

HISTORY AND PRESENT STATUS
of the Work of the
COUNCIL ON RURAL EDUCATION

The Council was called together in the autumn of 1934 because a number of us who were interested in southern schools were dissatisfied with the educational procedures and results of public schools, especially in the country, in spite of the fact that the school system in America, on its physical and financial sides, had attained success beyond the fondest dreams of any other nation.

We recognized at the outset that it was much more difficult to provide true education than to build buildings, organize systems, or finance operations. But we were convinced that if democracy is to survive we must find some way to give effective education, not merely to transmit facts and mental tricks to all the people. And we felt also that we must find some way to keep life in the country rich and full and human. Thus the Council set itself the tremendous two-fold task: to revive the school as a really educational institution, and through education to enrich rural life.

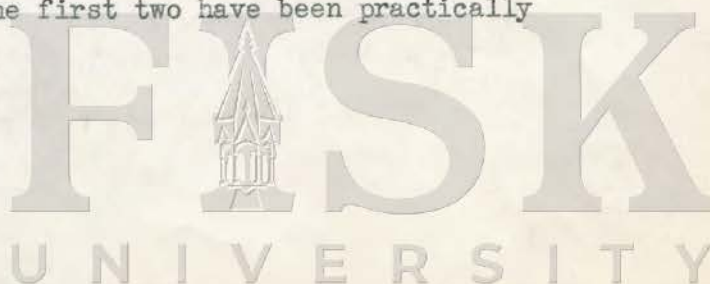
The Council has been in existence three years. Meetings have been held as follows: October, 1934, in Chicago; January, 1935, in Atlanta; April, 1935, in Nashville; January, 1936, in New Orleans; January, 1937, in Chicago. A rotation of individuals has comprised the membership of the Council in order to bring in many kinds of experience and thinking, though a continuing nucleus of fifteen individuals have been members from the beginning and have been present at all of the meetings. The members include southern educators and school officials, representatives of foundations, and individuals from the nation at large who are eminent in educational and social study and planning.

The rural education staff of the Julius Rosenwald Fund ~~have~~^{has} constituted the direct staff of the Council together with explorers and research workers appointed from time to time for special tasks. But the Council is much more than a committee of a single foundation. It is an autonomous - and very powerful - body. A part of its suggestions are carried out by the Rosenwald Fund. Many other suggestions are put into effect by other foundations or by individuals as a part of their regular functions as educators and officials. The central function of the Council is to generate ideas and formulate policies and procedures which may be put into effect by whosoever has the willingness and the ability to do so.

The Council proposed to concentrate on four main efforts which were described as follows in the memorandum presented to the first meeting.

- " 1. Acquainting ourselves intimately and in detail with the actual conditions of rural life which are the setting and the arena of the rural school.
- " 2. Experiments in given schools under somewhat typical conditions, to find out what may reasonably be expected of a school under good leadership but existing as a part of the regular school system under average conditions. Demonstrations of the procedures worked out in these schools.
- " 3. Cooperation with selected normal schools in the preparation of teachers and in the development of permanent regional leadership in rural education.
- " 4. Development through the discussions of this Council and through the work of the staff of sound ideas in education and the expression of these ideas through the work of individual members of this Council and through the influence of the Council as a whole."

Of these four undertakings, the first two have been practically completed.



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We have finished the specific explorations into southern rural communities which were undertaken at the outset. We learned much from these fresh and direct contacts with the rural school and the rural scene. A compendium of information on southern counties is in course of preparation, which will be among the major formal contributions resulting from these studies.

We have carried the experiments in individual schools, both white and colored, to the point where we feel we know enough about the needs and potentialities of rural education to begin help in the building up of normal colleges, which, among other things, will themselves continue experimental schools in rural settings. We are this year continuing special cooperation with two rural schools: at Red Oak, Georgia, a two-teacher Negro school, and at Pine Mountain Valley, Georgia, a consolidated white school in the fresh environment provided by a "Resettlement community." We may wish, for one reason or another, to continue one of these still longer or from time to time to take special interest in some other kind of rural school experiment. But emphasis upon this aspect of the work is over.

This brings us, therefore, to a point where we may concentrate upon the last two major efforts: (a) the building up of normal colleges, and (b) the continued exerting of influence upon officials, institutions, and public opinion generally, looking toward the improvement and enrichment of rural education. This meeting of the Council is expected to concern itself chiefly with discussions of these two aspects of the program.

Brief agenda of suggested procedure follows. This schedule is intended to guide - but not to control or restrain - the several sessions. To clarify thinking on the preparation of rural teachers, a special memorandum on teachers colleges is appended.

MEMORANDUM ON TEACHERS COLLEGES

Teachers colleges aided by the Julius Rosenwald Fund in accordance with principles outlined by the Council on Rural Education are:

1. South Georgia Teachers College, a four-year institution for white students at Statesboro which, at the end of the two-year normal course, grants a professional teacher's certificate and at the end of the four-year course gives the bachelor's degree and an advanced teacher's certificate. (This college also gives general college and junior college courses.)

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Space →

2. West Georgia College, a two-year institution for white students at Carrollton which, at the end of the regular two-year normal course, gives a professional teacher's certificate. (It also offers a regular junior college course.)

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3. Louisiana Normal and Industrial School for Negroes at Grambling, a two-year institution offering normal education leading to a professional teacher's certificate.

In addition

The Fund has indicated its willingness to cooperate with the State of Georgia in building up the Fort Valley Normal School, if the State wishes to take over that institution (now under the American Church Institute of the Protestant Episcopal Church) and make it a central unit in the state university system for Negroes, especially for the education of Negro teachers. Fort Valley is now a two-year college. Tentative plans are first to make the two-year normal course as fine as possible; then possibly to extend courses to three years and ultimately to four years.

The George Peabody College for Teachers (white) and the Department of Education of Fisk University (colored), both in Nashville, Tennessee, have been supplied with personnel to make possible the study (under the direction of the Department of Surveys and Field Services of Peabody) of examples of good and bad schools in the South with a view to finding the factors that go into the preparation of those teachers who create good schools. These two Nashville institutions are of major importance because of their influence upon education throughout the whole southern region.



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We are cooperating in the building up of teachers colleges because of their two functions: (a) the preparation of teachers; (b) their service as enduring centers for the continued study of problems of education and the exerting of influence upon educational theory and practice. (A part of the second function is the preparation of materials of instruction.)

The educational work in teachers colleges may be analyzed into the following significant divisions:

(a) General education of the students who are to become teachers. It is clear that persons who are to undertake the important and delicate task of teaching the nation's children should have a fine and sound general education. General courses in English, social studies (including history, sociology, economics, and psychology), natural science and mathematics, are essential parts of this division.

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(b) Some introduction to educational theory. Courses in this division (educational psychology, educational methods, school administration, and the history of education) are probably at the moment the least satisfactory branch of higher education. The emphasis which is being placed in the institutions with which we are cooperating is on understanding and acquiring effective methods of teaching the basic three R tool subjects, especially reading. ~~Because of the close relation between theory and practice, this aspect is unusually successful at Statesboro and Carrollton.~~

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(c) Supervised practice in actual teaching. This is now well done at many places. It is conspicuously good at the institutions with which we are cooperating at Statesboro and Carrollton and - somewhat less so - at Grambling.

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(d) Guided experience in the social or life problems of the communities in which the teachers are going to work. In the case of the institutions with which we are cooperating this means especially acquaintance with rural life.



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The Three R's and Rural Life as
Features of Teachers Colleges

Since we have placed so much emphasis upon the two elementary essentials of good rural teaching - the three R's and rural life - it seems well to outline the work in these two features as it is being developed at the three institutions.

First and foremost of course come the three R's, and of these reading is primary. There can be no beginning of education without literacy - actual literacy as contrasted with literacy reported in the census. No one can even start to become educated in the modern world until he can use with facility the mechanics of reading and writing and figuring.

It does no good for a person to be able to read unless (1) he has something to read, and (2) his reading is directed toward ends which will benefit him in a number of different ways - culturally, economically, socially. Neither reading nor figuring can be considered ends in themselves. They are only of benefit if and when they become usable, workable tools of education and life. The difficult art of reading is mastered best when a child can see the point of reading, when he learns that this schoolroom technique can be transferred to outside activities of pleasure, information, or what you will.

This first aspect - the three R's - is being built up in essentially the same way at all three schools. That is to say, we are strengthening the departments of English and of training in the teaching of the three R's, and we have instituted special courses in books for boys and girls.



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Second, we are attempting at each of the schools (but by different methods in the several institutions) to educate the teachers to meet the conditions which they will find when they get out to their rural schools and communities. The three ways are discussed under the three normal schools.

In general, this is our reason for stressing this second aspect of education. Neither the normal school nor the rural school needs to produce experts in the special skills of crafts, health, or agriculture. But means must be provided in the normal schools to give the prospective teacher thorough acquaintance with rural problems so that he can (a) cope with his own practical problems in the country, (b) satisfy the demands necessarily made upon him by the community, (c) relate instruction to the interests and limitations of the community.

This is what we mean by these statements.

- (a) Cope with his own practical problems in the country. When a teacher finds that the roof on the school leaks and has leaked for years, he must know either how to fix it, or how to get the community or the county to have it fixed. When he finds that there has never been any kind of a privy, he must know what kind of privies are best and how to get them. If the only home in the community where he can stay is alive with bed bugs, he ought to know what to do about it. Innumerable examples can be given - homely, simple, but real. And it is astonishing how helpless the average teacher is.
- (b) Satisfy the demands necessarily made upon him by the community. The teacher in any rural district is the know-all and the be-all. The preacher - who is the only other representative of social institutions - appears only on one or two days a month, and although he has enormous influence he is not depended upon for daily information. The teacher is asked all kinds of questions arising out of the lives of farmers: how to test seed corn, what to do about potato bugs and boll weevils, how to build a corn crib, how to can

fruit and vegetables and meat, what to do about typhoid, malaria, and malnutrition. The teacher, in the first place, has to be able to talk sensibly about these things in order to maintain any status in the community. But more than that, he must be able to give some of the answers and know where to get the others: from home and farm demonstration agents, county and state health departments, state agricultural colleges, free bulletins issued by the government and other agencies. While the rural teacher cannot be expected to be a specialist in these subjects, he must have generalized knowledge and experience of country life.

- (c) Relate instruction to the needs and limitations of the community. Any child engaged in the difficult task of learning the mechanics of language and number is under double difficulty if he is at the same time expected to learn entirely foreign concepts. A little Negro rural child, for example, failed ignominiously in a reading readiness test designed for children at the University of Chicago elementary school. She had never seen a telephone or a phonograph or a typewriter. But that same child can do much better than the city child if her test includes such things as pictures of cotton bolls, mules, or cane mills.

The problem - seemingly simple but in practice rarely solved by the rural teacher - is to utilize the child's limited but stimulating experiences in educating him. Not only is the use of current experience the most effective way to teach the child the mechanics of the basic three R tool subjects, but this is the surest way to get these tools of learning into actual use in developing the child and improving the community.

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Briefly, the methods of giving this acquaintance with rural conditions and ways to meet these conditions are as follows:

1. At Statesboro, Georgia

Strong teaching services in agriculture and industrial arts. We are not trying to train experts or special teachers of these subjects. But our approach here to the problems of country life is through strong departments in the several subjects. Since health and home economics are already established here, we have given our aid to the departments of agriculture and industrial arts.

2. At Carrollton, Georgia

A general course in rural life problems, in which the prospective teacher is introduced to all kinds of practical information. This course, in addition to offering practical work in agriculture and handcrafts, ties into and supplements the whole college curriculum. Thus the regular teachers of such subjects as biology, rural sociology, the various education courses, for example, keep in close touch with the teacher of the course in rural life problems, not only in order to avoid duplication, but so that the courses will work together to make a complete whole.

3. At Grambling, Louisiana

A field service unit which (a) gives experience in meeting rural problems to the regular students of the school, (b) gives in-service training to present Negro rural teachers, (c) through the curriculum laboratory is preparing courses and materials of instruction applicable to rural schools in the deep South. Federal and state departments of agriculture, industrial arts, home extension, health, and library service are in active cooperation in this unified program.

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RURAL SCHOOL
PROGRAM

1937 Council
MEMBERS OF THE MEETING

Council mtg

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

Horace Mann Bond, Fisk University, Nashville

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

Doak S. Campbell, *Dean of the Graduate School*, Director of Surveys and Field Studies, George Peabody
College for Teachers, Nashville

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

John J. Coss, Columbia University, New York City

Jackson Davis, General Education Board, New York City

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

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

omit Clyde A. Erwin, State Superintendent of Education, North Carolina

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

Burton Fowler, Headmaster, Tower Hill School, Wilmington, Delaware

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

omit W. Fred Gunn, Dean, West Georgia College, Carrollton

Sidney B. Hall, State Superintendent of Schools, Virginia

omit Irvine S. Ingram, President, West Georgia College, Carrollton

Nolen M. Ivey, State Supervisor of Colored Schools, Arkansas

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

omit R. W. E. Jones, President, Louisiana Negro Normal and Industrial Institute,
Grambling

omit Charles H. Judd, Chairman, Department of Education, University of Chicago

~~Frederick P. Keppell, President, Carnegie Corporation, New York City~~

FISK
UNIVERSITY

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

omit
~~Miss~~ Jane McAllister, Miner Normal School, Washington, D. C. (Visiting Professor, Grambling Normal School)

omit
Fred McCuiston, Southern Association of Colleges and Secondary Schools, Nashville

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

omit
Howard W. Odum, Director, The Institute for Research in Social Science, University of North Carolina

D
Frederick D. Patterson, President, Tuskegee Institute

Heppel #
Marvin S. Pittman, President, South Georgia Teachers College, Statesboro

John Russell, Carnegie Corporation, New York City

James F. Simon, Julius Rosenwald Fund, Chicago

omit
~~Miss~~ Margaret S. Simon, Julius Rosenwald Fund, Chicago

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

omit
Charles H. Thompson, Editor, Journal of Negro Education, Howard University, Washington, D. C.

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

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

December 6, 1938

RURAL SCHOOL PROGRAM

COUNCIL ON RURAL EDUCATION Acceptances and Regrets

Council mtg 13
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White Members

ACCEPTED:

Willard W. Beatty ✓
Edmund deS. Brunner ✓
M. D. Collins
Leo M. Favrot
S. C. Garrison
R. E. Jagers
A. C. Lewis
Harry Little
C. B. Smith
M. L. Orr
M. E. Thompson
Arthur D. Wright
William H. Zeigel 13

NO REPLY:

W. W. Alexander ✓
J. E. Brewton ✓
Doak S. Campbell ✓
Walter D. Cocking ✓
H. L. Donovan ✓
Burton Fowler
Nolen M. Irby ✓ 6

NOT TO ATTEND:

John J. Coss
Edmund E. Day
Frederick P. Keppel (possible substitute)
John W. Studebaker
W. Lloyd Warner

UNCERTAIN:

Karl W. Bigelow ✓
? Jackson Davis
? Albert R. Mann ✓
Floyd Reeves ✓ 4

Negro Members

W. R. Banks
F. G. Clark
Rufus Clement
J. F. Drake
Charles S. Johnson
F. D. Patterson
H. Council Trenholm
Mrs. Helen A. Whiting

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4 Dr. Sanford
Ingram
Huron
Pittman

Horace Mann Bond

Alice V. Kelihed.

1 Blair - Ill.
1 Hale - New Eng.
1 Miss Flynn - New Jersey

Letters of invitation went to the following today, December 6.

Mr. Porter Claxton of West Georgia College
Miss Kate Houx and Miss Jane Franseth of South Georgia Teachers College

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UNIVERSITY

RURAL COUNCIL
PROGRAM

Council mtg

- Dr. Coss: Is it true that there is a group of normal schools which is actually acknowledgedly preparing teachers for rural schools?
- Mr. Dixon: Fairly accurate to say that until recently there have been no schools which would admit preparing teachers for rural schools. The economic factor is partly responsible. Better salaries to be had in urban situation. Now, at least five states in the South have salary schedules - Louisiana, Tennessee, Georgia, Maryland, North Carolina.
- Dr. Coss: Very little self-conscious preparation for teachers who come from land and who will live on land.
- Mr. Dixon: How many rural normal schools have actual practice teaching.
- Dr. Judd: All in state of Missouri, two or three in Illinois. A great many normal schools have taken on neighboring rural schools for practice teaching.
- Dr. Coss: Is there recognition of specific subject matter which is to be called rural or does it happen that they use rural schools and teach urban subjects?
- Dr. Pittman: Salary schedule not initiated in Michigan. In middle west tremendous number of one-teacher schools; rural education still a problem there.
- Mr. Embree: Don't want to assume that consolidation program reduces emphasis on rural education.
- Dr. Pittman: Very great difference in preparing teachers to teach in one-teacher school and in large consolidated school.
- Mr. Embree: Consolidated schools tear down child's interest in rural subjects (?)
- Mr. Dixon: Definite distinction drawn between Negro schools and white. We will have small one-teacher schools for Negro children in the South for long time to come. Reaction against consolidation in South.
- Mr. Campbell: Normally you will find in any normal school a good deal of emphasis on whole departments of rural education. We are just now investigating as one of our problems the matter of going into these institutions and asking what they mean by rural sociology. Not ready to give an answer as yet.
- Mr. Beatty: How many rural schools create a feeling of attraction to rural life? Does state course of study make it possible to run rural school curriculum for elementary and high schools created in terms of urban life?

Dr. Judd: We have got to recognize all along the line that there are common elements. Urban and rural life not terribly different.

Mr. McGuistion: There has been a great deal of discussion about agricultural schools. Do people coming out of agricultural schools go into agriculture?

Dr. Judd: In New Zealand a teacher gets a bonus for teaching in rural schools.

Mr. Favrot: Maryland does more or less the same thing.

Dr. Judd: I don't believe it is a state schedule. May be true of certain counties.

Mr. Favrot: Another feature is the state policy with regard to certification. Is there any state which offers a special rural teacher's certificate? State has a professional certificate as an ideal which is given alike to people who have finished required courses whether preparing for rural or urban situation. In Louisiana state is going to raise requirements from two to three years for certification. Faculty of Grambling wanted to remain on two-year basis. Desirous of quality rather than length.

Dr. Pittman: Feel that rural certification would increase feeling of inferiority of rural teacher.

Dr. Judd: How can rural teachers be improved and be made to feel their superiority? New York board of regents has under consideration a certain number of state scholarships to be provided so that an excellent teacher, when found, be given an opportunity to do something to aid her in her particular work.

Dr. Warner: Result of giving these people recognition will be that they will go into urban schools.

Dr. Judd: Suppose this fellowship is conferred with the understanding that that teacher will do something for state department. If a person is taken to Albany to prepare something for rural schools he will remain in rural schools. New York State pays better salaries on the average to teachers of one-teacher schools (?) Suggest that Fund and Council seriously consider this matter of fellowships. Give teachers an opportunity to prepare instruction materials for rural schools.

Mr. Irby: Something of that sort has been done in Arkansas for Negro teachers in the way of summer scholarships through which they have been given intensive training for about three months during the summer. They have organized themselves into a key teachers group. Through this jobs of one-room schools have been dignified.



Dr. Pittman: Kellogg Foundation has given special aid to number of schools. For past two years Michigan has been sending their teachers to colleges for summer. More possibility of retaining people in jobs if they are recognized.

Miss McAlister: Have found great change in regard to rural education. Unusual amount of enthusiasm at Grambling, which is isn't caused only by salaries. The students who enter Grambling are of the best. There is enthusiastic feeling about rural education in Louisiana. What causes it?

Mr. Embree: Distinction and prestige are quite as important as salary.

Mr. Irby: Recognition comes first and then salary.

Mr. Bond: After a certificate is established one works back on question of salary.

Dr. Cocking: Training of vocational agricultural teachers. Surely the training which those young men get is directed toward their going out into rural areas. Practice teaching. Tomorrow University of Georgia is sending out sixty-two boys into rural areas to work with teachers already on the job. Following them from the University will go best man in teacher training. These young men will be under the guidance of this man. A bulletin was just published this week on hogs. In this bulletin is the report of a study which shows that ninety-six per cent of the kidneys and livers of hogs butchered by packing plants are found infected in one way or another; fifty per cent of other portions of hogs were found to be defective in one way or another. Through research facilities have attempted to get at the cause of this high percentage of infection. We have found that the chief cause of infection of kidneys and livers is the unsanitary conditions in which hogs are raised. This bulletin has been subjected to agricultural college and packing houses. Here in agricultural college we are trying to prepare boys for rural life and are trying to do it so that they will work in rural conditions. Because of federal aid the salaries which these young men receive is such that they will stay in rural areas.

Mr. Simon: Isn't it true that these men don't become agricultural teachers but county agents?

Mr. Embree: Bring discussion to consideration of what we mean by rural preparation. There is good deal of difference of opinion as to what an education fitting to rural child as opposed to that fitting to urban child. It is exceedingly difficult to organize an exclusively rural program.

Mr. Ingram: (Re Carroll) I believe that our people are agrarian minded. They have an appreciation of rural life. We have been able to put on paper a very nice set up. We have certain definite things in mind.

We are trying to take people out into rural areas. We are definitely getting somewhere toward building up attitudes.

Dr. Warner: Difference between teaching in rural and urban environment?
(Asking Mr. Gunn)

Mr. Gunn: Two differences. Most important comes back to mechanical difference.

Mr. Embree: Consensus of our ideas as to what our elementary schools can do. An agreement that the child in the early years must be given the fundamental intellectual tools. There is also an agreement that those tools are of use only if applied and that the country child has an application of a different sort from the child in the city. Agreement on third point. One learns these intellectual tools by writing this, reading that. One actually learns these tools on a basis that is familiar to rural child. More or less different application of these tools in country than in city. Learning may be accomplished by more effective means in the case of the rural child than with the city child.

Dr. Judd: Houses children live in appear both in town and country. Child will read avidly how people lived in caves at one time. Concerned to establish common elements (houses children live in, values of money). Teachers should be trained to discover in civilization those elements which will come to all communities and to lay as broad a foundation as possible on the ground that rural children will not be in rural areas forever and they should know what is going on in city as well as in the country. Keep to the common elements to get a firm foundation of civilization.

Dr. Judd: Civilization in country and city not fundamentally different.

Mr. Fowler: One of the principle things rural children need is feeling of security. If science program is such that they can get thrill out of living in country. Need to draw up certain objectives of rural education.

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Mr. Beatty: Unfortunately the public school sets out artificial middle class home which is a very different type of thing *than* country children can or will have. The moment we begin with materials of urban house whole conception which is absent from rural life (?)

Dr. Judd: Would like to contrast a shelter with what primitive man grew up in. Would like to lay foundation in the fact that civilization has given children a home. We ought to train teachers who can take a house and put it in a setting of civilization. Willing to throw out text books if we can get one of these fundamentals.

Mr. Fowler: Every elementary school/^{system} student should have made a rather simple statement of what it proposes to do for its students in teacher-training institutions. For example; regarding physical and mental health, what kind of appreciation should they have?

Mr. Garrison: We haven't devoted any time to emotional element. In dealing with people in any environment we want to respect and love things of that environment.

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- Mr. Fowler: Lack of critical thinking in rural areas. What are rural schools doing to ~~combat~~ ^{develop} critical thinking.
- Mr. Gunn: Instill a willingness to go into rural area and do best possible job. Train students to meet the situations they will come up against in rural areas.
- Mr. Fowler: Apprentice teaching good.
- Mr. Garrison: One difficulty; rural people who go to teacher-training institutions do not like country.
- Mr. Irby: Selection of students for teacher-training institutions should be gone into.
- Mr. Garrison: Encourage students in high schools to select. Until you get good teaching in country you won't get good salaries.
- Mr. Warner: How much would it cost a state to work out program of payments?
- Dr. Pittman: It wouldn't cost state anything if state had courage.
- Mr. Favrot: One-room school must be improved.
- Hall* Mr. Embree: Difference of educational content as contrasted to financial content.
- Mr. Garrison: The child in the country deals with materials which he will develop interest in. Many of those materials are same but there are differences. Education deals not only with knowledge but with emotional tones.
- mtu 9* Mr. Favrot: When we go into a rural school and see some of the wretched conditions which exist there, we are impressed by the fact that there is almost nothing which the children try to learn which has application to daily life. One objective: teachers to teach children to observe (training in appreciation). Children blind as to what is about them.
- Mr. Fowler: Vital importance of home and school relationships.
- Dr. Cocking: Teacher-training of rural teachers has two purposes: (1) to teach children Judd's idea; (2) rural teachers must be leaders of adult population.
- Dr. Judd: Forty per cent of rural children need intelligence to live outside rural area. What do we agree on?
- Do not think we will get ahead with rural school if it is set apart. Emotional side must be taken account of. What is rural in its manifestations we must realize (?) Develop the child who is acquainted with civilization and eager

to live in it. Will not get anywhere by divorcing rural and urban situations. Rural child shall know something about all civilization. Rural child should not be set apart as a separate part of civilization. The business of the school is to introduce an unsocial and uneducated child into a complicated civilization. Vocational education should not be separated from general education. Interested in type of education which is comprehensive but will include common elements.

Mr. Embree: Agree that there are specific experiences in rural community which should be used in socialization process.

Mr. Garrison: "Rural education" is a misnomer.

Mr. Embree: All this Council has ever undertaken is that there is a special emphasis to be given to rural schools. Different ways of applying three R's.

Dr. Cocking: Teacher training. Basic training of a teacher is up to certain point largely the same. When you come to point of differentiation you come to application of practice teaching.

Mr. L. H. 11
Sunday P. M.

Mr. Campbell: Intimate and detailed study of teacher-training institutions? Just another survey? Suggested that three or four types of things be undertaken: (1) to secure comprehensive information regarding conditions which affect rural elementary schools of the South, primarily one- and two-teacher schools; (2) to develop simple and effective means whereby local, state, and regional agencies may diagnose conditions which affect their schools; (3) to develop suggestive procedures for bringing such information to bear upon rural schools (practice teaching, changes in curriculum); (4) to provide, through the production of materials, guidance in selection. *Have* begun an analysis of published literature with emphasis on rural social economic conditions. Similar analysis of state department score cards. From these analyses we have derived extensive statements of good rural schools.

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Discovered: (1) literature regarding problem of rural education increased in volume until about 1929 or 1930; at that point decreased precipitately. Analysis of materials which have been printed list large numbers of solutions to problem of education in the rural schools, characteristics of rural school teachers. Might be helpful if we would analyze those and study them. Did that *with the* intend to see if there could be a means of describing a good effective rural school. (2) Secured from state supervisors characteristics of their own schools which they think are effective. These suggestions are being used to substitute the lists. *Have* begun an analysis of teacher-training institutions with respect to rural education. Propose to find out what institution says it is doing with regard to rural education. Propose to discover what that really means. What is the emphasis and what is the quality? Analysis just under way. Another thing that we are doing is to follow up testing program which was made seven years ago. Children in rural schools subjected to number of tests.

What has happened to those students? ^{we} Have begun a series of personal visits to selected white and Negro one-room schools - Georgia, Tennessee; expect to get to Arkansas, Louisiana, and Mississippi.

Dr. Coss: How can that be done effectively until it is determined what a good school is?

Mr. Campbell: Trying to develop some techniques to evaluate schools by.

Dr. Coss: Work out from rural area to normal school.

Mr. Campbell: Selecting data which relate to rural school problem considered nationally. Collecting and cataloging all available materials on rural education. By June 1 expect to have a summary of program ready.

Mr. Bond: Explained his part of study.

Mr. Embree: Low quality of persons who are going into normal schools.

Mr. Pittman: One means of selecting students for teacher-training institutions (wait)

Mr. Beatty: Improvement of quality of institutions in most states. Teacher-training institutions rate lower than A.B. colleges or state universities. More ambitious student goes to university. High correlation between normal schools and grade of student.

Mr. Campbell: Wanted to know location of one- and two-teacher schools in South.

Mr. Brewton: Has tried to find out. Problem of one-teacher school will not be conquered by consolidation in few years. Rather a matter of sixty years. In Tennessee there is a total of 2,799 one-teacher schools, 2,108 of which are white and 691 Negro; in the same state there is a total of 1,775 two-teacher schools, 1,521 of which are white and 254 Negro. There are more one-room schools in state of Illinois than in four southern states - Georgia, Louisiana, Mississippi, and Alabama. Recognition of teacher ~~xxxfaetxxx~~ only purpose that standard scale can serve to raise achievement to higher level.

Mr. Garrison: Consolidation program not necessarily good rural education program.

Mr. Beatty: Is there maximum limit beyond which they will not go to pick up children by bus.

Mr. Fowler: How far into picture of "perfect" school has survey gone?

Mr. Campbell: Have listed what a "perfect" school is. Submitted to state supervisors for criticism.

Mr. Bond: Mrs. Whiting, supervisor of elementary education in Georgia, was asked about a good school. As a result the children of Red Oak School at Stockbridge were investigated. It was amazing to see what *the* children had read and what they had comprehended. *there*

Mr. Fowler: Anything particularly applicable to rural schools?

Mr. Brewton: (Trying to locate) Negro schools (one- and two-teacher) (which) are better supervised in the South than the white schools (?) Where you do have supervision of schools you find more effective work.

Discussion of what makes a school good or bad.

Mr. Brewton: Do schools serve their communities? Whole community would be engaging in some communal activity. Library center of some kind. Improvement in school building and in homes.

Mr. Campbell: We have a list of things which we think are factors that can go to produce a good school. The committee observes every school in terms of these qualities.

13 — Mr. Bond: Negro rural schools better supervised than white schools.

Mr. Wright: From the first meeting of Council Jeanes teachers have been better trained.

Dr. Alexander: Are schools producing better material than when early teachers were selected? Tentatively decided that the most incompetent people whose technical training has taught them to do rural work. General intelligence rather than training should go to make a good rural school.

Mr. Bond: Red Oak School, a good school, was outstanding because it was so clean.

✓ Mr. Pittman: Even in Georgia still some switches. To get away from that we have to expose our students to a general educational philosophy, method of management, etc., which changes whole attitude toward control.

It was decided that Mr. Beatty and Mr. Fowler should formulate a statement of "spirit, understanding, enthusiasm, flavor" of schools, to supplement statement of analysis of teachers colleges on page 5 of Council agenda.

✓ Mr. Favrot: At Grambling there is a unified program in that the subject matter teachers and teachers charged with practice teaching work together closely.

Miss MacAllister: Have tried constantly to evaluate work as to what was right in Louisiana.

Mr. Embree: What are operations by which Miss MacAllister keeps in touch with country?

✓
Miss MacAllister: Diagnose your situation. Field service unit, just developing - coordinating various state agencies. Field service unit now divided into three sections: (1) five different state agencies (bus); (2) training of supervisors not cut and dried; (3) work with graduates of school, are they accomplishing anything? (improve community).

Monday A. M.

Dr. Cocking: Studies in mind: (1) We believe that we cannot approach problem without having an intensive study of population trends among Negroes in Georgia; (2) Historical background, present situation. (3) Study dealing with social and economic life of Negroes in Georgia; (4) Occupational opportunities for Negroes in Georgia - present and future; Must, as part of study, enter into study of private higher education; (5) Opportunities which regional institutions offer to people of a given state; Need for careful study of financing of higher education. Need for study of (6) Organization and administration of these institutions. Probably in this group Trying to propose immediate program which board of regents might accept. To propose an ultimate program in terms of fifteen, twenty, or twenty-five years along which they might proceed. We hope that we might be helpful in suggesting necessary steps in getting to that point. Request commission by unanimous vote of board of regents. In conclusion would stress that I certainly believe that while studies are helpful there is a time element involved. Studies should always be delayed until people of the state recognize their need and go to the point of putting themselves in a spirit of readiness in order that something may be accomplished. Result: there will be available to people of Georgia a clear picture of facts to formulate a program.

Mr. Dixon: More than a within-state implication.

Mr. Hall: Similar study in Virginia. Started out in this manner; small committee of about seven people was selected from institutions of higher learning. Study began with socio-economic study but also includes secondary as prior. Another committee of fifteen or seventeen people - real workers (Negro and white) performing various studies to bring back to committee of seven.

Mr. Banks: In 1930 we at Prairie View checked to find out what objective of institution was. Committee of faculty to find out. Study made with a time limit of twelve months. This came up: what are vocational opportunities for Negroes? Another committee to make study of Texas, population trends and economic status. After this study is completed there is to be a study made of relationship between curriculum and opportunities.

Liby
Mr. Favrot: Whole matter of graduate work in South. Heretofore Negroes have had to go away for graduate work. There haven't been over five hundred graduates from all Negro institutions. Important question but a separate one. Already under way prospect of making that type of study. Cocking has hands pretty full.

Dr. Cocking: Omitted adult education. Agency which has done more in this field is extension service - agricultural work. That dealing as it does with the rural scene is of particularly value to us. One of the things which would be valuable to touch upon is the present status of that kind of work for Negroes in the state of Georgia with possible recommendations of going beyond what is now being done. Negroes engaged in that line of work have very little opportunity for research. No good reason why results of work in experimental station shouldn't be made available to Negroes. Would call for more cooperation between white and colored A. and M. colleges.

Mr. Banks: Experimental work in Texas. Waller County.

Dr. Alexander: Administrative land grant college work should be worked in with A. and M. work in Negro work.

Mr. McCuiston: Study of occupational opportunities should make it easier for institutions to discover what their purposes are.

Dr. Cocking: What would happen if it should be found there was no purpose for some of them? Would this group feel it would be justifiable for state as whole to conduct one or more institutions on a non-college level? Let's say that we discover need for approximately so many trained workers in a given occupational line which doesn't involve collegiate training but which is necessary for welfare of state. Is that a proper endeavor of state or one or more divisions of state - turpentine industry, bricklaying.

Mr. Dixon: Part of answer is in whether or not type of vocational education is local or general.

Dr. Cocking: State rather than local problem.

Mr. Dixon: Extends to problem of trade schools

Mr. Favrot: Is not Valentine's school in New Jersey (close to Trenton) a school not of college level but of the sort which Cocking suggests? It gives training in trades.

Mr. Thompson: Valentine's school is a quasi-incorrigible school.

Dr. Johnson: There is always a question about large number of Negro students who drop out of school early. Point Dr. Cocking raised along this line is impressive. Tuskegee has done some work along this line (chefs) in trying to give new dignity to work of this kind. Bordentown (Valentine) school became known as a quasi-incorrigible school at one time. Under the principalship of Valentine, however, that feature has been nearly obscured. Negro students can go to colleges in New Jersey. Valentine has good faculty and buildings.



- Mr. Thompson: Would the ^{available} ~~limited~~ funds for higher education in Georgia make it plausible to use state funds for this type of vocational work? Use a special division in schools already established?
- Mr. Russell: College in Minnesota more of a refresher college - the students live there for only a few days. That college isn't for completely training students in vocational courses.
- 21 — Mr. Mann: Wouldn't short courses at A. and M. colleges answer question, without setting up new schools.
- Mr. Banks: Prairie View has that type of short courses. They are three weeks in length.
- Mr. Embree: Do you have such short courses for trades - beauty culture, etc.?
- Mr. Banks: Yes.
- Mr. Embree: Should not short courses be adjunct of existing institution? Short courses should be put on non-intellectual plane.
- Mr. Beatty: Isn't it a mistake to think that only possible value education can have is that it is in intellectual field?
- Dean Mann: Intellectual content as well as skill content in hotel administration (trades).
- Mr. Beatty: Nothing done more poorly than cooking in Indian service. Trouble with our schools is that degrees are thought most important.
- Mr. Campbell: It doesn't necessarily follow that because you have an organized school you have an academic schedule. In recent years we have had a few examples of institutions which are called ~~general~~ junior colleges that have worked out courses of study with industries included. At Beckley, West Virginia chief outlay for children in office work and in secondary mine foremanship. Not profitable to take boys right out of high school and put on foremanship jobs. In about twelve months boy could get most skills. Optional with youngster whether he will go on for two years. Not interested in degrees and diplomas. In Oklahoma same sort of thing is being done. In certain activities of NYA special projects have been set up. Courses run from six weeks to one and a half years. Emphasis on vocational skill. In planning for state program it can be done with local institutions comparable to junior colleges - not just traditional academic junior college.
- Mr. Wright: Have lost sight of the fact that with Negro students those who go into professions do so considerably later than do white students.
- Dr. Johnson: There is not such a discrepancy as formerly.

Dr. Johnson: Chief concern about this type of thing is that it suggests caste pattern. Legitimate concern that anything done in state with education should not interfere with higher education in state. Cannot escape fact that there is really no place where Negroes can get skilled work.

Mr. Beatty: Intellectual training of skills has been consistent (?) in making all educational talk in terms of people who will go on to college. Shouldn't deprive girls of training as maids on assumption that one or two ought to go on to college.

Report on progress of Compendium.

Monday P. M.

Discussion of new page which is to take place of page 5 in Agenda.

Dr. Judd: Professional training rather than the specific sciences has been inadequate.

Mr. Beatty: Willing to substitute professional training for content.

Mr. Embree: Professional training is as yet unsatisfactory.

Mr. Warner: What has been said?

Dr. Judd: Very great need for intensive studies of better procedures in teachers colleges.

Mr. Beatty: Have tried to demand that the procedures within the college actually are what the courses are trying to get at. Practice of school violated in actual practice in the schools.

Dr. Judd: Has found in New York State that immature students who are plunged into practice teaching are lost. Grave danger in recoil against educational psychology.

Dr. Pittman's report of South Georgia Teachers College.

Mr. Dixon: Why put in a course in agriculture in a teacher-training institution.

