

Beatty: I differ with Dr. Campbell in his thinking that Latin has its place.

Campbell: I have been trying to state that we should not turn over to the professor of Latin the whole business of telling us what we should do in the profession of education of teachers. I am saying that if professors of Latin and English have a stake in an individual, I would prefer to have them around the table when planning college life of the individual. Can get farther than by planning separately.

Cocking: If I were to criticize my good friend, Campbell, I would on this basis: he hasn't entirely stayed by the subject assigned him. When we get all these five or six steps finished, then perhaps Dr. Campbell's discussion would have a place.

Keliher: A movement is going on in academic education for orientation courses. Maybe we will get to the point where we can fuse and reshape the whole program.

Zeigel: There must be leadership in fusing by someone who has confidence in the whole faculty.

Miss Houx presented the fourth essential of a good teachers college - a wisely planned interplay of theory and practice, learning and experience. A copy of this talk is available.

Mr. Beatty presented the fifth essential of a good teachers college - continued study and experiment to increase knowledge and understanding in the field.

Beatty: The one thing that bothers me most is that education and research are opposites. At one end is the educator; at the other end is the research man, invested with curiosity. And never the twain shall meet until the research man has established to the satisfaction of others the correctness of his challenge and then his results are transferred over into the column of eternal verities. In the field of education, particularly, we are faced with a very imperfect set of assumptions upon which we are operating our schools. Many of the research techniques today being followed are themselves so fallible that we may assume that their conclusions will be subject to revision. It seems to me that research and education in a desirably organized teachers institution should go hand in hand. In many cases we are studying a pattern community with the idea of fitting that pattern in any community. It closes students' minds to the fact that patterns change. You can't go into Gainesville and assume that you can carry over any pattern. There are other needs which, if the student has learned how to study and to

analyze their participation in community life, can be determined. I believe that the entire teaching in our teacher training institutions ought to be teaching in terms of discovery and research. A student should not be given the idea that he is simply learning what everybody else knows. He should not have the job of discovery taken from him. Education can be experimental, can be a source of research. We can teach children in teacher training institutions that there is no fixed pattern of education. We can teach them to analyze. At the same time our courses should certainly leave room for exploration of new research which is taking place throughout the country in the field of education. The average teachers college is at least ten years behind what it might be if its own faculty would become interested in experimental research. If we could do nothing more than come to a realization that the verities are changing, we would be gaining something. Research has to be tied up with practice. So much of our teaching is in terms of "this is true," and "is this true?", with no experience for student of going out to find out. In that particular field there needs to be research of a different nature than many of us think of. There needs to be an understanding of human relations. It is important that our colleges devote some time to experimental research. Are assumptions facts, and can facts be introduced and play their part in modifying curricular procedures? In that area there is a real need for people in our colleges to plot new ways of carrying on educational research. There is room for research techniques. Room for development of a new phrase or for a definition of two kinds of research.



To summarize: There are probably about three obligations under the title of research. (1) Conducting investigations that may advance our knowledge and wisdom with regard to educational procedures. (2) Two types of research attitudes; (a) constantly organizing student's approach to work so that he can discover for himself facts he will need in development of program; (b) development of techniques on his part to study intelligently the pupil, the community, and the needs of the school in which he is teaching, and (c) the courage to modify in accordance with what he finds. (3) Investigation on student's own part as to the reality of many things he has been taught. If whole program were organized from the standpoint of new discovery, effort to bring to bear all of new thought in thinking through of problem rather than acceptance of pattern, we could turn out much larger group who can go into community and become part of it.

Mr. Morrow presented the first essential of a good teachers college - rigorous selection of students.

Morrow: For a little over fifteen years, in four different states, I have been helping with teacher training but have never had any first-hand contact with the selection of students. I had encountered two obstacles: (1) desire of heads of teacher training institutions for numbers; (2) policy of state institutions of taking students who manage to fulfill entrance requirements for any courses in institutions. Selection is often in the hands of students themselves who come into teaching because it is easy. Professional certificate is a sort of insurance policy, perhaps because it is an easy vocation to get into. In my classes there have been students without arms, without legs, in various degrees of blindness, hearing, some who had twists of personality, some very poor in appearance, some timid, some dishonest, one who died within a year of cancer of liver, etc. These I have had along with good material. All I can do is to raise questions for which I would like to have answers. (1) Is selection sound

in principle? How to justify it? Idealist point of view that realities of material, right preparation will make good teachers. Selection protects children and people from imposition of poor teachers. My opinion, a practical minimum plan of selection is sound and desirable, first, because the period of preliminary training of teachers is short at best. Everybody who wants to teach does not have to - there are other professions.

(2) What kind of selection seems desirable? We should recruit from high schools those people who would make good teachers. We should turn away probable failures. Select according to education level and according to locality. (3) Has the state an interest in selection? If the state department of education would give some backing to teacher training institutions in this state they would be more likely to initiate some plan for selection. If selection is to protect the public and children, then the state has a place. (4) What is a good prospect? Freedom from severe physical defects, obvious physical handicaps; some degree of scholarship, ability to use fair English; industrious kind of person; energy; leadership qualities; imagination; personality. For rural school, sympathy and understanding in rural regions. Qualities of leadership and industry and understanding and sympathy with rural life. To me these are important for rural teachers. A rural teacher should be a strong, healthy person.

Is selection really sound? How is it justified? What degree of selection is practical? What particular selection is desirable for rural schools? Would it be desirable to have the institutions in this state begin a plan of experimental education backed by the state department of education with different places trying different plans and then to have an evaluation of the methods?



SATURDAY AFTERNOON

ERE: Sixth point. Homely and practical matters; namely, how rural teachers can be given some knowledge of farming and crafts, health and home-making, so that they may be of help to the community.

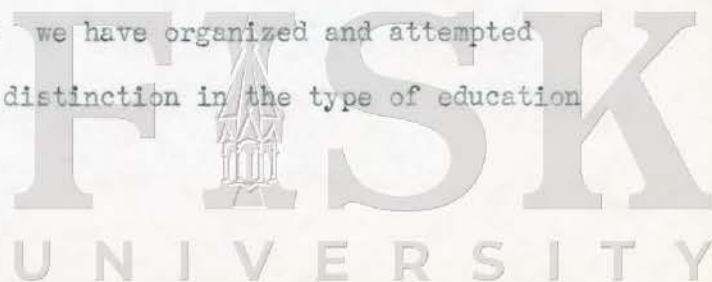
JFS: There are certain grounds on which we base our justification of rural crafts. Any teachers college which sets itself the task of finding where its graduates go and discovers that a large number go into rural areas might ask what can be done about it. It will be found that present conditions of the schools are bad, homes bad, standards of living low, health facilities few. It will be discovered, also, that these conditions have existed for a long time. On further analysis it will be discovered that there are agencies already existing which should be taking care of these conditions; these existing institutions are not doing the job, for whatever reason. One of my own reasons is that they don't have continuous enough contact with the people. The teachers college has said, and the various educational agencies have said, "we will prepare special teachers to teach health, home economics, etc." These special teachers are usually controlled by outside agencies - the federal government, for instance. All too frequently they (special teachers) are put in charge of a school, knowing nothing about academic subjects. They don't know anything about teaching of reading, writing, and arithmetic. There is little or no cooperation.

After all, the only social agency that is in a community is the school. The only person in contact with the community constantly is the ordinary classroom teacher. My belief is that teachers should know something about these four problems; health, home economics, agriculture, manual dexterity. Since they are the only ones in the community who are

expected to do something with the people and with the children they must know something of these four things. We can't expect teachers to command respect of community unless they fit into community life. We don't consider any single one of these items an end in itself. No single one of these four things can be successful without a working knowledge of the others. Most important are sanitation and diet. The teacher must not only know why privies are necessary, but be able to convince the community that they are necessary. This privy problem is definitely a home economics problem. The teacher must also know, or be able to find out, where she can get instruction on how to build a sanitary privy. This one thing takes care of two subjects, health and home economics. On the subject of diet; from the point of view of health it does no good to go into a school and teach the students about proper vegetables when they do not exist. Some knowledge of agriculture is needed. This involves the home economic aspect again, that is, teaching the children how to preserve vegetables. Mechanical aspect; storage cellar. None of these things is of any use in itself. I realize that a knowledge of all these things is expecting a lot of a teacher. I believe we are seeing that it is possible to teach teachers of the need for these things and the possibility of doing something about them, even in a small way.

The teacher is not expected to be a be-all and know-all. If a problem arises to which she does not know the answer but about which she knows the existing literature in the field, she should be able to solve the problem herself. But in a great many cases she doesn't know that such material is available from various agencies.

Claxton: I have been disappointed at the shying of a number of us from the term "rural." Reason: we have organized and attempted to teach three new courses. There is a distinction in the type of education



which we call rural that makes it a little different from education in general. If we seek to abandon the term "rural," do we really appreciate its significance? We are inclined to rationalize and call education education wherever you meet it. Because we cannot foresee where our students are going and because we do not know whether or not we should give them rural or urban education, education must be based on what has happened in the past. We must realize, however, that the background of the country children is different from that of city girls and boys. (Mr. Claxton gave an example of this difference. While visiting the Sand Hill school he saw a boy in the first grade drawing a picture. As the second grade was reciting and the rest of the room loafing, he was interested in the youngster who was thus engaged, and spoke to him. The boy explained his drawing was a farm house with chickens and a hawk in the sky ready to swoop down on the chickens. It would be hard to picture the city boy drawing such a subject. Another example Mr. Claxton gave was of his visit to Tallapoosa school. The school was closed but on the teachers desk was a remnant of a French grammar and an old history of Rome; while all around the schoolhouse were examples of erosion.)

