

Name Nancy Evelyn Brandon Field: Human Development
10 Symington Place, Rochester 11, New York

Plan of Work

To complete requirements to become a candidate for a Ph.D. degree in the field of human development at the University of Chicago and to carry on a study under the general title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Three Months of Participation in Activities Designed to Change Their Conception of the Role of the Teacher."

Requests grant for one year beginning September, 1945.

Personal Data Born Union, South Carolina, December, 1916. Age: 29
Single. Draft Status:

Undergraduate Work Howard University, B.S., 1938.

Graduate Work Howard University, M.S., 1939.
University of Chicago, 1943-44.

Summer Study and Workshops: Experience Columbia University, July-August, 1940; Northwestern University, July, 1941; Atlanta University, October-November, 1941; University of Rochester, July-August, 1942; University of Chicago, June-August, 1943.

Experience: Instructor, State Teachers College, Montgomery, Alabama, 1939-44, \$1500.

Accomplishments Master's thesis: Estimation of Various Occupied Temporal Intervals with and without Practice.

Scholarships: Scholarships at Howard University, 1934-48, \$150 a year.
Scholarship, Association for Childhood Education, University of Chicago, 1943-44, \$1000.
Graduate fellowship, Howard University, 1938-39, \$400.
Three General Education Board scholarships for workshops in 1941 and 1943, ranging from \$100 to \$120.

References

Allison Davis, University of Chicago
Robert Havighurst, " " "
Agnes Snyder, Mills College
Francis C. Sumner, Howard University
H. C. Trenholm, State Teachers College, Montgomery, Alabama

Budget Summary

| | |
|---------------------|---------|
| Total Amount Needed | \$1,666 |
| From Applicant | 166 |
| From Fund | \$1,500 |

AMOUNT GRANTED

FILE COPY

UNIVERSITY



ESK
UNIVERSITY

Nancy Evelyn

22302 Brandon

PLEASE RETURN
TO
JULIUS ROSENWALD FUND

N. E. Brandon

DESCRIPTION OF PROJECT--ITS CHARACTER, SCOPE, AND SIGNIFICANCE

In the field of Human Growth and Development, the receipt of the fellowship would enable me to carry out a plan to qualify for candidacy for the Ph. D. degree in the Division of Social Sciences at the University of Chicago, where four full, continuous quarters of graduate work were completed in 1943-44, and to carry on a study under the general title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Three Months of Participation in Activities Designed to Influence Their Conception of the Role of the Teacher."

Becoming a candidate for the Ph. D. degree would open up to me possibilities of continued professional growth in avenues which I have a strong desire to pursue. I feel that I am at a point in my development where, as a result of several years of experience in doing guidance work, teaching prospective and in-service teachers, and one year recently devoted to research in problems of parents and teachers, I can benefit greatly from additional training. As a result of my training, experiences, and graduate study, I think I have developed understandings about Human Growth and Development, conceptions of the dynamics of human learning, attitudes toward research, and a propensity for selection and integration which will serve as directives for further study and investigation. Additional graduate study will be significant to me as an individual, and with the greater competence and understanding I should acquire, such study will be significant in making me an instrument of greater service in teaching, guidance, or some related occupation.



N. E. Brandon

If I should return to the University of Chicago for further graduate work, I would plan with the advice of Dr. Havighurst, secretary of the Department of Human Growth and Development, two full quarters of class work, paying special attention to any areas, such as physical growth, which have not been emphasized in my previous training. It is possible that in two quarters I may complete all additional necessary courses. With the suggestions of advisors in the department, I would also began an organized program of independent study and reading so that I could take the preliminary examinations as early as possible.

While preparing for the preliminary examinations, I plan to lay the foundation for the investigation of possible changes in personal-social adjustment among school children after three months of participation in activities designed to influence their conception of the role of the teacher. I think that good learning takes place when the school pupil moves toward desired outcomes with most efficient use of his time and mentality and with satisfaction for himself. It seems reasonable to suppose that such learning takes place most often in situations that are charged with a pleasant emotional tone which stimulates and reinforces efforts leading to learning. The emotional pattern of a class room or other school situation results basically from interaction among participants in the situation, as among teacher and pupils in the classroom. The quality of interaction of which a pupil or teacher is capable, the behavior which is displayed in a given school situation, is engendered not only by the stresses of the present moment, but stems from a whole history of component causation which may reach beyond the individual.

It may be that when a group of people, such as a teacher and pupils, are working together in ways that are suited to individual interests and abilities, and that are directed by motives understandable to all, the social atmosphere of such a group is suffused with an emotional tone of mild pleasure as individuals in the group feel themselves making progress toward goals that are meaningful to them. In such a social atmosphere, it may be that learning is increased. It is suggested that more compatible interaction occurs when members of a working group understand the tensions or patterns of motivations which interplay in that group. Such understanding among pupils and teacher may lead to a certain relation which makes for increasing social harmony in school situations, because of good personal-social adjustment which such a relation encourages, and this relation may foster improvement in learning as tensions are released.

The central theme of the study is the possibility of the occurrence of changes in the direction of improved school adjustment when pupils have a fairly good general understanding of some important factors in the motivation of the teacher. It is evident that school pupils and teachers are influenced by some of the same basic, important motives. It is also evident that classroom and school relations are often not harmonious when pupils do not understand the purposes of teachers and resist teaching efforts or do not profit from them. It is evident that a pupil's conception of the teacher as a person, or the way in which the pupil conceives the role of the teacher influences the quality of pupil-teacher interaction. It is possible that the role the pupil conceives for the teacher is affected to some degree by the currents of feeling that interplay between them in the measure as the pupil comprehends certain purposes of the teacher.

It is indicated by some psychologists that the world of childhood differs from the adult world. It may be suspected that there is disparity between the roles of the teacher as conceived by herself and by any one child. It is probable that children can comprehend motivation when it is pointed out operationally. The proposed investigation seeks to discover if increasing children's understanding of certain underlying motives which they can see operating in their world as well as in the adult world will influence their conception of the teacher, and if changes in personal-social adjustment will occur when this conception changes. If school adjustment is improved, "good" learning, as previously defined, may increase.

In the effort to limit the problem, there is no attempt here to simplify the picture of learning in school situations, or to suggest that learning in school is different from other learning.

There are several important steps in the investigation which may be generally indicated as follows:

I. The choice of subjects is an important step. Children ranging between the third and fifth grades of one public school in Chicago will be used. Observation will be done in several schools to select such grades in one school, probably in a predominately lower-middle class neighborhood, where the principal would allow research to be done, and the teachers would cooperate. An effort would be made to choose a school with a nearby playground and with a school program which includes a variety of activities as well as a fairly flexible classroom schedule to permit different kinds of observation, use of tests, and cooperation of teachers in employing various teaching devices.

II. The controls employed in an investigation of this type should be given careful consideration. Over a period of three months, a group of children working

with one teacher may show changes in personal-social adjustment due to such causes as a greater familiarity with each other. The control group method will be used, and when approximately sixty children, comprising two complete grades, such as third and fourth, or fourth and fifth, have been chosen with their teachers for the experimental group, a similar group at the same grade levels in the same school will be chosen to serve as a control group.

III. By appropriate sociometric techniques, the social climate of all the classes will be determined. The observer will get to know individual children through informal observation and contact in recreational situations. Anecdotal records will be used to aid in discovering personality adjustment, and ^a standardized measure of social adjustment will be applied.

IV. With the control group, similar observations as in part III will be made at the end of the investigation, and findings will be treated to discover changes in the control group for the period of the experiment, and to compare the control group with the experimental group. Otherwise, the control group will not be concerned in the main part of the investigation which follows.

V. Case studies will be made of the experimental group. In the case studies, measures of personal-social adjustment will be obtained and the nature of the important motivation which influences the child's behavior and characteristic ways in which he responds to such motivation will be determined.

VI. Concealed interviews will be used with the classroom teachers to discover the pattern of their motivation. An attempt will be made to discover some basic need to which the teacher continuously or frequently responds.

VII. The characteristic behavior of individual pupils and teacher when motivated in some certain ways will be noted.

VIII. Individual children will be observed to discover their conception of the role of the teacher. This will be done through; concealed interviews, taking the form of conversations with children about school and the teacher which may take place during such a period as recreation time; encouraging children to play school; having children write stories about school and teacher; asking similar questions concerning adults, school, and teacher of each child.

IX. Information obtained concerning children's conception of the teacher will be analyzed to discover any misconceptions which may occur where the child does not understand reasons why a teacher behaves in certain characteristic ways.

X. At least one important basic aspect of the pattern of motivation of the teacher which can also be seen to operate in the general behavior patterns of many of the children will be selected. The attempt will be to increase the children's understanding of the teacher by identifying this motivation, emphasizing its importance, and giving the children practice in behaving to allow this motivation satisfactory expression in themselves and in others. This part of the investigation will cover about three months, and will be the main part of the study.

During the three months period, the concept of motivation will be shown to the children through study of examples in their own behavior, in the behavior of children and adults they know, and through literature. They will be encouraged to talk and think about the "why" of behavior. As the concept is developed, attention will be drawn to the motivation or basic need chosen to be emphasized in the analysis above. Through group experiences in classroom learning,

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recreation, lunch-room activities, etc, children will be given practice in the conscious satisfaction of this need in themselves, and in behaving together in ways that allow some satisfaction of this need in others.

As they talk and think about this important "why" that sometimes influences their behavior and the behavior of their age-mates and adults, efforts will be made to help them recognize this need in the teacher. This effort will be indirect and positive. Teacher and pupils will pay special attention to days or incidents in school days during the three months that are pleasing for them in a regular discussion summary periods which will take place at the end of each day or at the end of a period of work. Pupils and teachers will be lead to talk about why they liked or enjoyed certain activities. The observer will be present at these conversation periods, which may be introduced to the teacher as aids in evaluation. The attempt of the observer will be to steer the thinking of the children to the part each person played in the activity under discussion and why it was a satisfying experience, emphasizing group endeavor where pupils and teacher are using their energies for common purposes that are meaningful to all.

XI. This regular conversation period will be used to direct the children's thinking toward the factors of motivation operating in human behavior, and to the understanding of the teacher as an adult concerning whose behavior the question, "why?" can be answered in the same general way as it is answered with regard to their own behavior.

XII. At the end of a sufficient period, perhaps three months, indication of the children's conception of the teacher's role would again be obtained in the experimental group.

XIII. The measures of personality and social adjustment would be again obtained for both groups, and results would be treated to discover any changes that might have occurred in the two groups since the beginning of the experiment, and to compare the observations of the two groups at the end of the investigation. A written report would describe the complete investigation and describe findings.

Such an investigation as the proposed one would be of value in studying the adult teacher through the eyes of the child. It would add to the literature on the impact of the adult on the thinking and behavior of children in the middle years. It might help teachers to increase their rapport with children and it might contribute to our understanding of how to help children learn.

PRESENT STATE OF THE PROJECT AND EXPECTATION AS TO ITS COMPLETION

The project involves two endeavors in the field of Human Growth and Development. The work preparatory to becoming a candidate for the doctorate was started in the Summer of 1943. Four full quarters of graduate work have been completed and the residence requirement for the degree has thus been fulfilled. It is expected that two quarters will be required to complete additional courses before the preliminary examinations can be taken. Also, some reading and study will be required to build up a general background.

The knowledge gained in five years of teaching various courses in psychology and education, such as; General Psychology, Child Psychology, Educational Psychology, Child Development, Bio-Social Development, and Human Growth and Development, as well as in the continuous reading and integration of material in the field which such work requires, will be a helpful background for the reading and study required for preparation for the preliminary examination. In addition, numerous experiences, such as curriculum planning, work in organizing and administering a student personnel program in a college, attendance at workshops at Northwestern University, Atlanta University, and the University of Chicago, and taking various summer courses at Columbia University and the University of Rochester, and receiving incidental training in educational guidance and student personnel, have given understanding and a certain degree of competence in related fields which add to a general background necessary for qualification for a doctorate.

Teaching extension classes and summer school has given experience which contributes to knowledge and understanding of adult education and in-service training of teachers and offers another field of interest which may be

pursued in building up a broad, general background.

The investigation of possible changes in personal-social adjustment among school children after three-months of participation in activities designed to influence their conception of the role of the teacher is another aspect of the work which would be carried on with the aid of the fellowship. No actual collection of data for this investigation has been started. Specific interest in the investigation and preliminary thinking about its undertaking developed during 1943-44 when, as a fellow of the Association for Childhood Education, the writer carried on a study of relations among parents and teachers of primary children in a low-economic status community of Chicago's Near West Side.

A definite contribution the study of parent-teacher relations has made to the progress of the proposed study is the opportunity for developing skill in an important method of investigation which will be of great value in the proposed study, namely, the technique of the concealed interview. Competence in the delicate skill of carrying out such an interview and the proficiency in retention of material for subsequent recording, a difficult but most important aspect of this technique, were developed through the use of the concealed interview during a period of several months in the study of parent-teacher relations. Progress in the proposed study will be facilitated because skill in this technique has been developed.

The previous study of parent-teacher relations has also contributed to other understandings and skills which will be of help in gathering data for the present study through the use of individual tests, informal observation, contact through play groups, etc. Also, the analysis of data

will be facilitated because of experience gained throughout the ten months devoted to the previous study.

Working with in-service teachers as well as with prospective teachers, and contact with the laboratory school in my experience at the State Teachers College in Montgomery, Alabama gave some insight into the ways in which women and men meet their needs and experience some lacks in desired satisfactions in teaching children. Some understanding of certain factors in the social climate of the classroom and of possible relations among various psychological tensions and pupil adjustment has indicated to me ways of setting up and attacking problems in the general scope of the proposed investigation.

The choice of schools and the difficult endeavor of making contacts and getting openings to do research work in the Chicago Public School system consumed a definite amount of time in the previous study. Knowledge of the organization of Chicago schools and the various school situations as well as of the intricacies of doing research there gained in that study can be counted as progress in the performance of any later related study, such as the proposed one.

It is anticipated that the preliminary reading and observation, as well as refining of techniques for the investigation can be carried on while courses are being pursued at the University of Chicago. The experiences designed to aid children in understanding the teachers can take place over a period of three months or less, during which time data can be collected. A later period of a month or two months can be used for determining subsequent personal-social adjustment. The analysis of data and writing of

the report should be carried on throughout the study to some extent, and there should be a final period of several weeks given over to these two tasks alone. It is expected that the entire work involved in the proposed use of time if the fellowship is granted will be not less than eighteen months.

PROPOSED UNIVERSITY AND AUTHORITIES WITH WHOM PROJECT WILL BE DONE

Since residence work for the Ph. D. has already been done at the University of Chicago in the Division of Social Sciences where the writer was admitted in 1943, and the previous study of parent-teacher relations was made in the public schools of Chicago under the guidance of faculty members of the University of Chicago, work will be resumed at that university in the Department of Human Growth and Development. It is proposed that the work will be done under Dr. Robert Havighurst, secretary of the department, with the committee composed of Dr. Helen Koch, Dr. Havighurst, and Dr. Allison Davis, or appropriate members of the department whom Dr. Havighurst might suggest.

EXPECTATION AS TO PUBLICATION OR USE

It is anticipated that the study will be published, possibly in an educational or psychological journal. If the proposed study is completed, it should be of definite use in the study programs of prospective teachers and in-service teachers.

SUBSEQUENT PLANS FOR MY CAREER

There is, I think, a specific function that people with psychological training and the human development orientation can perform in the teaching of prospective teachers and in facilitating the professional growth and human understanding of in-service teachers. I am especially concerned about working with teachers and prospective teachers to discover ways of configuring human relationships to initiate and enforce drives that will direct human energies into channels that lead to desired learning outcomes in settings of continuous, wholesome individual development. I should enjoy returning to a teacher training institution to teach in the general fields of child psychology or child development.