Dr. Pittman: Georgia has is such an agricultural state. Should be able to talk intelligently about it. Culture should be democratized. If we are to enjoy rural life art must be made democratic. In rural education today there should be a proper appreciation of painting, music and good furniture.

Dr. Alexander: What these schools are trying to do is to improve rural life. How definitely have we thought out what we mean by this?



Report on West Georgia College by Mr. Ingram and Mr. Gunn.

Mr. Garrison: 1. In all of our discussions we find personnel problem one of the largest.

2. Knowledge of region or lack of that knowledge has been emphasized in all three institutions. Peabody is making available to faculty some 3500 masters theses, written by own people - 1500 fairly important. If we want to accomplish something by way of finding out conditions, resources should be centered on problems of specific institution. Propose to set up during remainder of year and next summer a seminar on southern problems to which we will bring people from outside of institution.

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3. We do/definitely know what we wish to achieve in rural education. ~~Fact has been mentioned that agricultural workers have not achieved much~~ Select men who are interested in our rural conditions so that they will know problems as they are and immediately face situation as it is. Rural education program should be set down before us. Are we going to continue to countenance this great emigration of people? Instill in people love for community. Our region could support much greater population than it does. Once we develop our own industries there will be no need of emigration.

4. Broadening basis of education. Vanderbilt might develop department of public administration so that George Peabody might get away from school administration to public administration. School administration is so narrow. Develop a much broader program for training administrators. This would go a long way to meet problems. Plan to work with other institutions.

have

These four items are the important things which/come out in these meetings. Give a great deal of time to rural education program - somewhat in contrast to urban education program.

Mr. Embree: It might be useful (a) to ask two or three people to serve as a sub-committee to formulate objectives of rural education; (b) to make some provision of methods of procedures.

Mr. Fowler: Statement of objectives should come from one institution - not from an armchair conference.

Dr. Pittman: Each of Rosenwald schools - Carroll, Statesboro, Grambling, Peabody - ~~to~~ ^{should} work on this thing.

✓ It was moved that each of these schools should outline ideas of its objectives in rural education and to formulate what it is doing toward achieving those objectives.

✓ Mr. Garrison: What does this organization desire to accomplish in southern regions?

Mr. Favrot: We have been very much interested in statements made by these schools. Dr. Alexander brought out points with respect to what ~~sh~~ the objectives of rural education should be. These might be given primary consideration by people whose job it is to train teachers. This point about soil conservation - Odum's study - which have been part of work data of Compendium should find a place in these broad objectives. From

not(?)

Dr. Alexander: In Coffee County, Alabama, the government has purchased about one third of the land - some to be taken out of cropping, some to be put back into farming. We got control of land of entire county. State departments of agriculture, health, education, all at work. Population has been redistributed to give them better opportunities. Land has been terraced, school system is being reorganized. In physical aspect seems to be unique and social feature of county. County superintendent has rewritten his arithmetic around what these children should know. The materials bearing on these problems (Odum) must be subject matter of schools.

Mr. Favrot: ~~Very-serious-situation-in-South.--When~~ Several times courses in rural life problems have been mentioned but we aren't quite aware of what they are.

Dr. Cocking: Had an opportunity this year to discover different types of educational programs outside of regular organized school. What other programs are being conducted in rural areas? Several hundred programs completely outside of schools. Might be helpful to know just what other agencies are doing in this rural life problem. We discovered that these programs are being carried on apart from other agencies. I believe that one of our fundamental problems in rural life is to coordinate all agencies.

Mr. Garrison to see what coordination has been done between agencies and schools.

Mr. Fowler: Has any report ever been made on rural centers? (Fairplay)

Mr. Embree: Has not been written up. Will take that on our own shoulders. Particularly interested in arousing interest and love for southern scene. It would be interesting experiment to stimulate organization of a Georgia rural council to endorse and support rural life and school.

Dr. Alexander: It would depend upon whether or not such a council would have to rely on outside promotion. If promotion came from within it would be satisfactory.

1/10/38
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AGENDA
COUNCIL ON RURAL EDUCATION

v/38

Sunday morning session, January 2 (10 A.M. to 12:45 P.M.)

1. Introductory statement of history and purpose of the Council.
2. Discussion of teachers colleges with special references to the preparation of rural teachers, using as examples the institutions with which we are cooperating.

Sunday afternoon session (2 P.M. to 5 P.M.)

3. Discussion of the study now in progress of examples of good and bad schools in the South with a view to finding the factors that go into the preparation of those teachers who create good schools.

In the light of this study there will naturally be further discussion of the general subject of teachers colleges.

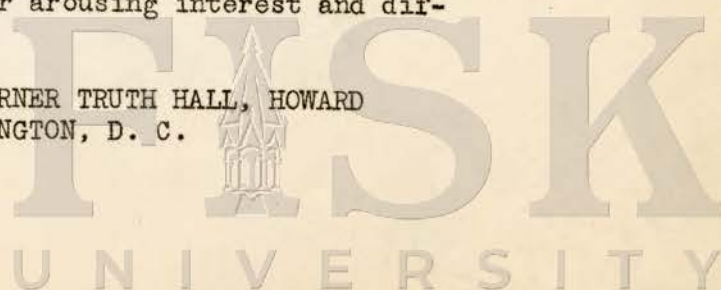
Monday morning session (9 A.M. to 12:30 P.M.)

4. Report on progress and present status of the compendium of information on southern counties. In this connection there will naturally be further discussion of a topic which has greatly concerned this Council, namely, the influence of the environment on education.
5. Discussion of what a state program of higher education for Negroes should be, using as examples (a) the proposed re-organization in Georgia with special reference to Fort Valley as a possible central unit in the state university system, and (b) the situation in Louisiana with special reference to the relation of Grambling to the State College for Negroes at Baton Rouge and the other state offerings in higher education for Negroes.

Monday afternoon session (2 P.M. to 4 or 5 P.M.)

6. Various ways in which the Council (and its several members and related agencies) may exert influence on the improvement of rural education, especially in the South. In this connection special activities of the several foundations and special projects of given states and institutions are of interest. Also we should consider the possibilities of state councils and other agencies for arousing interest and diffusing ideas.

MEETINGS WILL BE HELD AT SOJOURNER TRUTH HALL, HOWARD
UNIVERSITY, WASHINGTON, D. C.



HISTORY AND PRESENT STATUS
of the Work of the
COUNCIL ON RURAL EDUCATION

The Council was called together in the autumn of 1934 because a number of us who were interested in southern schools were dissatisfied with the educational procedures and results of public schools, especially in the country, in spite of the fact that the school system in America, on its physical and financial sides, had attained success beyond the fondest dreams of any other nation.

We recognized at the outset that it was much more difficult to provide true education than to build buildings, organize systems, or finance operations. But we were convinced that if democracy is to survive we must find some way to give effective education, not merely to transmit facts and mental tricks to all the people. And we felt also that we must find some way to keep life in the country rich and full and human. Thus the Council set itself the tremendous two-fold task: to revive the school as a really educational institution, and through education to enrich rural life.

The Council has been in existence three years. Meetings have been held as follows: October, 1934, in Chicago; January, 1935, in Atlanta; April, 1935, in Nashville; January, 1936, in New Orleans; January, 1937, in Chicago. A rotation of individuals has comprised the membership of the Council in order to bring in many kinds of experience and thinking, though a continuing nucleus of fifteen individuals have been members from the beginning and have been present at all of the meetings. The members include southern educators and school officials, representatives of foundations, and individuals from the nation at large who are eminent in educational and social study and planning.

The rural education staff of the Julius Rosenwald Fund has constituted the direct staff of the Council together with explorers and research workers appointed from time to time for special tasks. But the Council is much more than a committee of a single foundation. It is an autonomous - and very powerful - body. A part of its suggestions are carried out by the Rosenwald Fund. Many other suggestions are put into effect by other foundations or by individuals as a part of their regular functions as educators and officials. The central function of the Council is to generate ideas and formulate policies and procedures which may be put into effect by whosoever has the willingness and the ability to do so.

The Council proposed to concentrate on four main efforts which were described as follows in the memorandum presented to the first meeting.

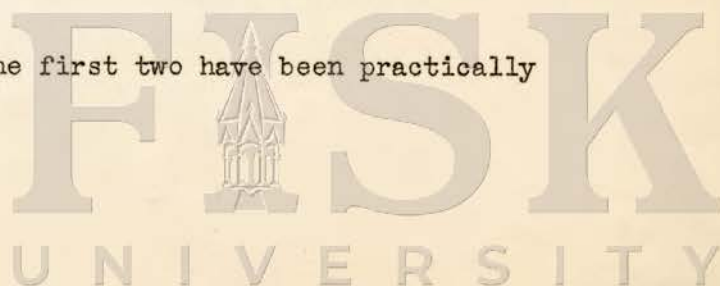
" 1. Acquainting ourselves intimately and in detail with the actual conditions of rural life which are the setting and the arena of the rural school.

" 2. Experiments in given schools under somewhat typical conditions, to find out what may reasonably be expected of a school under good leadership but existing as a part of the regular school system under average conditions. Demonstrations of the procedures worked out in these schools.

" 3. Cooperation with selected normal schools in the preparation of teachers and in the development of permanent regional leadership in rural education.

" 4. Development through the discussions of this Council and through the work of the staff of sound ideas in education and the expression of these ideas through the work of individual members of this Council and through the influence of the Council as a whole."

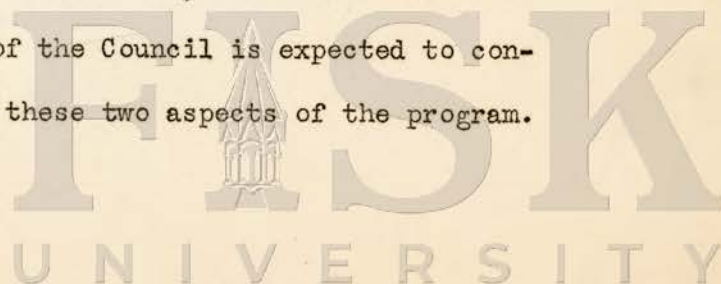
Of these four undertakings, the first two have been practically completed.



We have finished the specific explorations into southern rural communities which were undertaken at the outset. We learned much from these fresh and direct contacts with the rural school and the rural scene. A compendium of information on southern counties is in course of preparation, which will be among the major formal contributions resulting from these studies.

We have carried the experiments in individual schools, both white and colored, to the point where we feel we know enough about the needs and potentialities of rural education to begin help in the building up of normal colleges, which, among other things, will themselves continue experimental schools in rural settings. We are this year continuing special cooperation with two rural schools: at Red Oak, Georgia, a two-teacher Negro school, and at Pine Mountain Valley, Georgia, a consolidated white school in the fresh environment provided by a "Resettlement community." We may wish, for one reason or another, to continue one of these still longer or from time to time to take special interest in some other kind of rural school experiment. But emphasis upon this aspect of the work is over.

This brings us, therefore, to a point where we may concentrate upon the last two major efforts: (a) the building up of normal colleges, and (b) the continued exerting of influence upon officials, institutions, and public opinion generally, looking toward the improvement and enrichment of rural education. This meeting of the Council is expected to concern itself chiefly with discussions of these two aspects of the program.



MEMORANDUM ON TEACHERS COLLEGES

Teachers colleges aided by the Julius Rosenwald Fund in accordance with principles outlined by the Council on Rural Education are:

1. South Georgia Teachers College, a four-year institution for white students at Statesboro which, at the end of the two-year normal course, grants a professional teacher's certificate and at the end of the four-year course gives the bachelor's degree and an advanced teacher's certificate. (This college also gives general college and Junior college courses.)
2. West Georgia College, a two-year institution for white students at Carrollton which, at the end of the regular two-year normal course, gives a professional teacher's certificate. (It also offers a regular junior college course.)
3. Louisiana Normal and Industrial School for Negroes at Grambling, a two-year institution offering normal education leading to a professional teacher's certificate.

In addition

The Fund has indicated its willingness to cooperate with the State of Georgia in building up the Fort Valley Normal School, if the State wishes to take over that institution (now under the American Church Institute of the Protestant Episcopal Church) and make it a central unit in the state university system for Negroes, especially for the education of Negro teachers. Fort Valley is now a two-year college. Tentative plans are first to make the two-year normal course as fine as possible; then possibly to extend courses to three years and ultimately to four years.

The George Peabody College for Teachers (white) and the Department of Education of Fisk University (colored), both in Nashville, Tennessee, have been supplied with personnel to make possible the study (under the direction of the Department of Surveys and Field Services of Peabody) of examples of good and bad schools in the South with a view to finding the factors that go into the preparation of those teachers who create good schools. These two Nashville institutions are of major importance because of their influence upon education throughout the whole southern region.

We are cooperating in the building up of teachers colleges because of their two functions: (a) the preparation of teachers; (b) their service as enduring centers for the continued study of problems of education and the exerting of influence upon educational theory and practice. (A part of the second function is the preparation of materials of instruction.)

The educational work in teachers colleges may be analyzed into the following significant divisions:

- (a) General education of the students who are to become teachers. It is clear that persons who are to undertake the important and delicate task of teaching the nation's children should have a fine and sound general education. General courses in English, social studies (including history, sociology, economics, and psychology), natural science and mathematics, are essential parts of this division.
- (b) Some introduction to educational theory. Courses in this division (educational psychology, educational methods, school administration, and the history of education) are probably at the moment the least satisfactory branch of higher education. The emphasis which is being placed in the institutions with which we are cooperating is on understanding and acquiring effective methods of teaching the basic three R tool subjects, especially reading.
- (c) Supervised practice in actual teaching. This is now well done at many places. It is conspicuously good at the institutions with which we are cooperating at Statesboro and Carrollton and - somewhat less so - at Grambling.
- (d) Guided experience in the social or life problems of the communities in which the teachers are going to work. In the case of the institutions with which we are cooperating this means especially acquaintance with rural life.

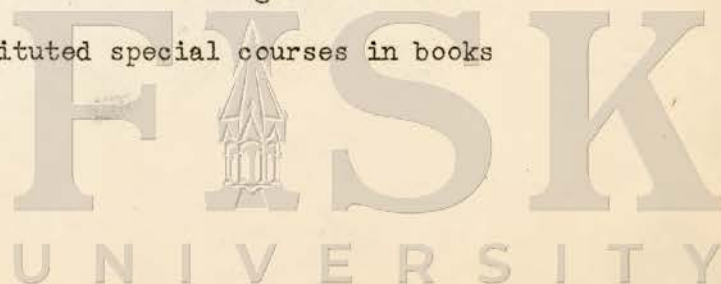
The Three R's and Rural Life as
Features of Teachers Colleges

Since we have placed so much emphasis upon the two elementary essentials of good rural teaching - the three R's and rural life - it seems well to outline the work in these two features as it is being developed at the three institutions.

First and foremost of course come the three R's, and of these reading is primary. There can be no beginning of education without literacy - actual literacy as contrasted with literacy reported in the census. No one can even start to become educated in the modern world until he can use with facility the mechanics of reading and writing and figuring.

It does no good for a person to be able to read unless (1) he has something to read, and (2) his reading is directed toward ends which will benefit him in a number of different ways - culturally, economically, socially. Neither reading nor figuring can be considered ends in themselves. They are only of benefit if and when they become usable, workable tools of education and life. The difficult art of reading is mastered best when a child can see the point of reading, when he learns that this schoolroom technique can be transferred to outside activities of pleasure, information, or what you will.

This first aspect - the three R's - is being built up in essentially the same way at all three schools. That is to say, we are strengthening the departments of English and of training in the teaching of the three R's, and we have instituted special courses in books for boys and girls.



Second, we are attempting at each of the schools (but by different methods in the several institutions) to educate the teachers to meet the conditions which they will find when they get out to their rural schools and communities. The three ways are discussed under the three normal schools.

In general, this is our reason for stressing this second aspect of education. Neither the normal school nor the rural school needs to produce experts in the special skills of crafts, health, or agriculture. But means must be provided in the normal schools to give the prospective teacher thorough acquaintance with rural problems so that he can (a) cope with his own practical problems in the country, (b) satisfy the demands necessarily made upon him by the community, (c) relate instruction to the interests and limitations of the community.

This is what we mean by these statements.

- (a) Cope with his own practical problems in the country. When a teacher finds that the roof on the school leaks and has leaked for years, he must know either how to fix it, or how to get the community or the county to have it fixed. When he finds that there has never been any kind of a privy, he must know what kind of privies are best and how to get them. If the only home in the community where he can stay is alive with bed bugs, he ought to know what to do about it. Innumerable examples can be given - homely, simple, but real. And it is astonishing how helpless the average teacher is.
- (b) Satisfy the demands necessarily made upon him by the community. The teacher in any rural district is the know-all and the be-all. The preacher - who is the only other representative of social institutions - appears only on one or two days a month, and although he has enormous influence he is not depended upon for daily information. The teacher is asked all kinds of questions arising out of the lives of farmers: how to test seed corn, what to do about potato bugs and boll weevils, how to build a corn crib, how to can

fruit and vegetables and meat, what to do about typhoid, malaria, and malnutrition. The teacher, in the first place, has to be able to talk sensibly about these things in order to maintain any status in the community. But more than that, he must be able to give some of the answers and know where to get the others: from home and farm demonstration agents, county and state health departments, state agricultural colleges, free bulletins issued by the government and other agencies. While the rural teacher cannot be expected to be a specialist in these subjects, he must have generalized knowledge and experience of country life.

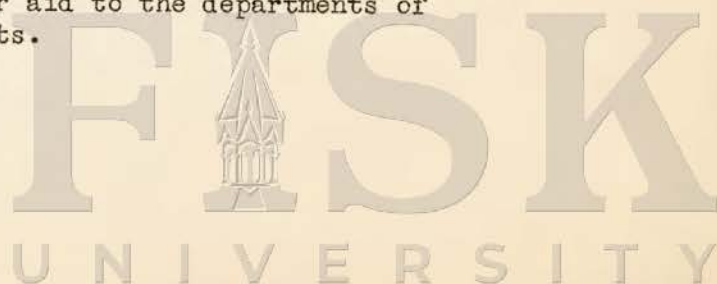
- (c) Relate instruction to the needs and limitations of the community. Any child engaged in the difficult task of learning the mechanics of language and number is under double difficulty if he is at the same time expected to learn entirely foreign concepts. A little Negro rural child, for example, failed ignominiously in a reading readiness test designed for children at the University of Chicago elementary school. She had never seen a telephone or a phonograph or a typewriter. But that same child can do much better than the city child if her test includes such things as pictures of cotton bolls, mules, or cane mills.

The problem - seemingly simple but in practice rarely solved by the rural teacher - is to utilize the child's limited but stimulating experiences in educating him. Not only is the use of current experience the most effective way to teach the child the mechanics of the basic three R tool subjects, but this is the surest way to get these tools of learning into actual use in developing the child and improving the community.

Briefly, the methods of giving this acquaintance with rural conditions and ways to meet these conditions are as follows:

1. At Statesboro, Georgia

Strong teaching services in agriculture and industrial arts. We are not trying to train experts or special teachers of these subjects. But our approach here to the problems of country life is through strong departments in the several subjects. Since health and home economics are already established here, we have given our aid to the departments of agriculture and industrial arts.



2. At Carrollton, Georgia

A general course in rural life problems, in which the prospective teacher is introduced to all kinds of practical information. This course, in addition to offering practical work in agriculture and handcrafts, ties into and supplements the whole college curriculum. Thus the regular teachers of such subjects as biology, rural sociology, the various education courses, for example, keep in close touch with the teacher of the course in rural life problems, not only in order to avoid duplication, but so that the courses will work together to make a complete whole.

3. At Grambling, Louisiana

A field service unit which (a) gives experience in meeting rural problems to the regular students of the school, (b) gives in-service training to present Negro rural teachers, (c) through the curriculum laboratory is preparing courses and materials of instruction applicable to rural schools in the deep South. Federal and state departments of agriculture, industrial arts, home extension, health, and library service are in active cooperation in this unified program.

MEMBERS OF THE MEETING

- W. W. Alexander, Administrator, Farm Security Administration, Washington, D.C.
- ✓ W. R. Banks, President, Prairie View State College, Texas
- ✓ Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C.
- ✓ Horace Mann Bond, Fisk University, Nashville
- ✓ J. E. Brewton, George Peabody College for Teachers, Nashville
- ✓ Doak S. Campbell, Director of Surveys and Field Studies, George Peabody
College for Teachers, Nashville
- ✓ Walter D. Cocking, Dean, School of Education, University of Georgia, Athens
- ✓ John J. Coss, Columbia University, New York City
- ~~✓ Jackson Davis, General Education Board, New York City~~
- ✓ J. C. Dixon, Director for Rural Education, Julius Rosenwald Fund, Chicago
- ✓ Edwin R. Embree, President, Julius Rosenwald Fund, Chicago
- ✓ Clyde A. Erwin, State Superintendent of Education, North Carolina
- ✓ Leo M. Favrot, General Education Board, New York City
- ✓ Burton Fowler, Headmaster, Tower Hill School, Wilmington, Delaware
- ✓ S. C. Garrison, President, George Peabody College for Teachers, Nashville
- ✓ W. Fred Gunn, Dean, West Georgia College, Carrollton
- Sidney B. Hall, State Superintendent of Schools, Virginia
- ✓ Irvine S. Ingram, President, West Georgia College, Carrollton
- ✓ Nolen M. Irby, State Supervisor of Colored Schools, Arkansas
- ✓ Charles S. Johnson, Director, Department of Social Science, Fisk University,
Nashville
- ✓ R. W. E. Jones, President, Louisiana Negro Normal and Industrial Institute,
Grambling
- ✓ Charles H. Judd, Chairman, Department of Education, University of Chicago

✓ A. C. Lewis, State Agent for Negro Schools, Louisiana

✓ Jane McAllister, Miner Normal School, Washington, D. C. (Visiting Professor, Grambling Normal School)

✓ Fred McCuistion, Southern Association of Colleges and Secondary Schools, Nashville

late (✓ Albert R. Mann, Director for Southern Education, General Education Board, New York City

Howard W. Odum, Director, The Institute for Research in Social Science, University of North Carolina

✓ *Rebecca Davis*
~~Frederick D. Patterson, President, Tuskegee Institute~~

✓ Marvin S. Pittman, President, South Georgia Teachers College, Statesboro

late (✓ John Russell, Carnegie Corporation, New York City

✓ James F. Simon, Julius Rosenwald Fund, Chicago

✓ Margaret S. Simon, Julius Rosenwald Fund, Chicago

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

✓ Charles H. Thompson, Editor, Journal of Negro Education, Howard University, Washington, D. C.

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

✓ Arthur D. Wright, President, Southern Education Foundation, Washington, D. C.

✓ *Miss Kelley*
✓ *Miss Warren*

RURAL SCHOOL
PROGRAMNOTES ON RURAL COUNCIL MEETINGS
Washington, January 2 and 3, 1938

ERE: Referring to agenda of meeting, we will mark off 1 and 2 on page two. We are now prepared to concern ourselves with 3 and 4. The primary interest, it must be remembered, is 1 and 2. While our interest is rural education we have limited the scope of our work to the southern states.

It is clear that an outside foundation cannot administer institutions, and any organization is a foreign or temporary body. Therefore, if we are to exert direct and continuing influence we must help build up those centers which will themselves carry that influence and will continue as the official agencies. The aim in the development of the normal college is to do away with the interest of foundations and to do away with such conferences as these. If a foundation can leave behind it a number of vigorous institutions such an organization has accomplished its purpose.

What should make up a normal college: What should make up the work of the normal college which is concerning itself with the preparation of teachers for rural schools?

Coss: Is it true that there is a group of normal schools which is actually acknowledgedly preparing teachers for rural schools, or have you a picture of a miscellaneous preparation of teachers not specifically for rural teaching?

JCD: It would be fairly accurate to say that until recently there has been no normal school which would admit its specific job was that of training teachers for rural schools. The economic factor is partly responsible. Better salaries to be had in urban situations. Probably until the last three or four years there has been almost no normal school that would

prepare teachers for rural organizations. Development of state salary schedules is now helping to reverse this situation. This state salary schedule prevails in Louisiana, Tennessee, Maryland, Georgia, and in North Carolina.

Erwin: There is no difference in our state in rural and urban salary. There is no normal school giving attention to rural teaching. In the final analysis most of our normal schools are preparing largely teachers for rural education. More and more the emphasis is on the problems of rural education. We have recently given quite a bit of thought to the development of that side. (North Carolina)

Coss: There is very little self-conscious preparation for teachers who come from the land and who will live on the land.

JCD: How many rural normal schools have actual practice teaching?

Judd: Practically all of the normal schools in Maryland, some in Michigan, two or three in Illinois are having practice teaching situations in rural schools.

Coss: Is there a recognition of specific subject matter which is to be called rural or does it happen that they use rural schools and teach urban subjects:

Pittman: There is usually one or more person on those faculties whose primary interest is in rural education.

Coss: I think this generalization cockeyed.

Pittman: Someone is always preaching the gospel. Kansas started the work and Smith of Michigan is now very active. In the middle west there is a tremendous number of one-teacher schools, so the rural problem is very definitely a specific problem. But without the support of a state legislative program the job is very difficult.



ERE: We don't want to assume that consolidation program reduces emphasis on rural education.

Pittman: There is a definite reaction against consolidation in the rural South. There is a very great difference in preparing teachers to teach in one-teacher schools and in large consolidated schools.

ERE: Consolidated schools tear down a child's interest in rural subjects (?)

JCD: There is a definite distinction drawn between Negro and white schools. We will have small one-teacher schools for Negro children in the South for a long time to come. Reaction against consolidation in South.

Campbell: You will find in any of the teachers colleges a good deal of emphasis on rural education - sometimes a whole department of rural education and in many cases a department of rural sociology. We are just now projecting as one of our problems the matter of going into the institutions to find out what they mean by these courses. This one of the things we do not know the answer to.

Beatty: There are two problems, each tied in with Coss' question. (1) To what extent do the teachers think of rural life as the desirable type to look forward to in the future? Too often urban living is thought of as the only desirable one. (2) Does the state course of study make it possible to organize a rural school curriculum? In many states the course of study will not let you. The curriculum prescribed by the state is expressed only in the terms of urban needs (elementary and high school).

Judd: We have got to recognize all along the line that there are common elements. Urban and rural life not wholly different from each other.



McCuistion: There has been a great deal of discussion about agricultural schools. Do people coming out of agricultural schools go into agriculture?

Pittman: We have never paid the salaries sufficient to get good teachers in rural schools.

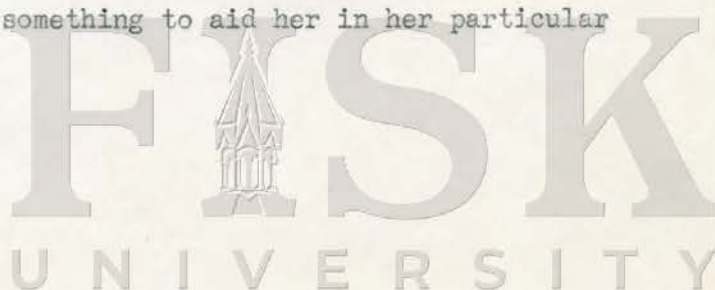
Judd: In New Zealand the teacher gets a bonus for teaching in a rural school. It gets superior teachers into the country and they are glad to go. Maryland may have some provision for this.

Favrot: Another feature is the state policy with regard to certification. Is there any state offering a special rural teaching certificate?

A state has a professional certificate as an ideal which is given alike to people who have finished required courses whether preparing for rural or urban situation. In Louisiana the state is going to raise requirements from two to three years for certification. The faculty of Grambling wants to remain on two-year basis. If adding another year would mean the discontinuation of a good many of the particular things they were doing they preferred to remain on the two-year basis. The question I raised was whether the state board of education could not make a special certificate for teaching in rural schools.

Pittman: I think some premium is put on teaching in rural schools, but I think no special certificate should be offered. Until that is done I think such a certificate would accentuate the feeling of inferiority.

Judd: How can rural teachers be improved and be made to feel their superiority? New York board of regents has under consideration a certain number of state scholarships to be provided so that an excellent teacher, when found, be given an opportunity to do something to aid her in her particular work.



This should be conferred with the understanding that the teacher will spend the time doing something for the state department. If told to prepare material for rural schools I think the thing can be safeguarded. New York pays better salaries on the average in every department except the one-room schools. In these one-room schools more is spent on the buildings. If we could select five of the best rural teachers in some rural setting and give them the opportunity to prepare materials we would be getting somewhere. I suggest that the Fund and Council seriously consider this matter of fellowships, and give teachers an opportunity to prepare instruction materials for rural schools.

Irby: Something of that sort has been done in Arkansas for Negro teachers in the way of summer scholarships through which they have been given intensive training for about three months during the summer. They have organized themselves into a key teachers group. Through this jobs of one-room schools have been dignified.

Pittman: The Kellogg Foundation has given special aid to a number of schools. For the past two years Michigan has been sending her teachers to colleges for the summer session. There is more possibility of retaining people in jobs if they are recognized.

McAllister: In Louisiana I found a great change in regard to rural education. There is an unusual amount of enthusiasm at Grambling, which isn't caused only by salaries. The students who enter Grambling are of the best. There is an enthusiastic feeling about rural education in Louisiana. What causes it?

ERE: Distinction and prestige are quite as important as salary.

Irby: Where we dignify one of the schools it frequently happens that the local board recognizes it with a slight increase in salary.

Bond: The question of special certificates: It seems when you establish a certificate you work back upon the whole question of salary because you give it prestige and it seems to me that normal schools and teachers colleges create special departments. This has been as much responsible for state salary schedules as anything else. It gives a special status to rural preparation.

Cocking: The type of teacher training for rural life that I think - with all of the defects in it - is the best that we now have. Training of vocational agricultural teachers. Surely the training which those young men get is directed toward their going out into rural areas. Practice teaching. Tomorrow the University of Georgia is sending out thirty-two boys into rural areas to work with teachers already on the job. Following them from the University will go the best man in teacher training. These young men will be under the guidance of this man.

In connection with the teacher training these men are preparing material which it is hoped will be used later in rural areas. A bulletin was published this week on hogs. In this bulletin is the report of a study which shows that ninety-six per cent of the kidneys and livers of hogs butchered by packing plants are found infected in one way or another; fifty per cent of other portions of hogs were found to be defective in one way or another. Through research facilities an attempt has been made to get at the cause of this high percentage of infection. We have found that the chief cause of infection of kidneys and livers is the unsanitary conditions in which hogs are raised. This bulletin has been subjected to agricultural college and packing houses. Here in agricultural college we are trying to prepare boys for rural life and are trying to do it so that they will work in rural conditions. Because of federal aid the salaries which these young men receive is such that they will stay in rural areas.

Simon: Isn't it true that these men don't become agricultural teachers but county agents?

ERE: Bring discussion to consideration of what we mean by rural preparation. There is a good deal of difference of opinion as to what an education fitting to a rural child as opposed to that fitting to an urban child should be. It is exceedingly difficult to organize an exclusively rural program.

Ingram: (Re Carroll) I believe that our people are agrarian minded. They have an appreciation of rural life. We have been able to put on paper a very nice set-up. These statements are expressed in our catalog. We are trying to take our people into the rural areas. We are definitely getting somewhere in building up attitudes of appreciation for the program we are talking about. We made a careful survey of West Georgia. There are 1,200 rural teachers with no more than a high school education, many with one year of college work. We feel our program justified planning over eight or ten years three rural art life courses. The state accepts one of the three courses for credit - an orientation course in rural life.

Warner: Are you teaching people differently in the country from in the city?
There is little difference in what you say but the difference is in the saying of it to fit into the environment. Moving into an urban community changes the attitude. When we go into the rural community it has a different attitude.

Gunn: There are two differences. The most important comes back to mechanical difference.



Judd: The children must do the talking. Later they will do reading with simple material in the first place. In due course of time they can take on Cocking's pamphlets. I do not see that Mr. Ingram has given us a picture of the curriculum or of courses. The country would soon be overpopulated if forty per cent did not move. Both the children in rural and urban centers must have certain fundamental types of training, though they must use these powers to utilize equipment in their environment. They must utilize existing resources and apply fundamentals and apply fundamental to the opportunities of better living in their communities.

Beatty: One or two differences exist. I think there needs to be careful discrimination in reading material. If going to the country schools, the children must have reading materials which they meet in their daily lives. (Judd agrees to this) What the child will read and study and be concerned with. The average textbook dealing with hygiene and sanitation, he will find that many of these things are taken care of for him. If he is a rural child he has to take care of them himself. He must be familiar with the materials of his environment.

With regard to civic organization, the situation in the urban community is entirely different from the urban community, but he can find no book concerned with the governmental forms of rural life. Most of these rural elementary schools are 7 and 8 grade schools. These children who cannot go further in school must be concerned with soil erosion, for example. If more were concerned with subsistence living rather than cash crops the rural situation would be better. Use of native products.

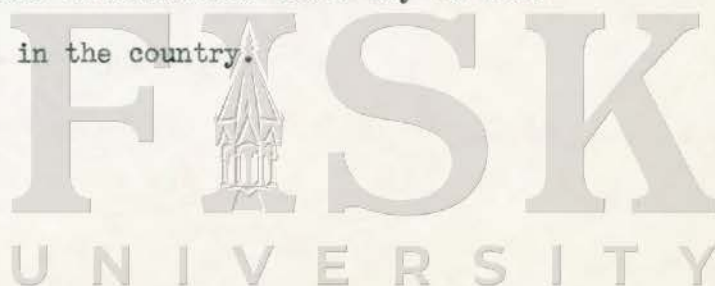
Judd: I do not object to putting down type of reading material, but there are certain fundamental modes of operation where they will be available before operation can begin. When dealing with little children

you should not try to make them all farmers because forty per cent will not stay on farms. They must be given intellectual training which will make it possible for them to direct themselves intelligently.

Coss: In getting people to read, to use numbers, and to write, the materials which ought to be used for a differentiation rural-wise and town-wise. While learning to read you might as well figure with things that have rural reference.

Beatty: I have not been able to find a textbook that does not assume that children know all about money. Rural children do not.

ERE: Let me see if I can state an analysis of our ideas of what the rural and the town elementary school should do. If anybody can make such a statement we can then move on to a discussion of how the teacher can be prepared for the rural areas. (1) As I have understood the discussions this morning, and at preceding meetings, there seems to be an agreement that the child in the early years must be given the fundamental intellectual tools - essentially the three r's - and the things growing immediately out of them. (2) It seems to me that there is also an agreement that those tools are of use only when applied and that the country child has application to make of those of a more or less different sort from the town child. (3) It seems to me that there is also agreement on a third point, namely that one learns these intellectual tools by reading this or counting that. It seems that there is agreement that one actually learns these tools on the basis of different experiences. There must be agreement (1) that the child must learn intellectual tools (2) that the application of these tools is more or less different in the two cases, and also (3) that learning of these intellectual tools may be more effectively accomplished by different means in the country.



Judd: I should like to qualify your last statement. I have found that one of the most interesting things little children like to read about is the house they live in. This will appear both in the city and the country. They will read avidly of how people lived in caves at one time. I think we are in the position of laying a foundation for a good deal of our civilization. I am interested in establishing common elements of civilization. One of the interesting facts is that city children do not have the understanding of money, of values in general. Teachers should be trained to discover in civilization those elements common to all communities, and to differentiate between communities and the different aspects of civilization, should lay the broader foundation of common interest on the ground that many of the children will not be in rural areas, and those who do stay ought to have an explanation of that which goes on in his neighboring town as well as that which goes on in the country. If we talk about civilization rather than rural and urban life, and if we would hold in our early instruction common elements of civilization we would make more progress.

ERE: One learns intellectual tools on the basis of the things that come into one's life, and these differ in one nation from another and in the rural and urban environment.

JUdd: Civilization in country and city not fundamentally different.

Fowler: One of the things the country children need is a feeling of security. Motion pictures and radio programs give a feeling of inferiority. This should not be; the child should grow up to be a normal individual. Science programs should be such that they (children) can get a thrill out of living in the country. It is necessary to draw up certain objectives of rural education.



Beatty: Unfortunately the public school sets out artificial middle class home which is a very different type of thing than country children can or will have. The country child should have the feeling that many of the things he has at home are worth while and adequate. If we analyze the rural home in terms of what we have and what we could have we could build that into what the child needs.

Judd: It seems to me that we are talking in terms of contrast that do not apply. Instead of making these contrasts of city and country homes I would like to use the home in general. I would like to contrast a shelter with what primitive man grew up in. I would like to lay foundation in the fact that civilization has given children a home. We ought to train teachers who can take a house and put it in a setting of civilization. Urban civilization is not distinct from modern civilization. I am willing to throw out textbooks if we can get one of these fundamentals.

Fowler: It seems to me that every elementary school system should make a rather simple statement of what it proposes to do for its students in teacher training institutions. For example, with respect to physical and mental health, with respect to their ability to cooperate, what kind of appreciation should they have?

Garrison: We have not devoted any time to the emotional content of life in the country. In dealing with people in any environment we want them to respect and love the things of that environment. ~~What are rural schools doing to develop critical thinking?~~

Fowler: There is a lack of critical thinking in rural areas. What are rural schools doing to develop critical thinking?

Gunn: We try to instill into our students a willingness to go to the rural schools. We try to train students to meet the situations they will come up against in rural areas.

Fowler: Apprentice teaching good.

Garrison: One difficulty is that rural people who go to teacher training institutions do not like the country.

Irby: The selection of students for teacher training institutions should be gone into.