The question of some people is, can we afford to teach a child from the farm how to cook and how to farm? Don't they know those things? An examination given on rural arts found great ignorance among the children who were "supposed to know such things." We are trying to teach our rural people to live in the country better, to do a better job of farming. A school teacher should be able to use a hammer and saw. She should be able to show a student how to paint the house properly, and put a roof on, if necessary. In our school last year we taught phases of gardening. This



year we will teach shop work. In the teaching of these subjects we use the type of tools which the country people are accustomed to use.

The art of outdoor gardening was taught as follows: first, we started from the economic standpoint. Should the South feed itself? What good is diet? We had discussions of such subjects. Then we began setting up budgets for the year. About one-half acre of land can yield as much food as an average family can use in a year. Next we began the study of the soil - going into the field of geology. We made our own tools for surveying, thus making a mechanical enterprise of the subject. Our next step was the planning of garden crops, then the planting, then the cultivating, the picking, and finally the marketing of the crops.

We plan to handle our course in shop in a like manner. Some of the things we are going to do is cut picture frames, cut glass, study electric currents, learn to read meters.

In our Rural Arts 2 course we are seeking to establish a philosophy in the field of education. In that course we talk about the philosophy of rural education - wholesome attitude about living in the country.

Bigelow: Problem of deciding how to develop experiences of teaching on the college level. Should the first two years be devoted to general education, as was indicated by a United States survey several years ago? There is a certain artificiality about that which bothers me. If the keynote is the meeting of needs and if an individual is an integrated person and if, because he lives in society, his needs are inevitably colored by community circumstances which surround him, there is danger of dividing him up. Other experiences will be provided which rise out of professional needs. It seems to me that before a person decides he wants to

become a teacher he has certain needs which must be met. His experiences must be broad and rich and related to those requirements. He is a changed person when he makes his decision. Educational experiences ought to be provided which will serve those needs. In other words, although some courses or experiences are being planned to solve his own problems of health, and social relations, nevertheless I think those experiences are apt to have relevance to professional needs. The kind of experiences which are particularly provided as needs for the prospective teacher help to perfect the stability of the individual's own personality.

One great problem is the one of specialization - the tendency of teachers thinking in their own particular subject. Best way out is to focus attention on a common concern.

JCD: Implication of this for people in field of certification.

Jaggers: As I see our general education program, there is small agreement as to what we should include in our program.

Mr. Bigelow called the attention of the group to a book which will be out shortly: General Education at the College Level.

Bigelow: I am dubious about general education for the first two years.

Before Miss Keliher left the meeting she left some written remarks with Mrs. Simon, to be read if needed:

The question of the choice of persons to be teachers is possibly the key question pertinent to all of our discussions. The same points we have made about growth, development and personality for children and adults as learners must apply as well to teachers. It is clear that the same basic needs operate in the lives of those who teach as in those

who learn. In many cases these produce personalities unfitted to teach, i.e., the person who needs too much power, the person who is too fearful of status to enter real experimentation. I believe that no methods so far devised are suitable for pre-selection along these lines prior to the first year of college. Therefore, it seems urgent that the first two years be general education, incorporating rich life experiences of all kinds - especially with people, infancy through old age. At the end of this general period, there can be an inventory time when the tremendous issue of suitability for teaching may be decided. But it is urgent that there be other avenues open - avenues yielding as much status. The trouble now is that the person who now finds himself unfitted to teach has already committed himself to teaching or nothing else (except with serious readjustments) because of the direction his education has taken. All of the splendid things described at this meeting are fruitless if we fail to take very seriously our responsibility for encouraging well-fitted persons to go into teaching and weeding out those who should not.

The evaluation must be in terms of what we expect these teachers to do in their professional life.

MSS: I would also say that a rigid selection - in these rural southern areas - should be made at college entrance. I mean the elimination of actual illiterates. We need too much to dissipate the energies in trying to get these people up. And unfortunately they get through and go out and perpetuate the system which produced them.

Donovan: This first year in a teachers college should be general education and the selection should take place during this first



year. If we can possibly keep the people four years, let the program of professional education start in the sophomore year. As the program of professional education increases, general education decreases.

Selection: the laws of most states would require teachers colleges and others to accept any student who is a high school graduate. This may be wise, that is, perhaps more people should get more general education. Twenty per cent of persons who come to teachers college should not be teachers.

There has been a great deal of criticism of teachers colleges - they have failed to meet their responsibilities - but we must remember that half of the teachers in America have been educated in liberal arts colleges.

We have an extensive guidance program. What would student like to do if he cannot be a teacher?

Irby: In the selection of teachers, is it wise to wait until the end of the first, second, third, or fourth college year?

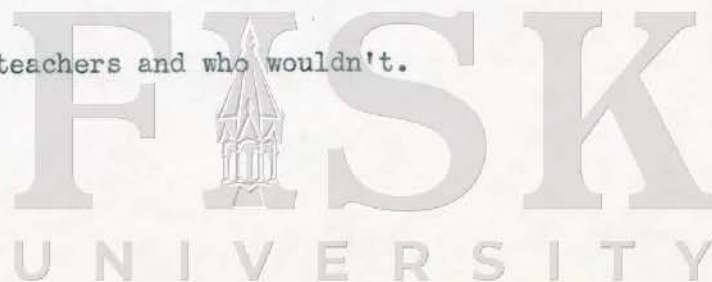
Wouldn't it be wise to select a plan by which we could get to our senior high school students - those who are alert. Get to them early, tell them that it is a field of service.

Donovan: There can be a selection made before students get into teachers colleges.

Patterson: Confused. Not more than two weeks ago we had a visit from supervisors of vocational agriculture. One of the things talked about - criticism that so few professional courses were offered in the first years of curriculum.

If we have the right quality of students to begin with they will adjust themselves.

Little: Criteria of who would be teachers and who wouldn't.



Donovan: (1) We give an intelligence test when students arrive. We give a battery of tests to find out their achievement record. Those who cannot read are put into reading clinic. About one third of the freshmen who come are at an eighth grade level in reading.

(2) Can they succeed in college courses during the first year? There are 131 people in the reading clinic now. At the end of the quarter 119 of the 131 were doing unsatisfactory college work. By the end of the year half of these students will be doing satisfactory work.

Beatty: Students who come to college in that condition haven't gotten any education along the way.

MSS: If you can't select, cannot you get them in certification?

Fowler: Are any institutions here keeping check on behavior description?

Little: We keep cumulative records of each pupil, according to the type of thing a person does and type of person she is. These records are used to give prospective employers an idea of the personality of the one seeking employment. They are also used in conferences with the professor in this way: the information is kept confidential but the professor uses the data in his conferences and dealings with the student and endeavors to correct the bad quirks of personality. These records are also turned over to the critic teacher for the same use.

Pittman: The work of selection is being done unconsciously. We need not worry about it. People who are financially unable to go on to high school and college are being eliminated every day. People who go to

college do not know what they are going to become. The two-year general education is going to be used in all institutions and during this time the student is going to decide what he will become. Then people drop out at the end of the first year, and at the end of the second and thus selection goes on.

Blair: Mechanical theory of selection: after we start working, do we dare depend upon mechanical process of selection?

Campbell: Economic status is not the only factor in the matter of selection. It seems to me that natural selection is a real point - if society assumes that these processes do operate.

Donavan: The type of student found in the teachers colleges today is not as high as that to be found at certain medical schools.

Reason for this is that the educational department of schools is not as good as other departments in the same school. The poorer students today can be the teachers. It is interesting to look back in history at the attitude of the public toward teachers. In the early days the school teacher was purchased by a master, and was anyone who could read and write. Thus teachers were not held in very high esteem. The teaching profession has made amazing progress, as great progress as other professions. I cannot help but wish for the day when people can be selected for the teaching profession, selected according to their ability.

Smith: It might be interesting to note that Counts says that one of the bulwarks of democracy in this country is the poorer teachers.

Gunn: Waiting for the day when we can pull in students who we know have ability. There are those who ought to come in but cannot, economically.



Smith: Has any research been made on the matter of selection in other professions?

Beatty: The tendency to sympathize with public schools is a misplaced sympathy. We are doing a process of selection on bases which are not sound.

Jaggers: Selection on the basis of scholarship only has been done by M. G. Nelson at Albany College. In-service selection is being done at Ohio State University by Leslie Love; here they discover shortcomings of student and then supply him with experiences which will overcome those shortcomings.

Cocking: Don't you think that we have a lot to learn from modern personnel practices? As I have become somewhat familiar with these practices, some of the techniques are adaptable to teacher selection. Dual job: educating good citizens as well as teachers. It would appear to me that this matter of general education and professional education need not be separate.

Coordination: we are trying to make all departments at the University of Georgia see that they each have an obligation in the education of teachers. The President has appointed a committee - made up of a representative from each department. The first job that this committee has is this: what can my department contribute to the education of a teacher, and incidentally to the education of a citizen? What are actual problems which the teacher will have to face when she becomes a teacher? The second problem is to throw out before them actual tasks which teachers have to perform.



One of the difficulties which some of us have felt in general education is that so much of the teaching has been abstract in nature.

On the matter of selection: I don't believe that selection takes place at any one point. We cannot draw a line at the end of any one year. In order to be intelligent and to help an individual to develop his own destiny we should bring to bear every technique we know of. We are now busy building up an examination. We want all of a person's personal history, all of his traditional background, family background. We are trying to get a picture of emotional stability. We are using such intelligence test materials as we can bring to bear. A teacher should be an educated individual. One difficulty in Georgia is the fact that those of us who are teaching have had scant opportunity to know anything about the world and how children learn. We propose not to give this examination at one given time, but on through the student's career in college. By that time we will finally be able to determine whether we can put the stamp of approval on a student as a teacher. What shall be the final requirements to license this teacher for the business of teaching?

Favrot: Rural teachers in the South.