Another very strong interest which I have is in guidance, especially in educational guidance. I have been observing ways in which the services of psychologists are now being used in rehabilitation work with veterans of this war, and ways in which people who are thinking about the subject propose such services might be used. Related to this is my interest in guiding families in harmonious and productive living. I plan to investigate openings for psy-

chologists in such phases of guidance, as guidance is an endeavor in which I should like to engage.

Although teaching is an important interest, I am encouraged in my attention to occupations other than teaching by the increase in types of positions which women psychologists are now filling. Going into the broader, related occupational fields, the possibility of use of women with training in Human Growth and Development in a program such as UNRRA suggests itself.

RECORD IN THE
GRADUATE FACULTIES
OF POLITICAL SCIENCE,
PHILOSOPHY AND PURE SCIENCE

Columbia University
in the City of New York

Admitted July 1940 as
(Date)
 Regular } Graduate
 Probationary } Student
 Unclassified }
Change of status to:
Regular as of _____ (Date)

Name

Nancy Evelyn Brandon

In Faculty of Philosophy
Previous education and degrees:

B.S. 1938
M.S. 1939
Howard U.

Subject of
major interest Psychology

Counting _____ points
in partial fulfillment of requirements.

RESIDENCE REQUIREMENTS
for matriculated students:
For A.M. — 30 tuition points
For Ph.D. — 60 tuition points

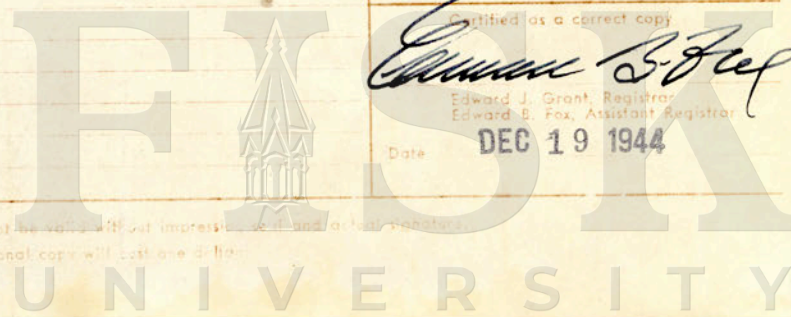
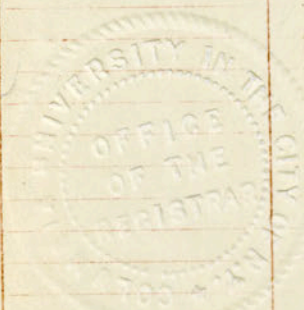
A.M. degree conferred _____ Date
Title of Essay

Ph.D. degree conferred _____ Date
Title of Dissertation

Committee actions, remarks, etc.

EXPLANATION OF MARKS, ABBREVIATIONS AND SYMBOLS: P = Passed, H = Credit for attendance only, residence credit, F = Failure.
Also A = Excellent, B = Good, C = Fair, D = Poor (not passing), Abs. = Absent from examination, Wd. = Withdraw, Dr. = Course dropped by student, Inc. = Work Incomplete.
N.C. = No credit, N.M. = No mark reported by instructor, N.R. = No record of student in course.
UNIT OF VALUE: A point signifies one hour weekly of attendance in classroom or two hours weekly in laboratory or drafting-room for a winter or spring session, or the equivalent.

| COURSES | VALUE Points | | | MARKS | | | | | DESCRIPTIVE TITLES |
|---------------------|-----------------|--------|--------|--------|---------------|--------|---------------|--------|------------------------------------|
| | Winter | Spring | Summer | Winter | Special Exam. | Spring | Special Exam. | Summer | |
| <u>S.S. 1940</u> | | | | | | | | | |
| <u>Psych. 5165</u> | | | | | | | | | <u>B Social psychology</u> |
| <u>Educ. 5337Hg</u> | | | | | | | | | <u>B Personnel records.</u> |
| <u>Educ. 5337Hp</u> | | | | | | | | | <u>A Improvement of reading in</u> |



Certified as a correct copy
Edward B. Fox
Edward J. Grant, Registrar
Edward B. Fox, Assistant Registrar
Date DEC 19 1944

LETTERS OF REFERENCE

Nancy Evelyn Brandon

Dr. Agnes Snyder, Teacher and member of Executive Committee of
The Cooperative School for Teachers, New York City

I have known Miss Nancy Evelyn Brandon for the past five years as a teacher at the State Teachers College, Montgomery, Alabama, where I have been serving as a consultant. Miss Brandon was one of the strongest members of the faculty in initiating and carrying forward an extensive program of curriculum revision. I found her able as a teacher and unusually good in working out cooperative relationships with the faculty. Her interest was markedly in the field of guidance in which she showed not only a fine human approach with individual students but also organizational ability in setting up a guidance program.

Because I was so impressed with Miss Brandon's ability, I recommended her for the Childhood Education Association Fellowship to which she refers in her statement. Miss Brandon was punctilious in sending in monthly reports of progress. They were of high calibre and bore out what she says about the skill she developed in the "concealed interview" technique. At the close of the year at Chicago, summer 1944, she sent in an excellent twelve-page outline of her proposed report.

Miss Brandon returned to the State Teachers College in the fall of 1945 but in a short while went home to Rochester because of ill health, I think. Unless the report of her study has been received by the Childhood Education Association, I can give nothing further about it. I feel that there is a satisfactory explanation for these last developments. I simply do not know what it is. I have the utmost confidence in Miss Brandon's integrity and ability.

I have some question in mind about the study Miss Brandon proposes. There are so many intangibles involved, the skill required is so very great, that I should counsel some simplification of the problem.

Dr. Francis C. Sumner, Head, Psychology Department, Howard University

Miss Nancy E. Brandon was graduated here in psychology for the Master's degree and I rank her among the three best women to graduate here in psychology both as to intelligence and personality. Her thesis work here, made in the realm of experimental psychology, was evidence of a fine grade of intelligence, and I had hoped that she might go on in pure psychology. Her teaching position, which she has held for several years since graduating from here, has turned her interest along educational problems.

I don't know whether I am qualified to pass on the value of a project in a field not quite my own, but I can say with sincerity that Miss Brandon is and has been considerably worked up over this line of work and I believe she knows what she is driving at and she has the intelligence, personality and dynamics to see it through. I think her teacher at the University of Chicago, Doctor Havighurst, is best qualified to pass on the nature of this project in human growth and development.

If this project were being submitted as a psychological experiment, I would say that its contours need finer definition, its methodology needs sharpening.

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Mr. Allison Davis, Assistant Professor of Education, University of Chicago

This is both an inventive and well-conceived plan for research, dealing with the role of the teacher among Negro graded-school children. So far as the staff members here are aware, Miss Brandon conceived and developed this plan without guidance. It shows genuine



ability to plan research, although it is probable that in actual practice, Miss Brandon would have to reduce the scope of her study.

Miss Brandon is a very careful and intelligent interviewer, with definite ability as a writer. Last year she did a very useful study of the attitude of low-status Negro parents toward the teachers and toward the school program in a northern elementary school. Mr. Havighurst and I planned and directed this study. The research which she now proposes would require, I believe, about two years.

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Dr. Robert J. Havighurst, Professor of Education, University of Chicago

I am glad to give you my comments on Miss Nancy Evelyn Brandon for a fellowship proposal. I know Miss Brandon very well because I have been her faculty advisor, as well as a member of her committee, which supervised her research last year when she had a fellowship from the Association for Childhood Education. Miss Brandon is one of our best graduate students. Her course grades have all been A's and B's, and she has been a brilliant, as well as a conscientious student. I think she is the ablest Negro student that I have had here at Chicago. Last year she learned the very difficult technique of the concealed interview and is, in our judgment, one of the two or three best interviewers we have turned out. In case she is not awarded a fellowship, we shall probably offer her a research assistantship. However, it would be to her advantage to have the fellowship since she would make more rapid headway towards her Ph.D.

I have read the plan of study with great interest. Miss Brandon has worked this out during the past few months without any help from us and I must say I think she has done an excellent job. I

think the project is somewhat too complex as at present described but I feel sure that it can be simplified to the point where she can get definite results in the time that she proposes to give to it. She has chosen a field of the utmost importance, one which very much needs the kind of work that she proposes to do. Almost anything done in this field will give results which are new and valuable.

Thus, while I would not guarantee that the project would eventuate exactly as Miss Brandon has planned it, I am certain that she can produce new and useful results in this area.

I recommend her more highly than any of the other candidates whose plans have been sent to me in the last two or three years.

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MADE IN U.S.A.

Fidelity Union State

Gillock

HOWARD UNIVERSITY

WASHINGTON, D. C.

CLASS YEAR _____

SCHOLASTIC RECORD OF **Brandon, Nancy Evelyn**

OFFICE OF THE REGISTRAR

GROUP OR DEPT.

Credentials from **Rochester, N.Y.-West**

High School.

Graduated in

of Class

Liberal Arts

| COURSES | | UN | COURSES | | UN | COURSES | | UN | COURSES | | UN | COURSES | | UN |
|---------|---|----|-----------------|---|----|----------------|---------------|----|------------|---|----|------------------|-------|----|
| German | 3 | | Spanish | | | Economics | | | Physics | | | Physiography | | |
| Greek | | | History—Ancient | 1 | | Algebra | 1 | | Chemistry | 1 | | Agriculture | | |
| Italian | | | " —English | | | Adv. Algebra | $\frac{3}{2}$ | | Biology | | | Shorthand | | |
| Latin | 4 | | " —Med. & Mod | | | Pl. Geometry | 1 | | Botany | | | Typewriting | | |
| French | 2 | | " —American | | | Solid Geometry | | | Zoology | | | Com. Law | | |
| | | | Civics | 1 | | Trigonometry | | | Physiology | | | Domestic Science | | |
| | | | | | | | | | | | | | TOTAL | 15 |

Date of H. S. Graduation: **January 1934**

Conditions: **Unconditional**

Removed

RECORD IN COURSE

| COURSES | | | | COURSES | | | | COURSES | | | | COURSES | | | | |
|----------------------------|-----|---|-----|-----------------------------|--------|---|-----|-----------------------------|--------|---|-----|-----------------------------|--------|---|-----|--|
| | SH | C | GP | | SH | C | GP | | SH | C | GP | | SH | C | GP | |
| First Semester 1934 | | | | First Semester, 1935 | | | | First Semester 1936 | | | | Second Semester 1938 | | | | |
| English | 1 | 3 | A 9 | French | 3 | 3 | A 9 | Botany | 1 | 3 | A 9 | Psychology | 136 | 3 | B 6 | |
| English | 11 | 3 | A 9 | Education | 39 | 3 | A 9 | Mathematics | 3 | 3 | C 3 | Education | 29 | 3 | B 6 | |
| Latin | 5 | 3 | A 9 | German | 2 | 4 | B 8 | Psychology | 135 | 3 | A 9 | Botany | 2 | 3 | C 3 | |
| Fresh. Orient. | 3 | 3 | B 6 | Psychology | 1 | 3 | A 9 | Sociology | 51 | 3 | A 9 | Psychology | 213 | 3 | A 9 | |
| Education | 5 | 3 | A 9 | Psychology | 4 | 3 | A 9 | Physical Ed. | 15 | | C | Psychology | 140 | 3 | A 9 | |
| Phy. Ed. | 1 | | A 9 | Second Semester 1936 | | | | Psychology | 128 | 3 | A 9 | *total | | | | |
| | | | | French | 15 | 3 | B 6 | Second Semester 1937 | | | | 122 | 263 | | | |
| Economics | 1 | 3 | B 6 | French | 14 | 3 | A 9 | Psychology | 127 | 3 | A 9 | | | | | |
| Art | 126 | 3 | A 9 | Physical Edu. | 12 | | B | Psychology | 129 | 3 | A 9 | | | | | |
| Latin | 126 | 3 | A 9 | German | 5 | 3 | B 6 | Philosophy | 125 | 3 | A 9 | | | | | |
| English | 2 | 3 | A 9 | Education | 1 | 3 | A 9 | Mathematics | 5 | 3 | D | | | | | |
| German | 1 | 4 | B 8 | Psychology | 2 | 3 | A 9 | Psychology | 138 | 3 | A 9 | | | | | |
| Phy. Ed. | 11 | | A 9 | | | | | First Semester, 1937 | | | | | | | | |
| | | | | | | | | Psychology | 144 | 3 | A 9 | | | | | |
| | | | | | | | | Zoology | 1 | 3 | B 6 | | | | | |
| | | | | | | | | Anthropology | 101 | 3 | B 6 | | | | | |
| | | | | | | | | Psychology | 139 | 3 | A 9 | | | | | |
| | | | | | | | | Psychology | 214 | 3 | A 9 | | | | | |
| TOTALS | | | | 31 | TOTALS | | | | TOTALS | | | | TOTALS | | | |

CERTIFICATION

The above is a true and accurate copy of the record on file in this office.

On Probation:

N. D. Wilkinson
Registrar.

GENERAL MEMORANDA

Honorable Dismissal Granted:

Dropped—Poor Scholarship:

Graduated: **June 10, 1938**

Degree: **S. B.**

Passing Grades—**A B C D**

Honors: **Cum Laude**

Failure—**E F W F**

NOT TO BE ACCEPTED BY OTHER SCHOOLS WITHOUT REGISTRAR'S SEAL.

HOWARD UNIVERSITY DEGREE SOUGHT M.S.

WASHINGTON, D. C.

OFFICE OF THE REGISTRAR MAJOR Psychology

Scholastic Record of Brandon, Nancy Evelyn

Entered From Howard University.

Degree

GRADUATE DIVISION

| COURSES | SH | G | GP | COURSES | SH | G | GP | COURSES | SH | G | GP | COURSES | SH | G | GP |
|----------------------|----|---|----|---------|----|---|----|---------|----|---|----|---------|----|---|----|
| First Semester 1938 | | | | | | | | | | | | | | | |
| Psychology 214 | 3 | S | | | | | | | | | | | | | |
| Psychology 201 | 3 | S | | | | | | | | | | | | | |
| Psychology 208 | 3 | S | | | | | | | | | | | | | |
| Psychology 215 | 4 | S | | | | | | | | | | | | | |
| Psychology 142 | 3 | S | | | | | | | | | | | | | |
| Second Semester 1939 | | | | | | | | | | | | | | | |
| Psychology 213 | 3 | S | | | | | | | | | | | | | |
| Psychology 212 | 4 | S | | | | | | | | | | | | | |
| Psychology 206 | 4 | S | | | | | | | | | | | | | |

Not to be accepted by other schools without Registrar's Seal.

Passing Grades
A B C D W P

Failure F, WF

Incomplete I

Graduated

June 9, 1939

Degree

M.S. in Psychology

Seal

THESIS: The Estimation of Various Occupied Temporal Intervals with no Practise and With Little Practise.

G. D. Wilkinson
Registrar

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House, Room 311
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 4454


Date November 28, 1947

FELLOWSHIPS

Final payment on fellowship - - - - - \$125.00

Ck. #3768

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$125.00 | |

| | | | |
|--------------------|------------|-----------|---|
| Prepared by lcm | Checked by | Posted by |  Comptroller |
|--------------------|------------|-----------|---|

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House, Room 311
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 4211

Date September 30, 1947

FELLOWSHIPS

Payment on fellowship ----- \$75.00

Ck. #37408

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|---------|--------|
| Negro Fellowships | 45-7 | \$75.00 | |

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|-------------|------------|-----------|-------------|
| Prepared by | Checked by | Posted by | Comptroller |
| lcm | | | |



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House, Room 311
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 9860

Date August 18, 1947

FELLOWSHIPS

Payment on fellowship extension - - - - - \$50.00

*Sent on Telephone
request.*

Ck. #9860 W.F.

