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## The Jeanes Supervisory Program As It Affected The Administration And Supervision Of The Rural Schools And Rural Communities Of Montgomery County Over A Period Of Three Years 1934-1937

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PREFACE AND ACKNOWLEDGMENTS

The notes and articles which form the basis for this thesis are the out-growth of three years' experience working with the rural school of Montgomery County.

Sincere thanks and acknowledgments are tendered for aid, advice, and encouragement are hereby tendered to the following people:

TO  
Prof. Hulon N. Anderson  
Superintendent of Conroe  
Independent District Schools,  
Montgomery County, Texas

and

Mr. E. P. Palmer, Conroe, Texas

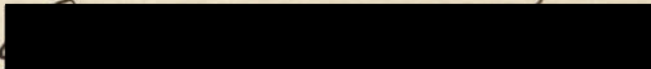
*A. Pittman Denton*



## PREFACE AND ACKNOWLEDGMENTS

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Sincere thanks and acknowledgment of indebtedness for aid, advice, and encouragement are hereby tendered to the following people: Miss A. C. Preston of the Department of Education, Prairie View State College; Prof. T. R. Griffith, Department of Social Science, Prairie View State College, Prairie View, Texas, and Jeanes Supervisor, Waller County Rural Schools; Miss Pauline Watkins, Jeanes Supervisor, Brazos County; Prof. B. T. Prince, County Agent, Montgomery County, Texas; Mrs. Lenora Meachum, Jeanes Supervisor, Montgomery County; Mrs. Mary Turner, teacher in one of the rural schools of Montgomery County; Mrs. Bertha Winston, Conroe, Texas. Mrs. Jessie Branch, Conroe, Texas; Mrs. M. S. Brannon, R. N. Hospital Department, Prairie View State College, Prairie View, Texas, and Dr. G. L. Harrison, Head of the Department of Education, Prairie View State College, Prairie View, Texas.





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## CHAPTER I

### INTRODUCTION

Before beginning a discussion that places so much emphasis on rural schools, I think a definition of the term, rural school, is essential.

The rural school, as here understood, is one which is primarily concerned with the education of children on farms. The typical rural school is of the one-teacher type, although schools employing several teachers may well be included.

The function of the rural school, "The objective of all effort for the improvement of rural education, must be if we hold allegiance to our American ideals, that the educational opportunities provided for children living in rural areas of our country be made the equivalent of those offered to children living in the most favored urban communities."<sup>1</sup>

The primary function of the rural school is explicitly recognized to be the provision of a standard education for rural children and youth, to which all other efforts are to be subordinated. This is the chief community service of the school as well as its fundamental educational objective. The best service of the school to the community, in other words, must always be found in the proper

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<sup>1</sup>Platform of the Department of Rural Education of the National Education Association, 1924.



discharge of its specific educational function, that is, in making itself a good school for the education of its pupils.<sup>1</sup>

#### Method of Securing Information:-

In order to get a definite basis for formulating a supervisory program, it was very necessary to make a detailed study of the existing conditions of the schools and homes in the rural communities of Montgomery County. The study was limited to fourteen rural schools ranging from the one-type teacher school, to schools employing as many as eight or more teachers, fourteen rural communities in which these schools are located, and the teachers who were employed in these schools.

The investigation also took up a study of the community, and its relation to the school.

For the survey of the schools and homes, the personal investigation method was used. The same method was used in obtaining information concerning the training of the teachers employed in the fourteen schools.

The general items included in the study are as follows: school buildings; school grounds; equipment; libraries; teaching personnel; pupils, and community relationship.

The Jeanes Supervisory Program and its affect on the Supervision of the Rural Schools and Rural Communities of

---

<sup>1</sup>Final Report of the Committee on Rural Education of the National Education Association, 1924.



Montgomery County over a period of three years, 1934-37, is taken up and a brief discussion of its major objectives is made with recommendations for some of the needs of the Negro rural schools of the County.

Excerpts on Rural Education taken from modern educators are included. ... the number of supervising teachers. They have ... contribution has been in stimulating and encouraging the colored people to become interested in better schools, and in eliciting and maintaining the cooperation of the local white people in a program of educational betterment for Negroes.

The Negro Rural School Fund, under the leadership of ... was incorporated in November 10, 1907. The fund is the result of a million dollar gift by the late Mrs. John W. Casson of Philadelphia, Pennsylvania.

In 1934-35, the James Fund cooperated with public ... in employing James supervising teachers in those ... are supervised by ... they work under his direction, and are considered members of his regular corps of teachers.

... of the President, ...

## CHAPTER II

## BEGINNINGS OF THE JEANES WORK IN THE UNITED STATES

Among the agencies most influential in advancing education of Negroes, are the Jeanes Supervisory teachers. Beginning activities nearly twenty years ago with one supervisor, Miss Virginia E. Randolph of Henrico County, Virginia, the Jeanes work has grown until at present, there are more than 339 supervising teachers. They have promoted many diverse enterprises, but their most important contribution has been in stimulating and encouraging the Colored people to become interested in better schools, and in soliciting and maintaining the cooperation of the local white people in a program of educational development for Negroes.

