

The fourth conference of the Rural School Council was held at Dillard University in New Orleans, Louisiana, Friday, Saturday, and Sunday, January 3, 4, and 5, 1936. Of the councillors and explorers all were present with the single exception of Dr. W. W. Alexander, who was unavoidably detained in Washington. The present membership of the council and of the exploring group, together with the official guests of this meeting, appears on the concluding pages of this bulletin.

In view of the fact that the earlier sessions of the Council had been given over largely to reports by the explorers and to discussion of detailed aspects of rural and southern school problems, it was decided to devote this meeting chiefly to discussion by the council of educational procedures which should be carried out in the near future as next steps in the exploration. The sessions therefore concerned themselves chiefly with the following topics: (1) The preparation of materials of instruction with special emphasis upon usable materials in the fields of farming, health, and handcrafts. (2) Methods by which the experimental schools developed by the council (and other exceptionally fine rural schools) might be used to demonstrate to educational officials, teachers, and the public at large the advantages of good education. (3) Ways by which the council or the Julius Rosenwald Fund or other agencies might cooperate with one or more normal schools with a view to improving (a) their preparation of teachers and (b) their direct influence upon rural education.

(1)

Dr. Judd outlined the need of more appropriate materials for use both in rural schools and in schools generally throughout the country. The usual materials presently used in the schools, he said, are uninteresting to the children; their subject matter is without local application and outside the children's experience.

Dr. Judd indicated three types of materials which are needed:

(1) Informative materials, now generally provided in unappealing textbooks in the so-called systematic school subjects, which must be produced by persons with special technical knowledge. (2) Literary materials which are being abandoned because children do not understand them. Creative artists should be found who can build such a literature from the experiences of childhood. (3) Materials for the stimulation of activity.

Obstacles in the path of production of suitable materials, Dr. Judd pointed out, are<sup>1</sup> the natural inclination of the commercial publishing houses away from experimentation;<sup>2</sup> the resistance of the average teacher to innovation;<sup>3</sup> and the fact that even teacher training institutions find it expedient to be conventional.

The ordinary teacher, in Dr. Judd's opinion, cannot be called upon to institute the needed reforms. The normal school should take the initiative in undertaking vigorous experiments in the field, working with the teachers with the express purpose of stimulating the production of new and adequate materials.

Mrs. Simon reported the work which the Julius Rosenwald Fund had been carrying on during recent years (a) through supplying small libraries to Negro rural schools and (b) by stimulating the development of county-wide library services which use schools, both colored and white, as substations and distributing centers.

Last year five hundred libraries of about forty books each were assembled and distributed on the basis of payments of one third of the cost by the Fund, one third by the State Department of Education and one third by the local community. The cost - \$36 per library - was so small and the desire for books so great that the demand far exceeded the supply. In cases where such a library represents the only supplementary reading material available in a community, or where textbooks are not furnished and the books

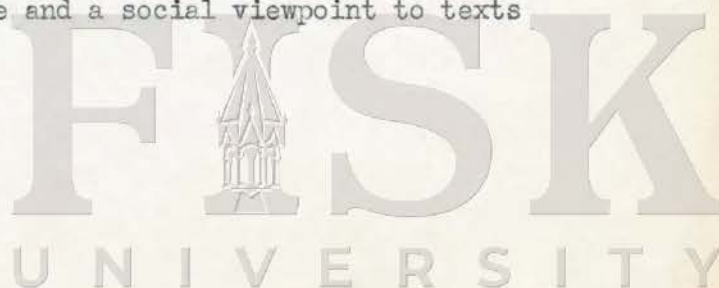


in the library are the only volumes of any sort to which the children have access, the value of the libraries is inestimable. This year 600 of these small elementary libraries have been assembled, and the rate at which they are being ordered indicates that the supply will be exhausted before the end of the school year.

The county library services which the Fund has helped set up in some ten counties in the South are designed to bring the library into the small rural community, as well as into the larger centers. The schools, both Negro and white, in these counties are used as branch libraries, and the books are available to both children and adults.

In connection with the subject of supplementary reading material, attention was called to a specific lack in books available for southern rural schools because of the retarded reading ability of many of the pupils in both the Negro and white schools. The present books having subject matter of interest to adolescents are above the reading ability of these pupils. Those which are within their reading ability are intended for much younger children and therefore do not hold the interest of the older group. The problem is to find books which deal with subjects interesting to children 15 to 18 years old and written in a vocabulary adapted to children of second and third grade reading ability. The lack of this type of books is so great that it was felt that special efforts should be put forth to create such a literature.

In connection with general materials of instruction it was the consensus of the group that a machinery should be set in motion for very extensive creation of materials of a much more realistic sort, especially with a view to adding social significance and a social viewpoint to texts used in all subjects.

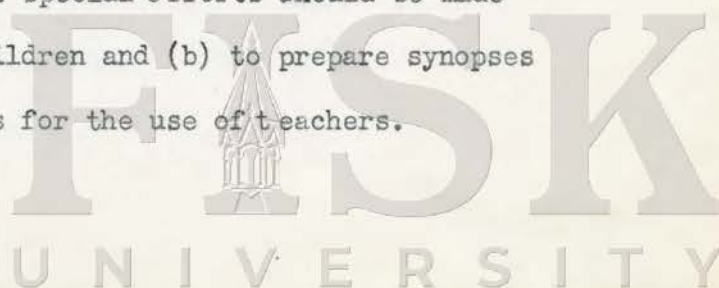


The opinion of several members of the group was that the publishing of materials of instruction must remain in the hands of commercial publishers, and that the function of the teaching profession in the matter is to influence such concerns toward the publication of adequate and suitable materials. Another view was that the teaching profession has a direct responsibility in the production and distribution of materials of instruction.

It was pointed out that there is special value in material locally produced, by the children themselves, or by others in the community. The teacher training institution, it was felt, should train teachers to use material produced by the children, not necessarily to be commercially published, but for use within the individual school. Thus the teacher should be given a consciousness of herself and her pupils as potential creators of school materials.

Dr. Works pointed out the distinction between regional materials, that is those to be used in an area covering several states, and therefore more practically to be published by commercial houses, and local materials, those for use in a single community, and therefore the direct responsibility of the teacher or others within the community. Some materials, he said, such as some literary materials, can be used for national distribution and are therefore indicated as properly within the scope of the commercial concern.

Special attention was given to the subject of materials in farming, health, and handcrafts. Dr. Davis commented upon the difficulty of using health materials except in connection with sound health practices and in cooperation with health agencies and sanitary provisions. In spite of the admitted difficulties, it was agreed that special efforts should be made (a) to prepare simple texts for young children and (b) to prepare synopses of health materials and health procedures for the use of teachers.





Dr. Patterson commented upon materials in farming, calling attention to the fact that the need was not for scientific treatises but for simple suggestions that would improve farming practices and would interest the children in the general processes of natural history involved in farm life. The interest of the children in agriculture as an occupation should be piqued by drawing their attention to its significance as an economic force, and by introducing into the agricultural courses the aesthetic aspects of the processes of growing crops. Because their whole lives are tied up with farming and the subject has grown dull for them, the special function of the teacher must be to show them new and more attractive phases of it, to hold their interest in it and make them want to stay with it. The approach, it was suggested, should perhaps be not practical at first, but aesthetic or emotional.

Dr. Patterson also pointed out that children are more interested in things they take part in, and should be allowed early in their school life to participate in laboratory procedures in agriculture. This is the more essential in view of the early age at which most of the children leave school - they should have been exposed to some farming subjects, as well as to the three R's.

(2)

Attention was called to the desirability of using the schools which have been set up at Red Oak, Fair Play, and Pine Mountain Valley (and other similar examples of excellent rural education) in order to influence the development of similar school practices elsewhere in the given counties and states. Dr. Zook emphasized the importance of demonstrations calling attention to the success which the agricultural colleges and farm demonstration agents had had in demonstrating better farm practices and urging that schools be used similarly for demonstrating sound education not

only to teachers but to the people generally. Attention was called to the fact that the schools for which the council has been responsible are still largely in an experimental stage and were set up primarily to test out the possibilities of our theories. Without interfering with the experimental character of these schools it was agreed that they should be used as widely as possible to influence practice elsewhere.

(3)

It was agreed that the most effective single instrument for improving education, whether rural or urban, was the normal school or teachers' college. Discussions which covered most of the concluding two days of the conference may be summarized as follows:

- a. Improvement and making more realistic the training of pupil teachers.
- b. Training of in-service teachers.
- c. Supervision of education directly by the normal school.
- d. Direct efforts of normal school to plant graduates including supplementing of salaries.
- e. Extending of normal instruction outside the normal school to rural setting.

a.

The indicated improvements in normal school instruction are toward making the training of pupil teachers more realistic and more directly applicable to the situation in which they are likely to find themselves when they go out to teach. The curriculum of a teacher-training institution should reflect the needs of the teaching situation as these needs have been analysed by capable people. Since certain skills in performance are best acquired through demonstration, there should be facilities



for demonstration on the campus. At some point in the college career, experience in the school room, either as observers or as apprentices, is an essential element in the program of student teachers.

b.

The continued training of in-service teachers is a direct responsibility of the normal school. There were several suggestions made of ways of accomplishing this. In Arkansas, for instance, twenty so-called key teachers, taken from over the state, were chosen for special summer-school training, and their schools, supervised by the county examiners, were used as demonstration units. Elsewhere systems are being worked out whereby student teachers take over certain schools for a short period while the regular teachers attend short courses on the normal college campus.

c.

One of the main inadequacies of the American school system, Dr. Judd said, is the lack of facilities for carrying the supervision of the normal school into the school system. It was agreed that there would be great value in more extensive plans like the one now in existence at Statesboro, where a supervisor, who is a member of the college staff, works with the rural teachers in the county, returning to the campus one week in four, where she teaches classes of student teachers, thus keeping in touch with both the teaching and the college situation.

d.

More direct efforts should be made on the part of normal schools to place their graduates where their influence can be felt. The low salaries paid to rural school teachers, it was pointed out, make it difficult to place really adequate teachers in rural communities, and it was thought that steps toward supplementing the salaries of such teachers might profitably be taken. The prestige of the rural teacher would be heightened if

her salary were raised, and this added prestige would make these positions more inviting.

e.

The influence of the normal school could be spread over a wider area, it was suggested, if its instruction could be carried into the field. An example was cited of the culture mission of Mexico, where the normal school staff moves into a community and sets up a model school, the surrounding schools being dismissed for the period to attend the mission. The outstanding advantage of this system, it was felt, was that the normal school was actually taken into the community, where it could demonstrate in a natural situation ways of dealing with community problems.



## NOTES ON THE RURAL EDUCATION PROGRAM OF THE FUND

The concern of the Rosenwald Fund in Negro education over a considerable period has been directed to the essential physical program of increasing the number of school buildings available for this population, especially in rural areas. This central program helped, incidentally, to mature other and broader educational ends, and it revealed other vital next steps in the educational program of the Negro, and of the South. The school building program deepened the sectional interest in elementary education, stimulated larger private and public contributions, set advanced standards in school housing, and quietly forced a demand for better teachers and improved pay for them. At the same time, however, this program served to define more clearly the respective roles of physical housing and the educational content and procedure in the total educational structure. For it has become increasingly evident that poor and insufficient physical structures, for both Negro and white elementary pupils, are in themselves only one other physical index to a social and cultural lag affecting the entire region, insidiously abetted by the educational programs and practices.

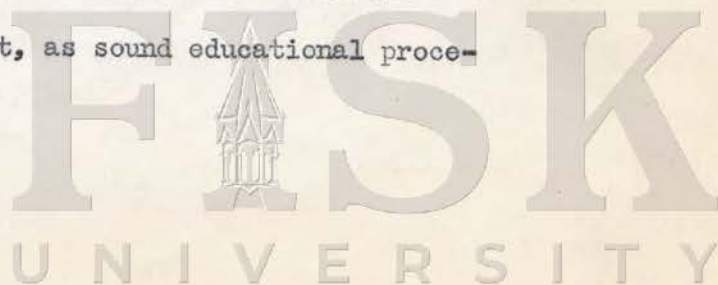
The next step seems clearly to fall within a social and cultural sphere, one which has not yet been clearly charted. It involves forthright consideration of the social life of the people invol-



ved, their folkways and customs, their local political and economic ways of life, and the limitations of these, in relation to the actual educational measures which get such varied and sketchy application through the schools.

An immediate difficulty is encountered in the fact that the new problems are less tangible than those involving shelter. The problems, however, are no less real or pressing, or inescapable. They find rather confusing expression in the extremely low educational efficiency of the schools in question, whether adequately or inadequately housed; in the alarming rates of retardation; in the high scholastic mortality; in the absence of effective interest; in the unrealistic and unprofitable divorce of "learned knowledge" from life; in the backwardness of rural life generally; in the warped personalities of pupils shaped by the system; and in the discouraging ineffectiveness of the schools in contributing, as only the schools can, to a well rounded and satisfying life.

These are things difficult to measure and more difficult to control, but together they constitute what is vaguely but frequently referred to as a crisis in American education. The Negro angle of this problem, for historical and traditional reasons, shows up itself, and the system as well, in sharp exaggeration. It is in this group that one finds the poorest and fewest schools, the most conspicuous examples of distorted instruction and, similarly or consequently, the grossest social frustration and scholastic ineptness. Moreover, the very traditions themselves inspire special distortions which the schools might well set about to correct, as sound educational proce-

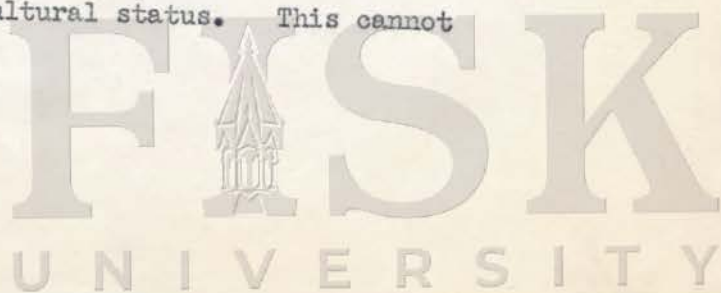




ture. Most important, however, the educational system for Negroes is no different in pattern from that of the population generally, but it is so different in quality as to provide the students of education a human laboratory of unequalled usefulness.

If effective procedures can be worked out here against the day to day social life of a community, the results will be of tremendous value to education generally. One need only refer to earlier demonstrations in manual instruction, begun in the Negro group and swiftly enlarged in application, to be convinced of the broader educational values possible. Even if the concern were wholly with the Negro schools it would be extremely difficult to accomplish lasting improvements without changing the general practices by which Negro educational measures are influenced.

Attention turns naturally, therefore, to the common school in the South, with special emphasis upon the rural school. Immediately there appear factors over which very little, if any, control can be exercised by private agencies: the low income level of the population, lack of economic balance between the various income producing groups, unequal tax burdens between rural and urban taxpayers, and between school districts. It is also true, however, that the extent of the social lag of these schools is not wholly a matter of the financial ability of the area; that other countries with no greater per capita school expenditures have recently provided more effective educational experience for the people; and that the surest means of overcoming this backwardness is in arousing a common community interest in improving its own cultural status. This cannot



be done merely by increasing the amount of abstract knowledge available to be learned, but by strengthening, by whatever means possible, the association of education with life. The most casual observer must now be aware that the rapid social and economic changes in rural life have long outstripped the educational devices of the pioneer days still in use; that new demands for a common education of a different character have appeared. Broad as these issues may seem they must be accepted as the basis for efforts both to understand and to make the merest improvements in the system.

#### The Problem Externally Considered

Over a third of the total population and half of the Negro population is rural. Rural life and agriculture are at a low ebb and even in more prosperous times was considerably behind urban life. There are more children to be educated and less with which to educate them.

The rural Negro population is almost exclusively confined to the South. Over half of the Negroes in America still live in the southern rural areas, despite a constant draining off of this population to towns and cities. Historically, they have been related to the plantation and to rural life. Their migration has been due partly to the expulsive force of stagnating agriculture in the old plantation areas, and partly to the breakdown of isolation and the increase of communication with the urban world and its attractions.

There is no one South, solid or otherwise. There are distinct regional differences which take their pattern from the domi-





nant economic folkways, the historical background, and the degree of isolation from the active cultural areas of the section as a whole. The South, in general, is primarily an agricultural section, with its economics designed for the production of agricultural goods for export, chiefly cotton and tobacco. In the southern states 52.4 per cent of all farms are devoted to cotton and 9.2 per cent to tobacco. The two major tobacco growing states, North Carolina and Kentucky, have 37.1 and 28.6 per cent, respectively, of their farms in tobacco.

A system of agriculture of the single cash crop variety, which is essentially exploitative of the soil, has laid waste millions of acres of the vital agricultural land of the South. Its labor has been, historically, the directed slave worker in the more fertile areas, and the small non-property holding white worker in the poorer areas. In testimony to the character of the organization of this agriculture, the small white farmers have joined the Negroes as perpetual tenants, the great estates have begun to disintegrate through mortgages and debts into impersonal control; the waste lands have accumulated; and a point has been reached at which, authorities indicate, the soil itself cannot adequately support its population. More than half of the total rural-farm population live in the South, and a fourth of all southern farm families are Negroes.

The section has reflected a number of disturbing tendencies. There is, and has been over a number of years, a constant draining off of the active members, after the area has supported their non-productive years as children, to more promising regions. In the



last decade the largest per cent of increase has been shown in the upper age groups, suggesting an increasing burden of non-productive persons. There are fewer industries for the absorption of the population and the creation of wealth. There is greater population density, smaller buying, earning and taxing power per capita than in any other section of the country. The wealth of the area is lowest, the money incomes from a third to one-half less than the national average. This is a first index to the provisions for education, health and general well being possible for such an area. In 1929 the lowest incomes in America were registered in the southern states, with the Carolinas, Mississippi, Arkansas, Georgia and Tennessee at the very bottom. Most important, the dependence upon these staple crops not only keeps the rural population dependent, in turn, upon uncertain fortunes, but it creates in addition a high rate of tenancy, with all the evils associated with this status. In the section as a whole 42.4 per cent of the farms are operated by tenants, and in the cotton belt 60 per cent. Nearly half of these tenants are croppers. The rates of tenancy range from 28.1 per cent in Virginia to over 72.2 per cent in Mississippi.

In the profitable growing of cash crops a cheap labor supply is regarded as essential. In times of depression such as these, not even cheap labor is profitable, and no expedient of the Government has yet been able to improve very much the condition of 60 per cent of all the farmers in cotton who are tenants, beyond temporary relief for those who failed.





Considered as a whole, the rural areas of the South have remained nearer the economic margin of subsistence than any other major section, and have felt general changes more severely. Farm income has averaged less, the value of land and buildings has been less and, as a consequence, the level of living has been lower than any other major agricultural section. The South Atlantic and East South Central divisions have 15 per cent of the land area and 21 per cent of the population, but only 11.7 per cent of the income. The ten southern states, for example, lead in the incidence of pellagra, well named "hidden hunger." The income in 1928 for these agricultural states was less than half the country's average. Social institutions and public facilities, particularly, provided through taxation, have had to be meager. If we take the school, which is the most common of these institutions, for example, it appears that the rural areas are demonstrating an increasing inability to support anything approaching adequate standards. In the South will be found the most rapid increase of country children in both the village high and elementary schools. The one important source of finance for rural institutions and programs has passed with the failure of appreciation in land values.