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|---------|--------|
| Negro Fellowships | 45-7 | \$50.00 | |

| | | | |
|-------------|------------|-----------|-------------|
| Prepared by | Checked by | Posted by | Comptroller |
| DAE | | | |



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House, Room 311
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 9837 W.F.

Date June 25, 1947

FELLOWSHIPS

Payment on fellowship extension - - - - - \$75.00

Ck. #9837 W.F.

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|---------|--------|
| Negro Fellowships | 45-7 | \$75.00 | |

| | | | |
|--------------------|------------|-----------|-------------|
| Prepared by lcm | Checked by | Posted by | Comptroller |
|--------------------|------------|-----------|-------------|



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
Room 311, International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 9819 W.F.

Date April 18, 1947

FELLOWSHIPS

Payment on extension of fellowship - - - - - \$50.00

Ck. #9819 W.F.

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|---------|--------|
| Negro Fellowships | 45-7 | \$50.00 | |

| | | | |
|--------------------|------------|-----------|-------------|
| Prepared by LCM | Checked by | Posted by | Comptroller |
|--------------------|------------|-----------|-------------|



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon

Room 311
International House

1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 3703

Date April 16, 1947

FELLOWSHIPS

First payment on extension to fellowship grant - - - - - \$125.00

Ck. #36794

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$125.00 | |

Prepared by
lcm

Checked by

Posted by

Comptroller



FELLOWSHIPS

February 11, 1947

Dear Miss Brandon: Your request for an extension and the supporting letters from Messrs. Davis and Havighurst have reached me. However, it will be a couple of weeks at least before I can get a decision. Mr. Embree is in California and Dr. Alexander in North Carolina, and I will have to consult with them on their return, at which I time I will write you.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:rf1

Miss Evelyn Brandon
1414 East Fifty-Ninth Street
Chicago 37, Illinois

| | | | |
|-----|------|-----|------|
| wch | 2/11 | wch | 2/11 |
| | | | |
| | | | |
| | | | |

1414 East Fifty-Ninth Street
Chicago 37, Illinois
February 4, 1947

Mr. William C. Haygood
Director for Fellowships
Julius Rosenwald Fund
Chicago 15, Illinois

FELLOWSHIPS

Brandon, Evelyn

Dear Mr. Haygood:

Please present this letter to the Fellowship Committee as an application for a five hundred dollars extension of the Rosenwald Fellowship which I held in 1946. The original fellowship enabled me to carry on studies leading toward the Ph. D. degree in the Department of Human Development at the University of Chicago for four quarters and to approach a problem concerning the possibilities of improving the social climate of the classroom to facilitate learning through a restructuring of motivational concepts. An extension would help me to complete this work.

In the year of the fellowship, I have had many experiences which are facilitating my functioning in study, research, and living. My Master's degree is in Psychology, and to get the broad knowledge required in the Human Development Department, last year I took some courses in Anthropology and Sociology. I also took several courses in the Biological science area, such as Physiology, Neurology, and Genetics, as well as in some of the newer aspects of psychology which have arisen since I was in college. It was not possible to do all of this in the two quarters I had set aside for course work in my original plan.

Experiences in addition to class work include; seminars, discussion groups, educational films, reading,

and the preparation of a scientific paper, all of which have been important instigators for the growth of knowledge, skills, and integrated concepts. Remarkable gains in personal adjustment have also been an outcome of the experiences of the past year. For awhile, my progress was slowed down by anxieties in the face of a task that seemed bigger than any I had met before. For some time now, however, I have been able to "feel at home" in the graduate school here at the University of Chicago, and my capacities for achievement are released. Progressively, as I have been gaining increased knowledge and becoming reoriented myself, there has been developing a more realistic conceiving of my project. The project as originally presented was a good overall plan, but many specific details of attack needed to be worked out. Progress this year has been made in revising and strengthening the conceptual framework of the investigation, in refining the field, and in considering methods of carrying out the study.

I expect to be able to complete the work on my problem and on my degree in four more quarters. I have completed all necessary class work, and have taken the Divisional Reading Examination in French. After this quarter, I may visit classes, or register for not more than one class each quarter if something desirable is offered which I have not had. Thus I can give nearly full time to research. With the exception of a small amount of help from home, I shall need to earn my room, board, and incidental living expenses. Dr. Havighurst and Dr. Allison Davis, of the Human Development Department at the University of Chicago, have told me that beginning next quarter, I can do part time work in some research that is being carried on by the department. They have said that my job will be related to my investigation. I expect to get publishable material from my problem.

I should like to be granted five hundred dollars (\$500) which would be divided into one hundred twenty five dollars (\$125) per quarter. I am living in one

of the lower priced rooms at International House, which rents for seventy seven dollars (\$77) a quarter. I have found that about the lowest possible sum I can spend for three meals a day is one dollar and a half. A general estimate of my food budget for one quarter would be one hundred and fifty dollars (\$150). Thus room and board for four quarters would amount to nine hundred and eight dollars (\$908). The one hundred and twenty five dollars (\$125) each quarter would pay my room rent (\$77) and leave forty-eight (\$48) dollars a quarter to be applied to board, library fees, and incidental living expenses. If I receive the extension, I expect my part time work, and a small amount of help from home will enable me to continue my studies with maximum efficiency.

Along with this application, I have the privilege of sending letters of recommendation from Dr. Robert Havighurst and Dr. Allison Davis. I am sincerely grateful to the committee for having granted me the original fellowship, and am thankful for their consideration of this request for an extension.

Yours truly,

Nancy Evelyn Brandon

Nancy Evelyn Brandon

1414 East Fifty-Ninth Street
Chicago 37, Illinois
February 4, 1947

Mr. William C. Haygood
Director for Fellowships
Julius Rosenwald Fund
Chicago 15, Illinois

Dear Mr. Haygood:

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In the year of the fellowship, I have had many experiences which are facilitating my functioning in study, research, and living. My Master's degree is in Psychology, and to get the broad knowledge required in the Human Development Department, last year I took some courses in Anthropology and Sociology. I also took several courses in the Biological science area, such as Physiology, Neurology, and Genetics, as well as in some of the newer aspects of psychology which have arisen since I was in college. It was not possible to do all of this in the two quarters I had set aside for course work in my original plan.

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FISK
UNIVERSITY

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Yours truly,

Nancy Evelyn Brandon

1414 East Fifty-Ninth Street
Chicago 37, Illinois
February 4, 1947

Mr. William C. Haygood
Director for Fellowships
Julius Rosenwald Fund
Chicago 15, Illinois

Dear Mr. Haygood:

Please present this letter to the Fellowship Committee as an application for a five hundred dollars extension of the Rosenwald Fellowship which I held in 1946. The original fellowship enabled me to carry on studies leading toward the Ph. D. degree in the Department of Human Development at the University of Chicago for four quarters and to approach a problem concerning the possibilities of improving the social climate of the classroom to facilitate learning through a restructuring of motivational concepts. An extension would help me to complete this work.

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**FISK**
UNIVERSITY

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Along with this application, I have the privilege of sending letters of recommendation from Dr. Robert Havighurst and Dr. Allison Davis. I am sincerely grateful to the committee for having granted me the original fellowship, and am thankful for their consideration of this request for an extension.

Yours truly,

Nancy Evelyn Brandon

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 3051

Date November 29, 1946

FELLOWSHIPS

Final Payment on fellowship - - - - - \$100.00

Chk. #35982

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lcm | Checked by | Posted by |
|--------------------|------------|-----------|



Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

FELLOWSHIPS

To

Miss (Evelyn) Brandon
International House
1414 East 59th Street
Chicago 37, Illinois


Payment Voucher No. 2911

Date October 31, 1946

Payment on fellowship ----- \$100.00

Ck. #35808

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lcm | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 2769


Date September 30, 1946

FELLOWSHIPS

Payment on fellowship ----- \$100.00

Chk. #35635

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lcm | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 2630


Date August 31, 1946

FELLOWSHIPS

Payment on fellowship ----- \$100.00

Ck. #35462

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lcm | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 2490


Date July 31, 1946

FELLOWSHIPS

Payment on fellowship ----- \$100.00

Chk. #35286

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lcm | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 2517


Date July 1, 1946

FELLOWSHIPS

Payment on fellowship ----- \$200.00

Ck. #35316

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$200.00 | |

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| Prepared by lcm | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 2249


Date May 31, 1946

FELLOWSHIPS

Payment on fellowship - - - - - \$100.00

Chk. #34982

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lem | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 2127

Date April 30, 1946

FELLOWSHIPS

Payment on fellowship ----- \$100.00

Chk. #34829

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

Prepared by

lcm

Checked by

Posted by



Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO 15

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 1987

Date March 29, 1946

FELLOWSHIPS

Payment on fellowship ----- \$200.00

Ck. #34658

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$200.00 | |

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|--------------------|------------|-----------|-------------|
| Prepared by lcm | Checked by | Posted by | Comptroller |
|--------------------|------------|-----------|-------------|



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 1798


Date February 28, 1946

FELLOWSHIPS

Payment on fellowship ----- \$100.00

Ck. #34466

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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|--------------------|------------|-----------|---|
| Prepared by lcm | Checked by | Posted by |  Comptroller |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Miss Evelyn Brandon
International House
1414 East 59th Street
Chicago 37, Illinois

Payment Voucher No. 1723


Date January 31, 1946

FELLOWSHIPS

Payment on fellowship ----- \$100.00

Chk. #34332

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$100.00 | |

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| Prepared by lcm | Checked by | Posted by |  |
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Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

To

Miss Nancy Evelyn Brandon

68 Bronson Avenue

Rochester 8, New York

Payment Voucher No. 1522


Date December 19, 1945

FELLOWSHIPS

First payment on fellowship - - - - - \$200.00

Ck. #34101

| Accounts | Appropriation No. | Debit | Credit |
|-------------------|-------------------|----------|--------|
| Negro Fellowships | 45-7 | \$200.00 | |

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| Prepared by len | Checked by | Posted by |  Comptroller |
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✓ 0112

FRIENDSHIPS

December 12, 1945

Dear Miss Brandon: The payment plan outlined in your recent letter is quite acceptable to us, and I shall see that checks are sent to you on those dates. Since you may need some of your first installment to cover rail fare to Chicago, I shall send your first check to the address on this letter on about the 20th of December. We would, however, like very much to have you drop in to see us after you are settled in the city. We have luncheon here in the building at 12:30, and would like for you to eat with us and get acquainted with the group. For your information, our telephone number is Drexel 7100.

Very truly yours,

DOROTHY A. ELVIDGE

DAE:LCM

Miss Nancy Evelyn Brandon
68 Bronson Avenue
Rochester 8, New York


FISK
UNIVERSITY

68 Bronson Avenue

Rochester 8, New York

FELLOWSHIPS

December 8, 1945

Miss Dorothy A. Elvidge
Secretary and Comptroller
Julius Rosenwald Fund
Chicago, Illinois

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|---|------|-------|------|-------|
| | DE | 12/10 | SE | 12/12 |
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Dear Miss Elvidge:

Brandon, Nancy

In May when I received the award of a Julius Rosenwald Fellowship of \$1500 to continue graduate study at the University of Chicago, you were kind in writing to ask me to give the payment plan best suited for my needs when I was ready to begin work.

I was notified today that my application for a room at International House has been approved. Please use that as my school address during the twelve months I will be at Chicago. The street address there is 1414 East Fifty-ninth Street, Chicago 37. Please mail the checks there.

Also, our family has moved since I applied for the fellowship and my home

2-
address is now: 68 Bronson Avenue, Rochester
8, New York. Please have your secretary
put that on my record, and I will also
notify Mrs. Haygood.

I am wondering if it would be all
right if I should call at your office ^{Jan. 2} in person
for the first check, or would you prefer to
send it to me at my home address before
I leave on or about December thirtieth? (I am
not sure about regulations for receiving mail
at International previous to room occupancy,
and my room there may not be ready until Jan. 2).

I think I should like to follow the
plan of receiving larger payments in
the months that tuition is due. If it is
convenient, I should like to have the \$1500
divided as follows: ¹⁹⁴⁶ January, \$200 - February, \$100 -
March, \$100 - April, \$200 - May, \$100 - June, \$100 -
July, \$200 - August, \$100 - September, \$100 - October, \$100 -
November, \$100 - December, \$100.

Thank you very much.

Yours truly,

Nancy Evelyn Brandon

FISK
UNIVERSITY

FELLOWSHIPS

September 4, 1945

Dear Miss Brandon: It will be quite all right
 for you to defer beginning
study under your grant until the winter quarter
since you have obligations which would make it dif-
ficult for you to begin work this fall.

Sincerely yours,

VANDI V. HAYGOOD

Mrs. William C. Haygood
Acting Director for Fellowships

VH:RR

Miss Nancy E. Brandon
10 Springton Place
Rochester 11, New York

FELLOWSHIPS

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|---|---|----|---|
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10 Symington Place

Rochester 11, New York

September 1, 1945

Brandon,
Haver,

Mrs. William C. Haygood

Acting Director for Fellowships

Julius Rosenwald Fund

Chicago, Illinois

Dear Mrs. Haygood:

It was my honor to receive a grant from the Julius Rosenwald Fund to enable me to continue my studies at the University of Chicago for a twelve-month period beginning this Fall Quarter in September, 1945. I should like to know if it would be acceptable

2-
to the committee for me to defer my period of study for three months and begin the twelve-months period in the coming winter quarter instead of ^{at} the originally designated time.

I am requesting permission for this change to allow time to fulfil a professional obligation in the nature of an unfinished research project. At the time of my application for the Rosenwald Fellowship, I had anticipated the early finishing of this project, but unavoidable circumstances prevented its completion.

Please let me know if the requested deferment can be arranged.

Sincerely yours,

Nancy E. Brandon

FELLOWSHIPS

May 2, 1945

Dear Miss Brandon: I have seen the recent correspondence which you have had with Mrs. Haygood in connection with the fellowship grant awarded to you a short time ago. It is customary for us to make payment in monthly installments spread over the period for which the award was made. However, if you would prefer to receive larger payments in the months in which your tuition will be due, that is entirely agreeable to us.

When you are ready to begin work under your grant, please write me, giving the payment plan best suited to your needs, and the address to which your checks should be mailed. Any change of address during the tenure of your fellowship should be reported immediately so that you will receive your payments promptly.

Fellowship funds, because they are a gift and not compensation for services, are not taxable under the Federal income tax law. You need not report the amount received on your tax return.

Yours very truly,

DOROTHY A. ELVIDGE

DAE:ejj

Miss Nancy Evelyn Brandon
10 Symington Place
Rochester 11, New York

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10 Lynnington Place
Rochester 11, New York

April 28, 1945

Mrs. William C. Haygood
Acting Director of Fellowships
Julius Rosenwald Fund
Chicago, Illinois

FELLOWSHIPS

Dear Mrs. Haygood:

I am very grateful to the Committee on Fellowships of the Julius Rosenwald Fund for awarding me the sum of one thousand five hundred dollars (\$1,500) to continue my studies at the University of Chicago, and I am very happy to accept this award. I shall plan to continue my work in September.

Sincerely yours,

(Evelyn) Brandon

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JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO 15

Confidential Report on Candidate for Fellowship

Name of Candidate Miss Nancy Evelyn Brandon

Report Requested of Dr. Agnes Snyder
 Mills College
 ~~540 West 123rd Street~~ 69 Bank St.
 New York, New York

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

We shall appreciate your frank opinion of this applicant's qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. Since it is impossible to consider the applicant's qualifications until all of the references are in, a prompt reply will be appreciated.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Mrs. William C. Haygood
Acting Director for Fellowships

REPORT

I have known Miss Nancy Evelyn Brandon for the past five years as a teacher at the State Teachers College, Montgomery, Alabama, where I have been serving as a consultant. Miss Brandon was one of the strongest members of the faculty in initiating and carrying forward an extensive program of curricular revision. I found her able as a teacher and unusually good in working out cooperative relationships with the faculty. Her interest was markedly in the field of guidance in which she showed not only a fine human approach with individual students but also organizational ability in setting up a guidance program.