Garrison: We might through our rural high schools encourage people interested in rural life to go to the teacher training institutions and take training. Until you get good teaching in the country you won't get good salaries.

Coss: If we could only give some incentive to our students in high school - a small stipend.

Warner: How much would it cost a state to work out program of payments?

Pittman: It wouldn't cost a state anything if that state had courage.

Favrot: The one-room school must be improved.

Hall: There is another element: unless you can make the salaries of teachers in the rural areas sufficiently attractive they will not go to the country. North Carolins cut the city salaries and raised salaries in the rural areas and increased the school term. The cities are now building back.

ERE: There is a difference of educational content as contrasted to financial content.

Garrison: The child in the country deals with materials he will have developed an intense interest in, and so does the city child. Many of these materials are the same, as Judd says, but they differ in various localities. Education deals not only with knowledge but with emotional tones.

Favrot: When we go into a rural school and see some of the wretched conditions which exist there, we are impressed by the fact that there is almost nothing which the children try to learn which has application to daily life. One of the objectives we ought to have is for teachers to teach children

to observe. They are blind to what is going on around them. No sense of value has been developed. They have little appreciation of the growing things. If there is one important objective that ought to be in the minds of those charged with the preparation of teachers it is the objective of teaching children to observe in its relation to their daily lives. This would make the rural school a far more interesting place for the child.

Fowler: Home and school relationships are of vital importance.

Cocking: Teacher training of rural teachers has two purposes: (1) fundamentals should be taught to little children, (2) rural teachers must be leaders of the adult population. Shall we train her to do two jobs? Make the children dissatisfied with their homes within the range of the possibility of improving them?

Judd: Taking Favrot's statement about teaching children to observe things around them. The same thing is necessary for the urban child. I do not think we are going to get ahead with the rural school if we try to set it apart. The equilibrium of life must be established within the compass of civilization. All these children are part of the larger whole. What is rural in its manifestations we must utilize. I agree. But we must develop a child acquainted with civilization and glad to live in it and improve it. I do not think we will gain greatly by divorcing rural and urban civilization. The school should civilize people. These children, even if they live on a farm, must be informed how others live. I think that there is grave danger if we begin to talk about the rural school as though it were distinct from civilization of the larger and more comprehensive sort. I would make the same statement regarding the urban school. I have not any defense for much of the material taught in the urban school. If this Council is going to be efficient it is going to set up something new, it should propose something applicable to both the urban rural schools. The business of the school is to introduce an unsocial, uneducated,

untrained child to the level of civilization which has become complex and make him in keeping with social modern life. I am not interested in having a school that sets up a vocational education as such; I am not interested in keeping the professional people apart from the common people; I am interested in a type of education comprehensive enough to include all divisions, but to find the common elements and cement the community within itself.

ERE: It seems to me that all but one or two of us agree that there are specific experiences in rural community which should be used in this civilizing process.

Garrison: "Rural education" is a misnomer.

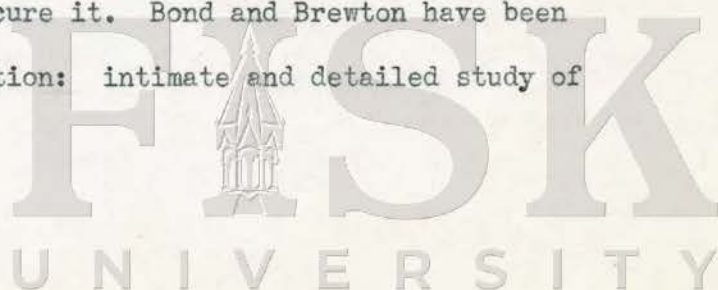
ERE All this Council has ever undertaken is that there is a special emphasis to be given to rural schools. There are different ways of applying the three r's.

Cocking: The basic training of a teacher up to a certain point is on the whole largely the same. When you come to the point of differentiation it would come in the demonstration and practice teaching which is the application of the principles we have endeavored to teach to the prospective teacher, and there in this demonstration work she watches an expert teacher apply this thing in a rural and urban area. When she does her practice teaching she practices them in a rural area if she is to be a rural teacher, and then the application is made in terms of the environment.

Sunday afternoon

The question of good and bad teaching situations introduced by Mr. Coss.

Campbell: In order to secure this type of information it was felt that some agency already at work might secure it. Bond and Brewton have been at work since August. Nature of investigation: intimate and detailed study of



teacher training institutions in the southern area. We do not want just another survey. It was suggested that three or four types of thing would be undertaken. This is a progress report.

1. To secure comprehensive information, first hand or otherwise, regarding conditions which affect rural elementary schools of the South, white and Negro, primarily one- and two-teacher schools.

2. To develop simple and effective means whereby local, state, and regional agencies may diagnose conditions which affect their rural schools.

3. To develop suggestive procedures for bringing such information to bear upon rural schools (practice teaching, changes in curriculum).

4. To provide through production of materials consultation and guidance selected centers which will prove to be guidance for the whole southern region.

No single phase has been completed. We have begun an analysis of published literature with emphasis on rural social economic conditions. A similar analysis of state department score cards has been made. From these analyses we have derived extensive statements of good rural schools. We have discovered one or two things. The literature regarding problems of rural education increased in volume until about 1929 or 1930; at that point it decreased precipitately. An analysis of the materials which have been printed lists large numbers of solutions to the problem of education in the rural schools. We thought that it might be helpful if we would analyze those and study them. We did that with the intention of seeing if there could be a means of describing a good effective rural school. We secured from state supervisors characteristics of their own schools which they think are effective. These suggestions are being used to substitute the lists.

We have begun an analysis of teacher training institutions. We have not yet completed our selection. We expect to take both white and Negro schools in the southern area, about twenty of them, justified by size, type, and location. We might add a northern one by comparison. We propose to find out

what the institution says it is doing about rural education problems. We will take catalog statements, and try to check them with the actual practice. We are also interested in the quality of that emphasis. Shall we teach rural education as a thing separate and apart? The analysis is just under way.

Another thing we have considered is following up a testing program made seven years ago, in which a large number of children in rural schools were subjected to different kinds of tests. We are wondering what happened to those children. We are following as many of the individuals included in that regional testing program as possible.

We have begun a series of personal visits to selected white and Negro one-room schools - Georgia, Tennessee; we expect to get to Arkansas, Louisiana, and Mississippi.

Coss: How can that be done effectively until it is determined what a good school is?

Campbell: We are trying to develop some techniques to evaluate schools by.

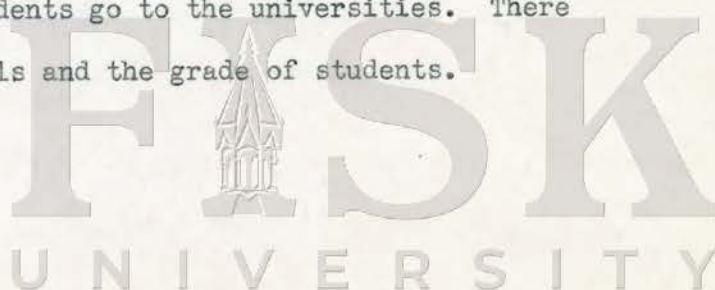
Coss: Work out from rural area to normal school.

Campbell: We are selecting data which relate to rural school problem considered nationally. We are collecting and cataloging all available materials on rural education. By June 1 we expect to have ready a summary of the program and a concise statement as to the areas in which intensive study might be made.

Bond: Explained his part of the study.

ERE There is a low quality of persons going into normal schools.

Beatty: There is an improvement of the quality of institutions in most states. Teacher training institutions rate lower than A.B. colleges or state universities. More ambitious students go to the universities. There is a high correlation between normal schools and the grade of students.



Campbell: We wanted to know the location of one- and two-teacher schools in the South.

Brewton: We have tried to find out. The problem of the one-teacher school will not be conquered by consolidation in a few years. It is rather a matter of sixty years. The one-teacher school is also a problem of the white school system. In Tennessee there is a total of 2,799 one-teacher schools, 2,108 of which are white and 691 Negro; in the same state there is a total of 1,775 two-teacher schools, 1,521 of which are white and 254 Negro. The predominance of one-teacher schools is not southern; there are more one-room schools in the state of Illinois than in four southern states - Georgia, Louisiana, Mississippi, and Alabama. The recognition of the teacher is the only purpose that a standard scale can serve to raise achievement to higher level.

Garrison: A consolidation program is not necessarily a good rural education program.

Bond: A vital defect is that the teachers are drawn from a social and economic class which has not appreciated the art of reading. No books in the homes and in the children's homes. Reading is entirely divorced from their lives. If in our teachers colleges we would acquaint people with reading and with things to read and if we could develop some cheap reading materials a great step would have been taken. The purchase of books should be made easy for college students, and for children as well.

I think the Jeanes supervisory system in Georgia is an outstanding example of "good practice."

Mrs. Whiting, supervisor of the elementary education in Georgia, was asked about a good school. As a result the children of Red Oak School



at Stockbridge were investigated. It was amazing to see what the children there had read and what they had comprehended.

Fowler: Have you found any rural school attempting to do the three things Mr. Embree listed this morning?

Brewton: Where you have supervision of schools you find more effective work. Do schools serve their communities? A whole community should be engaged in some communal activity. There should be a library center of some kind - an improvement in school building and in homes.

Campbell: We have a list of things which we think are factors that can go to produce a good school. The committee observes every school in terms of these qualities.

Bond: There is better supervision in Negro schools than in white schools. Where one finds supervision of schools you find more effective work. Those people who teach the rural teachers in the normal schools should be required to supervise and circulate around that area.

I have not found any school functioning as a community center as we would like to see it. We should expect a whole community to engage in a recreation activity, for example; or a library center with a distribution of books

It is tentatively decided that among the most incompetent people are those whose training has been supposed to teach them something about rural life. I think we can greatly exaggerate technical training.

Some of the major features of good and bad rural schools - Red Oak (as a good school)

1. It is clean. The children help keep it clean. Supervision has tended to keep schools clean in Georgia.

2. Abundance of reading material, and the teacher is familiar with reading and is introducing children to it.
3. Group activities
4. The school is a center for regular meetings, e.g., Saturday nights.
5. Important that a teacher be accepted on a friendly basis by parents.
6. Intelligent cooperation of the children.

Wright: From the first meeting of the Council Jeanes teachers have been better trained.

Alexander: Are schools producing better material than when early teachers were selected? Tentatively decided that the most incompetent people whose technical training has taught them to do rural work. General intelligence rather than training should go to make a good rural school.

ERE We have tried to avoid those tricks that Brewton has mentioned. We have tried to have in mind a general education with specific reference to the rural situation. I should dislike a set of courses in mental hygiene and child growth in the present ebullient state of these disciplines because the teachers would get a lot of wrong ideas. In their general courses I think they can get it better than in specialized courses.

Beatty: I do not think they are going to get it unless the school goes out to get it.

Pittman: When I went to Statesboro there was a long list of "shall nots" for our college students. Even in Georgia there are still switches. To get away from that we have to expose our students to a general educational philosophy, method of management, etc., which changes whole attitude toward control.



It was decided that Mr. Beatty and Mr. Fowler should formulate a statement of "spirit, understanding, enthusiasm, flavor" of schools, to supplement statement of analysis of teachers colleges on page 5 of Council agenda.

McAllister: Grambling has been working on mental hygiene and the educational psychology course is a study of the children that the girls are working with in the campus school. The principles are applied in the campus school. Evaluation should be made by teacher training schools, and this should include mental and social hygiene. The statement of objectives and exercising of standard leadership by the principle is also an underlying element.

The teaching of the three r's everybody would agree to. The thing that differentiates schools is how it is done.

Favrot: At Grambling there is a unified program in that the subject matter teachers and teachers charged with practice teaching work together closely. I was greatly impressed by the building up of the English and science courses and the close relationship with the people who go out into the country.

McAllister: We have tried constantly to evaluate work as to what was right in Louisiana.

ERE: What are the operations by which Miss McAllister keeps in touch with the country?

McAllister: Diagnose your situation. Field service unit, just developing, to coordinate various state agencies. Needs of field service area are diagnosed. We set up in our minds the kind of rural school we would want and then work back to our curriculum. We try to see how far our teachers approach this. Field service unit now divided into three sections: (1) five different state agencies (bus); (2) training of supervisors not cut and dried; (3) work with graduates of school, are they accomplishing anything? We are trying to find out what they can do with our training. Are they carrying out anything that was worked on last year? E.G., one part goes in the bus, living in homes of the community, staying two weeks, usually. Moving into a home we work with that family in improving it. Grambling is at the center and there

are six centers outside for one-year training. Field service unit has been adopted by several of the outlying centers.

The unit collects information and experiences which will direct the people at Grambling. It gets the people teaching at Grambling into the field where they can get the feeling of the situation.

Monday morning

Cocking: Outlined survey of higher education for Negroes in Georgia.

Sections of the study will include (1) population trends among Negroes in Georgia; (2) historical background, present situation; (3) social and economic life of Negroes in Georgia; (4) occupational opportunities for Negroes; (5) study of private higher education; (6) opportunities which regional institutions offer to people of a given state; (7) financing of higher education; (8) organization and administration of these institutions. We are trying to propose an immediate program which the Board of Regents might accept, and at the same time to propose an ultimate program in terms of fifteen, twenty, or twenty-five toward which they might proceed, recognizing it would not be possible to go the whole distance at one time.

This study comes at the unanimous vote of the Board of Regents. I believe that while studies are helpful there is a time element involved, but studies desirable as this may be probably should be delayed until the need is recognized and those in authority get to the point of putting themselves at least in the spirit of readiness to have such a study done in order that something may be accomplished. If this study is successful a clear picture of the whole situation will be available.

Banks: In 1930 we at Prairie View checked to find out what objective of the institution was. A committee of faculty members was appointed to find out. A time limit of twelve months was set for the com-

pletion of the study. One of the questions which was brought out during the course of the study was that of the vocational opportunities for Negroes. Another committee has been appointed to make a study of Texas, population trends, and economic status of Negroes. After this study is completed there is to be a study made of the relationship between curriculum and opportunities.

Irby: A study of this kind can be of greater benefit than has been outlined today. Arkansas is faced with just this problem of graduate work for Negroes. Graduate work cannot be offered for a decade or more for a number of reasons. Why should not this study be made large enough to include all of the states which have no graduate programs? We have our problems of graduate work the same as Georgia, and we have no way of getting that study unless it is tied on some other program.

Favrot: As I see it that is an extremely important problem - the whole matter of graduate work for Negroes in the South. Heretofore they have had to go away for graduate work. Recent statements about the graduate offerings in the region among the Negro institutions state that there have not been more than 500 graduate degrees in all the Negro institutions, including Howard, which heads the list. I think this is an important question, but a separate one. I understand that there is a prospect of making a study of that kind which I think would serve the purpose. Cocking has his hands pretty full with the present job.

Coss: Would everything on the graduate level be included?

Favrot: Yes. The one point I want to bring out is one Cocking has not brought out, namely, adult education. The adult education item seems to me to be of particular interest to this group. Agricultural extension service has done most of the work along this line. Dealing as it does with the rural scene, it is of particular importance. I think it would be valuable to

touch in this study the adult education and the agricultural extension work and the status of that kind of work for Negroes in Georgia, with possible recommendations going beyond what is now being done. For example, the Negroes engaged in that line of work in the different states have very little opportunity for research and there is no good reason why the results of work in the experimental stations of the different states should not be made available for Negroes, and why they should not have an opportunity to go into some aspect of that research. This would call for close association between the state A. and M. college for Negroes and for whites.

Banks: We do not work together. I think we will have to have an experimental station for Prairie View.

Alexander: It seems to me that one very important thing in connection with this is that the extension people should work for Negroes some way or other, bringing the work of Negro agricultural colleges more closely into the state as represented by the white colleges. Until that is done the effectiveness of these extension agents and the work of agriculture in the Negro colleges is going to be greatly handicapped. A good deal is going on. There is evidence in South Carolina of a closer cooperation than ever before, and I think attention to the matter of coordinating work of agriculture for Negroes in the state with general agriculture is highly important.

McCuistion: Get responsible people in the institutions you are studying to carry the major responsibility of the collection of data and the interpretation of facts and conditions, and you will have more of a possible carry-over after the study is made. A cooperative study of occupational opportunities ought to make it easier for these institutions to determine what their purposes are.



Cocking: What would you say if there is no purpose for some of them?

McCuistion: That might happen. I made a study of land-grant colleges and an equal number of private institutions, and in general found that most of the major problems of Negroes in the South dealt with economics and social problems. The offerings of the institutions in this field were almost at the bottom. In fifty-two of these institutions there was only one person with a doctor's degree in economics.

Cocking: Would this group feel that it would be justifiable for the state as a whole to conduct one or more institutions on a non-college level? Let us select, for instance, some particular phase, let us say that we discover that there is a need for approximately so many trained or skilled workers in a given occupational line which does not involve necessarily college training, but which has a very necessary training for the welfare of the state and for the welfare of the groups concerned. My question is: is that a proper endeavor of a state rather than for some one or more subdivisions of the state to attempt to carry for that particular thing? Post high school work? Vocational work? Bricklaying, training of chefs?

The request was made by a railroad in Texas that we train so many chefs and Pullman car porters. We went into it but we could not get anyone to take the work, largely because of a notion that that was not a decent sort of thing to do.

JCD: Brought discussion back to the thing that Mr. Favrot mentioned - adult education. Very little being done in the southern states.

With the school age being raised and with the time the person is spending in the elementary and secondary school the southern states are going to be forced to a recognition of adult education.



Ingram: I wonder if I got just what he was asking and if I could illustrate what the situation in Georgia is. In 1905 there were only twenty-three eleven-year high schools in the state. Eleven or twelve A. and M. schools were organized high schools for the state. (?) There were ten-grade schools in the state but no eleven-grade schools. There is a host of localities in Georgia where the Negroes are not ready for the college. Miss Sanders says she can not get people to go out and teach because of a lack of training and lack of opportunity. I wonder if something could be done to meet the situation in Georgia?

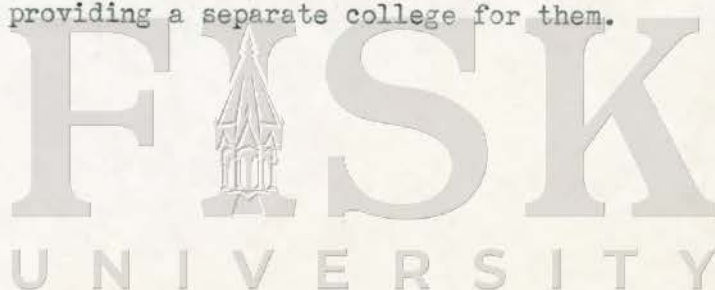
Favrot: Did not some of those high schools become colleges and prove to be somewhat of an embarrassment later? In

Ingram: Yes.

Favrot: My impression is that Mr. Valentine's school in New Jersey is not of college grade but is serving a need. It might be worth while to find out what success it has. It is near or at Bordentown, near Trenton.

Thompson: Valentine's school is a quasi-incorrigible school.

Johnson: There is always a question about the large number of Negro students who drop out of school early. The point Dr. Cocking raised along this line is pressing. Some one mentioned the branching out of Tuskegee, in an attempt to recapture some of the old occupations of Negroes (chefs) in trying to give new dignity to work of this kind. Bordentown did begin as an incorrigible school, but under the principalship of Valentine it has almost discarded that feature. Since, however, Negroes can go to colleges in the state of New Jersey, there is no point in providing a separate college for them.



Valentine has been able to assemble a very good faculty and to get very excellent buildings and to do some long-time planning. I think something of this kind should be provided in Georgia since it can be seen as a part of the general education (?) as long as it does not lead into a blind alley. There are some good leads to vocational work as the result of some studies made by government funds. The study of Negro skilled and white-collar workers went into the matter of the skills of the person, the different kinds of things they have done. That covers close to one quarter million Negroes in the country. Dr. Caliver was able to inquire into the matter of vocational guidance in the schools. I have seen some figures for Georgia on the matter of occupations of Negroes as compared with their own fathers. This was done by the state under the WPA. This report I think will be available soon through the Department of the Interior.

Thompson: With the limited funds available for higher education in Georgia should state money be used for this purpose? Would not extension courses be better? Why have a separate school for this? Why not use a present set-up?

Russell: There is a college in Minnesota which has short refresher courses - the students live there for only a few days. This college is not for completely training students in vocational courses.

Mann: Should not Cocking in search for an answer consider short courses at A. and M. College and not set up a special college? Why not strengthen existing institutions and meet the state needs? It is a question whether an institution of education could train men to become hotel administrators. Statler contended that they could not be, that the only place



was to train on the job in a hotel. But when he died he left a large sum of money to endow administration courses, having come to believe that it was an intellectual as well as a skilled type of work.

Banks: Prairie View has the kind of short course of which Dr. Mann spoke. These courses are three weeks in length.

ERE: Do you have such short courses for trades - beauty culture, etc.?

Banks: Yes.

ERE: Should not short courses be an adjunct of existing institution? Short courses should be put on a non-intellectual plane.

Beatty: Isn't it a mistake to think that the only possible value education can have is that it is in intellectual field? The trouble with our schools is that degrees are thought most important.

Campbell: It does not necessarily follow that because you have a regularly organized institution taking care of these people that you are bound up with an academic schedule. The junior college started out with great possibilities to do the kind of thing you are talking about, and immediately they fell into the academic stride and went wild. In recent years we have had a few examples of institutions called junior colleges which have worked out courses of study with industries included. At Beckley, West Virginia, the chief outlay has been for children in office work and in secondary mine foremanship. It is not profitable to take boys right out of high school and put them on foremanship jobs. In about twelve months a boy can get most skills. It is optional with the youngster whether he will go on for two years. There is no interest in degrees and diplomas. In Los Angeles there is an institution which has made a study of the trades in its area. This institution has left out the degrees, also. They have set up twenty-two various occupations. Junior banking classes, e.g.; with the cooperation of

the banks they worked out a course of less than two years' length. The students can stay two years if they wish. They go as rapidly as they can, and when they are ready are nearly always absorbed. The courses range from six months to two years. In Oklahoma the same sort of thing is being done. In certain activities of NYA special projects have been set up. Courses run from six weeks to one and a half years. Emphasis is placed on vocational skill. In planning for a state program it can be done with local institutions comparable to junior colleges - not just traditional academic junior colleges.

Wright: We have lost sight of the fact that with Negro students those who go into professions do so considerably later than do white students.

Johnson: There is not such a discrepancy as formerly.

The chief objection to this type of training is that it suggests the caste pattern. Anything done in the state for education should not interfere with the development of higher education, but at the same time I cannot escape some concern about the fact that there is no place where a Negro can get any skills. Before you can get the job you have to know something about it. When you look at the declining percentages of skilled persons in so many fields, unless Negroes have an opportunity to obtain skill in some direction, they are continually handicapped.

Beatty: Intellectual training of skills has been consistent (?) in making all educational talk in terms of people who will go on to college. Girls should not be deprived of training as maids on the assumption that one or two ought to go on to college.

Report on progress of the compendium.

Jones: Spoke enthusiastically about Grambling. The faculty there is recruited from the best teachers of the state. There are no

people with high degrees but the faculty is made up of good people whose abilities have been proved in teaching small schools in the country.

McAllister: Gave enthusiastic report of her work at Grambling and of the field service units.

Monday afternoon

Discussion of the new page which is to take the place of page five in the Agenda.

Judd: Professional training rather than the specific sciences has been inadequate.

Beatty: We are willing to substitute professional training for content.

ERE: Professional training is as yet unsatisfactory.

Warner: What has been said?

Judd: There is a very great need for intensive studies of better procedures in teachers colleges.

Beatty: We have tried to demand that the procedures within the college actually are what the courses are trying to get at. Practice of school violated in actual practice in the schools.

Judd: Practice teaching is being insisted upon by a New York state commissioner. There are two aspects of this matter. Immature graduates of high schools were plunged into practice teaching and observation without a background of scientific sort and they are lost. I would not have this return to the apprenticeship scheme of training teachers. If we can get scientific work and practice teaching together then we can do a great service. There is grave danger in recoil against educational psychology.

Dr. Pittman's report of South Georgia Teachers College.

JCD: Why put a course in agriculture in a teacher training institution?



Pittman: Georgia is an agricultural state. We should be able to talk intelligently about it. Culture should be democratized. If we are to enjoy rural life art must be made democratic. In rural education today there should be a proper appreciation of painting, music and good furniture.

Report on West Georgia College by Mr. Ingram and Mr. Gunn.

Alexander: What do we mean by improvement of rural life? Soil erosion; miserable housing conditions. What can a rural school do about those fundamental things about community life in the South.

Ingram: We think we can through the influence of the teachers and the children. We are attacking the problem and trying to find the answer to the question.

ERE: We are approaching from the theoretical and from the practical points of view. Answers will be forthcoming.

Alexander: Every time I go into a rural county I am conscious of the fact that there is an increasing number of people who are dealing with human welfare in various phases. The social security is going to have somebody; a relief person is there; extension people are there; there is a health officer. I have not found a single county where they are working together. All are taking bites of the same human problem in the county. Wasted resources. If these people are to deliver the resources that they have, somebody ought to plan on a county-wide basis. I have been trying a county planning council in Mississippi made up of people in that county who are being paid to think of human welfare.

Banks: In Bowie County, Texas, that has been recently done.

Coss says Favrot has been working on that for fifteen years.

Alexander: I went to Mississippi and called together the heads of important agencies and sat with them for a half day. They are willing to go out and do it. They need to remember that they are part of a big problem of civilization. I think we will get an experiment this year in Mississippi, probably on a state-wide basis, or experimenting in those counties.

Favrot: A project in South Carolina is along these lines. We have recently received a letter from a man in Tennessee working out such a project. A letter from Arkansas is coming to me.

Alexander thinks they do not need money for this; neither do Coss or Favrot.

Banks: In Bowie County, Texas, the county experiment got together the vocational agricultural man, the home economics person, the Jeanes teacher, the county farm and home demonstration agents. They jointly work out problems.

Garrison: 1. In all of our discussions personnel problems are the biggest. The school people have brought out the fact that it is important to select the right person. The biggest problem in all types of education is the selection of personnel.

2. A knowledge of the region or a lack of that knowledge has been emphasized by all three institutions. A thorough study of the community to be served is necessary. A thorough knowledge of the conditions existing throughout the South is necessary. In some meetings at Peabody - almost weekly meetings of both faculty and students - we have found that the people on our staff are woefully ignorant of regional conditions so we are making available to all of them printed material. We have about 3,500 master's these in our library by our own people, 1,500 of which are fairly important - and which have to do with problems peculiar to our region. We are attempting to bring them together to see what we actually do have. This has been a

coordinated problem. Formerly a student's thesis in economics would have no relation to any other thesis. We are trying to get people in one department to set out on some one line or a number of lines if we want to find out about conditions. The entire resources of a department should be centered on certain kinds of problems in our institution until we pretty well cover that field. Also we propose to set up during the remainder of the year and next summer a seminar to which we will bring people outside the institution. Also we are proposing a seminar on southern problems. We will probably admit to that seminar advanced graduate students and we will encourage our faculty to attend that seminar.

3. We do not definitely know what we wish to achieve in rural education. I believe one of the first things we should formulate is some sort of objective or pattern of what we want to achieve. I am not sure it is necessary for forty per cent of the rural people to move to urban centers. The fact has been mentioned a number of times that our agricultural workers have not achieved much of any rural life. Seventy-five per cent of all the people holding positions in A. and M. colleges come from outside the region. If that is true we can see why they have not had much influence on southern life. In the first place those of us in the South are peculiar (some think) and sometimes people think we are more peculiar than we are. By the time a man comes from another section, works in the South 8 or 10 years, he frequently has lost his usefulness because he feels he does not know the situation. He feels he should tread lightly. I have found that many of the men who have come down with great promise tread lightly, speak softly, until they have acquired such habits that they often lose their usefulness. We must select men interested in rural conditions and if possible train them in our own region so that they will know conditions as they are so they can immediately

face the situation as it is. I should like to emphasize the rural education program as one we should get down in specific terms. Are we going to continue to countenance this great migration of people? Or are we going to try to instill into the people a love for the life? Our region could support a much greater population than it has. Once we quit buying butter and eggs and cheese and many other things from Wisconsin and begin raising them ourselves there will be no need for such a great migration, and it seems that all of that is involved in our rural education program.

4. That other factor of the broadening base of education. I have given a good deal of thought to so many different types of workers in the same field and I have expressed to Vanderbilt University that it might develop a department of public administration so that our people in school administration might get into public administration and quit taking this narrow line of courses in school administration, and which unfits them for school administration. If we could somehow set up training for our school administration on a much broader basis than we have now - economics, sociology, public administration and probably some law - and develop a much broader program for training these administrators, I think we would go a long way toward meeting the problem of scattered efforts in the same area.

There are a number of institutions around Nashville which have much they can give us. Some of you know of the school at Madison run by the Seventh Day Adventists. We plan to work with them some as time goes on. I think any meeting should give a good deal of time to a rural education program in contrast to an urban education program which would be worth a good deal. Center on just what we mean by a rural education program. I think we



should face the situation of what type of philosophy we are going to set up or what beliefs we are going to pursue. Do we want people to continue to migrate in large numbers or do we want to plan deliberately to teach them to love this rural area and to want to spend their lives here? Can we teach them that they need not spend a great amount of money for cultural needs and for the pleasures and that they can find them in the community in which they live?

ERE: It might be useful (a) to ask two or three people to serve as a sub-committee to formulate objectives of rural education, and (b) to make some provision of methods of procedures.

Fowler: A statement of objectives should come from one institution - not from an armchair conference.

Pittman: Each of the Rosenwald schools - Carrollton, Statesboro, Grambling, and Peabody - should work on this thing.

It was moved that we request Statesboro, Carrollton, Grambling, and Peabody to outline a statement of objectives in rural education, each to formulate what is being done with a view to achieving those objectives.

Garrison: What does this organization think should be accomplished in southern regions?

ERE: JRF should not formulate any such concepts.

Favrot: We have been much interested in the statement made by the representatives of these schools and interested in Dr. Garrison's comments, and I have no doubt of the value of the objectives, but I think Dr. Alexander brought out some points with regard to what ought to be certain objectives in rural education. Some of these institutions have as their aim

the training of rural teachers for small rural schools and it seems to me that the point Alexander brings out about soil conservation - points brought out in Odum's study which have been part of the working data of the sociologists who have compiled the compendium - should find a place in the particular objectives in rural education, and I am wondering whether there ought not to be from the view point of the sociologist also something of the same kind.

Alexander: I want to follow up what Favrot has said. We have tackled one county in Alabama (Coffee County). We bought about a third of the land. Some had to be taken out of cropping and some to be put back into farm land. We have the state department of agriculture, the state department of education - everybody in the state and in the county who could contribute anything to the life of the county - at work. The population has been redistributed to get families on the land where they would have a chance to make a living. Some of the worst possible erosion has been stopped. Even the school system has been reorganized to conform to what seems to be the economic and social view of the county. The county superintendent has rewritten the arithmetic and it is in terms of "if your father borrows so much money and pays back so much in the autumn, how much interest does he pay? (Alexander would like to have each of the schools include soil erosion, health, etc.)

Favrot: Several times courses in rural life problems have been mentioned but we aren't quite aware of what they are.

Cocking: I have had an opportunity this autumn to discover many other things of different types of educational programs which are being conducted in the county outside the regularly organized school. It seems to me this has some bearing on the problems discussed here. The public school is one of the agencies which society has and should know what other

programs of an educational nature are being conducted in rural areas and outside rural areas. There are several hundred programs outside the regularly organized school of an educational nature in the forty-eight states, and it seems to me it might be helpful as we approach this problem to know what other agencies are attempting to do. They might be coordinated. These programs are being carried on independently. One of the fundamental problems in rural life is to coordinate toward the betterment of rural life, and thus get somewhere and not around a circle.

Mr. Garrison is to see what coordination has been done between agencies and schools.

Fowler: Has any report ever been made on rural centers? (Fairplay)

ERE: None has been written up. We will take that on our own shoulders. We should be particularly interested in arousing an interest and love for the southern scene. Councils organized on a state basis might serve the propaganda aspects in a particular region. It would be an interesting experiment to stimulate organization of a Georgia rural council to endorse and support rural life and school.

Alexander: It would depend upon whether or not such a council would have to rely on outside promotion. If promotion came from within it would be satisfactory.

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Tuskegee Institute

FOUNDED BY BOOKER T. WASHINGTON, 1881

FOR THE TRAINING OF COLORED YOUNG MEN AND WOMEN

OFFICE OF THE PRESIDENT

TUSKEGEE INSTITUTE, ALABAMA

September 10, 1937

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

My dear Mr. Embree:

At the last meeting of the Rural Council on Education it was suggested that there was a possibility of the Rural Council meeting at Tuskegee this coming year.

I wish to renew my invitation to the Rural Council to come to Tuskegee Institute for their meeting in January, 1938. This invitation is extended selfishly for I believe the meeting of the Rural Council here will do much to stimulate us locally in regard to this very important program. I feel that we may be able to arrange some rather interesting field trips that will at least be first hand evidence of conditions as they exist in this section, though I regret we shall have little to offer in the way of exemplary effort.

Very sincerely yours,

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President

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 UNIVERSITY

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RURAL SCHOOL
PROGRAM

Council mtg

gck

September 14, 1937

Dear Dr. Patterson: Thank you for your very good letter inviting the Council on Rural Education to hold its next meeting at Tuskegee. I hope this can be arranged. In view of the fact that our meetings are normally held during the week-end of the new year, I wonder if it would be possible to see any schools actually in operation. Even if this were not feasible, we could get some very useful impressions by holding our meetings actually in the rural South as represented by Tuskegee. Let me talk the matter over with my associates. As soon as our plans are more definitely formulated, I shall write you again. Meanwhile, thank you for your very courteous invitation.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. F. D. Patterson, President
Tuskegee Institute
Tuskegee Institute, Alabama

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No 2 -

Signed by ERE

RURAL SCHOOL
PROGRAM

Council Mtg

18
November 12, 1937

Dear Dr. Blank: As I think you know, a Council on Rural Education has for the past three years been discussing rural schools in the South, both white and colored, and planning ways of making education a more effective instrument in rural districts. The Council is a cooperative group representing southern officials, educational and social leaders from the country at large, and officers of the several foundations interested in southern education.

We invite you to join this Council for its mid-winter meetings which are planned for Washington, D. C., on Sunday and Monday, January 2 and 3. Details of times and places of the sessions will be sent later, together with agenda of matters proposed for discussion and reports of developments in which the Council is taking an interest. This is simply a general advance notice sent in the hope that you will reserve these dates and be able to attend the meetings. The Julius Rosenwald Fund, which serves as informal sponsor of the Council, gladly meets all expenses of travel, etc. incident to the meeting.

Those of us who have organized the Council meetings have tried to keep the membership representative of the most responsible authorities in the South and of the best thinking in the country. The enclosed list gives the names of those who are being invited this year. If it seems to you we have omitted persons who should be included because of their particular wisdom or experience in rural education, please do not hesitate to make suggestions. It must be kept in mind, however, that this is a working group, not a general conference, and that unless we hold it to a small and coherent group we are in danger of losing the special value of this Council.

The enclosed pamphlet contains some discussion of principles and procedures that have interested the



Council (and an article in the current Atlantic Monthly, November, 1937, gives further comment). But the Council is by no means the creature of any single individual or any single corporation. It is an independent body set up to generate wisdom with respect to rural education and to put that wisdom into effect in rural schools especially in the South.

We hope very much that you can join the Council group for the forthcoming meetings.

Very truly yours,

E R E

ERE:JW

No 1 - Signed by
JCD

Rural Council
Section of Duntatum
RURAL SCHOOL
PROGRAM

18
November 12, 1937

Dear Mr. Blank: It has been our custom to hold the meeting of the Council on Rural Education just after New Year's Day, since that has proved to be the time convenient to the great majority of the group. The plan this year is to have the meetings in Washington on Sunday and Monday, January 2 and 3. We hope very much that you can give these two days to discussions and plans which are proving of such value to southern rural schools. Of course the Fund will meet all expenses of travel, etc. incident to the meeting.

This year we have cut drastically the number of persons invited to the meeting so that there will be opportunity for more intensive discussion of fundamental policies as well as for review of the various projects now going forward in the southern states. We are also adding a very few new names in order, by rotation of membership, to bring as much wisdom and power as possible to the plans and programs. Enclosed is the list proposed for this year. If you think we have omitted persons who would be of great value, please be free to make suggestions, always remembering that we must keep the Council a small and coherent group if it is to realize its special values.

Later notices will give details of time and places of the meetings, reports of interesting developments of the year, and agenda of matters suggested for discussion. This letter is simply by way of general advance notice. Will you be good enough to let us know if we may count upon your attendance?

Very truly yours,

JCD
FISK
UNIVERSITY

Same letter (signed by ERE) to:

~~W. A. Bass~~
✓ S. C. Garrison
✓ Sidney B. Hall
✓ F. P. Keppel
✓ A. R. Mann
✓ J. W. Studebaker
✓ Clyde A. Erwin
✓ Charles H. Thompson
✓ Jane McAllister

Same letter (signed by JCD) to

✓ J. E. Brewton
✓ Doak S. Campbell
✓ W. Fred Gunn
✓ I. S. Ingram

RURAL SCHOOL
PROGRAM

Council mtg

7
November 23, 1937

Dear Mr. Beatty: As I think you know, a Council on Rural Education has for the past three years been discussing rural schools in the South, both white and colored, and planning ways of making education a more effective instrument in rural districts. The Council is a cooperative group representing southern officials, educational and social leaders from the country at large, and officers of the several foundations interested in southern education.