The Negro Rural School Fund; Anna T. Jeanes Foundation which initiated and has sponsored the work of the Jeanes supervisors, was incorporated on November 20, 1907.<sup>1</sup> The fund is the result of a million dollar gift by the late Miss Anna T. Jeanes of Philadelphia, Pennsylvania.

In 1931-32, the Jeanes Fund cooperated with public school authorities in employing Jeanes supervising teachers in three hundred and thirty-nine counties of fifteen states as shown by table I. These supervisors are appointed by the County Superintendent, they work under his direction, and are considered members of his regular corps of teachers.<sup>2</sup>

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<sup>1</sup>It is generally known simply as the Jeanes Fund.

<sup>2</sup>Jeanes Fund Report of the President, Annual Meeting, 1914, Washington, D. C.



Their work includes a wide range of activities, comprising teaching and elementary industrial work; supervision of regular academic instruction; ~~operation~~ <sup>PRAIRIE VIEW STATE COLLEGE</sup> of school and community clubs; and improvement of health and sanitary conditions in schools and homes. Perhaps the largest proportion of the supervisor's time is consumed in raising money for new school houses, school equipment, and extension of terms of the school session.

The purpose of the Jeanes Fund from the beginning has been to stimulate and assist local rural communities in assuming their obligation in the education of Colored children.

One measure of success appears in Table I, which shows the proportion of the salaries of Jeanes Supervisors paid by the Jeanes Fund and from public funds in 1913-14 and in 1931-32. It will be noted that in 1913-14 only 16 per cent of the salaries was paid from public funds, while in 1931-32, 66 per cent came from this source.

State and County officials and citizens in all walks of life, both Colored and white, bear testimony to the fine service rendered by the Jeanes teachers. Their influence has been effective and far reaching according to persons most familiar with their work.

Contrary to general opinions, Jeanes teachers are employed in all the counties of the Southern States where the number of Colored schools would warrant their services. This fact is shown by Table I which lists the number of



counties in the various Southern States and the number having Jeanes teachers. It also reveals the number of counties in each State without Jeanes teachers according to the number of Negro teachers employed in the counties. In observing the table it is seen that those counties having ten or more Negro teachers are suggested as potential fields for the extension of Jeanes work. The following is a table of four hundred and seventy-eight of these counties:

State	0	1	2	3	4	5	6	7	8	9	10 or more
Florida	0	15	13	1	15	22	2	1	3	7	2
Georgia	17	25	23	4	20	23	24	18	11	10	13
Kentucky	120	10	15	16	22	13	6	0	0	2	20
Louisiana	72	13	19	0	5	24	11	2	2	0	4
Maryland	23	13	20	1	0	2	0	0	0	0	3
Mississippi	32	29	27	0	2	2	9	5	9	23	25
Missouri	112	4	4	72	25	3	0	0	0	0	110
North Carolina	100	39	42	1	17	9	12	4	4	11	32
Oklahoma	77	8	6	13	25	13	4	1	2	11	31
South Carolina	16	15	15	0	0	0	0	1	1	24	26
Tennessee	95	23	20	0	12	12	2	1	1	3	21
Texas	224	15	17	17	39	13	16	11	2	0	235
Virginia	100	61	59	0	12	17	3	4	1	0	41
Total	1445	359	348	224	325	163	105	52	40	115	1007

Potential fields for further Jeanes work, 478 (Shown in Column 10 - 11).

- Includes counties in which workers are wholly paid from public funds.
- Parishes instead of counties.
- All workers are paid entirely from public funds.
- Fifteen colored and 4 white.
- Nineteen colored and 4 white.



TABLE I

Counties with and without Jeanes teachers. Data obtained from office of Jeanes Fund.<sup>1</sup>

State	Total Counties	1931-1932 Counties	Jeanes Teachers	Counties without Jeanes Teachers (1930-31) classified according to no. of Negro teachers employed.								Total
				0	1-9	10-19	20-29	30-39	40-49	50		
1	2	3	4	5	6	7	8	9	10	11	12	
Alabama	67	<sup>1</sup> 35	<sup>1</sup> 36	1	7	4	3	4	1	11	31	
Arkansas	75	18	17	23	13	6	9	2	0	5	58	
Florida	67	15	15	1	14	22	4	1	3	7	52	
Georgia	161	32	29	5	22	35	34	15	9	12	132	
Kentucky	120	10	13	12	82	13	0	0	0	0	107	
Louisiana	<sup>2</sup> 64	<sup>2</sup> 18	<sup>2</sup> 19	0	5	9	11	5	6	9	45	
Maryland	23	<sup>4</sup> 19	<sup>5</sup> 20	1	0	2	0	0	0	0	3	
Mississippi	82	29	27	0	2	8	9	6	9	21	55	
Missouri	114	4	4	79	28	3	0	0	0	0	110	
North Carolina	100	39	42	1	17	9	12	4	4	11	58	
Oklahoma	77	5	6	15	34	13	4	1	2	2	71	
South Carolina	46	16	18	0	0	0	0	1	1	26	28	
Tennessee	95	22	24	8	44	12	2	1	1	3	71	
Texas	254	18	19	147	39	15	15	11	3	5	235	
Virginia	100	61	59	3	16	12	5	4	1	0	41	
Total	1445	339	348	296	323	163	108	55	40	112	1097	

Potential field for further Jeanes work, 478 (Shown in Columns 7 - 11).