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Because I was so impressed with Miss
Brandon's ability I recommended her for the
Childhood Education Assoc. Fellowship to which she
refers in her statement. Miss Brandon was punctil-
ious in sending in monthly reports of progress.
They were of high calibre and bore out what she says
about the skill she developed in the "concealed interview"
technique. At the close of the year at Chicago, summer
1944, she sent in an excellent ^{twelve} 12-page outline of her
proposed report.

Miss Brandon returned to the State Teachers
College in the fall of 1945 but in a short while
went home to Rochester because of ill health, I think.
Unless the report of her study has been received
by the Childhood Education Assoc., I can give nothing
further about it. I feel that there is a satisfactory explana-
tion for these last developments. I simply do not know
what it is. I have the utmost confidence in Miss Brandon's
integrity and ability.

I have some question in mind about the study
Miss Brandon proposes. There are so many intangibles
involved, the skill required is so very great, that I
should counsel some simplification of the problem.

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

Yes

Signed.....

Agnes Snyder

Position or Title.....

Teacher and member of Executive Com. of The Cooperative Schools for Teachers

Address.....

69 Banks St.

New York, N.Y.

Date.....

Feb. 12, 1945

Please return to the Division for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago 15, Illinois. Addressed, stamped envelope is enclosed.

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JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO 15

Confidential Report on Candidate for Fellowship

Name of Candidate Miss Nancy Evelyn Brandon

Report Requested of Dr. Francis C. Sumner
 Howard University
 Washington 1, D. C.

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

We shall appreciate your frank opinion of this applicant's qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. Since it is impossible to consider the applicant's qualifications until all of the references are in, a prompt reply will be appreciated.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Mrs. William C. Haygood
Acting Director for Fellowships

REPORT

Miss Nancy E. Brandon was graduated here in psychology for her master's degree and I rank her among the three best women to graduate here in psychology both as to intelligence and personality. Her thesis work here, made in the realm of experimental psychology, was evidence of a fine grade of intelligence, and I had hoped that she might go on in pure psychology. Her teaching position which she has held for several years since graduating from here has turned her interest along educational problems.

I don't know whether I am ^{qualified} ~~permitted~~ to pass on the value of a project in a field not quite my own but I can say with sincerity that Miss Brandon is and has been considerably worked up over this line of work and I believe she knows what she is ^{driving} at and she has the intelligence, personality and dynamic to see it through. I think her teacher at the University of Chicago, Dr. Harnishman, is best qualified to pass on the nature of this project in Human Growth and Development.

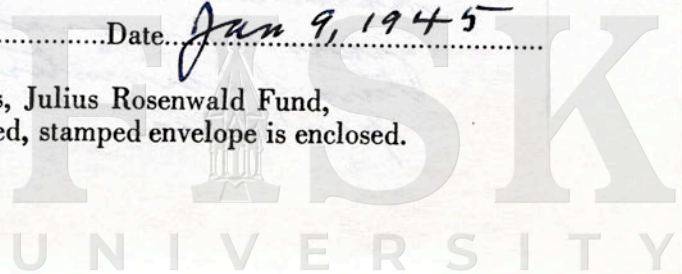
If this project were being submitted as a psychological experiment, I would say that ^{the content} ~~it~~ ^{needs} ~~has~~ ^{greater} ~~more~~ definition, its method ^{ology} ~~ology~~ needs sharpening.

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

Miss Brandon is free from handicaps which would make it difficult to obtain and hold a position giving her opportunity to utilize her abilities.

Signed..... Francis C. Sumner
Position or Title..... Head Psychology Department
Address..... Howard University
Washington DC
Date..... Jan 9, 1945

Please return to the Division for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago 15, Illinois. Addressed, stamped envelope is enclosed.



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JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO 15

Confidential Report on Candidate for Fellowship

Name of Candidate Miss Nancy Evelyn Brandon

Report Requested of Dr. Allison Davis
 University of Chicago
 5835 Kimbark
 Chicago, Illinois

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

We shall appreciate your frank opinion of this applicant's qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. Since it is impossible to consider the applicant's qualifications until all of the references are in, a prompt reply will be appreciated.

We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Mrs. William C. Haygood
Acting Director for Fellowships

REPORT This is both an inventive and well-conceived plan for research, dealing with the role of the teacher among Negro graded-school children. So far as the staff members here are aware, Miss Brandon conceived and developed this plan without guidance. It shows genuine ability to plan research, although it is probable that in actual practice, Miss Brandon would have to reduce the scope of her study.

Miss Brandon is a very careful and intelligent interviewer, with definite ability as a writer. Last year she did a very useful study of the attitudes of low-status Negro parents toward the teachers and toward the school-program in a Northern elementary school. Mr. Havighurst and I planned and directed this study. The research which she now proposes would require, I believe, about two years.

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JULIUS ROSENWALD FUND
4901 ELLIS AVENUE
CHICAGO 15

Confidential Report on Candidate for Fellowship

Name of Candidate: Miss Nancy Evelyn Franzen
Report Requested of: Dr. Allison Davis
University of Chicago
5835 Kimbark
Chicago, Illinois

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

We shall appreciate your frank opinion of the applicant's qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. Since it is impossible to consider the applicant's qualifications until all of the references are in, a prompt reply will be appreciated.

We request candid and critical comment. Your reply will be held in strict confidence.

Mrs. William C. Haywood
Acting Director for Fellowships

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

Yes, She was not well earlier this year, however.

Signed: Allison Davis
Position or Title: Assistant Professor of Education
Address: University of Chicago -- 5835 Kimbark -- Chicago, 37, Illinois
Date: March 6, 1945

OVER
Please return to the Division for Fellowships, Julius Rosenwald Fund,
4901 Ellis Avenue, Chicago 15, Illinois. Addressed, stamped envelope is enclosed.

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JULIUS ROSENWALD FUND

4901 ELLIS AVENUE

CHICAGO 15

Confidential Report on Candidate for Fellowship

Name of Candidate Miss Nancy Evelyn Brandon

Report Requested of Dr. Robert Havighurst
University of Chicago
5835 Kimbark
Chicago, Illinois

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

We shall appreciate your frank opinion of this applicant's qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. Since it is impossible to consider the applicant's qualifications until all of the references are in, a prompt reply will be appreciated.

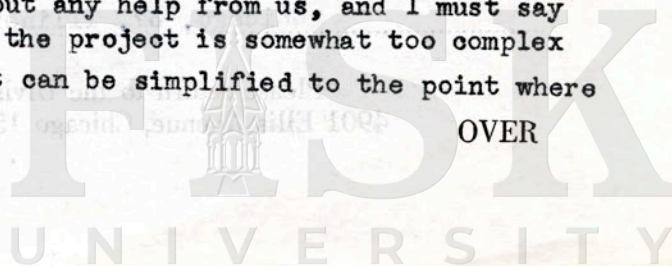
We request candid and critical comment. Your reply will be held in strict confidence.

William C. Haygood
Mrs. William C. Haygood
Acting Director for Fellowships

REPORT I am glad to give you my comments on Miss Nancy Evelyn ^(B) Brandon for a fellowship proposal. I know Miss Brandon very well because I have been her faculty advisor, as well as a member of her committee, which supervised her research last year when she had a fellowship from the Association for Childhood Education. Miss Brandon is one of our best Graduate students. Her course grades have all been A's and B's, and she has been a brilliant, as well as a conscientious student. I think she is the ablest Negro student that I have had here at Chicago. Last year she learned the very difficult technique of the concealed interview and is, in our judgment, one of the two or three best interviewers we have turned out. In case she is not awarded a fellowship, we shall probably offer her a research assistantship. However, it would be to her advantage to have the fellowship since she would make more rapid headway towards her Ph.D.

I have read the plan of study with great interest. Miss Brandon has worked this out during the past few months without any help from us, and I must say I think she has done an excellent job. I think the project is somewhat too complex as at present described, but I feel sure that it can be simplified to the point where

OVER



she can get definite results in the time that she proposes to give to it. She has chosen a field of the utmost importance, one which very much needs the kind of work that she proposes to do. Almost anything done in this field will give results which are new and valuable.

Thus, while I would not guarantee that the project would eventuate exactly as Miss Brandon has planned it, I am certain that she can produce new and useful results in this area.

I recommend her more highly than any of the other candidates whose plans have been sent to me in the last two or three years.

Report Requested of
Dr. Robert Hawthorn
University of Chicago
5835 Kimbark
Chicago, Illinois

The above-named candidate has applied to this Fund for a Fellowship and has given your name as a reference. The candidate's plan of work is attached. Please return it with your statement.
We shall appreciate your frank opinion of this applicant's qualifications and an appraisal of his plan of work and of his ability to make a noteworthy contribution in his field. Since it is impossible to consider the applicant's qualifications until all of the references are in, a prompt reply will be appreciated.
We request candid and critical comment. Your reply will be held in strict confidence.

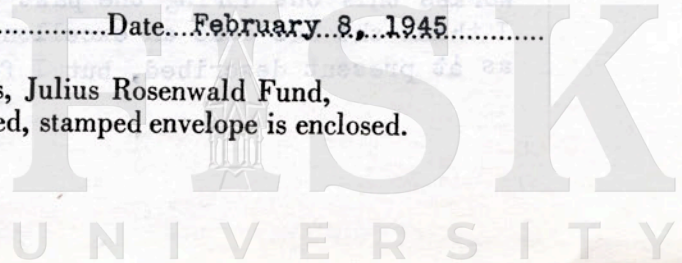
Mrs. William F. Hawgood
Chairman, Division for Fellowships

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

Yes

Signed..... Robert J. Hawthorn
Position or Title..... Professor of Education
Address..... 5835 Kimbark
..... Chicago, 37, Illinois Date..... February 8, 1945

Please return to the Division for Fellowships, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago 15, Illinois. Addressed, stamped envelope is enclosed.



The University of Chicago

CHICAGO 37, ILLINOIS

The Department of Education

February 3, 1947

FELLOWSHIPS

Mr. William C. Haygood
Director for Fellowships
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago 15, Illinois

Dear Mr. Haygood:

Miss Evelyn Brandon has asked me to write you in support of her request for an extension of her fellowship. Miss Brandon is an able person who does exceptionally good interviewing. When working at her best, she is an excellent writer.

In my letter in connection with her original application for a fellowship, I stated that her health had been poor during the previous year. I think that this factor was important in her failure to pass some of her preliminary examinations. I wish to mention again that her health is not stable, apparently. She has seemed much better during the past two months, however. I think that it would be worth while to help her at least until June, on the condition that she complete successfully her preliminary examination for the Ph.D.

Kindest regards,

Sincerely yours,

Allison Davis
Allison Davis

AD:cl

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The University of Chicago

CHICAGO 37, ILLINOIS

The Committee on Human Development

January 31, 1947

FELLOWSHIPS

The Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Gentlemen:

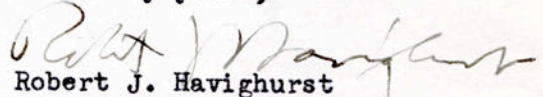
Miss Evelyn Brandon has asked me to write you concerning her program in the past year, during which time she has been on a Rosenwald fellowship.

Miss Brandon has made satisfactory progress during the past year. She will take the preliminary doctoral examination in a few weeks and I am quite confident that she will pass it. She has gone somewhat more slowly than we had anticipated because of the fact that she had a considerable personal adjustment to make during the summer and fall. I am convinced that she has met this problem successfully and that she will have much more personal freedom and initiative from now on. This, added to her very fine mental equipment, will certainly make her a most effective teacher.

In her earlier application for the Rosenwald Fellowship, she proposed a study under the title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Participation in Activities Designed to Influence their Conception of the Role of the Teacher." It is possible that she will want to change her study plan somewhat so as to tie it in with a major research program on intelligence testing, which is being carried on by the Committee on Human Development. If she does make this change she will still be working in a field which has direct bearing on problems of race relations.

I am convinced that she has great promise and I hope the Fund will be able to give her further assistance.

Sincerely yours,


Robert J. Havighurst

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Name Nancy Evelyn Brandon **Field:** Human Development
 10 Symington Place, Rochester 11, New York

Plan of Work

To complete requirements to become a candidate for a Ph.D. degree in the field of human development at the University of Chicago and to carry on a study under the general title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Three Months of Participation in Activities Designed to Change Their Conception of the Role of the Teacher."

Requests grant for one year beginning September, 1945.

Personal Data Born Union, South Carolina, December, 1916. **Age:** 29
 Single. **Draft Status:**

Undergraduate Work Howard University, B.S., 1938.

Graduate Work Howard University, M.S., 1939.
 University of Chicago, 1943-44.

Summer Study and Workshops: Columbia University, July-August, 1940; Northwestern University, July, 1941; Atlanta University, October-November, 1941; University of Rochester, July-August, 1942; University of Chicago, June-August, 1943.

Experience: Instructor, State Teachers College, Montgomery, Alabama, 1939-44, \$1500.

Accomplishments Master's thesis: Estimation of Various Occupied Temporal Intervals with and without Practice.

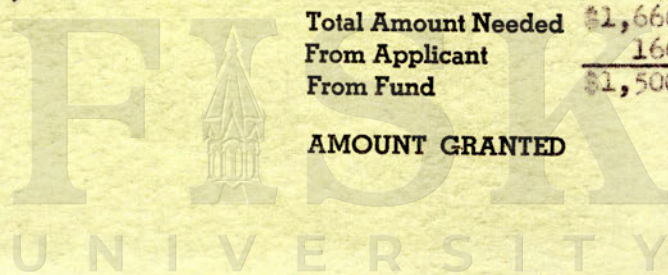
Scholarships: Scholarships at Howard University, 1934-38, \$150 a year.
 Scholarship, Association for Childhood Education, University of Chicago, 1943-44, \$1000.
 Graduate fellowship, Howard University, 1938-39, \$400.
 Three General Education Board scholarships for workshops in 1941 and 1943, ranging from \$100 to \$120.

References

Allison Davis, University of Chicago
 Robert Havighurst, " " "
 Agnes Snyder, Mills College
 Francis C. Sumner, Howard University
 H. C. Trenholm, State Teachers College, Montgomery, Alabama

Budget Summary

| | |
|---------------------|---------|
| Total Amount Needed | \$2,666 |
| From Applicant | 166 |
| From Fund | \$1,500 |

AMOUNT GRANTED

N. E. Brandon

DESCRIPTION OF PROJECT---ITS CHARACTER, SCOPE, AND SIGNIFICANCE

In the field of Human Growth and Development, the receipt of the fellowship would enable me to carry out a plan to qualify for candidacy for the Ph. D. degree in the Division of Social Sciences at the University of Chicago, where four full, continuous quarters of graduate work were completed in 1943-44, and to carry on a study under the general title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Three Months of Participation in Activities Designed to Influence Their Conception of the Role of the Teacher."

Becoming a candidate for the Ph. D. degree would open up to me possibilities of continued professional growth in avenues which I have a strong desire to pursue. I feel that I am at a point in my development where, as a result of several years of experience in doing guidance work, teaching prospective and in-service teachers, and one year recently devoted to research in problems of parents and teachers, I can benefit greatly from additional training. As a result of my training, experiences, and graduate study, I think I have developed understandings about Human Growth and Development, conceptions of the dynamics of human learning, attitudes toward research, and a propensity for selection and integration which will serve as directives for further study and investigation. Additional graduate study will be significant to me as an individual, and with the greater competence and understanding I should acquire, such study will be significant in making me an instrument of greater service in teaching, guidance, or some related occupation.