The Negro rural family has been the marginal worker in agriculture. This is as much a matter of history, and the section's traditional attitude toward the Negro, as a matter of simple rural economics. Only a small proportion of them have been able to follow the trek to the Southwest, where the logic of land exhaustion and the expanding frontier directed. In the Southeastern areas, where the position of importance of the cotton cash crop now declines, are



still to be found the great masses of the Negro population. In South Carolina and in Mississippi their numbers equal or surpass those of the whites.

A result of no little significance is to be observed in the increasing pressure of the Negro population against a soil which is constantly losing its vitality, in high death rates, lower income and a standard of living moving backward from an already unfortunate level. Various studies have revealed the extremely low incomes of these Negro families. Recent studies of Negro farm families who are chiefly tenants and share croppers show that few are able to earn beyond a bare living. The average annual earnings in 1934 of a selected group of more than 2,000 of these families were \$105.43. Distributed among a family of five persons, this represents a monthly income of about \$1.75 per person. Living standards are, of necessity, on the low level of these earnings. Farm owners earn more but they represent scarcely more than a fifth of the total.

A study of 600 Negro families in an Alabama rural area, in 1932, showed average annual earnings of \$90.00. Dr. Arthur Raper of Atlanta, who studied two counties in Georgia in 1927, and again in 1934, found that they averaged \$302.00 in 1927, in the first county and \$380.00 in the second; but in 1934 the annual earnings were \$150.00 and \$299.00. Families doing farm labor earned as low as \$86.00 annually. Some of these families spent half of their incomes for food alone. The owners spent a smaller proportion. There is an immediate reflection, however, of the food expenditures in the diet. Detailed studies of diet made at various points indicate





serious deviations from the standard in calories. A group of Georgia rural white families showed 28.8 per cent deviation, and Mississippi Negro cropper families showed a deviation of 61.5 per cent. These figures may be compared with a group of so-called typical American families with a deviation of 14.6 per cent.

It is both difficult and dangerous to generalize about the various areas and political units of the rural South, where the majority of the Negroes live. As one means of providing a more

*a special committee of the Rural Council is preparing a compilation of information on social & economic factors and those bearing on education. As a part of this work*

~~exact picture of the influence of these social and economic factors on education,~~ five widely separated counties, in which careful studies have been made, are measured against a selected list of social and economic items, and one of these, approximating an average is described more fully. These counties are Laurens in South Carolina, an old cotton area, Bolivar in Mississippi, an active plantation area, Limestone in Alabama, a cotton area with white and Negro cotton farmers, Johnston in North Carolina, a tobacco and mixed farming area with high Negro ownership rates, and Greene in Georgia, an area of declining fertility.

The average value of all farm dwellings ranged from 719 in Johnston to 438 in Bolivar, where there are six times as many Negro as white farmers. The richest land, however, is in Bolivar County, and the poorest in Limestone County, according to the average tax per acre. Highest earnings per acre were in Bolivar County, \$48.16, where the largest plantations were found, followed by Johnston, which has the highest Negro ownership; <sup>coming are</sup> and the lowest in Greene County, \$41.30, ~~where the farming paid less.~~ (The entire southern region

*do these figures refer to dollars?*

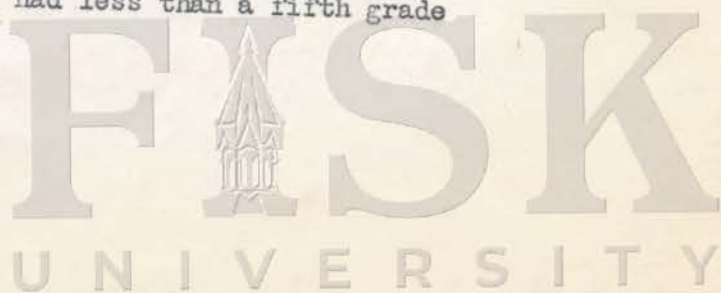
is being systematically pictures) as a part of the work on the Compendium.) The Negro population was highest in Bolivar and lowest in Johnston County. The percentage of educables enrolled in schools was about the same in each county for whites and Negroes, but the total varied from 60 in Laurens County to 80 in Johnston County. Wide variations appeared in the figures for illiteracy. White illiteracy was lowest in Bolivar County, 2.8 per cent, and highest in Laurens; Negro illiteracy was lowest in Johnston County, 21.3 per cent, and highest in Limestone County, 34.3 per cent. As a further test of general literacy, newspaper circulation was lowest in Laurens and Bolivar counties and highest in Johnston County.

*I don't know what this means*

*Can we have the figure?*

Relating these economic and social factors to the school, the average value of school buildings, for whites and Negroes, was highest in Johnston County, where consolidated schools are a feature of the school program, and lowest in Greene County. The greatest racial disparity existed in Greene County, where the average salary of white teachers was \$537.45, and of Negro teachers \$142.00. The disparity was least in Johnston County, where the average salaries were \$790.00 and \$511.00 respectively.

More detailed data are provided from Limestone County. Here the Negro population is nearly the same average as for the South, 27.3 per cent, and there has been a small but constant decrease since 1880. Twelve per cent of the Negro farm families are owners. The average size of farm owned was 35 acres. The typical dwelling for all Negro farmers was the two and three room house. Eighty per cent of the farmers had less than a fifth grade education.





The Schools in These Selected Environments

In Limestone County the administration of all of the Negro schools comes under the office of the County Superintendent of Schools. The principal of the white high school is also the City Superintendent of Schools, <sup>for Athens, the county seat,</sup> but the small Athens two-teacher school for Negroes is allowed to come under the County, both in administration and support.

In 1933-1934 there were twenty-eight public schools in the county for Negroes. There is no Negro high school. Most of the schools offer only six grades of instruction; in some few cases the teachers will add the seventh and eighth grades for the convenience of older students who are unable to leave home to attend the private Trinity School at Athens, which does furnish high school instruction. Of the total, ten were two-teacher schools, the remainder <sup>- eighteen - are</sup> one-teacher schools. A Negro supervisor is employed for the schools, at the same time giving attention to the organization and forwarding of community organization.

In 1930, 45 persons were employed as teachers in the Negro schools. Data subsequent to this date are not typical, for the financial distress of the public school systems of Alabama for the past three years has made payments uncertain, where it has not entirely <sup>affected them</sup> curtailed them. In the year 1930 a total of \$13,557.00 was paid for the salaries of the Negro teachers. The average salary was \$301.00 per year. The expenditures for teachers' salaries amounted to 87.4 per cent of all expenditures for Negro schools.



### The Character of Education in the Area

In 1930 the Negro school enrollment totalled 2,441, or 67.8 per cent of all Negro children aged 5-19. This enrollment was distributed as follows:

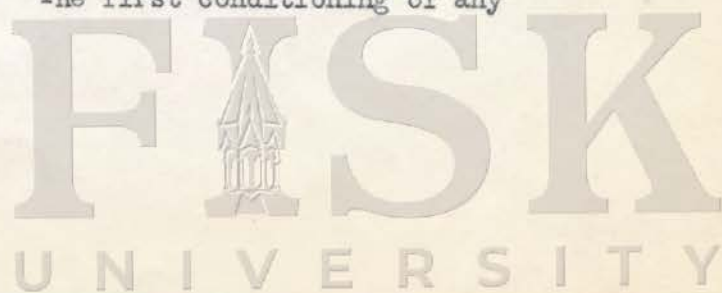
	No.	Per Cent
First	1,221	50.01
Second	310	12.70
Third	392	16.06
Fourth	254	10.41
Fifth	166	6.80
Sixth	91	3.73
Seventh	6	0.25
Eighth	1	0.04

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In other words, Limestone County presents the unprecedented spectacle of a school system in which more than one-half of all Negro school children are in the first grade of school. Accompanying this exposition of the efficiency of a school system are the illiteracy rates for 1930, showing that 34.3 per cent of the Negro population over the age of ten years is illiterate. More than ninety per cent of the children are enrolled in the first four grades. <sup>three</sup> Less than <sup>a</sup> thirty out of ~~ten~~ thousand Negro children in Limestone County can expect to reach the seventh grade. This showing is the result of a miserably supported school system. It is also a function of the system of agriculture in which the majority of the patrons of this school system are enmeshed.

### The Problem of Education Internally Considered

The social institutions into which the Negro child is born define, initially, his status, however carefully he might be sheltered from their implications by his family. The first conditioning of any

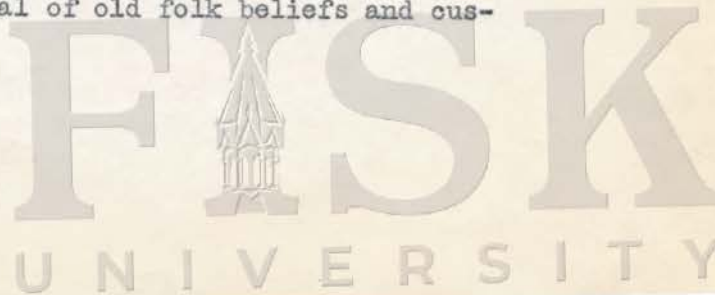




child is a matter of modifying his impulse to these institutions, as a practical means of surviving them. In the case of the Negro child such modification of behavior carries with it, unfortunately, the implication of inferior social status which must be accepted because it cannot be changed. Where there is self-consciousness in the adjustment, it is impossible to escape the conflict between the educational philosophy, which assumes participation in the culture, and the Negro child's fixed status of limited participation. Most often, however, the process is not self-conscious, and his defined status is accepted, along with its limitations, as a matter of course. Then it is that the prestige of the dominant pattern prompts idealization and adoption of its forms, even when the substance and meaning are missing.

Another important element of the Negro child's environment is the social life of the Negro group itself, - and of his family in particular. Since communication determines, in large measure, the extent of cultural isolation, the cultural level of the community will tend to vary with the freedom of this communication. It is lowest in the physically isolated plantation areas where contact with the outside world is scant, and where contact with representatives of the dominant culture, if possible, has important limitations in the fact that the relation calls for recognition of respective racial roles, and it may involve a backward, or narrow, or stagnant white element of the culture and thus offer no advantage.

The isolation of the Negro group is responsible for the general cultural lag of a large volume of this population, and this lag is represented in the longer survival of old folk beliefs and cus-



toms taken over from early American colonists, together with the special adaptive practices of the Negroes to their environment. As a consequence, the Negro child inherits a set of folkways which, while perhaps quaint and, in a manner, useful, are nevertheless based upon different and outmoded values. Examples of this are found in the folk medical practices, habits with respect to personal hygiene, notions of social and personal morality, the etiquette of race relations, speech idioms and the like. The world of the Negro child is narrowly limited.

There is further limitation of the environment in the kind of teacher made available. In spite of improvements in this respect, over recent years, the teachers who instruct the Negro children are in large measure bound in by the same backward folkways which limit the children. In the State of Georgia, for example, of 5,685 Negro teachers, only 2,747, or 47 per cent, have been able to qualify for State certificates.<sup>1</sup> Back of the level of the teacher is the low salary provided by the State, which makes impossible support of the living standard implicit in a superior type of instruction.

#### Personality Problems

If an individual's personality is in any sense determined by his role in the social organization,- and his conception of himself in this role, it is not difficult to forecast many of the problems of the Negro child. Students of personality overlook an important field

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1. Howard K. Beale: "The Needs of Negro Education in the United States," Journal of Negro Education, January, 1934



in Negro child life. Here the jutting angles of these problems may be viewed in sufficient exaggeration for easy identification. In the school, along with the essential tools and techniques, a child is expected to get some of his social and moral codes. For the Negro child the situation has deep-lying conflicts. It is difficult to escape the implications of his status, and these considerations conflict sharply with the moral and social codes embodied in the educational philosophy.

#### The Approach to the Problem

The first experimental approach to this problem by the Fund has been cautious and deliberately exploratory.

- a) It has set up a Council on Rural Education, made up of the persons of widest possible acquaintance with educational methods and administration and the local social life of the areas in question.
- b) It has set about, systematically, to assemble the experiences of students of educational and social problems in the South and reduce these experiences to a useful Compendium for reference by this Council.
- c) It has established observation posts in selected areas for controlled observation of community-school relations.
- d) It has set up demonstrations, under skillful administration, to test, over a period, the efficacy of altered

procedures based upon the mature judgment of its advisers.

- e) It has made available, under controlled conditions, a new range of materials of instruction, and begun the preparation of new literature.
- f) It has promoted critical estimates of current practices by unbiased students aware of the complex of cultural problems involved.
- g) It has assembled, or encouraged to be made, similarly critical and expository accounts of the educational practices of other countries faced with like problems.

These experiences have served to strengthen the conviction of the soundness of this next step, and provide a first charting of the direction of work for the next period.



*only copy*

*NRS (Simon Study)*

COUNCIL ON RURAL EDUCATION *mtg*  
Atlanta, Georgia, January 4 - 6, 1935

Proposed Topics of Discussion

1. The philosophy of the Council:

(See draft of statement on following pages.)

2. Reports from explorers:

The whole of the first day and more time if necessary will be given to detailed reports from all the field workers of what they have done and learned in their several communities. These confidential statements are expected to be full and minute. Every kind of fact and experience is likely to be of importance in building up the picture of the conditions and human materials with which we are to work. Following these reports, we shall proceed to some preliminary generalizations under headings 3, 4, and 5, with a view to further clarification of the general problems and further outline of exploring procedures.

3. The farm situation which envelopes southern rural communities:

- a) Can the school help in reforming this condition?
- b) What other forces can be used to improve farm conditions and the present farm system?

4. What we have learned so far about the relations of the school:

- a) to the local colored community.
- b) to the local white community.
- c) to the officials of county and state.
- d) to other community agencies such as county health services, farm demonstration agents, etc.

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5. What already emerges as possible methods of procedure in the school itself:
  - a) Building and grounds.
  - b) Teachers.
  - c) Materials of instruction.
  - d) Supplementary activities (gardening, games, music and the arts, chicken and vegetable raising, etc.) which may have valuable educational content.
6. Items for discussion and decision:
  - a) Exploration methods. Are there revisions in procedure which will give us more clearly and sharply the picture we are trying to obtain?
  - b) Plans for recording and disseminating the findings of the explorers and the thinking of the Council, through occasional bulletins and otherwise.

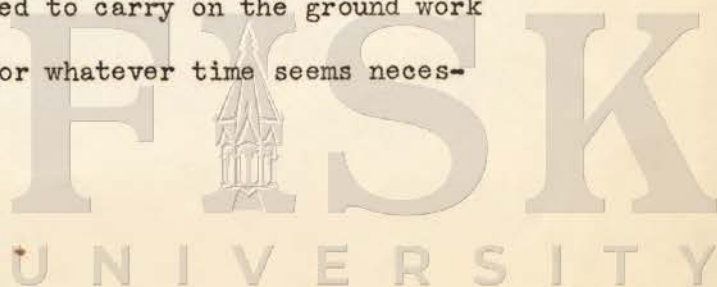


The following points are presented to the members of the Council, for their approval or amendment, as a summary (to the beginning of this meeting) of the philosophy of the rural school exploration:

(1) The Julius Rosenwald Fund, as a direct outgrowth of its rural school building program, is attempting to discover means by which it can be helpful in improving the content both of rural education and of rural life, especially in the South.

(2) In order to accomplish this end the Council on Rural Education has been created. Since the fields of activity are the South and education, the Council is composed of southern officials and educators and of a smaller number of persons interested in education generally. Thus the problems are being approached wholly from within. It is desirable that the subject should be attacked chiefly by persons who will be concerned with the application of any findings that are reached, but, in order to give perspective, persons devoted to education in other communities and at other levels are members of the Council. Since the problems concern rural life as well as the conventional functions of the school, members of the Council were chosen with a view to the breadth of their interest and their statesmanship.

(3) We do not expect to arrive at any conclusions in a short period of time. We are prepared to carry on the ground work next year, and the year after, and for whatever time seems necessary.



(4) We are firmly convinced that we must have, by whatever methods of discovery, an intimate picture of the rural South - economic, social, educational. Much research has already been done in this very field and is available to the Council since its members have made or participated in the important studies.

The function of the explorers is to revivify the picture by personal living-through of the rural situations; the function of the Council is to correlate the total existing knowledge as illumined by these fresh experiences in typical settings.

(5) If we are asked how we are going to use this mass of information, the answer is that in specific detail we do not know. But working thus from the bottom up, we hope through the advice and planning of the councilors and explorers to formulate an educational philosophy applicable to the peculiarly difficult situation in the rural South. With this philosophy clearly before us, we will be in a position to work out feasible projects for putting it into effect. Such projects might be both large and small and include, for example, new materials of instruction and experiments in the preparation of teachers, efforts toward the correlation or reorganization of the educational and political agencies, changes in the rural economy.



2  
NPS (Simon Study)  
CONFERENCE ON RURAL SCHOOLS

1.0  
Jan 4-6, 1935

Officially and personally we bid you a very hearty welcome. For purposes of convenience and brevity of description we have adopted some names. The body which sits about this table is the Council on Rural Education. It is composed of two groups: the Explorers, who are to do the field work, and the Councillors who are to furnish advice and direction. The project itself we call the Exploration into Rural Education. For purposes of the conference we do not want to stress the difference between the two types of membership. It would not be correct, for example, to say that we expect the field workers to exude sweat and the advisory group to exude wisdom, for we expect the explorers to contribute as many ideas as their elders and to think of themselves as active partners in the direction as well as the execution of the work, and we expect the councillors to spend as much time as they can from time to time in the field, renewing their acquaintance with the rural scene and with the problems and their humble, basic units in the educational system.

Since the success of the whole enterprise depends upon the active partnership of every one of us in this exploration, I am going first to introduce each member. While many of us are friends of long standing and while each of us met most of the others as we came into the building I think a brief review of the personnel of the gathering will help in getting us all completely acquainted. A list of members is included in the brief agenda which is before you.

(Here follows introductions)

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Before we start our discussion I should like to make a few general comments.

We have plenty of time. We have called this conference for three days. I hope no one will feel that discussion need be hurried or will get nervous if he is unable to bring his pet item to the fore at any particular hour. On the other hand, I hope we can avoid long-windedness, that we can keep discussion on an orderly basis and directed to essentials, and particularly that we can avoid going over the same points too many times.

In order to avoid formalism or restriction we have purposely prepared a very brief agenda. However short, this schedule analyzes our problems in their essentials, though in a somewhat different way from that which many educational meetings would adopt.

We have scheduled sessions for morning and afternoon of today and Saturday and for Sunday morning. We will positively close by one o'clock Sunday so that you are free to catch trains or to make other appointments any time after Sunday noon. If we find we need more time we can prolong the afternoon sessions or meet earlier in the mornings. We have left the evenings free and have not even made any plans for group sociability. We have thought that it would be a good thing not to try to stay together all the time, lest we get bored or fractious. The evenings, therefore, are yours to go to the Fair or to the movies or to just sit.