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The enclosed pamphlet contains some discussion of principles and procedures that have interested the Council (and

FISK
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Mr. Beatty - page two

November 18, 1937

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We hope very much that you can join the Council group for the forthcoming meetings.

Very truly yours,

EDWIN R. EMBREE

ERE:RW

Mr. Willard W. Beatty
Director of Education
Office of Indian Affairs
Department of the Interior
Washington, D. C.



RURAL SCHOOL
PROGRAM

Council
1938

COUNCIL

1. Include state agents where we are working and shift about among others from year to year. Include Eason and Turner this year.
2. Sasman in place of Fowler? or in addition to Fowler.
3. Judd likely off after this year.
4. Include Ingram and Gunn (?)
5. Lloyd Warner (?)
6. Invite Studebaker or someone from U. S. Office of Education.
7. Beatty - Indian Service.
8. Dean Mann - write Favrot and ask about including him.
9. What about dropping Jones? Johnson's and Patterson's reaction?
10. Peabody group
 Campbell and/or Garrison
 Bond
 Brewton
11. Hutchins (?)

RW
11/9/37

Dr. Coss: Is it true that there is a group of normal schools which is actually acknowledgedly preparing teachers for rural schools?

Mr. Dixon: Fairly accurate to say that until recently there have been no schools which would admit preparing teachers for rural schools. The economic factor is partly responsible. Better salaries to be had in urban situation. Now, at least five states in the South have salary schedules - Louisiana, Tennessee, Georgia, Maryland, North Carolina.

Dr. Coss: Very little self-conscious preparation for teachers who come from land and who will live on land.

Mr. Dixon: How many rural normal schools have actual practice teaching.

Dr. Judd: All in state of Missouri, two or three in Illinois. A great many normal schools have taken on neighboring rural schools for practice teaching.

Dr. Coss: Is there recognition of specific subject matter which is to be called rural or does it happen that they use rural schools and teach urban subjects?

Dr. Pittman: Salary schedule not initiated in Michigan. In middle west tremendous number of one-teacher schools; rural education still a problem there.

Mr. Embree: Don't want to assume that consolidation program reduces emphasis on rural education.

Dr. Pittman: Very great difference in preparing teachers to teach in one-teacher school and in large consolidated school.

Mr. Embree: Consolidated schools tear down child's interest in rural subjects (?)

Mr. Dixon: Definite distinction drawn between Negro schools and white. We will have small one-teacher schools for Negro children in the South for long time to come. Reaction against consolidation in South.

Mr. Campbell: Normally you will find in any normal school a good deal of emphasis on whole departments of rural education. We are just now investigating as one of our problems the matter of going into these institutions and asking what they mean by rural sociology. Not ready to give an answer as yet.

Mr. Beatty: How many rural schools creat a feeling of attraction to rural life? Does state course of study make it possible to run rural school curriculum for elementary and high schools created in terms of urban life?

- Dr. Judd: We have got to recognize all along the line that there are common elements. Urban and rural life not terribly different.
- Mr. McCuistion: There has been a great deal of discussion about agricultural schools. Do people coming out of agricultural schools go into agriculture?
- Dr. Judd: In New Zealand a teacher gets a bonus for teaching in rural schools.
- Mr. Favrot: Maryland does more or less the same thing.
- Dr. Judd: I don't believe it is a state schedule. May be true of certain counties.
- Mr. Favrot: Another feature is the state policy with regard to certification. Is there any state which offers a special rural teacher's certificate? State has a professional certificate as an ideal which is given alike to people who have finished required courses whether preparing for rural or urban situation. In Louisiana state is going to raise requirements from two to three years for certification. Faculty of Grambling wanted to remain on two-year basis. Desirous of quality rather than length.
- Dr. Pittman: Feel that rural certification would increase feeling of inferiority of rural teacher.
- Dr. Judd: How can rural teachers be improved and be made to feel their superiority? New York board of regents has under consideration a certain number of state scholarships to be provided so that an excellent teacher, when found, be given an opportunity to do something to aid her in her particular work.
- Dr. Warner: Result of giving these people recognition will be that they will go into urban schools.
- Dr. Judd: Suppose this fellowship is conferred with the understanding that that teacher will do something for state department. If a person is taken to Albany to prepare something for rural schools he will remain in rural schools. New York State pays better salaries on the average to teachers of one-teacher schools (?) Suggest that Fund and Council seriously consider this matter of fellowships. Give teachers an opportunity to prepare instruction materials for rural schools.
- Mr. Irby: Something of that sort has been done in Arkansas for Negro teachers in the way of summer scholarships through which they have been given intensive training for about three months during the summer. They have organized themselves into a key teachers group. Through this jobs of one-room schools have been dignified.

Dr. Pittman: Kellogg Foundation has given special aid to number of schools. For past two years Michigan has been sending their teachers to colleges for summer. More possibility of retaining people in jobs if they are recognized.

Miss McAlister: Have found great change in regard to rural education. Unusual amount of enthusiasm at Grambling, which is isn't caused only by salaries. The students who enter Grambling are of the best. There is enthusiastic feeling about rural education in Louisiana. What causes it?

Mr. Embree: Distinction and prestige are quite as important as salary.

Mr. Irby: Recognition comes first and then salary.

Mr. Bond: After a certificate is established one works back on question of salary.

Dr. Cocking: Training of vocational agricultural teachers. Surely the training which those young men get is directed toward their going out into rural areas. Practice teaching. Tomorrow University of Georgia is sending out sixty-two boys into rural areas to work with teachers already on the job. Following them from the University will go best man in teacher training. These young men will be under the guidance of this man. A bulletin has just published this week on hogs. In this bulletin is the report of a study which shows that ninety-six per cent of the kidneys and livers of hogs butchered by packing plants are found infected in one way or another; fifty per cent of other portions of hogs were found to be defective in one way or another. Through research facilities have attempted to get at the cause of this high percentage of infection. We have found that the chief cause of infection of kidneys and livers is the unsanitary conditions in which hogs are raised. This bulletin has been subjected to agricultural college and packing houses. Here in agricultural college we are trying to prepare boys for rural life and are trying to do it so that they will work in rural conditions. Because of federal aid the salaries which these young men receive is such that they will stay in rural areas.

Mr. Simon: Isn't it true that these men don't become agricultural teachers but county agents?

Mr. Embree: Bring discussion to consideration of what we mean by rural preparation. There is good deal of difference of opinion as to what an education fitting to rural child as opposed to that fitting to urban child. It is exceedingly difficult to organize an exclusively rural program.

Mr. Ingram: (Re Carroll) I believe that our people are agrarian minded. They have an appreciation of rural life. We have been able to put on paper a very nice set up. We have certain definite things in mind.

We are trying to take people out into rural areas. We are definitely getting somewhere toward building up attitudes.

Dr. Warner: Difference between teaching in rural and urban environment? (Asking Mr. Gunn)

Mr. Gunn: Two differences. Most important comes back to mechanical difference.

Mr. Embree: Consensus of our ideas as to what our elementary schools can do. An agreement that the child in the early years must be given the fundamental intellectual tools. There is also an agreement that those tools are of use only if applied and that the country child has an application of a different sort from the child in the city. Agreement on third point. One learns these intellectual tools by writing this, reading that. One actually learns these tools on a basis that is familiar to rural child. More or less different application of these tools in country than in city. Learning may be accomplished by more effective means in the case of the rural child than with the city child.

Dr. Judd: Houses children live in appear both in town and country. Child will read avidly how people lived in caves at one time. Concerned to establish common elements (houses children live in, values of money). Teachers should be trained to discover in civilization those elements which will come to all communities and to lay as broad a foundation as possible on the ground that rural children will not be in rural areas forever and they should know what is going on in city as well as in the country. Keep to the common elements to get a firm foundation of civilization.

Dr. Judd: Civilization in country and city not fundamentally different.

Mr. Fowler: One of the principle things rural children need is feeling of security. If science program is such that they can get thrill out of living in country. Need to draw up certain objectives of rural education.

Mr. Beatty: Unfortunately the public school sets out artificial middle class home which is a very different type of thing which country children can or will have. The moment we begin with materials of urban house whole conception which is absent from rural life (?)

Dr. Judd: Would like to contrast a shelter with what primitive man grew up in. Would like to lay foundation in the fact that civilization has given children a home. We ought to train teachers who can take a house and put it in a setting of civilization. Willing to throw out text books if we can get one of these fundamentals.

Mr. Fowler: Every elementary school/student should have made a rather simple statement of what it proposes to do for its students in teacher-training institutions. For example; regarding physical and mental health, what kind of appreciation should they have?

Mr. Garrison: We haven't devoted any time to emotional element. In dealing with people in any environment we want to respect and love things of that environment.

- Mr. Fowler: Lack of critical thinking in rural areas. What are rural schools doing to combat critical thinking.
- Mr. Gunn: Instill a willingness to go into rural area and do best possible job. Train students to meet the situations they will come up against in rural areas.
- Mr. Fowler: Apprentice teaching good.
- Mr. Garrison: One difficulty; rural people who go to teacher-training institutions do not like country.
- Mr. Irby: Selection of students for teacher-training institutions should be gone into.
- Mr. Garrison: Encourage students in high schools to select. Until you get good teaching in country you won't get good salaries.
- Mr. Warner: How much would it cost a state to work out program of payments?
- Dr. Pittman: It wouldn't cost state anything if state had courage.
- Mr. Favrot: One-room school must be improved.
- Mr. Embree: Difference of educational content as contrasted to financial content.
- Mr. Garrison: The child in the country deals with materials which he will develop interests in. Many of those materials are same but there are differences. Education deals not only with knowledge but with emotional tones.
- Mr. Favrot: When we go into a rural school and see some of the wretched conditions which exist there, we are impressed by the fact that there is almost nothing which the children try to learn which has application to daily life. One objective: teachers to teach children to observe (training in appreciation). Children blind as to what is about them.
- Mr. Fowler: Vital importance of home and school relationships.
- Dr. Cocking: Teacher-training of rural teachers has two purposes: (1) to teach children Judd's idea; (2) rural teachers must be leaders of adult population.
- Dr. Judd: Forty per cent of rural children need intelligence to live outside rural areas. What do we agree on?
- Do not think we will get ahead with rural school if it is set apart. Emotional side must be taken account of. What is rural in its manifestations we must realize (X) Develop the child who is acquainted with civilization and eager

to live in it. Will not get anywhere by divorcing rural and urban situations. Rural child shall know something about all civilization. Rural child should not be set apart as a separate part of civilization. The business of the school is to introduce an unsocial and uneducated child into a complicated civilization. Vocational education should not be separated from general education. Interested in type of education which is comprehensive but will include common elements.

Mr. Embree: Agree that there are specific experiences in rural community which should be used in socialization process.

Mr. Garrison: "Rural education" is a misnomer.

Mr. Embree: All this Council has ever undertaken is that there is a special emphasis to be given to rural schools. Different ways of applying three R's.

Dr. Cocking: Teacher training. Basic training of a teacher is up to certain point largely the same. When you come to point of differentiation you come to application of practice teaching.

Sunday P. M.

Mr. Campbell: Intimate and detailed study of teacher-training institutions? Just another survey? Suggested that three or four types of things be undertaken: (1) to secure comprehensive information regarding conditions which affect rural elementary schools of the South, primarily one- and two-teacher schools; (2) to develop simple and effective means whereby local, state, and regional agencies may diagnose conditions which affect their schools; (3) to develop suggestive procedures for bringing such information to bear upon rural schools (practice teaching, changes in curriculum); (4) to provide, through the production of materials, guidance in selection. Have begun an analysis of published literature with emphasis on rural social economic conditions. Similar analysis of state department score cards. From these analyses we have derived extensive statements of good rural schools. Discovered: (1) literature regarding problem of rural education increased in volume until about 1929 or 1930; at that point decreased precipitately. Analysis of materials which have been printed list large numbers of solutions to problem of education in the rural schools, characteristics of rural school teachers. Might be helpful if we would analyze those and study them. Did that. Intend to see if there could be a means of describing a good effective rural school. (2) Secured from state supervisors characteristics of their own schools which they think are effective. These suggestions are being used to substitute the lists. Have begun an analysis of teacher-training institutions with respect to rural education. Propose to find out what institution says it is doing with regard to rural education. Propose to discover what that really means. What is the emphasis and what is the quality? Analysis just under way. Another thing that we are doing is to follow up testing program which was made seven years ago. Children in rural schools subjected to number of tests.

What has happened to those students? Have begun a series of personal visits to selected white and Negro one-room schools - Georgia, Tennessee; expect to get to Arkansas, Louisiana, and Mississippi.

Dr. Coss: How can that be done effectively until it is determined what a good school is?

Mr. Campbell: Trying to develop some techniques to evaluate schools by.

Dr. Coss: Work out from rural area to normal school.

Mr. Campbell: Selecting data which relate to rural school problem considered nationally. Collecting and cataloging all available materials on rural education. By June 1 expect to have a summary of program ready.

Mr. Bond: Explained his part of study.

Mr. Embree: Low quality of persons who are going into normal schools.

Mr. Pittman: One means of selecting students for teacher-training institutions (wait)

Mr. Beatty: Improvement of quality of institutions in most states. Teacher-training institutions rate lower than A.B. colleges or state universities. More ambitious student goes to university. High correlation between normal schools and grade of student.

Mr. Campbell: Wanted to know location of one- and two-teacher schools in South.

Mr. Brewton: Has tried to find out. Problem of one-teacher school will not be conquered by consolidation in few years. Rather a matter of sixty years. In Tennessee there is a total of 2,799 one-teacher schools, 2,108 of which are white and 691 Negro; in the same state there is a total of 1,775 two-teacher schools, 1,521 of which are white and 254 Negro. There are more one-room schools in state of Illinois than in four southern states - Georgia, Louisiana, Mississippi, and Alabama. Recognition of teacher ~~maximization~~ only purpose that standard scale can serve to raise achievement to higher level.

Mr. Garrison: Consolidation program not necessarily good rural education program.

Mr. Beatty: Is there maximum limit beyond which they will not go to pick up children by bus.

Mr. Fowler: How far into picture of "perfect" school has survey gone?

Mr. Campbell: Have listed what a "perfect" school is. Submitted to state supervisors for criticism.



Mr. Bond: Mrs. Whiting, supervisor of elementary education in Georgia, was asked about a good school. As a result the children of Red Oak School at Stockbridge were investigated. It was amazing to see what children had read and what they had comprehended.

Mr. Fowler: Anything particularly applicable to rural schools?

Mr. Brewton: Trying to locate Negro schools (one- and two-teacher) which are better supervised in the South than the white schools (?) Where you do have supervision of schools you find more effective work.

Discussion of what makes a school good or bad.

Mr. Brewton: Do schools serve their communities? Whole community would be engaging in some communal activity. Library center of some kind. Improvement in school building and in homes.

Mr. Campbell: We have a list of things which we think are factors that can go to produce a good school. The committee observes every school in terms of these qualities.

Mr. Bond: Negro rural schools better supervised than white schools.

Mr. Wright: From the first meeting of Council Jeanes teachers have been better trained.

Dr. Alexander: Are schools producing better material than when early teachers were selected? Tentatively decided that the most incompetent people whose technical training has taught them to do rural work. General intelligence rather than training should go to make a good rural school.

Mr. Bond: Red Oak School, a good school, was outstanding because it was so clean.

Mr. Pittman: Even in Georgia still some switches. To get away from that we have to expose our students to a general educational philosophy, method of management, etc., which changes whole attitude toward control.

It was decided that Mr. Beatty and Mr. Fowler should formulate a statement of "spirit, understanding, enthusiasm, flavor" of schools, to supplement statement of analysis of teachers colleges on page 5 of Council agenda.

Mr. Favrot: At Grambling there is a unified program in that the subject matter teachers and teachers charged with practice teaching work together closely.

Miss MacAllister: Have tried constantly to evaluate work as to what was right in Louisiana.

Mr. Embree: What are operations by which Miss MacAllister keeps in touch with country?

Miss MacAllister: Diagnose your situation. Field service unit, just developing - coordinating various state agencies. Field service unit now divided into three sections: (1) five different state agencies (bus); (2) training of supervisors not cut and dried; (3) work with graduates of school, are they accomplishing anything? (improve community).

Monday A. M.

Dr. Cocking: Studies in mind: (1) We believe that we cannot approach problem without having an intensive study of population trends among Negroes in Georgia. Historical background, present situation. (2) Study dealing with social and economic life of Negroes in Georgia. (3) Occupational opportunities for Negroes in Georgia - present and future. Must, as part of study, enter into study of private higher education. Opportunities which regional institutions offer to people of a given state. Need for careful study of financing of higher education. Need for study of organization and administration of these institutions. ~~Probably in this group~~ Trying to propose immediate program which board of regents might accept. To propose an ultimate program in terms of fifteen, twenty, or twenty-five years along which they might proceed. We hope that we might be helpful in suggesting necessary steps in getting to that point. Request commission by unanimous vote of board of regents. In conclusion would stress that I certainly believe that while studies are helpful there is a time element involved. Studies should always be delayed until people of the state recognize their need and go to the point of putting themselves in a spirit of readiness in order that something may be accomplished. Result: there will be available to people of Georgia a clear picture of facts to formulate a program.

Mr. Dixon: More than a within-state implication.

Mr. Hall: Similar study in Virginia. Started out in this manner: small committee of about seven people was selected from institutions of higher learning. Study began with socio-economic study but also includes secondary as prior. Another committee of fifteen or seventeen people - real workers (Negro and white) performing various studies to bring back to committee of seven.

Mr. Banks: In 1930 we at Prairie View checked to find out what objective of institution was. Committee of faculty to find out. Study made with a time limit of twelve months. This came up: what are vocational opportunities for Negroes? Another committee to make study of Texas, population trends and economic status. After this study is completed there is to be a study made of relationship between curriculum and opportunities.

Mr. Favrot: Whole matter of graduate work in South. Heretofore Negroes have had to go away for graduate work. There haven't been over five hundred graduates from all Negro institutions. Important question but a separate one. Already under way prospect of making that type of study. Cocking has hands pretty full.



Dr. Cocking: Omitted adult education. Agency which has done more in this field is extension service - agricultural work. That dealing as it does with the rural scene is of particularly value to us. One of the things which would be valuable to touch upon is the present status of that kind of work for Negroes in the state of Georgia with possible recommendations of going beyond what is now being done. Negroes engaged in that line of work have very little opportunity for research. No good reason why results of work in experimental station shouldn't be made available to Negroes. Would call for more cooperation between white and colored A. and M. colleges.

Mr. Banks: Experimental work in Texas. Waller County.

Dr. Alexander: Administrative land grant college work should be worked in with A. and M. work in Negro work.

Mr. McCuistion: Study of occupational opportunities should make it easier for institutions to discover what their purposes are.

Dr. Cocking: What would happen if it should be found there was no purpose for some of them? Would this group feel it would be justifiable for state as whole to conduct one or more institutions on a non-college level? Let's say that we discover need for approximately so many trained workers in a given occupational line which doesn't involve collegiate training but which is necessary for welfare of state. Is that a proper endeavor of state or one or more divisions of state - turpentine industry, bricklaying.

Mr. Dixon: Part of answer is in whether or not type of vocational education is local or general.

Dr. Cocking: State rather than local problem.

Mr. Dixon: Extends to problem of trade schools

Mr. Favrot: Is not Valentine's school in New Jersey (close to Trenton) a school not of college level but of the sort which Cocking suggests? It gives training in trades.

Mr. Thompson: Valentine's school is a quasi-incorrigible school.

Dr. Johnson: There is always a question about large number of Negro students who drop out of school early. Point Dr. Cocking raised along this line is impressive. Tuskegee has done some work along this line (chefs) in trying to give new dignity to work of this kind. Bordentown (Valentine) school became known as a quasi-incorrigible school at one time. Under the principalship of Valentine, however, that feature has been nearly obscured. Negro students can go to colleges in New Jersey. Valentine has good faculty and buildings.

- Mr. Thompson: Would the funds for higher education in Georgia make it plausible to use state funds for this type of vocational work? Use a special division in schools already established?
- Mr. Russell: College in Minnesota more of a refresher college - the students live there for only a few days. That college isn't for completely training students in vocational courses.
- Mr. Mann: Wouldn't short courses at A. and M. colleges answer question, without setting up new schools.
- Mr. Banks: Prairie View has that type of short courses. They are three weeks in length.
- Mr. Embree: Do you have such short courses for trades - beauty culture, etc.?
- Mr. Banks: Yes.
- Mr. Embree: Should not short courses be adjunct of existing institution? Short courses should be put on non-intellectual plane.
- Mr. Beatty: Isn't it a mistake to think that only possible value education can have is that it is in intellectual field?
- Dean Mann: Intellectual content as well as skill content in hotel administration (trades).
- Mr. Beatty: Nothing done more poorly than cooking in Indian service. Trouble with our schools is that degrees are thought most important.
- Mr. Campbell: It doesn't necessarily follow that because you have an organized school you have an academic schedule. In recent years we have had a few examples of institutions which are called general junior colleges that have worked out courses of study with industries included. At Berkeley, West Virginia chief outlay for children in office work and in secondary mine foremanship. Not profitable to take boys right out of high school and put on foremanship jobs. In about twelve months boy could get most skills. Optional with youngster whether he will go on for two years. Not interested in degrees and diplomas. In Oklahoma same sort of thing is being done. In certain activities of NYA special projects have been set up. Courses run from six weeks to one and a half years. Emphasis on vocational skill. In planning for state program it can be done with local institutions comparable to junior colleges - not just traditional academic junior college.
- Mr. Wright: Have lost sight of the fact that with Negro students those who go into professions do so considerably later than do white students.
- Dr. Johnson: There is not such a discrepancy as formerly.

Dr. Johnson: Chief concern about this type of thing is that it suggests caste pattern. Legitimate concern that anything done in state with education should not interfere with higher education in state. Cannot escape fact that there is really no place where Negroes can get skilled work.

Mr. Beatty: Intellectual training of skills has been consistent (?) in making all educational talk in terms of people who will go on to college. Shouldn't deprive girls of training as maids on assumption that one or two ought to go on to college.

Report on progress of Compendium.

Monday P. M.

Discussion of new page which is to take place of page 5 in Agenda.

Dr. Judd: Professional training rather than the specific sciences has been inadequate.

Mr. Beatty: Willing to substitute professional training for content.

Mr. Embree: Professional training is as yet unsatisfactory.

Mr. Warner: What has been said?

Dr. Judd: Very great need for intensive studies of better procedures in teachers colleges.

Mr. Beatty: Have tried to demand that the procedures within the college actually are what the courses are trying to get at. Practice of school violated in actual practice in the schools.

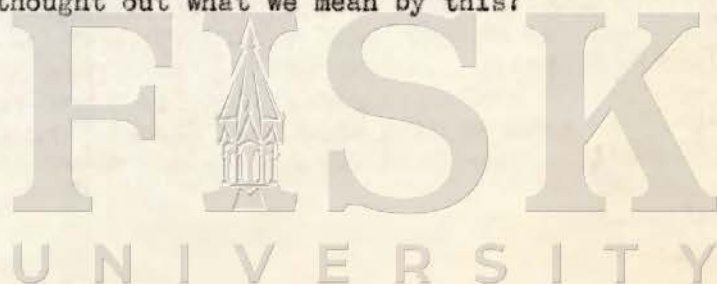
Dr. Judd: Has found in New York State that immature students who are plunged into practice teaching are lost. Grave danger in recoil against educational psychology.

Dr. Pittman's report of South Georgia Teachers College.

Mr. Dixon: Why put in a course in agriculture in a teacher-training institution.

Dr. Pittman: Georgia has is such an agricultural state. Should be able to talk intelligently about it. Culture should be democratized. If we are to enjoy rural life art must be made democratic. In rural education today there should be a proper appreciation of painting, music and good furniture.

Dr. Alexander: What these schools are trying to do is to improve rural life. How definitely have we thought out what we mean by this?



Report on West Georgia College by Mr. Ingram and Mr. Gunn.

Mr. Garrison: 1. In all of our discussions we find personnel problem one of the largest.

2. Knowledge of region or lack of that knowledge has been emphasized in all three institutions. Peabody is making available to faculty some 3500 masters theses, written by own people - 1500 fairly important. If we want to accomplish something by way of finding out conditions, resources should be centered on problems of specific institution. Propose to set up during remainder of year and next summer a seminar on southern problems to which we will bring people from outside of institution.

not

3. We do/definitely know what we wish to achieve in rural education. ~~Fact has been mentioned that agricultural workers have not achieved much~~ Select men who are interested in our rural conditions so that they will no problems as they are and immediately face situation as it is. Rural education program should be set down before us. Are we going to continue to countenance this great emigration of people? Instill in people love for community. Our region could support much greater population than it does. Once we develop our own industries there will be no need of emigration.

4. Broadening basis of education. Vanderbilt might develop department of public administration so that George Peabody might get away from school administration to public administration. School administration is so narrow. Develop a much broader program for training administrators. This would go a long way to meet problems. Plan to work with other institutions.

have

These four items are the important things which/come out in these meetings. Give a great deal of time to rural education program - somewhat in contrast to urban education program.

Mr. Embree: It might be useful (a) to ask two or three people to serve as a sub-committee to formulate objectives of rural education; (b) to make some provision of methods of procedures.

Mr. Fowler: Statement of objectives should come from one institution - not from an armchair conference.

Dr. Pittman: Each of Rosenwald schools - Carroll, Statesboro, Grambling, Peabody - to work on this thing.

It was moved that each of these schools should outline ideas of its objectives in rural education and to formulate what it is doing toward achieving those objectives.

Mr. Garrison: What does this organization desire to accomplish in southern regions?

Mr. Favrot: We have been very much interested in statements made by these schools. Dr. Alexander brought out points with respect to what ~~sh~~ the objectives of rural education should be. These might be given primary consideration by people whose job it is to train teachers. This point about soil conservation - Odum's study - which have been part of work data of Compendium should find a place in these broad objectives. From

not(?)

Dr. Alexander: In Coffee County, Alabama, the government has purchased about one third of the land - some to be taken out of cropping, some to be put back into farming. We got control of land of entire county. State departments of agriculture, health, education, all at work. Population has been redistributed to give them better opportunities. Land has been terraced, school system is being reorganized. In physical aspect seems to be unique and social feature of county. County superintendent has rewritten his arithmetic around what these children should know. The materials bearing on these problems (Odum) must be subject matter of schools.

Mr. Favrot: ~~Very-serious-situation-in-South---When~~ Several times courses in rural life problems have been mentioned but we aren't quite aware of what they are.

Dr. Cocking: Had an opportunity this year to discover different types of educational programs outside of regular organized school. What other programs are being conducted in rural areas? Several hundred programs completely outside of schools. Might be helpful to know just what other agencies are doing in this rural life problem. We discovered that these programs are being carried on apart from other agencies. I believe that one of our fundamental problems in rural life is to coordinate all agencies.

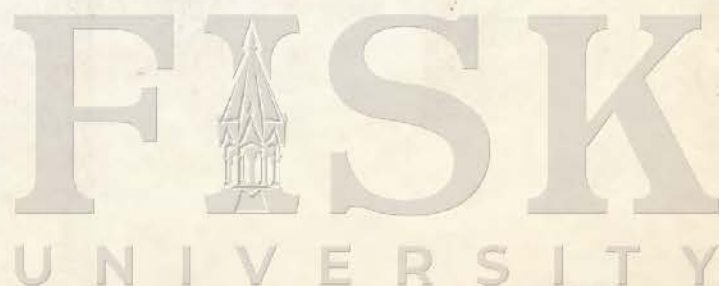
Mr. Garrison to see what coordination has been done between agencies and schools.

Mr. Fowler: Has any report ever been made on rural centers? (Fairplay)

Mr. Embree: Has not been written up. Will take that on our own shoulders. Particularly interested in arousing interest and love for southern scene. It would be interesting experiment to stimulate organization of a Georgia rural council to endorse and support rural life and school.

Dr. Alexander: It would depend upon whether or not such a council would have to rely on outside promotion. If promotion came from within it would be satisfactory.

1/10/38
RW



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	Memo from Conference in Washington, "Additional service which would advance wholesome rural life in rural Georgia through South Georgia Teachers College"	

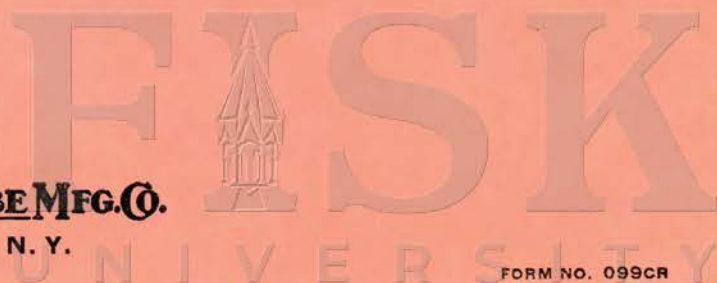
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Charles H. Judd
Charles S. Johnson
A. C. Lewis
Fred McCuistion

Howard W. Odum
F. D. Patterson
Marvin S. Pittman
W. Lloyd Warner
Arthur D. Wright

RURAL SCHOOL PROGRAM

Council mtg

X

November 23, 1937

Dear Mr. Fowler: It has been our custom to hold the meeting of the Council on Rural Education just after New Year's Day, since that has proved to be the time convenient to the great majority of the group. The plan this year is to have the meetings in Washington on Sunday and Monday, January 2 and 3. We hope very much that you can give these two days to discussions and plans which are proving of such value to southern rural schools. Of course the Fund will meet all expenses of travel, etc., incident to the meeting.

This year we have cut drastically the number of persons invited to the meeting so that there will be opportunity for more intensive discussion of fundamental policies as well as for review of the various projects now going forward in the southern states. We are also adding a very few new names in order, by rotation of membership, to bring as much wisdom and power as possible to the plans and programs. Enclosed is the list proposed for this year. If you think we have omitted persons who would be of great value, please be free to make suggestions, always remembering that we must keep the Council a small and coherent group if it is to realize its special value.

Later notices will give details of time and places of the meetings, reports of interesting developments of the year, and agenda of matters suggested for discussion. This letter is simply by way of general advance notice. Will you be good enough to let us know if we may count upon your attendance?

Very truly yours,

J. C. DIXON

JCD:RW

Mr. Burton Fowler
Tower Hill School
Wilmington, Delaware

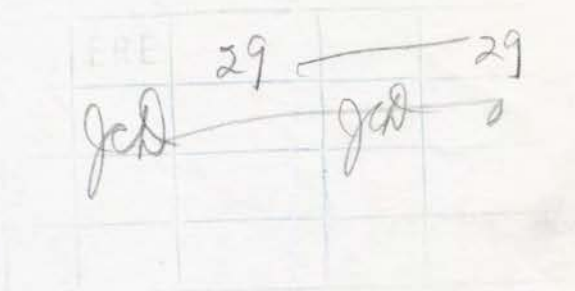
FISK
UNIVERSITY

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND

RURAL SCHOOL
PROGRAM

Council mtg

Nov. 26, 1937



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

My dear Dr. Embree:

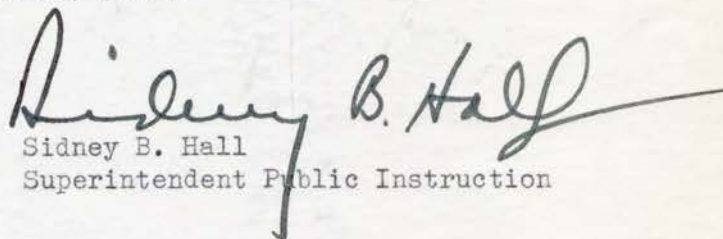
I appreciate your letter of November 23rd with reference to the Council on Rural Education.

I shall be very happy to accept your invitation to join this group at its mid-winter meetings, which you expect to hold in Washington on January 2nd and 3rd.

In this connection I should like to suggest that you add to your list the name of Mr. Fred M. Alexander, our Supervisor of Negro Education.

Looking forward with pleasure to being with you early in January,

Sincerely yours


Sidney B. Hall
Superintendent Public Instruction

SBH/H

FISK
UNIVERSITY

THE UNIVERSITY OF GEORGIA
COLLEGE OF EDUCATION
ATHENS, GEORGIA

RURAL SCHOOL
PROGRAM

November 29, 1937

OFFICE OF THE DEAN

	JCD	12/2	YCH	
	EPB		EPB	Assumed in personal file Dec 3-37

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Dixon:

I have your good letter regarding the meeting of the Council on Rural Education on January 2 and 3 in Washington. I shall make my plans to be present and I assure you that I appreciate the opportunity to have a part in these discussions. I agree with you that a better and more effective conference is had by keeping the number in attendance small. However, I would like to suggest for your consideration the names of two men who, in my judgment, could contribute markedly to our undertaking. One is Mr. Gordon Clapp, Director of Personnel, Tennessee Valley Authority, Knoxville, Tennessee, and the other is Dr. Newton Edwards of the University of Chicago. The educational activities of the Tennessee Valley Authority are under the direction of Mr. Clapp and I know that one of the objectives of the educational programs sponsored by the TVA is the development of rural life. As you know, Dr. Edwards has been particularly interested for a number of years in population problems. During the last few years he has made certain studies on population for the National Resources Committee which are of great import to the development of rural life in the South.

You will understand of course that I am simply calling these men to your attention.

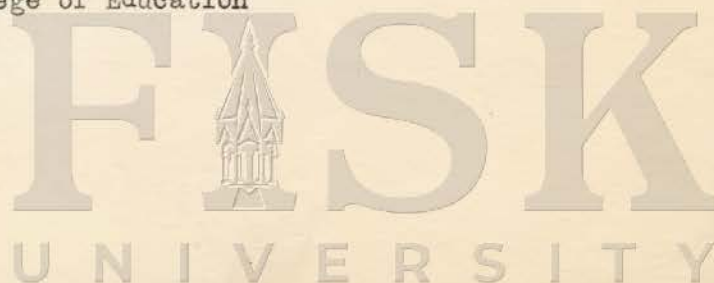
With kindest personal regards, I am

Sincerely yours,

Walter D. Cocking

Walter D. Cocking
Dean, College of Education

WDC:A



RURAL SCHOOL
PROGRAM

Council mtg

November 29, 1937

Dear Dr. Patterson: As you will have seen from the formal notice of the Rural Council meeting, we have decided against trying to meet in Tuskegee this year. The question cannot be said to have been considered on its merits this year because it so happened that a great many of the people are going to be in or near Washington at the time of the Council meeting. Therefore, Washington seemed indicated beyond any other center for this particular year.

I sincerely hope that you will be able to attend this meeting. Maybe at that time we can talk further about the possibility of some future session in Tuskegee.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. F. D. Patterson, President
Tuskegee Institute
Tuskegee Institute, Alabama

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Council mtg

7

November 29, 1937

Dear Mr. Hall: I am delighted that you will be able to join us at the meetings of the Council on Rural Education on January 2 and 3. Details of time and place will, of course, be sent in due time.

If you will allow us, we should like to beg off from inviting your supervisor of Negro education. Although we realize that Mr. Alexander would contribute to our deliberations, we are trying to keep the Council to a very small number of just those persons who will help most in these deliberations. We already have two state agents for Negro schools and two or three others who have been state agents in earlier years. This seems to us as heavy a representation from this particular group as this small conference can well stand. In spite of the admiration that we all have for Mr. Alexander, I hope you will understand our position.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Mr. Sidney B. Hall
State Board of Education
Richmond, Virginia

FISK

UNIVERSITY

JOURNAL OF NEGRO EDUCATION

A QUARTERLY REVIEW OF THE PROBLEMS
INCIDENT TO THE EDUCATION OF NEGROES

RURAL SCHOOL
PROGRAM

November 30, 1937

DEPARTMENT OF EDUCATION
HOWARD UNIVERSITY
WASHINGTON, D. C.

Council mtg

ERE	3	—	3

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

Dear Mr. Embree:

This is to acknowledge with thanks receipt of your letter of the 23rd in which you extend an invitation to me to join the Council on Rural Education at its mid-winter meeting in Washington, Sunday and Monday, January 2 and 3, 1938. May I thank you for this invitation and state that I shall be very happy indeed to attend.

May I take advantage of your invitation to suggest the name of an additional person who, I think, would not only be interested but is attempting to make some contribution in this field? I refer to our own Dr. Alethea H. Washington, Professor of Education, who is very much interested in rural education and who is taking a half year's leave-of-absence, beginning February, 1938 to make a study in this area.

Sincerely yours,

Chas. H. Thompson

Chas. H. Thompson
Editor

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

UNITED STATES
DEPARTMENT OF THE INTERIOR
OFFICE OF EDUCATION
WASHINGTON

Council mtg

December 13, 1937.

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

ERE	16	ERE	0
gch		gch	0

My dear Mr. Embree:

Your invitation to join the Council on Rural Education, which is to meet here on Sunday and Monday, January 2 and 3, I appreciate very much. If it is agreeable to you that I should accept it with the understanding that I may be in the South at that time and therefore cannot attend, I shall be very glad indeed to be counted among the number to join in the group. I have been trying for some time to get away to the South for a bit of rest.

With every good wish, I am

Cordially yours,

J. W. Studebaker
Commissioner.

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

December 14, 1937

Dear Mr. Jones: It has been our custom to hold the meeting of the Council on Rural Education just after New Year's Day, since that has proved to be the time convenient to the great majority of the group. The plan this year is to have the meetings in Washington on Sunday and Monday, January 2 and 3. We hope very much that you can give these two days to discussions and plans which are proving of such value to southern rural schools. Of course the Fund will meet all expenses of travel, etc. incident to the meeting.