<sup>1</sup> Includes counties in which workers are wholly paid from public funds.

<sup>2</sup> Parishes instead of counties.

<sup>3</sup> All workers are paid entirely from public funds.

<sup>4</sup> Fifteen colored and 4 white.

<sup>5</sup> Sixteen colored and 4 white.

<sup>1</sup> Anna T. Jeanes Foundation, Dr. Wright.



### CHAPTER III

#### SUPERVISION IN MONTGOMERY COUNTY BEFORE THE JEANES SUPERVISORY PROGRAM BEGAN

From 1921 to 1923, a lady whose name was Miss A. Parish, carried on a program of Home Demonstration work in Montgomery County which included the schools and communities of the county, giving demonstrations in handicraft, sewing, meal preparation, interior decoration, and canning.

She organized Home Demonstration clubs, garden clubs, and Parent Teachers' Associations in some of the communities. She made frequent visits to the schools of the county, and gave health lectures, and demonstrations in meal preparation and table laying.

In 1923, Mrs. Mittie J. Campbell was appointed County Demonstrator of Montgomery County. Mrs. Campbell's work with a few exceptions, was of the same type as the work of Miss Parish. She organized 4-H Clubs among school girls in the rural schools of the county and worked with these girls.

Once each year for seven consecutive years, 1923-30, she took representatives from the various clubs in the county to the annual short courses held in Prairie View, Texas. She also carried girls to represent in the Dallas Fair each year, for four consecutive years.

In the fall of 1930, she went to another county, She returned to Montgomery County in 1933, and was appointed Jeanes supervisor of Montgomery County, but before she began



her activities, she was fatally wounded in an auto wreck.

The writer was not able to get an itemized summary of the work done by the supervisors in Montgomery County before the Jeanes Supervisory program began, but the following list of towns and communities will give the reader an idea of the territory covered by both supervisors.

Towns and rural communities in which demonstrations were given and club work carried on.

Conroe

Willis

Tamina

Mount Zion

Keenan

Lone Oak

Leonidas

New Home

Montgomery

Danville

Bobbin

Fostoria

Longstreet

Waukegan

## CHAPTER IV

A SURVEY OF FOURTEEN SCHOOLS IN  
MONTGOMERY COUNTY

Buildings: -

The survey included fourteen buildings in Montgomery County devoted to school purposes for Negroes; six one-teacher schools; five two-teacher schools; one three-teacher school; one six-teacher school, and one eight-teacher school. Four schools had terms of nine months; two of eight months; four schools had terms of six months; four schools had terms of seven months. Three of these schools offered training in high school courses. Namely, Montgomery County (Booker T. Washington Training School), Conroe, Texas; Montgomery High School, Montgomery, Texas and Willis High School, Willis, Texas. Thirteen of these were school buildings; one was a church building; one was constructed of concrete; the remaining thirteen were frame. The entire fourteen buildings had one story each.

One school had fifteen rooms; one had seven; one had nine; five had two rooms, and six had six rooms. One building had fifty-six windows; one had thirty-six; one had twenty-four; six had seven and five had eight. Most of the windows in these buildings were in good condition.

One building had plastered walls; nine had ceiled walls; four had neither sealed nor plastered walls.

Floors of all school buildings were in very good condition. Only three schools had modern pit type toilets; eleven had surface toilets. One school had a shop built



on the grounds; two had canning houses; eleven had nothing but the school building.

Grounds: -

School grounds for these schools range from one-half to five acres. Three school grounds are five acres in extent; eleven are from one to two acres in extent, and two are three acres in extent. Only six of the fourteen schools had planted any shrubbery on their grounds. Eleven schools had wells on the grounds; three secured water from wells in nearby neighborhoods.

Equipment and Supplies: -

Only one school owned a fountain; thirteen had ten galvanized water buckets. Of the fourteen schools, thirteen required students to own individual drinking cups.

Two schools had foot-ball, baseball, and basketball equipment; five had basket ball, and volley ball equipment, and three had swings and see-saws. Four schools had no playground equipment at all. In thirteen schools, lamps furnished light; in three, electricity was installed; in thirteen buildings, stoves are used for heating purposes. One building is heated with gas. Twelve report sufficient heat, while two report that heat is not sufficient.

Benches form major seating facilities in four schools, and desks form major seating facilities in ten schools. There are twelve schools without teachers' desk.