You will see from the composition of this body and from other indications that we emphasize Negro schools. We do this for three reasons:

1st. The Rosenwald Fund, which has called this group together and engaged the explorers, has a long history of work in Negro schools. We have experience and friends and connections in that aspect of the field which will make efforts easier and more fruitful. The other foundations, which are just as much interested as we, also have special experience and interest in this field, the Jeanes and Slater Funds being devoted exclusively to Negro education, and the General Education Board having given a great deal of its most creative efforts to it.

2nd. Negro education is malleable. It hasn't the fixed traditions and formalism. We can do easily many things in Negro schools that would be difficult if not impossible in the white system. Furthermore, in the South some of the best brains are actively working on Negro problems. I am convinced that there is more yeast today in Negro education than in the white institutions of the South. For example, such men as the State Agents here represented - Dixon, Irby and Lewis - such southerners as Favrot, McCuistion, Alexander, Charles Johnson, could scarcely be duplicated among those devoting themselves to white problems.

3rd. In order to limit scope and intensify effort, we believe that we will do well to concentrate upon a single section of the country - the South - and to emphasize, at the outset at least, Negro schools.

However, our task is not Negro schools but rural education. Two of our present explorers are to work in a white school in Georgia. As time goes on we may find ourselves exploring additional white communities. For purposes of convenience, strategy, and unification of effort, we are attacking rural education in the South and largely at the outset through Negro schools. But if and as we find solutions, they will be applicable to rural education generally.

Education and rural life are old subjects. They have become hackneyed; sometimes they seem dull and stupid. But they are vital. I surely do not need to elaborate that point to this group. If democracy is to survive we must find some way to educate - not merely to transmit facts and mental tricks - to all the people. If we are not to become a nation of urban robots on the one hand and dull muletenders on the other, we must find some way to keep life in the country rich and full and human.

This Council sets itself the tremendous two-fold task: to revive the school as a really educational institution, and through education to enrich rural life.

It is a presumptuous attempt, I admit; maybe it is impossible. But if we cannot vivify and enrich education itself, then there is no use going on busying ourselves with school buildings and free text books and new equipment, with administrative organization and teacher training. Either we can do something to improve education itself or those of us who are devoting ourselves to the promotion of schools had better close our offices and hire out as landscape gardeners or comic strip writers or in some other useful occupations.

~~We must attack this problem at its core and in its entirety if we are to justify our existence as persons interested in education.~~ But we come together not merely in this spirit of desperation. We believe that this kind of group can generate the wisdom and the power to do something at least useful, maybe transforming.

As we talked over the matter in the Julius Rosenwald Fund and among individuals about the country - ~~most of whom are assembled in this~~ council - we felt that several items were lacking in present attacks on education.





1st. The people who are setting the school programs, determining curricula, preparing text books, training and selecting teachers - these officials and authorities are not closely enough or freshly enough in touch with the actual problems of the little rural school.

2nd. The educational field has got itself divided into compartments or segments. There are specialists on history and reading and science and arithmetic; experts on buildings, doctors of philosophy in school administration; farm agents, domestic science supervisors, special teachers of music or basket weaving, separate individuals charged with health or psychology. All these specialists are helpful - probably necessary - in developing these important subjects. But somehow between them they have lost sight of the poor little school child who after all is a unit being.

3rd. The whole trend of our school system is to urbanize the pupils; the entire pull of modern education is away from the farms toward a white collar, city or small town, bourgeoisie.

4th. In building our educational ladder we have not unnaturally emphasized the higher altitudes. We tend too much to think of each rung in this ladder, not as an end in itself, but as a means of preparing for the next higher rung. We forget so easily that even in America most pupils do not get beyond elementary school. The great mass of rural Negro children complete their total schooling at the third grade.

5th. Individuals who are trying to improve the schools are either working on such fragmentary items or are themselves so unrelated to the rather crude powers which are ruling our school procedures, that even brilliant efforts have failed of fulfillment.

*The Julius R. F. is*  
X With these ills in mind ~~we have~~ *will* ~~gone about~~ trying to set up an organization that ~~would~~ *may* circumvent the existing lacks and ~~might~~ provide a new means of successful effort.

We expect first, through the explorers, to get a freshly intimate picture of just what the rural scene is today, especially in the American South, and of what place in that scene the school is filling or failing to fill.

We are determined to view the school as a whole, giving careful attention to detailed subjects, but regarding these as they bear upon and have their place in the total education of the child.

We propose to view the rural school as a preparation not for city life but for a rich and satisfying life in the country.

We shall concentrate our attention on the elementary school and on the early grades of the elementary school. If we can plan a truly educational life for <sup>three to five</sup> ~~these~~ grades we will affect fundamentally the development of all the children of the nation.

~~We hope that by assembling <sup>this group of counselors</sup> ~~this particular group~~ we may have <sup>the</sup> ~~the~~ <sup>concluded power to put ~~any~~ ideas ~~into~~ effect,</sup>~~ an organization ready and able to view education afresh and view it whole; a group which, as time goes on, as our ideas crystallize from detailed and varied experience and mature reflection, may be wise enough to formulate new educational procedures and powerful enough to get these procedures adopted in the various counties and states of this Democracy.

Our task is enormous. No one of us as individuals, can hope to do much about it. No one of the agencies which we represent could accomplish the task single handed. This group as a whole may be able to do it. We represent the educational foundations, which are putting effort and money into this very field; universities which through their departments of education and graduate schools are largely responsible for the teachers, the policies, and the text books which control education in America; scholars, public citizens, experimental school men who are leaders of the thought of the



nation; public officials who are acquainted with the political as well as the intellectual procedures which are necessary to effect reorganizations in the public systems; a group of young people fairly seething with energy and ideas.

Our task cannot be accomplished over night. We propose to proceed very deliverately. Fourteen young people will be exploring all this year. We are prepared to carry on exactly this kind of exploration or any indicated variations of it for as many years as necessary to give us a true picture of present conditions in rural schools and rural communities. We are in no hurry to institute specific reforms. But when we do act to suggest new procedures in the schools, to instigate changes in the methods of educating and selecting of teachers, or to take part in the actual preparation of new materials of instruction, we hope that we shall have sufficient basis of experience, adequate wisdom, and enough power to bring about fundamental and far-reaching improvements.

EX 2

M.S. - This seems to me OK as afforded  
and appropriate to serve as the focus of  
our bulletin report of the 2<sup>nd</sup> Conference

EDR

The Julius Rosenwald Fund, as a direct outgrowth of its rural school building program, is attempting to discover means by which it can cooperate with the authorities concerned and with progressive agencies in contributing to the improvement of rural education and of rural life, especially in the South. To this end the Fund has created a Council on Rural Education. *mtg - Jan 1935*

N R S

SIMON STUDY

1. Since the fields of activity are the South and education, the Council is composed of southern officials and educators and of a smaller number of persons interested in education generally. Thus the problems are being approached wholly from the point of view of those intimately concerned.

It has been thought desirable that such studies as are made should be carried on chiefly by persons who will be concerned with the application of any findings that are reached. In order to give perspective, however, persons devoted to education in other communities and especially interested in phases of education other than that in rural areas are included as members of the Council. Since the problems concern rural life as well as the conventional functions of the school, members of the Council were chosen with a view to the breadth of their interest and their statesmanship.

2. It is not expected that any conclusions will be reached in a short period of time. The Council is prepared to carry on the inquiry next year, and the year after, and for whatever time seems necessary.

3. The study must issue, whatever the methods of discovery, in an intimate picture of the rural South - social, political, economic, and educational. Much research has already been done in this very field and is available to the Council since its members have made or participated in the important studies.

The function of the workers who carry on the inquiry at particular points is to revivify the picture by personal living-through of the rural situations; the function of the Council is to correlate the total existing knowledge as illumined by these fresh experiences in typical settings.

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4. If the question is asked how the mass of information collected is to be used, the answer is that the future alone can provide the insight necessary to indicate proper lines of action. It is the hope that working through the advice and planning of members of the Council and of workers in the field, the Council may ultimately make a substantial contribution to the formulation of plans and programs of improved education and community organization appropriate to the situation in the rural South. The projects to which the inquiry may lead may be both large and small and may include, for example, the preparation of new materials of instruction, experiments in the preparation of teachers, efforts toward the correlation or reorganization of the educational and other public agencies, and changes in community life and the rural economy.

# NRS SIMON STUDY

JESSIE H. BENJAMIN  
SUPERVISOR OF MONROE COUNTY  
FORSYTH, GA.

January 29, 1935

MWS	2/1	ues	2/4
2/4	2/4	2/4	2/4

Dear Mrs. Simon;

I have been so very busy since I left the meeting in Atlanta that I have neglected sending in my expense account. My expenses were as follows:

\$3.00 .....Board and Room .....Atlanta U.  
\$6.90 ..... Traveling expenses.  
\$9.90 Total

I owe you a dollar something.

The Teacher-Exchange-Plan is quite hopeful in Monroe County. The ten girls are doing exceptional community work. We are planning to have reports at the close of the quarter from each one of the girls (Student-Teachers). I am sending you a copy of the letter I wrote to Mr. Dixon explaining the plan. I wish it were possible for you to attend.

My work here is not as pleasant as it could be. I have other work offered for next year and I may consider accepting it.

The "Professor of Miscellaneous" and I are still making community surveys. We met some very interesting persons last Saturday and Sunday. We met one man who is truly a philosopher. He made some very interesting statements about education. He is a very old man and lives alone. He said, "I don't marry because an old woman is no good; on the other hand I am no good and if I married a young woman I would be getting a story book for someone else to read." Isn't that good. His house has some very old furniture in it. He has a lovely bed one hundred years old. I am going to do every thing in my power to get it. I have never seen one like it. We spent about two hours with him. For his own pleasure he 'rattles bones and plays a jazz horn'. He did that for us, imitating soldiers running, marching and the bugle call. He will be at the meeting mentioned in the letter to Mr. Dixon.

Please send the copy of the letter to Mr. Dixon to me when you find it convenient to write.

I hope the work of the explorers is moving along smoothly and successfully.

FEB 6 1935

DOROTHY A. ELVIDGE

Very truly yours,

Jessie H. Benjamin

FISK  
UNIVERSITY

Approved: 2/4

ues



# NRS

## Tower Hill School SIMON STUDY

Wilmington Delaware

March 25, 1935

*Council - Fowler*

	ERE	3/26	ERE	3/28

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

Dear Mr. Embree:

The four days which I spent in Georgia with Mr. and Mrs. Simon, visiting the three "centers" of rural life, revealed the situation to me with a vividness that I could hardly get from the accounts of the explorers. I was strongly impressed with the keen understanding and tact of Mr. and Mrs. Simon. They seem extraordinarily well suited to this difficult field work. Everywhere they were met with confidence and cordiality.

### The Red Oak School

I arrived in Atlanta Friday morning, March 16, and met the Simons and Mr. Dickson. We drove to the Red Oak School, where we observed the result of the renovations of the building and the newly constructed teacherage. We watched the children at play and later saw them at work in the church. Incidentally, Friday was the last day school was held in the church. In the afternoon we visited a half-dozen of the negro parents in the Red Oak district.

### Impressions:

1. Mrs. Cannon and Mrs. Duncan are teaching a modern school in which they are alert to the individual and social needs of their pupils. Their curriculum, which at present is more or less on a trial and error basis, is being based on the environment of the community.

2. Mrs. Cannon seems to be a general favorite among the parents and by skillful suggestion and example is slowly raising the level of living conditions among her negroes. When the teacherage is finished and occupied, it should be a most valuable incentive to better living, besides raising the efficiency of the teachers since the strain involved in the long drive from Atlanta will be removed.

3. Red Oak should become an important demonstration of the possibilities in rural negro education.

### Houston County

APR 1 1935

On Saturday the Simons, Mr. Couzens, who is Mr. Dickson's assistant, and I drove to Perry in Houston County to confer with Mr. Junker regarding his observations of an entire unit of rural life.

After a general discussion in the evening about the situation as a whole, we drove on Sunday morning to the Fort Valley A. and M. School for negroes. Here we saw what seems to be an almost ideal educational unit from the point of view of the higher education of the negro, although we saw no actual instruction.

UNIVERSITY



Tower Hill School  
Wilmington Delaware

Embree, Mr. Edwin R.

-2-

March 25, 1935

We then drove to the negro church at Mt. Nebo, talked with the negro "planter", Mr. James Williams, saw the negro congregation just leaving Sunday school, and interviewed the preacher.

After dinner we spent the afternoon listening to Mr. Junker's reports and discussing with him several issues that arose in connection with his observations.

Impressions:

Mr. Junker seems to be a highly intelligent young man who is well trained in social anthropology. He is sensitive to the institutions, industrial factors, cultural characteristics, and social types that must be analyzed and understood if one is to grasp the significance of complex social organization of a southern community. He has a rare gift for organizing his observed data. He is well-liked and respected in the community, being most tactful in his relationships with the local people, both white and colored. The data which Mr. Junker is assembling should be invaluable in formulating any program of rural education.

The Community at Fair Play

The situation at Fair Play was even more interesting than either of the other two because of its complexity and the feeling one gets that it is fairly typical of the whole problem of rural life in Georgia.

We observed the transformations that have taken place in the Fair Play school for whites under Miss Lockman's direction, and with the general help of John Wilson. From the accounts I had of the original condition of the building and the instruction, the change is indeed remarkable. The inferior quality of the teaching in the adjoining room and the absence of toilet facilities remain as evidence of what the original situation must have been like.

We visited the negro school a mile away, where I saw conditions worse than anything I have ever seen or could imagine existed in this country.

We conferred with a group of the white mothers, had a later conference with Miss Lockman and Mr. Wilson, and concluded the day with an avalanche of victuals at the Adair's that was also a revelation to one accustomed to food budgets.

Impressions:

1. Miss Lockman is a gifted teacher and a rare community leader.

2. Mr. Wilson, by his good nature and tact, has endeared himself to the whole community. This has been his contribution and an important one. I believe he is somewhat lacking in the initiative necessary to achieve any thorough-going change in public sentiment and community action.

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Tower Hill School  
Wilmington Delaware

Embree, Mr. Edwin R.

-2-

March 25, 1935

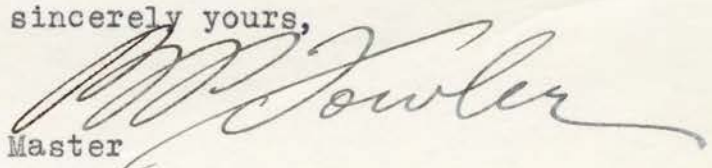
3. Any further attempt to effect a transformation of community life at Fair Play without an attack upon the negro problem is a waste of effort. Fair Play, in my judgment, offers an admirable opportunity to launch a demonstration program which shall attempt three main objectives:

- a. The continued improvement of the white school.  
Miss Lockman's assistant teacher should be replaced by a capable teacher and community leader, preferably a man.
- b. The negro school should as soon as possible be improved.
- c. By means of a carefully planned program of adult education, cultural opportunities, improved interracial attitudes, and a better economic status should be attempted.

I am convinced that the community is ripe for such an enterprise, one which, if successful, should have a profound effect throughout the State. Our conference with Mr. Owen, the county superintendent, confirmed this opinion.

Very sincerely yours,

Head Master



BPF:RJ

FISK  
UNIVERSITY

CONFERENCE  
of  
EXPLORERS AND COUNCILORS  
on  
RURAL EDUCATION

*NRS  
(Simon study)  
(Sept. 21-23)  
Council Mtg*

Office of Julius Rosenwald Fund, Chicago  
September 21 - 23, 1934

Friday Morning Session - 10:30 o'clock

Presentation and discussion of the aims and proposed procedures of the Exploration into Rural Education.

Reports of preliminary explorations by Mr. and Mrs. Simon in a two-teacher school in Louisiana and by Mrs. Cannon in a one-teacher school in Georgia

Friday Afternoon Session - 2:00 o'clock

The Rural Setting  
(Rural schools should prepare for rural life.)

This afternoon is open for examining the present content of rural life especially in the American South, and the potential enrichment of it through schools and otherwise.

Saturday Morning Session - 9:30 o'clock

Special Aspects of Rural Education

1. Agriculture
2. Health
3. Music and other forms of expression

*SEP 25 1934* Saturday Afternoon Session - 2:00 o'clock

The Regular Subjects

Reading: the basis of formal education.  
The regular subjects and their place in the daily program.

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Sunday Morning Session - 9:30 o'clock

Specific ways by which Explorers and the Rural School Council are expected to help -

1. Repair of the physical plant and beautification of the grounds.

(This is an immediate activity of the explorers.)

2. Community organization:

- a. economic
- b. expression - church, recreation, lodges, music

(Activity by explorers where feasible and study of possible reorganization.)

3. Local school organization:

- a. relations with officials and special agents of county and state
- b. relations to influential people and forces of public opinion

(Also a combination of immediate action and study.)

4. Inside the school:

- a. the children
- b. the teachers
- c. materials of instruction

(In these items the explorers are expected not to attempt immediate changes but to observe and study with a view to suggesting far-reaching reorganizations.)

# CONFERENCE GROUP

## Councilors

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

Mrs. Jessie H. Benjamin, Cooperative Extension Agent, Agriculture  
and Home Economics, State of Georgia; instructor in rural education,  
Forsyth Normal School, Georgia.

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

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

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

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

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

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

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

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

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

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

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

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

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

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



## CONFERENCE GROUP

Explorers

- Miss Florence R. Beatty, graduate (1933) of Fisk University;  
teacher in public schools of Cairo, Illinois.
- Mr. Horace Mann Bond, dean-elect of the undergraduate college of  
Dillard University, New Orleans; author of Education of the  
Negro.
- Mrs. Horace Mann Bond, graduate of Fisk University.
- Mrs. Elizabeth Perry Cannon, instructor at Spelman College;  
made demonstration of conducting a one-teacher school as a  
part of Spelman summer normal course.
- Mrs. Catherine J. Duncan, Jeanes supervisor in Georgia.
- Mr. Buford H. Junker, graduate student in anthropology at  
Harvard University.
- Miss Ruth Lockman, graduate of Emory University, Atlanta;  
teacher in public schools of Georgia.
- Mrs. Estelle Massey Riddle, graduate nurse, formerly on staff  
of Freedmen's Hospital, Washington, D.C.; President,  
National Association of Colored Graduate Nurses.
- Mr. E. C. Morgenroth, teacher in public schools of Wisconsin.
- Mrs. E. C. Morgenroth, teacher in experimental school in  
Ravinia, Illinois.
- Miss Narvie Purifoy, graduate (1934) of Livingstone College,  
North Carolina; teacher in one-room rural school at  
the age of sixteen.
- Mr. Stephen Ryder, doctor of philosophy (1934) in education  
at the University of Chicago.
- Mrs. Stephen Ryder, experience chiefly in business and manage-  
ment.
- Mr. John E. Wilson, graduate (1934) of Emory University,  
Atlanta, Georgia.







M. D. COLLINS  
STATE SUPERINTENDENT  
OF SCHOOLS

State  
Department of Education  
Atlanta, Georgia

NRS  
SIMON STUDY

Council - Dixon

October 2, 1935

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

Dear Mrs. Simon:

Mrs. Dixon and I enjoyed having you and Mr. Simon with us in New York and enjoyed talking about the projects we are carrying on at the present time and possible future ones.