This year we have cut drastically the number of persons invited to the meeting so that there will be opportunity for more intensive discussion of fundamental policies as well as for review of the various projects now going forward in the southern states. We are also adding a very few names in order, by rotation of membership, to bring as much wisdom and power as possible to the plans and programs. Enclosed is the list proposed for this year. If you think we have omitted persons who would be of great value, please be free to make suggestions, always remembering that we must keep the Council a small and coherent group if it is to realize its special values.

Later notices will give details of time and places of the meetings, reports of interesting developments of the year, and agenda of matters suggested for discussion. This letter is simply by way of general advance notice. Will you be good enough to let us know if we may count upon your attendance?

JCD:MLU

Mr. R. W. E. Jones
Louisiana Negro Normal Institute
Grambling, Louisiana

Very truly yours,

J. C. DIXON

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

December 16, 1937

Dear Mr. Favrot: Mr. Embree and I have been discussing the agenda for the Washington meeting. In general we expect on the first morning to take enough time for Mr. Embree to make some general statements regarding the whole program in which we are operating. In this he will portray something of the history of the rural school program and the council, he will discuss some of the philosophy underlying the movement, he will tell something about the idea which gave rise to the compendium, and will place the groundwork for a discussion of the study of good and bad schools and the approach being made to it. Following this it is very likely we will go into a pretty complete discussion and analysis of the whole normal school activity. This will probably take all of Sunday morning.

In the afternoon I hope we can devote a good bit of time to the consideration of the study Bond and Brewton are making and of all of the possibilities which are inherent in the analysis of what is good and what is bad in normal school and in rural education.

On Monday morning we will have to devote just a little time to a report of the present status of the compendium. Immediately following that I hope we may go into a discussion of the transition from the specific normal school program in which we are interested to the general idea of developing sound ideas in education, and use as a medium for doing this both Georgia and Louisiana, where through our relationship to specific institutions we are attempting to encourage the development of a state-wide program. There are various reasons for this last procedure. State superintendents and others who should get the concept of a state-wide program will be present, and there are other reasons which I will tell you about personally.

Please react to this proposal and let us know what you think about the outline for the Council meeting.

JCD:MLJ

Mr. Leo M. Favrot
General Education Board
New York City

Sincerely yours,

J. C. DIXON

FISK
UNIVERSITY

P

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT RURAL SCHOOL PROGRAM (COUNCIL MEETING) **FILE NO.** _____

DATE	REMARKS
<u>12-21-37</u>	<u>Paymt. voucher for travel expense of</u> <u>Lloyd Warner</u>

SEE JRF (ERE - TRAVEL EXPENSE) **FILE NO.** _____

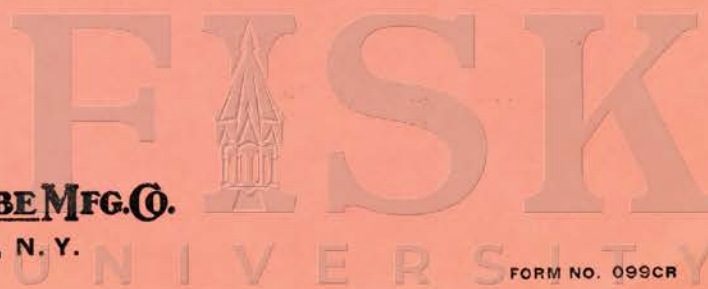
DATE _____ **SIGNED** _____

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

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

YAWMAN AND ERBE MFG. CO.

ROCHESTER, N. Y.



FORM NO. 099CR

RURAL SCHOOL
PROGRAM

Julius Rosenwald Fund

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

4901 Ellis Avenue
CHICAGO

J.C. Dixon
Director for Rural Education
M. O. Bousfield, M.D.
Director for Negro Health
Raymond Paty
Director for Fellowships

December 21, 1937

To the Members of the Rural Council *mtg*

The meetings of the Council on Rural Education will be held Sunday and Monday, January 2 and 3, 1938, in Sojourner Truth Hall, Howard University, Washington, D. C., beginning at ten o'clock Sunday morning. Howard is easily reached by taxicab from downtown hotels; Sojourner Truth Hall is one of the new dormitories of the main campus.

Enclosed are brief notes and agenda for the meeting. We are leaving hotel reservations to the individual guests to make for themselves. If you want us to reserve rooms, please notify us at once; otherwise we shall leave you to your own devices. Of course the Fund pays hotel expenses in Washington as well as travel costs.

Meetings will be held continuously during the two days. Arrangements have been made for luncheon for the group in one of the Howard dining rooms so that the sessions may go forward without interruption or delay. There are no evening sessions. Members are free, therefore, to make any personal engagements they desire from five o'clock on. The conference will end not later than five o'clock Monday afternoon, January 3.

We look forward to having you with us at what promises to be interesting and significant discussions of rural education.

Very truly yours,

ERE:JW

FISK
UNIVERSITY

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902

(INCORPORATED 1908)

49 WEST 49th STREET, NEW YORK

RURAL SCHOOL
PROGRAM

Council mtg

SOUTHERN EDUCATION

ALBERT R. MANN, DIRECTOR
JACKSON DAVIS, ASSOCIATE DIRECTOR
LEO M. FAYROT, FIELD AGENT

JO 23 JCS
EPB EBR

December 21, 1937

Dear Curtis:

I have your outline of the agenda of the Washington meeting. It sounds good to me and I am not sure that I have any worthwhile suggestions to offer. There are, perhaps, some aspects of the problem of rural education that need to be more intimately tied in with a state-wide program than we have yet made provision for.

I was at a banquet held under the auspices of the Agricultural Mission Society (John H. Reisner is the Secretary) last Saturday evening. Secretary of Agriculture Wallace spoke. He first called attention to the tremendous land wastage in this country through soil erosion, and to the fact that only within the past ten years have we had any appreciation of the seriousness of the problem. He went from that into the close relationship that should prevail among religion, education, and agriculture, particularly soil conservation. You have probably seen Gerald Johnson's book "The Wasted Land" which is a forceful statement in 100 pages of the high points of Odum's study. It may be that Odum himself or someone else at the conference, perhaps Dr. Mann, could profitably dwell on this aspect of rural life which seems to loom so menacingly in the picture.

I think the annual meetings of the Rural Council constitute a proper occasion to bring to the attention of the group any constructive

FISK
UNIVERSITY

Mr. J. Curtis Dixon

-2-

December 21, 1937

activities that have been observed during the year. The Spring Hope, North Carolina, project which we are helping in a limited way comes to mind as something significant in rural education. Brief reports on observation of movements that have come to our attention appear to me to be important.

I have just heard from Haskell Pruett and seen a copy of his letter to you. Pruett is tremendously interested in visual education and in my opinion is capable of making a contribution. I shall be glad to talk with you and Dr. Paty about him. It is a good idea to prepare personnel in that field even though we do not yet know exactly where a man may serve. Visual education is becoming of increasing interest and importance in the general field of education.

*Does he want us to
not making
res. but that
you would be
at Hay Adams
me*
I presume each one of us is to make his own reservations in Washington. Thus far we have had no indication that we are all expected to stay at any one hotel. I have been staying at the Hay Adams house and unless notified to the contrary will try to make a reservation there.

Sincerely yours,

Leo M. Howard

Mr. J. Curtis Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

*Merry Christmas to the
Dixon household.*

LMF:DH

FISK
UNIVERSITY

6
CARNEGIE CORPORATION
OF NEW YORK
522 FIFTH AVENUE
NEW YORK

RURAL SCHOOL
PROGRAM

Council Mtg

ASSISTANT TO THE PRESIDENT

January 4, 1938

	ERE	6	—	6

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

Dear Mr. Embree:

The first thing I am doing this morning is writing you to tell you how much I enjoyed the two days at your meeting. It was the first discussion of problems in the rural south I had ever heard, and I was very much impressed by it all.

Mr. Alexander's remark at the end about "all talking like pedagogs" I thought extremely unfair. It took strength of character that I didn't know I had to keep from saying that I thought that was better than talking like a bureaucrat.

Thanks again for letting me come and listen.

Sincerely yours,

John F. Pomeroy

JMRrd

FISK
UNIVERSITY

P

CROSS REFERENCE RECORD

FIRM NAME OR SUBJECT RURAL SCHOOL PROGRAM (COUNCIL MEETING) **FILE NO.** _____

DATE <u>1-5-38</u>	REMARKS <u>Paymt to ERE for dinner to group in Washington</u>

SEE JRF (ERE TRAVEL EXPENSES) **FILE NO.** _____

DATE _____ **SIGNED** _____

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

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

YAWMAN AND ERBE MFG. CO.

ROCHESTER, N. Y.

FISK
UNIVERSITY

FORM NO. 099CR

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Willard W. Beatty
Director of Education, Office of Indian
Affairs
Department of the Interior
Washington, D. C.

Payment Voucher No. 6108

Date January 5, 1938

Reimbursement for travel expenses incurred in connection with
attending Rural Council meeting in Washington - - - - - \$9.20

Ck.#13908



Accounts	Appropriation No.	Debit	Credit
Southern School Program - Consultant Services	36-14	\$9.20	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

While I'm a Washington
resident - I made a
special trip from New
York to get here yesterday -
otherwise I should have
returned by my own car.
May I consider that
the \$9.20 is chargeable
to Rosewald Fund?

WWT Beatty

Bureau of
Conservation Service



DOROTHY A. ELVIDGE



RURAL SCHOOL
PROGRAM

Council mtg

January 6, 1938

Dear Mr. Russell: I am glad you enjoyed the Washington meetings. The group was a bit hard to keep in even tempo since half of the number had been actively in the picture for three years and the other half were new to the meetings and not intimately acquainted with the field work. The rural South is a fascinating region - though often distressing and discouraging. I am happy indeed if you found the reports and discussions interesting.

I am enclosing the new page which is to replace page 5 of the little docket and which includes the revisions suggested by Beatty's committee and adopted by the Council.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Mr. John W. Russell
Carnegie Corporation
522 Fifth Avenue
New York City

FISK
UNIVERSITY



RURAL SCHOOL PROGRAM

Council mtg

State of North Carolina

CLYDE A. ERWIN
SUPERINTENDENT

Superintendent of Public Instruction

Raleigh

January 6, 1938

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

Dear Mr. Embree:

I wish to take this opportunity of thanking you for the privilege of attending the meeting of the Council on Rural Education in Washington, D.C. on January 2 and 3. I do not believe that I have attended a more stimulating conference in recent years. While I did not have a great deal to contribute to the conference because of my lack of understanding of its purposes and past deliberations, I feel that the conference made a large contribution to the development of my own philosophy of rural education.

I think you are to be congratulated upon your interest in the field of rural education and upon the splendid experimental work you are carrying on. I wish to pledge to you the co-operation of this department in the utilization of any resources or opinions we may present that would help to carry out your objectives.

In accordance with your suggestion I am enclosing herewith a statement of expenses incident to attendance at the conference.

With best wishes and kind personal regards, I am

Very truly yours,

Clyde A. Erwin
State Superintendent Public Instruction

FSK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Burton Fowler
Tower Hill School
Wilmington, Delaware

Payment Voucher No. 6124

Date January 7, 1938

Council mtg

Reimbursement for expenses incurred in connection with attending

Rural Education Council meeting in Washington - - - - - \$25.60

Ck./18924



Accounts		Appropriation No.	Debit	Credit
Southern School Program - Consultant Services		36-14	\$25.60	
Prepared by AM	Checked by	Posted by	Comptroller	

6124
18924

TOWER HILL SCHOOL
WILMINGTON, DELAWARE
January 4, 1938

Mrs. James Simon
4901 Ellis Avenue
Chicago

Dear Mrs. Simon:

Mr. Fowler has asked me to send you the following account of his expenses in connection with attending the Rosenwald Conference in Washington January second and third:

R. R. & Pullman -	\$7.70	
Meals	4.50	
Hotel	10.00	
Taxis	<u>3.40</u>	\$25.60

Very sincerely yours,

R. Jordan
Secretary to Headmaster



FIISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL PROGRAM

To

Mr. Sidney B. Hall

State Board of Education

Richmond, Virginia

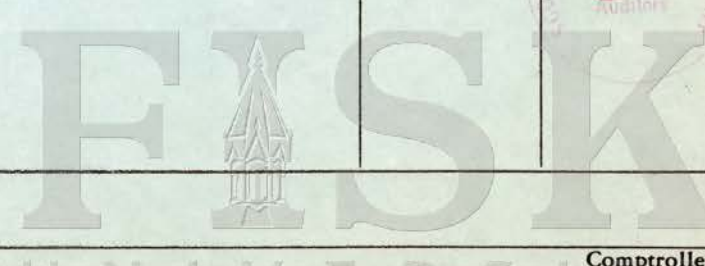
Payment Voucher No. 6126

Date January 7, 1938

Council mtg

Reimbursement for expenses incurred in connection with attending
meetings of Council on Rural Education in Washington, D. C. - - - - - \$18.50

Ck. #18926

Accounts	Appropriation No.	Debit	Credit
Southern School Program - Consultant Services	36-14	\$18.50	
Prepared by AM	Checked by	Posted by	 Auditors
Comptroller			

Comptroller

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND

The Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

to

Sidney B. Hall
State Board of Education
Richmond, Virginia ----- DR.

Expenses in connection with attending
attending meetings of Council
on Rural Education:

Jan. 2 and 3, 1938	Railroad Fare, Richmond to Washington and return -----	\$7.00	
	Hotel -----	4.25	
	Meals (4) -----	4.25	
	Taxis -----	3.00	<u>\$18.50</u>

*OK
Charge Rural Council
Hotel Services
JRH
582*

DOROTHY A. ELWIDGE



FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

January 7, 1938

RURAL SCHOOL
PROGRAM

Council mtg

DIVISION OF
SURVEYS AND FIELD STUDIES

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

Dear Dr. Embree:

I am enclosing herewith statements of the expenses of Dr. Brewton and myself to the meeting of the Council on Rural Education in Washington last week. I hope that these are in proper form.

During the closing moments of the meeting a question was raised regarding a study of all of the social agencies that are attempting to influence rural life in the South. The suggestion was made that such a study could be undertaken at Peabody and I was asked to pass this information to the authorities here.

If, in the minutes of the session, there is a more detailed discussion of the kind of thing in mind, I shall be glad to have it.

I greatly enjoyed the meeting in Washington.

Sincerely yours,

D. S. Campbell
D. S. Campbell.

DSC:es

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

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

Payment Voucher No. 6127

Date January 7, 1938

Council mtg

Reimbursement for travel expenses in connection with attending meeting

of Rural Education Council at Washington, D. C. - - - - - \$60.60

Ck.#18927



Accounts	Appropriation No.	Debit	Credit
Southern School Program - Consultant Services	36-14	\$ 6.11	
Rural School Program - Field Services	37-6	54.49	
		<u>\$60.60</u>	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

Expense of Marion Pittman
in attendance at meeting
of
Rosenwald Council
at
Washington, D.C.
Jan. 12 - 1938 -

Railroad fare	34	⁶⁰ / ₁₀₀
Pulman fare	12	⁰⁰ / ₁₀₀
Hotel room	7	⁰⁰ / ₁₀₀
meals -	7	⁰⁰ / ₁₀₀
	<hr/> 61	⁶⁰ / ₁₀₀
	60.	100.

Marion Pittman



DOROTHY A. ELMER

6127
1897

PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL
COLLEGE

PRAIRIE VIEW, TEXAS

RURAL SCHOOL
PROGRAM

Council mtg

OFFICE OF PRINCIPAL

January 8, 1938

get check

	ERE	10	<i>ERE</i>	<i>d</i>
	<i>DE</i>			

D

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

Dear Dr Embree:

I want to thank you for giving me the opportunity of attending, in Washington this week, one of the most stimulating meetings that it has been my privilege to experience in recent years.

We are beginning to adjust our machinery for a more effective Rural Education Program in the light of the discussions I heard this week.

You will find herewith enclosed a statement of traveling expenses, prepared as requested.

I am

Yours truly,

W R Banks

W R Banks
Principal

WRB:W
encls

FISK
UNIVERSITY

Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Mr. Nolen M. Irby

State Department of Education

Little Rock, Arkansas

Payment Voucher No. 6136

Date January 10, 1938

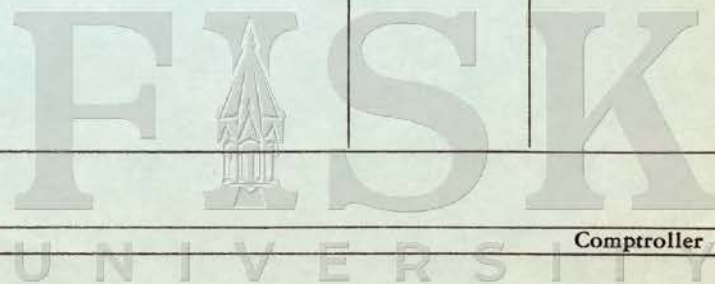
Reimbursement for travel expenses incurred in connection with

attending Rural Conference meeting in Washington, D. C. - - - - - \$87.30

Ck.#18936



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$87.30	
Prepared by AM	Checked by	Posted by	Comptroller



State of Arkansas
Department of Education
Little Rock

January 6, 1938

DE - 0

6136
18936

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

Dear Mrs. Simon:

Below is a statement of expenses incurred
on the trip to Washington to attend the Rural Conference:

Railroad fare, round trip,	\$49.85
Pullman, round trip,	15.25
Taxis (including to and from station, Little Rock)	3.90
Lodging	3.50
Meals (10 on diner - 2 in Washington)	12.10
Incidentals (tips, etc.)	2.70
	<hr/>
	\$87.30

Very truly yours,

Nolen M. Irby
Nolen M. Irby,
Supervisor Colored Schools

NMI/BT

DOROTHY A. ELMORE



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Doak S. Campbell
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6148

Date January 10, 1938

Reimbursement for travel expenses incurred in connection with
attending Rural Council meeting held in Washington, D. C. - - - \$66.30

Ck./18948



Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Services		57-6	\$66.30	
Prepared by AM	Checked by	Posted by	Comptroller	

FISK
UNIVERSITY

713

THE JULIUS ROSENWALD FUND
Chicago, Illinois

Expense Account
Council on Rural Education
January 1 - 4, 1938

Washington, D. C. and return to Nashville, Tennessee.

Transportation and Pullman	\$ 42.80
Room	7.00
Meals	12.90
Miscellaneous (taxi, tips, etc.)	3.60
Total	\$ 66.30

OK
J. P. [unclear]
Rural Council
SPZ

Signed: [Signature]
D. S. Campbell.

January 7, 1938

DOROTHY A. ELVIDGE



1,48
18948



Julius Rosenwald Fund RURAL SCHOOL PROGRAM

4901 Ellis Avenue
CHICAGO

To

Mr. I. S. Ingram
West Georgia College
Genola, Georgia

Payment Voucher No. 6148

Date January 10, 1938

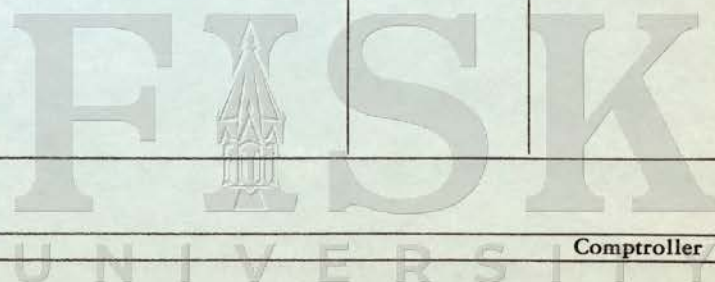
Council mtg

Reimbursement for travel expenses incurred in connection with
attending meeting of Rural Council at Washington, D. C. - - - - - \$55.30

Ck.#18945



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$55.30	
<div> <div>Prepared by</div> <div>Checked by</div> <div>Posted by</div> <div>AM</div> <div>Comptroller</div> </div>			



West Georgia College

Express Shipping Point
Carrollton, Ga.

Division of The University System of Georgia
IRVINE S. INGRAM, President

Genola, Georgia
(Suburb of Carrollton)

January 6, 1938

6143
19943

For:- I. S. Ingram, Carrollton, Georgia

RURAL LIFE COUNCIL

To Washington: - Atlanta and Return

Railroad fare (round trip) \$28.75

Pullman fare \$5.00 (each way) 10.00
\$38.75

Carrollton to Atlanta and Return \$ 2.00

Meals - Saturday 1.50

Sunday (2 meals) 1.80

Monday (2 meals) 1.75

Meals enroute (2 meals) 1.70

Taxi - 6 trips at 30¢ 1.80

Hotel (Powhatan) 6.00

\$16.55

\$38.75

16.55

Grand Total \$55.30

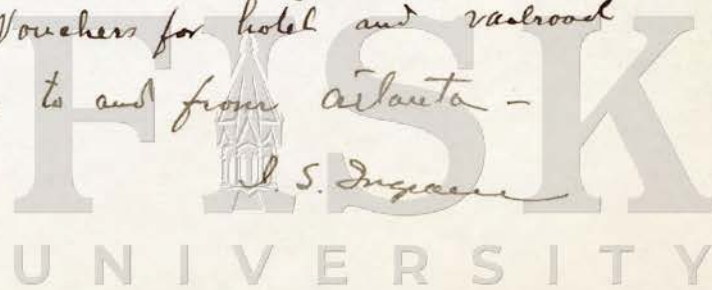
DOROTHY A. ELWIS



The above is correct. Vouchers for hotel and railroad fare attached. Used bus to and from Atlanta -

Jan. 6th 1938.

I. S. Ingram



To Washington:

Atlanta + Return

Railroad fare (round trip)

\$28.75

Pullman \$5.00 each way

10.00

\$38.75



UNIVERSITY

PENN. AVE. AT 18TH ST., N. W.
WASHINGTON, D. C.

GUEST NAME INGRAM I.S.

ADDRESS

ROOM NO. 911

ALL ACCOUNTS DUE WHEN RENDERED

REGISTER NO.	RATE	ARRIVED	DEPARTED	OLD ACCT. NO.	NEW ACCT. NO.	NO. OF PERSONS
1727	5.00	1-2				1

[illegible]

HAVE YOU RETURNED YOUR KEY?

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. W. Fred Gunn
West Georgia College
Genola, Georgia

Payment Voucher No. 6142

Date January 10, 1938

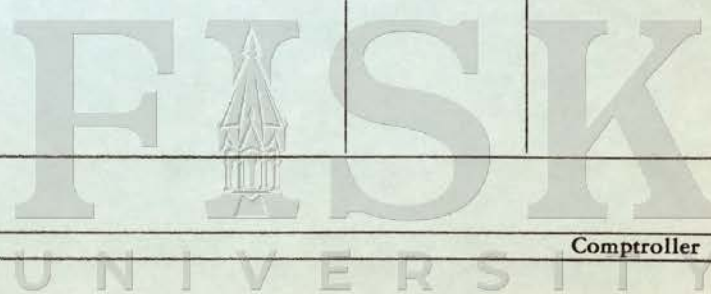
Council mtg

Reimbursement for travel expenses incurred in connection with
attending meeting of Rural Council at Washington, D. C. - - - - \$55.30

Ck. #18942



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$55.30 ^W	
Prepared by AM	Checked by	Posted by	Comptroller



West Georgia College

Express Shipping Point
Carrollton, Ga.

Division of The University System of Georgia
IRVINE S. INGRAM, President

Genola, Georgia
(Suburb of Carrollton)

January 7, 1938

DE - DE 110

Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Ill.

Dear Sirs:

I am enclosing a statement of the expenses for the trip to Washington. Since I made the trip by plane and the college is paying part of the expenses I figured that the fair thing to do would be to list my travel expenses the same as Mr. Ingram's.

I highly appreciate the opportunity of attending the conference; it was certainly interesting and profitable. Mr. Ingram and I returned with the determination of doing a better job in the training of rural teachers than we have ever done.

Most cordially yours,

W. Fred Gunn
W. Fred Gunn
Dean and Acting Registrar



FISK
UNIVERSITY

West Georgia College

Express Shipping Point
Carrollton, Ga.

Division of The University System of Georgia
IRVINE S. INGRAM, President

Senola, Georgia
(Suburb of Carrollton)

January 6, 1938

For: W. Fred Gunn, Carrollton, Georgia

To Washington: - Atlanta and Return

Carrollton to Atlanta and Return \$ 2.00

Fare and meals from Atlanta to Washington
and return. 41.95

Hotel and meals
(including all except meal Monday
just before leaving.) 8.80

Above mentioned meal. .65

Taxi fare. 1.90

Grand Total \$55.30

DOROTHY A. ELMORE



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. S. C. Garrison

George Peabody College for Teachers

Nashville, Tennessee

Payment Voucher No. 6140

Date January 10, 1938

Council mtg

Reimbursement for travel expenses incurred in connection with

attending meeting of Rural Council at Washington, D. C. - - - - \$59.20

Ck.#13940



Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Services		37-6	\$59.20	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE TENNESSEE

January 6, 1938

	DE	1/10	DE	1/10

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

Dear Miss Elvidge:

My expenses to the Rural Education Council in Washington
as called by Dr. Embree were as follows:

railroad fare-----	\$43.80
hotel-----	\$ 3.50
meals-----	\$ 9.15
taxis and tips-----	\$ 2.75
Total-----	\$59.20.

Sincerely yours, ^{DE}

S. C. Garrison
S. C. Garrison
President

SCG:SPE

DOROTHY A. ELVIDGE



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. J. E. Brewton
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6149

Date January 10, 1938

Reimbursement for travel expenses incurred in connection with
attending Rural Council meeting held in Washington, D. C. - - - - \$59.60

Ck.#18949



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$59.60	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

THE JULIUS ROSENWALD FUND
Chicago, Illinois

Expense Account

Council on Rural Education

January 1 - 4, 1938

Washington D. C. and return to Nashville, Tennessee

014
482

Transportation and Pullman	-	\$42.80
Room	-	3.50
Meals	-	9.90
Miscellaneous (taxis, tips, etc.)	-	3.40
Total	-	<u>\$59.60</u>

56

Signed:

J. E. Brewton
J. E. Brewton

DOROTHY A. ELWIDGE



6149
18949

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. A. C. Lewis

State Department of Education

Baton Rouge, Louisiana

Payment Voucher No. 6150

Date January 10, 1938

Council mtg

Reimbursement for travel expenses incurred in connection with

attending meeting of Rural Council held in Washington, D. C. - - - \$120.82

Ck.#18950



Accounts

Appropriation No.

Debit

Credit

Rural School Program - Field Services

57-6

\$120.82

Prepared by
AM

Checked by

Posted by

Comptroller

FISK
UNIVERSITY

Statement of Expenses Incurred by A. C. Lewis in Attending
the Meeting of the Rural School Council of the Rosenwald Fund
at Washington, January 2nd to 3rd, 1938.

012
3022

Ticket - Round Trip	\$ 61.70
Pullman	17.00
Hotel - Washington	13.00
Hotel - New Orleans	2.50
Meals	19.67
Bus Fares	3.45
Tips	<u>3.50</u>
Total	\$120.82

Signed:

A. C. Lewis

State Agent of Schools for Negroes
In Louisiana

DOROTHY A. ELVIDGE



6150
18950

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Clyde A. Erwin

State Department of Public Instruction

Raleigh, North Carolina

Payment Voucher No. 6147

Date January 10, 1938

Reimbursement for travel expenses incurred in connection with

attending meeting of Council of Rural Education held in Washington -- \$31.95

Ck.#18947



Accounts

Appropriation No.

Debit

Credit

Rural School Program - Field Services

37-6

\$31.95

Prepared by

Checked by

Posted by

Comptroller

AM

FIISK
UNIVERSITY

73

Julius Rosenwald Fund

To expenses incident to attending meetings of the Council of Rural Education held in Washington, D.C., January 2 - 3, 1938.

OK
382

Railroad fare round trip Raleigh to Washington . . .	\$12.40
Pullman round trip	5.00
Hotel	4.00
Meals	6.05
Taxi fare	2.55
Phone calls80
Valet service	1.15
Total	<u>\$31.95</u>

Clyde A. Ewing

State Superintendent of Public Instruction
for North Carolina

DOROTHY A. ELVIDGE



6147
18947

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Walter D. Cocking
University of Georgia
Athens, Georgia

Payment Voucher No. 6138

Date January 10, 1938

Council mtg.

Reimbursement for travel expenses incurred in connection with
attending meeting of Rural Council in Washington, D. C. - - - - - \$53.75

Ck. #18938



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	53.75	
Prepared by AM	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

6138
18938

Walter D. Cocking's Expenses on Trip to Washington,
D. C. to Attend Meeting of Southern Rural Life Council
January 1-4, 1938.

Round trip railroad fare, Athens to Washington - - - - -	\$ 26.05
Pullman - - - - -	10.00
Taxicabs - - - - -	2.50
Hotel - - - - -	5.00
Meals - - - - -	10.20
Total \$	<u>53.75</u>

Walter D. Cocking
Jan. 5, 1938

DOROTHY A. ELYDEE



FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg
Schools

January 10, 1938

Dear Dr. Campbell: As I remember it, two suggestions were made toward the end of the Rural Council meeting. (1) That a statement be formulated of major objectives not only as to southern rural education but as to southern rural life. It was suggested that Peabody College include such a statement in the report it is to present as to its own purposes in rural education. (2) That a list and summary be prepared of the various governmental and social agencies that are attempting to influence rural life in the South. My remembrance is that we did not specifically ask Peabody College to include that in its assignment. It was hoped, however, that you and your associates in the study of good and bad schools and the influence of normal colleges might tabulate these agencies which have a bearing on southern rural education in the broadest sense.

I have already asked President Garrison to include the statement of rural objectives in the report that we asked him to make to the next Council meeting. If your memory agrees with mine, may we assume that your commission will take on the second task - that of listing and appraising the various social agencies at work in the southern rural field?

I am enclosing the new page which is to replace page 5 of the little docket and which includes the revisions suggested by Beatty's committee and adopted by the Council.

ERE:JW

Very truly yours,
EDWIN R. CURREE

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee

FISK
UNIVERSITY

of 5 PC Summary
normal Schools)

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. John J. Coss
Columbia University
New York City

Payment Voucher No. 6137

Date January 10, 1938

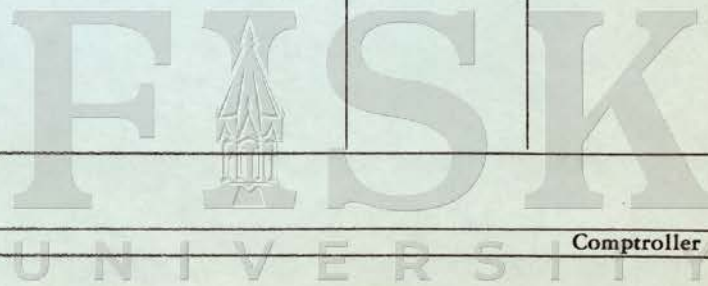
Reimbursement for travel expenses incurred in connection with
attending Rural Council meeting in Washington - - - - - \$53.55

Ck. #18937



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$53.55	

Prepared by AM	Checked by	Posted by	Comptroller
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6137
18937

EXPENSES OF TRIP TO WASHINGTON

Railroad - Boston-Washington
Washington-New York..... \$27.95

Hotel 7.00

Meals 10.05

Taxi 3.20

Tips 5.35

TOTAL \$53.55

52



January 6, 1938



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. W. R. Banks

Prairie View State Normal & Industrial
College

Prairie View, Texas

Payment Voucher No. 6160

Date January 11, 1938

Reimbursement for travel expenses incurred in connection with

attending meeting of Rural Council on Education held in Washington - - \$122.77

Ck./18965



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$122.77	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE

PRAIRIE VIEW, TEXAS

To W R Banks, Principal Dr.

Department Julius Rosenwald Fund - Chicago, Ill

From December 30, 19 37, to January 4, 19 38.

Failure to itemize and follow in chronological order and other instructions in Fiscal Regulations will cause delay in payments

DATE	ITEM	Railroad, Bus, other Convey- ances	Mileage Personal Cars	Pullman	Hotel and Room Rent	Meals	Other Travel Expense
	Purpose of Trip						
	Expense of travel from Prairie View, Texas, to Washington, D C to attend Council on Rural Education.						
1937 12/30	Railroad fare from Prairie View to Washington, D C - S P; Mo P; B & O	45.66					45.66
	Dinner on train					.90	.90
	Supper on train					1.00	1.00
12/31	Breakfast on train					.80	.80
	Dinner on train					1.25	1.25
	Supper on train					.80	.80
	Pullman - St Louis to Washington, D C			6.00			6.00
1938 1/1	Breakfast on train					.90	.90
	Taxi - Washington, D C	.30					.30
	Room - Whitelaw Hotel - Washington				2.00		2.00
	Dinner - Whitelaw Hotel - Washington					.50	.50
	Supper - Hotel Cafe - Washington					.45	.45
1/2	Breakfast - Hotel Cafe					.50	.50
	Taxi-Washington	.60					.60
	Room - Whitelaw Hotel- Washington				2.00		2.00
	Supper - Hotel Cafe					.65	.65
1/3	Breakfast - Hotel Cafe					.45	.45
	Taxi - Washington, D C	.90					.90
	Supper - Station Cafe - Washington					.90	.90
	Railroad fare - Washington, D C to Prairie View, Texas - B & O - Mo P and S P	45.66					45.66
	GRAND TOTAL—	93.12		6.00	4.00	9.10	112.22

STATE OF TEXAS; COUNTY OF _____

I do solemnly swear that the above account is just and true in every respect as verified by memorandum kept by me and that no part of this account has been paid to me. I further solemnly swear that all of these expenses were incurred on account of official business.

(Signed) W R Banks

Subscribed and sworn to before me, this _____ day of _____ 19 _____

(SEAL)

Notary Public in and for _____ County, Texas.

ITEMIZATION OF TRAVEL EXPENSE

Date	TRANSPORTATION EXPENSE				LODGING AND MEALS				TOTAL
	FROM	TO	R. R.	Amt.	BREAKFAST	DINNER	SUPPER	LODGING	
	Place Time Speed. Reading	Place Time Speed. Reading	Bus Taxi Miles	@ 5c Per Mile	Town Cafe Price	Town Cafe Price	Town Cafe Price	Town Hotel Price	
12/30/37	P V	Wash				Enroute	Enroute		
						Train	Train		
	S P - Mo P	- B & O	45.66			.90	1.00		47.56
12/31/37					Enroute	Enroute	Enroute	Pullman	
					Train	Train	Train	Train	
					.80	1.25	.80	6.00	8.85
1/1/38			Taxi		Enroute	Wash	Wash	Wash	
			Wash		Train	Hotel Cafe	Hotel Cafe	W L	
			.30		.90	.50	.45	2.00	4.15
1/2/38			Taxi		Wash	Wash		Wash	
			Wash		Hotel Cafe	Hotel Cafe		W L	
			.60		.50	.65		2.00	3.75
1/3/38			Taxi		Wash		Wash		
			Wash		Hotel Cafe		Sta Cafe		
			.90		.45		.90		2.25
	Wash	P V						Pullman	
								Train	
	B & O - Mo P	- S P	45.66					6.00	51.66
1/4/38					Enroute	Enroute	Enroute		
					Train	Train	Train		
					.80	1.00	.90		2.70
1/5/38					Enroute	Enroute			
					Train	Train			
					.85	1.00			1.85
ITEM TOTALS			93.12		4.30	5.30	4.05	16.00	122.77

Form Exp. No. 1

Train Fare 91.32
 Taxi 1.80
 Bus Fare \$.....

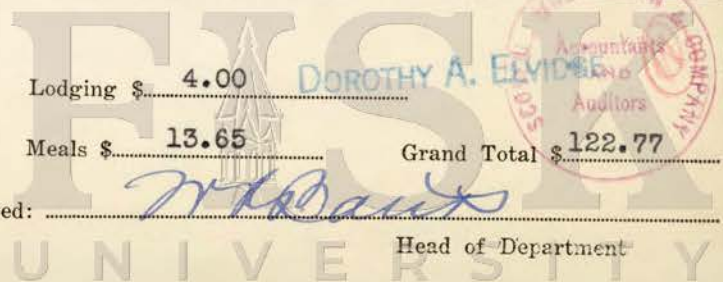
Miles.....
 Pullman 12.00
 Auto \$.....

Lodging \$ 4.00
 Meals \$ 13.65

Grand Total \$ 122.77

Approved:

Head of Department



ORIGINAL VOUCHER

Dept. No.

Audit No.

Order No.

PRAIRIE VIEW STATE NORMAL AND
INDUSTRIAL COLLEGE

To Dr.

Street

City State.....

\$

Charge

..... Account

TRAVEL

Distribution:

Correct:

..... Revising Clerk

Audited:

..... Accountant

Approved:

..... Supervising Accountant

PRAIRIE VIEW STATE NORMAL AND INDUSTRIAL COLLEGE
PRAIRIE VIEW, TEXAS

To W R Banks, Principal Dr.

Department Julius Rosenwald Fund - Chicago, Ill

From December 30, 19 37, to January 4, 19 38.