I can't help feeling that with all this discussion we are getting away from some of the problems which were presented yesterday. It seems to me that we ought to spend the remaining forty minutes or so in getting back to a consideration of those problems. These children described yesterday are with us here and now. We must do something immediately. Some teachers never have been to a teachers college. Some things have been done; for example, the selection of teachers in high schools and giving to those teachers some training which would fit them for teaching.

There is a device being used now by a superintendent in a county where the situation is deplorable. It is a county where the level is so low that a teacher training institution has no place. He is undertaking

to give some kind of training to some of the students in the county and then letting them supplant the teachers who are so miserably trained. The demand has increased to the extent that that particular school cannot meet the demand.

It seems that we have always gotten to a discussion of the things as they ought to be, on a high level, when they are really on a low level.

There is an interesting undertaking in New Mexico where the University of New Mexico has set up an institution which was designed as a practice school to the University. It is an experimental school to teach these Spanish speaking children. They have sent some of their graduates out into the schools, and they have brought in teachers already in the school for training. I would like to know whether there is anything teachers colleges in the South can do in assuming responsibility in helping.

H.M.Bond: In thinking of what white teacher training institutions can do.

Certification for in-service teachers. In one county teachers were raising their certificates through extension service - study of French. It seems that many who teach summer school didn't know what it was all about. State teachers certification includes work which has been done in the summer schools, which are ordinarily bad.

Mr. Dixon asked Mr. Donovan and Mr. Jagers to summarize the discussions of the Council.

Donovan: Yesterday morning Dr. Bond talked of schools as agencies of social action; they should affect community life. He proceeded to analyze what they had found out in the South. Their survey convinced them that the school has not very greatly affected community life,



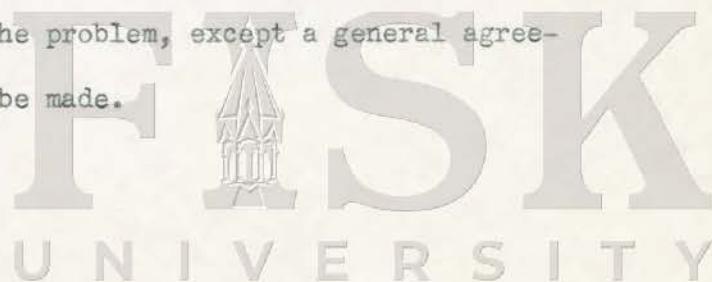
and has not contributed to the good life. The school is still a formal institution, and the children are being taught by antiquated methods. Teachers are not putting into operation what they have learned in teachers colleges. This is a discouraging picture, but it is correct. We are not accepting this with a defeatist attitude. We shall go back and make our work more practical. Human learning has a value only as it can be put into the service of mankind. One conclusion: we have a responsibility in the field, and toward bringing about some form of supervision. Teacher training is not just a four-year job.

Dr. Brewton drew a very vivid picture of eighty schools. It was a dismal picture, from which the same sort of conclusion may be drawn.

The afternoon was full of stimulation and debate. There was some keen thinking done.

On Saturday we took up the essential factors which make up a good teachers college. Mr. Bigelow showed the necessity for a broader base in training teachers. Youth movement. Movement on part of the public to have everybody become better educated. Mr. Beatty spoke of the part that research should play in a teachers college, saying that every teachers college should be interested in some type of research - scientific approach to solution of problems. Then we had a very practical statement of the interplay of theory and practice from Miss Houx. One of the places where teachers colleges have fallen down is in that they have had a beautiful theory about education, but their practice has been entirely different. Miss Houx has been practicing a thing and drawing a theory from it.

We had a discussion of the selection of students (led by Mr. Morrow) - there was no solution to the problem, except a general agreement that some sort of selection should be made.



The rural school is the problem of education in the South. It is our (teachers colleges) responsibility more than any other institution. So far as our institution is able to affect the region in which we are working we are going to do so. It is a challenge we have been offered. We must admit how poorly it has been done.

Jagers: The purpose of this Council is to look into the vicissitudes of the rural elementary school. We have been confused by a long discussion of what a rural school is. We do not care whether it is consolidated or not as long as it fits the size of a community.

There was this general feeling; in setting up a school we should think of what the community needs, select classes, and organize this need in terms of the community - interests, abilities, life problems. The teacher in the school: her training should follow the needs of the community. A rural community may be as large as 60,000 people.

I was impressed with the discussion that Mr. Bigelow gave concerning the needs of general education. Core - we need a teacher who cares, one who will find out what the problem is, will formulate objectives, be willing to experiment with curriculum, look it over and see whether it works. Key to that teacher one who cares about rural children and rural life.

Dr. Campbell said that the teachers college should be the integrating, wiring system of the program. The entire program of education should be integrated. The program should not be theory, but interplay of theory and practice.

In a discussion of selection of students Mr. Morrow brought up the question of whether or not selection is sound in principle.



Finally, we moved into the classroom - the relationship of the classroom to the community life - which Mr. Simon presented in a very graphic way. Mr. Claxton carried Mr. Simon's discussion farther, saying that the frame of reference of the rural child must be the experience he has had, with emphasis upon the environment.

The states can do something about this in a broad way. They can supply teaching materials, work with teacher training institutions, and curriculum. They can help remove the causes of non-attendance in developing an adequate supervisory program. There has not been a tie-up between theorists and practitioners. Lead in getting local superintendents to make schools available as centers of teacher training. State departments and colleges should develop cooperatively all of their programs.

Julius Rosenwald Fund

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PROGRAM

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Dillard University

New Orleans, LA.

Lower (\$3.95 each way) ——— \$7.90

First class coach (\$14.85 Each way) — \$29.70

Total — \$37.60

37.60 per
A

DOROTHY A. ELVIDGE

7684
20753

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Miss Kate Houx
South Georgia Teachers College
Statesboro, Georgia

Payment Voucher No. 7637

Date January 20, 1939

Reimbursement for travel expenses incurred in connection with meeting
of the Council on Rural Education in Atlanta --- \$29.95

Ck. #20689

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$29.95	
Prepared by DAE	Checked by	Posted by	Comptroller

FIISK
UNIVERSITY

SOUTH GEORGIA TEACHERS COLLEGE

COLLEGEBORO, GEORGIA
SUBURB OF STATESBORO

DIVISION OF
EDUCATION, LABORATORY
SCHOOL AND PLACEMENT
BUREAU

January 11, 1939

14	ffs
DE	DE 1/20

Mr. James Simon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Simon:

I enjoyed the meeting of the Rural Life Council so much that I hate to submit an expense account. The hotel bill we left to be taken up by the Fund. The remainder of the expenses are as follows:

Meals	\$5.50	enclosed
Garage	1.95 (receipt included)	
Mileage	450 miles @ 5¢	22.50
		29.95

It was fine seeing you folks again even though briefly, and I thought the meeting was the most challenging I have ever attended.

Sincerely yours,

Kate Houx

Kate Houx

KH/jc

DOROTHY A. ELVIDGE

7637

20 6 89

FISK
UNIVERSITY

CABLE ADDRESS "BILTMORE" ATLANTA

TELEPHONE HEMLOCK 5200



Atlanta Biltmore

"The South's Supreme Hotel"

ATLANTA, GA.

WEST PEACHTREE, FIFTH, SIXTH AND CYPRESS STREETS

Jan. 8th 1939
Miss. Kate L. Hony

Room 450

Garage - storage 3 nights @ 65¢ — \$1.95



FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Willard W. Beatty

Director of Education
Office of Indian Affairs
Department of the Interior
Washington, D. C.

Payment Voucher No. 7636

Date January 20, 1939

Reimbursement for travel expenses incurred in connection with meeting
of the Council on Rural Education in Atlanta - - - - - \$51.25

Ck. #20688

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

38-7

\$51.25

Prepared by

DAE

Checked by

Posted by

Comptroller

FISK
UNIVERSITY

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF INDIAN AFFAIRS
WASHINGTON

January 11, 1939.

Mr. J. C. Dixon,
Julius Rosenwald Fund,
4901 Ellis Avenue,
Chicago, Illinois.

Dear Mr. Dixon:

I certainly enjoyed our two day session in Atlanta and came home with a number of interesting and valuable ideas for my own use. My expenses in connection with the conference total \$51.25.

This breaks up into rail and Pullman fares..... \$42.45

meals 4.00

cab fare and tips 4.80

51.25
56
JCS

Sincerely yours,

Willard W. Beatty
Willard W. Beatty,
Director of Education.

DOROTHY A. ELVIDGE

7636
20688

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. H. L. Donovan

Eastern Kentucky State Teachers College

Richmond, Kentucky

Payment Voucher No. 7630

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council

on Rural Education in Atlanta - - - - - \$26.55

Chk. #20632

Accounts

Appropriation No.

Debit

Credit

Rural School Administration - Travel

38-7

\$26.55

Prepared by
DAE

Checked by

Posted by

Comptroller

FIISK
UNIVERSITY

1	3	4	5	6	7
8	9	10	20	30	40
50					

DOLLARS

1	2	3	4	5	10	15	20	25	30	35	40
45	50	55	60	65	70	75	80	85	90	95	

CENTS

THE PULLMAN COMPANY

PASSENGER'S CASH FARE CHECK

CAR

27

LINE

3199

FROM

Richmond

TO

Albany

No. Passengers

Date

1-4-93

Amount Collected

\$

2.90

Conductor

Changed
Accom.

★

Lower
Berth No.

Upper
Berth No.

★

Section
No.

★

Bedroom

★

Compartment

★

Drawing
Room

★

Seat
No.