The exploration projects which were carried on last year have caused me to analyze as keenly and as accurately as I can the program of education for Negroes in Georgia today, and resultantly some of the most urgent next steps. I have the very definite feeling that these exploration projects, both in the schools and in the communities, should be continued longer. Certainly they should be continued as long as we are getting information through them that we would not be able to get otherwise. I am absolutely certain that each one of the explorers in Georgia last year gave me information that I would not otherwise now have. They, however, touched only certain types of situations last year, some of which were representative of the State, some of which were representative only of limited sections of the State. The existence of these latter implies the necessity for moving the explorers from one place to another. This will take time, and what I am trying to say is that the explorations into rural education should be continued if possible until it is felt that a reasonably full and complete, as well as a reliable, picture of rural education has been obtained.

This, however, is only one part of the whole problem and in some respects a secondary part, because it does no good whatever to know the conditions in rural education in Georgia or any other State, unless something can be done to remedy unsatisfactory conditions, as well as to promote satisfactory conditions. In the small rural school, probably more than in any other type of school organization, the teacher is the crux of the whole set-up. Her personality and her ability practically pitch the level and the breadth of the children's living in a school situation. The inadequacy of her training and the meagerness of her experience have, in the past, quite definitely limited what the child could get from her by contact. Without additional training and preparation for the job of teaching in a rural school the rural teacher must inevitably continue penalizing the child whom she teaches. If one is

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October 2, 1935.

frank and candid in his thinking about the matter one cannot help admitting that normal schools and particularly practice facilities of normal schools have, in the past, been organized almost not at all for the small rural school. The teachers in these institutions have not known the problems with which the rural teacher had to deal. There was no individual in them who could direct the program; as a general rule there was no individual who could do a first class job in instructing teachers regarding the teaching of reading. There was no individual who could do an interesting and effective job of teaching Household Economics on a non-vocational level, nor was there one who could do a similar thing in Agriculture. The same conditions, practically, applied to Health education, to simpler mechanics and sciences, and so-forth. These people in the teacher-training institutions have been training to set up a program almost entirely irrespective of what the individual was going to have to do after getting into the rural school. I mean that the conditions of rural life have not at all set the compass for training teachers in a rural environment.

The philosophy in the whole thing has been not to do the very best that could be done with a situation as it existed, improving it logically and reasonably, but rather has the idea been to revamp and remake a whole segment of American Culture without being at all sure that it was desirable to remake that culture. The normal schools, ~~that is~~ <sup>in my opinion</sup>, have quite generally not made any contribution to the problems involved in the administration and the organization of a small rural school.

The explorations in rural education, if continued, will ultimately give us, I believe, a reasonably clear pattern of rural life, its fullness and its scarcity, its pleasures and its unhappy phases. Even when we know this, however, only a part of what should be done has been accomplished. When we know more than we know at the present time about life in a rural situation we will know more about what kind of qualifications a teacher for this situation should have. I do not think, however, that we should wait until we have, so far as we can see, fully studied the rural economy, before we attempt, consciously, to train teachers for it. A teacher training program for this specific purpose should be begun now, and a very close correlation between the institution doing the training of teachers and the actual rural situation should be maintained. The institution should measure not only the qualifications, but also the validity of the type of training being given, its teachers by what happens to them, and what they do, after they get into the rural community in a teaching situation. In other words the thing I am trying to say, is that instead of a teacher for the rural school being manufactured out of the theoretical brain processes of some individual in a teacher training institution, she should eventuate from a combination of the needs of a rural community and what the technique of training teachers might be able to do to meet that



Mrs. Simon, Page 3.

October 2, 1935.

need.

This has been a rather rambling sort of a letter, but what I have been trying to say is, in brief, that the next logical step in this whole project of exploring rural life and <sup>the</sup> education of rural people seems to be a teacher training project which will consciously and candidly be guided by what can be learned from the rural community and the people who study it. You have already gone further in your thinking in this probably than I have, but I have gone as much in detail as I have in order that I might commit myself quite definitely to the idea.

Very truly yours,

*J.C. Simon*

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RURAL SCHOOL COUNCIL

(Meetings at Dillard University, New Orleans, Louisiana

January 3, 4, 5, 1936

Sessions will be held all morning and afternoon of Friday and Saturday and the morning of Sunday. All evenings will be free for members to devote to individual or small group conferences or for New Orleans recreation.

This meeting will be devoted to discussions by the Council of (a) rural conditions in southern communities as revealed by the reports of the explorers and (b) practical steps to be taken in adjusting the rural school to meet more fully these conditions. (Previous meetings have been engrossed with problems of organization, with oral reports from the explorers, and with specific questions. It is hoped that the present sessions can be devoted largely to constructive discussion by the Council itself of problems and plans.)

The following topics are suggested as guides to discussion:

1. How can we organize the preparation of materials of instruction in such a way as to be most helpful in rural education?

(The subcommittee on reading materials - Charles H. Judd and Margaret Simon - will present their analysis of the situation and their recommendations.)

2. How can we intellectualize materials in such subjects as farming, handicrafts, and health?

(Michael M. Davis will present his suggestions in the field of health. It may be desirable to appoint subcommittees to consider similarly farming and handicrafts.)

3. How can we generalize the present work of the excellent teachers now in rural schools - to be specific, the work of our own teachers in Red Oak, Fair Play, and Pine Mountain Valley?

JAN 2 1936

4. By what methods and instrumentalities can we help normal schools (or other institutions) begin to experiment with realistic school problems, such as the following:

- a. Preparation of and experiments with new materials of instruction.
- b. Experiments with in-service training of present teachers.
- c. Influence upon school work through (1) supervision of rural instruction, (2) cooperation in the appointment of rural teachers, and (3) the conduct of extension institutes at the schools themselves, comparable to the Mexican Cultural Missions.

5. How can we use the knowledge of rural conditions to improve and enrich the work of the school?

(The subcommittee on reports from the explorers - Lloyd Warner and Charles S. Johnson - will discuss their analyses of the sociological material and will present their recommendations for further study of this material.)

6. Can the school term, especially in rural communities, be rearranged so as to be more useful for educational purposes, including education in agriculture?

(i.e., a twelve-month term or terms which will include the summer months which are so necessary to farm instruction.)

7. How can we help to bring into being a system which will guarantee the appointment of better teachers in rural schools, including the providing of better salaries for rural teachers? (cf. bulletin recently issued on rural schools in British Columbia.)



RURAL SCHOOL EXPLORATION CONFERENCE  
New Orleans, January 3, 4, and 5, 1936

Councilors

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

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

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

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

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

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

Burton Fowler, Tower Hill School, Wilmington, Delaware.

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

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

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

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

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

N. C. Newbold, North Carolina State Department of Education, Raleigh.

Frederick D. Patterson, Principal, Tuskegee Institute, Alabama.

Shelton Phelps, President, Winthrop College, Rock Hill, South Carolina.

Margaret S. Simon, Julius Rosenwald Fund, Chicago.

Lloyd Warner, Department of Anthropology, University of Chicago

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

George F. Zook, Director, American Council of Education, Washington, D. C.



Explorers

James F. Simon, Julius Rosenwald Fund, Chicago.

George I. Sanchez, Julius Rosenwald Fund, Chicago.

Elizabeth P. Cannon, Red Oak School, Georgia.

Catherine Duncan, Red Oak School, Georgia.

Allie B. Cheney, Rutledge, Georgia.

Lewis Jones, Johnson County, North Carolina

Ralph Gaskins, Fair Play School, Rutledge, Georgia.

Buford H. Junker, Johnson County, North Carolina.

Ruth Lockman, Fair Play School, Rutledge, Georgia.

Emily White Maclachlan, Pine Mountain Valley Rural Community,  
Hamilton, Georgia.

John Maclachlan, Pine Mountain Valley Rural Community,  
Hamilton, Georgia.

Guests at the New Orleans  
Meeting

George A. Works of the University of Chicago, Director for Rural  
Education of the American Council Commission on the Care and  
Education of American Youth.

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



# RURAL SCHOOL COUNCIL

Meetings at Dillard University, New Orleans, Louisiana

January 3, 4, 5, 1936

Right before  
Study - how ready for tentative action  
Rural - coming into the area  
South - children spread on habit

**N R S**  
**SIMON STUDY**  
Council Study  
(Jan)

Excess of children in Rural South  
portion of 14 counties are 38.8 % of pop of U.S.  
30.4 % of California  
45.7 % of South

These children scatter to all sections  
Other children that come  
1900, some 2 1/2 million poor  
neglected for South & other sections  
These schools of rural South are training  
children - a considerable part of scheme  
become citizens of whole U.S.  
These Southern rural schools  
are properly a  
matter of national  
concern.

Sessions will be held all morning and afternoon of Friday and Saturday and the morning of Sunday. All evenings will be free for members to devote to individual or small group conferences or for New Orleans recreation.

This meeting will be devoted to discussions by the Council of (a) rural conditions in southern communities as revealed by the reports of the explorers and (b) practical steps to be taken in adjusting the rural school to meet more fully these conditions. (Previous meetings have been engrossed with problems of organization, with oral reports from the explorers, and with specific questions. It is hoped that the present sessions can be devoted largely to constructive discussion by the Council itself of problems and plans.)

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(Michael M. Davis will present his suggestions in the field of health. It may be desirable to appoint subcommittees to consider similarly farming and handicrafts.)

farming - Mr. Patterson

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JAN

8 1936

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(i.e., a twelve-month term or terms which will include the summer months which are so necessary to farm instruction.)

7. How can we help to bring into being a system which will guarantee the appointment of better teachers in rural schools, including the providing of better salaries for rural teachers? (cf. bulletin recently issued on rural schools in British Columbia.)





M. D. COLLINS  
STATE SUPERINTENDENT  
OF SCHOOLS

State  
Department of Education  
Atlanta, Georgia

July 3, 1936

NRS  
SIMON STUDY

*Council - Simon*  
*Nes - answered*  
*by phone - received*  
*7/8/36. Dixon*  
*leaving Atlanta*  
*7/10/36*

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

Dear Mrs. Simon:

Since none of us - Mr. Allman, Mr. Paty, or I - knew what Mr. Bennett's feeling and attitude was toward the Fund we felt that we could get a franker reaction from him if no representative of the Fund were present at the conference. That is why I did not wire or telephone you. After the conference we three agreed that his attitude was thoroughly satisfactory. Though he was more than "fed up" on Maclachlan he did not even hold the Fund or its officials responsible for Maclachlan's actions - many of which, I must admit since hearing more of them, were absolutely asinine. From all that Mr. Bennett said Mr. Allman, Mr. Paty, and I are agreed that the way is open for further cooperation on the part of the Fund if such cooperation seems desirable.

(I am going, now, to try to analyze the present situation at Pine Mountain and will then present some suggestions.)

Operated as it was last year, the community would have been better off had it had no school. Maclachlan seemed to have felt that it was his job to run the whole show and spent so much time on this that he gave little to the school. He absolutely missed the very first point which he should have recognized and worked from - namely, that he should so organize as to make it possible for the school to go into the county system, which it does this fall. His sojourn in the community created problems which will be eliminated only after two or three years of work by a sensible person. Instead of biding his time until certain services were available and then tying them to the school, or the school to them, he tried to ramrod a set-up with the school as the spearhead. Instead of developing the school into a quietly working medium of social improvement he tried to create it as a club with which to force acquiescence to his ideas and it became a medium through which much of the discontent expressed itself. He went altogether too fast; he spent too much money - some of it unwisely; he made or tried to make the school an institution through which to manipulate and reform - if he had anything to reform! He proposed and initiated a program beyond the means of the community. Now, any individual going there must, first

JUL 14 1936

LIBRARY  
UNIVERSITY

Mrs. Margaret S. Simon

# 2.

of all, counteract some of these incipient developments.

All of the above enters into the following:

1. The high school grades should continue to go to Hamilton. So, also, might the seventh grade later on. We had some assurance that Federal funds would be available for the necessary plant extension in Hamilton. The county authorities will provide the high school there and should also provide the transportation to it.

2. The county should, and has already agreed to take over the Pine Mountain school. It will finance the seven years of work as it does the other schools. It will furnish seven teachers, we believe.

3. In addition to the seven teachers mentioned in 2 there should be a well qualified man to serve as principal. In general his qualifications should be as follows:

- a. A southern man
- b. A rural background
- c. Training and experience in rural and elementary education
- d. Married
- e. Experience and training in supervision
- f. Ability to coordinate work of following areas or specialists:
  1. Health
  2. Recreation
  3. Home making
  4. Agriculture
  5. Crafts

He should be employed for twelve months. His responsibility will be the school and its relationship to the community.

4. Mr. Bennett agreed, that

- a. The principal would have complete charge of the school
- b. His responsibility would be to the director of the Valley project and the county school superintendent
- c. The principal would select the teachers
- d. The principal would be held responsible for the work of the school and would be given full freedom within the limits necessarily imposed by law and good sense.

5. Mr. Bennett agreed to furnish a home for the principal

6. Mr. Bennett stated that, if a good principal could be found, the Valley would take him over (financially, I mean) after one to three years.



Mrs. Margaret S. Simon

# 3.

7. Mr. Bennett recognizes that the Fund is interested in the project not just as another school but because it has unusual elements that lend themselves to study and experimentation and will approve reasonable and purposeful experimentation at the school.

The environment of the school is unusual. The school is significant and deserves adequate direction. There is a definite field of and opportunity for exploration and experimentation and thereby merits the consideration of a foundation. For these reasons, I suggest that the Rosenwald Fund

1. Continue to cooperate in the project

2. Pay the salary of the principal on a twelve months basis and at a figure not so high but that the community can assume the load later on.

3. Leave the selection of the principal to Messrs. Allman, Paty, and Dixon, subject to the approval of the school trustees and the county superintendent.

4. Make a commitment for the salary of the principal for one year with the understanding that cooperation, on a descending scale, is possible for two more years, if the principal makes good.

5. That 1, 2, 3, and 4 immediately above be predicated upon sections 1 to 7 preceeding.

Sincerely yours,

*J. C. Dixon*

J. C. Dixon,  
Supervisor Negro Education

Copies to:

Mr. Raymond Paty  
Mr. J. I. Allman  
Mr. W. T. Bennett  
Supt. W. B. Wisdom





M. D. COLLINS  
STATE SUPERINTENDENT  
OF SCHOOLS

State  
Department of Education  
Atlanta, Georgia

July 6, 1936

N R S  
SIMON STUDY

Council - Dixon

	MWS	7/8	ms	

7

Mrs. Margaret S. Simon  
4901 Ellis Avenue  
Chicago, Ill.

Dear Mrs. Simon:

As I wrote you last week, I had already written you a letter discussing the Pine Mountain situation in detail but was holding that up to secure the concurrence of Paty, Bennett, Wisdom, and Allman. I've heard from three of these now - all except Bennett - and for this reason am sending the letter on to you herewith. I think it is fully explanatory of the situation. Don't hesitate to criticize or refuse to agree to any statement I have made. It is definitely understood that this letter is composed of recommendations and in absolutely no way obligates the Rosenwald Fund.

Drop me a note and let me know Jim's address. I should like to drop him a line off and on during the summer.

Sincerely yours,

Curtis

JCD\*m  
Enc.

JUL 14 1936

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UNIVERSITY





M. D. COLLINS  
STATE SUPERINTENDENT  
OF SCHOOLS

State  
Department of Education  
Atlanta, Georgia

July 7, 1936

NRS  
SIMON STUDY

Council - Dixon

Mrs. Margaret S. Simon  
4901 Ellis Avenue  
Chicago, Ill.

Dear Mrs. Simon:

Messrs. Allman and Paty and I had another conference yesterday afternoon on the Pine Mountain School situation. We still adhere to the general considerations I have already written you.

In addition, it seems to us that there are two alternative procedures which might be followed. We might select another person of MacLachlan's type and expect him to approach the whole project from the point of view of the person interested only in research, or we might select someone to approach it from the very practical angle of doing something.

The study and research are important, we admit, and can be done at the proper time and place. Just now, however, the need is for someone to counteract what has been done, not by talking and theorizing but by working and using in the process some common sense. The major tasks seem just now to be that of administering the school, tying it to the community, and correlating the various activities related to the school. A theorist can't do this. It must be done by someone who has had this type of experience and an agricultural man seems to be pointed to.

Now the type man we feel the situation needs just now may not be able to make a profound impression in the Council. He will not be a sociologist, or a research person. He may appear to some of the Council as just another school principal, but the type work he will do must be done before other desirable things are to be realized.

This may not seem to be within the province of the activities of the Fund. Nevertheless, I suggest that the latter set-up be authorized by the Fund or that it withdraw from the project.

Sincerely yours,

J. C. Dixon

J. C. Dixon,  
Supervisor Negro Education

Copies to:

Mr. Allman  
Mr. Paty

FISK  
UNIVERSITY



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DAY LETTER <input checked="" type="checkbox"/>	DEFERRED
NIGHT MESSAGE	NIGHT LETTER
NIGHT LETTER	SHIP RADIOGRAM

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J. C. WILLEVER  
FIRST VICE-PRESIDENT

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Send the following message, subject to the terms on back hereof, which are hereby agreed to

Mr. J. C. Dixon  
State Supervisor of Negro Education  
Atlanta, Georgia

DAY LETTER

July 9, 1936

**NRS**  
SIMON STUDY

*Council - Dixon*

PROPOSAL EXACTLY FUND'S ORIGINAL CONCEPT OF WORK AT PINE MOUNTAIN STOP WE MUCH PREFER PRACTICAL WORKING MAN TO RESEARCH MAN STOP DR. DAVIS ACTING PRESIDENT IN MR. EMBREE'S ABSENCE AUTHORIZES COMMITMENT BY JULIUS ROSENWALD FUND UP TO THREE THOUSAND DOLLARS FOR ONE YEAR'S SALARY OF SCHOOL PRINCIPAL WHOM YOU APPROVE STOP CANNOT MAKE COMMITMENT AT THIS TIME FOR TWO ADDITIONAL YEARS BUT BENNETT CAN BE ASSURED THAT EVERY CONSIDERATION WILL BE GIVEN TO THE PROPOSAL FOR AID ON DESCENDING SCALE STOP I THINK IT IS NOT NECESSARY FOR ME TO SEE PRINCIPAL BUT IF YOU WILL LET ME KNOW I WILL DO THAT OR ANYTHING ELSE YOU WISH STOP I WILL SEND LETTER TO BENNETT ALLMAN PATY CONFIRMING COMMITMENT BUT SINCE THIS WIRE IS OFFICIAL WILL YOU IN OUR BEHALF NOTIFY THEM SO THAT YOU ALL CAN MAKE

JUL 14 1936

**FISK**

THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE



CLASS OF SERVICE DESIRED	
DOMESTIC	CABLE
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# WESTERN UNION

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CHAIRMAN OF THE BOARD

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FIRST VICE-PRESIDENT

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ACCT'G INFMN.
TIME FILED

*Send the following message, subject to the terms on back hereof, which are hereby agreed to*

Mr. J. C. Dixon - Page 2 - July 9, 1936

DEFINITE ARRANGEMENTS WITH GARD OR WHOMEVER STOP PLEASE WIRE ME COMPLETE NAMES AND  
ADDRESSES OF BENNETT ALLMAN PATY THANKS MUCH

Margaret S. Simon

Charge to  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Drexel 7100

McK



THE QUICKEST, SUREST AND SAFEST WAY TO SEND MONEY IS BY TELEGRAPH OR CABLE

# NRS

## SIMON STUDY

The fourth conference of the Rural School Council was held at Dillard University in New Orleans, Louisiana, Friday, Saturday and Sunday, (January 3, 4, and 5, 1936. Of the councillors and explorers all were present with the single exception of Dr. W. W. Alexander, who was unavoidably detained in Washington. The present membership of the council and of the exploring group, together with the official guests of this meeting appears on the concluding pages of this bulletin.