Failure to itemize and follow in chronological order and other instructions in Fiscal Regulations will cause delay in payments

DATE	ITEM	Railroad, Bus, other Convey- ances	Mileage Personal Cars	Pullman	Hotel and Room Rent	Meals	Other Travel Expense
	Purpose of Trip						
1/3 1938	Brought forward Pullman - To St Louis, Mo	93.12		6.00 6.00	4.00	9.10	112.22 6.00
1/4	Breakfast - Enroute					.80	.80
	Dinner - Enroute					1.00	1.00
	Supper - Enroute					.90	.90
1/5	Breakfast					.85	.85
	Dinner					1.00	1.00
GRAND TOTAL—		93.12		12.00	4.00	13.65	122.77

STATE OF TEXAS; COUNTY OF _____

I do solemnly swear that the above account is just and true in every respect as verified by memorandum kept by me and that no part of this account has been paid to me. I further solemnly swear that all of these expenses were incurred on account of official business.

(Signed) W R Banks

Subscribed and sworn to before me, this _____ day of _____ 19 _____

(SEAL)

Notary Public in and for _____ County, Texas.

ITEMIZATION OF TRAVEL EXPENSE

[illegible]

Form Exp. No. 1

Train Fare

Miles.....

Lodging \$.....

Bus Fare \$.....

Auto \$.....

Meals \$.....

Grand Total \$.....

Approved: _____

Head of Department

UNIVERSITY Head of Department

ORIGINAL VOUCHER

Dept. No.

Audit No.

Order No.

PRAIRIE VIEW STATE NORMAL AND
INDUSTRIAL COLLEGE

To Dr.

Street

City State.....

\$.....

Charge

Account

TRAVEL

Distribution:

Correct:

Revising Clerk

Audited:

Accountant

Approved:

Supervising Accountant

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. Charles S. Johnson
Fisk University
Nashville, Tennessee

Payment Voucher No. 6169

Date January 12, 1938

Reimbursement for travel expenses incurred in connection with

(meeting of Rural Education Council held in Washington, D. C. - - \$61.80

Ck.#18974



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$61.80	
Prepared by AM	Checked by	Posted by	Comptroller

FISK UNIVERSITY

STATEMENT OF EXPENDITURES

RURAL EDUCATION COUNCIL MEETING

Washington, D. C.

January 2-3, 1938

Railroad fare

Nashville- Washington and return \$32.80

Pullman fare

Nashville- Washington and return 12.00

Train meals 5.00

Two days in Washington @ \$5.00 10.00

Taxi fares and miscellaneous 2.00

\$61.80

Charles S. Johnson

January 10, 1938



FISK UNIVERSITY
DEPARTMENT OF SOCIAL SCIENCE
NASHVILLE, TENNESSEE

CHARLES S. JOHNSON
DIRECTOR

January 10, 1938

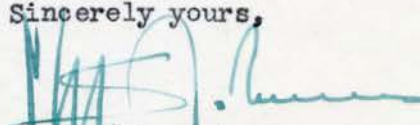
6169
18974
DE-1/112

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

Dear Miss Elvidge:

Enclosed is the expense account
in connection with the meeting of the Rural
Education Council meeting held in Washington,
D. C., January 2-3, 1938.

Sincerely yours,


Charles S. Johnson

P



FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Dr. W. Lloyd Warner
Department of Anthropology
University of Chicago
Chicago, Illinois


Payment Voucher No. 6212

Date January 13, 1933

Reimbursement for travel expenses incurred in connection with
attending (meeting) of Rural Education Council held in Washington -- \$27.00

Ck.#19037



Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Services		37-6	\$27.00	
Prepared by	Checked by	Posted by		
AM				
			Comptroller	

The University of Chicago

Department of Anthropology

January 12, 1938

Comptroller
Rosenwald Fund
4901 Ellis Avenue
Chicago

Dear Sir:

I am submitting an expense account for the trip to Washington re
The Council of Rural Education.

Lower berth	\$5.50
Room	4.50
Meals	10.00
Taxicabs	4.50
Tips and miscellaneous	2.50

Total \$27.00

W

Sincerely yours,

W. Lloyd Warner

W. Lloyd Warner

DOROTHY A. ELVIDGE



4212
+9037

Julius Rosenwald Fund **RURAL SCHOOL PROGRAM**

4901 Ellis Avenue
CHICAGO

To

Miss Rebecca E. Davis

Box 568, Tuskegee Institute, Alabama

Payment Voucher No. 6217

Date January 13, 1938

Reimbursement for travel expenses incurred in connection with
attending meeting of Rural Council at Washington, D. C. - - - - - \$78.80

Ck. #19042



Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$78.80	
Prepared by AM	Checked by	Posted by	Comptroller

FISK
UNIVERSITY

EXPENSES INCURRED FROM TUSKEGEE INSTITUTE,
ALABAMA TO WASHINGTON, D. C. AND RETURN

Purpose of Trip: To attend the Conference of the Council on
Rural Education.

Jan. 1 Tuskegee Institute to Chehaw.....\$.75
Chehaw, Ala. to Washington, D. C..... 23.30
Berth..... 5.75
Breakfast..... 1.15
Lunch..... 1.20
Dinner..... 1.75

Jan. 2 Pullman Porter..... .25
Station Porter..... .20
Taxi..... 1.60
Breakfast..... .45
Dinner..... .75
Lodging..... 2.00

Jan. 3 Breakfast..... .45
Dinner..... .75
Taxi..... 2.40
Lodging..... 2.00
Washington, D. C. to Chehaw..... 23.30
Berth..... 5.75
Station Porter..... .20
Breakfast..... 1.00
Lunch..... 1.05
Dinner..... 1.75
Pullman Porter..... .25
Chehaw to Tuskegee Institute..... .75
TOTAL.....\$78.80

Respectfully submitted,

Phelix E. Davis



*OK
Rural Council
E. P. G.*

ERE	13	EDR	
DE		DE	1/13

Box 368
Tuskegee Institute
Alabama
January 10, 1937

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

My dear Mr. Embree:

I am enclosing a statement of my expenses incurred in connection with the conference of the Council on Rural Education, which was held on January 2 and 3, in Washington, D. C.

Very truly yours,

Rebecca E. Davis

Rebecca E. Davis

RED:HWK
Encl.



FISK
UNIVERSITY

COMMONWEALTH OF VIRGINIA
STATE BOARD OF EDUCATION
RICHMOND

RURAL SCHOOL
PROGRAM

Jan. 13, 1938

Council mtg

My dear Dr. Embree:

I was very glad to have your letter this morning, enclosing the new page to replace page 5 of the docket. I was quite in agreement with Mr. Beatty and others that this statement should be modified. I am glad that this has been done, and that you have sent the replacement sheet.

May I offer my hearty congratulations to you and your Foundation for this very worth-while undertaking. I thoroughly enjoyed being present at the Washington meeting, but regret that I had to leave on Monday afternoon due to an infected eye.

Sincerely yours

Sidney B. Hall
Sidney B. Hall
Superintendent Public Instruction

SBH/H

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

ERE	17	ERE	D

FISK
UNIVERSITY

Association of Colleges and Secondary Schools of the Southern States

Council mtg

Fred McCuiston, Executive Agent

517 Cotton States Building

Nashville, Tennessee

January 14, 1938.

COMMITTEE ON APPROVAL OF
NEGRO SCHOOLS

H. M. Ivy, Chairman

J. Henry Highsmith

Theodore H. Jack

Dear Mr. Embree:

Thanks for the note and the
new page completing the docket.

I am glad you answered your
footnote statement-question with a little "yes" and a
big ?, but I really feel the Julius Rosenwald Fund and
all of us interested in the deliberations of the Council
have a right to feel that the fog is clearing around the
problem of rural education until we can at least say,
"I think you've got something there". Let us hope the
Council and your rural program will not let us wander off
into the fog again. We must do all we can to get uniform
state salary schedules. Adequate salary checks, in my
opinion, will do more to hurry the improvement of rural
schools than any one thing.

I am enclosing a statement of
expense in connection with the meeting of the Council.

Sincerely yours,

Fred Mc

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

ERE	17	EDR	0
	ark	mk	17

CRE	17	EPB	0
JFS		EPB	11°
JMS		WLS	

RURAL SCHOOL PROGRAM

Council mtg

Box 368
Tuskegee Institute
Alabama
January 15, 1938

Dear Mr. Embree:

It was a joy to have had the pleasure of attending the conference of the Rural Council, and to note the genuine interest of so many outstanding men of our nation in rural education.

On my return to Tuskegee Institute, I made a report of the meeting to President Patterson, and cited somewhat in detail the demonstration which is being carried on in Grambling, Louisiana. As a result of this report, President Patterson is planning to have some of the members of our faculty visit Grambling in the very near future.

I want to again assure you that I found the meeting very profitable, and I hope that I will have the privilege of meeting with the Council on Rural Education again.

Very sincerely yours,

Rebecca E. Davis

Rebecca E. Davis

RED:HWK

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

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. Fred McGuistion

Association of Colleges and Secondary
Schools

517 Cotton States Building

Nashville, Tennessee

Payment Voucher No. 6223

Date January 26, 1938

Reimbursement for travel expenses incurred in connection with trip

to Washington to attend meeting of Rural Council on Education - - - \$39.24

Ck.#19048

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$39.24	
Prepared by AM	Checked by	Posted by	Comptroller



FISK
UNIVERSITY

TRAVEL EXPENSE
In Connection with Meeting of Rural Council
Washington, D. C.
January 2 & 3, 1938

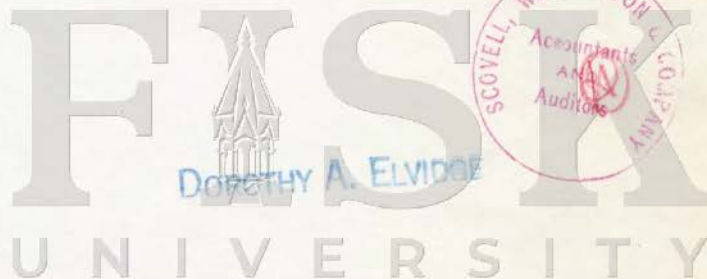
am
623
19048

Railroad Fare & Pullman - Nashville to Washington	\$26.85
Hotel and Meals	9.10
Incidentals	<u>3.29</u>
TOTAL	\$39.24

aw

Fred McCristian

NOTE: This amount represents one-half
of the total cost of the trip,
the other half being charged
against another travel account.



Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

To

Mr. R. W. E. Jones, President

Louisiana Negro Normal & Industrial
Institute
Grambling, Louisiana

Payment Voucher No. 6224

Date January 26, 1938

Reimbursement for travel expenses incurred in connection with trip
to Washington, D. C. to attend meeting of Rural Education Council -- \$79.50

Ck.#19049



Accounts		Appropriation No.	Debit	Credit
Rural School Program - Field Services		57-6	\$79.50	
Prepared by AM	Checked by	Posted by	Comptroller	

FIISK
UNIVERSITY

Louisiana Negro Normal & Industrial Institute

R. W. E. JONES, PRESIDENT

BOX 11

Grambling, La.

January 13, 1938

am

6224
19049

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

Dear Mrs. Simon:

I appreciated being present at the meeting of the Rural Council, and found the sessions both profitable and instructional. Allow me to thank you again for the very kind invitation to the meeting.

The following is the expense account incurred by me:

Travel.....	\$ 57.80
Lodging.....	8.00
Taxi.....	3.20
Board.....	10.50

Totals: \$ 79.50 *am*

Very truly yours,

RWEJ:vhm

R. W. E. Jones
President

DOROTHY A. ELVIDGE

FISK
UNIVERSITY

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL PROGRAM

To

Mr. Horace Mann Bond
George Peabody College
Nashville, Tennessee

Payment Voucher No. 6229

Date January 26, 1938

Reimbursement for travel expenses incurred in connection with trip
to Washington D. C. to attend Rural Education Council meeting - - - - \$76.60

Ch.#19054

Accounts	Appropriation No.	Debit	Credit
Rural School Program - Field Services	37-6	\$76.60	

Prepared by AM	Checked by	Posted by	Comptroller
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FISK UNIVERSITY

6229
19054

THE JULIUS ROSENWALD FUND
Chicago, Illinois

Expense Account
Council on Rural Education
January 1 - 4, 1938

Washington, D. C. and return to Nashville, Tennessee

Transportation and Pullman	\$ 44.80
Room	10.50
Meals	12.15
Miscellaneous (Taxi, tips, etc.)	<u>9.15</u>
Total.....	\$ 76.60

He P.

Signed Horace M. Bond
H. M. Bond

January 22, 1938.



GEORGE PEABODY COLLEGE FOR TEACHERS

NASHVILLE, TENNESSEE

January 22, 1938

DIVISION OF
SURVEYS AND FIELD STUDIES

DE - 0

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

Dear Mr. Embree:

I am enclosing herewith a statement of the expenses
of Dr. Horace M. Bond to the meeting of the Council on
Rural Education, January 1 - 4, 1938.

I hope this is in proper form.

Sincerely yours,

D. S. Campbell

D. S. Campbell.

C:
enclosure.

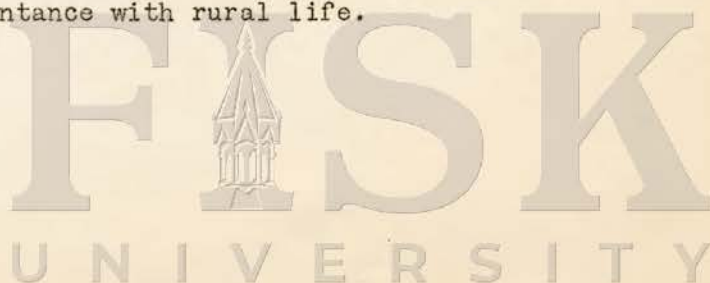


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We are cooperating in the building up of teachers colleges because of their two functions: (a) the preparation of teachers; (b) their service as enduring centers for the continued study of problems of education and the exerting of influence upon educational theory and practice. (A part of the second function is the preparation of materials of instruction.)

The educational work in teachers colleges may be analyzed into the following significant divisions:

- (a) General education of the students who are to become teachers. It is clear that persons who are to undertake the important and delicate task of teaching the nation's children should have a fine and sound general education. General courses in English, social studies (including history, sociology, economics, and psychology), natural science and mathematics, are essential parts of this division.
- (b) Some introduction to educational theory. Professional training is as yet unsatisfactory. The reason for this probably lies in the fact that practice within the institution is in conflict with the theory presented in the courses. It is therefore important that all procedures within the college effectively illustrate an intelligent understanding of child development, and success in human relationships; so that the prospective teachers shall experience in their association with their instructors and fellow students the kinds of relationships which they in turn are expected to establish in dealing with children.
- (c) Supervised practice in actual teaching. In place of generalized methods courses, emphasis should be placed on understanding and experience in acquiring effective methods of teaching the basic three R tool subjects, especially reading.
- (d) Guided experience in the social or life problems of the communities in which the teachers are going to work. In the case of the institutions with which we are cooperating this means especially acquaintance with rural life.



RURAL SCHOOL PROGRAM

TENTATIVE LIST OF MEMBERS RURAL SCHOOL COUNCIL, January 1938

W. W. Alexander

Willard Beatty

Doak Campbell

W. D. Cocking

John J. Coss

Jackson Davis

Curtis Dixon

P. H. Eason

Edwin R. Embree

Leo M. Favrot

Burton Fowler

S. C. Garrison

W. F. Gunn

I. S. Ingram

Charles S. Johnson

C. H. Judd

L. M. Lester

A. C. Lewis

Fred McQuistion

Dean A. R. Mann

F. D. Patterson

Marvin Pittman

J. F. Simon

Margaret S. Simon

J. W. Studebaker

W. E. Turner

Lloyd Warner

Arthur Wright

George F. Zook

Margaret L. Utley

Ruth Warren

RW
11/9/37

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II. Meeting of the Council on Rural Education

The annual meeting of the Council on Rural Education was held in Washington, D. C., early in January. Notes of matters to be considered by the Council were sent to the trustees at the time of the meeting. The sessions were full of interested and active discussion. Features were:

- (a) Attendance. All but three of the thirty-six persons invited were present, the exceptions being Jackson Davis, who was ill, Professor Odum, who was detained by other meetings in Chapel Hill, and Commissioner Studebaker, who was in Florida. A measure of the interest in the work is the tremendous pressure of individuals and organizations for membership on the Council and the almost unanimous attendance of those who are invited.
- (b) Normal Colleges. The chief topic of discussion was normal colleges. Detailed reports on their work were presented by the three normal colleges with which we are cooperating. Special interest was shown in the field unit of the Grambling, Louisiana, normal school and in the comprehensive course in rural life arts which is being developed at Carrollton. Professor Judd reported on his recent survey of normal schools in New York State and Dr. Willard Beatty of the Indian Service reported on the experiences of that Service, which faces problems in rural education in many ways similar to those we are attempting to meet in the South.

The following analysis of the educational work in teachers colleges, after much discussion and revision, was formally voted as the sense of the Council:

- (1) General education of the students who are to become teachers. It is clear that persons who are to undertake the important and delicate task of teaching the nation's children should have a fine and sound general education. General courses in English, social studies (including history, sociology, economics, and psychology), natural science and mathematics, are essential parts of this division.
- (2) Some introduction to educational theory. Professional training is as yet unsatisfactory. The reason for this probably lies in the fact that practice within the institution is in conflict with the theory presented in the courses. It is therefore important that all procedures within the college effectively illustrate an intelligent understanding of child development, and success in human relationships; so that the prospective teachers shall experience in their association with their instructors and fellow students the kinds of relationships which they in turn are expected to establish in dealing with children.

- (3) Supervised practice in actual teaching. In place of generalized methods courses, emphasis should be placed on understanding and experience in acquiring effective methods of teaching the basic three R tool subjects, especially reading.
- (4) Guided experience in the social or life problems of the communities in which the teachers are going to work. In the case of the institutions with which we are cooperating, this means especially acquaintance with rural life.

It was pointed out that until recently teachers colleges had paid little attention to the special task of training teachers for rural areas, although lip service has been paid in the form of departments of rural education. It was suggested that too often these departments are at best stepchildren of the institution, and that teachers do not go to rural areas except when they cannot get jobs elsewhere. Constantly the members of the Council brought themselves back to two factors which bring about this situation: (1) the very low salaries that are paid rural teachers, and (2) the fact that unconsciously all training is directed toward the belief that urban life is the only desirable one.

These recognitions led to two decisions: First, that gradually, through all means possible, we must influence state legislative bodies to level out the salary scale. This has already been done in some places such as Georgia and North Carolina, where the salary scale is on a basis of preparation and no difference is made between urban and rural teachers. It was pointed out also that in New Zealand teachers get a bonus for teaching in rural schools, and in British Columbia the basic salary is higher the more remote and rural the school.

The second decision was that the position of the rural teacher must be dignified. This problem is not more difficult, but it is more intangible, and a good deal of time was given to discussion of it. The point was brought out that even in the two states mentioned which have salary scales based on the amount of preparation of the teacher, the fact still remains that the better teachers tend to go to the larger centers. The rural teacher has a harder job: bad living conditions; many more grades to teach; less equipment and poorer general facilities.

It was agreed that devices would have to be found to lure better people into rural areas. It was suggested that this might be done by actually paying better salaries in rural areas, or by giving fellowships (as is being considered in New York State) to excellent rural teachers. It was suggested that in the normal colleges themselves something might be done in the way of giving scholarships to entering students, with the provision that they would make their careers in rural areas. It seems reasonable that since a rural teacher's job is so very difficult, only good students should be

allowed to enter the departments of rural education. It is quite conceivable that by assuring decent salaries and by raising the requirements, a better type of person might go into rural education than has been the rule in the past.

- (c) Preliminary reports were presented on the study now in progress of examples of good and bad schools in the South with a view to finding the factors that go into the preparation of teachers who create good schools. This inquiry is being made by J. E. Brewton and Horace M. Bond under the direction of Doak S. Campbell, director of the Division of Surveys and Field Studies of George Peabody College for Teachers. This study has the great benefit of the findings of the survey of achievement of pupils in Negro rural schools made by Clark Foreman and Dr. Bond some years ago, and of the analyses of rural conditions in the South recently made under the direction of Dr. Charles S. Johnson. It is thus possible to get some idea of the interplay of schools, social conditions, and teacher training and to understand how teachers may be prepared to attack the situation which for decades has prevented any satisfactory progress in rural education. This study is sponsored by the very southern institutions (Peabody and Fisk) which have as their function the improvement of the conditions they are studying. It is significant that this inquiry is a joint effort of white and Negro institutions.
- (d) Georgia Study. Dr. Walter D. Cocking, new head of the Department of Education of the University of Georgia, presented an outline of the study which, at the request of the Board of Regents, he is undertaking in higher education for Negroes in the State of Georgia. This study proved of interest to many members of the Council, especially to the several foundations which are attempting to build up Negro education in the South. In a private conference held after the Council meeting, the officers of the Fund and of the General Education Board agreed to recommend to their respective boards contributions toward the extra expenses of this study.

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RURAL SCHOOL PROGRAM

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AGENDA COUNCIL ON RURAL EDUCATION

mtg

Sunday morning session, January 2 (10 A.M. to 12:45 P.M.)

1. Introductory statement of history and purpose of the Council.
2. Discussion of teachers colleges with special references to the preparation of rural teachers, using as examples the institutions with which we are cooperating.

Sunday afternoon session (2 P.M. to 5 P.M.)

3. Discussion of the study now in progress of examples of good and bad schools in the South with a view to finding the factors that go into the preparation of those teachers who create good schools.

In the light of this study there will naturally be further discussion of the general subject of teachers colleges.

Monday morning session (9 A.M. to 12:30 P.M.)

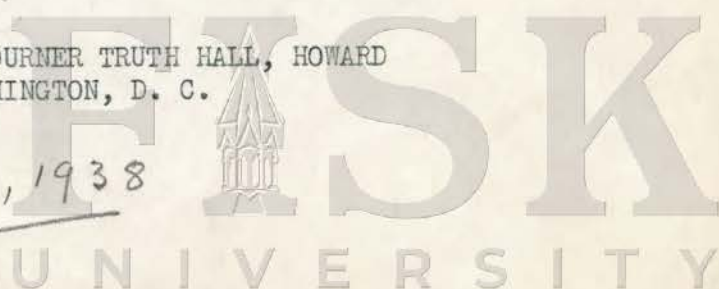
4. Report on progress and present status of the compendium of information on southern counties. In this connection there will naturally be further discussion of a topic which has greatly concerned this Council, namely, the influence of the environment on education.
5. Discussion of what a state program of higher education for Negroes should be, using as examples (a) the proposed re-organization in Georgia with special reference to Fort Valley as a possible central unit in the state university system, and (b) the situation in Louisiana with special reference to the relation of Grambling to the State College for Negroes at Baton Rouge and the other state offerings in higher education for Negroes.

Monday afternoon session (2 P.M. to 4 or 5 P.M.)

6. Various ways in which the Council (and its several members and related agencies) may exert influence on the improvement of rural education, especially in the South. In this connection special activities of the several foundations and special projects of given states and institutions are of interest. Also we should consider the possibilities of state councils and other agencies for arousing interest and diffusing ideas.

MEETINGS WILL BE HELD AT SOJOURNER TRUTH HALL, HOWARD
UNIVERSITY, WASHINGTON, D. C.

January, 1938



1938

RURAL COUNCIL THE *Washington*
PROGRAM

RURAL COUNCIL

Council mtg

January 2, 1938

ERE: Referring to agenda of meeting, we will mark off 1 and 2 on page 2. Now prepared to concern ourselves with 3 and 4. Primary interest, it must be remembered, is 1 and 2. While our interest is rural education we have limited the scope of our work to the southern states.

It is clear that an outside foundation can not administer institutions, and any organization is a foreign or temporary body. Therefore, if we are to exert direct and continuing influence we must help build up those centers which will themselves carry that influence and will continue as the official agencies. The aim in the development of the normal college is to do away with the interest of foundations and to do away with such conferences as these. If a foundation can leave behind it a number of vigorous institutions such an organization has accomplished its purpose.

What should make up a normal college? What should make up the work of the normal college which is concerning itself with the preparation of teachers for rural schools?

Coss: Is it true that there is a group of normal colleges which is actually preparing teachers for rural schools, or have you a picture of a miscellaneous preparation of teachers not specifically for rural teaching?

Dixon: It would be fairly accurate to say that until recently there has been no normal school which would admit its specific job was ^{that of} ~~for~~ training teachers for rural schools. Economic factors enter here, Probably until the last three or four years there has been almost no normal school that would prepare teachers for rural organizations. Development of state salary schedules is now helping to reverse this situation. This state salary schedule prevails in Louisiana, Tennessee, Maryland, Georgia, and in North Carolina.

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Erwin: There is no difference in our state in rural and urban salary. There is no normal school giving attention to rural teaching. In the final analysis most of our normal schools are preparing largely teachers for rural education. More and more the emphasis is on the problems of rural education. We have recently given quite a bit of thought to the development of that side.

Dixon: How many practice teaching situations are there existing in rural areas?

Judd: Practically all of the normal schools in Maryland, some in Michigan, two or three in Illinois are having practice teaching situations in rural schools.

Coss: Is there in any of these situations a recognition of subject matter and methods which are to be called rural and developed, or do they use rural schools with the urban curriculum?

Pittman: There is usually one or more person on those faculties whose primary interest is in rural education.

Coss: I think this generalization cockeyed.

Pittman: Someone is always preaching the gospel. Kansas started the work and Smith of Michigan is now very active. In the middle west there is a tremendous number of one-teacher schools, so the rural problem is very definitely a specific problem. But without the support of a state legislative program the job is very difficult.

There is a definite reaction against consolidation in the rural south.

Campbell: You will find in any of the teachers colleges a good deal of emphasis on rural education, sometimes a whole department of rural education and in many cases a department of rural sociology. We are just now projecting as one of our problems the matter of going into the institutions to find out what they mean by these courses. This is one of the things we do not know the answer to.

Beatty: There are two problems, each tied in with Coss's question. (1) To what extent do the teachers think of rural life as the desirable type to look forward to in the future? Too often urban living is thought of as the only desirable one. (2) Does the state courses of study make it possible to organize

a rural curriculum? In many states the course of study will not let you. The curriculum prescribed by the state is expressed only in the term of urban needs (elementary and high school.)

Judd: I would like to join issue moderately with that. I do not know the curriculum in North Dakota or South Dakota but we must recognize that there are common elements, and before we talk about rural curriculum as entirely apart. I do not believe that rural is wholly different from urban life.

Pittman: We have never paid the salaries sufficient to get good teachers in rural schools.

Judd: In New Zealand the teacher gets a bonus for teaching in a rural school. It gets superior teachers into the country and they are glad to go. Maryland may have some provision for this.

Favrot: There is another feature which might be mentioned. The state policy with regard to state certification. Is there any state offering a special rural teaching certificate? There may be one, but I do not know of it. In Louisiana recently I was at Grambling, and Mr. Lewis told me the faculty that the state was going to raise the standard for a professional certificate and require three instead of two years of training for that type of certificate. He put the question to the faculty as to the wisdom of adding a year. If adding another year meant the discontinuation of a good many of the particular things they were doing they preferred to remain on the two year basis. The question I raised was whether the state board of education could not make a special certificate for teaching in rural schools.

Pittman: I think some premium is put on teaching in rural schools, but I think no special certificate should be offered. Until that is done I think such a certificate would accentuate the feeling of inferiority.

Judd: This suggestion has been seriously considered in New York state. How can the rural teachers be improved and be made to feel their superiority? There are some strikingly good teachers, but they are not discovered. Recognition now is usually taking them out of the rural situations. The board of regents of the state of New York has under consideration that a certain number of state scholarships be

provided so that an excellent teacher when found will be given an opportunity for a year to do something special in education or travel or in the production of materials. This should be conferred with the understanding that the teacher will spend the time doing something for the state department. If told to prepare material for rural schools I think the thing can be safeguarded. New York pays better salaries in every department except the one-room schools. In these one-room schools more is spent on the buildings. If we could select five of the best rural teachers in some rural setting and give them the opportunity to prepare materials we would be getting somewhere.

Irby: We have done some of this with summer session work with Negro teachers. There are 60 or more at the present time in this group.

Pittman: The Kellogg Foundation has given special aid to a number of schools around Grand Rapids, Michigan.

McAllister: I found in Louisiana a great change with regard to rural ^{ac} education. The salaries do not count for it, but I found a good deal of emphasis with regard to rural education at Grambling. This has happened in the last three or four years. One parish in the state pays more than the city schools in Mississippi.

Irby: Where we dignify one of the schools it frequently happens that the local board recognizes it with a slight increase in salary.

Bond: The question of special certificates: It seems when you establish a certificate you work back upon the whole question of salary because you give it prestige and it seems to me that normal schools and teachers colleges create special departments. This has been as much responsible for state salary schedules as anything else. It gives a special status to rural preparation.

Cocking: The type of teacher training for rural life that I think - with all of the defects in it - is the best that we now have. The training of vocational agricultural teachers. Usually the training of these people is directed toward their going into a rural area for twelve months. ^{of the year.} Thirty-two boys go out tomorrow where they will live for twelve weeks working with the teachers already on the job.

In connection with the teacher training these men are preparing material which it is hoped will be used later in rural areas. In agriculture we are trying to prepare boys for rural life. These boys that go out are working with the agricultural teachers.

ERE: There is a good deal of uncertainty as to what is an education fitting to the rural child and what is fitting to the town child. It is difficult to organize an exclusively rural or town program. We are trying to place a greater emphasis instead of a hard and fast schedule.

Ingram: In the first place, I believe our people are agrarian-minded. We have been able to put on paper a very nice set-up. These statements are expressed in our catalog. We are trying to take our people into the rural centers. We think we are definitely getting somewhere in building up attitudes of appreciation for the program we are talking about. We made a careful survey of West Georgia. There are 1200 rural teachers with no more than a high school education. Many with one year of college work. We feel our program justified planning over eight or ten years three rural art life courses. The state accepts one of the three courses for credit - an orientation course in rural life.

Warner: Are you teaching people differently in the country from in the city? There is little difference in what you say, but the difference is in the saying of it to fit into the environment. Moving into an urban community changes the attitude. When we go into the rural community it has a different attitude.

Judd: The children must do the talking. Later they will do reading with simple material in the first place. In due course of time they can take on Cocking's pamphlets. I do not see that Mr. Ingram has given us a picture of the curriculum or of courses. The country would soon be over-populated if 40 per cent did not move. Both the children in rural and urban centers must have certain fundamental types of training, though they must use these powers to utilize equipment in their environment. They must utilize existing resources and apply fundamentals to the opportunities of better living in their communities.

Beatty: One or two differences exist. I think there needs to be careful discrimination in reading material. If going to the country schools, the children must have reading materials which they meet in their daily lives.

(Judd agrees to this) What the child will read and study and be concerned with. The average text book dealing with hygiene and sanitation, he will find that many of these things are taken care of for him. If he is a rural child he has to take care of them himself. He must be familiar with the materials of his environment.

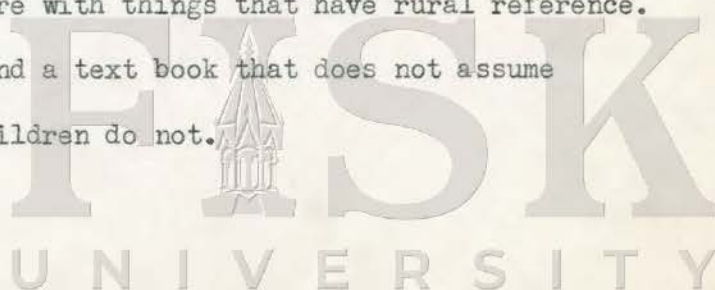
With regard to civic organization, the situation in the urban community is entirely different from the urban community, but he can find no book concerned with the governmental forms of rural life. Most of these rural elementary schools are 7 and 8 grade schools. These children who can not go further in school must be concerned with soil erosion, for example. If more were concerned with subsistence living rather than cash crops the rural situation would be better. Use of native products.

Judd: I do not object to putting down type of reading material, but there are certain fundamental modes of operation where they will be available before operation can begin. You can start with two kinds of reading material, but I do think that when these illustrations of application we are assuming that the background of intellectual life is there that makes possible these various types for application.

When dealing with little children you should not try to make them all farmers because 40 per cent will not stay on farms. They must be given intellectual training which will make it possible for them to direct themselves intelligently.

Coss: In getting people to read, to use numbers, and to write, the materials which ought to be used for a differentiation rural-wise and town-wise. While learning to read you might as well figure with things that have rural reference.

Beatty: I have not been able to find a text book that does not assume that children know all about money. Rural children do not.



ERE: Let me see if I can state an analysis of our ideas of what the rural and the town elementary school should do. If anybody can make such a statement we can then move on to a discussion of how the teacher can be prepared for the rural area. ^① As I have understood the discussions this morning, and at preceding meetings, there seems to be an agreement that the child in the early years must be given the fundamental intellectual tools—essentially the three r's - and the things growing immediately out of them.

- ② It seems to me that there is also an agreement that those tools are of use only when applied and that the country child has application to make of those of a more or less different sort from the town child. ^③ It seems to me there is also agreement on a third point, namely that one learns these intellectual tools by reading this or counting that. It seems to me that there is agreement that one actually learns these tools on the basis of different experiences. There must be agreement ^① ~~that~~ ^{that} the child must learn intellectual tools (2) ~~that~~ ^{that} the application of these tools is more or less different in the two cases, and also that learning of these intellectual tools may be more effectively accomplished by different means in the country.

Judd: I should like to qualify your last statement. I have found that one of the most interesting things little children like to read about is the house they live in. This will appear both in the city and the country. They will read with avidity ^{by a} ~~about~~ ^{at one time} how people live in caves etc. I think we are in the position of laying a foundation for a good deal of our civilization. I am interested in establishing common elements of civilization. One of the interesting facts is that city children do not have the understanding of money, of values in general. There is no more understanding in the city than in the country. They do understand the value of a tree, for instance; the children in the country and the children in the city understand what a road is, tracing these back to the meaning of civilization. Teachers should be trained to

discover in civilization those elements common to all communities, and to differentiate between communities and the different aspects of civilization, should lay the broader foundation of common interest on the ground that many of the children will not be in rural areas, and those who do stay ought to have an explanation of that which goes on in his neighboring town as well as that which goes on in the country. If we talk about civilization rather than rural and urban life, and if we would hold in our early instruction common elements of civilization we would make more progress.

ERE: One learns intellectual tools on the basis of the things that come into one's life, and these differ in one nation from another and in the rural and urban environment.

Fowler: One of the things the country children need is a feeling of security. Motion pictures and radio programs give a feeling of inferiority. This should not be; the child should grow up to be a normal individual.

Beatty: The country child should have the feeling that many of the things he has at home are worthwhile and adequate. If we analyze the rural home in terms of what we have and what we could have we could build that into what the child needs.

Judd: It seems to me that we are talking in terms of contrast that do not apply. Instead of making these contrasts of city and country homes I would like to use the home in general. We should turn up teachers who can talk this house and put it into civilization. Urban civilization is not distinct from modern civilization. The common elements must be kept before them.

Fowler: It seems to me that every elementary school sometime should make a simple statement of what it proposes to do for its students. For example, with respect to physical and mental health, with respect to their ability to cooperate; what kinds of appreciation do they expect to have.

Garrison: We have not devoted any time to the emotional content of life in the country. In dealing with any people in any environment we

want them to love and improve it. What are rural schools doing to develop critical thinking?

Gunn: We try to instil into our students a willingness to go to the rural schools.

Irby: Selection of personnel for rural schools is one of our most difficult problems.

Garrison: We might through our rural high schools encourage people interested in rural life to go to the teacher training institutions and take training.

Coss: If we could only give some incentive to our students in high school - a small stipend.

Dr. Hall: There is another element: unless you can make the salaries of teachers in the rural areas sufficiently attractive they will not go out there. North Carolina cut the city salaries and raised salaries in the rural areas and increased the school term. The cities are now building back.

Garrison: The child in the country deals with materials he will have developed an intense interest in, and so does the city child. Many of these materials are the same, as Judd says, but they differ in various localities.

✓ Favrot: We go into some rural schools and see wretched conditions. One of the objectives we ought to have is for teachers to teach children to observe. They are blind to what is going on around them. No sense of value has been developed. They have little appreciation of the growing things. If there is one important objective that ought to be in the minds of those charged with the preparation of teachers it is the objective of teaching children to observe in its relation to their daily lives. This would make the rural school a far more interesting place for the child.

Cocking: It is a dual job: teaching fundamentals to little children and on the other hand the teacher must be a leader of the adult population in

the community. Shall we train her to do two jobs?

Make the children dissatisfied with their homes within the range of the possibility of improving them? and get

Judd: Taking Favrot's statement about teaching children to observe things around them. The same thing is necessary for the urban child. I do not think we are going to get ahead with the rural school if we try to set it apart. The equilibrium of life must be established within the compass of civilization. All these children are part of the larger whole. What is rural in its manifestations we must utilize. I agree. But we must develop a child acquainted with civilization and glad to live in it and improve it. I do not think we will gain greatly by putting them in terms of rural civilization as contrasted with urban civilization. The school should civilize people. These children, even if they live on a farm, must be informed how others live. I think that there is grave danger if we begin to talk about the rural school as though it were distinct from civilization of the larger and comprehensive sort. I would make the same statement regarding the urban school. I have not any defence for much of the material taught in the urban school. If this Council is going to be efficient it is going to set up something new, it should propose something applicable to both the urban and rural schools. The business of the school is to introduce an unsocial, uneducated, untrained child to the level of civilization which has become complex and make him in keeping with social modern life. I am not interested in having a school that sets up a vocational education as such; I am not interested in keeping the professional people apart from the common people; I am interested in a type of education comprehensive enough to include all divisions, but to find the common elements and cement the community within itself.