★

BQ

22585

PROPERTY TAKEN INTO CAR WILL
BE AT OWNER'S RISK

FISK
UNIVERSITY

LOUISVILLE & NASHVILLE RAILROAD COMPANY

3908
5-27 (OLD 4546)

\$ 18.50

Richmond Ky 1-4

39
19

RECEIVED OF

D. J. L. Donovan

Eighteen &

2-0

DOLLARS

STAMP

63-4-39

FOR TICKETS FROM

Richmond Ky TO Atlanta Ga

R. J.

30425

COST OF TICKETS

\$ 18.50

Return

COST OF PULLMAN \$

W. A. Bower

HERE

TICKET AGENT

THE FULLMAN COMPANY—Passenger's
Check. To identify accommodations purchased.

Atlanta to **RICHMOND, KY.**

TRAIN

LOWER BERTH

CAR

M

Property taken into car will be entirely at owner's risk

OFFICE 20-5

FORM 301

\$2.90

28

2

PERSONS

1

EASTERN KENTUCKY STATE TEACHERS COLLEGE
Office of the President
RICHMOND, KY.

January 9, 1939

DE DE 1/20

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Attention of Mr. D. A. Elvidge

Gentlemen:

I am enclosing receipts for my expenses incurred in attending the meeting at Atlanta. My expenses were as follows:

Round trip railroad fare	\$18.50
Pullman to Atlanta and	
return	5.80
Meals	<u>2.25</u>

TOTAL \$26.55 per

of \$5.

It was a privilege to have the opportunity of attending the Atlanta meeting, and I want to express my gratitude to the officials of the Julius Rosenwald Fund for the invitation to be a member of that conference.

Cordially yours,

H. A. Donovan,
President

DOROTHY A. ELVIDGE

HLD:lb
Encls.

7630
20682

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL PROGRAM

To

Dr. Doak S. Campbell

George Peabody College for Teachers

Nashville, Tennessee

Payment Voucher No. 7634

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council
on Rural Education in Atlanta - - - - - \$25.50

Clk. #20686

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$25.50	

Prepared by DAE	Checked by	Posted by	Comptroller
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EXPENSE ACCOUNT

of

D. S. Campbell

Meeting with Committee of Julius Rosenwald Fund

Atlanta, Georgia, January 6, 7, 1939.

Railroad and Pullman Fares

\$ 19.80

Meals

4.05

Taxi, etc.

1.65

TOTAL

\$ 25.50

du

or J.S.

*7634
20686*

Don't CS.

DOROTHY A. ELVIDGE

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE TENNESSEE

DR - 0 1/2

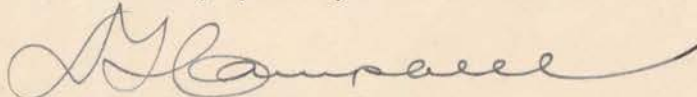
January
12
1939

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Gentlemen:

I am enclosing herewith a statement of my expenses to the recent meeting in Atlanta. This covers all expenses except the hotel bill, which was left for your treasurer to pay.

Sincerely yours,



D. S. Campbell, Dean
Senior College and Graduate School

DSC:hf
enc.

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. R. E. Jagers

State Department of Education

Frankfort, Kentucky

Payment Voucher No. 7629

Date January 20, 1939

Travel expenses incurred inconnection with meeting of the Council

on Rural Education in Atlanta ----- \$48.45

Chk. #20681

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$48.45	
Prepared by DAE	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

COOPERATIVE STUDY OF UNIFORMITY AND RECIPROCITY IN CERTIFICATION

SPONSORED BY THE SOUTHERN UNIVERSITY CONFERENCE WITH THE
COOPERATION OF THE SOUTHERN ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

DIRECTOR

RICHARD E. JAGGERS

STATE DIRECTOR OF TEACHER
TRAINING AND CERTIFICATION
FRANKFORT, KENTUCKY

COOPERATING STATE DIRECTORS:

ALABAMA
W. Morrison McCall

ARKANSAS
T. W. Stinnett

FLORIDA
M. W. Carothers

GEORGIA
M. E. Thompson

KENTUCKY
Richard E. Jagers

LOUISIANA
J. E. Lombard

MARYLAND
Merle S. Bateman

MISSISSIPPI
D. R. Patterson

NORTH CAROLINA
James E. Hillman

SOUTH CAROLINA
H. B. Dominick

TENNESSEE
Lacy H. Elrod

TEXAS
C. L. Kuykendall

VIRGINIA
Thos. D. Eason

WEST VIRGINIA
Genevieve Starcher

*Statement of Expenses of R. E. Jagers, incurred in
attending the Rural Conference of the
Roosevelt Fund in Atlanta, Ga.,
Jan 6-7, 1939*

*Jan 5, 1939. R. R. fare, Berth, bus - Frankfort
to Atlanta. - - - - - 14. 46*
meals (3) - - - - - 3. 60
Taxis (2) - - - - - 55
Tips and baggage
For day - - - - - 18. 95

Jan 6, 1939. Meals 2 - - - - - 1. 90
Taxis (3) - - - - - 90
Tips & baggage - - - - - 25
for day - - - - - 3. 05

Jan 7, 1939 meals (2) - - - - - 2. 65
Laundry (2) - - - - - 6. 00
Taxi - - - - - 30
R. R. fare - - - - - 11. 80
Bus - - - - - 3. 15
Tips + baggage - - - - - 50
for day - - - - - 24. 40

Jan 8, 1939 Tax - (2) - - - - - 50
Bus - - - - - 60
Meal - - - - - 60
Tips - - - - - 35
for day - - - - - 2. 05

DOROTHY A. ELVIDGE

Total for trip \$48.45

this is a true statement & unpaid

this Jan 8, 1939

R. E. Jagers

*1629
20681*

*OK
H.S.*

COOPERATIVE STUDY OF UNIFORMITY AND RECIPROCITY IN CERTIFICATION

SPONSORED BY THE SOUTHERN UNIVERSITY CONFERENCE WITH THE
COOPERATION OF THE SOUTHERN ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

DIRECTOR

RICHARD E. JAGGERS

STATE DIRECTOR OF TEACHER
TRAINING AND CERTIFICATION
FRANKFORT, KENTUCKY

COOPERATING STATE DIRECTORS:

ALABAMA

W. Morrison McCall

ARKANSAS

T. W. Stinnett

FLORIDA

M. W. Carothers

GEORGIA

M. E. Thompson

KENTUCKY

Richard E. Jagers

LOUISIANA

J. E. Lombard

MARYLAND

Merle S. Bateman

MISSISSIPPI

D. R. Patterson

NORTH CAROLINA

James E. Hillman

SOUTH CAROLINA

H. B. Dominick

TENNESSEE

Lacy H. Elrod

TEXAS

C. L. Kuykendall

VIRGINIA

Thos. D. Eason

WEST VIRGINIA

Genevieve Starcher

Mr. James I. Simon
The Julius Rosenwald Fund
4401 Ellis Avenue
Chicago, Ill

Dear Mr. Simon:

According to instructions I am enclosing
itemized account of my expenses while
attending the meeting in Atlanta. A check
for this will be appreciated.

I enjoyed the opportunity of meeting you
and to work with you. Rural education
is near my heart and I think you are
helping it.

If I can ever help please call
upon me.

Cordially yours

R. E. Jagers

FISK
UNIVERSITY

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Dr. Paul R. Morrow
University of Georgia
Athens, Georgia

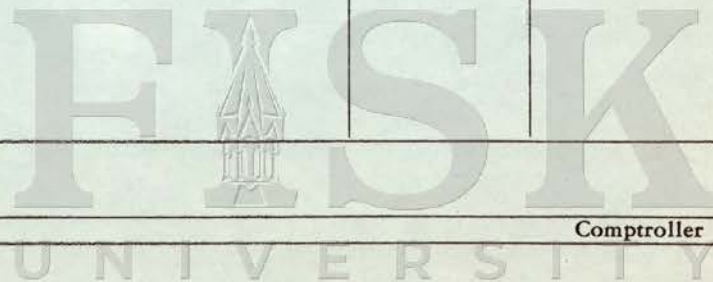
Payment Voucher No. 7685

Date January 20, 1959

Reimbursement for travel expenses incurred in connection with meeting
of the Council on Rural Education held in Atlanta - - - - - \$9.40

Ck. #20752

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$9.40	
Prepared by DAE	Checked by	Posted by	Comptroller



(Dr) Paul R. Morrow

University of Georgia
Athens, Ga.

Transportation Athens to Atlanta
and return, 140 mi. @ 5 — 7.00

Meals (4) ————— 2.40

9.40

56

Jan. 7, 1936

ok JHS

DOROTHY A. ELVIDGE

7683

20752

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Nolen M. Irby
The University of Georgia
College of Education
Athens, Georgia

Payment Voucher No. 7635

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council

on Rural Education in Atlanta ----- \$11.60

Ck. #20687

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$11.60	
Prepared by DAE	Checked by	Posted by	Comptroller

FIISK
UNIVERSITY

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA

January 10, 1939

Mr. J. F. Simon
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Simon:

JFS	13	JFS	9
JFS			
JFS			
PG		DE	1/20

I am presenting herewith my statement of expenses incurred in connection with attendance at the Council on Rural Education, Atlanta, January 6 - 7.

Meals	\$ 5.90
Taxi	.60
R. R. Fare	4.10
Tips	1.00
TOTAL	\$11.60

DOROTHY A. ELVIDGE

ok JFS.

My room was charged to The Julius Rosenwald Fund. One item of personal charge for \$1.25 was paid, and I hope not presented with the bill.