In view of the fact that the earlier sessions of the Council had been given over largely to reports by the explorers and to discussion of detailed aspects of rural and southern school problems, it was decided to devote this meeting chiefly to discussion by the Council of educational procedures which should be carried out in the near future as next steps in the exploration. The sessions therefore concerned themselves chiefly with the following topics: (1) The preparation of materials of instruction with special emphasis upon usable materials in the fields of farming, health, and handcrafts. (2) Methods by which the experimental schools developed by the council (and other exceptionally fine rural schools) might be used to demonstrate to educational officials, teachers, and the public at large the advantages of good education. (3) Ways by which the Council or the Julius Rosenwald Fund or other agencies might cooperate with one or more normal schools with a view to improving (a) their preparation of teachers and (b) their direct influence upon rural education.

(1)

Dr. Judd outlined the need of more appropriate materials for use both in rural schools and in schools generally throughout the country.

JUL 20 1936

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The usual materials presently used in the schools <sup>as said</sup> are uninteresting to the children; Their subject matter is without local application and outside the children's experience.

Dr. Judd indicated three ~~general~~ types of materials which are needed: 1) Informative materials, now generally provided in <sup>unappealing</sup> textbooks in <sup>the</sup> so-called systematic school subjects, which must be produced by persons with special technical knowledge. 2) Literary material <sup>which are</sup> ~~now~~ being abandoned because children ~~should~~ don't understand ~~the~~ ~~which should be drawn from children's experience~~ Creative artists should be found who can build such a literature from the experiences of childhood. 3) Materials for the stimulation of activity.

Obstacles in the path of production of suitable materials, Dr. Judd pointed out, are the natural <sup>in-</sup>clination of the commercial publishing houses ~~to the~~ away from experimentation; the resistance of the average teacher to innovation; and ~~even~~ the fact that <sup>even</sup> teacher training institutions find it expedient to be conventional.

The ordinary teacher, in Dr. Judd's opinion, cannot be called upon to institute the needed reforms. The normal school should take the initiative in undertaking vigorous experiments in the field, working with the teachers with the express purpose of stimulating the production of new and adequate materials.

Mrs. Simon reported the work which the Julius Rosenwald Fund had been carrying on during recent years (a) through supplying small libraries to Negro rural schools and (b) by stimulating the development of county wide library services which use schools both colored and white as substations and distributing centers.

Last year five hundred libraries of about forty books each were assembled and distributed on the basis of payments of one-third the cost by the Fund, one-third by the State Department of Education and one-third by the local community. The cost - \$36 per library - was so small and the desire for books so great that the demand far exceeded the supply. In cases where such a library represents the only supplementary reading material available in a community, or where text-books are not furnished and the <sup>books in the</sup> library are the only volumes <sup>of any sort</sup> to which the children have access, the value of the libraries is inestimable. This year 600 of these small elementary libraries have been assembled, and the rate at which they are being ordered indicates that the supply will be exhausted before the end of the school year.

The county library services which the Fund has helped set up in some ten counties in the South are designed to bring the library into the small rural community, as well as into the larger centers. The schools, both Negro and white, in these counties are used as branch libraries, <sup>and the</sup> ~~to be~~ <sup>books are available to children</sup> used both by the students and by adults. In some cases the books are brought ~~the Fund's program in county~~ library service



In connection with the subject of supplementary reading material, attention was called to a specific lack in books available for southern rural schools because of the retarded reading ability of many of the pupils in both the Negro and white schools. The present books having subject matter of interest to adolescents are above the reading ability of these pupils. Those which are within the reading ability are intended for much younger children and therefore do not hold the interest of the older group. The problem is to find books which deal with subjects interesting to children 15 to 18 years old and written in a vocabulary adapted to children of second and third grade reading ability. The lack of this type of books is so great that it was felt that special efforts should be put forth to create such a literature.

In connection with general materials of instruction it was the consensus of the group that a machinery should be set in motion for very extensive creation of materials of a much more realistic sort, especially with a view to adding social significance and a social view ~~of~~ point to texts used in all subjects.

*It was the opinion of several members of the group <sup>was</sup> that the publishing of materials of instruction must remain in the hands of commercial publishers, and that the function of the teaching profession in the matter ~~is~~ to influence such concerns toward the publication of adequate and suitable materials. Another view was that ~~the production of~~ the teaching profession has a direct responsibility in the production and distribution of materials of instruction.*

*~~It was pointed out that individual teachers can be trained to~~*

*It was pointed out that there is special value in material locally produced, by <sup>the</sup> children themselves, or by others in the community. The teacher training institution, it was felt, should ~~teach~~ train teachers to*

use material produced by the children, not necessarily to be commercially published, but for use within the individual school. <sup>thus</sup> The teacher should be given a consciousness of herself and her pupils as potential creators of school materials.

Dr. Works pointed out the distinction between regional materials, that is, those to be used in an area covering several states, and therefore more practically to be ~~produced~~ published by commercial houses, and local materials, those for use in a single community, ~~produced and~~ <sup>and therefore the</sup> direct responsibility of the teacher or others within the community. Some materials, he said, such as some literary materials can be used for national distribution and are therefore indicated as <sup>properly</sup> ~~within~~ the scope of the commercial concern.



Special attention was given to the subject of materials in farming, health, and handcrafts. Dr. Davis commented upon the difficulty of using health materials except in connection with sound health practices and in cooperation with health agencies and sanitary provisions. In spite of the admitted difficulties it was agreed that special efforts should be made (a) to prepare simple texts for young children and (b) to prepare synopses of health materials and health procedures for the use of teachers. # Dr. Patterson commented upon materials in farming, calling attention to the fact that the need was not for scientific treatises but for simple suggestions that would improve farming practices and would interest the children in the general processes of natural history involved in farm life. ~~It is the~~

~~function of the teacher to the children should be given~~  
~~and helped to feel the beauty of the natural processes~~  
~~which. The children should be made to feel the special significance~~  
~~of the agriculture as an occupation, not only a view~~  
~~of its economic significance, but because of the peculiar~~  
~~aesthetic values in the process opportunity to watch~~  
~~the development of a crop.~~

The pupils should be allowed to participate in laboratory procedures, Dr. Patterson said.

The interest of the children in agriculture as an occupation should be piqued by drawing their attention to its significance as an ~~economic~~ economic force, ~~and further by exposition of the peculiar aesthetic enjoyment to be derived from~~ and by introducing into the agricultural courses the ~~aesthetic~~ aesthetic aspects of the processes of growing crops. \*

Dr. Patterson pointed out that Children are more interested in things they take part in, and should be allowed early in their school life to ~~take part in~~ <sup>participate in</sup> laboratory procedures in agriculture. This is the more essential ~~when~~ <sup>in view of</sup> consideration of the early age at which most of the children leave school. They should have been exposed to some farming subjects, as well as to the three R's.

\* Because their whole lives are tied up with ~~the~~ farming, <sup>and the subject has grown dull for them</sup> the special function of the ~~teacher~~ teacher must be to show them new ~~phases~~ and more attractive phases of it, to hold their interest in it and make them want to stay with it. The approach, it was suggested, ~~must perhaps~~ <sup>perhaps</sup> should be ~~made~~ <sup>not</sup> ~~from~~ <sup>not</sup> the ~~practical~~ <sup>not</sup> practical at first, but ~~from the artistic~~ aesthetic or emotional side.



(2)

Attention was called to the desirability of using the schools which have been set up at Red Oak, Fair Play, and Pine Mountain Valley (and other similar examples of excellent rural education) in order to influence the development of similar school practices elsewhere in the given counties and states. Dr. Zook emphasized the importance of demonstrations calling attention to the success which the agricultural colleges and farm demonstration agents had had in demonstrating better farm practices and urging that schools be used similarly for demonstrating sound education not only to teachers but to the people generally. Attention was called to the fact that the schools for which the council has been responsible are still largely in an experimental stage and were set up primarily to test out the possibilities of our theories. Without interfering with the experimental character of these schools it was agreed that they should be used as widely as possible to influence practice elsewhere.

(3)

It was agreed that the most effective single instrument for improving education, whether rural or urban, was the normal school or teachers' college. Discussions which covered most of the concluding two days of the conference may be summarized as follows:

- a. Improvement and making more realistic the training of pupil teachers.
- b. Training of in ~~service~~ service teachers.
- c. Supervision of education directly by the normal school
- d. direct efforts on normal school to plant graduates including supplementing of salaries
- e. extending of normal instruction outside the normal school to rural setting.



A. The indicated improvements in normal school instruction are toward making the training of pupil teachers more realistic and more directly applicable to the situation in which they are likely to find themselves when they go out to teach. The curriculum of a teacher training institution should reflect the needs of the teaching situation as these needs have been analyzed by capable people. Since certain skills in performance are best acquired through demonstration, there should be facilities for demonstration on the campus. At some point in the college career, experience in the school room, either as observers or as apprentices, is an essential element in the program of student teachers.

B. The continued training of in-service teachers is a direct responsibility of the normal school. There were several suggestions made of ways of accomplishing this. In Arkansas, for instance, twenty so-called key teachers, taken from over the state, were chosen for special summer-school training, and their schools, supervised by the county examiners, were used as demonstration units. ~~Elsewhere systems of exchange in~~ Georgia, Elsewhere, systems <sup>have</sup> ~~have~~ been being worked out whereby student teachers take over certain schools for a short period while the regular teachers attend short courses on the normal college campus.

C. One of the main inadequacies of the American school system, Dr. Judd said, is the lack of facilities for carrying the supervision of the normal school into the school system. It was agreed that there would be great value in more extensive plans like the one now in existence at Statesborough, where a supervisor, who is a member of the college staff, works with the rural teachers in the county, returning



to the campus one week in four, where she teaches classes of student Teachers, thus keeping in touch with both the teaching and the college situations.

D. More direct efforts should be made on the part of normal schools to place their graduates where their influence can be felt. The low salaries paid to rural school teachers, it was pointed out, make it difficult to place really adequate teachers in rural communities, and it was thought that steps toward supplementing the salaries of such teachers might profitably be taken. The prestige of the rural teacher would be heightened if her salary were raised, and this added prestige would make these positions ~~even~~ more ~~tempting~~ inviting.

E. The influence of the normal school could be spread over a wider area, it was suggested, if ~~the~~ its instruction could be ~~taken~~ carried into the field. ~~The~~  
<sup>An example was cited of</sup>  
The culture missions of Mexico, where the ~~staff~~ normal school staff moves into a community and sets up a model school, the surrounding schools being dismissed for the period to attend the mission. The outstanding advantage of this system, it was felt, was that the normal school was actually taken into the community, where it could demonstrate, in a natural situation, ways of dealing with community problems.

The consensus of the meeting under the several headings was formulated as follows:

(2) Mr. Burton Fowler and Mr. J. C. Dixon were appointed as a subcommittee to work out means of ~~making the present excellent schools of greater~~ *spreading the influence of the*



**N R S**  
**SIMON STUDY** FISK UNIVERSITY  
 DEPARTMENT OF SOCIAL SCIENCE  
 NASHVILLE, TENNESSEE

CHARLES S. JOHNSON  
 DIRECTOR

*J Council - Johnson*

October 14, 1936

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

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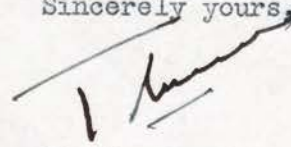
Dear Mr. Embree:

I tried my hardest to get my notes off to you before your own arrival, in keeping with the plan suggested when we last talked. The cause of this delay, really an excusable one, I believe, is a too long story for this letter. So I pass on.

The notes enclosed embody a point of view regarding the new common school program of the Fund, which I think we share. It, perhaps, stresses unduly the social situation making revision of procedure necessary, and understresses the educational philosophy which should guide the next steps. The former emphasis would probably be expected from me, while the latter would with greater authority come from Judd and Coss.

In keeping with the spirit of our first agreement, I am making the comment on your own memorandum a separate matter, to follow.

Sincerely yours,



Charles S. Johnson

OCT 21 1936

csj-p



M. D. COLLINS  
STATE SUPERINTENDENT  
OF SCHOOLS

State  
Department of Education  
Atlanta, Georgia

NRS  
SIMON STUDY

*Council (Dixon)*

December 17, 1936

EDE	✓✓	EDE	0

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

Dear Mr. Embree:

The Davis-Junker report will, of course, be the basis for part of the program of the Council meeting in January. But I doubt that, interesting though it is, it should monopolize the meeting.

This prompts me to ask whether agenda will be provided in printed form for this meeting as has been done in the past and, if so, just what may be included. May I even go further and suggest some items which may be included? I do this because, since they are possible procedures, we should have the benefit of the Council's reaction to them.

Briefly and concisely the items may be listed as follows:

A. General Administration

- I. The channels of influence and operation. For example, state councils.
- II. Operation through official media vs independent action.
- III. Area of operation and types of official contacts prerequisite to and concurrent with operation in any area.

B. Main Objectives

- I. This may be considered a rehash of what has been said at previous meetings of the Council. I suggest it, though, because the individual members of the Council, as a result of their thinking, have been modifying their concepts of our job and their ideas relating to procedures and might well be expected to help us materially. I do not think the Council should or will want to plan the administrative procedures but their ideas may save us some time and may prevent some mistakes.

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Mr. Edwin R. Embree  
#2.

- C. The demonstration of a unified or coordinated county program now under way in Greenville County, South Carolina, and the possible future program of the G. E. B. have definite relationship to and significance for our program. If they will agree to do so, I feel that Mr. Favrot should be asked to discuss the former and Mr. Davis the latter.
- D. Wright's primary interest is the work of his two boards, but he is also interested in our program. Would it be advisable to have him comment on the latter from the point of view of its relationship to and effect on the former? He might, for example, have some ideas regarding the utilization of the Jeanes teachers in our program.
- E. Further consideration and discussion of the part normal schools may take in the program.
- F. Some consideration should be given to the problem of bringing the members of the Council into more active participation in the program. This is an individual matter, of course, for some members know the area of our activity from long experience and others have made more or less extensive contacts. All should do this, however, and have definite concepts relating to:

I. General objectives

II. Immediate objectives

III. Procedure

IV. Personnel required

and should be willing and ready to state these from time to time - prior to each meeting of the Council, for example. It may be that this Council meeting is not the proper place or time to enter into this but I expect to utilize some such procedure in the future.

Use your own judgment on these suggestions, of course. Don't hesitate to veto any or all. I thought perhaps some might be valid.

Sincerely,

*Curtis*



Mr. Judd and Dr. Coss agreed on our concentrating our effort in the materials of instruction, not on administrative problems. It is up to us to create some new standards of good teaching. Mr. Embree thinks our study should include one large school in order to make our base a little wider.

Agreeing that we should continue on the quality and method system, would Judd feel that we should extend the variety of our instances?

Judd: I see no reason for our not expanding. We should not rely on administrative form. A good consolidated school is one where someone has the temper and spirit for the conduct of an institution. I think we should study him. We should find a county that is good now and make a thorough-going analysis of it - if we have to move into a larger administrative unit. I do not think we know how to set up a consolidated school. I would rather study these cases intensively than to mix in them. Let us stick to our unique function of working with small units. No state department has devoted time to the making of good teachers, nor does any teachers' college know this. If we get tangled in the machinery we are going to lose our unique contribution. What is the difference between a child who does not know anything when he gets through school and one who does?

Coss: We have had in the past two objectives: (1) How shall we stimulate the behavior of youngsters? (a) The improvement of instruction in reading, chiefly, but in old fashioned school instruction. (b) The change in a community in which the school is bringing into the community all of the services developed in the last 25 years. In finding out more about these objectives we have pursued one or two methods, chiefly the setting up on our own account, with outside money, experimental or demonstration centers. I am somewhat in favor of this. I am more in favor



of a more extended study of accomplishment already made in outside non-stimulated institutions, and drawing conclusions which we may check up in a variety of ways. At this moment if we want to keep on our one- or two-teacher schools I am content, but I would like to experiment around in a more extended study of institutions where good has been done by the community itself. In our study of larger communities we should study places which are already good and then check our observations.

Warner: Do you think that we could set up criteria by which in a ~~fairly~~ reasonably certain way we could tell that an individual school or that schools in an individual county are doing a good job? If so, we could help solve Dr. Coss's problem. We have made only a beginning. Certain cultural problems have been defined, but these can be related to the problems which Mr. Judd and Dr. Coss have suggested.

Coss: Suppose we should take the types established by the compendium, and with enough time, money, and brains go into a locality that we consider good as to schools and services, and say community A, good, has such a population, such and such a plant, and the other measurable factors. Do the same for each of these types. Then we could get somewhere on the same kind of a study we have in volume 1.

Judd: We have criteria that distinguish a good school and social system. We have to set up the criteria that a good school is one which prepares enough people efficiently enough for the community to make progress. Here is an example of a county in Wisconsin which began raising chickens at the suggestion of the teacher, and now has a good income from that source. We should ask whether people who go out from various schools go out with some obvious indication that they know how to cope with life. We could answer Warner's question whether we can tell a good from a bad school. I would go one step further than Dr. Coss indicates. If we would

go to some very good places ( I would be interested in seeing that done) and then go to some very bad ones, it seems to me that we would then be dealing with the thing I was describing as fundamental. We could then take our contributions and invent devices for spreading them, suppressing what is bad and promoting what is good. Then we have made a real contribution. We want answers to the question, "What is good teaching?"

Dr. Coss: We have a lead in leadership. As we do this job and tie up our function of the good school with the economic basis we can supplement each other's efforts.

Johnson: One of the significant statements this morning was made by Mr. Holden, that there has been no experiment of this council or any other agency in the group of counties of which we have the largest number, the highly diversified single crop type. This is not an accident. It relates itself pretty closely to one of the most acute of the problems facing the council. (I would like to test one or two suggestions. With reference to the schools in these counties it seems to me that from the point of view of organization of these county units the economic life of these communities, the school is less important to it than it is important to any other area.) I do not mean from our point of view of the value of education, but from the point of view of Dr. Judd's definition. If we regard education as some sort of control over life and environment and some sort of participation in this life, that is just the sort of thing that we do not expect in these communities of high tenancy rates. It assumes no control of life over environment. It mostly assumes a controlled environment. It is the type of area in which schools are least <sup>effective</sup> controlled in which the people have the least to say. By the same token it is the type of situation which most readily lends itself to rote education, because in such a way only form is important, and it is important only because it is consistent with state laws. I have been impressed with the fact that



reading and writing in areas of this type are not important. Why should people know what is going on outside? Why should they know how to figure?

Embree: It would be interesting to try an experimental school in one of the worst of the situations to see if the school could blast through.

Johnson: I am asking for an experiment in that type of area.

Embree: We would probably have to move into a white school, or better still into a white and colored school. We could not enable the Negroes to create a revolution. We might help the poor whites or both groups together.