ERE It seems to me that all but one or two of us agree that there are special experiences and materials available in the rural community which should be used in this civilizing process.

Cocking: The basic training of a teacher up to a certain point is on the whole largely the same. When you come to the point of differentiation it would come in the demonstration and practice teaching which is the application of the principles we have endeavored to teach to the prospective teacher, and there in this demonstration work she watches an expert teacher apply this thing in a rural and urban area. When she does her practice teaching she practices them in a rural area if she is to be a rural teacher, and then the application is made in terms of the environment.

Sunday afternoon

Question of good and bad teaching situations introduced by Mr. Coss.

Campbell: In order to secure this type of information it was felt some agency already at work might secure it. Bond and Brewton have been at work since August. Nature of investigation: intimate and detailed study of teacher training institutions in the southern area. We do not want just another survey. It was suggested that three or four types of thing would be undertaken. This is a progress report.

1. To secure comprehensive information first-hand or otherwise regarding conditions which affect rural elementary schools, white and Negro.

2. To develop simple and more effective means whereby state, regional, and local agencies may secure information that affects their rural schools.

3. To develop procedures for the use of supervisors, teacher training institutions for bringing information to bear on rural schools.

✓ 4. To provide through production of materials consultation and guidance ~~in~~ selected centers which will prove to be guidance for the whole southern region.

No single phase has been completed. There has been emphasis on rural, social, and economic conditions. Standard score cards. From this information we have derived characteristics of good rural schools. We have discovered two or three things. The literature on rural schools increased up to 1929-30, and since that time very little has been published regarding them. Analysis of the material already printed. These were mimeographed and submitted to the Chapel Hill conference. Splendid reactions. We have secured from state supervisors suggestions regarding characteristics of their own schools which they think are effective.

We have begun analysis of teacher training institutions. We have not completed our selection. We expect to take both white and Negro in the southern area, about 20, justified by size, type, and location. We might add a northern one by comparison. We propose to find out what the institution says it is doing about rural education problems. We will take catalog statements, and try to check them with the actual practice. We are also interested in the quality of that emphasis: Shall we teach rural education as a thing separate and apart?

Another thing we have considered is the following up of a testing program made seven years ago, in which a large number of children in rural schools were subjected to different kinds of tests. We are wondering what happened to those children. We are following as many of the individuals included in that regional testing program as possible. Some interesting observations.

Personal visits to selected Negro one- and two-room teacher rural schools. These have been made this far in Georgia and Tennessee. This month in Arkansas, Louisiana, Mississippi and after that in other states. Coss

Coss: How can you do this effectively until you have selected normal schools?

Campbell: We want the best one and two room rural schools. Then we will narrow our investigation to an investigation of a small number of

teacher training institutions. By June 1 we expect to prepare a summary of programs and a concise statement as to areas in which intensive study might be made.

Erwin: Two things to secure better quality of teachers. State-wide achievement test in cooperation with the college conference and test. The records will be available to the institutions.

Brewton: Consolidation will not solve problems. It will take 60 years to put last one-teacher school out of existence. One-teacher school is also a problem of the white school system. Predominance of one-teacher schools is not southern. There are more one-room schools in Illinois than in the four states of Georgia, Alabama, Mississippi and Louisiana. More one-room schools in Illinois and Iowa than in nine southern states.

Appalling Arkansas figures. \$125 typical annual salary.

Garrison: Consolidation program is not necessarily a good rural education program.

Mr. Campbell asked for suggestions on the Bond and Brewton program either now or later.

Bond: Vital defect is that the teachers are drawn from social and economic classes which has not appreciated the art of reading. No books in the homes and in the children's homes. Reading is entirely divorced from their lives. If in our teachers colleges we could acquaint people with reading and with things to read a great step would be taken. If we could develop some cheap reading materials. Purchase of books should be made easy for college students, and for children as well.

I think the Jeanes supervisory system in Georgia is an outstanding example of "good practice."

----- Have you found any rural school attempting to do the three things Mr. Embree listed this morning?

Bond: Better supervision in Negro schools than in white schools. Where better supervision is there is more effective work. Those people who

teach the rural teachers in the normal schools ought to be required to supervise and circulate around that area.

Good things expected to be found.

β1. I have not found any school functioning as a community center as we would like to see it. We should expect a whole community to engage in a recreation activity, for example. Or a library center with a distribution of books. (A three-day stay at least for some observation.)

It is tentatively decided that among the most incompetent people are those whose training has been supposed to teach them something about rural life. I think we can greatly exaggerate technical training.

Some of the major features of good and bad rural schools; Red Oak for example.

1. It is clean. The children help keep it clean. Supervision has tended to keep schools clean in Georgia.
2. Abundance of reading material, and the teacher is familiar with reading and is introducing children to it.
3. Group activities.
4. School a center for regular meetings, eg, Saturday nights, etc.
5. Whether teacher is accepted on friendly basis by parents
6. Intelligent cooperation of children.

ERE: We have tried to avoid those tricks that Brewton has mentioned. We have tried to have in mind a general education with specific reference to the rural situation. I should dislike a set of courses in mental hygiene and child growth in the present ebullient state of these disciplines because the teachers would get a lot of wrong ideas. In their general courses I think they can get it better than in specialized courses.

Beatty: I do not think they are going to get it unless the school goes out to get it.

✓ Pittman: When I went to Statesboro there was a long list of "shall nots" for our college students.

McAllister(?) Grambling has been working on mental hygiene and the educational psychology course is a study of the children that the girls are working with in the campus school. The principles are applied in the campus school. Evaluation should be made by teacher training schools, and this should include mental and social hygiene. The statement of objectives AND EXERCISING OF STANDARD LEADERSHIP BY THE PRINCIPLE IS ALSO AN UNDERLYING ELEMENT. (sorry)

The teaching of the three r's everybody would agree to. The thing that differentiates schools is how it is done.

✓ Favrot: Grambling has a unified program. At Grambling the subject matter teachers and the teacher trainers work together very closely. I was greatly impressed by the building up of the English and science courses and the close relationship with the people who go out into the country.

✓ McAllister:

Diagnose service units. Field service units (just developing) to coordinate all agencies. Needs of field service area are diagnosed. We set up in our minds the kind of rural school we would want and then work back to our curriculum. We try to see how far our teachers approach this. Three sections of this unit now. (1) Five agencies in it: (2) training of supervisors. We do not have a good program for training supervisors. (3) The graduates of our school. We are trying to find out what they can do with our training. Are they carrying out anything that was worked on last year? E.G. one part goes in the bus, living in homes of the community, staying two weeks, usually. Moving into a home we work with that family in improving it. Grambling is at the center and ~~this~~ there are six centers outside for

one-year training. Field service unit has been adopted by several of the outlying centers.

The unit collects information and experiences which will direct the people at Grambling. It gets the people teaching at Grambling into the field where they can get the feeling of the situation.

Monday, January 4, 1938

Cocking: Outlined survey of higher education for Negroes in Georgia. Sections of the study will include (1) population - composition, distribution, and trend; (2) Social and economic life of Negroes; (3) occupational opportunities, present and future; (4) higher education for Negroes in private institutions; (5) institutions offering technical and trade courses; (6) opportunities which regional institutions offer in program dealing with employed and student personnel of Negro colleges; (7) curricula, present and future; (8) financing; (9) administration; (10) graduate work.

Probably in this group of studies we have covered the major points which we intend to study in our attempt to get at a future program for Negroes

in Georgia on the level of higher education. We are trying to do two things: propose an immediate program which it might be possible for the Board of Regents to accept, and at the same time to propose an ultimate program in terms of 15 to 25 years toward which they might proceed, recognizing it would not be possible to go the whole distance at one time.

This study comes at the unanimous vote of the Board of Regents. I believe that while studies are helpful there is a time element involved, but studies desirable as this may be probably should be delayed until the need is recognized and those in authority get to the point of putting themselves at least in the spirit of readiness to have such a study done in order that something may be accomplished. If this study is successful a clear picture of the whole situation will be available.

Irby: A study of this kind can be of greater benefit than has been outlined today. Arkansas is faced with just this problem of graduate work for Negroes. Graduate work can not be offered for a decade or more for a number of reasons. Why should not this study be made large enough to include all of the states which have no graduate programs? We have our problems of graduate work the same as Georgia, and we have no way of getting that study unless it is tied on some other program.

Favrot: As I see it that is an extremely important problem.-- the whole matter of graduate work for Negroed in the South. They have had to go away. Recent statements about the graduate offerings in the region among the Negro institutions there have not been more than 500 graduate degrees in all the Negro institutions, including Howard, which heads the list. I think this is an important question, but a separate one. I understand that there is a prospect of making a study of that kind which I think would serve the purpose. Cocking has his hands pretty full with the present job.

Coss: Would everything on the graduate level be included?

Favrot: Yes. The one point I want to bring out is one Cocking

has not brought out, namely adult education. The adult education item seems to me to be of particular interest to this group. Agricultural extension service has done most of the work in this. Dealing as it does with the rural scene, it is of particular importance. I think it would be valuable to touch in this study the ~~number of~~ adult education and the agricultural extension work and the status of that kind of work for Negroes in Georgia, with possible recommendations going beyond what is now being done. For example, the Negroes engaged in that line of work in the different states have very little opportunity for research and there is no good reason why the results of work in the experimental stations of the different states should not be made available for Negroes, and why they should not have an opportunity to go into some aspect of that research. This would call for close association between the state A and M college for Negroes and for whites.

Banks. We ~~do not~~ work ~~it~~ together. I think we will have to have an experimental station for Prairie View.

Alexander: It seems to me that one very important thing in connection with this: I think the extension people should work for Negroes some way or other, bringing the work of Negro agricultural colleges more closely into the state as represented by the white colleges, and until that is done the effectiveness of these extension agents and the work of agriculture in the Negro colleges is going to be greatly handicapped. A good deal is going on. There is evidence in South Carolina of a closer cooperation than ever before, and I think attention to the matter of coordinating work of agriculture for Negroes in the state with general agriculture is highly important.

McCuision: Get responsible people in the institutions you are studying to carry the major responsibility of the collection of data and the interpretation of facts and conditions, and you will have more of a possible carry-over after the study is made. The cooperative study ought to make it easier for these institutions to determine what their purposes are.

Cocking: What would you say if there is no purpose for some of them.

McCuistion: That might happen. I made a study of land grant colleges and an equal number of private institutions, and in general were agreed that most of the major problems of Negroes in the South dealt with economics and social problems. The offerings of the institutions in this field were almost at the bottom. In 52 of these institutions there was only one person with a doctor's degree in economics.

Cocking: Would this group feel that it would be justifiable for the State as a whole to conduct one or more institutions on a non-college level? Let us select, for instance, some particular phase, let us say that we discover that there is a need for approximately so many trained or skilled workers in a given occupational line which does not involve necessarily collegiate training, but which has a very necessary training for the welfare of the state and for the welfare of the groups concerned. My question is: is that a proper endeavor of a state rather than for some one or more subdivisions of the state to attempt to carry for that particular thing? Post high school work? Vocational work? Bricklaying, training of chefs.

The request was made by a railroad in Texas that we train so many chefs and Pullman car porters. We went into it but we could not get anybody to take the work, largely because of a notion that that was not a decent sort of thing to do.

Mr. Dixon brought discussion back to thing that Mr. Favrot mentioned, adult education. Very little being done in the southern states. With the school age being raised and with the time the person is spending in the elementary and secondary school the southern states are going to be forced to a recognition of adult education.

Ingram: I wonder if I got just what he was asking and if I could illustrate what the situation in Georgia is. In 1905 there were

only 23 11-year high schools in the state. (?) 11 or 12 A and M schools were organized high schools for the state. There were 10 grade schools in the state but no 11th grade schools. There is a host of localities in Georgia where the Negroes are not ready for the college. Miss Sanders says she can not get people to go out and teach because of a lack of training and lack of opportunity. I wonder if something could be done to meet the situation in Georgia?

Favrot: Did not some of those high schools become colleges and prove to be somewhat of an embarrassment later? Ingram said they did. Favrot continued: My impression is that Mr. Valentine's school in New Jersey is not of college grade but is serving a need. It might be worth while to find out what success it has. It is near or at Bordentown, near Trenton.

Johnson: It is always a question about the large number of Negro students who drop out of school so early. The point you raise is pressing. Some one mentioned the branching out of Tuskegee, in an attempt to recapture some of the old occupations of Negroes which have been lost. Bordentown did begin as an incorrigible school, but under the principalship of Valentine it has almost discarded that feature, but the assumption is that Negroes in the state of New Jersey can go to the colleges and there is no point in providing a separate college for them. Valentine has been able to assemble a very good faculty and to get very excellent buildings and do some long-time planning. I think something of this kind should be provided in Georgia since it can be seen as a part of the general education (?) as long as it does not lead into a blind alley. There are some good leads to vocational work as the result of some studies made by government funds. The study of Negro skilled and white-collar workers went into the matter of the skills of the person, the different kinds of things they have done. That covers close to one quarter million Negroes in the country. Dr. Caliver

was able to inquire into the matter of vocational guidance in the schools. I havd seen some figures for Georgia on the matter of occupations of Negroes as compared with their own fathers. This was done by the state under the WPA. This report I think will be available soon through the Department of the Interior.

Thompson: With the limited funds available for higher education for white people in Georgia, should state money be used for this purpose? Would not extension courses be better? Why have a separate school for this? Why not use a present set-up?

Mann: Should not Cocking in search for an answer consider ~~whether~~ short courses at A and M College and not set up a special college? Why not strengthen existing institutions and meet the state needs? It is a question whether an institution of education could train men to become hotel administrators. Statler contended that they could not be. That the only place was to train on the job in a hotel. But when he died he left a large sum of money to endow administration courses, having come to believe that it was an intellectual as well as a skilled type of work.

Beatty: We tried to find someone to teach cooking in some of our schools. We could not find trained cooks.

Campbell: It does not necessarily follow that because you have a regularly organized institution taking care of these people that you are bound up with an academic schedule. The junior college started out with great possibilities to do the kind of thing you are talking about, and immediately they fell into the academic stride and went wild. In recent years we have a few outstanding institutions called junior colleges which are tackling this problem. They have worked out their courses of study with the industry involved. In Los Angeles there is an institution which has made a study of the trades in their area. They left the degree business out.

They set up 22 various occupations. Junior banking classes, e. g.; with the cooperation of the banks they worked out a course for less than two years. The students can stay two years if they wish. They go as rapidly as they can, and when ready can practically always be absorbed. The courses range from 6 months to two years.

Johnson: The chief objection to this type of training is that it suggests the caste pattern. Anything done in the state for education should not interfere with the development of higher education, but at the same time I can not escape some concern about the fact that there is no place where a Negro can get any skills. Before you can get the job you have to know something about it. When you look at the declining percentages of skilled persons in so many fields, unless Negroes have opportunity to obtain skill in some direction they are continually handicapped.

Jones: Spoke enthusiastically about Grambling. Faculty is recruited from the best teachers of the state. No people with high degrees but good people whose ability has been proved in teaching small schools in the country.

McAllister: Gave enthusiastic report of her work at Grambling and of the field service units.

Mr. Beatty and Mr. Fowler were appointed as a sub-committee to submit an elaboration of section b on page 5 of the agenda.

✓ Mr. Judd: Practice teaching is being insisted upon by a New York State Commissioner. There are two aspects of this matter. Immature graduates of high schools were plunged into practice teaching and observation without a background of scientific sort and they are lost. I would not have this return to the apprenticeship scheme of training teachers. If we can get scientific work and practice teaching together then we can do great service. There is grave danger in educational psychology.

Alexander: What do we mean by improvement of rural life? Soil erosion; miserable housing conditions. What can a rural school do about those fundamental things about community life in the south?

Ingram: We think we can through the influence of the teachers and the children. We are attacking the problem and trying to find the answer to the question.

ERE: We are approaching from the theoretical and from the practical points of view. Answers will be forthcoming.

Alexander: Every time I go into a rural county I am conscious of the fact that there are an increasing number of people who are dealing with human welfare in various phases. The social security is going to have somebody; a relief person is there; extension people are there; there is a health officer. I have not found a single county where they are working together. All are taking bites of the same human problem in the county. Wasted resources. If these people are to deliver the resources that they have somebody ought to plan on a county-wide basis. I have been trying a county planning council in Mississippi made up of people in that county who are being paid to think of human welfare.

Banks: In Bowie County, Texas, that has been recently done.

Coss says Favrot has been working on that for 15 years.

Alexander: I went to Mississippi and called together the heads of important agencies and sat with them for a half day. They are willing to go out and do it. They need to remember that they are part of a big problem of civilization. I think we will get an experiment this year in Mississippi, probably on a state-wide basis, or experimenting in those counties.

Favrot: A project in South Carolina is along these lines. We have recently received a letter from a man in Tennessee working out such a project. A letter from Arkansas is coming to me.

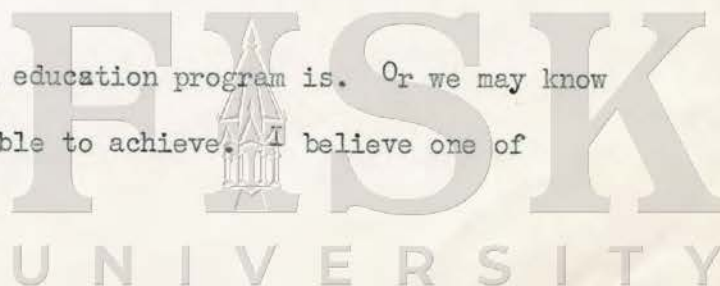
Alexander thinks they do not need money for this, neither does

Coss or Favrot.

Banks: In Bowie County, Texas, the county experiment got together the vocational agricultural man, the home economics person, the Jeanes teacher, the county farm and home demonstration agents. They jointly work out problems.

Garrison: ^① personnel problems are the biggest. In all of our discussions/The school people have brought out the fact that it is important to select the right person. The biggest problem in all types of education is the selection of personnel. ^② A knowledge or lack of knowledge has been emphasized. ^{by C.B.M.} A thorough study of the community to be served is necessary. A thorough knowledge of the conditions existing throughout the south is necessary. In some meetings at Peabody almost weekly meetings, both faculty and ^{students} we have found that the people on our staff are woefully ignorant of regional conditions so we are making available to all of them printed material. We have about 3500 master's theses in our library by our own people, ^{of which} ~~something like~~ 1500 are fairly important, ^{which} and have to do with problems peculiar to ~~all~~ our region. We are attempting to bring them together to see what we actually do have. This has been a coordinated problem. Formerly a student's thesis in economics would have no relation to any other thesis. We are trying to get people in one department to set out on some one line or a number of lines if we want to find out about conditions. The entire resources of a department should be centered on certain kinds of problems in our institution until we pretty well cover that field. Also we propose to set up during the remainder of the year ^{and} or next summer a seminar to which we will bring people outside the institution. ^{we - G} Also a seminar on southern problems. We will probably admit to that seminar advanced graduate students and we will encourage our faculty to attend that seminar.

^{see RW} ^③ We do not know what a rural education program is. Or we may know what it is but we don't know what is desirable to achieve. I believe one of



the first things we should formulate is some sort of objective or pattern of what we want to achieve. I am not sure it is necessary for 40 per cent of the rural people to move to urban centers. The fact has been mentioned a number of times that our agricultural workers have not achieved much of any rural life. Seventy-five per cent of all the people holding positions in A and M colleges come from outside the region. If that is true we can see why they have not had much influence on southern life. In the first place those of us in the south are peculiar (some think) and sometimes people think we are more peculiar than we are. By the time a man comes from another section, works in the south 8 or 10 years, he frequently has lost his usefulness because he feels he does not know the situation. He feels he should tread lightly. I have found that many of the men who have come down with great promise tread lightly, speak softly, until they have acquired such habits that they often lose their usefulness. We must select men interested in rural conditions and if possible train them in our own region so that they will know conditions as they are so they can immediately face the situation as it is.

I should like to emphasize the rural education program as one we should get down in specific terms. Are we going to continue to countenance this great migration of people? Or are we going to try to instill into the people a love for the life? Our region could support a much greater population than it has. Once we quit buying butter and eggs and cheese and many other things from Wisconsin and begin raising them ourselves there will be no need for such a great migration, and it seems that all of that is involved in our rural education program.

4 That other factor of the broadening base of education. I have given a good deal of thought to so many different types of workers in the same field and I have expressed to Vanderbilt University that it might develop a department of public administration so that our people in school administration



might get into public administration and quit taking this narrow line of courses in school administration, and which unfits them for school administration. If we could somehow set up training for our school administration on a much broader basis than we have now, economics, sociology, public administration and probably some law - and develop a much broader program for training these administrators, I think we would go a long way toward meeting the problem of scattered efforts in the same area.

There are a number of institutions around Nashville which have much they can give us. Some of you know of the school at Madison run by the Seventh Day Adventists. We plan to work with them some as time goes on. I think any meeting should give a good deal of time to a rural education program in contrast to an urban education program which would be worth a good deal. Center on just what we mean by a rural education program. I think we should face the situation of what type of philosophy are we going to set up or what beliefs are we going to pursue. Do we want people to continue to migrate in large numbers or do we want to plan deliberately to teach them to love this rural area and to want to spend their lives here? Can we teach them that they need not spend a great amount of money for cultural needs and for the pleasures and that they can find them in the community in which they live?

✓ It was moved that we request Statesboro, Carrollton, Grambling and Peabody to outline a statement of objectives in rural education, each to formulate what it is doing with a view to achieving those objectives.

✓ Garrison: What does this organization think it should accomplish in southern regions?

ERE: Thinks JRF should not formulate any such concepts.

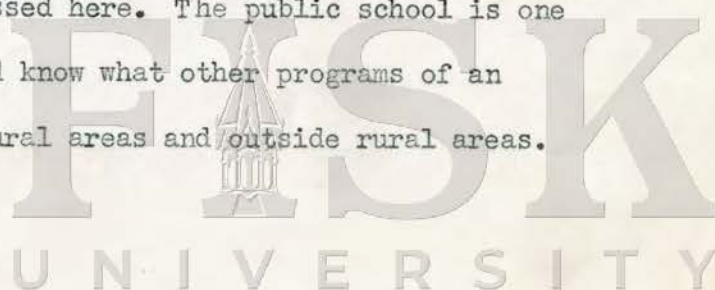
Favrot: We have been much interested in the statement made by the representatives of these schools and interested in Dr. Garrison's comments, and I have no doubt of the value of the objectives, but I think

Dr. Alexander brought out some points with regard to what ought to be certain objectives in rural education. Some of these institutions have as their aim to train rural teachers for the small rural schools and it seems to me that the point Alexander brings out about soil conservation ~~points~~ brought out in Odum's study and that have been part of the working data of the sociologists who have compiled the compendium, these things ought to find a place in the particular objectives in rural education and I am wondering whether there ought not to be from the viewpoint of the sociologist also something of the same kind.

Alexander: I want to follow up what Favrot has said.

We have tackled one county in Alabama, a whole county. We bought about a third of the land. Some had to be taken out of cropland and some to be put back into farm land. We have the state department of agriculture, the state department of education, everybody in the state and in the county who could contribute anything to the life of the county at work. The population has been redistributed to get families on land where they would have a chance to make a living. Some of the worst possible erosion has been stopped. Even the school system has been reorganized to conform to what seems to be the economic and social view of the county. The county superintendent has rewritten the arithmetic and it is in terms of "if your father borrows so much money and pays back so much in the autumn, how much interest does he pay? (Alexander would like to have each of the schools include soil erosion, health, etc.)

Cocking: I have had an opportunity this autumn to discover many other things of different types of educational programs which are being conducted in the county outside the regularly organized school. It seems to me this has some bearing on the problems discussed here. The public school is one of the agencies which society has and should know what other programs of an educational nature are being conducted in rural areas and outside rural areas.



There are several hundred programs outside the regularly organized school of an educational nature in the 48 states, and it seems to me it might be helpful as we approach this problem to know what other agencies are attempting to do. They might be coordinated. These programs are being carried on independently. One of the fundamental problems in rural life is to coordinate toward the betterment of rural life, and thus get somewhere and not around a circle.

Favrot: I think your suggestion of putting this on Garrison a direct step. Campbell is to ask Garrison.

ERE: Councils organized on a state basis might serve the propaganda aspects in a particular region. Since we are interested particularly in Georgia a council there might be an influence.

Alexander: It would depend entirely on how it was necessary to promote it. If proposed from the outside not so good.

-0-



Julius Rosenwald Fund
4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

Journal Voucher No. 2067

Date February 28, 1938

Council mtg

Explanation	Appropriation No.	Debit	Credit
Rural School Administration - Travel	37-7	\$1,375.18	
Rural School Program - Field Services	37-6		\$1,375.18
To transfer charge on all payments for expenses to Conference held in Washington, D.C. on January 1 - 2, 1938.			
Voucher #6127 - - - - -			54.49
" 6135 - - - - -			191.91
" 6136/38 - - - - -			194.60
" 6140 - - - - -			59.20
" 6142-3 - - - - -			110.60
" 6147/50 - - - - -			278.67
" 6160 - - - - -			122.77
" 6169 - - - - -			61.80
" 6212 - - - - -			27.00
" 6217 - - - - -			78.80
" 6223/4 - - - - -			118.74
" 6229 - - - - -			76.60
			<u>\$1,375.18</u>

Prepared By AM	Checked By	Posted By	Controller
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Council mtg
1/39

RURAL SCHOOL PROGRAM

1. National Equalization Fund. (Reeves)
 - a. Teacher education
 - b. Schools
 - c. State departments of education
 - d. Libraries
2. Farm Security Administration.
3. State Departments of Education: Their relation to Teachers Colleges and Demonstration Schools
4. Teachers Colleges and their relation
 - a. To supervision (including Jeanes teachers)
 - b. To rural practice school (theory versus practice)
 - c. To practical arts including but versus special training in
 - (1) Health
 - (2) Homemaking
 - (3) Agriculture (JFS)
 - (4) Mechanics
 - d. To local rural schools and rural conditions, both colored and white (Campbell, Division of Field Studies)
5. Southern rural life texts
6. Need of fundamental reading and writing skills by normal students.
7. Relation of vocational teachers to general teachers (danger of vocational teachers becoming principals.
8. The homeliness of the problems, the elementary character of the job.
 - a. General teachers have to be relied on for all specialization - music, art, mental hygiene, agriculture.
9. School relations to other public agencies - health, farm agent, home agent, etc.
10. In-service training of teachers with special reference to
 - a. Supervision
 - b. Right kind of summer school
11. State certification.
How can real ability be appraised, as contrasted with credits?

Council mtg
1/39

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RURAL SCHOOL PROGRAM

Council mtg

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How can real ability be appraised, as contrasted with credits?

100
copies

Edwin R. Embree
President

Margaret S. Simon
Secretary

D. A. Elvidge
Comptroller

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

RURAL SCHOOL
PROGRAM

J. C. Dixon
Director for Rural Education

M. O. Bousfield, M.D.
Director for Negro Health

George M. Reynolds
Director for Fellowships

Council mtg

December 28, 1938

The sessions of the Council on Rural Education will be held at the Administration Building of Atlanta University, Atlanta, Georgia, beginning at 10 o'clock Friday morning, January 6. Meetings will be held morning and afternoon of Friday and Saturday. The evenings are free for any other engagements that Council members may wish to make. The sessions will be over by late Saturday afternoon.

During the first day there will be reports on (1) the compendium of information on southern counties by Dr. Charles S. Johnson and (2) ~~on~~ the study of good and bad rural schools which is being made under the direction of Dr. Doak Campbell by Dr. J. E. Brewton and Dr. Horace Mann Bond. These reports will lead naturally to a consideration of the proper preparation of the rural teacher. This discussion of teachers colleges is expected to occupy the afternoon session.

With this detailed information before us, all of Saturday will be devoted to a discussion of ways and means of improving the teachers college and the rural school and through them the quality of life in the rural South.

A list of those expected at the Council meeting is attached.

FISK
UNIVERSITY

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

100
docket paper
gather + staple

W. W. Alexander, Administrator, Farm Security Administration, Washington, D. C.

W. R. Banks, President, Prairie View State College, Texas

Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C.

Karl W. Bigelow, Director of Commission on Teacher Education, American Council
on Education, Washington, D. C.

Livingston Blair, Educational Division, Farm Security Administration,
Washington, D. C.

double
space ← Horace Mann Bond, Fisk University, Nashville

double
space ← J. Max Bond, Dean, Dillard University, New Orleans

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

S. G. Brinkley, Emory University, Atlanta

Edmund deS. Brunner, Teachers College, Columbia University, New York City

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

F. G. Clark, President, Southern University, Louisiana

Porter Claxton, West Georgia College, Carrollton

Rufus E. Clement, President, Atlanta University, Georgia

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

M. D. Collins, State Superintendent of Schools, Georgia

Jackson Davis, General Education Board, New York City

J. C. Dixon, Julius Rosenwald Fund, Chicago

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

J. F. Drake, President, State A. and M. Institute, Alabama

Edwin R. Embree, Julius Rosenwald Fund, Chicago

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

2 Molly Flynn, Educational Division, Farm Security Administration, Washington, D. C.



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

Jane Franseth, South Georgia Teachers College, Statesboro

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

W. Fred Gunn, Dean, West Georgia College, Carrollton

Kate Houx, South Georgia Teachers College, Statesboro

Irvine S. Ingram, President, West Georgia College, Carrollton

Nolen M. Irby, Director of Field Studies, College of Education, University of Georgia, Athens

R. E. Jagers, Director of Teacher Training ~~and Certification~~, State Department of Education, Kentucky

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

Charles H. Judd, Washington, D. C.

Alice Keliher, Progressive Education Association, New York City

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

Harry A. Little, Georgia State College for Women, Milledgeville

Paul R. Morrow, Advisor of Improvement of Instruction, State Department of Education, Georgia

M. L. Orr, Director of Education, Alabama College, Montevallo

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

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

Arthur ~~F.~~ Raper, Agnes Scott College, Atlanta

Floyd Reeves, University of Chicago (Chairman, Advisory Committee on Education)

John Russell, Carnegie Corporation, New York City

S. V. Sanford, Chancellor, University System of Georgia

James F. Simon, Julius Rosenwald Fund, Chicago

Margaret S. Simon, Julius Rosenwald Fund, Chicago



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

M. E. Thompson, Director of Teacher Training ~~and Certification~~, State Department
of Education, Georgia

H. Councill Trenholm, President, State Teachers College, Montgomery

Fred Wale, Educational Division, Farm Security Administration, Washington, D. C.

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

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

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

Long letter sent to all marked "N"
on list at back of folder

RURAL SCHOOL PROGRAM

Council mtg

November 14, 1938

Dear Mr. Clark: As you already know, the Rosenwald Fund has since 1934 been engaged in an active effort to help improve the quality of rural education in the South. This has expressed itself in several ways, but in every instance through cooperation with already constituted public authority. Since the early exploratory days of the program this public authority has been to a large extent the normal school or teachers college.

The Fund has tried to help in various ways. One of these has been to secure careful consideration of the problems of rural education by individuals qualified in various fields which may be thought of as related to rural life. To provide this there has been formed a Rural Council - as it is called. It might as well be called a rural school council or a council on problems of the rural South.

This Council is composed of outstanding men and women - Negro and white - throughout the whole country. The membership is made up of people from colleges, state departments of education, the foundations, federal offices, and other agencies, and among the group are representatives from various professional groups. This Council meets once or twice each year and for two or more days discusses both the program of the Fund and the problems of the area for which this program is devised.

The officers of the Fund secure much helpful advice from the Council. In order to get this from as many sources as possible the personnel of the Council is modified from year to year. We would like very much to have you attend the next meeting which is now tentatively planned for Atlanta on January 6 and 7. The Fund will remunerate you for the expense of the trip, of course.

If you find you can attend, the agenda for the meeting will be sent you later.

Very truly yours,

JCD:RW

Mr. F. G. Clark, President
Southern University
Scotlandville, Louisiana



Short letter sent to all
marked on list "O"
at back of folder

RURAL SCHOOL PROGRAM

Council mtg

November 14, 1938

Dear Dr. Alexander: Present plans call for the usual midwinter meeting of the Council on Rural Education to be held in Atlanta on the first Friday and Saturday of the New Year.

Agenda for discussion and information regarding the meeting place for the conference, the hour for assembling, hotel arrangements, etc., will be sent you later.

We are particularly anxious that you attend and are sending this note simply to give you advance notice and to ask you to reserve these dates.

Sincerely yours,

J. C. DIXON

JCD:RW

Dr. W. W. Alexander
Farm Security Administration
Washington, D. C.

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

GENERAL EDUCATION BOARD

FOUNDED BY JOHN D. ROCKEFELLER 1902
(INCORPORATED 1903)

49 WEST 49th STREET, NEW YORK

GENERAL EDUCATION

ROBERT J. HAVIGHURST, DIRECTOR
JOHN MARSHALL, ASSISTANT DIRECTOR
FLORA M. RHIND, SECRETARY

November 5, 1938

JCD	7		?
JFS			JFS
MSS			W

My dear Dixon:

Council mtg

From the way you describe the work of Bond and Brewton I feel that it would be distinctly in order for them and, perhaps, Campbell to devote the first day of the meeting of the Rural Council to a presentation of their findings and studies. As these will doubtless raise many interesting issues, the discussion of such facts and implications as their material brings out will logically be in order for most of the following day.

With reference to the three institutions you name - the Teachers Colleges at Troy, Alabama; Cleveland, Mississippi; and Richmond, Kentucky, I am not familiar with the personnel at all of them. From all I have been told President William M. Kethley of the Delta State Teachers College, Cleveland, Mississippi, and Dean William H. Ziegel of the same institution are men with a progressive outlook. Dean Ziegel is particularly fine I am told. President H.L. Donovan of the State Teachers College at Richmond, Kentucky, is certainly one of the outstanding men in the education of teachers in the South. I am sure Dr. Campbell at Peabody could give you some information about the personnel at Troy. Dr. M. L. Orr, Director of Education, at Alabama College, is progressive and forward looking

FSK
UNIVERSITY

Mr. J. Curtis Dixon

-2-

November 5, 1938

and should be in a position to make a real contribution to the discussion. Dr. R. E. Jagers of the State Department of Education of Kentucky, has been directing teacher-training in that State for several years and is now directing a study for the Southern University Conference calculated to make more uniform the requirements for teacher certification in the states in which the colleges of this Conference and of the Southern Association of Colleges and Secondary Schools are located. Dr. Jagers has also been concerned with the problems of rural education as President of the Department of Rural Education of the National Education Association. Mr. Ed McCuiston of the State Department of Education of Arkansas, has, in my judgment, a very intelligent grasp of the problems of teacher education. He is now, as you know, State Agent of Negro Schools succeeding Dr. Irby.

I think the dates set for the meeting of the Council are satisfactory to me. I look forward with much pleasure to attending.

By the way, I shall be in Chicago arriving November 14th and remaining through the 15th to speak to the presidents of the Negro A. and M. Colleges on the afternoon of the 15th. I hope to see you there.

Sincerely yours,

Leo M. Haurat

Mr. J. Curtis Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

LMF:DAH

P.S. He work here only Monday, Wednesday and Thursday of next week. Other days are holidays.

FISK UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mty

November 7, 1938

Dear Mr. Favrot: Thank you for your letter of November 5. It helped with many of the questions of personnel. I talked to Campbell this morning and he made some additional suggestions. We are now in the process of making arrangements for the meeting in Atlanta and as soon as these are completed we will send out definite announcements. These depend, of course, upon whether or not President Clement finds it convenient for us to meet at Atlanta University on these dates.

I am sorry you are not going to be in Chicago at some time other than next week. We are having our fall board meeting at Tuskegee on the eleventh and twelfth and a large part of us here will of course attend that meeting. I shall not return to the office until sometime in December but Mr. Embree says that he expects to get back the afternoon of the fourteenth and asked me to tell you to be sure to give him a ring on the fifteenth if you can possibly do so.

Sincerely yours,

J. C. DIXON

JCD:RW

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

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

ERE			0
RW			0
JW			0


November 8, 1938

Dear Dr. Reeves: As I think you know, the work which the Julius Rosenwald Fund has been doing in rural education is under the general advisory direction of a rural council, a body composed largely of southern educators and officials but including a number of people from the nation at large. We hope very much that you may be able to meet with us this year at sessions which are called for Atlanta on Friday and Saturday, January 6 and 7. If you can attend please reserve the dates and I will send you a little later more definite information about the hour and place together with the agenda of topics to be discussed. I think you will be interested in the realistic discussions of problems of rural education and I am sure we will benefit greatly by your counsel.

Very truly yours,

ERE:JW

EDWIN R. EMREE


Dr. Floyd Reeves
Department of Education
The University of Chicago
Chicago, Illinois

FISK
UNIVERSITY

In a letter to Mr. Embree
Mr. Bigelow said that
he would like to
come and that he
would let Mr. Embree
know later whether
or not he could
come.

RURAL SCHOOL
PROGRAM

Council mtg

RW
Geo

November 8, 1938

Dear Mr. Bigelow: As I have explained to you, the work of the Julius Rosenwald Fund in rural education is under the general advisory direction of a rural council. The group is composed chiefly of southern educators and officials though it includes a fair sprinkling of people from the nation at large. This body meets once each year during the Christmas holidays. The meeting this year is set for Atlanta on Friday and Saturday, January 6 and 7. Since much of our program concerns the preparation of teachers and since the meeting this year is to be centered largely on the teachers college, I hope very much that you may be able to meet with us.