Sincerely yours,

Nolen M. Irby

Nolen M. Irby
Director of Field Studies

7635
20687

NMI/cs

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOLS
PROGRAM

To

Mr. Harry A. Little

Georgia State College for Women

Milledgeville, Georgia

Payment Voucher No. 7685

Date January 20, 1959

Reimbursement for travel expenses incurred in connection with meeting

of the Council on Rural Education held in Atlanta - - - - - \$13.95

Chk. #20754

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$13.95	
Prepared by DAE	Checked by	Posted by	FISK UNIVERSITY Comptroller	



Atlanta Biltmore

The South's Supreme Hotel

ATLANTA, GEORGIA



TELEPHONE
HEMLOCK 5200
CABLE ADDRESS
"BILTMORE" ATLANTA

Expenses of Harry G. Little, S.S.C.W.
Milledgeville, Ga. for Conference on Rural
Education, Atlanta, Jan. 6 & 7, 1939.

Not Including Hotel Bill

1. Transportation - my car - Milledgeville to Atlanta & Return 240 miles @ 5c a mile	10.50
2. Storage on car two nights	1.30
3. Taxi in Atlanta	.60
4. Tips in Atlanta	1.05
5. Meals enroute	.50
Total	\$13.95

DOROTHY A. ELVIDGE

Harry G. Little

January 7, 1939.

FISK
UNIVERSITY

7685
20754

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

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

Payment Voucher No. 7633

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council on

Rural Education in Atlanta - - - - - \$59.70

Chk. #20685

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$59.70	
Prepared by DAE	Checked by	Posted by	Comptroller	

FIISK
UNIVERSITY

jr
TOWER HILL SCHOOL
WILMINGTON, DELAWARE

January 10, 1938

Dr. Edwin Embree
Julius Rosenwald Fund
Chicago, Illinois

Dear Dr. Embree:

Mr. Fowler has asked me to write you
that his expenses in connection with the
Atlanta meeting from January fifth to
eighth amounted to fifty-nine dollars and
seventy cents (Railroad and Pullman \$50.55;
Meals and taxi \$9.15).

Very truly yours,

R. Jordan
Secretary to Headmaster

59.70
ok fls.
DOROTHY A. ELVIDGE

Burton W. Fowler

7633
20685
FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. W. R. Banks

Prairie View State Normal & Industrial College

Prairie View, Texas

Payment Voucher No. 7626

Date January 20, 1939

Reimbursement for travel expenses incurred in connection with meeting of

the Council on Rural Education in Atlanta ----- \$62.69

Ck. #20678

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$62.69	
Prepared by DAE	Checked by	Posted by	Comptroller	

FIISK
UNIVERSITY

PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE

PRAIRIE VIEW, TEXAS

To W R Banks Dr.

Department Julius Rosenwald Fund

From January 6, 1939, to January 7, 1939

Failure to itemize and follow in chronological order and other instructions in Fiscal Regulations will cause delay in payments

DATE	ITEM	Railroad, Bus, other Convey- ances	Mileage Personal Cars	Pullman	Hotel and Room Rent	Meals	Other Travel Expense
	Purpose of Trip						
	To attend Council on Rural Education - Atlanta, Georgia						
	<u>Going</u>						
	Railroad fare - Prairie View, Texas to New Orleans, Louisiana	8.52					8.52
	Transfer - New Orleans, La	.25					.25
	Railroad fare - New Orleans to Atlanta	14.85					14.85
	Pullman			3.75			3.75
	Breakfast					.50	.50
	Dinner					1.10	1.10
	Supper					1.00	1.00
	Breakfast					.85	.85
	Taxi - Atlanta, Georgia	.25					.25
	<u>Returning</u>						
	Railroad fare - Atlanta, Georgia to New Orleans, Louisiana	14.85					14.85
	Pullman			3.75			3.75
	Supper					1.00	1.00
	Breakfast					.90	.90
	Transfer New Orleans, La	.25					.25
	Dinner					1.25	1.25
	Supper					1.10	1.10
	Railroad fare - New Orleans to Prairie View, Texas	8.52					8.52
	GRAND TOTAL—	47.49		7.50		7.70	62.69

STATE OF TEXAS; COUNTY OF

I do solemnly swear that the above account is just and true in every respect as verified by memorandum kept by me and that no part of this account has been paid to me. I further solemnly swear that all of these expenses were incurred on account of official business.

(Signed)

W. R. Banks

Subscribed and sworn to before me, this day of 19

(SEAL)

Notary Public in and for County, Texas.

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Mr. William H. Zeigel
Mississippi Delta State Teachers College
Cleveland, Mississippi

Payment Voucher No. 7825

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council

on Rural Education in Atlanta ----- \$52.36

Ck. #20677

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$52.36	

Prepared by DAE	Checked by	Posted by	Comptroller
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FISK UNIVERSITY

THE PULLMAN COMPANY—Passenger's
Check. To identify accommodations purchased.

MEMPHIS to ATLANTA, Ga.

TRAIN

SEAT

CAR

Property taken into car will be entirely at owner's risk

OFFICE 24-16

FORM 1

\$1.85

421

K

UNIVERSITY

THE PULLMAN COMPANY
PASSENGER'S CHECK — To identify
accommodations purchased.

ATLANTA to MEMPHIS Tenn.

TRAIN

SEAT

CAR

710A
M

6

68

Property taken into car will be entirely at owner's risk

OFFICE 20-4

FORM 14

\$1.85

3
2
1

Mississippi Delta State Teachers College
Cleveland, Mississippi

OFFICE OF DEAN

January 10, 1939

- ITEMIZED STATEMENT OF EXPENSES -
TRIP TO ATLANTA, GEORGIA, TO ATTEND
COUNCIL ON RURAL EDUCATION

January 6, 7, 1939

Date	Fare	Hotel	Meals	Services
Jan. 4	\$25.60 ticket 1.85 Pullman		\$.85 one meal	\$.30 cab
Jan. 5		\$2.00	2.15 three meals	.15 porter .07 street car .30 cab
Jan. 6			1.35 two meals	
Jan. 7			1.35 two meals	.30 cab
Jan. 8	1.85 Pullman	9.00	2.05 three meals	.30 cab .25 Red Cap .07 street car .15 porter
Jan. 9		1.50	.65 one meal	.07 street car .20 Red Cap
Totals	29.30	12.50	8.40	2.16

GRAND TOTAL

\$52.36

WHZ:GC

Wm. H. Zeigel
William H. Zeigel
Dean of Faculty

DOROTHY A. ELYDGE

UNIVERSITY

7625
20677
Wm. H. Zeigel

ZEIGEL WM H 947 \$3 JRF

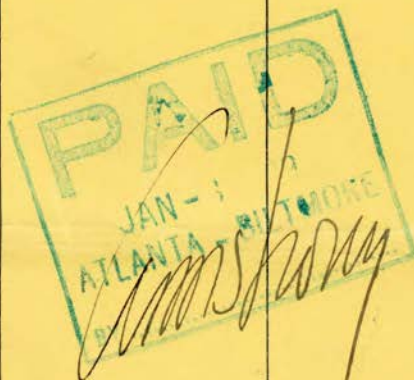
NAME

*Atlanta Biltmore**'The South's Supreme Hotel'
Atlanta, Ga.*

CLEVELAND MISS 1-5-39 E

R64033

MEMO.		DATE	EXPLANATION	AM'T CHARGED	AM'T CREDITED	BALANCE DUE
	1	JAN-5-39	ROOM 3.00	★ 3.00		★ 3.00
	2	JAN-6-39	ROOM 3.00	★ 3.00		★ 6.00
	3	JAN-7-39	ROOM 3.00	★ 3.00		★ 9.00
	4					
	5					
	6					
	7					
	8					
	9					
	10					
	11					
	12					
	13					
	14					
	15					
	16					
	17					
	18					
	19					
	20					
	21					
	22					
	23					
	24					



Perfect service unobtrusively rendered; to have you regard the BILTMORE
as your Atlanta home; these are our aim.

THE MANAGEMENT

Last balance is amount due
unless otherwise indicated.

Bills are payable when presented

Retain this receipt



HOTEL CHISCA

G N^o 12792

CHICKASAW HOTEL COMPANY

Proprietors

Room No.

Mr.

Zeigel, Wm. A.

759

ACCOUNTS ARE PAYABLE ON DEMAND

We appreciate your patronage and trust that cordial and efficient service has been rendered you during your visit. The Management will appreciate thoughtful suggestions that will assist us in improving the service of this Hotel.

DATE

BROUGHT FORWARD

ROOMS

RESTAURANT

LOCAL TELEPHONES

L. D. TELEPHONES

TAILOR

LAUNDRY

BAGGAGE

TELEGRAMS

RAILROAD TICKETS

CASH

SUNDRIES

TRANSFERS

TOTALS

CREDITS: CASH

TRANS: Allowances

BALANCE

Ed. J. Allen

FISK
UNIVERSITY

HOTEL CHISCA

CHICKASAW HOTEL COMPANY

Proprietors

G

Nº 13363

Room No.

540

Mr.

Ziegel, Wm H.

ACCOUNTS ARE PAYABLE ON DEMAND

We appreciate your patronage and trust that cordial and efficient service has been rendered you during your visit. The Management will appreciate thoughtful suggestions that will assist us in improving the service of this Hotel.

DATE

9

BROUGHT FORWARD

150 150

ROOMS

RESTAURANT

LOCAL TELEPHONES

L. D. TELEPHONES

TAILOR

LAUNDRY

BAGGAGE

TELEGRAMS

RAILROAD TICKETS

CASH

SUNDRIES

TRANSFERS

TOTALS

CREDITS: CASH

TRANS.: Allowances

BALANCE



FISK
UNIVERSITY

ILLINOIS CENTRAL SYSTEM

RECEIVED FROM DR W H ZEIGEL 25 60 FOR ONE
ROUND TRIP TICKET COACH TO MEMPHIS AND 1 ST CLASS
BETWEEN CLEVELAND MISSISSIPPI TO ATLANTA GEORGIA

H C GILLILAND, *agt*
I.V.W.