Favrot: We come annually and present facts, but we do not get very far in changing the situation. I believe that we ought to consider using the money available to the best possible advantage. I do not think we always do. When attendance goes up to a certain point two teachers ~~are commonly~~ <sup>are commonly</sup> ~~should be~~ supplied. In many instances you have added a poor teacher to a poor teacher, or insult to injury. There is no improvement in the school. The community would be better off if there were a single teacher, even tho the attendance were 75, providing the teacher were free to regulate attendance and that not all of the children should come to school every day. Let her be free to set up a program when she might have a situation in cotton picking time <sup>in which</sup> her major attention would be devoted to the little children, during the winter months the major attention would be devoted to the larger children, in the spring season again to the little children. For approximately the same amount of money more good could be done by one <sup>by</sup> good teacher eight or nine months of the year than <sup>by</sup> two poor teachers for four or five. It would not take a great deal of money for such an experiment. Possibly there would be opposition from the state law, but possibly permission might be obtained.

Cocking: <sup>months</sup> A bean picking county in Florida has some such scheme. The teacher opens school at seven o'clock and the larger children

go from seven to ten thirty, then to the bean field, and the little children come into school at ten thirty.

Irby: We have some such plan in several southern states.

Judd: A large school with a good teacher learns more than a small school with a mediocre teacher.

Zook: I am wondering whether we have not reached the stage in our deliberations when we should do everything to identify good teaching that is being done. It seems to me there is no particular point in setting up experimental schools in very poor places to get a little good teaching done. We know enough about what is good teaching so that we do not have to develop it experimentally. Why is not our function the identification of good places?

Warner: How are you going to find the good places?

Irby: In spite of the fact that the state departments seem to be under fire they can point out centers where good instruction is going on.

Judd: You approximate this thing; you observe its characteristics and compare with another place said to be good, and then with those said to be bad. Then you get characteristics common in one case and common in another. Suppose you go to the places where the best teacher can't move the situation; then you know you are dealing with conditions outside of the school. There are certain other situations where education can control, and when you find that education can and does control you push that along.

Embree: I have a counter question. We have been moving pretty rapidly during the last thirty or forty minutes toward nosing out good teaching. That sounds to me like research. One of the things we had





in mind was that we were not going to become just another research body.

I understand fully the purpose of this research, and that we would then proceed to present it abroad, but I just ask a question as to whether we are moving too much toward the study and survey type of thing.

Judd: I would like to answer by a concrete illustration.

A few years ago a sister foundation raised a very pertinent question. (reading) (Commonwealth Fund) How much of this is being used in the schools, and what is the difficulty about using it? Let us get someone to instal all that can be done about teaching reading. You have to experiment with good teaching and do the double thing. I do not think this is a research problem. You would extract the good things and try them out in another county, or another school of the same type, or you would find a bad situation and see if you could improve it. I think experimentation is involved in this. I have listened to the sociological questions. I do not think we have any real answers to some of them, but if we begin by saying, "We are going to have good teaching," if we would discriminate between the agencies which will improve society and use the school for this, much can be accomplished. We have a definite problem and I do not think it is a research problem but an experimental one.

Coss: One reason it seems to me we are now in a position to do something is because we have a start of real interest to gun after. We have facts that were got through research. This is the jelling agent.

? B. Junker I agree with Juddson perfectly. What we want to change is the total life of the people. We have to look at the whole picture to see whether the schools can operate properly. We need to have all of the facts and enough sampling to test them.

Patterson: We have a great many more facts than we can use. The best way to study a situation is to do something about it.

Warner: This is a problem simply because people have gone lumbering on. If we are going to act intelligently we have to continue

some research activity or observation. We have to refine the problems as we go along. I would be the last person to say all we should do is research, but it is one of the activities we must continue if we are to check on what we are doing.

Embree: In summary: 1. The peculiar interest of this council is in the improvement of teaching, i.e., the improvement of the educational process itself as contrasted with administration or anything else. This is what we exist for in comparison with other agencies which have approached the matter. If that is the objective, then I think we should proceed to investigate, to find out what is being done and experiment, that ~~with~~ our investigation and experimentation shall be in proper balance. We are using these two methods, but the tradition of this council's effort is explicitly on the improvement of teaching and the educational process. If to that point we are in some agreement, let us devote a little time to further means of spread. I think again we should be carrying on our investigation and experimentation, and at the same time be experimenting with methods of spreading such of the gospel as we have learned from time to time. I should like to have us give a half an hour to that right now. One method has been suggested, namely, the ~~agricultural~~ <sup>public</sup> mission or field unit by which the whole group of <sup>public</sup> services is brought together and loosed in a very aggressive fashion on the community. Another suggestion that we have given a good deal of time to in other meetings is the question of better <sup>materials</sup> ~~methods~~ of instruction, the spread of good <sup>materials</sup> ~~methods~~ of instruction. That is, a spreading device by which from a central plan good materials are created and can be used widely. I would like to spend a little time again on that. We have pulled away several times, partly because it is so difficult and partly because the administrative staff has been less resourceful ~~than~~ <sup>demonstration generating centers</sup> in getting administrative schools going, partly because we have not seen the centers from which that kind of thing could be set up. My own thinking is that the centers where that kind of



thing probably should be are the regional normal schools which we hope to get under way. They should have as <sup>a</sup>the regular part of their business the creating of good materials and the spreading of them abroad. This would be on a regional rather than a national basis, but it is so important a matter that we should discuss it at this time. <sup>The third</sup> ~~I would like to outline the~~ <sup>has</sup> ~~three~~ methods of spread which <sup>do</sup> ~~have~~ occurred to a number of us (Section V) <sup>is state Rural Councils</sup>. A state survey such as we have discussed is <sup>a</sup> ~~a~~ very distance means of spread.

McCuistion: Take people to the source, and do not carry it too far. If you locate some superior people and projects, it might be well to think of the possibility of taking people to them. I am thinking of what we have done at Peabody in setting up a Division of Rural Education. Many county superintendents have been taken to Peabody on small scholarships.

Zook: That strikes me as being a thing of very great importance. We have found out that the printed word is not very effective even if widely distributed. We brought groups of farmers in to see pigs fed certain things. It has been the visual process which has been transforming agriculture. It looks to me as if we ought to have some similar process of bringing people to centers where we know good teaching is being done. As soon as that ~~it~~ done it seems to me that our next step would be to go around again and pick up individuals who could properly be exposed to that sort of thing and see it in process over a period of a few days.

Cocking: We have tried in the past two or three years in Tennessee to do something of the kind of thing that McCuistion is mentioning. In Montgomery County we have a modest little experiment. The rural teachers ~~to go~~ one or more of these schools ~~and~~ through a substitute relationship they are released for a half day or more to visit one or more. The teachers meetings are organized so that the great mass of teachers come together to discuss among themselves suggestions for improvement. In the Washington Negro school in Hamilton County last summer we ran a Negro school with a regular faculty supplemented by one individual.

It is a consolidated Negro school. Thirty or forty Negro teachers came and their part was to observe the operation of the school, both the instruction and the effort carried on by the faculty to relate the school to the larger social and economic life of the community. In the afternoon and evenings primarily the visiting group of teachers sat down to discuss what was going on and to offer such suggestions as they had, to raise questions. There have grown up things of promise in our state, things which are related to this council. On a county-wide basis we have taken about \$25,000, and we have said to the counties, "If you will select your best teacher (we will have a hand at least in a veto) and pay her a living wage and provide transportation for her, we will give \$500 toward her salary and she will go over the county with two things in mind, to help individual teachers and to pick out good things and call them to the attention of teachers so that others may go and spend time observing what is going on. Because these materials are closely related to the possibility of doing certain things, we have said, "If you need certain books and supplies, if you will raise a certain sum we will supplement it." We have tried to help in getting free materials in 40 counties as contrasted to 6 a few years ago. I am enthusiastic about this. We see things happening in spite of our lack of money and poorly trained teachers. There is a new interest on the part of the teacher because of two things, because someone has come and told her something related to her own little problems, and because there is such a large group of teachers going to the best thing in their counties and going back to put it into operation in their schools.

Judd: At the risk of alienating another friend, I would like to comment on Dr. Zook's statement. The fact that visual education is effective is that people do not know how to read. Let us play up the normal schools. They have to be played up by someone beside themselves. I do not know what that means, but if there is any more sorry, run-down-



at-the-heel institution than the teacher's college, I do not know it. They have got to be raised out of their present lethargy. They should be stimulated in carrying on new types of activities. They must be persuaded that they are the agents to carry on. They have too great an inferiority complex. I think that is one of the great features of this program: it is the regional program, and there is the responsibility on the institutions which hardly know it is their job now. The great difficulty in stimulating these schools is that it requires a little genius to do the job. What we need in the normal schools is a Junior Kipling. I wish we knew how to discover them. We need people to prepare material. I think this is a special job - they have to be discovered. In other words, I think the creation of this material that is so essential to good teaching and which is now left to chance and the American Book Company, must be planned, as is the whole economy of teaching; organizing and planning materials of instruction is one of the major problems before the group. One of the great changes that has taken place in American education in 20 years is that where children used to be required to read 100 pages they are now reading 900 pages in ~~19~~ books. If we do not capitalize this movement I think we miss one of the major possibilities that have been discovered.

Holden: What have we in mind when we speak of materials of instruction?

Judd: I have in mind the kind of reading material that would illuminate some lesson the teacher is working on. You have in Vermont some remarkable quarries. Why is there not someone in Vermont to get together two or three little lessons for distribution over Vermont? There is also the reciprocal relation. There comes back into Vermont the citrus fruit industry, etc. Use what goes out and what comes in. If each teacher would prepare one first class lesson, we could change the entire materials of instruction.

Holden: You are referring to the reading material to be put into the hands of pupils?

Judd: If we had good pictures to go along with these things, if we had good demonstrations or maps we could go further. Visual material has to be backed up by supplementary material. The prime material is reading material; the secondary material is visual material.

Holden: Is there not a close second in materials of environment, and does not this hook up with your suggestions on productive research, that teachers ought to have a chance to get acquainted with the natural surroundings of the children? Should not the materials be organized for the teacher's own use in connection with the class work?

Judd: Physical environment should be organized, but it is only an instrument which introduces reading. What is the difference between reading and looking? The child reacts toward the thing in looking; when he reacts in reading he gets a new type of experience. One is a piece of experience, one is a method of experience.

Coss: I would like to suggest that we add to our staff a coordinator of materials of <sup>instruction</sup> ~~production~~ who at the same time should acquaint himself by actual visit and by meeting people and letting himself be known, someone who would visit book publishers, this person to be helpful in coordinating production of materials and also on a long-time plan get acquainted with what the publishers have been doing and getting them started in thinking that there is going to be a revolution.

Embree: You have suggested this before and have met with considerable resistance. I would like to take it under advisement. I am not sure that we can absorb the time of a man good enough to do these things.

Judd: We have to play up the normal schools. We have to stimulate the schools to produce something.

Embree: What I would rather do is to find the best fellow we could and get him to take a post at Statesboro than a post with us in



Chicago.

Coss: I want him put in normal schools and to know what it is all about and stimulate them. In other words, a traveling mission who <sup>ary</sup> also knows his publishers.

Embree: If you can find such a person your suggestion becomes more appealing. At least we agree that the stimulation of the materials of instruction is an important matter, and that we as a staff have not made any progress. We accept this as a rebuke, but will try to do something before the next meeting.

~~State councils. Mr. Dixon originated the idea that~~

State Councils:

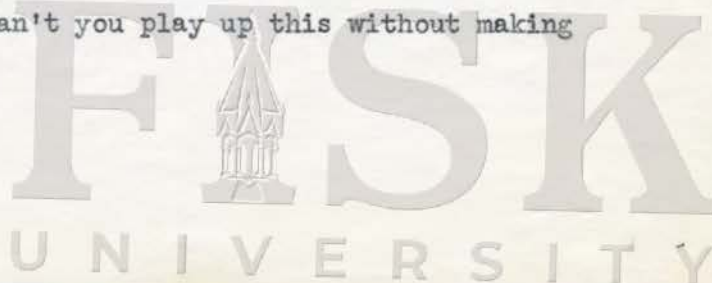
With respect to a single state we are a remote group. If a group such as this could be formed in several states the same kind of enthusiasm and exchange of experience might take place intensively within the given state.

McCuistion: They are developing materials of instruction now in Mr. Irby's state, for instance.

Davis: The main difference in such local organizations as the various states already have is that their consideration and discussion has not been so broad as this group's. I think it is not unreasonable to say that they have been taken into the consideration of the relationship of the whole environment.

Irby: I got enthused about <sup>rural</sup> ~~foreign~~ councils and got some movement started, but such councils immediately became political appointments. The college people were sympathetic and the director of education was sympathetic, but the method of appointment prevented it.

Judd: Can't you call together heads of private educational institutions and the normal schools? Can't you play up this without making it formal and political?



Embree: We might see if a state council or two could get started. Our relationship to it lies in a bit of financial support. If some group could get going it might be well worth while to make available \$200 or \$300 to cover entertainment expenses so that they could have a couple of meetings a year.

I would like to raise one other point. One of the things we have thought of ourselves as doing in this council is serving as a clearing house of information on all kinds of things that bear on rural schools and rural life. Mr. Lessing Rosenwald in the midst of a speech on rural education pointed out the necessity for such a clearing house since so much effort is going on. It seems desirable that some organization should constitute itself the agency for assembling such material and for disseminating it. Are there any ways beyond those which we are following in which the council could be of more service? If there are any other ways we could serve we should like to know them and put them into effect. At the outset we sent out bulletins. Some of the scornful laughed and we stopped. Possibly we should distribute some information.

Embree: The time of the council meeting has been irregular. At this first of the year season we can almost always get attendance. One meeting a year is too few; three may be too many. A meeting this coming spring would not be particularly desirable. There is a set of conferences at Chapel Hill in September, from the 1st to the 29th, of which a considerable number of people here will be members. One of those suggested that a council meeting might be had just before that meeting, approximately the last two or three days in August. Would that be convenient or do you favor other times?

Mr. Favort and Dr. Coss favor January meeting. Seemed the consensus, in spite of the holiday season.



JCD:

NRS  
SIMON STUDY

*Council (D. Simon)*

RURAL SCHOOL CONFERENCE

Outcome of Council meeting

1. Intimate knowledge of the local southern scene.
  - a. personal work - explorers.
  - b. compendium.
2. Experimental schools
  - a. Red Oak
  - b. Fair Play
  - c. Pine Mountain
  - d. Some in Arkansas
3. Cooperation with normal schools
4. General formulation and dissemination of ideas.

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FISK  
UNIVERSITY

Some new members of Council

Explorations or experiments for two years and fall term of  
this year.

Original idea of these explorations

Possibly some change in direction.

Each explorer to indicate

1. Approximate trend of work now
2. Changes in this over two and one-half years.



RURAL SCHOOL CONFERENCE

January 3, 1937

1. Lewis' report on normal school.
  - a. Use of federal funds
  - b. Faculty exchanges with Jeanes teachers
  - c. Budget \$28,000. State appropriated \$20,000 plus JRF contribution
  - d. Traveling unit in the field.

Four people on it: nurse, home economics worker,  
agricultural worker, supervisor

Bus goes to six centers where teacher training work is going  
on.

Classes adopt rural schools. Unit spends at least two weeks  
at each of these six centers.

Four unit practice schools on campus.

Practice teaching in actual schools under good Jeanes teachers.

Any selection of student body?

Page

RURAL SCHOOL CONFERENCE

January 2, 1937

Supervision

Cooperate with normal schools in selecting people who can be trained into supervisors and help those people get adequate training.

Experimental attitude in normal schools. No formula for work in normal schools.

Statesboro - Mr. Pittman

Program first year.

GEB appropriation

1. Cadet teachers expenses
2. Critic teacher's salary
3. Supervisor - salary and expenses

Pittman feels that there was too much lost motion in scheme devised for supervising teacher. Transfer from working in single schools to concentration in one.

How do the explorations fit into the further program of the Rural School Program.

Reference to difficulty resulting from Statesboro being part of University system.

Six phases.

1. Supervision
2. Reading
3. Agriculture
4. Manual arts
- 5.
- 6.



Student teachers do some practice teaching on campus before going out to the Ogeechee school for a quarter.

Pittman thinks he could use another Ageechee school next year and needs it to take care of all student teachers.

Miss Donovan in one school. Miss Franceth in a whole county. Need for trained supervisors.

Ask Pittman how he would select and train these supervisors. Ask him to submit a plan for this.

Training school for training supervisors.

Could fellowship program be tied into this to train some of these people?

Pittman thinks could start with 15 people - possibly.

Could Miss Franceth direct practice supervision? Student supervisors to work under her.

Judd's concept of productive scholarship of and by professors in teacher training institutions.

Talk with Sanford about eliminating orientation courses or syllabi at Statesboro.

Pittman should encourage his faculty to engage in productive scholarship.

Productive scholarship in a normal school is something different from productive scholarship in a liberal arts college.

Productive scholarship in a normal school: in mathematics, social science, science, manual arts, health.



RURAL SCHOOL CONFERENCE

January 4, 1937

Pick a good consolidated school and cooperate with this.

Reasons

Arguments for a county-wide project.

U. S. Bureau of Education study by Alvez and Morphet  
on the most desirable size of unit for admin-  
istration and attendance.

Northern Alabama study of 2 or 3 counties in cooperative  
educational program. Tennessee Valley Authority.

Also Hiawasse dam area in North Carolina.

Discussion of possible county-wide set-up of possible future  
program.

Coss: Would locate situations where good job is being done.

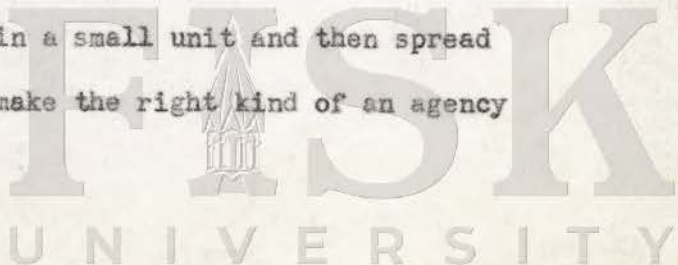
Judd: Would be loath to see us get into administrative  
problems. Find good situations and distribute the information to be  
gained therefrom. Invention about how to distribute information as  
it is gained. Need to set up more Fair Plays and Red Oaks. Must see that  
this spreads.

Must discover way to make information available to world at large.

Probably should include a larger school in order to widen our  
base.

Find a county that is good and determine what makes it good.

Invent a way to do something in a small unit and then spread  
what is learned. We don't know how to make the right kind of an agency  
to do our teacher training job.





Coss: Job in past two things. (1) Effect child in his work.  
(2) Change communities by furnishing them facilities.

Done in 2 ways: (1) Through outside money for experimental centers. Coss would like to find and study places where good thing is now being done by the community.

Go out and find communities where such and such schools and services are available and find out what makes them good.

Warner's suggestion. That anthropologists study to find out why these communities are good.

Judd: Go to some good places and some bad places (variants from the average) and analyze them. Invent devices for spreading good and suppressing bad. Stick to our last in finding out what is good teaching.

Coss: Tie up the good school with certain economic factors.

Johnson: Work in varied types of communities.