## Libraries: -

Three schools have libraries with values as follows: \$350, \$100, and \$75. Two schools permit students to take books home for over-night. Eleven schools had no libraries at all.

The following are some of the most important books found in some of the libraries: Webster's Collegiate Dictionary; The Negro in History by Woodson, Negro Poetry, "Up From Slavery," agriculture bulletins, bulletins on home making, year books in agriculture and supplementary reading material for grades from one to six.

School boards provide such supplies as crayon and erasers in the entire fourteen schools.

## Sufficient Supplies Reported by the Fourteen Schools Under Study: -

## Supplies

Writing books -----	all schools
Drawing books -----	" "
Rulers -----	7 "
Crayon -----	all schools
Maps -----	5 "
Erasers -----	all schools
Flash cards -----	7 "
Water colors -----	7 "
Moulding clay -----	7 "
Scissors -----	2 "



## Teaching Personnel: -

The teaching personnel numbered thirty-four, of which twenty-seven were women and seven were men. Three of the men were vocational agriculture teachers. One woman was a Home Economics teacher. Upon inquiring further into their scholastic training, I found that six were graduates from colleges, and held Bachelor's Degrees; five were juniors; one was a freshman; sixty-four per cent or twenty-two had passed the college level in classification. Four teachers had attended Prairie View and Crockett; two Houston College; one Wiley; one Bishop; twenty-eight Prairie View State College. The last dates of attendance will show that training is sufficiently modern to serve present day needs. (See Table II for distribution of teachers according to the last dates of attendance in summer school.

TABLE II

Last Dates of Summer School Attendance by Montgomery County Teachers

Year (Summer)	Number of Teachers
1936 -----	10
1935 -----	5
1933 -----	7
1934 -----	6
1933 -----	4
1932 -----	2

Pupils: -

It will be seen from Table III that the total scholastic population of the Negro schools of Montgomery County Independent Districts, 1934-1935 was four hundred and eighty-nine; total enrollment - one thousand four hundred and thirty-five, average daily attendance - one thousand one hundred and twenty-three. In 1935-36, the total scholastic population was one thousand five hundred and seventeen; total enrollment - one thousand four hundred and seventy-nine, average daily attendance one thousand two hundred and fifty-four.

It will also be seen that the total scholastic population, 1934-35 exceeded the scholastic population, 1935-36 by ninety-three; the total enrollment, 1935-36, exceeded the total enrollment, 1934-35, by forty-four; the average daily attendance of 1935-35 exceeded the average daily attendance of 1934-35 by one hundred and thirty-one, this shows an improvement in attendance over a period of two years. See Table III.



TABLE III

Distribution of Montgomery County Enrollment by Independent Districts:

1934-35

	Scholastic Population	Enrollment	Average Daily Attendance
Conroe	489	434	360
Montgomery	473	454	352
Fostoria	77	87	74
Bobbin	101	96	86
Willis	470	364	251
Total	1610	1435	1123

1935-36

	Scholastic Population	Enrollment	Average Daily Attendance
Conroe	477	452	371
Montgomery	444	480	466
Fostoria	72	78	69
Bobbin	106	109	73
Willis	418	360	275
Total	1517	1479	1254

Table IV shows that in 1934-35, the scholastic population in Conroe Independent District was 30.3% of the entire population in the County; the total enrollment - 30.2%; total average daily attendance 32%. In Montgomery the scholastic population was 29.3%; enrollment - 31.6%; average daily attendance 31.3%. In Fostoria, the scholastic population was 4.7%; enrollment 6%; average daily attendance - 6%. In Willis, the scholastic population was 29.2%; enrollment 25.3%; average daily attendance - 22.3%. In Bobbin, the scholastic population was 6.2%; enrollment - 6.6%; average daily attendance - 7.6%.

Percentage of Scholastic Population, Enrollment,  
and Average Daily Attendance in the Schools in  
The Independent Districts - Montgomery County

1934-1935

TABLE IV

	Scholastic Population	Enrollment	Average Daily Attendance
Conroe	30.3	30.2	32
Montgomery	29.3	31.6	31.3
Fostoria	4.7	6.	6.
Willis	29.2	25.3	22.3
Bobbin	6.2	6.6	7.6



### Community Relationship: -

Parent-Teacher Associations were organized in two communities; health clubs in three; in five no community activities **were** sponsored at all.

The P.T.A. organizations and the community clubs held their meeting at the school houses in the respective communities. In one community, the P.T.A. was sponsored by a patron of the school with the teacher acting as supervisor.

In one community patrons assisted in canning products at school; in two patrons assisted in cooking and serving hot lunches to the pupils.

### Conditions of Homes: -

In six communities, three-fourths of the homes were in good condition; in four three-fourths of the homes were in fair condition; in four, one-half of the homes were in poor condition.

In the entire fourteen communities, thirty-five teachers reported that they made frequent visits to the homes of patrons. They also reported that suggestions were given to the owners when visiting these homes, on the value of improving their homes. Inquiring further into the matter of the school and community relationship, I found that on the whole, it was very good. A friendly spirit seemed to exist between the community and school throughout the entire county.