I am sending this note simply to invite you to the meeting and to ask you to reserve the dates. More definite information as to hour and place of meeting and as to subjects to be discussed will be sent in a few weeks.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Mr. Karl Bigelow
American Council on Education
744 Jackson Place
Washington, D. C.

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Council mtg

ERE			0
RW			0
JED			0

November 8, 1938

Dear Rufus: I am again inviting you to the annual meeting of our Council on Rural Education. We wanted you in the old days as a representative of the General Education Board. We invite you even more heartily as President of Cornell University and as one of the persons who will be responsible for applying the new programs in public education in New York State. The meeting this year is set for Atlanta on Friday and Saturday, January 6 and 7. Reserve the dates if you can and we will send you a little later more definite information about the hour and place together with the agenda of topics to be discussed.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. E. E. Day, President
Cornell University
Ithaca, New York

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

November 8, 1938

Dear Dr. Brunner: As you already know, the Rosenwald Fund has since 1934 been engaged in an active effort to help improve the quality of rural education in the South. This has expressed itself in several ways, but in every instance through cooperation with already constituted public authority. Since the early exploratory days of the program this public authority has been to a large extent the normal school or teachers college.

The Fund has tried to help in various ways. One of these has been to secure careful consideration of the problems of rural education by individuals qualified in various fields which may be thought of as related to rural life. To provide this there has been formed a Rural Council - as it is called. It might as well be called a rural school council or a council on problems of the rural South.

This Council is composed of outstanding men and women - Negro and white - throughout the whole country. The membership is made up of people from colleges, state departments of education, the foundations, federal offices, and other agencies, and among the group are representatives from various professional groups. This Council meets once or twice each year and for two or more days discusses both the program of the Fund and the problems of the area for which this program is devised.

The officers of the Fund secure much helpful advice from the Council. In order to get this from as many sources as possible the personnel of the Council is modified from year to year. We would like very much to have you attend the next meeting which is now tentatively planned for Atlanta on January 6 and 7. The Fund will remunerate you for the expense of the trip, of course.

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Dr. Brunner

If you find you can attend, the agenda for
the meeting will be sent you later.

Very truly yours,

JCD:RW

Dr. Edmund deS. Brunner
Professor of Education
Teachers College
Columbia University
New York City

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

RURAL SCHOOL
PROGRAM

Council mtg

November 14, 1938

Dear Mr. Banks: Present plans call for the usual midwinter meeting of the Council on Rural Education to be held in Atlanta on the first Friday and Saturday of the New Year.

Agenda for discussion and information regarding the meeting place for the conference, the hour for assembling, hotel arrangements, etc., will be sent you later.

We are particularly anxious that you attend and are sending this note simply to give you advance notice and to ask you to reserve these dates.

Sincerely yours,

J. C. DIXON

JCD:RW

Mr. W. R. Banks, President
Prairie View State College
Prairie View, Texas

FISK
UNIVERSITY

CORNELL UNIVERSITY
ITHACA, NEW YORK

RURAL SCHOOL
PROGRAM
Council mtg

OFFICE OF THE PRESIDENT

17	EDD	2
JCO		0
November 15, 1938		

Dear Eddy:

On the strength of your letter of November 8th I have made note of the dates of the annual meeting of your Council on Rural Education and will do what I can to clear the way for a trip to Atlanta on the first weekend in January. I have to admit, however, that I do not think the betting odds are in favor of my getting to the meeting, for the pressures of my second year in office remain severe even if they are not as bad as they were a year ago. Perhaps the trip can be arranged. Certainly I shall be glad to keep the conference in mind and am fully aware that I shall thoroughly enjoy the program if I am able to be present.

Sincerely yours,

Refus Day

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

FISK
UNIVERSITY



M. D. COLLINS
STATE SUPERINTENDENT
OF SCHOOLS

State
Department of Education
Atlanta, Georgia

RURAL SCHOOL
PROGRAM

Council mtg

November 16, 1938

	JCD	21	0	
	JFS		RW	
	MSS		Mik Ask RW	
				21

Honorable J. C. Dixon, Director
Rural Education
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Dixon:

Please allow me to thank you for your good letter of November 14. I appreciate your interesting communication fully.

It is very kind of you to think of me in connection with the meeting in Atlanta on January 6 and 7. I shall be delighted to make my arrangements to attend this meeting. If for any reason I cannot attend it all, I shall be glad to be present as much as possible.

I appreciate your bringing this meeting to Atlanta. You have always been unusually kind, thoughtful, considerate and cooperative. I shall be looking forward with interest to seeing you on January 6 and 7.

With highest personal regards and best wishes,

Sincerely yours,

M. D. Collins

M. D. Collins
State Superintendent of Schools

MDC:MD

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE TENNESSEE

November 17, 1938

copy sent

JCD	21		0
JFS		<i>H</i>	0
MSS		<i>W</i>	0
		<i>see RW</i>	21

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

Dear Mr. Dixon:

Your letter of November 14 relative to your usual mid-winter meeting of the Council on Rural Education has come. Of course, I am planning to attend this meeting if it is at all possible.

An individual who is very much interested in certain aspects of elementary and rural education has tentatively promised to spend a day with me during the latter part of December. It is possible that his visit here will conflict with one day of the meeting in Atlanta. This individual could do a great deal for us in the way of making it possible for us to go ahead with a much more worth-while program in elementary and rural education; and, if he can spend some time with me, I must take advantage of the opportunity which his visit will present.

I think there is nothing in the world so important for the South just now as to get a really forward-looking program going in the education of the elementary teacher both for the rural and city areas. We should be able to build a program which would appeal to the imagination and interest of the very best personalities going into teaching. If we could do this, we would attract the attention of people who are interested in the advancement of the South and the welfare of the people in this region.

It seems to me that education has reached a humdrum period in that we are doing very little to attract and motivate those with vision, understanding, and leadership.

We are trying to reorganize our program at Peabody and get before our people some of the problems and possibilities of the region; but it is a slow task, slow


J. C. D.

- 2 -

primarily because our funds are pretty well budgeted already. You know how slowly one must go in changing and shifting personnel. I honestly believe that, if we could place three or four dynamic personalities, who are available, in key positions here at Peabody, it would be worth more than almost anything else just now to push forward the whole program for the betterment of living in the South.

With very best personal wishes, I am

Sincerely yours,


S. C. Garrison

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

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

OFFICE OF THE DIRECTOR

25	8	8	December 5, 1938
McK		McK	

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

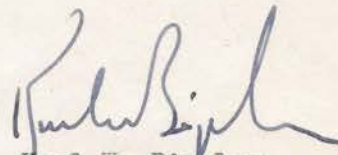
Dear Embree:

I see by the New York Times this morning that your annual report has been released. I wonder if it would be possible for you to have 25 copies sent to me? I should like to distribute the report among the members of the Commission on Teacher Education and of the Commission's staff.

I greatly enjoyed our conference the other day and know that I shall find useful the information which I gathered then. I have checked up on my schedule and am now prepared to promise to be with you in Atlanta on the seventh of January and I hope also on the sixth. Perhaps it would be a good thing if you would write me instructions regarding the part which I am to take in your program. I think I followed your suggestions the other day pretty well, but it would probably be a good thing to have them confirmed in writing.

With best wishes,

Sincerely yours,


Earl W. Bigelow
Director

FISK
UNIVERSITY

RURAL SCHOOL PROGRAM

Council mty

December 6, 1938

Dear Mr. Claxton: As you already know, the Rosenwald Fund has since 1934 been engaged in an active effort to help improve the quality of rural education in the South. This has expressed itself in several ways, but in every instance through cooperation with already constituted public authority. Since the early exploratory days of the program this public authority has been to a large extent the normal school or teachers college.

The Fund has tried to help in various ways. One of these has been to secure careful consideration of the problems of rural education by individuals qualified in various fields which may be thought of as related to rural life. To provide this there has been formed a Rural Council - as it is called. It might as well be called a rural school council or a council on problems of the rural South.

This Council is composed of outstanding men and women - Negro and white - throughout the whole country. The membership is made up of people from colleges, state departments of education, the foundations, federal offices, and other agencies, and among the group are representatives from various professional groups. This Council meets once or twice each year and for two or more days discusses both the program of the Fund and the problems of the area for which this program is devised.

The officers of the Fund secure much helpful advice from the Council. In order to get this from as many sources as possible the personnel of the Council is modified from year to year. We would like very much to have

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Mr. Claxton

you attend the next meeting which is now tentatively planned for Atlanta on January 6 and 7. The Fund will remunerate you for the expense of the trip, of course.

If you find you can attend, the agenda for the meeting will be sent you later.

Very truly yours,

JCD:RW

J. C. DIXON

Mr. Porter Claxton
West Georgia College
Genola, Georgia

RURAL SCHOOL
PROGRAM

Council mtg

December 8, 1938

Dear Bigelow: I am delighted that you are going to be able to be at the Atlanta conference. The plans for the meeting are to devote the first day chiefly to picturing and analyzing the rural South and the rural school and to devote the second day to an intensive consideration of the teachers college. We are planning to discuss the teachers college under the headings of the five essentials outlined in my paper. What we particularly want from you is a presentation of the subject of general education and the relation of the general studies of the first two years to the later professional work.

In our group the emphasis is apt to be on the professional activities so I should like to have you give a pretty definite statement in behalf of the general college.

I shall see to it that copies of our annual report reach you in the near future.

Very truly yours,

ERE:JW

EDWIN R. ENGBREE

Mr. Karl W. Bigelow, Director
Commission on Teacher Education
American Council on Education
744 Jackson Place
Washington, D. C.

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RURAL SCHOOL
PROGRAM

Council mtg

December 8, 1938

Dear Morrow: In order that you may get what we have in mind I am enclosing herewith a copy of a form letter I have been sending out to those whom we are inviting to the meeting of our Council on Rural Education this year. This is to be held in Atlanta, January 6 and 7, and reservations have been made at the Biltmore for all of the white group.

This note is just a personal one to you to say that I would like very much to have you come if you can. I think you may find the discussion worth while enough to warrant your spending a couple of days with us.

Very truly yours,

J. C. DIXON

JCD:RW

Dr. Paul R. Morrow
College of Education
University of Georgia
Athens, Georgia

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TEACHERS COLLEGE
COLUMBIA UNIVERSITY
NEW YORK

December 8, 1938

RURAL SCHOOL
PROGRAM

Council mtg

Mr. J. C. Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

	JCD	12	JCD	—
	JFS		RW	
	MSS		WJ	

Dear Mr. Dixon:

I am afraid I cannot oblige you by staying longer at Atlanta and taking the plane. It so happens that my very best insurance policy -- one of the type written only for a few months since experience proved almost immediately that it was not lucrative -- prohibits my flying. I understand it is the only policy from which such restrictions have not been removed, but it represents so large a share of my insurance investment that I cannot take a chance until it is fully paid up, or until the restriction is taken off.

Sincerely yours,

Edmund deS. Brunner

Edmund deS. Brunner

CLASS OF SERVICE DESIRED	
DOMESTIC	CABLE
TELEGRAM	FULL RATE
DAY LETTER	DEFERRED
NIGHT MESSAGE	NIGHT LETTER
NIGHT LETTER	SHIP RADIOGRAM

Patrons should check class of service desired; otherwise message will be transmitted as a full-rate communication.

WESTERN UNION

R. B. WHITE
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

CHECK
ACCT'G INFMN.
TIME FILED

Send the following message, subject to the terms on back hereof, which are hereby agreed to

December 12, 1938

Council mtg

✓ Mr. Livingston Blair
Farm Security Administration
Washington, D. C.

Would Alice Keliher be good addition to our rural council meeting in Atlanta. Am writing Major Walker urging attendance educational unit. It was delightful to meet you

Edwin R. Embree

Rosenwald Fund
JW

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

Council mtg

December 12, 1938

Dear Dr. Judd: I was very sorry to miss you in Washington. Among other things I wanted to speak to you about the mid-winter meeting of our Rural Council. We do not want to impose on you for you have already given us so much time and help. On the other hand, you know that we are anxious to have you with us if it is feasible and convenient for you to attend. The Council will meet this year in Atlanta on Friday and Saturday, January 6 and 7. While you should feel under no compulsion, we want you if you can spare the time.

Very truly yours,

ERE:JW

EDWIN R. EMBREE

Dr. Charles H. Judd
National Youth Administration
1734 New York Avenue, N. W.
Washington, D. C.

FISK
UNIVERSITY

GEORGE PEABODY COLLEGE FOR TEACHERS
NASHVILLE, TENNESSEE

December 12, 1938

DIVISION OF
SURVEYS AND FIELD STUDIES

Council mtg
John

	JCD	14	JCD	0
	JFS		JFS	0
	MISS		MISS	0

Mr. Curtis Dixon
Julius Rosenwald Fund
4901 Ellis Avenue
Chicago, Illinois

My dear Dixon:

I am enclosing herewith a list of the topics which we have worked out as suggestive for the agenda of the meeting at Atlanta. Inasmuch as you suggested that I might be presiding we felt that the introductory statement should be made by me. Dr. Brewton and Dr. Bond have not yet determined just which one will assume primary responsibility for each of the topics suggested, but we can give you this information a little later on in case you have to have it for your program.

Please feel free to arrange this in anyway that seems most profitable to you.

Cordially yours,

D. S. Campbell

D. S. Campbell

DSC:cp
Enc.

I. Introductory - A Brief Review of the Progress of the Study
on Rural Schools of the South

Dr. Doak S. Campbell

II. Some Significant Factors Affecting Community Living in the
Rural South

III. A Report of Conditions Observed in Southern Rural Schools

IV. Observations of the Effects of Rural Schools on the Rehabili-
tation of the Rural South

V. Some Implications for Teacher-Education Institutions and State
Departments of Education Drawn from Observations in Southern
Rural Schools

RURAL SCHOOL
PROGRAM

Council mtg

December 12, 1938

Dear Major Walker: The Julius Rosenwald Fund assembles once each year a Council on Rural Education composed of leading educational authorities in the South. It is a meeting for general discussion of the problems of the southern rural school and, specifically, for helping the South formulate its plans in rural education. We are very anxious that the members of the educational unit of the Farm Security Administration attend the meetings of this Council which will be held in Atlanta on Friday and Saturday, January 6 and 7. I am sure they can contribute to our thinking and I believe they will gain a great deal for your program through their acquaintance with this important and influential group. If possible I hope you will authorize the travel of Mr. Blair, Mr. Wale, and Miss Flynn to this meeting. Of course the Fund will pay their expenses.

If any further plans are in the course of being made for your exciting proposal of a cooperative for southern education, it might be well for a member of the educational unit to be prepared to discuss this informally with members of this conference since they will be some of the persons who would be most influential in such a movement.

It was a delight to see you over the week-end. I congratulate you on so able a staff in the educational unit. I hope that the plans for education (as contrasted with school buildings) may go forward with increasing vigor.

Very truly yours,

ERE:JW

Major J. O. Walker
Farm Security Administration
Department of Agriculture
Washington, D. C.

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CLASS OF SERVICE

This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

1201

SYMBOLS

- Day Letter

- Night Letter

LC = Deferred Cable

NLT = Cable Night Letter

Ship Radiogram

R. B. WHITE
PRESIDENTNEWCOMB CARLTON
CHAIRMAN OF THE BOARDJ. C. WILLEVER
FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination.

Received at 5238 Blackstone Ave., Chicago, Ill. Midway 4321

1938 DEC 13 AM 9 30

CBL12 9 GOVT VIA RCA=WASHINGTON DC 13 1000A

EDWIN R EMBREE=

ROSENWALD FOUNDATION 4901 ELLIS AVE=

BLAIR BELIEVES KELSHER GOOD ADDITION TO RURAL COUNCIL
MEETING=

J O WALKER DIRECTOR RESETTLEMENT DIVISION.

13 822 0



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RURAL SCHOOL PROGRAM

Council mtg

December 14, 1938

Dear Dr. Sanford: From having talked with us you know something about the Council on Rural Education which has been set up as an advisory body to the officers of the Fund. In order that we may get as many varied opinions as possible we modify the personnel of this Council from year to year. Likewise do we alter the agenda for the meeting. This year we expect to devote one day to a discussion of some of the basic social and economic problems which perhaps should determine a program of education for teachers who are proposing to work in rural schools and a second day to a discussion of what the teacher training institutions are doing in their efforts to meet these problems.

The meetings will be held at Atlanta University in the morning and afternoon of January 6 and 7, 1939. Specific agenda for these meetings are being prepared and will be sent you later. I hope you will find your program such that you can attend. I expect to be in Georgia some time within the next few days and will talk further with you about this.

Sincerely yours,

J. C. DIXON

JCD:RW

Dr. S. V. Sanford, Chancellor
University System of Georgia
State Capitol
Atlanta, Georgia

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RURAL SCHOOL
PROGRAM

Council mtg

December 14, 1938

Dear Dr. Pittman: Since seeing you in Atlanta we have been discussing plans for the meeting of the Rural School Council in Atlanta on January 6 and 7, 1939. We are sure the meeting would not be the successful one we hope it to be without you participating in it; so even though I know you are always terribly busy I hope you will make your plans to be with us on those dates. Reservations have been made at the Biltmore but you may stay at any other hotel in Atlanta if you so choose. I talked with you a little bit about the type of meeting we are planning to have. We are working on the agenda for it just now and as soon as they are completed a copy will be sent you.

Looking forward to the pleasure of having you with us, I am

Sincerely yours,

JCD:RW

J. C. DIXON

Dr. Marvin S. Pittman, President
South Georgia Teachers College
Statesboro, Georgia

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RURAL SCHOOL
PROGRAM

Council mtg

December 14, 1938

Dear Mr. Ingram: The last time I talked with Fred I discussed with him the advisability of changing the personnel of our Council on Rural Education for the meeting this year. At that time we had the feeling that we should give some of the faculty members of the institutions in which we are interested an opportunity to attend some of the meetings, but since there were so many people we wanted to ask we feared that the numbers attending would be such that we would have to limit the attendance for each institution. With this in mind I discussed with Fred the advisability of asking only Mr. Claxton from West Georgia.

Since talking with him, however, we have thought more about the problem and it does not appear that we would get the kind of meeting we want unless you and Fred are with us; so this is an urgent invitation to the two of you to attend the meeting which will be held at Atlanta University on January 6 and 7, 1939. Specific agenda for the meeting are being prepared now and copies will be sent you later. *cc*

Sincerely yours,

M. C. DIXON

JCD:RW

Mr. Irvine S. Ingram, President
West Georgia College
Genola, Georgia

CC to Mr. W. Fred Gunn

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RURAL SCHOOL
PROGRAM

740 JCD Council mtg

7

December 15, 1938

Dear Beatty: At the meeting of the Council on Rural Education to which Mr. J. C. Dixon invited you some weeks ago, we are planning to present the discussion under the general headings of the southern rural scene, the rural school, and the teachers college. In handling the last of these topics we are using as the starting point a paper I recently prepared in consultation with educational authorities which is included in the recent biennial report of the Fund, enclosed herewith.

We plan to discuss each of the five essentials of the good teachers college as outlined in this report, asking one person to make a brief presentation and preside over the discussion of each of the points. I am writing to ask if you would be good enough to discuss the fifth essential - continued study and experiment. In this topic we are not, of course, urging elaborate scientific research by the average state teachers college, but we are recommending constant acquaintance with the field and continued study of new methods and fresh materials.

This general topic will probably be discussed on Friday afternoon, January 6. It will be a great favor if you will make yourself responsible for a five- or ten-minute presentation and for directing the discussion which will probably occupy another twenty or thirty minutes.

ERE:JW

Very truly yours,

Dr. Willard Beatty
Office of Indian Affairs
Department of the Interior
Washington, D. C.

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RURAL SCHOOL
PROGRAM

JCS Council mtg

December 15, 1938

Dear Mr. Morrow: At the meeting of the Council on Rural Education to which Mr. J. C. Dixon invited you some weeks ago, we are planning to present the discussion under the general headings of the southern rural scene, the rural school, and the teachers college. In handling the last of these topics we are using as the starting point a paper which I recently prepared in consultation with educational authorities which is included in the recent biennial report of the Fund enclosed herewith.

We plan to discuss each of the five essentials of the good teachers college as outlined in this report, asking one person to make a brief presentation and preside over the discussion of each of the points. I am writing to ask if you would be good enough to discuss the first of these essentials - the importance of selecting students and of holding the enrollment of teachers colleges rigorously to those students who are qualified intellectually and personally for the profession. It has seemed to us that as a member both of the University of Georgia and the Department of Education you are in a particularly fortunate position to discuss this point which needs a great deal more attention than it is receiving today in the average teachers college.

This general topic will probably be discussed on Friday afternoon, January 6. It will be a great favor if you will make yourself responsible for a five- or ten-minute presentation and for directing the discussion which will probably occupy another twenty or thirty minutes.

ERE:JW

Mr. Paul Morrow
University of Georgia
Athens, Georgia

Very truly yours,

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UNIVERSITY

0
JCS JCS
RURAL SCHOOL
PROGRAM

Council mtg

December 15, 1938

Dear Dr. Campbell: At the meeting of the Council on Rural Education to which Mr. J. C. Dixon invited you some weeks ago, we are planning to present the discussion under the general headings of the southern rural scene, the rural school, and the teachers college. In handling the last of these topics we are using as the starting point a paper which I recently prepared in consultation with educational authorities which is included in the recent biennial report of the Fund, enclosed herewith.

We plan to discuss each of the five essentials of the good teachers college as outlined in this report, asking one person to make a brief presentation and preside over the discussion of each of the points. I am writing to ask if you would be good enough to discuss the third of these essentials - professional training. The professional courses are the most difficult and troublesome part of the teachers college. It has occurred to us that you, better than anyone else, can present the need of sound professional courses and can also appropriately criticize the superficiality and formalism of many of the courses now given.

This general topic will probably be discussed on Friday afternoon, January 6. It will be a great favor if you will make yourself responsible for a five- or ten-minute presentation and for directing the discussion which will probably occupy another twenty or thirty minutes.

Very truly yours,

ERE:JW

Dr. Doak Campbell
George Peabody College for Teachers
Nashville, Tennessee



RURAL SCHOOL
PROGRAM

JCD			JCD		
			Council's mtg		

December 15, 1938

Dear Bigelow: A meeting of our "steering
 committees" for the Council on
Rural Education has rearranged schedules somewhat,
setting the session for the discussion of the
teachers college for Friday afternoon, January 6.
Since I had told you in a previous letter that
this discussion, to which we are expecting you to
contribute, would be held on Saturday, I am send-
ing this letter so that if it should turn out
that you can attend only one day we will be sure
to have your presence on Friday.

Very truly yours,

ERE:JW

Mr. Karl W. Bigelow
American Council on Education
744 Jackson Place
Washington, D. C.

RURAL SCHOOL
PROGRAM

Dec 15, 1938

Dear Miss Houx: At the meeting of the Council on Rural Education to which Mr. J. C. Dixon invited you some weeks ago, we are planning to present the discussion under the general headings of the southern rural scene, the rural school, and the teachers college. In handling the last of these topics we are using as the starting point a paper I recently prepared in consultation with educational authorities which is included in the recent biennial report of the Fund, enclosed herewith.

We plan to discuss each of the five essentials of the good teachers college as outlined in this report, asking one person to make a brief presentation and preside over the discussion of each of the points. I am writing to ask if you would be good enough to discuss the fourth essential - theory and practice. You have been so successful in combining theory and practice in your course for supervisors and have so happily used field experience as a basis for discussing general principles that it has seemed to us you could handle this topic most effectively. We do not, of course, want a speech - simply an informal presentation of your ideas and your experience in combining theory and practice.

This general topic will probably be discussed on Friday afternoon, January 6. It will be a great favor if you will make yourself responsible for a five- or ten-minute presentation and for directing the discussion which will probably occupy another twenty or thirty minutes.

ERE:JW

Very truly yours,

Miss Kate Houx
South Georgia Teachers College
Statesboro, Georgia



ROSENWALD SCHOOL
PROGRAM

yes yes
Council mty

December 15, 1938

Dear Miss Keliher: I am writing to invite you to attend the forthcoming meeting of the Council on Rural Education which the Julius Rosenwald Fund assembles once a year for the purpose of discussing problems of rural education in the South. You may have heard something of these meetings which have been held now for three or four years. As some indication of the kind of sessions we hold, I am enclosing the brief agenda of the meeting last year. The meeting this year is to be held in Atlanta on Friday and Saturday, January 6 and 7.

The meetings this year are to concentrate upon the southern rural scene, the rural school, and the teachers college. Because of your long experience in southern education and because of your interest in certain of the human and personal problems that are apt to be too little stressed in such discussions, we are particularly anxious to have you with us.

The Fund, of course, meets all the expenses of the participants. If you find you can attend, as we sincerely hope you can, we will send you a little later detailed information as to the program and the time and place of the meetings.

Very truly yours,

ERE:JW

Miss Alice Keliher
30 Rockefeller Plaza
New York City

EDWIN R. ENOWEE
P. O. I am sending under separate cover the biennial report of the Fund which includes an essay on the education of teachers that will form the basis of the last section of the discussions.

ERE

FISK
UNIVERSITY

Also to Sanford

RURAL SCHOOL
PROGRAM

Council mtg

December 15, 1938

Dear Dr. Alexander: The dates for the meeting
 of the Council on Rural
Education, about which we wrote you recently, have
been definitely set for Friday and Saturday,
January 6 and 7, in Atlanta. The first meeting
is scheduled for ten o'clock on Friday morning,
in the Administration Building of Atlanta University.

The agenda of the meeting
will be sent to you after Christmas. We are all
hoping you will find it possible to attend. You
will remember, of course, that we expect to meet
all expenses.

Very truly yours,

~~MARGARET S. SIMON~~

JCD

JCD*S:M

Dr. W. W. Alexander
Farm Security Administration
Department of Agriculture
Washington, D. C.

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UNIVERSITY

Also to Bigelow, Brunner, Favrot, Garrison
Jaggers, Lewis, Little, Orr, Smith, Whight,
Zeigel, Claxton, Brewton, Campbell, Cocking,
Donovan, Irby., Mann, Davis, Reeves.

RURAL SCHOOL PROGRAM

Same except "hope" instead of "glad" in last paragraph, to
Fowler, Morrow, Franseth, Houx, Pittman, Ingram, Gunn,
Keliher

Council mtg

December 16, 1938

Dear Mr. Beatty: The dates for the meeting
 of the Council on Rural
Education, about which we wrote you recently,
have been definitely set for Friday and Saturday,
January 6 and 7, in Atlanta. The first meeting
is scheduled for ten o'clock on Friday morning.

Unless we hear from you to
the contrary, we will make reservations for you
at the Atlanta Biltmore Hotel. The meetings,
however, will be held in the Administration
Building of Atlanta University.

The agenda of the meeting
will be sent to you after Christmas. We are all
so glad you find it possible to attend. You will
remember, of course, that we expect to meet all
expenses.

Very truly yours,

J C Dixon

JCD*SM

Mr. Willard W. Beatty
Office of Indian Affairs
Department of the Interior
Washington, D. C.

FISK
UNIVERSITY

Also to Thompson and Mrs. Whiting

RURAL SCHOOL
PROGRAM

Council mtg

December 16, 1938

Dear Mr. Collins: The dates for the meeting
 of the Council on Rural
Education, about which we wrote you recently, have
been definitely set for Friday and Saturday,
January 6 and 7, in Atlanta. The first meeting
is scheduled for ten o'clock on Friday morning,
in the Administration Building of Atlanta University.

The agenda of the meeting
will be sent to you after Christmas. We are all
so glad you find it possible to attend. You will
remember, of course, that we expect to meet all
expenses.

Very truly yours,

J. L. Dufon

JCD*S:M

Mr. M. D. Collins
State Department of Education
Atlanta, Georgia

FISK
UNIVERSITY

RURAL SCHOOL
PROGRAM

gcb PW Council mty

December 16, 1938

Dear Mr. Donovan: Thank you for your good letter of December 13. I am glad to send 24 copies of our biennial report for the use of your faculty. These are going forward to you today.

See JRF (annual Rpt
Req)
12/13

We shall be looking forward to having you with us at the Rural Council meeting. Mr. Dixon will send you details concerning time, place, and program.

Very truly yours,

ERE*JW

EDWIN R. EMBREE

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

FISK
UNIVERSITY

Also to Banks, Drake, Johnson, Patterson, Trenholm, Bond

7

RURAL SCHOOL PROGRAM

Council mtg

December 16, 1938

Dear Mr. Clark: The dates for the meeting
 of the Council on Rural
Education, about which we wrote you recently,
have been definitely set for Friday and Saturday,
January 6 and 7, in Atlanta. The first meeting
is scheduled for ten o'clock on Friday morning.

Arrangements have been made
for all those who wish to stay at Atlanta
University, where the meetings will be held.
Unless we hear from you to the contrary, we will
make reservations for you there.

The agenda of the meeting
will be sent to you after Christmas. We are all
so glad you find it possible to attend. You will
remember, of course, that we expect to meet all
expenses.

Very truly yours,

J. C. Dixon

JCD*S:M

Mr. F. G. Clark, President
Southern University
Scotlandville, Louisiana

FISK
UNIVERSITY

UNITED STATES DEPARTMENT OF AGRICULTURE
RESETTLEMENT ADMINISTRATION
WASHINGTONKOTAH SCHOOL
PROGRAM

In reply refer to:

RP-JOW

	CRE	27	EDJ	0	Council mty
	JCD		RW		

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

Dear Mr. Embree:

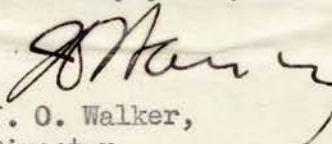
With reference to your letter of December 12, I talked to Dr. Alexander and he has approved travel for members of the Education Section in connection with the meeting in January.

He did not register in the brief conversation as much interest in the cooperative angle as I had hoped for, but I understand he had also discussed this with you at greater length, so you are probably aware of his feelings.

I was particularly pleased that you liked members of my organization and also the favorable reaction you had regarding most of the project managers.

With kindest regards to Mr. and Mrs. Simon and to you,
I am

Sincerely yours,


J. O. Walker,
Director,
Resettlement Division.

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RURAL SCHOOL
PROGRAM

Julius Rosenwald Fund

4901 Ellis Avenue
CHICAGO

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

J. C. Dixon
Director for Rural Education
M. O. Bousfield, M.D.
Director for Negro Health
George M. Reynolds
Director for Fellowships

Council mtg

December 28, 1938

The sessions of the Council on Rural Education will be held at the Administration Building of Atlanta University, Atlanta, Georgia, beginning at 10 o'clock Friday morning, January 6. Meetings will be held morning and afternoon of Friday and Saturday. The evenings are free for any other engagements that Council members may wish to make. The sessions will be over by late Saturday afternoon.

During the first day there will be reports on (1) the compendium of information on southern counties by Dr. Charles S. Johnson and (2) the study of good and bad rural schools which is being made under the direction of Dr. Doak Campbell by Dr. J. E. Brewton and Dr. Horace Mann Bond. These reports will lead naturally to a consideration of the proper preparation of the rural teacher. This discussion of teachers colleges is expected to occupy the afternoon session.

With this detailed information before us, all of Saturday will be devoted to a discussion of ways and means of improving the teachers college and the rural school and through them the quality of life in the rural South.

A list of those expected at the Council meeting is attached.

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

W. W. Alexander, Administrator, Farm Security Administration, Washington, D. C.

W. R. Banks, President, Prairie View State College, Texas ✓

Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C. ✓

Karl W. Bigelow, Director of Commission on Teacher Education, American Council
on Education, Washington, D. C. ✓

Livingston Blair, Educational Division, Farm Security Administration,
Washington, D. C. ✓

Horace Mann Bond, Fisk University, Nashville

J. Max Bond, Dean, Dillard University, New Orleans ✓

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

S. G. Brinkley, Emory University, Atlanta ✓

Edmund deS. Brunner, Teachers College, Columbia University, New York City ✓

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

F. G. Clark, President, Southern University, Louisiana ✓

Porter Claxton, West Georgia College, Carrollton

Rufus E. Clement, President, Atlanta University, Georgia ✓

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

M. D. Collins, State Superintendent of Schools, Georgia ✓

Jackson Davis, General Education Board, New York City ✓

J. C. Dixon, Julius Rosenwald Fund, Chicago

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

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

Edwin R. Embree, Julius Rosenwald Fund, Chicago

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



Molly Flynn, Educational Division, Farm Security Administration, Washington, D.C. ✓

Burton W. Fowler, Headmaster, Tower Hill School, Wilmington, Delaware ✓

Jane Franseth, South Georgia Teachers College, Statesboro ✓

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

W. Fred Gunn, Dean, West Georgia College, Carrollton

Kate Houx, South Georgia Teachers College, Statesboro ✓

Irvine S. Ingram, President, West Georgia College, Carrollton

Nolen M. Irby, Director of Field Studies, College of Education, University of Georgia, Athens

R. E. Jagers, Director of Teacher Training, State Department of Education, Kentucky ✓

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

Charles H. Judd, Washington, D. C. ✓

Alice Keliher, Progressive Education Association, New York City ✓

A. C. Lewis, State Agent for Negro Schools, Louisiana ✓

Harry A. Little, Georgia State College for Women, Milledgeville ✓

Paul R. Morrow, Advisor on Improvement of Instruction, State Department of Education, Georgia

M. L. Orr, Director of Education, Alabama College, Montevallo ✓

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

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

Arthur F. Raper, Agnes Scott College, Atlanta ✓

Floyd Reeves, University of Chicago (Chairman, Advisory Committee on Education) ✓

John Russell, Carnegie Corporation, New York City ✓

S. V. Sanford, Chancellor, University System of Georgia ✓

James F. Simon, Julius Rosenwald Fund, Chicago

Margaret S. Simon, Julius Rosenwald Fund, Chicago



7 C. B. Smith, President, State Teachers College, Troy, Alabama ✓

7 M. E. Thompson, Director of Teacher Training, State Department of Education, Georgia ✓

7 H. Councill-Trenholm, President, State Teachers College, Montgomery ✓

Fred Wale, Educational Division, Farm Security Administration, Washington, D. C. ✓

7 Mrs. Helen A. Whiting, Assistant State Supervisor of Negro Education, Georgia ✓

Arthur D. Wright, President, Southern Education Foundation, Washington, D. C. ✓

7 William H. Zeigel, Dean, Delta State Teachers College, Cleveland, Mississippi ✓

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Julius Rosenwald Fund

4901 Ellis Avenue
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J. C. Dixon
Director for Rural Education

M. O. Bousfield, M.D.
Director for Negro Health

George M. Reynolds
Director for Fellowships

December 28, 1938

The sessions of the Council on Rural Education will be held at the Administration Building of Atlanta University, Atlanta, Georgia, beginning at 10 o'clock Friday morning, January 6. Meetings will be held morning and afternoon of Friday and Saturday. The evenings are free for any other engagements that Council members may wish to make. The sessions will be over by late Saturday afternoon.

During the first day there will be reports on (1) the compendium of information on southern counties by Dr. Charles S. Johnson and (2) the study of good and bad rural schools which is being made under the direction of Dr. Doak Campbell by Dr. J. E. Brewton and Dr. Horace Mann Bond. These reports will lead naturally to a consideration of the proper preparation of the rural teacher. This discussion of teachers colleges is expected to occupy the afternoon session.

With this detailed information before us, all of Saturday will be devoted to a discussion of ways and means of improving the teachers college and the rural school and through them the quality of life in the rural South.

A list of those expected at the Council meeting is attached.



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

W. W. Alexander, Administrator, Farm Security Administration, Washington, D. C.

W. R. Banks, President, Prairie View State College, Texas

Willard W. Beatty, Director of Education, Office of Indian Affairs,
Washington, D. C.

Karl W. Bigelow, Director of Commission on Teacher Education, American Council
on Education, Washington, D. C.

Livingston Blair, Educational Division, Farm Security Administration,
Washington, D. C.

Horace Mann Bond, Fisk University, Nashville

J. Max Bond, Dean, Dillard University, New Orleans

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

S. G. Brinkley, Emory University, Atlanta

Edmund deS. Brunner, Teachers College, Columbia University, New York City

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

F. G. Clark, President, Southern University, Louisiana

Porter Claxton, West Georgia College, Carrollton

Rufus E. Clement, President, Atlanta University, Georgia

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

M. D. Collins, State Superintendent of Schools, Georgia

Jackson Davis, General Education Board, New York City

J. C. Dixon, Julius Rosenwald Fund, Chicago

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

J. F. Drake, President, State A. and M. Institute, Alabama

Edwin R. Embree, Julius Rosenwald Fund, Chicago

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



Molly Flynn, Educational Division, Farm Security Administration, Washington, D.C.

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

Jane Franseth, South Georgia Teachers College, Statesboro

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

W. Fred Gunn, Dean, West Georgia College, Carrollton

Kate Houx, South Georgia Teachers College, Statesboro

Irvine S. Ingram, President, West Georgia College, Carrollton

Nolen M. Irby, Director of Field Studies, College of Education, University
of Georgia, Athens

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

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

Charles H. Judd, Washington, D. C.

Alice Keliher, Progressive Education Association, New York City

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

Harry A. Little, Georgia State College for Women, Milledgeville

Paul R. Morrow, Advisor on Improvement of Instruction, State Department of
Education, Georgia

M. L. Orr, Director of Education, Alabama College, Montevallo

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

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

Arthur F. Raper, Agnes Scott College, Atlanta

Floyd Reeves, University of Chicago (Chairman, Advisory Committee on Education)

John Russell, Carnegie Corporation, New York City

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