Favrot: Now have a small start. One teacher until enough children come in to need two. Use money to employ one good teacher and operate school even ten months. Give this teacher privilege of regulating attendance of older and younger children. Teacher to control attendance.

Wright's reference to Florida school in bean area.

Judd: Criterion of good teacher. "No children paying attention; number looking around."

Zook: Find these good schools.

Judd:  
1. How discover good teachers.  
2. How know good teaching  
3. How put good teaching into operation.

What helps and what hinders good teaching. You've got to experiment with this good teaching and this bad teaching.

(Judd continued)

You're going to find all kinds of situations which can be used in all kinds of ways. Discriminate between agencies which can be used in all kinds of ways. Discriminate between agencies which can improve society.

Coss: We need all the facts and enough generalization to be able to begin to attack specific problems.

Patterson: Need to have available and to present data for basis of doing things.

Warner: Must continue research or experimentation (whatever you call it) if we're to go ahead.

- Embree. 1. Purpose of improving.  
2. Observation and experimentation  
3. Means of spreading.

A. Spread.

B. Materials of instruction.

Creating good materials and spreading them through

1. Explorations
2. Normal schools
3. Cultural missions
4. State surveys.

How spread?

McCuistion: Take people to the source.

Zook: People must see things rather than read them. Visual contact.

Cocking: Visitation in Montgomery County, Tennessee. New interest from: somebody has come to them and helped; teachers have gone to see others do good things.



Judd: Farmers had to see things because they couldn't read. Normal schools have to be built up and by somebody except themselves. Let normal schools contribute and distribute materials. Need to know people who know how to prepare material.

Problem of organizing and planning materials of instruction. Making a new type of material on the ground and distributing. e.g., reading about Vermont marble; Georgia peaches.

1. Reading - prime
2. Pictures - second.

Holden: Another material is the environment.

Coss: Suggests adding to staff a coordinator in the production of materials.

Embree: This has been discussed before, but such a person is difficult to find. We will consider, however.

Judd's reference to New York State study of Regents.  
"Money doesn't equalize; personality does."

Coss: "rote learning." Don't we need a study of instances of non-rate learning and behavior. Observers or investigators in the field to locate and analyze this. Exception: Coahoma County, Mississippi; Whitesville, McNary County, Tennessee.

Zook: Very little with which to evaluate education.

Judd: "Variation from an average is more valuable than the average."

In final analysis any elements or element in a total situation will be modified largely by and through the efforts of one or more individuals, leaders if you please.



RURAL SCHOOL COUNCIL  
MEETING AT OFFICES JULIUS ROSENWALD FUND  
January 2-4, 1937

*Council*

- I. Presentation of Compendium of information on Southern Counties.  
Discussion of means of using this storehouse of information in the improvement of rural education.

(Note: Consideration of the Compendium and of the interrelation of social and economic conditions and educational practice will probably occupy the entire first day of the conference, possibly more.)

- II. Report and discussion of the work in rural education carried out during the past two years by this group.

(1) The work and significance of the original explorations

(2) The experimental schools

(a) Red Oak, Georgia (two-teacher Negro school emphasizing in-school instruction)

(b) Fair Play, Georgia (two-teacher white school and one-teacher Negro school emphasizing community development including racial cooperation)

(c) Pine Mountain Valley, Georgia (seven-teacher white school in a newly organized farm colony, exploring the potential influence of the school under fresh and good conditions of farm life)

(d) Small grants to three one-teacher Negro schools in Arkansas

(3) Cooperation with Normal Schools

(a) South Georgia Teachers College (white), Statesboro, Georgia

(b) Louisiana Normal School (Negro), Grambling, Louisiana

(4) Efforts in preparing new materials of instruction and in providing libraries for rural schools

- III. Other efforts in rural education of special interest to this group.

(1) The work of the General Education Board with special reference to education of rural teachers and to the development of co-operation among the various public services in a given county

(2) The services of the Jeanes teachers

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- (3) The experience in Vermont
- (4) Other efforts that have a bearing on our programs, e.g., the proposed rural experiment of the Progressive Education Association, normal school program in New Mexico, etc.

IV. Next steps in the program.

- (1) Experiments in the services of a consolidated school to the neighborhoods which feed it
- (2) Extension of school experiments to cover an entire county
- (3) Further cooperation with normal schools in the development of better preparation for rural teachers and in the extension of educational influence

V. The relationship of this Rural School Council to

- (1) State Councils that may be formed
- (2) State and County Departments of Education
- (3) Normal Schools which should take increasing leadership in the whole field



DRAMATIS PERSONAE

W. W. Alexander, Acting Director of Resettlement Administration, Washington  
M. O. Bousfield, M. D., Julius Rosenwald Fund ✓  
Elizabeth P. Cannon, Spelman College, Atlanta ✓  
Allie B. Cheney, Fair Play Negro School, Rutledge, Georgia ✓  
W. D. Cocking, Superintendent of Public Instruction, Tennessee  
John J. Coss, Columbia University, New York  
Jackson Davis, General Education Board  
J. C. Dixon, Julius Rosenwald Fund  
Catherine J. Duncan, Red Oak School, Stockbridge, Georgia ✓  
Edwin R. Eabree, Julius Rosenwald Fund  
Leo Favrot, General Education Board  
Burton Fowler, Tower Hill School, Wilmington, Delaware (?) *Isisman (?) Beattie (?)*  
Evelyn Gaskins, Fair Play School, Rutledge, Georgia ✓  
Ralph Gaskins, Fair Play School, Rutledge, Georgia ✓  
John Holden, Union Superintendent, Vermont ✓  
Nolen M. Irby, State Agent for Negro Schools, Little Rock, Arkansas (?)  
Charles S. Johnson, Fisk University, Nashville, Tennessee  
Lewis Jones, research worker for the Rural School Council ✓  
Ralph E. Jones, President, Louisiana Normal Institute, Grambling ✓ (?)  
Charles H. Judd, University of Chicago - (?)  
Buford H. Junker, research worker for the Rural School Council ✓  
L. M. Lester, State Department of Education, Atlanta, Georgia  
A. C. Lewis, State Agent for Negro Schools, Baton Rouge, Louisiana  
Ruth Lockman, Fair Play School, Rutledge, Georgia ✓  
Fred McCuistion, Southern Association of Colleges and Secondary Schools,  
Nashville  
Mary Elizabeth McKay, Julius Rosenwald Fund ✓



N. C. Newbold, State Agent for Negro Schools, Raleigh, North Carolina (?)

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

Raymond R. Paty, Julius Rosenwald Fund ✓

Shelton Phelps, President, Winthrop College, Rock Hill, South Carolina ✓

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

Juanita Reddick, Red Oak School, Stockbridge, Georgia ✓

George I. Sanchez, Julius Rosenwald Fund ✓

James F. Simon, Julius Rosenwald Fund

Margaret S. Simon, Julius Rosenwald Fund

Ernest H. Thomas, Pine Mountain Valley Rural School, Hamilton, Georgia ✓

Felix J. Underwood, M. D., State Health Officer, Jackson, Mississippi ✓

Margaret L. Utley, Julius Rosenwald Fund

Lloyd Warner, University of Chicago - (?)

Ruth Warren, Julius Rosenwald Fund

Arthur D. Wright, President, Jeanes and Slater funds, Washington

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

A 2  
1 2  
2 5



NRS  
SIMON STUDY

ADD UNDER GREENVILLE

That community supports a \$50,000 annual budget for countywide library service - - -

Mr. Tennessee stated that Tennessee had matched county money for the salary of one school teacher in a county whose school other teachers in the county might visit. Stated also that a statewide county library service was under way.

IV.

SUGGESTIONS FOR FURTHER WORK

Mr. Faverot urged that in a two teacher school one teacher should be dismissed and the other given the salary of both and a nine month term; the one teacher to be permitted to teach children in groups, dismissing but keeping in touch with one group while working with the other. e.g. - Larger children out for cotton chopping and picking while in the winter period given intensive training; smaller children in and larger children out.

On the work of observation it was suggested that the "bad" and the "good" examples be located and studied; also that several consolidated systems be visited and studied. Dr. Judd urged that no experimentation be undertaken here because of complexity of the unit.

Under experimentation it was suggested that one teacher school in the type county of ~~old~~ crop cotton, strictly rural, be established; also that when factors of significance in "bad" and "good" examples be located, there be carried out experiments to determine whether these supposed critical factors were really causative.

Under dissemination it was suggested that material for teaching (lesson planning, reading texts, etc.) be produced by normal schools on a decentralized field production basis. Coss suggested that a staff member be added to stimulate normal schools in producing materials coordinate them and become acquainted with book publishers, their publications and their plans for revision. Further plans for dissemination were:

Taking teachers and officials to see good examples. Extending the supervising and encouraging traveling "culture missions".

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FISK UNIVERSITY



It was constantly taken for granted  
that our method of work should be  
through the established state authorities

- 2 -

discussions  
Regional councils for dissemination similar to  
the rural council.  
Study of further methods of increasing dissemination.

in improving teaching  
V.

GENERAL

Education was defined as the bringing of humans  
to the point where they can better control the conditions  
and quality of life - - - The exclusive interest of the  
council was emphasized, though it was recognized that non-  
school factors of health and economic condition might be  
factors so affecting teaching that these must be con-  
sidered - - - The school activities should be supple-  
mented in all communities by other service and appropriate  
agents (agriculture, health, home-making) to permit the  
school to carry on its distinctive function - - -  
Business of the council not chiefly with educational ad-  
ministration, e.g. - consolidation or non-consolidation  
of schools, but with the improvement of teaching and  
chiefly of reading.

elements  
To the Normal School  
now experimenting, and to others help  
should be given

Service  
Lean Space

The general unanimity  
opinion was that these meetings  
were much the better we can have  
and that they got some ideas.  
I agree heartily.

Mr. Mrs. Reiser gave us a  
delightful Sunday morning breakfast



Jan 2, 3, 4, 1937

# NRS

## SIMON STUDY

### Notes on Rural Council meetings

(Jan, 1937)

Lewis: What constitutes a good county; terraced land, large number of schools, no prejudice between whites and Negroes as to work.

ERE: In southern states county government more important than in northern states.

McQuiston: In Louisiana County superintendents have more authority than in most other southern states.

Judd, Wright: Good personnel most important in improving education whether most power is in state or county government.

January 3, 1937

Dixon: In most instances every division of department of education is widening in its own channel. Isn't it true that something which has been worked out in small unit can be worked out on state-wide scale?

Judd: What is relation of this kind of work (Grambling) with work done at Dillard? What kind of relation between highly educated Negroes of Louisiana and rural population?

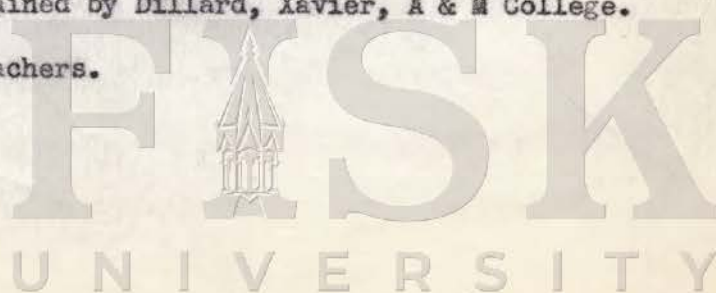
Lewis: Recognizes this question as problem. Not function of Grambling to train leaders. They will come from Southern University and higher institutions. What should be the functions of southern universities (Dillard, Xavier, etc.)?

Alexander: (Opinion) Louisiana oversupplied with teachers.

Favrot: A & M College (Southern University) making vital contribution.

Training their farm extension people, principals for schools of state, Jeanes teachers. High school teachers being trained by Dillard, Xavier, A & M College. Dillard only for training high school teachers.

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Judd: Social situations get lopsided. What must be done: see educational situation as unit. High schools should be articulated. Balanced view of whole thing rather than special enthusiasm for one particular thing. Fundamental mistake of Pittman; to connect other Georgia state schools. Coordination in other states. New York State - eleven public institutions being fought by fifty-two private institutions which are in rivalry with teacher-training program. Society has not progressed as it should since liberal arts colleges, teachers colleges, agricultural colleges, high schools, are at sword's ends.

Lewis: Same line as Judd. (1) Harmonization of Grambling with other institutions in state. State board of education meeting to ask for assistance of appointing commission to give Louisiana advice for unification of schools.

(2) College extension work - Leland, Xavier - as being carried on in Louisiana at present time. (3) What should white institutions do to aid Negro education? Help given by Louisiana State University; (a) use of library, (b) use of faculty by lectures at Southern University.

Zook: The relative ineffectiveness of colleges of agriculture ~~and natural sciences~~ Natural centers for teacher training of Negroes should be within school itself. Negro schools eking out inadequate personnel.

Dixon: Colleges of agriculture are not training farmers. Less than five per cent of men who have graduated in agriculture at Athens have gone back into farming. People who really need assistance from agricultural extension do not get it. The better farmers ask for it and get it.

Judd: If we go ahead and develop levels of society separately we will miss an important aspect of scheme. Survey suggested will probably help.

Lewis: GEB made possible a commission for Negro education in 1928.

ERE: Should commission be taken for combined white and Negro education, or merely for Negro education? Advantage of keeping it strictly to Negro education. Would official commission be useful thing for council to work out? Dangers? Objectives?



Governor would be more important than legislature in organizing such a commission.

Newbold: Interested in legislature appointing commission. They will feel some responsibility.

Holden: (Vermont) Governor was to appoint commission. Appropriated \$2,000 to make survey. When commission was set up, at least one man was favorable and he requested appointment as executive secretary of very valuable man. Results of commission remarkable. First time that a legislature has adopted a scientific program on first attempt to put it through. Commission members were members of legislature.

Lewis: Governor would appoint any man as executive director that Mr. Harris (superintendent of Louisiana state board of education) would suggest.

Judd: How influential is state board in Louisiana?

Lewis: Very influential in getting legislation.

Favrot: ~~High xkxkxk~~ Project in Greenville County, South Carolina.

Greenville County has one of best community libraries in southern regions, supported by taxes which are sufficiently large to allow \$40,000 a year for library which is distributed to schools, black and white, city and county. In connection with this project I am going to tell a good deal more about human aspects. One or two human beings have done work in this community. Bennett Gear is at the present time president of Furman University (private white church college). He was formerly a teacher of English. He is a friend of one of the Dukes. Through this friendship he got a place in one of cotton mills of county in which there was a vacancy. Gear was put in charge, rose to fabulous salary as manager of mill. With depression of 1929 he got out of mill. Shortly thereafter he got the presidency of Furman University and Greenville College for Women (also through the influence of one of Dukes, probably).



Developed interest in mill people. When he came to Furman, he felt that students should become likewise interested in human beings. Gear conceived idea that with little help he could make his institution one which would have as laboratory Greenville County mill people. It was thought that this was probably not a thing in which GEB would be interested. GEB decided last May to give \$80,000 for five-year period. How organized: twenty-five to thirty people on Council. President of the state board of health, director of agricultural extension at Clemson College on Council. There is a smaller executive committee of which L. P. Hollis is chairman. He is in charge of Parker School District, which contains eleven cotton mills. Taxation of those cotton mills aids in maintaining superior school system, which is going to Parker school district only. Hollis chairman of executive council, member of county board of education of Willis Wheatley Center.

This community council agreed to employ a special staff, educational director working out of Furman University, and community organizer, health director who would supplement county health councils. They have employed a Negro nurse, also have employed Nobel to coordinate all people of project.

Gear felt that all of the faculty must take part in the project. He employed last year Mitchell (field of government) who is working with class to solve practical problems of government as they exist in the county. He has been called upon to work<sup>out</sup> traffic regulations in town (Greenville City). Gear has employed man in dramatics to organize clubs in rural school (Negro side). County has employed for first time in several years Jeanes teacher.

Found there a group of liberal minded people who wanted to organize a board of county commissioners consisting of three business men. This board has employed an expert accountant to clear accounts of county.





Not long ago there was a meeting called for discussion of what to do for Negro schools of county, of which meeting Hollis served as chairman. Methodist women particularly interested. Four-hour session on problems of Negro education. Miss Ebau is doing a significant piece of work in county: is interesting her students in Negro problems of state. County health work: wasn't very vital type of thing. Succeeded in getting man from Massachusetts, Tolman, a graduate of MIT. He knows problems of rural health. He is standing behind county health officer, giving him ideas but taking no credit. Ultimate aim is to have type of government which will be well-balanced. They are finding out now what other county governments are doing to revitalize county health needs.

There was a job open in the project for a man interested in arts and crafts. One day a man (Seymour) happened to pass through the town and called at Furman to see President Gear. Mr. Seymour told President Gear that he was trained in arts and crafts, and that he would like to try his hand at this opening. Gear signed a sixty-day agreement with Mr. Seymour, after his recommendations had been looked into. Mr. Seymour is still at Greenville and is praised very highly.

When I was in Greenville, I found Seymour in a warehouse, one end of which was piled high with all sorts of children's toys (worn out toys from last Christmas). Seymour was directing NYA boys in repairing the toys for distribution to children of Greenville.

Every morning Mr. Seymour has classes at the school in arts and crafts. However, his afternoons are spent in community projects. Schedule: Monday; white rural teachers come in for lessons in arts and crafts; Tuesday, spent in the community Negro school where he meets teachers and people of the community for classes in arts and crafts; Wednesday, vocational



people come in for instruction; Thursday, blind people come in for instruction; Friday, a group of boy scouts come in for lessons in arts and crafts. There was nothing scheduled for Saturday. At the time of my visit Seymour had been in the community five weeks. There is a community in the mountains near at hand where the members live by the moonshine they make. Mr. Seymour has been spending his Saturdays there. He asked what kind of trees there were growing nearby, found they would make good cross bars for telephone posts. Seymour has taught the people of this mountain community to make these pins or cross bars. In town he found sections of broken glass, of which he had a group of NYA boys make window panes for the seven mountain homes. Cots were taken up to the community for which the mountaineers have made springs. Seymour's wife has been holding classes for the women of the community.

Coss: Physical plant?

Favrot: House on Furman campus in which, vocational, etc., activities are carried on.

Dixon: Relationship of county and city schools to project?

Favrot: Very hearty cooperation. County superintendent has not heretofore been active. He was at meeting which I attended.

As we (GEB) looked into it, we found that the county was typically southern (partly mountainous and partly plains). Seymour was hired by the project.

Dixon: Have they gone far enough to know whether or not it will continue when support is ended.?

Favrot: In beginning it was stipulated that under general direction staff could be aided by state department of education. Coordinator would eventually become county official.





Dixon: Thing being done in Greenville County should give pointers for what is being done at Grambling, etc.

Jackson Davis: (possible future program of GEB). The Board has had an interest in Negro education from its beginning in 1902. Its work in that field has steadily grown until for a time it was rather the larger part of our work. Following the distributions of the colleges principal as well as income be distributed to teachers salaries. When board began distributing they found Negro colleges just in beginning. Only Hampton and Tuskegee in position to take substantial endowment. Postponement in dealing with Negro colleges until situation further matured. Withdraw from general Negro endowment in 1924. Recognizing it was desirable to have general program, the Board decided to undertake limited program with white colleges and universities in South. Universities of North Carolina, Virginia (natural sciences), Texas, Tulane University, Vanderbilt University, and Dillard University benefited from this program. Small group of white colleges - nine or ten - chosen on regional basis. Made study of libraries in these nine or ten colleges. Assisted in getting trained librarians by fellowship program.