Percentage of homes in good, fair, and poor conditions  
in fourteen communities of Montgomery County.

Communities	Homes	Condition
6	75%	Good
4	75%	Fair
4	50%	Poor



## CHAPTER V

A SUMMARY OF SOME NEEDS  
OF THE FOURTEEN RURAL SCHOOLS  
OF MONTGOMERY COUNTY

Upon making this survey it was discovered that these fourteen rural schools were in need of the following improvements: (1) Better school buildings with adequate room to care for the present over-crowded conditions; buildings that would be sufficiently large enough to include activity work for the promotion of better health and increasing scholastic rating and buildings that would serve well as community centers. (2) Sanitary pit-type toilets and a store house for fuel were minus at most schools. (3) Landscaped school grounds that would add to the aesthetic, moral, religious, health and practical values of the schools. (4) Sanitary drinking facilities that would not jeopardize the health of hundreds of children. (5) Playground equipment that would afford wholesome recreation for the children both during and after the school session. Additional supplies, such as, footballs, basketballs, volley balls, baseballs, croquet, and nets. (6) Seating facilities for quiet games, out-of-door classes in nature study, story hour, etc. and for lunch hour out-of-doors and picnics after school hours. (7) School libraries to meet the needs of all grades that would develop an appreciation for reading



good literature, current news and to satisfy the desire for information as needed. (8) Professional literature for teachers that would strengthen them professionally, thus keeping them informed of modern trends and tides in education. (9) Better trained teachers; teachers that would interest themselves in the needs and interests of their children and community and build their curriculum around the same; teachers that would work to develop an appreciation among boys and girls for their community and create within them a desire to add needed improvements; teachers that would be an asset to any community because of scholastic attainment, service and moral example. (10) Community recreation that would bring additional joy and happiness to children, men and women of all walks of life. (11) Better adult education interest that would help men and women to realize that education is a continuous reconstruction of experiences and that man never gets too old to learn more about himself and his world. (12) Better cooperative spirit in the community that would promote cooperative marketing, gardening, poultry and other enterprises. (13) More active Parent-Teacher Associations that would bring parents and teachers together more frequently to study the nature and needs of the child; to inform parents of educational changes in methods and techniques and to share the responsibilities of building



a better and more beautiful school, that would stand as a lasting monument of their love and interest for their children. (14) Revised teaching schedules that would cut out the numberless short periods as used by most teachers; and the addition of the blocking plan.\*

\* A sample of the blocking method used in schedule building is included on the following page.



Suggestive Teaching Schedule<sup>1</sup>

(Blocking System)

(D - Daily)  
(AG - All Grades)for  
A One-Teacher School

Time	1st Grade	2nd & 3rd Grades	4th & 5th Grades	6 & 7th Grades	Minutes
9:00					
9:20	Health Inspection of pupils.	lectures, recitations	Literature	Super-	20
9:20	(word phrase	Reading (word phrase	Solving Problems	vised (work	60
10:20	Reading (recognition	(recognition	in the same ways	Study (periodi-	
	(phonetics	(games, puzzles, sup-	that have been pre-	calls	
	Seat (Drill, puzzles	Seat (plying, missing	viously planned by	(club work	
	Work (etc.)	Work (words, etc.)	the teacher	(based on unit,	
10:20					15
10:35	(Number	SUPERVISED PLAY	(Relating to Unit of Study		
	(games, songs	(Activity			
	(Number acti-	(problems	Arith. (and individual needs, etc.		
10:35	(vity problems	(Life experi-			
11:30	(Life experiences	(ences	(Oral & Written		55
	Arithmetic	(Drill & Writ-			
		(ten work			
11:30					15
11:45		PENMANSHIP FOR ALL GRADES			
11:45				(Seated	15
12:00		Devotionals - Announcements - Grace and preparation for lunch		(indoors	60
12:00		SUPERVISED LUNCH AND PLAY			
1:00	Social and Elementary Sciences		Social and Elementary Sciences		
1:40	Seat & Laboratory work - Grades 1,2,3		Seat & Laboratory work-Grades 4,5,6,7, 40		
1:40	(Textbook reading, Dramatization,		(Composition		
2:20	Literature (stories, poems, events, holidays, etc.)		Language Arts (Grammar, Spelling		40
			(Oral Exercises, etc.)		
2:20 - 2:35	AFTERNOON RECESS	SUPERVISED PLAY			15
2:35 - 3:00	Art: Music - picture study - drawing and industrial activities				25
3:00 - 3:30	Supervised Study (Remedial Work		Supervised Study (Remedial Work		30

<sup>1</sup> Courtesy Miss A.C. Preston, Department of Education, Prairie View State College



Improvement, a unit on Health was carried out in the fourteen schools in question, and much progress was made on this particular unit along with the work that was being done in School Plant Improvement and Beautification.

The Health programs began at the opening of the schools, with health talks and lectures given by the teachers and the County Health Nurse. The nurse also gave health examinations, weighed, and treated many of the children who suffered tonsil trouble.