FISK
UNIVERSITY

Mississippi Delta State Teachers College
Cleveland, Mississippi

OFFICE OF DEAN

January 10, 1939

JFS	11		
JGD			
MCS			
DE			

Mr. James F. Simons
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

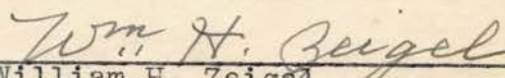
Dear Mr. Simons:

In compliance with your request I am sending you an itemized statement of my expenses to the Atlanta meeting. I am including receipts for the major items of expense. The hotel bills on January 5 and 9 at Memphis are due to the poor train connections from Cleveland to Atlanta by way of Memphis.

I enjoyed the meeting very much. I considered it one of the best conferences that I have ever attended.

With best wishes, I am

Very truly yours,


William H. Zeigel
Dean of the Faculty

WHZ:GC

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Walter B. Cocking
College of Education
University of Georgia
Athens, Georgia

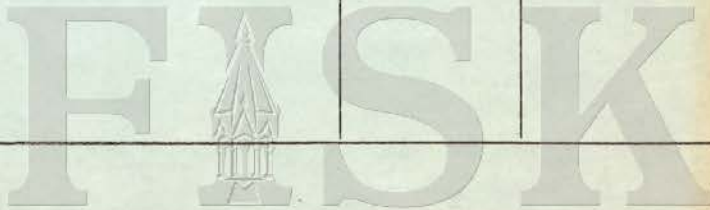
Payment Voucher No. 7639

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council on

Rural Education in Atlanta - - - - - \$24.55

Ch. #20691

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		58-7	\$24.55	
Prepared by	Checked by	Posted by	 Comptroller	
DAE				

January 10, 1939

Expense Account of Walter D. Cocking

Attending
Rural Life Conference, Atlanta, Georgia

January 5 - 8
1939

Mileage Athens to Atlanta and return	
142 miles @ 5¢ per mile	\$ 7.10
Hotel 3 nights	9.00
Meals	6.95
Storage for automobile	<u>1.50</u>
	\$ 24.55 <i>ok</i>

DOROTHY A. ELVIDGE

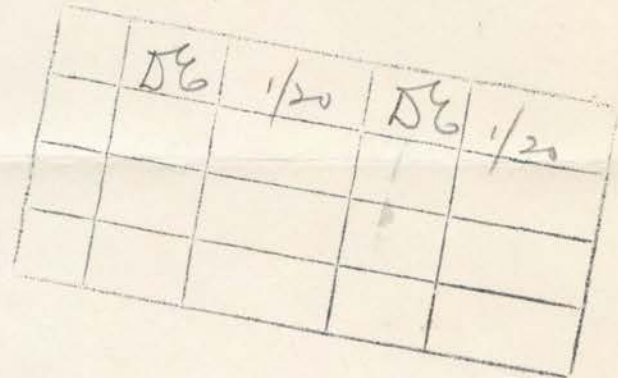
Walter D. Cocking

7638
20,690

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA

OFFICE OF THE DEAN

January 11, 1939



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

Dear Miss Elvidge:

I am enclosing my expense account incurred in connection with my attendance at the Rural Life Conference in Atlanta January 5 - 8.

With kindest personal regards, I am,

Sincerely yours,

Walter D. Cocking

Walter D. Cocking
Dean, College of Education

WDC/cs

enclosure.

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

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

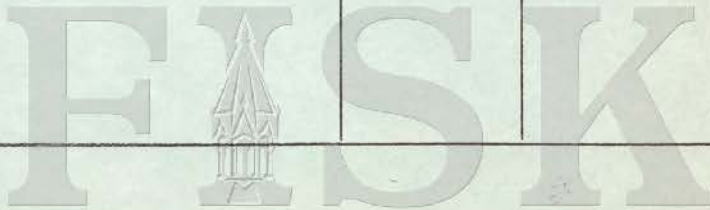
Payment Voucher No. 7604

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council on

Rural Education in Atlanta - - - - - \$50.25

Ck. #20654

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$50.25	
Prepared by	Checked by	Posted by		
DAE				
			Comptroller	

STATEMENT OF EXPENSES OF A. C. LEWIS
IN ATTENDANCE AT ROSENWALD RURAL SCHOOL COUNCIL MEETING
ATLANTA, GEORGIA
January 6 and 7, 1939

Transportation

Car, Baton Rouge to New Orleans and return - 166 miles at 5¢	\$ 8.30
Railroad fare - round trip	24.75
Pullman	8.20
Busses	1.50

Incidentals	.75
Meals	6.75

Total \$50.25

Signed:

A. C. Lewis

A. C. Lewis
State Agent of Schools for Negroes
in Louisiana.

DOROTHY A. ELVIDGE



STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
BATON ROUGE

January 10, 1939.

	DE		DE	1/20

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

Attention: Miss Dorothy Elvidge,
Comptroller

Gentlemen:

Attached, hereto, you will find my statement of expenses to the meeting of the Rural School Council, called by the Rosenwald Fund at Atlanta on January 6 and 7, 1939.

My opinion is that this conference was the best one ever held.

Yours sincerely,

A. C. Lewis
State Agent of Schools for Negroes

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue
CHICAGO

To

Miss Alice V. Keliher
Progressive Education Association
30 Rockefeller Plaza
New York City

Payment Voucher No. 7627

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council
on Rural Education in Atlanta ----- \$8.50

*For authorization see
Voucher # 7628, 1/20/39 to
Progressive Education
Association*

Ck. #206⁷⁹~~50~~

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$8.50	
Prepared by DAE	Checked by	Posted by	Comptroller

FIISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Charles S. Johnson

Fisk University

Nashville, Tennessee

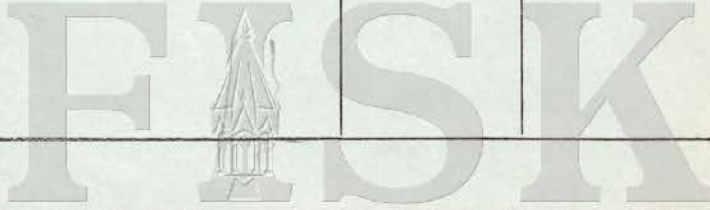
Payment Voucher No. 7631

Date January 20, 1939

Travel expenses incurred in connection with meeting of the Council

on Rural Education in Atlanta - - - - - \$17.00

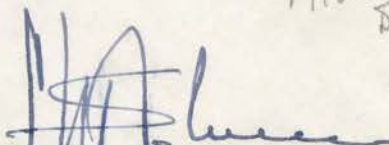
Ck. #20683

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$17.00	
Prepared by	Checked by	Posted by	 UNIVERSITY	
DAE				
			Comptroller	

STATEMENT OF EXPENSES
to the
JULIUS ROSENWALD FUND
Re.
MEETING OF THE RURAL EDUCATION COUNCIL
Atlanta, Georgia, January 6-7, 1939

Railroad fare	
Nashville-Atlanta	\$10.20
Pullman fare	
Nashville-Atlanta	2.65
Incidentals	2.15
Meals - four	2.00
	<u>\$16.95</u>

Return to Nashville by
automobile, with Dr. Bond.


Charles S. Johnson

January 9, 1939

FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

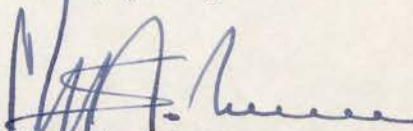
January 9, 1939

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

Dear Miss Elvidge:

I am enclosing a statement of expenses in connection with the meeting of the Rural Education Council which was held in Atlanta, Georgia, January 6-7.

Sincerely yours,


Charles S. Johnson

csj-p



Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**
4901 Ellis Avenue
CHICAGO

To

Progressive Education Association

c/o Miss Alice V. Keliher
30 Rockefeller Plaza
New York City

Payment Voucher No. 7628

Date January 20, 1939

Council mtg

Reimbursement for air transportation bought for Miss Alice V. Keliher - \$81.86

Ch. #20680

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$81.86	
Prepared by DAE	Checked by	Posted by	Comptroller	

PROGRESSIVE EDUCATION ASSOCIATION

ALICE V. KELIHER, CHAIRMAN
RUTH BENEDICT
EARL T. ENGLE
LAWRENCE K. FRANK
WILMA LLOYD
ALAIN LOCKE

COMMISSION ON HUMAN RELATIONS
30 ROCKEFELLER PLAZA, NEW YORK CITY

January 9, 1939

MARK A. MAY
DANIEL PRESCOTT
LORINE PRUETTE
LOUISE ROSENBLATT
W. CARSON RYAN, JR.
PAUL WITTY

Item I - Expenses payable to Alice V. Keliher

Airport buses and taxis \$4.50
Tips 1.50
Meals 2.50
\$8.50

See 7627

*7627
20679*

Item II - Expenses payable to Progressive Education Association

For air travel \$81.86

*ok. 7628
20680*

If it is not too much trouble I would appreciate having my expenses in these two checks because the air travel bill is paid direct to Progressive Education Association. If you will send both checks to me I will forward the P.E.A. check with the proper notation.

Alice V. Keliher

DOROTHY A. ELVIDGE

FISK
UNIVERSITY

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Dr. Edmund deS. Brunner
Teachers College
Columbia University
New York City

Payment Voucher No. 7632

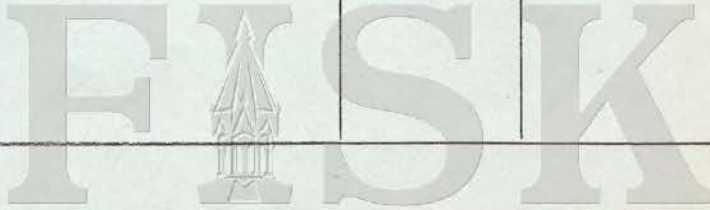
Date January 20, 1959

Council mtg

Travel expenses incurred in connection with meeting of the Council

on Rural Education in Atlanta - - - - - \$69.80

Chk. #20684

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$69.80	
<div style="text-align: center;">  <p>FISK UNIVERSITY</p> </div>			
Prepared by DAE	Checked by	Posted by	Comptroller

TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

January 9, 1939

Mr. James F. Simon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

JFS	11	JFS	0
JCD		Raw	0
MCK		MCK	0
DE		DE	1/20

Dear Mr. Simon:

I am indicating below my expense account for the conference at Atlanta.