N. E. Brandon

If I should return to the University of Chicago for further graduate work, I would plan with the advice of Dr. Havighurst, secretary of the Department of Human Growth and Development, two full quarters of class work, paying special attention to any areas, such as physical growth, which have not been emphasized in my previous training. It is possible that in two quarters I may complete all additional necessary courses. With the suggestions of advisors in the department, I would also begin an organized program of independent study and reading so that I could take the preliminary examinations as early as possible.

While preparing for the preliminary examinations, I plan to lay the foundation for the investigation of possible changes in personal-social adjustment among school children after three months of participation in activities designed to influence their conception of the role of the teacher. I think that good learning takes place when the school pupil moves toward desired outcomes with most efficient use of his time and mentality and with satisfaction for himself. It seems reasonable to suppose that such learning takes place most often in situations that are charged with a pleasant emotional tone which stimulates and reinforces efforts leading to learning. The emotional pattern of a class room or other school situation results basically from interaction among participants in the situation, as among teacher and pupils in the classroom. The quality of interaction of which a pupil or teacher is capable, the behavior which is displayed in a given school situation, is engendered not only by the stresses of the present moment, but stems from a whole history of component causation which may reach beyond the individual.

H. E. Brandon

It may be that when a group of people, such as a teacher and pupils, are working together in ways that are suited to individual interests and abilities, and that are directed by motives understandable to all, the social atmosphere of such a group is suffused with an emotional tone of mild pleasure as individuals in the group feel themselves making progress toward goals that are meaningful to them. In such a social atmosphere, it may be that learning is increased. It is suggested that more compatible interaction occurs when members of a working group understand the tensions or patterns of motivations which interplay in that group. Such understanding among pupils and teacher may lead to a certain relation which makes for increasing social harmony in school situations, because of good personal-social adjustment which such a relation encourages, and this relation may foster improvement in learning as tensions are released.

The central theme of the study is the possibility of the occurrence of changes in the direction of improved school adjustment when pupils have a fairly good general understanding of some important factors in the motivation of the teacher. It is evident that school pupils and teachers are influenced by some of the same basic, important motives. It is also evident that classroom and school relations are often not harmonious when pupils do not understand the purposes of teachers and resist teaching efforts or do not profit from them. It is evident that a pupil's conception of the teacher as a person, or the way in which the pupil conceives the role of the teacher influences the quality of pupil-teacher interaction. It is possible that the role the pupil conceives for the teacher is affected to some degree by the currents of feeling that interplay between them in the measure as the pupil comprehends certain purposes of the teacher.

N. E. Brandon

It is indicated by some psychologists that the world of childhood differs from the adult world. It may be suspected that there is disparity between the roles of the teacher as conceived by herself and by any one child. It is probable that children can comprehend motivation when it is pointed out operationally. The proposed investigation seeks to discover if increasing children's understanding of certain underlying motives which they can see operating in their world as well as in the adult world will influence their conception of the teacher, and if changes in personal-social adjustment will occur when this conception changes. If school adjustment is improved, "good" learning, as previously defined, may increase.

In the effort to limit the problem, there is no attempt here to simplify the picture of learning in school situations, or to suggest that learning in school is different from other learning.

There are several important steps in the investigation which may be generally indicated as follows:

I. The choice of subjects is an important step. Children ranging between the third and fifth grades of one public school in Chicago will be used. Observation will be done in several schools to select such grades in one school, probably in a predominately lower-middle class neighborhood, where the principal would allow research to be done, and the teachers would cooperate. An effort would be made to choose a school with a nearby playground and with a school program which includes a variety of activities as well as a fairly flexible classroom schedule to permit different kinds of observation, use of tests, and cooperation of teachers in employing various teaching devices.

II. The controls employed in an investigation of this type should be given careful consideration. Over a period of three months, a group of children working

N. E. Brandon

with one teacher may show changes in personal-social adjustment due to such causes as a greater familiarity with each other. The control group method will be used, and when approximately sixty children, comprising two complete grades, such as third and fourth, or fourth and fifth, have been chosen with their teachers for the experimental group, a similar group at the same grade levels in the same school will be chosen to serve as a control group.

III. By appropriate sociometric techniques, the social climate of all the classes will be determined. The observer will get to know individual children through informal observation and contact in recreational situations. Anecdotal records will be used to aid in discovering personality adjustment, and ^a standardized measure of social adjustment will be applied.

IV. With the control group, similar observations as in part III will be made at the end of the investigation, and findings will be treated to discover changes in the control group for the period of the experiment, and to compare the control group with the experimental group. Otherwise, the control group will not be concerned in the main part of the investigation which follows.

V. Case studies will be made of the experimental group. In the case studies, measures of personal-social adjustment will be obtained and the nature of the important motivation which influences the child's behavior and characteristic ways in which he responds to such motivation will be determined.

VI. Concealed interviews will be used with the classroom teachers to discover the pattern of their motivation. An attempt will be made to discover some basic need to which the teacher continuously or frequently responds.

VII. The characteristic behavior of individual pupils and teacher when motivated in some certain ways will be noted.

H. E. Brandon

VIII. Individual children will be observed to discover their conception of the role of the teacher. This will be done through; concealed interviews, taking the form of conversations with children about school and the teacher which may take place during such a period as recreation time; encouraging children to play school; having children write stories about school and teacher; asking similar questions concerning adults, school, and teacher of each child.

IX. Information obtained concerning children's conception of the teacher will be analyzed to discover any misconceptions which may occur where the child does not understand reasons why a teacher behaves in certain characteristic ways.

X. At least one important basic aspect of the pattern of motivation of the teacher which can also be seen to operate in the general behavior patterns of many of the children will be selected. The attempt will be to increase the children's understanding of the teacher by identifying this motivation, emphasizing its importance, and giving the children practice in behaving to allow this motivation satisfactory expression in themselves and in others. This part of the investigation will cover about three months, and will be the main part of the study.

During the three months period, the concept of motivation will be shown to the children through study of examples in their own behavior, in the behavior of children and adults they know, and through literature. They will be encouraged to talk and think about the "why" of behavior. As the concept is developed, attention will be drawn to the motivation or basic need chosen to be emphasized in the analysis above. Through group experiences in classroom learning,

N. B. Brandon

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recreation, lunch-room activities, etc, children will be given practice in the conscious satisfaction of this need in themselves, and in behaving together in ways that allow some satisfaction of this need in others.

As they talk and think about this important "why" that sometimes influences their behavior and the behavior of their age-mates and adults, efforts will be made to help them recognize this need in the teacher. This effort will be indirect and positive. Teacher and pupils will pay special attention to days or incidents in school days during the three months that are pleasing for them in a regular discussion summary periods which will take place at the end of each day or at the end of a period of work. Pupils and teachers will be lead to talk about why they liked or enjoyed certain activities. The observer will be present at these conversation periods, which may be introduced to the teacher as aids in evaluation. The attempt of the observer will be to steer the thinking of the children to the part each person played in the activity under discussion and why it was a satisfying experience, emphasizing group endeavor where pupils and teacher are using their energies for common purposes that are meaningful to all.

XI. This regular conversation period will be used to direct the children's thinking toward the factors of motivation operating in human behavior, and to the understanding of the teacher as an adult concerning whose behavior the question, "why?" can be answered in the same general way as it is answered with regard to their own behavior.

XII. At the end of a sufficient period, perhaps three months, indication of the children's conception of the teacher's role would again be obtained in the experimental group.

N. E. Brandon

XIII. The measures of personality and social adjustment would be again obtained for both groups, and results would be treated to discover any changes that might have occurred in the two groups since the beginning of the experiment, and to compare the observations of the two groups at the end of the investigation. A written report would describe the complete investigation and describe findings.

Such an investigation as the proposed one would be of value in studying the adult teacher through the eyes of the child. It would add to the literature on the impact of the adult on the thinking and behavior of children in the middle years. It might help teachers to increase their rapport with children and it might contribute to our understanding of how to help children learn.

PRESENT STATE OF THE PROJECT AND EXPECTATION AS TO ITS COMPLETION

The project involves two endeavors in the field of Human Growth and Development. The work preparatory to becoming a candidate for the doctorate was started in the Summer of 1943. Four full quarters of graduate work have been completed and the residence requirement for the degree has thus been fulfilled. It is expected that two quarters will be required to complete additional courses before the preliminary examinations can be taken.

Also, some reading and study will be required to build up a general background.

The knowledge gained in five years of teaching various courses in psychology and education, such as; General Psychology, Child Psychology, Educational Psychology, Child Development, Bio-Social Development, and Human Growth and Development, as well as in the continuous reading and integration of material in the field which such work requires, will be a helpful background for the reading and study required for preparation for the preliminary examination. In addition, numerous experiences, such as curriculum planning, work in organizing and administering a student personnel program in a college, attendance at workshops at Northwestern University, Atlanta University, and the University of Chicago, and taking various summer courses at Columbia University and the University of Rochester, and receiving incidental training in educational guidance and student personnel, have given understanding and a certain degree of competence in related fields which add to a general background necessary for qualification for a doctorate.

Teaching extension classes and summer school has given experience which contributes to knowledge and understanding of adult education and in-service training of teachers and offers another field of interest which may be

N/ E. Brandon

pursued in building up a broad, general background.

The investigation of possible changes in personal-social adjustment among school children after three-months of participation in activities designed to influence their conception of the role of the teacher is another aspect of the work which would be carried on with the aid of the fellowship. No actual collection of data for this investigation has been started. Specific interest in the investigation and preliminary thinking about its undertaking developed during 1943-44 when, as a fellow of the Association for Childhood Education, the writer carried on a study of relations among parents and teachers of primary children in a low-economic status community of Chicago's Near West Side.

A definite contribution the study of parent-teacher relations has made to the progress of the proposed study is the opportunity for developing skill in an important method of investigation which will be of great value in the proposed study, namely, the technique of the concealed interview. Competence in the delicate skill of carrying out such an interview and the proficiency in retention of material for subsequent recording, a difficult but most important aspect of this technique, were developed through the use of the concealed interview during a period of several months in the study of parent-teacher relations. Progress in the proposed study will be facilitated because skill in this technique has been developed.

The previous study of parent-teacher relations has also contributed to other understandings and skills which will be of help in gathering data for the present study through the use of individual tests, informal observation, contact through play groups, etc. Also, the analysis of data

N. E. Brandon

will be facilitated because of experience gained throughout the ten months devoted to the previous study.

Working with in-service teachers as well as with prospective teachers, and contact with the laboratory school in my experience at the State Teachers College in Montgomery, Alabama gave some insight into the ways in which women and men meet their needs and experience some lacks in desired satisfactions in teaching children. Some understanding of certain factors in the social climate of the classroom and of possible relations among various psychological tensions and pupil adjustment has indicated to me ways of setting up and attacking problems in the general scope of the proposed investigation.

The choice of schools and the difficult endeavor of making contacts and getting openings to do research work in the Chicago Public School system consumed a definite amount of time in the previous study. Knowledge of the organization of Chicago schools and the various school situations as well as of the intricacies of doing research there gained in that study can be counted as progress in the performance of any later related study, such as the proposed one.

It is anticipated that the preliminary reading and observation, as well as refining of techniques for the investigation can be carried on while courses are being pursued at the University of Chicago. The experiences designed to aid children in understanding the teachers can take place over a period of three months or less, during which time data can be collected. A later period of a month or two months can be used for determining subsequent personal-social adjustment. The analysis of data and writing of

N. E. Brandon

the report should be carried on throughout the study to some extent, and there should be a final period of several weeks given over to these two tasks alone. It is expected that the entire work involved in the proposed use of time if the fellowship is granted will be not less than eighteen months.

PROPOSED UNIVERSITY AND AUTHORITIES WITH WHOM PROJECT WILL BE DONE

Since residence work for the Ph. D. has already been done at the University of Chicago in the Division of Social Sciences where the writer was admitted in 1943, and the previous study of parent-teacher relations was made in the public schools of Chicago under the guidance of faculty members of the University of Chicago, work will be resumed at that university in the Department of Human Growth and Development. It is proposed that the work will be done under Dr. Robert Havighurst, secretary of the department, with the committee composed of Dr. Helen Koch, Dr. Havighurst, and Dr. Allison Davis, or appropriate members of the department whom Dr. Havighurst might suggest.

N. E. Brandon

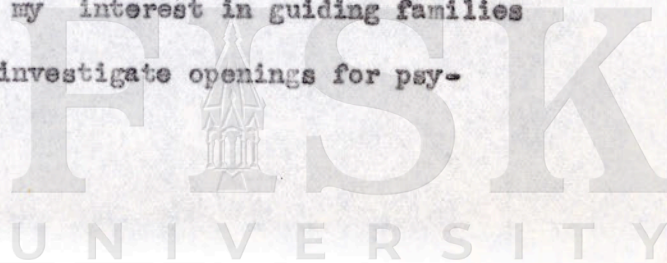
EXPECTATION AS TO PUBLICATION OR USE

It is anticipated that the study will be published, possibly in an educational or psychological journal. If the proposed study is completed, it should be of definite use in the study programs of prospective teachers and in-service teachers.

SUBSEQUENT PLANS FOR MY CAREER

There is, I think, a specific function that people with psychological training and the human development orientation can perform in the teaching of prospective teachers and in facilitating the professional growth and human understanding of in-service teachers. I am especially concerned about working with teachers and prospective teachers to discover ways of configuring human relationships to initiate and enforce drives that will direct human energies into channels that lead to desired learning outcomes in settings of continuous, wholesome individual development. I should enjoy returning to a teacher training institution to teach in the general fields of child psychology or child development.

Another very strong interest which I have is in guidance, especially in educational guidance. I have been observing ways in which the services of psychologists are now being used in rehabilitation work with veterans of this war, and ways in which people who are thinking about the subject propose such services might be used. Related to this is my interest in guiding families in harmonious and productive living. I plan to investigate openings for psy-



N. E. Brandon

chologists in such phases of guidance, as guidance is an endeavor in which I should like to engage.

Although teaching is an important interest, I am encouraged in my attention to occupations other than teaching by the increase in types of positions which women psychologists are now filling. Going into the broader, related occupational fields, the possibility of use of women with training in Human Growth and Development in a program such as UNRRA suggests itself.

HOWARD UNIVERSITY

WASHINGTON, D. C.

CLASS YEAR _____

SCHOLASTIC RECORD OF **Brandon, Nancy Evelyn**

OFFICE OF THE REGISTRAR

GROUP OR DEPT.

Credentials from **Rochester, N.Y.-West**

High School.