The Health program was carried over into the homes through the children and their parents. The children began to practice better health habits at home and at school. The parents put in practice many of the lessons on health that they had learned in the P.T.A and community club meets.

In October many of the projects on health work, such as health posters made by school children and members of community clubs, were exhibited at the County Fair. In November a few health plays were given in seven different schools.

Instruction on proper feeding was emphasized in schools and in homes in December. During this same month, Christmas seals were put in the hands of every school child who sold them for the Texas Tuberculosis Association.

In January, talks were given on communicable diseases. These lectures were given in the schools and in group meetings of the adults.

In February and March, Health and Safety Programs were given in all the schools.

In April, Negro Health Week programs were planned and carried out in all of the schools and communities.

In May, Special speeches on healthful living were made by doctors and nurses in connection with the closing day exercises.

#### Improvement of Instruction:-

As a means of improving instruction, county-wide teachers' meetings, district teachers' meetings, special conferences with all the teachers, and individual conferences with teachers were held. These meetings were usually held at Booker T. Washington (Montgomery County Training School), Conroe, Texas.

Demonstrations Lessons were given in each of the fourteen schools, and the work was followed and checked, to note the amount of improvement being made.

#### Teaching Aids:-

Special efforts were made in helping to secure aids, such as materials for seat work, maps, globes, and books for the libraries.

#### The Live-at-Home Program:-

The Live-at-Home program was emphasized and carried out with the cooperation and assistance of the Home Economics teacher, Agriculture teacher, farm agent, school pupils, and the people of the community.



### Methods of Procedure:-

Organizations, such as Jeanes clubs, community clubs, and Parent-Teacher Associations were effected and the type of work that was done by these organizations was carried over into the homes through the school pupils, and through the adults who took a part in the program.

### Type of work done:-

Parent-Teacher Associations, and community clubs, held regular meetings twice each month with the teacher in that particular community acting as supervisor. The meetings usually carried along with the literary and business aspects a real program of work. Work, such as demonstrations in canning, baking, meal preparation, serving dinners, sewing and art work.

Wherever there was a school garden, the members of clubs that met at this school would vary the recreation followed in club work by getting out and actually taking a part in garden work, such as planting seeds, setting out plants, and hoeing such plants as were ready to be hoed.

As often as their time would permit, the Superintendent, the farm agent, the Agriculture teacher, the Home Economics teacher, the doctor, and the nurse were invited to come in by turns and make lectures on vital topics touching the Live-at-Home Program.

The Agriculture teacher and farm agent gave demonstrations on canning.

Poultry raising was discussed in many of the meetings and demonstrations on egg selection, and culling were given.

Jeanes clubs were usually organized among the girls and boys with a few exceptions. In three communities, Jeanes Clubs were organized among the adults. The activities carried on among the members of the Jeanes clubs were similar to those carried on in the Parent-Teacher clubs and association and Community Clubs.

One special feature of the Jeanes Supervisory program was the State Contest on School Plant Improvement and Beautification which was carried on in eight of the fourteen schools included in the program - 1934-1935.

One of the schools that participated in the School Plant and Beautification Contest, (Blackshear Elementary Rural School), Conroe Independent District won the third prize, which was a certificate of honor and a globe to be used in school work.

The following is an outline of some of the results obtained from the Contest.

Outline of the Results Obtained From the Participation of the Eight Schools in the School Plant Improvement and Beautification Contest - 1934-1935:

School Plant

I. Exterior

A. Beautification of School yards

1. Effect

a. Aroused civic interest of teachers



- b. Promoted a spirit of cooperation on part of pupils in working for one common cause.
- c. Appreciation by children for what they had worked for.
- d. Provided a home like environment for the pupils.

## II. Interior Beautification of Interior of Buildings

### 1. Effect

- a. Gave pupils ideas of interior beautification to carry over into their own homes.
- b. Taught them lessons on sanitation.
- c. Children, (obtained through practice), received moral, religious, aesthetic and civic values.

Attention is called to the fact that the Jeanes program was taken up during the school term 1936-1937 by Mrs. Lenora Meachum, formerly of Huntsville, Texas, and a graduate of Prairie View State College.

The program of work was carried out in a similar way as it had been carried out in the previous years. During the school term 1936-37 three sets of books were obtained from the Rosenwald Fund for three rural schools. New playground and classroom equipment have also been secured for three rural schools.

An account of other improvements will be included in the aggregate report of work accomplished 1934-1937 inclusive.

An Aggregate Report of Some of the Work Accomplished in Carrying out the Jeanes Supervisory Program with Fourteen schools 1934 - 1935: -

A. Schools and Teachers

1. Number of Negro schools with which Jeanes teacher worked 14.
2. Number one-teacher schools 6.  
Number two-teacher schools 5.  
Number three-teacher schools 1.  
Number six-teacher schools 1.  
Number eight teacher schools 1.
3. Number of schools being taught in church houses none;  
lodge halls none; dwellings none.
4. Number of teachers in public schools of the county who hold Bachelor's Degree 6; Master's Degree none.
5. Number of schools that had less than a five-month term none; only a six-month term none; seven-month term 9; eight-month term 1; nine-month term 4.