DE →

Railroad and Pullman -	\$57.75
New York-Atlanta and return	
Taxi (New York and Atlanta),	
Pullman and porter tips	3.40
Seven meals, 4 on train	
(2 cash paid in Atlanta)	8.65
<u>Total</u>	\$69.80

DE

I regret very much that I could not stay through as it seemed to be a very worthwhile meeting.

Sincerely yours,

DOROTHY A. ELVIDGE

Edmund deS. Brunner

Edmund deS. Brunner

7632
20684

P.S. If you have not already included Mr. C. B. Loomis and Professor Ralph Lyon of the Greenville County Council, Greenville, South Carolina on the distribution list of Mr. Embree's last report, I feel that it would be most helpful to both of these men if you would send them a copy.

MCK
MCK

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. M. L. Orr

Alabama State College for Women

Montevallo, Alabama

Payment Voucher No. 7695

Date January 23, 1939

Reimbursement for expenses incurred in connection with attending
meeting of Council on Rural Education held January 6-7, 1939 - - - \$11.40

Ck.#20764

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$11.40	
Prepared by AM	Checked by	Posted by	Comptroller	

JFS	17		
JGD			
JES			
DE		DE	1/23

ALABAMA COLLEGE
THE STATE COLLEGE FOR WOMEN
MONTEVALLO, ALABAMA

Jan. 14, 1939.

Mr. James F. Simon
Julius Rosenwald Fund
Chicago, Ill.

Dear Mr. Simon,

Attached I am sending you, at your suggestion, a statement of my expenses to the recent Conference held in Atlanta which were not taken care of in Atlanta.

If you will remember, my wife occupied the room with me for which there was an additional charge. You took care of the hotel bill.

The Conference was one of the best I ever attended and I appreciated the opportunity of meeting with the group.

I enjoyed very much meeting you, your wife and other officials of the Fund.

With all good wishes, I am

Yours very truly,

M. L. Orr

M. L. Orr
Head Education Department

O/p

ALABAMA COLLEGE
THE STATE COLLEGE FOR WOMEN
MONTEVALLO, ALABAMA

7695-
20764

Expenses of M. L. Orr
Julius Rosenwald Conference
Atlanta, Ga.
Jan. 6-7, 1939

Expenses not taken care of in Atlanta

6 meals estimated	\$3.00
Round trip R. R. fare	7.40
Incidentals	1.00
	<u>\$11.40</u>

M. L. Orr

Jim		Jfs	

Remarks:

See letter attached.

Shall I deduct from this
expense account the extra
sum paid for room for his
wife?

Let it ride.
Jfs.

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. H. Council Trenholm, President
The State Teachers College
Montgomery, Alabama

Payment Voucher No. 7694

Date January 25, 1939

Reimbursement for expenses incurred in connection with attendance

at meeting of Council on Rural Education January 6-7, 1939 - - - - \$13.90

Ck.#20763

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$13.90	
<div>FISK</div>			
Prepared by AM	Checked by	Posted by	Comptroller

The State Teachers College
At
Montgomery, Alabama

FOUNDED IN 1874

H. COUNCILL TRENHOLM, PRESIDENT

January 18, 1939

WE - 1/23

~~PAID~~ OK

7694
20763

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

Dear Madam:

Please find enclosed my expense account incident to the meeting
of the Council on Rural Education held at Atlanta University
January 6 and 7.

Hoping that this statement is in satisfactory form, I am

Yours very truly,

H. Councill Trenholm

H. Councill Trenholm

HCT:S

Enc.

THE PULLMAN COMPANY—Passenger's
Check. To identify accommodations purchased.

MONTGOMERY to ATLANTA, Ga.

TRAIN	LOWER BERTH	CAR
M	2	L 26

Property taken into car will be entirely at owner's risk

OFFICE 22-16

FORM 1

\$2.40

37

1 2

PERSONS

LOUISVILLE & NASHVILLE RAILROAD COMPANY

1908
5-27 (OLD 454-5)

MONTGOMERY, ALA.

1-6-1939

RECEIVED OF

A. Samuel *Turnholm*

Eleven + 15/100

DOLLARS

STAMP

FOR TICKETS FROM MONTGOMERY, ALA.

TO ATLANTA, GA.

FORM *PT 622* No. *6321*

COST OF TICKETS \$ *8.75*

COST OF PULLMAN \$ *2.40*

HERE

TICKET AGENT

J. O. Fry

TRAVEL EXPENSE ACCOUNT FOR

H. COUNCILL TRENHOIM

TO ATLANTA FOR MEETING OF COUNCIL ON RURAL EDUCATION (JANUARY 6-7, 1939)

Round Trip Railroad Ticket Montgomery - Atlanta	\$ 8.75
Pullman Accommodations - one way - Montgomery to Atlanta	2.40
	<hr/>
	\$ 11.15
Meals (Breakfast & Supper) 2 days Friday & Saturday	2.00
Taxi Fares	.75
	<hr/>
	\$ 13.90

6/18

NOTE:

Used room at Atlanta University Dormitory Friday morning 8:30 to
Saturday evening 6:00

Had lunch on Friday and Saturday at Atlanta University Dining Room
with the Council

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

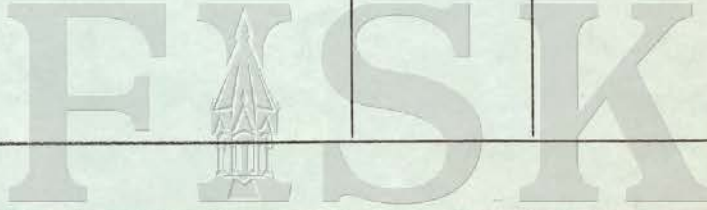
To
Atlanta University
Atlanta, Georgia

Payment Voucher No. 7692

Date January 23, 1939

Your statement dated 1/18/39 for expenses incurred in connection
with meeting of Council on Rural Education January 6-7, 1939 - - - \$60.16

Ck. #20761

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$60.16	
Prepared by	Checked by	Posted by	 Comptroller	
AM				

Atlanta, Ga., Jan. 18, 1939

M. The Julius Rosenwald Fund

To ATLANTA UNIVERSITY, DR.

7692
20761

Council on Rural Education January 6-7, 1939			
For:			
Accommodations, with board, for Messrs. Banks,) 1 suite Trenholm, Clark,) and Johnson, Drake) 4 rooms		21	00
<u>Luncheons</u>			
January 6	43 @ 50¢	21.50	
7	39 @ 50¢	<u>19.50</u>	
		41.00	
Less: luncheons for 5 people stopping in dor- mitory and charged at day rate		<u>3.00</u>	38 00
200 paper cups @ 58¢ per C		<u>1</u>	<u>16</u>
		60	16 ans

OK
JCS

DOROTHY A. ELVIDGE
DOROTHY A. ELVIDGE

FISK
UNIVERSITY

ATLANTA UNIVERSITY
ATLANTA, GEORGIA

OFFICE OF THE PRESIDENT

January 18, 1939

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Mr. Dixon:

In President Clement's absence from the city, I am enclosing a statement of expenses in connection with the meeting at Atlanta University of the Council on Rural Education.

President Clement is glad that the University could be of service.

Very truly yours

C. T. Crocker

Secretary

Enclosure

Letter to Clement

	JCD	20		20
	JFS		<i>1/18/39</i>	
	MSS			
	DE		<i>1/18/39</i>	

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Karl W. Bigelow, Director

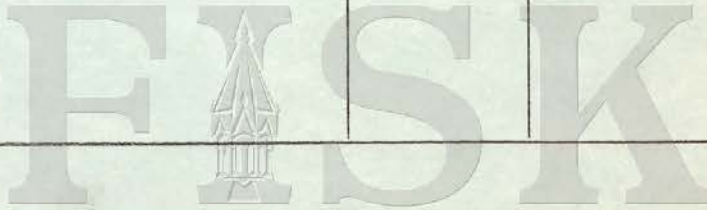
Commission on Teacher Education
American Council on Education
744 Jackson Place
Washington, D. C.

Payment Voucher No. 7697

Date January 23, 1939

Reimbursement for expenses incurred in connection with attending
meeting of Council on Rural Education January 6-7, 1939 - - - - \$52.65

Ck.#20766

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$52.65	
Prepared by	Checked by	Posted by	 Comptroller	
AM				

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

OFFICE OF THE DIRECTOR

January 18, 1939

ERE	21	582	0
JFS			
IE		56	1/23

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

Dear Embree:

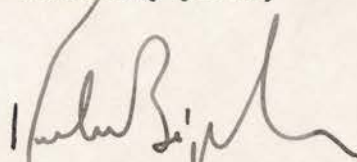
It was a great experience for me to attend the meetings of the Council on Rural Education. I learned a lot which it is good for me to know and had an opportunity to meet a number of people with whom I was glad to get acquainted.

Since returning to Washington, I have attended the meetings of the Association of American Colleges. The Atlanta and the Louisville experiences were very different!

You will find a statement of my expenses enclosed. Please share my regards with the other members of your staff whom I so much enjoyed meeting.

With best wishes,

Sincerely yours,


Karl W. Bigelow
Director

FISK
UNIVERSITY

January 20, 1939

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

To Karl W. Bigelow Dr.
American Council on Education
744 Jackson Place, N.W.
Washington, D.C.