Graduated in

of Class

Liberal Arts

| COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN |
|---------|----|-----------------|----|----------------|----|------------|----|------------------|----|-----------------|----|
| English | 3 | Spanish | | Economics | | Physics | | Physiography | | Drawing | |
| German | | History—Ancient | 1 | Algebra | 1 | Chemistry | 1 | Agriculture | | Manual Training | |
| Greek | | —English | | Adv. Algebra | 1 | Biology | | Shorthand | | Music | |
| Italian | | —Med. & Mod | | Pl. Geometry | 1 | Botany | | Typewriting | | | |
| Latin | 4 | —American | | Solid Geometry | | Zoology | | Com. Law | | Gen. Sci. | 1 |
| French | 2 | Civics | 1 | Trigonometry | | Physiology | | Domestic Science | | | |
| | | | | | | | | | | TOTAL | 15 |

Date of H. S. Graduation: **January 1934**

Conditions: **Unconditioned**

Removed

RECORD IN COURSE

| COURSES | | | | COURSES | | | | COURSES | | | | COURSES | | | |
|------------------------------|-----|----|-----|-----------------------------|----|----|-----|-----------------------------|-----|----|-----|-----------------------------|-----|----|-----|
| SH | G | GP | | SH | G | GP | | SH | G | GP | | SH | G | GP | |
| First Semester 1934 | | | | First Semester, 1935 | | | | First Semester 1936 | | | | Second Semester 1938 | | | |
| English | 1 | S | A 9 | French | 3 | 3 | A 9 | Botany | 1 | 3 | A 9 | Psychology | 136 | 3 | B 6 |
| English | 11 | S | A 9 | Education | 39 | 3 | A 9 | Mathematics | 3 | 3 | C 3 | Education | 29 | 3 | B 6 |
| Latin | 5 | S | A 9 | German | 2 | 4 | B 8 | Psychology | 135 | 3 | A 9 | Botany | 2 | 3 | C 3 |
| Fresh. Orient. | 3 | S | B 6 | Psychology | 1 | 3 | A 9 | Sociology | 51 | 3 | A 9 | Psychology | 213 | 3 | A 9 |
| Education | 5 | S | A 9 | Psychology | 4 | 3 | A 9 | Physical Ed. | 15 | | C | Psychology | 140 | 3 | A 9 |
| Phy. Ed. | 1 | | A | Second Semester 1936 | | | | Psychology | | | | total | | | |
| Second Semester, 1935 | | | | French | 15 | 3 | B 6 | Second Semester 1937 | | | | 122 | 263 | | |
| Economics | 1 | 3 | B 6 | French | 14 | 3 | A 9 | Psychology | 127 | 3 | A 9 | | | | |
| Art | 126 | 3 | A 9 | Physical Edu. | 12 | | B | Psychology | 129 | 3 | A 9 | | | | |
| Latin | 126 | 3 | A 9 | German | 5 | 3 | B 6 | Philosophy | 125 | 3 | A 9 | | | | |
| English | 2 | 3 | A 9 | Education | 1 | 3 | A 9 | Mathematics | 5 | 3 | D | | | | |
| German | 1 | 4 | B 8 | Psychology | 2 | 3 | A 9 | Psychology | 138 | 3 | A 9 | | | | |
| Phy. Ed. | 11 | | A | | | | | Psychology | | | | | | | |
| | | | | | | | | First Semester, 1937 | | | | | | | |
| | | | | | | | | Psychology | 144 | 3 | A 9 | | | | |
| | | | | | | | | Zoology | 1 | 3 | B 6 | | | | |
| | | | | | | | | Anthropology | 101 | 3 | B 6 | | | | |
| | | | | | | | | Psychology | 139 | 3 | A 9 | | | | |
| | | | | | | | | Psychology | 214 | 3 | A 9 | | | | |
| TOTALS | | | | TOTALS | | | | TOTALS | | | | TOTALS | | | |
| 31 | | | | 63 | | | | 17 | | | | 17 | | | |

CERTIFICATION

The above is a true and accurate copy of the record on file in this office.

On Probation:

N. Wilkinson
Registrar.

GENERAL MEMORANDA

Honorable Dismissal Granted:

Dropped—Poor Scholarship:

Graduated: **June 10, 1938**

Degree: **S. B.**

Passing Grades—**A B C D**

Honors: **Cum Laude**

Failure—**E F W F**

NOT TO BE ACCEPTED BY OTHER SCHOOLS WITHOUT REGISTRAR'S SEAL.

HOWARD UNIVERSITY DEGREE SOUGHT M.S.
 WASHINGTON, D. C. MAJOR Psychology
 OFFICE OF THE REGISTRAR

Collegiate Record of Brandon, Nancy Evelyn

Entered From Howard University.

Degree

GRADUATE DIVISION

Not to be
accepted by
other schools
without
Registrar's
Seal.

| COURSES | | | | SH | G | GP | COURSES | | | | SH | G | GP | COURSES | | | | SH | G | GP |
|----------------------|-----|---|--|----|---|----|---------|--|--|--|----|---|----|---------|--|--|--|----|---|----|
| First Semester 1938 | | | | | | | | | | | | | | | | | | | | |
| Psychology | 214 | 3 | | S | | | | | | | | | | | | | | | | |
| Psychology | 201 | 3 | | S | | | | | | | | | | | | | | | | |
| Psychology | 208 | 3 | | S | | | | | | | | | | | | | | | | |
| Psychology | 215 | 4 | | S | | | | | | | | | | | | | | | | |
| Psychology | 142 | 3 | | S | | | | | | | | | | | | | | | | |
| Second Semester 1939 | | | | | | | | | | | | | | | | | | | | |
| Psychology | 213 | 3 | | S | | | | | | | | | | | | | | | | |
| Psychology | 212 | 4 | | S | | | | | | | | | | | | | | | | |
| Psychology | 206 | 4 | | S | | | | | | | | | | | | | | | | |

Passing Grades
A B C D W P

Failure F, WF

Incomplete I

Graduated
June 9, 1939

Degree
M.S. in Psychology

Seal

THESIS: The Estimation of Various Occupied Temporal Intervals
with no Practise and With Little Practise.

G. H. Johnson
Registrar

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK
Record in the Graduate Faculties of Political Science,
Philosophy and Pure Science

Nancy Evelyn Brandon

Admitted July 1940

Regular Graduate Student

In Faculty of Philosophy

Previous education and degrees: B.S. 1938--Howard U.
M. S. 1939--Howard U.

Subject of major interest: Psychology

| COURSES | VALUE Points | Marks | Descriptive Titles |
|---------------|-----------------|-------|--|
| S.S. 1940 | | | |
| Psych. SS165 | 3 | B | Social Psych. |
| Educ. S 337H9 | 1 | B | Personnel Records |
| Educ. S 337Hp | 1 | A | Improvement of Reading in High Schools and Colleges |

COPY

THE UNIVERSITY OF CHICAGO

Nancy Evelyn Brandon

10 Symington Place, Rochester, New York

Social Sciences--Graduate Division ---Entered June 21, 1943

S.B. Howard Univ. 1938

Washington, D. C.

M. S. ibid 1939

| <u>Course</u> | <u>Report</u> |
|---|---------------|
| Summer Qr. 1943 | |
| Ed. 312-Growth and Dev. of Sch. Child'n | A |
| Ed. 312W-Workshop in Human Dev't Problems | B |
| Ed. 360W-Curric. Probs. in the Workshop | A |
| Autumn Qr. 1943 | |
| Ho. Ec. 339-Res. Meths. in Child Psy. | A |
| Ho. Ec. 439-Res. in Child Psychology (2 course credits) | B |
| Winter Qr. 1944 | |
| Ed. 395A-Statistical Methods; 1 | B |
| Ed. 499-Res. Probs. in Educ. | A |
| Ho. Ec. 439 Res. in Child Psychology | B |
| Spring Qr. 1944 | |
| Ed. 499-Res. Probs. in Educ. (3 course credits) | A |

COPY

LETTERS OF REFERENCE

Nancy Evelyn Brandon

Dr. Agnes Snyder, Teacher and member of Executive Committee of
The Cooperative School for Teachers, New York City

I have known Miss Nancy Evelyn Brandon for the past five years as a teacher at the State Teachers College, Montgomery, Alabama, where I have been serving as a consultant. Miss Brandon was one of the strongest members of the faculty in initiating and carrying forward an extensive program of curriculum revision. I found her able as a teacher and unusually good in working out cooperative relationships with the faculty. Her interest was markedly in the field of guidance in which she showed not only a fine human approach with individual students but also organizational ability in setting up a guidance program.

Because I was so impressed with Miss Brandon's ability, I recommended her for the Childhood Education Association Fellowship to which she refers in her statement. Miss Brandon was punctilious in sending in monthly reports of progress. They were of high calibre and bore out what she says about the skill she developed in the "concealed interview" technique. At the close of the year at Chicago, summer 1944, she sent in an excellent twelve-page outline of her proposed report.

Miss Brandon returned to the State Teachers College in the fall of 1945 but in a short while went home to Rochester because of ill health, I think. Unless the report of her study has been received by the Childhood Education Association, I can give nothing further about it. I feel that there is a satisfactory explanation for these last developments. I simply do not know what it is. I have the utmost confidence in Miss Brandon's integrity and ability.

I have some question in mind about the study Miss Brandon proposes. There are so many intangibles involved, the skill required is so very great, that I should counsel some simplification of the problem.

Dr. Francis C. Sumner, Head, Psychology Department, Howard University

Miss Nancy E. Brandon was graduated here in psychology for the Master's degree and I rank her among the three best women to graduate here in psychology both as to intelligence and personality. Her thesis work here, made in the realm of experimental psychology, was evidence of a fine grade of intelligence, and I had hoped that she might go on in pure psychology. Her teaching position, which she has held for several years since graduating from here, has turned her interest along educational problems.

I don't know whether I am qualified to pass on the value of a project in a field not quite my own, but I can say with sincerity that Miss Brandon is and has been considerably worked up over this line of work and I believe she knows what she is driving at and she has the intelligence, personality and dynamics to see it through. I think her teacher at the University of Chicago, Doctor Havighurst, is best qualified to pass on the nature of this project in human growth and development.

If this project were being submitted as a psychological experiment, I would say that its contours need finer definition, its methodology needs sharpening.

Mr. Allison Davis, Assistant Professor of Education, University of Chicago

This is both an inventive and well-conceived plan for research, dealing with the role of the teacher among Negro graded-school children. So far as the staff members here are aware, Miss Brandon conceived and developed this plan without guidance. It shows genuine



ability to plan research, although it is probable that in actual practice, Miss Brandon would have to reduce the scope of her study.

Miss Brandon is a very careful and intelligent interviewer, with definite ability as a writer. Last year she did a very useful study of the attitude of low-status Negro parents toward the teachers and toward the school program in a northern elementary school. Mr. Havighurst and I planned and directed this study. The research which she now proposes would require, I believe, about two years.

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Dr. Robert J. Havighurst, Professor of Education, University of Chicago

I am glad to give you my comments on Miss Nancy Evelyn Brandon for a fellowship proposal. I know Miss Brandon very well because I have been her faculty advisor, as well as a member of her committee, which supervised her research last year when she had a fellowship from the Association for Childhood Education. Miss Brandon is one of our best graduate students. Her course grades have all been A's and B's, and she has been a brilliant, as well as a conscientious student. I think she is the ablest Negro student that I have had here at Chicago. Last year she learned the very difficult technique of the concealed interview and is, in our judgment, one of the two or three best interviewers we have turned out. In case she is not awarded a fellowship, we shall probably offer her a research assistantship. However, it would be to her advantage to have the fellowship since she would make more rapid headway towards her Ph.D.

I have read the plan of study with great interest. Miss Brandon has worked this out during the past few months without any help from us and I must say I think she has done an excellent job. I



think the project is somewhat too complex as at present described but I feel sure that it can be simplified to the point where she can get definite results in the time that she proposes to give to it. She has chosen a field of the utmost importance, one which very much needs the kind of work that she proposes to do. Almost anything done in this field will give results which are new and valuable.

Thus, while I would not guarantee that the project would eventuate exactly as Miss Brandon has planned it, I am certain that she can produce new and useful results in this area.

I recommend her more highly than any of the other candidates whose plans have been sent to me in the last two or three years.

- - - - -

Name Nancy Evelyn Brandon **Field:** Human Development
10 Symington Place, Rochester 11, New York

Plan of Work

To complete requirements to become a candidate for a Ph.D. degree in the field of human development at the University of Chicago and to carry on a study under the general title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Three Months of Participation in Activities Designed to Change Their Conception of the Role of the Teacher."

Requests grant for one year beginning September, 1945.

Personal Data Born Union, South Carolina, December, 1916. **Age:** 29
Single. **Draft Status:**

Undergraduate Work Howard University, B.S., 1938.

Graduate Work Howard University, M.S., 1939.
University of Chicago, 1943-44.

Summer Study and Workshops: Columbia University, July-August, 1940; Northwestern University, July, 1941; Atlanta University, October-November, 1941; University of Rochester, July-August, 1942; University of Chicago, June-August, 1943.

Experience

Experience: Instructor, State Teachers College, Montgomery, Alabama, 1939-44, \$1500.

Accomplishments Master's thesis: Estimation of Various Occupied Temporal Intervals with and without Practice.

Scholarships: Scholarships at Howard University, 1934-38, \$150 a year.
Scholarship, Association for Childhood Education, University of Chicago, 1943-44, \$1000.
Graduate fellowship, Howard University, 1938-39, \$400.
Three General Education Board scholarships for workshops in 1941 and 1943, ranging from \$100 to \$120.

References

Allison Davis, University of Chicago
Robert Havighurst, " " "
Agnes Snyder, Mills College
Francis C. Sumner, Howard University
H. C. Trenholm, State Teachers College, Montgomery, Alabama

Budget Summary

| | |
|---------------------|---------|
| Total Amount Needed | \$1,666 |
| From Applicant | 166 |
| From Fund | \$1,500 |

AMOUNT GRANTED

PLEASE RETURN
TO
JULIUS ROSENWALD FUND

-/-

N. E. Brandon

DESCRIPTION OF PROJECT--ITS CHARACTER, SCOPE, AND SIGNIFICANCE

In the field of Human Growth and Development, the receipt of the fellowship would enable me to carry out a plan to qualify for candidacy for the Ph. D. degree in the Division of Social Sciences at the University of Chicago, where four full, continuous quarters of graduate work were completed in 1943-44, and to carry on a study under the general title of "An Investigation of Possible Changes in Personal-Social Adjustment Among School Children after Three Months of Participation in Activities Designed to Influence Their Conception of the Role of the Teacher."

Becoming a candidate for the Ph. D. degree would open up to me possibilities of continued professional growth in avenues which I have a strong desire to pursue. I feel that I am at a point in my development where, as a result of several years of experience in doing guidance work, teaching prospective and in-service teachers, and one year recently devoted to research in problems of parents and teachers, I can benefit greatly from additional training. As a result of my training, experiences, and graduate study, I think I have developed understandings about Human Growth and Development, conceptions of the dynamics of human learning, attitudes toward research, and a propensity for selection and integration which will serve as directives for further study and investigation. Additional graduate study will be significant to me as an individual, and with the greater competence and understanding I should acquire, such study will be significant in making me an instrument of greater service in teaching, guidance, or some related occupation.

FISK
UNIVERSITY

N. E. Brandon

If I should return to the University of Chicago for further graduate work, I would plan with the advice of Dr. Havighurst, secretary of the Department of Human Growth and Development, two full quarters of class work, paying special attention to any areas, such as physical growth, which have not been emphasized in my previous training. It is possible that in two quarters I may complete all additional necessary courses. With the suggestions of advisors in the department, I would also begin an organized program of independent study and reading so that I could take the preliminary examinations as early as possible.

While preparing for the preliminary examinations, I plan to lay the foundation for the investigation of possible changes in personal-social adjustment among school children after three months of participation in activities designed to influence their conception of the role of the teacher. I think that good learning takes place when the school pupil moves toward desired outcomes with most efficient use of his time and mentality and with satisfaction for himself. It seems reasonable to suppose that such learning takes place most often in situations that are charged with a pleasant emotional tone which stimulates and reinforces efforts leading to learning. The emotional pattern of a class room or other school situation results basically from interaction among participants in the situation, as among teacher and pupils in the classroom. The quality of interaction of which a pupil or teacher is capable, the behavior which is displayed in a given school situation, is engendered not only by the stresses of the present moment, but stems from a whole history of component causation which may reach beyond the individual.

It may be that when a group of people, such as a teacher and pupils, are working together in ways that are suited to individual interests and abilities, and that are directed by motives understandable to all, the social atmosphere of such a group is suffused with an emotional tone of mild pleasure as individuals in the group feel themselves making progress toward goals that are meaningful to them. In such a social atmosphere, it may be that learning is increased. It is suggested that more compatible interaction occurs when members of a working group understand the tensions or patterns of motivations which interplay in that group. Such understanding among pupils and teacher may lead to a certain relation which makes for increasing social harmony in school situations, because of good personal-social adjustment which such a relation encourages, and this relation may foster improvement in learning as tensions are released.