B. Means of Improving Instruction:

(Used During 1934-1937)::

1. Number county-wide teachers' meetings held:  
Average two each year.
2. Total number teachers present 24; average number present 82.3%.
3. Number schools in which meeting with all the teachers of the school were held 14.
4. Conferences were held with individual teachers at each visit made by the Supervisor.



5. Number of different schools in which teaching demonstrations were used 14.

C. School Plant Improvement

1. Number of schools which participated in the Rosenwald School Plant Improvement Contest 1934-35 8; 1935-36 - none; 1936-37 - 3.
2. Number school houses erected 1934-35 - none; 1935-36 - none.
3. Number school houses repaired, painted, or conditioned 1934-37 4.
4. Number pit-type toilets built during 1934-37 12.
5. Number of schools not yet provided with pit-type toilets none.
6. Number of wells dug on school campuses 1934-37 4.
7. Number of sanitary drinking arrangements installed 14.
8. Number of school grounds landscaped 8.
9. Number of schools which added reasonably adequate libraries during 1934-37 5.

D. Jeanes Clubs

1. Number of schools which maintain Jeanes Clubs 5.
2. Number of schools which maintain Jeanes Clubs for women of community 2.

E. Parent-Teacher Association

1. Number of Parent-Teacher Associations organized during 1934-37 3.

F. Miscellaneous Data

1. Number of schools which raised money for school improvement work during 1934-37 8.

Condition of the fourteen rural schools with which the Jeanes teacher worked: The schools as a whole were in fairly good condition.<sup>1</sup>

<sup>1</sup>Last report made by Mrs. Lenora Meachum, Acting Jeanes Supervisor 1936-37.



## CHAPTER VII

## EXCERPTS ON RURAL SCHOOL EDUCATION

It is the function of the rural school of today to re-energize rural communities, not for the purpose of evening up old scores, but because the power and vigor of rural manhood and womanhood is needed in American state and national life, and in the larger part which America is to play in the affairs of the world.

In order to do this a new type of school organization has been created. It is something to be used; not an end in itself. It requires a leadership of strong and far-seeing personalities that typify in a generous way the characters we want to develop. It implies in these leaders and in the people a certain faith in the future, because they know what it is to be. It is based upon a faith in democratic institutions that admit of the consideration of no alternative. It carries a conviction that even the most perplexing problems can be solved through collective intelligence and effort. Last of all, it stands loyally by the school as an institution through which the best of the past can be perpetuated and the needs of the future anticipated.<sup>1</sup>

Schools for rural children should be developed in terms of the rural life which they are leading and which they may normally be expected to continue to lead. Their education shall look in the direction of making them more

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<sup>1</sup>Almach & Bursch - The Administration of Consolidated and Village Schools, p. 452



efficient farmers rather than converting them into clerks, stenographers, and trade workers.<sup>2</sup>

The Demands of Child and the Demands of Society: -

The nature of the child and the nature of society are major factors determining the method we use in the educative process. Our modern method attempts to utilize the interests and activities of the child after evaluating them in terms of their social worth. It recognizes that the activities of the child are not all of equal value. Some possess much worth and others little. These activities are evaluated in terms of their social utility; that is, an activity is appraised in terms of its worth in life outside the school.<sup>3</sup>

The community center or neighborhood club is an established institution in many cities. The most common, and of course, the most natural meeting place is the school. Here the people of the community meet at regular intervals to further their social educational, and political life.

Many rural communities have realized the importance of cultivating this community spirit and have made provision for its expression.<sup>4</sup>

Real education must be based upon experience. Real teaching must "proceed from the known to the unknown." Country life abounds in educational material offering starting points, and this should be used to the fullest

<sup>2</sup>Brim - Rural Education - p. 14.

<sup>3</sup>Frazier and Armentrout - An Introduction to Education, p.

<sup>4</sup>Mueller - Progressive Trends in Rural Education, (175).  
pp. 329-330.



extent in the rural schools. Knowledge must be based upon experience, and practical knowledge comes from experiences that are useful, educative, or illuminating - experiences that change character and life. All country children should gain a general knowledge of the principles of agriculture, home economics, farm mechanics, and farm and household accounts. They should be familiar with the essential facts and processes involved in poultry raising, truck farming, dairying, stock raising, or any specialized phase of farming that is characteristic of their neighborhood. Their knowledge of the local environment is basic to further education. All pupils should have such knowledge and habits of community, household, and personal sanitation as will result in the most healthful rural conditions possible. Furthermore, they need such knowledge of literature, history and geography as will fit them for citizenship in the modern world.<sup>5</sup>