Travelling expenses in connection with attendance at the meetings
of the Council on Rural Education, January 6-7, 1939:

Railroad and Pullman	\$ 42.45
Washington to Atlanta and return	
Meals	5.30
Taxis	2.45
Tips	<u>2.45</u>
	\$ 52.65

plg.

DOROTHY A. ELVIDGE



FISK
UNIVERSITY

7697
20766

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To


Mr. J. E. Brewton
George Peabody College
Nashville, Tennessee

Payment Voucher No. 7708

Date January 27, 1939

Reimbursement for travel expenses incurred in connection with meeting
of the Council on Rural Education in Atlanta - - - - - \$24.70

Ck. #20776

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	58-7	\$24.70	
Prepared by DAE	Checked by	Posted by	 Comptroller

RURAL EDUCATION COUNCIL, THE JULIUS ROSENWALD FUND

DEBTOR TO: J. E. Brewton

FOR: Expenses for trip to Atlanta, Georgia, and return to
Nashville, Tennessee, Council on Rural Education,
January 5-7, 1939.

Meals	\$ 4.90
Transportation (Fare plus Pullman)	19.80
Total	<hr/> \$24.70

ok JEB

(Signed)

J. E. Brewton
J. E. Brewton

January 23, 1939

*OK
D. Campbell
1-23-39.*

DOROTHY A. ELVIDGE

7708
20776

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Council Mtg.
Miss Jane Franseth

South Georgia Teachers College

Collegeboro, Georgia

Payment Voucher No. 7717

Date February 3, 1939

Reimbursement for expenses incurred in connection with attending

meeting of Council on Rural Education - - - - - \$5.65

Ok. #20784

Accounts		Appropriation No.	Debit	Credit
Rural School Administration - Travel		38-7	\$5.65	
Prepared by AM	Checked by	Posted by	FISK UNIVERSITY Comptroller	

SOUTH GEORGIA TEACHERS COLLEGE

COLLEGEBORO, GEORGIA
SUBURB OF STATESBORO

7717
20784

DIVISION OF
EDUCATION, LABORATORY
SCHOOL AND PLACEMENT
BUREAU

Expense Account for Meals While Attending the Conference on Rural Education

January 5, Thursday evening.....	\$.90
" 6, Friday, Breakfast.....	.30
" Dinner.....	1.50
7, Saturday, Breakfast.....	.30
" Dinner.....	1.50
8, Sunday, Breakfast.....	.30
" Lunch.....	.85

Total..... 5.65 ^{1/2}

Jane Franseth
Jane Franseth

OK **REN**

*Ms
S.C. Liden*

DOROTHY A. ELVIDGE

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Council Mtg.
Mr. Felton G. Clark, President

Southern University

Scotlandville, Louisiana

Payment Voucher No. 7749

Date February 6, 1939

Reimbursement for expenses incurred in connection with attending

meeting of the Council on Rural Education in Atlanta - - - - - \$38.30

Ck.#20815

Accounts	Appropriation No.	Debit	Credit
Rural School Administration - Travel	38-7	\$38.30 <i>(224)</i>	
Prepared by AM	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

84

84
Scott Landville
La.

STATEMENT OF EXPENSES
FELTON G. CLARK
IN CONNECTION WITH ATTENDANCE AT THE
MEETING OF THE ROSENWALD COUNCIL ON
RURAL EDUCATION, ATLANTA, GEORGIA
JANUARY 6TH & 7TH
1939

Round trip railroad fare	\$ 30.05
Baton Rouge to Atlanta	
Round trip pullman fare	7.50
New Orleans to Atlanta	
Two taxi fares.....	<u>.75</u>
Total	\$38.30

84

February 4, 1939

DOROTHY A. ELVIDGE

Dorothy A. Elvidge

OK
MS

Rural Edn adm - Travel

BEN

7749
20815
FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Mr. Horace Mann Bond

Fisk University

Nashville, Tennessee

Payment Voucher No. 7819

Date February 7, 1939

Reimbursement for travel expenses incurred in connection with

attending meeting of the Council on Rural Education in Atlanta - - \$27.40

Ck.#20907

Accounts

Rural School Administration - Travel

Appropriation No.

58-7

Debit

\$27.40

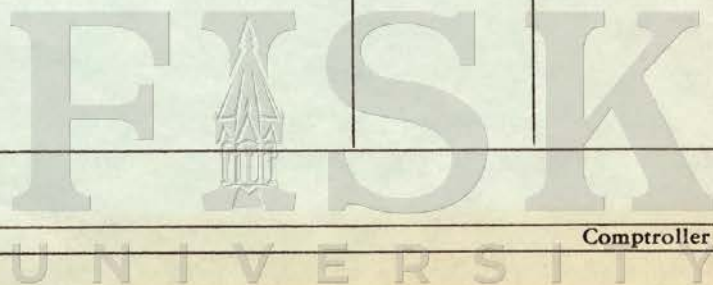
Credit

Prepared by
AM

Checked by

Posted by

Comptroller



DE.

Expense Account, H. M. Bond
Acct. Attendance, Atlanta
Meeting, Council on Rural
Education

Transportation:

Nashville-Atlanta, January 5th, 260 miles @ 5¢.....	\$13.00
Atlanta-Nashville, January 8th, 260 miles @ 5¢.....	13.00
	<u>26.00</u>

Meals:

En Route, Nashville-Atlanta.....	.65
En Route, Atlanta-Nashville.....	.75
	<u>\$1.40</u>

Total.....\$27.40

ac. H.B.

BEH

DOROTHY A. ELVIDGE

RURAL SCHOOL PROGRAM

Johnson: It became evident early in the deliberations of this Council that it was difficult to generalize about the South or to know very much about any particular area, and that individual instances of good situations or bad situations told us very little about the representativeness of that particular type of situation. It was suggested that as a first approach to the general problems of education we attempt to lay a basis in the social and economic structure of the area by such units as we could get measurable and fairly dependable data on. There have been many attempts to treat the South regionally. You are familiar with Dr. Odum's work. Vance, Parkins, and others try to break down a diversified area into units that could be understood similarly. We have selected as the smallest possible unit on which we could get data the county. We have taken 1104 southern counties and attempted to work out a device by which we could class these counties as necessary or analyze the available data on each county according to a number of selected indices. Seventy indices have been worked out. The atlas is intended as an educator's manual, not as an attempt to interpret directly these problems. The first step in the development of this atlas was in setting up a basis by which we could describe fairly consistently each county according to its dominant economy. The steps by which that was carried out are recorded in such a way that they can be understood by persons not familiar with the procedure.

There are eight general type areas with some subdivisions of each.

Items used in classification of each county:

1. Population characteristics
 - a. Total county population
 - b. Percent change 1920-30
 - c. Percent urban
 - d. Percent Negro
 - e. Major retail trade center
 - (1) Name
 - (2) Population
 - (3) Location



2. Economic Index
 - a. County population per income tax return
 - b. Percent of all farm operators who are tenants
 - c. Percent of farm operators who are full owners
 - (1) White
 - (2) Negro
 - d. Agricultural characteristics
 - (1) Total acreage harvested
 - (2) Percent in dominant crop
 - e. Percent of Negro males engaged in agriculture
 - f. Industrial differentials
 - g. Occupational distribution
 - (1) Agriculture (percent)
 - (2) Trade
 - (3) Other
3. General Orientation
 - a. Percent illiterate
 - (1) Total
 - (2) White
 - (3) Negro
 - b. Reading (subscribers per 100 county population)
 - (1) Daily newspapers
 - (2) Fifteen national magazines
4. County type
 - Cotton
 - Tobacco
 - Grain-subsistence
 - Grain-livestock and dairying
 - Vegetable-fruit
 - Citrus fruit
 - Rice
 - Sugar Cane
5. Educational Index
 - a. Per capita school expenditure
 - (1) Decile - white
 - (2) Decile - Negro
 - (3) Ratio Negro to white
 - b. One-teacher schools
 - (1) Number per 1000 whites 5-19
 - (2) Number per 1000 Negroes 5-19
 - (3) Ratio white to Negro one-teacher schools
 - c. Rosenwald Schools
 - (1) Number of school buildings
 - (2) Classrooms per 1000 Negroes age 5-19

Index for any county may be immediately obtained by following these points. The second step is correlation of types with other social factors. This reveals group of very interesting facts which can be of considerable value both to educators and to other social students. Final step is drawing together documentary material which gives color and

internal function of these areas. There are two assumptions: (1) The observations for a known area when related to broad statistical index carry for areas in which intensive studies have not been made; (2) We are able within certain limits to associate known factors with certain others which have not been quite as easily possible of objective index.

AFTERNOON SESSION - Friday

Campbell: Observations made in the reports are not progress report.

Dogmatic statements are conclusions on basis of present information. Observations ~~made at latter~~ ^{this} part of morning ^{were made} on basis of visits to schools.

^{the} Visits not quite half ~~done~~ ^{finished}. Any generalizations may be radically changed. Presented as incomplete information. There are some strong implications.

Fowler: Is there any integration between Johnson's and your materials?

Campbell: We have started out to do everything possible towards getting all of essential information necessary to attack on rural problem. Dr. Johnson's material ties in with ours.

Johnson: It is possible to place all the schools visited within the types.

Campbell: The basic information from his study must be secured by teacher education institutions concerned with the counties.

Keliher: We need a definition of rural education, rural mindedness. Planning for rural life as function of planning for rural education. Should we substitute a meaning which would be community consciousness? What is meant by good education? Shall we distinguish rural education from any other type of good education?

Campbell: We of the Committee assume that in the large the school is a community enterprise. Basically we are interested in the school serving the community of which it is a part. Our emphasis restricts itself to the rural communities of the southern states.