The central theme of the study is the possibility of the occurrence of changes in the direction of improved school adjustment when pupils have a fairly good general understanding of some important factors in the motivation of the teacher. It is evident that school pupils and teachers are influenced by some of the same basic, important motives. It is also evident that classroom and school relations are often not harmonious when pupils do not understand the purposes of teachers and resist teaching efforts or do not profit from them. It is evident that a pupil's conception of the teacher as a person, or the way in which the pupil conceives the role of the teacher influences the quality of pupil-teacher interaction. It is possible that the role the pupil conceives for the teacher is affected to some degree by the currents of feeling that interplay between them in the measure as the pupil comprehends certain purposes of the teacher.

N. E. Brandon

It is indicated by some psychologists that the world of childhood differs from the adult world. It may be suspected that there is disparity between the roles of the teacher as conceived by herself and by any one child. It is probable that children can comprehend motivation when it is pointed out operationally. The proposed investigation seeks to discover if increasing children's understanding of certain underlying motives which they can see operating in their world as well as in the adult world will influence their conception of the teacher, and if changes in personal-social adjustment will occur when this conception changes. If school adjustment is improved, "good" learning, as previously defined, may increase.

In the effort to limit the problem, there is no attempt here to simplify the picture of learning in school situations, or to suggest that learning in school is different from other learning.

There are several important steps in the investigation which may be generally indicated as follows:

I. The choice of subjects is an important step. Children ranging between the third and fifth grades of one public school in Chicago will be used. Observation will be done in several schools to select such grades in one school, probably in a predominately lower-middle class neighborhood, where the principal would allow research to be done, and the teachers would cooperate. An effort would be made to choose a school with a nearby playground and with a school program which includes a variety of activities as well as a fairly flexible classroom schedule to permit different kinds of observation, use of tests, and cooperation of teachers in employing various teaching devices.

II. The controls employed in an investigation of this type should be given careful consideration. Over a period of three months, a group of children working

N. E. Brandon

with one teacher may show changes in personal-social adjustment due to such causes as a greater familiarity with each other. The control group method will be used, and when approximately sixty children, comprising two complete grades, such as third and fourth, or fourth and fifth, have been chosen with their teachers for the experimental group, a similar group at the same grade levels in the same school will be chosen to serve as a control group.

III. By appropriate sociometric techniques, the social climate of all the classes will be determined. The observer will get to know individual children through informal observation and contact in recreational situations. Anecdotal records will be used to aid in discovering personality adjustment, and ^a standardized measure of social adjustment will be applied.

IV. With the control group, similar observations as in part III will be made at the end of the investigation, and findings will be treated to discover changes in the control group for the period of the experiment, and to compare the control group with the experimental group. Otherwise, the control group will not be concerned in the main part of the investigation which follows.

V. Case studies will be made of the experimental group. In the case studies, measures of personal-social adjustment will be obtained and the nature of the important motivation which influences the child's behavior and characteristic ways in which he responds to such motivation will be determined.

VI. Concealed interviews will be used with the classroom teachers to discover the pattern of their motivation. An attempt will be made to discover some basic need to which the teacher continuously or frequently responds.

VII. The characteristic behavior of individual pupils and teacher when motivated in some certain ways will be noted.



N. E. Brandon

VIII. Individual children will be observed to discover their conception of the role of the teacher. This will be done through; concealed interviews, taking the form of conversations with children about school and the teacher which may take place during such a period as recreation time; encouraging children to play school; having children write stories about school and teacher; asking dimilar questions concerning adults, school, and teacher of each child.

IX. Information obtained concerning children's conception of the teacher will be analyzed to discover any misconceptions which may occur where the child does not understand reasons why a teacher behaves in certain characteris-
tic ways.

X. At least one important basic aspect of the pattern of motivation of the teacher which can also be seen to operate in the general behavior patterns of many of the children will be selected. The attempt will be to increase the children's understanding of the teacher by identifying this motivation , emphasizing its importance, and giving the children practice in behaving to allow this motivation satisfactory expression in themselves and in others. This part of the investigation will cover about three months, and will be the main part of the study.

During the three months period, the concept of motivation will be shown to the children through study of examples in their own behavior, in the behavior of children and adults they know, and through literature. They will be encouraged to talk and think about the "why" of behavior. As the concept is developed, attention will be drawn to the motivation or basic need chosen to be emphasized in the analysis above. Through group experiences in classroom learning,

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recreation, lunch-room activities, etc, children will be given practice in the conscious satisfaction of this need in themselves, and in behaving together in ways that allow some satisfaction of this need in others.

As they talk and think about this important "why" that sometimes influences their behavior and the behavior of their age-mates and adults, efforts will be made to help them recognize this need in the teacher. This effort will be indirect and positive. Teacher and pupils will pay special attention to days or incidents in school days during the three months that are pleasing for them in a regular discussion summary periods which will take place at the end of each day or at the end of a period of work. Pupils and teachers will be lead to talk about why they liked or enjoyed certain activities. The observer will be present at these conversation periods, which may be introduced to the teacher as aids in evaluation. The attempt of the observer will be to steer the thinking of the children to the part each person played in the activity under discussion and why it was a satisfying experience, emphasizing group endeavor where pupils and teacher are using their energies for common purposes that are meaningful to all.

XI. This regular conversation period will be used to direct the children's thinking toward the factors of motivation operating in human behavior, and to the understanding of the teacher as an adult concerning whose behavior the question, "why?" can be answered in the same general way as it is answered with regard to their own behavior.

XII. At the end of a sufficient period, perhaps three months, indication of the children's conception of the teacher's role would again be obtained in the experimental group.

N. E. Brandon

XIII. The measures of personality and social adjustment would be again obtained for both groups, and results would be treated to discover any changes that might have occurred in the two groups since the beginning of the experiment, and to compare the observations of the two groups at the end of the investigation. A written report would describe the complete investigation and describe findings.

Such an investigation as the proposed one would be of value in studying the adult teacher through the eyes of the child. It would add to the literature on the impact of the adult on the thinking and behavior of children in the middle years. It might help teachers to increase their rapport with children and it might contribute to our understanding of how to help children learn.

PRESENT STATE OF THE PROJECT AND EXPECTATION AS TO ITS COMPLETION

The project involves two endeavors in the field of Human Growth and Development. The work preparatory to becoming a candidate for the doctorate was started in the Summer of 1943. Four full quarters of graduate work have been completed and the residence requirement for the degree has thus been fulfilled. It is expected that two quarters will be required to complete additional courses before the preliminary examinations can be taken. Also, some reading and study will be required to build up a general background.

The knowledge gained in five years of teaching various courses in psychology and education, such as; General Psychology, Child Psychology, Educational Psychology, Child Development, Bio-Social Development, and Human Growth and Development, as well as in the continuous reading and integration of material in the field which such work requires, will be a helpful background for the reading and study required for preparation for the preliminary examination. In addition, numerous experiences, such as curriculum planning, work in organizing and administering a student personnel program in a college, attendance at workshops at Northwestern University, Atlanta University, and the University of Chicago, and taking various summer courses at Columbia University and the University of Rochester, and receiving incidental training in educational guidance and student personnel, have given understanding and a certain degree of competence in related fields which add to a general background necessary for qualification for a doctorate.

Teaching extension classes and summer school has given experience which contributes to knowledge and understanding of adult education and in-service training of teachers and offers another field of interest which may be

N/ E. Brandon

pursued in building up a broad, general background.

The investigation of possible changes in personal-social adjustment among school children after three-months of participation in activities designed to influence their conception of the role of the teacher is another aspect of the work which would be carried on with the aid of the fellowship. No actual collection of data for this investigation has been started. Specific interest in the investigation and preliminary thinking about its undertaking developed during 1943-44 when, as a fellow of the Association for Childhood Education, the writer carried on a study of relations among parents and teachers of primary children in a low-economic status community of Chicago's Near West Side.

A definite contribution the study of parent-teacher relations has made to the progress of the proposed study is the opportunity for developing skill in an important method of investigation which will be of great value in the proposed study, namely, the technique of the concealed interview. Competence in the delicate skill of carrying out such an interview and the proficiency in retention of material for subsequent recording, a difficult but most important aspect of this technique, were developed through the use of the concealed interview during a period of several months in the study of parent-teacher relations. Progress in the proposed study will be facilitated because skill in this technique has been developed.

The previous study of parent-teacher relations has also contributed to other understandings and skills which will be of help in gathering data for the present study through the use of individual tests, informal observation, contact through play groups, etc. Also, the analysis of data

N. E. Brandon

will be facilitated because of experience gained throughout the ten months devoted to the previous study.

Working with in-service teachers as well as with prospective teachers, and contact with the laboratory school in my experience at the State Teachers College in Montgomery, Alabama gave some insight into the ways in which women and men meet their needs and experience some lacks in desired satisfactions in teaching children. Some understanding of certain factors in the social climate of the classroom and of possible relations among various psychological tensions and pupil adjustment has indicated to me ways of setting up and attacking problems in the general scope of the proposed investigation.

The choice of schools and the difficult endeavor of making contacts and getting openings to do research work in the Chicago Public School system consumed a definite amount of time in the previous study. Knowledge of the organization of Chicago schools and the various school situations as well as of the intricacies of doing research there gained in that study can be counted as progress in the performance of any later related study, such as the proposed one.

It is anticipated that the preliminary reading and observation, as well as refining of techniques for the investigation can be carried on while courses are being pursued at the University of Chicago. The experiences designed to aid children in understanding the teachers can take place over a period of three months or less, during which time data can be collected. A later period of a month or two months can be used for determining subsequent personal-social adjustment. The analysis of data and writing of

N. E. Brandon

the report should be carried on throughout the study to some extent, and there should be a final period of several weeks given over to these two tasks alone. It is expected that the entire work involved in the proposed use of time if the fellowship is granted will be not less than eighteen months.

PROPOSED UNIVERSITY AND AUTHORITIES WITH WHOM PROJECT WILL BE DONE

Since residence work for the Ph. D. has already been done at the University of Chicago in the Division of Social Sciences where the writer was admitted in 1943, and the previous study of parent-teacher relations was made in the public schools of Chicago under the guidance of faculty members of the University of Chicago, work will be resumed at that university in the Department of Human Growth and Development. It is proposed that the work will be done under Dr. Robert Havighurst, secretary of the department, with the committee composed of Dr. Helen Koch, Dr. Havighurst, and Dr. Allison Davis, or appropriate members of the department whom Dr. Havighurst might suggest.

N. E. Brandon

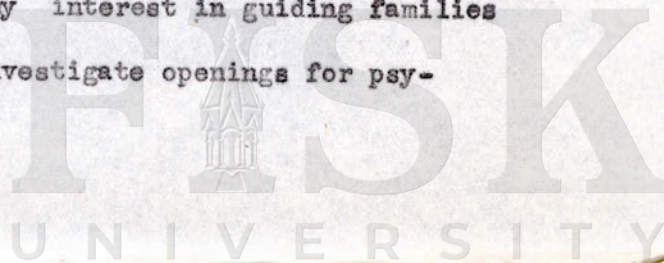
EXPECTATION AS TO PUBLICATION OR USE

It is anticipated that the study will be published, possibly in an educational or psychological journal. If the proposed study is completed, it should be of definite use in the study programs of prospective teachers and in-service teachers.

SUBSEQUENT PLANS FOR MY CAREER

There is, I think, a specific function that people with psychological training and the human development orientation can perform in the teaching of prospective teachers and in facilitating the professional growth and human understanding of in-service teachers. I am especially concerned about working with teachers and prospective teachers to discover ways of configuring human relationships to initiate and enforce drives that will direct human energies into channels that lead to desired learning outcomes in settings of continuous, wholesome individual development. I should enjoy returning to a teacher training institution to teach in the general fields of child psychology or child development.

Another very strong interest which I have is in guidance, especially in educational guidance. I have been observing ways in which the services of psychologists are now being used in rehabilitation work with veterans of this war, and ways in which people who are thinking about the subject propose such services might be used. Related to this is my interest in guiding families in harmonious and productive living. I plan to investigate openings for psy-



N. E. Brandon

chologists in such phases of guidance, as guidance is an endeavor in which I should like to engage.

Although teaching is an important interest, I am encouraged in my attention to occupations other than teaching by the increase in types of positions which women psychologists are now filling. Going into the broader, related occupational fields, the possibility of use of women with training in Human Growth and Development in a program such as UNRRA suggests itself.

HOWARD UNIVERSITY

WASHINGTON, D. C.

CLASS YEAR _____

SCHOLASTIC RECORD OF **Brandon, Nancy Evelyn**

OFFICE OF THE REGISTRAR

GROUP OR DEPT.

Credentials from **Rochester, N.Y.-West**

High School.

Graduated in

of Class

Liberal Arts

| COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN | COURSES | UN |
|---------|----|-----------------|----|----------------|-----|------------|----|------------------|----|-----------------|-----|---------|----|
| English | 3 | Spanish | | Economics | | Physics | | Physiology | | Drawing | | | |
| German | | History—Ancient | 1 | Algebra | 1 | Chemistry | 1 | Agriculture | | Manual Training | | | |
| Greek | | " —English | | Adv. Algebra | 1/2 | Biology | | Shorthand | | Music | | | |
| Italian | | " —Med.& Mod | | Pl. Geometry | 1 | Botany | | Typewriting | | | | | |
| Latin | 4 | " —American | | Solid Geometry | | Zoology | | Com. Law | | Gen. Sci. | 1/2 | | |
| French | 2 | Civics | 1 | Trigonometry | | Physiology | | Domestic Science | | | | TOTAL | 15 |

Date of H. S. Graduation: **January 1934**

Conditions: **Unconditioned**

Removed

RECORD IN COURSE

| COURSES | SH | G | GP | COURSES | SH | G | GP | COURSES | SH | G | GP | COURSES | SH | G | GP | | | | |
|-----------------------|-----|---|----|----------------------|----------------------|----|----|----------------------|------------|--------------|-----|----------------------|----|----------------|------------|-----|---|---|---|
| First Semester 1934 | | | | First Semester, 1935 | | | | First Semester 1936 | | | | Second Semester 1936 | | | | | | | |
| English | 1 | S | A | 9 | French | 3 | 3 | A | 9 | Botany | 1 | 3 | A | 9 | Psychology | 136 | 3 | B | 6 |
| English | 11 | S | A | 9 | Education | 39 | 3 | A | 9 | Mathematics | 3 | 3 | C | 3 | Education | 29 | 3 | B | 6 |
| Latin | 5 | S | A | 9 | German | 2 | 4 | B | 8 | Psychology | 135 | 3 | A | 9 | Botany | 2 | 3 | C | 3 |
| Fresh. Orient. | 3 | S | B | 6 | Psychology | 1 | 3 | A | 9 | Sociology | 51 | 3 | A | 9 | Psychology | 213 | 3 | A | 9 |
| Education | 5 | S | A | 9 | Psychology | 4 | 3 | A | 9 | Physical Ed. | 15 | | C | | Psychology | 140 | 3 | A | 9 |
| Phy. Ed. | 1 | | A | | Second Semester 1936 | | | | Psychology | 128 | 3 | A | 9 | *total 122 263 | | | | | |
| Second Semester, 1935 | | | | Second Semester 1937 | | | | Second Semester 1937 | | | | | | | | | | | |
| Economics | 1 | 3 | B | 6 | French | 15 | 3 | B | 6 | Psychology | 127 | 3 | A | 9 | | | | | |
| Art | 126 | 3 | A | 9 | French | 14 | 3 | A | 9 | Psychology | 129 | 3 | A | 9 | | | | | |
| Latin | 126 | 3 | A | 9 | Physical Edu. | 12 | | B | | Philosophy | 125 | 3 | A | 9 | | | | | |
| English | 2 | 3 | A | 9 | German | 5 | 3 | B | 6 | Mathematics | 5 | 3 | D | | | | | | |
| German | 1 | 4 | B | 8 | Education | 1 | 3 | A | 9 | Psychology | 132 | 3 | A | 9 | | | | | |
| Phy. Ed. | 11 | | A | | Psychology | 2 | 3 | A | 9 | | | | | | | | | | |
| TOTALS 31 83 | | | | TOTALS | | | | TOTALS | | | | TOTALS | | | | | | | |

CERTIFICATION

The above is a true and accurate copy of the record on file in this office.