Have given assistance in building up state board of education officials. Now withdrawing except where state agents for Negro schools are concerned, not that work is done but there has been vast improvement.

Conducted two studies; Southern Regions by Howard W. Odum, and Negro College Graduates by Charles S. Johnson (not completed). Have probably aided great many more independent colleges and secondary schools than total amount of support would warrant. Process of consolidating has been going on



steadily for great many years. Single example: American Missionary Association (Mr. Bramley) at one time assisted seventy schools in South. Ten or twelve years ago assisted twenty-four; now help fifteen, bulk of help being given to four. Most of schools have been merged with highschools.

There is another aspect of work which GEB is just giving attention to. Following Odum's study, there was a conference held more than a year ago at Washington to discuss educational implications of the study: definite field; bold experimentation (of which Greenville is outcome) Second aspect of work. While we could do a great deal to improve people and communities, nevertheless economic conditions set certain definite limitations which make it almost hopeless to change. Myth of large areas in South affected by cotton. County life in South has always been on basis of seeling in world markets. Now foreign market lost for cotton and tobacco. We don't know enough about what has taken place and implications of these policies. Plight of dispossessed tenants creating difficult situation. Giving thought to that situation. There was conference this fall at Cornell University following trip to southern universities made by Provost Mann, to see what institutions were doing in fields of economics. He doesn't know just how far we can go in this field. Provost Mann head, as of other agricultural extension farm demonstration under Knapp. We have opportunity to materially improve country life in South - comes down to type of life.

Work confined to larger centers - Meharry, Fisk, Tuskegee. Group of colleges next in line, also state colleges, assisting them in getting material improvements and fellowships.





Dixon: Is it right to assume that whereas activity has been in field of education that this is a beginning to tie up with program (social and economic) of JRF and Council?

Attack same problem in somewhat different way. Our approach has been directly with university and land grant colleges, of analyzing problems and training people to do something about those problems. In efforts at Georgia and Grambling, Council taking out to neglected people some of things which they have never participated in to any great extent.

ERE: Interested in what Davis said about agricultural college. Is agricultural college beginning to be one of instruments which will be vital henceforth in bringing about better life in country?

Davis: Institutions are in key position in this sort of problem.

MSS: Time for Council to correlate. Thing which we are asking of rural teacher is something which cannot be done. If agricultural and economic thing should come from higher institution, then the school would begin to function as school should, without taking care of agricultural and economic aspects.

Davis: What are people raising cotton to do? Synthetic fibres, low price of cotton. Farmers in southwestern states can grow cotton under mechanized, motorized farming methods. They can grow cotton for seven cents, compared with ten cents for southeastern states.

interests

Wright: Jeanes teacher/falls sharply in with activities of JRF and GEB, because back in early days of Rosenwald buildings, Jeans teachers had begun their work to help do early activities in which various funds were interested/



They are still just as ready to cooperate. During last two or three years they have divided themselves into many parts to do many things.

Work of Jeanes Fund started out with same work as it is doing today. Jeanes Fund will be helping Jeanes teachers by paying part of their salaries when other foundations have started other things. No ~~comparable~~ white workers comparable to Jeanes teachers.

This Council has had one very definite effect on Jeanes work. First meeting (in Chicago): the challenge raised as to the ability of the Jeanes teachers that we had to do things they were called upon to do. We couldn't defend lack of training of Jeanes teachers. From that day (meeting in Chicago) improvement in situation made: great progress has been made; probably ninety percent of appointments of new Jeanes teachers have been of people with college degree. Jeanes Fund has used some of available resources to train their teachers for this work. Fund has said right along not to set up any fixed standards which Jeanes teachers must comply with. I think policy along that line has proven right by outcome.

This past summer we gave a number of scholarships. No particular place for them to go for their degree work. Experiment: sent a very small group to Teachers College, Columbia University. Investment last summer proved profitable. It will be continued on limited scale. In addition, next summer we are going to set up a program of work at Hampton Institute. A number of Jeanes teachers (about forty) will be brought together for program (not definitely planned as yet). There are 426 Jeanes teachers this year. Forty odd per cent of the counties of the South served in this way. South Carolina has probably done most outstanding things. A year ago



faced with situation of having to have more money for Jeanes work. Slater Fund gave some of their money for Jeanes teachers' salaries and saved Jeanes work. Need for more money. Supervisory fund in South Carolina used at present to pay \$5 extra to one who is principal of a school. Wouldn't it be good to allow us that extra \$5 for Jeanes teachers' salaries?

Where majority of state boards of education requested permission to use that money, the state superintendent would grant that permission. ~~Many~~

Real problem has been to keep course of Jeanes work somewhat along line of original work. Jeanes teacher not authoritative but persuasive. Bring various agencies together to help them to do for themselves. Jeanes teachers should never become authoritative toward the schools in the work they are doing. In Jeanes work there must be a faith in the long-time good of work. Slater Fund is gradually being withdrawn from secondary education work

MLU for notes.

Dixon: What effect does development of these schools have on development of larger schools?

Irby: Consolidation through for a while. There is no money to go on. Schools reduced from 5,000 to 3,000. Consolidations slow. State department has nothing to do with selecting teachers.

Mrs. Duncan: Farm homes in very poor condition. Less than five per cent own their homes. Program at Red Oak. Raising money for school fence: boys club dues; gave entertainments; PTA gave something; newspaper gave something. Fencing purchased and being put up one January 1st. Grass planted, coming up in spots. On side of building wheat planted. Garage, bathhouses being whitewashed. Some attempt being made at drainage. Another well been dug in past year; not getting

good water yet.

Inside of building has been ceiled. White school interested enough to offer old stove when they got new one.

Matter of instruction: Curriculum reorganization. Farm idea; needs of community are for improved health and improved standard of living. The PTA, boys club, and girls club are all active. The church has been affected by Red Oak School. Improvement in membership. In cleanliness and diet some improvement has been made.

January 4, 1937

ERE: What further kinds of experiments in schools themselves should we contemplate?

Cocking: Studies in which Council might be interested. In northern Alabama there is an area which consists of two or three counties which are making an effort to cooperate in their educational program. They have set up a definite library service. The TVA has done a remarkable thing; they have come to the local school authorities, saying that they were interested in the educational program.

In North Carolina there are three counties entering into proposal which will overstep state lines in an endeavor to carry on educational program in which state lines are disregarded.

Irby: Consolidation studies in Arkansas. Sole factor - highways

Coss: Greenville project might indicate that county consolidation would become centers of services (?).



ERE: Is there any actual merging of counties?

Davis: Tradition stands in front of it

Favrot: Questions concerning consolidation. White schools of St. Martin Parish, Louisiana, have been consolidated. There are three white schools in that parish. Two of these schools located in towns. Students have to be transported for considerable distance. Complaint on part of parents. Study of Tangipahoa Parish in which considerable consolidation has taken place and several consolidated schools reopened as primary schools. Shouldn't quite a lot of study be done to find the effects of this consolidation; how it is taken by people.

Cocking: In our library set-up in Tennessee, largely on paper still, the ultimate set-up provides for ten regional libraries built about trade areas, with branch libraries going out from eight centers. Same proposition enters into matter of schools.

Most interesting consolidation - Lewis County, Tennessee. Under county superintendent consolidation program was set up. Ultimate consolidation program for that county was set on paper and sold to people. They laid out their building sites. Originally there were 200 schools. After 13 or 14 years of operation there were only twenty-two schools in that county. Final program calls for 13 schools. There is economic return in consolidation if carried on over long period of time.

Holden: Not much consolidation in Vermont. Was consolidation in county in Tennessee by local initiative?

Cocking: From local school authorities.

Coss: If by an effort to find places in which there was improvement in rote learning we could gather as much information in generalization and spread as by going into county, wouldn't it be better to go about locating things already going on?

Judd: Loathe to see experiment turn toward administration. Content and quality of actual teaching going on; stick to that. What is a good school? It isn't problem of this Council to decide whether or not consolidation is good. Improvement of training of teachers the thing to work on. What should be done to a youngster to make him a different kind of youngster? Trouble with consolidation - same kind of teacher as in the smaller school. More equipment but the teacher is no better.

Holden: Refer plans of next step with what was discussed Saturday (Compendium).

Dixon: None of our projects so far has been one represented in largest group of counties.

Newbold: Would it not be wisdom for experimentation to proceed in large units as well as small units (to find out if good teaching is going on).

Judd: Unique function which this agency (Council) has served is that it has done something near the soil. I say, let's stay there (near the soil).

Warner: Could we set up criteria by which we could say that schools are doing a good job of educating?

Judd: We have criteria which will describe good school situation. We must go back into history of situation in order to utilize criteria.

We should stick to finding out what good teaching is.

ERE: It might be very interesting to start an experimental school to see if school could blast through stratification.

Warner: How are we going to find good places?

Judd: You started toward one thing which is not now emphasized - what is good teaching. Suppose you go to place where best teacher can't move situation, then you know that you are in a position where situation must be dealt with outside of school. We can't generalize on anything. What helps good teaching? What hinders it?



ERE: Moving toward nosing out good teaching - where it is. That sounds like research. We are not to become just a research body. Are we moving too much toward the study and survey type of thing?

Judd: Concrete illustration. Few years ago association raised question of how much of this (research) is being used in school. Commonwealth has report on this study. You've got to experiment with good teaching. Some situations are very good. How did it happen? Extract from that your inquiry and try out in another county. Find ~~xxx~~ situation that is bad and see if one can improve it. Experimentation is involved rather than just research.

Coss: One reason we are now in position to do something is that we have start statement of fact which meant research. Volumes I and VII catalytic agent. In Compendium do you have measures which are indications of where we had better go in each group.

Junker: Per pupil expenditures; Rosenwald buildings.

Coss: We want to change total life of folks. It may be health, etc., which makes school ineffectual agent.

Patterson: Many more facts than we are able to use in our attitude of study. Best way to study situation is to do something about it. Great pity if we leave great mass of data just as it was before we started (? ?)

Warner: Because people have gone lumbering on is why we are where we are now. We've got to continually look at thing and refine problems as we go along.

ERE: Spread of use of information. 1. The peculiar interest of this Council is in the improvement of teaching (educational process itself as contrasted with administration or anything else.) If that is the general interest then we are equally agreed that we should proceed to investigate to find out what is being done, and experiment.





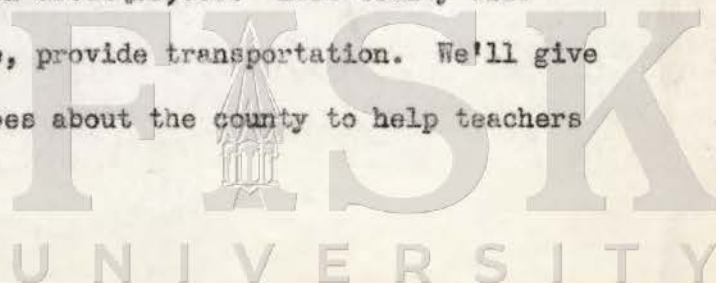
2. Experimentation and investigation should keep proper balance. The direction of this Council's effort is explicitly on the improvement of teaching.

3. If up to that point we are in agreement, let us devote the remainder of the time to further discussion of means of spread. One method; cultural mission, field service unit. Another method; better materials of instruction, spread of good materials. The centers for that kind of thing should be the regional normal schools. Those normal schools should have creating of good materials as their business. Third method of spread; the possibility of getting some agencies of interest and enthusiasm created locally either by states or by smaller units. Groups of people who will concern themselves in the interest of better education as it has a bearing on rural communities. Fourth method of spread; state survey, If that survey concerns itself with educational processes and not too much with administration.

McQuiston: People who should be exposed should be taken to source. If location of superior people and projects is made, it might be well to think of taking people to sources That is, at Peabody some 500 county superintendents have been taken to Peabody College and have been exposed to what is going on at that college.

Cocking: Interested in problem of improvement of instruction. Have tried in Tennessee to get it. Take people to those places where something good is going on and take two others in their own situations. Rural teachers of Montgomery County go to experiment schools to see what is going on. The teachers meetings have been organized so that teachers come together to discuss what suggestions for improvement might be made.

On county-wide basis we have taken about \$25,000. Each county will select best teacher and pay her living wage, provide transportation. We'll give her \$500 toward her salary. The teacher goes about the county to help teachers





at home, and to make arrangements with powers that be to go where interesting experiments are going on. In about 40 counties in Tennessee that sort of work is going on.

Judd: Reason why we have to go to get farmers to see things/<sup>is</sup>that they don't know how to read. This sort of thing has to be done regionally. Council has made progress in two years. Let's build up normal schools. The normal schools must be raised out of their lethargy.

ERE: Great difficulty to stimulate normal schools to help themselves is that they need people who know how to discover material. Creation of material which is essential to good teaching is one of major problems of this group. One of great changes taken place in twenty years is that children are now reading tremendously more than formerly.

Holden: What do you have in mind when you say "materials of instruction"?

Judd: Kind of actual reading material which will illustrate teaching. Marble quarry in Vermont. Booklets on this quarry. Vermont can't raise certain things. Get children to see that Vermont is giving and receiving. If every first class teacher would prepare one good

Holden: Materials of instruction - meaning quite specifically reading materials to be put in hands of children?

Judd: 1. /<sup>Primary</sup>Reading

2. Secondary picture material. Picture material much cheaper than formerly.

Holden: Is reading material the chief material of instruction? Close second; environment. Doesn't this hook up with suggest on productive research? Teachers should have chance to get acquainted with the actual surroundings of children? Organizing that information for teachers' use.

Judd: Not particularly interested in leaving child in own environemtn. Reading and looking at a thing. By reading he gets a new type of experience.

Coss: Suggest that we add to our staff a coordinator of materials, who at the same time should acquaint himself by visiting and meeting people. Someone who should visit book publishers, who will be our helper in coordinating materials. He should become acquainted with what has been done.

ERE: Difficulties; not sure that we would be able to absorb time of man who should be good enough.

Coss: No.

Judd: Build on normal schools. Get normal schools stimulated to put out good stuff.

ERE: Find good man and let him take past ~~thru~~ at Statesboro rather than here.

Coss: I should go to normal schools to find out what it is all about.

ERE: Haven't been able to find such a man. Stimulation of instruction materials is very important, nor have we made any progress.

RW  
1/27/37



NRS  
SIMON STUDY

Council

7

January 25, 1937

Dear Dr. Johnson: In accordance with proposals made at the recent meeting of the Council on Rural Education, I am appointing a subcommittee of the Council to formulate criteria for appraising the work of rural schools. Since the judgments should be made on the basis of community influence as well as on the formal instruction, I am naming a committee composed both of educators and of sociologists, as follows: Charles S. Johnson, Lloyd Warner, Burton P. Fowler, and John C. Dixon.

I hope very much that you will find it possible to serve on this committee. The work should not prove burdensome in time, though it will call for a good deal of keen analytical thought. I am asking Mr. Dixon to serve as executive officer of the committee. Since the members live at long distances from one another, Mr. Dixon will confer with individual members of the committee until such time as he finds it possible to arrange a meeting.

Mr. Dixon will be getting in touch with you in the near future. I bespeak your cooperation with him and with us on this further extension of the attempt to study and appraise educational results.

Very truly yours,

EDWIN R. EMBREE

ERE:JW

Dr. Charles S. Johnson  
Fisk University  
Nashville, Tennessee

FISK  
UNIVERSITY

JAN 26 1937

N R S  
SIMON STUDY  
Council

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ERE:JW

Very truly yours,

EDWIN R. EMBREE

Mr. Burton P. Fowler, Headmaster  
The Tower Hill School  
Wilmington, Delaware

P. S. I have sent the above letter to each of the persons named on the committee. I am sorry that we cannot have you at a meeting in Chicago this week-end. Recognizing the difficulty of getting the group together, we shall proceed on the basis of individual conferences for the time being.

UNIVERSITY

JAN 25 1937



NRS  
SIMON STUDY  
Council

10 A.M.

Sec. Sc. Bldg. Univ. + 59<sup>th</sup>

1126

116 - ground floor.

January 25, 1937

Dear Mr. (Warner): In accordance with proposals made at the recent meeting of the Council on Rural Education, I am appointing a subcommittee of the Council to formulate criteria for appraising the work of rural schools. Since the judgments should be made on the basis of community influence as well as on the formal instruction, I am naming a committee composed both of educators and of sociologists, as follows: Lloyd Warner, Charles S. Johnson, Burton P. Fowler, and John C. Dixon.

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Very truly yours,

ERE:JW

Mr. Lloyd Warner  
Department of Anthropology  
The University of Chicago  
Chicago, Illinois

MAR 1 2 1937

FISK  
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FISK UNIVERSITY  
DEPARTMENT OF SOCIAL SCIENCE  
NASHVILLE, TENNESSEE

NRS  
SIMON STUDY

CHARLES S. JOHNSON  
DIRECTOR

January 30, 1937

*Council*

ERE	✓/✓	EDS	0
JCS		JCS	

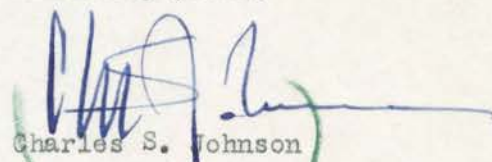
Mr. Edwin Embree  
Julius Rosenwald Fund  
4901 Ellis Avenue  
Chicago, Illinois

Dear Mr. Embree:

I am acknowledging the appointment to serve on the sub-committee of the Council to formulate criteria for appraising the work of rural schools, and I shall be very glad to work on this committee if I can be useful to it. I shall be looking forward to hearing from Mr. Dixon about next steps.

With best wishes,

Sincerely yours,

  
Charles S. Johnson

csj-p

FEB 3 1937

FISK  
UNIVERSITY



*WRS (Simon Study)*  
*JRT*  
*(Enc)*

TO Mr. J. C. Dixon  
FROM Edwin R. Embree  
DATE May 18, 1937  
SUBJECT: *(7)* Organization of Rural Council

I am putting down on paper, in order to insure discussion in due course, the following suggestion concerning the organization of our Rural Council.

It may be desirable to reorganize a good deal the present membership and functions of the Council on Rural Education. One suggestion is that we constitute a small executive council which might meet two or three times a year and might become the policy forming body of our rural school program. The membership of such a small executive council might well consist of the following persons: Charles Johnson, Judd, Burton Fowler, Alexander, Coss, Bass of Tennessee or some other state commissioner, Leo Favrot, members of the Julius Rosenwald Fund staff.

*Patterson*  
*Warner*  
*Adams & Vance*

If we had such a small, powerful working group, we then might have one meeting a year of a much larger assembly. That big meeting, presumably held as in the past for a three-day session during the first week-end in January, might then properly include even larger numbers than have attended the meetings heretofore. This mid-winter meeting might be a general ballyhoo session. It might receive reports of interesting work in various southern states and even in some places outside the South. It might engage in a good deal of discussion of general problems and objectives of rural education. It might, in effect, omit the planning functions of the present Council (which would be taken over by the smaller group) and devote itself to an attempt to enlarge the interest and increase the understanding with respect to rural education.

*F A E*