#### Teachers Need Vision: -

It is this vision of needs and possibilities, this sincere desire to serve, that the rural teacher should bring to the community. It is not to be expected that every teacher who does good work in establishing some form of community interest will thus win national fame, nor is it probable that every teacher who earnestly tries to establish some form of club will succeed in making the movement permanent. But the teacher who feels a responsibi-

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<sup>5</sup>Barnes - Rural School Management, p. 3.



lity to the community and tries to live up to that responsibility will make the school she teaches a more desirable one, and will add to her own power and professional standing. Such a teacher will leave a better school spirit when she goes, and will be much more likely to remain in the same school for a period of years, held by the fascination of doing vital work and sustained by community cooperation.<sup>6</sup>

#### Health: -

The most important function of the school is the education of the pupils in health and its promotion and protection. In spite of this having been long appreciated, but little has yet been done. The principal, therefore, is likely to find that he must lay his own plans and develop his own program. He will probably direct his efforts along four or five of the main lines. They are the survey, or, examination, the improvement of the physical environment, instruction in personal hygiene, physical instruction and training and community service.

Next in importance to the physical training instructor is the school nurse. In welfare she is almost indispensable.<sup>7</sup>

#### A Few Sensible Health Laws<sup>8</sup>

1. To eat well, neither too much nor too little and proper food.

<sup>6</sup> Barnes - Rural School Management - p. 216

<sup>7</sup> Almack and Bursch - Administration of Consolidated and Village Schools, p. 316

<sup>8</sup> Aikens - Health, Recreation and Friendship Studies in Ethics for Nurses, Chapter XIX.



2. Not to worry;
3. To govern one's nerves, and maintain a steady faith in God;
4. To play often;
5. To laugh;
6. To think much of others and little of one's self;
7. To spend a part of every day in the open air;
8. To be hopeful;
9. To love both God and man;
10. To look on the bright side of life;
11. To always have some congenial work to do, some responsibility to carry, and whatever happens to be good-natured.

#### The Fifteen Rules of Hygiene<sup>9</sup>

1. Ventilate every room you occupy.
2. Wear light, loose, and porous clothes.
3. Seek out of doors occupations and recreations.
4. Sleep out if you can.
5. Breathe deeply.
6. Avoid over-eating and over-weight.
7. Eat sparingly of meat and eggs.
8. Eat some hard, some bulky, and some raw foods each day.
9. Eat slowly and chew the food well.
10. Evacuate thoroughly, regularly, and frequently .
11. Stand, sit, and walk erect.
12. Do not allow poisons and infections to enter the body.

<sup>9</sup>Lowth-Everyday Problems of the Country Teacher, p. 43.





## SUMMARY

For the most part, the Negro rural population is served by the small rural school of one or two teachers. Thus far this school appears to have made little progress in recognizing and alleviating the unsatisfactory situation. The teachers in these schools are sometimes inadequately prepared for teaching. What preparation they have, too frequently, they do not use so as to avail themselves of the abundant resources of rural life. In order that the children living on farms and in small communities be given equal opportunities for growth and development, better trained teachers and necessary educational facilities must be supplied. The Jeanes supervisory teachers serve as one of the mediums of helping rural teachers and children.

An attempt has been made in writing this thesis to state the origin and function of the of the Anna T. Jeanes Fund; to show by means of Table I how the salaries of the Jeanes teachers have increased since 1914.

One section of this discourse discusses briefly the supervisory programs that were carried on in Montgomery County before the Jeanes Supervisory Program began. These programs dealt chiefly with demonstration work in the schools and homes of the rural people. Emphasis was then laid on the 4-H clubs that were organized among both boys and girls.

The reader will notice no doubt the deplorable condition of fourteen rural schools in Montgomery County. The results of a survey made in 1936 pointed to dilapidated and inadequate buildings, a scarcity of equipment and supplies, need for campus beautification, need for installation of adequate library facilities, need for better trained teachers and an increasing interest among the people of the community in their own welfare. The most pointed need brought forth in the survey was that of community leadership.

The enrollment and average daily attendance of the pupils were given; Table III shows the distribution of Montgomery County by independent districts, 1934-1936 and Table IV shows the percentage of scholastic population, enrollment and average daily attendance 1934-1935.

The Jeanes Supervisory Program of Montgomery County 1934-36 has emphasized four major objectives: (1) the live-at-home program, (2) school plant beautification, (3) health and (4) the improvement of instruction.

This program is still in its initial stage but gradual improvements are beginning to be seen. It is the hope of the supervisor that through the fine cooperation of the county superintendent and an increasing interest in community welfare among teachers that Montgomery County will fall into the ranking lines of other progressive counties of Texas within a few years and that every Negro



girl and boy will be encouraged to at least remain in school until he has received that type of information that will enable him to earn a living; to live better than his parents; to work and enjoy the beautiful things in life during his leisure hours.

Emily Dickinson has well expressed the sentiments of the writer in the following verse:

"If I can stop one heart from breaking  
I shall not live in vain;  
If I can ease one life the aching  
Or cool one pain  
Or help one fainting robin into his  
Nest again,

I shall not live in vain."

F I N I S

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