On Probation:

N. D. Wilkenson
Registrar.

GENERAL MEMORANDA

Honorable Dismissal Granted:

Dropped—Poor Scholarship:

Graduated: **June 10, 1938**

Degree: **S. B.**

Passing Grades—**A B C D**

Honors: **Cum Laude**

Failure—**E F W F**

NOT TO BE ACCEPTED BY OTHER SCHOOLS WITHOUT REGISTRAR'S SEAL.

HOWARD UNIVERSITY DEGREE SOUGHT M.S.
 WASHINGTON, D. C.
 OFFICE OF THE REGISTRAR MAJOR Psychology

Scholastic Record of Brandon, Nancy Evelyn

Entered From Howard University.

Degree

GRADUATE DIVISION

| COURSES | | | | COURSES | | | | COURSES | | | | COURSES | | | |
|----------------------|-----|----|---|---------|---|----|--|---------|---|----|--|---------|---|----|--|
| SH | G | GP | | SH | G | GP | | SH | G | GP | | SH | G | GP | |
| First Semester 1938 | | | | | | | | | | | | | | | |
| Psychology | 214 | 3 | S | | | | | | | | | | | | |
| Psychology | 201 | 3 | S | | | | | | | | | | | | |
| Psychology | 206 | 3 | S | | | | | | | | | | | | |
| Psychology | 215 | 4 | S | | | | | | | | | | | | |
| Psychology | 143 | 3 | S | | | | | | | | | | | | |
| Second Semester 1939 | | | | | | | | | | | | | | | |
| Psychology | 213 | 3 | S | | | | | | | | | | | | |
| Psychology | 212 | 4 | S | | | | | | | | | | | | |
| Psychology | 206 | 4 | S | | | | | | | | | | | | |

Not to be accepted by other schools without Registrar's Seal.

Passing Grades
A B C D W P

Failure F, WF

Incomplete I

Graduated
June 9, 1939

Degree
M.S. in Psychology

Seal

THESIS: The Estimation of Various Occupied Temporal Intervals with no Practise and With Little Practise.

N. Wilkinson
Registrar

COLUMBIA UNIVERSITY IN THE CITY OF NEW YORK
Record in the Graduate Faculties of Political Science,
Philosophy and Pure Science

Nancy Evelyn Brandon

Admitted July 1940

Regular Graduate Student

In Faculty of Philosophy

Previous education and degrees: B.S. 1938--Howard U.

M. S. 1939--Howard U.

Subject of major interest: Psychology

| COURSES | VALUE Points | Marks | Descriptive Titles |
|---------------|-----------------|-------|--|
| S.S. 1940 | | | |
| Psych. SS165 | 3 | B | Social Psych. |
| Educ. S 337H9 | 1 | B | Personnel Records |
| Educ. S 337Hp | 1 | A | Improvement of Reading in High Schools and Colleges |

COPY

THE UNIVERSITY OF CHICAGO

Nancy Evelyn Brandon

10 Symington Place, Rochester, New York

Social Sciences--Graduate Division ---Entered June 21, 1943

S.B. Howard Univ. 1938

Washington, D. C.

M. S. *ibid* 1939

| <u>Course</u> | <u>Report</u> |
|---|---------------|
| Summer QR. 1943 | |
| Ed. 312-Growth and Dev. of Sch. Child'n | A |
| Ed. 312W-Workshop in Human Dev't Problems | B |
| Ed. 360W-Curric. Probs. in the Workshop | A |
| Autumn Qr. 1943 | |
| Ho. Ec. 339-Res. Meths. in Child Psy. | A |
| Ho. Ec. 439-Res. in Child Psychology (2 course credits) | B |
| Winter Qr. 1944 | |
| Ed. 395A-Statistical Methods; 1 | B |
| Ed. 499-Res. Probs. in Educ. | A |
| Ho. Ec. 439 Res. in Child Psychology | B |
| Spring Qr. 1944 | |
| Ed. 499-Res. Probs. in Educ. (3 course credits) | A |

COPY

LETTERS OF REFERENCE

Nancy Evelyn Brandon

Dr. Agnes Snyder, Teacher and member of Executive Committee of
The Cooperative School for Teachers, New York City

I have known Miss Nancy Evelyn Brandon for the past five years as a teacher at the State Teachers College, Montgomery, Alabama, where I have been serving as a consultant. Miss Brandon was one of the strongest members of the faculty in initiating and carrying forward an extensive program of curriculum revision. I found her able as a teacher and unusually good in working out cooperative relationships with the faculty. Her interest was markedly in the field of guidance in which she showed not only a fine human approach with individual students but also organizational ability in setting up a guidance program.

Because I was so impressed with Miss Brandon's ability, I recommended her for the Childhood Education Association Fellowship to which she refers in her statement. Miss Brandon was punctilious in sending in monthly reports of progress. They were of high calibre and bore out what she says about the skill she developed in the "concealed interview" technique. At the close of the year at Chicago, summer 1944, she sent in an excellent twelve-page outline of her proposed report.

Miss Brandon returned to the State Teachers College in the fall of 1945 but in a short while went home to Rochester because of ill health, I think. Unless the report of her study has been received by the Childhood Education Association, I can give nothing further about it. I feel that there is a satisfactory explanation for these last developments. I simply do not know what it is. I have the utmost confidence in Miss Brandon's integrity and ability.

I have some question in mind about the study Miss Brandon proposes. There are so many intangibles involved, the skill required is so very great, that I should counsel some simplification of the problem.

Dr. Francis C. Sumner, Head, Psychology Department, Howard University

Miss Nancy E. Brandon was graduated here in psychology for the Master's degree and I rank her among the three best women to graduate here in psychology both as to intelligence and personality. Her thesis work here, made in the realm of experimental psychology, was evidence of a fine grade of intelligence, and I had hoped that she might go on in pure psychology. Her teaching position, which she has held for several years since graduating from here, has turned her interest along educational problems.

I don't know whether I am qualified to pass on the value of a project in a field not quite my own, but I can say with sincerity that Miss Brandon is and has been considerably worked up over this line of work and I believe she knows what she is driving at and she has the intelligence, personality and dynamics to see it through. I think her teacher at the University of Chicago, Doctor Havighurst, is best qualified to pass on the nature of this project in human growth and development.

If this project were being submitted as a psychological experiment, I would say that its contours need finer definition, its methodology needs sharpening.

Mr. Allison Davis, Assistant Professor of Education, University of Chicago

This is both an inventive and well-conceived plan for research, dealing with the role of the teacher among Negro graded-school children. So far as the staff members here are aware, Miss Brandon conceived and developed this plan without guidance. It shows genuine



ability to plan research, although it is probable that in actual practice, Miss Brandon would have to reduce the scope of her study.

Miss Brandon is a very careful and intelligent interviewer, with definite ability as a writer. Last year she did a very useful study of the attitude of low-status Negro parents toward the teachers and toward the school program in a northern elementary school. Mr. Havighurst and I planned and directed this study. The research which she now proposes would require, I believe, about two years.

- - - - -

Dr. Robert J. Havighurst, Professor of Education, University of Chicago

I am glad to give you my comments on Miss Nancy Evelyn Brandon for a fellowship proposal. I know Miss Brandon very well because I have been her faculty advisor, as well as a member of her committee, which supervised her research last year when she had a fellowship from the Association for Childhood Education. Miss Brandon is one of our best graduate students. Her course grades have all been A's and B's, and she has been a brilliant, as well as a conscientious student. I think she is the ablest Negro student that I have had here at Chicago. Last year she learned the very difficult technique of the concealed interview and is, in our judgment, one of the two or three best interviewers we have turned out. In case she is not awarded a fellowship, we shall probably offer her a research assistantship. However, it would be to her advantage to have the fellowship since she would make more rapid headway towards her Ph.D.

I have read the plan of study with great interest. Miss Brandon has worked this out during the past few months without any help from us and I must say I think she has done an excellent job. I

think the project is somewhat too complex as at present described but I feel sure that it can be simplified to the point where she can get definite results in the time that she proposes to give to it. She has chosen a field of the utmost importance, one which very much needs the kind of work that she proposes to do. Almost anything done in this field will give results which are new and valuable.

Thus, while I would not guarantee that the project would eventuate exactly as Miss Brandon has planned it, I am certain that she can produce new and useful results in this area.

I recommend her more highly than any of the other candidates whose plans have been sent to me in the last two or three years.

- - - - -

The University of Chicago

Office of the Registrar

Entered June 21, 1943

Name (Nancy)

Evelyn

Brandon

Social Sciences

Graduate

Home Address 10 Symington Pl., Rochester, N.Y.

Matriculation No. 211642

Date of Birth

12-19-16

Place of Birth Union, N.Y.

| | Course | Report | Course | Report | Course | Report | Course | Report |
|---|---|--------|--------|--------|--------|--------|--------|--------|
| ✓S.B. Howard Univ. 1938 Washington, D.C. | SUMMER QR. 1943 | | | | | | | |
| | ED. 312-GROWTH & DEV. OF SCH. CHILD'N | A | | | | | | |
| ✓M.S. 1bid 1939 | ED. 312W-WORKSHOP IN HUMAN DEV'T PROBS. | B | | | | | | |
| | ED. 360W-CURRIC.PROBS.IN THE WORKSHOP | A | | | | | | |
| | AUTUMN QR. 1943 | | | | | | | |
| | HO.EC. 339-RES.METHS.IN CHILD.PSY. | A | | | | | | |
| | HO.EC. 439-RES.IN CHILD PSYCHOLOGY | B | | | | | | |
| | WINTER QR. 1944 | | | | | | | |
| | ED. 395A-STATISTICAL METHODS I | B | | | | | | |
| | ED. 499-RES.PROBS.IN EDUC. | B | | | | | | |
| | HO.EC. 439-RES.IN CHILD PSYCHOLOGY | B | | | | | | |
| | SPRING QR. 1944 | | | | | | | |
| | ED. 499-RES.PROBS.IN EDUC. | A | | | | | | |



This student is honorably dismissed if dismissal is desired.

J. Phillips
Registrar

Issued DEC 1943

1. *The quarter* is the unit of time. Three quarters, equivalent to two semesters, constitute an academic year.
2. *The course* is the unit of instruction. The normal program for a student in a Division or Professional School is three courses a quarter; in the College, four courses a quarter. Unless otherwise indicated, a course is understood to be one unit of instruction. A course marked $\frac{1}{2}$ C is equivalent to a half unit of instruction; one marked 2Cs, to two units of instruction, etc. A course at the College level (in a general field or a special field or any course numbered lower than 200) is equivalent to 3 semester hours. A course at the divisional level (a course numbered 200 or higher) is equivalent to $3\frac{1}{2}$ semester hours.
3. *Course numbers.*—The first digit in each course number indicates the group in which the course belongs: 1-199, primarily for College students; 200-299, primarily for students who begin their work in a Division or Professional School after completing the requirements in the College of the University or in a junior college; 300-399, advanced courses; 400-499, pre-research, problem, or research courses.
4. *The grading system.*—The grades **A**, **B**, **C**, and **D** are passing grades. The mark **S** indicates satisfactory work. The mark **F** indicates unsatisfactory work. The mark **Inc.** (incomplete) indicates that the student has not submitted sufficient evidence to warrant a passing mark. The mark **R** is used only when the student has submitted no evidence of the quality and quantity of his work in a course. No stigma is attached to the mark **R**. A student in the College who registers for courses offered to assist him in preparing for the comprehensive examinations generally receives the mark **R** in such courses. The quantity and quality of his work are judged by the results of the comprehensive examinations rather than by the record of his course registrations.
5. *The College.*—The program of study in the College is so organized that a student who has completed two years of work in an accredited high school spends approximately four years in the fulfilment of the requirements for the degree of Bachelor of Arts or Bachelor of Philosophy. These requirements are stated in terms of educational attainment measured by comprehensive examinations. A student in the College takes examinations in the four general fields as follows:

Two examinations in the Biological Sciences and one examination in the Physical Sciences, *or*
 Two examinations in the Physical Sciences and one examination in the Biological Sciences
 Three examinations in the Social Sciences
 Three examinations in the Humanities

Each examination, if passed with a grade of **D** or better, is equivalent to 9 semester hours. A student in the College also takes two tests in Reading, Writing, and Criticism, one test in English composition, and one test in Observation-Interpretation-Integration. Each test, if passed with a grade of **D** or better, is equivalent to 6 semester hours. A student may substitute two comprehensive examinations, each covering a year's work in a special field, for any two of the following examinations: the third examination in the Social Sciences, the third examination in the Humanities, and the examination in Observation, Interpretation, and Integration. Each examination in a special field, if passed with a grade of **D** or better, is equivalent to 9 semester hours. Each examination or test, if applied toward the 15 entrance units generally required for admission to another college, is equivalent to one entrance unit. A student who enters the College after completing more than two years of work in an accredited high school may not be required to take all of the examinations and tests listed above. A student is not required to take the courses offered to prepare him for an examination, but such courses, if taken by a student, are entered on his record.

6. *The Divisions and the Professional Schools.*—A student who has completed the requirements in the College of the University of Chicago or in a junior college may continue his studies (*a*) for a higher degree in the Division of the Humanities, the Division of the Social Sciences, or in a Professional School, or (*b*) for the degree of Bachelor of Science or a higher degree in the Division of the Biological Sciences or the Division of the Physical Sciences. Information concerning the specific requirements for degrees in the Divisions and the Professional Schools may be secured from the *Announcements* published by the University or from the Registrar.
7. *Honorable dismissal.*—A student is honorably dismissed, if dismissal is desired, unless otherwise indicated.

FELLOWSHIPS

April 25, 1945

Dear Miss Brandon: It is a pleasure to inform you that you have been selected by the Committee on Fellowships of the Julius Rosenwald Fund to receive a grant of One thousand five hundred dollars (\$1,500) for a twelve-month period beginning in September, 1945, to enable you to continue your studies at the University of Chicago.

Will you please let us know at once whether or not you can accept the fellowship? An announcement of the Committee's selections will soon be made, and it can include only those from whom acceptances have been received.

Sincerely yours,

Mrs. William C. Haygood
Acting Director for Fellowships

VH:RR

Miss Nancy Evelyn Brandon
10 Symington Place
Rochester 11, New York

Education

Miss Brandon
FISK
Nancy Evelyn Brandon
UNIVERSITY

180
180
FELLOWSHIPS

April 11, 1947

Dear Miss Brandon: I am happy to be able to write you that the Fellowship Committee has granted you a \$500 extension to enable you to complete the work begun under your 1945 fellowship. I hope this sum will be sufficient to carry you through to a successful completion of your dissertation.

Will you please write Miss Elvidge and set up a payment plan with her?

With all good wishes to you.

Sincerely yours,

WILLIAM C. HAYGOOD

WCH:rfl

Miss Nancy Evelyn Brandon
1414 East 59th Street
Chicago 37, Illinois

regis.
1/15 a quarter for
a quarter
FISK
UNIVERSITY