

Historic School Documentary
Jeanes Schools

- Began at the turn of the 20th century when Anna T. Jeanes, a Quaker from Philadelphia, gave one million dollars to a fund to provide an education to black students in rural areas of the South
- Foundation set up at request of Jeanes known as the Negro Rural School Fund – lasted until 1936
- Monies invested in secure government bonds. When interest rates fell in 1930s, rural schools had to depend on other foundations and federal aid to supplement
- Early conditions for blacks and their schools: schools were in poor physical condition, black teachers paid less than white and had little education.
- Jeanes supervisors were primarily black women. White communities felt less threatened by female black teachers.
- Initially Jeanes teachers had to teach in one room school houses or held classes in churches.
- School year only lasted around seven months due to the help needed during harvest in the fall and planting in the spring.
- Focus early on: vocational education and improving the school facilities. Later, Jeanes programs taught a more liberal arts program to produce a more well rounded student
- Jeanes supervisors and teachers had to assume multiple duties to ensure student education and to raise funds to maintain the school.
- By 1914 there were almost 120 Jeanes teachers throughout the South. By 1952 there were 510.
- Jeanes programs remained in place until the 1960s when desegregation became a reality.

- Anna T. Joannes School currently the Baldwin County Alternative School located in the unincorporated northern Point Clear community outside of Fairhope

- Joannes was one of the "feeder" schools for the Baldwin County Training School

- a Mr Elmore in Baldwin County praised leadership - Joannes teacher for BC - 14 schools built - all 14 were Rosenwald funded sites

Students there were housed in a local home - went to school there through the 8th grade and then on to Baldwin County Training School

Should discuss Weeks School as well

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ANNA T. JEANES SCHOOL

In 1947, Carrie E. Beaucham Smith and Randolph Smith sold 10 acres, on this site, to the State of Alabama for “public school purposes for *Anna T. Jeanes School, Baldwin County, State of Alabama.*” Principals included J.A. Kitchens (1926), Hillard Smith, Roosevelt Anderson, Sr. (1945), and Vera Denton Herman, interim principal. Alvin E. Boykin served as the principal for 23 years, beginning in 1947 until 1970.

In 1954, the Rosenwald building burned and grades 1-3 relocated to the Knights of Pleasure Lodge on Twin Beech Road until a brick addition, circa 1956-1957, was added to Anna T. Jeanes School's original concrete and cinderblock building.

The school, grades 1-9, served as a “feeder” school for Baldwin County Training School, Daphne, Alabama where students continued their studies through the 12th grade.

In 1970, with the desegregation of public schools in Alabama, Anna T. Jeanes became Fairhope Intermediate School.

THE HOUSTONVILLE COMMUNITY

Free Blacks settled in this vicinity before the Civil War and began paying property taxes on otherwise unoccupied land. The Houston and Weeks families settled first, hence the name Houstonville. After Emancipation of Slaves in 1865, Houstonville and the surrounding communities grew with the influx of the Fagans, Lewis, Mitchell, Henry, McConico, Hankins, Sellers, Harris, Kirkman, Young, Bonner and Wilson families. Men found employment as turpentine hands. Men and women worked on farms and picked up pecans. Most had family gardens and shared their bounty with the community.

Life centered on church and close-knit families. The community Brush-Arbor Church, named Zion Chapel, was founded in 1867. The name was later changed to Twin Beech AME Zion Church and it remains active today. The Twin Beech Cemetery, one mile southwest, has served the community since its founding in 1817. Young, Sledge, and Nichols Streets honor early families with descendants still living nearby.

THE ROSENWALD SCHOOLS blossomed from a problem, and a partnership.

The problem was the sorry state of African American education in the South after 1900. Since slavery times, when most states had flatly forbidden teaching slaves to read, black Americans had hungered for learning. They flocked to academies set up by missionaries after the Civil War, and poured into public schools in the late nineteenth century, often attending in larger numbers than their white counterparts.

The separate schools for blacks were never equal, but things got worse after 1900. That was when Southern states stripped blacks of the right to vote – Disfranchisement it was called. By 1915, public schools in North Carolina, to cite just one example, spent \$7.40 per white pupil but only \$2.30 per black pupil, compared with the US average of nearly \$30.00 per student.

In the 1910s an unlikely partnership took aim at that problem. The idea-man was a black ex-slave in Alabama. Booker T. Washington headed Tuskegee Institute, which he built into a major black college by convincing Northern philanthropists to aid a hands-on self-help approach he called "industrial education." Washington thought that self-help and Northern philanthropy might transform public schools as well. In 1913 he found his angel in the person of Julius Rosenwald.

Rosenwald was a white Northerner, a German-Jewish immigrant's son. Raised in Springfield, Illinois, young Julius had joined a fledgling Chicago concern named Sears, Roebuck and Company in 1897. The next year the United States Post Office instituted Rural Free Delivery of mail. Rosenwald help Sears seize this magnificent selling opportunity, and by 1909 he was CEO of the world's largest retailer. Hardly a household anywhere in America was without a thick, enticing Sears mail-order catalog.

Rosenwald turned energetically to philanthropy and quickly became known for thoughtful gifts ranging far beyond Chicago. He gave \$1000 grants to the first 100 counties to hire County Extension Agents, helping the US Department of Agriculture launch a program that still shapes rural America today. Noting the thousands of African Americans fleeing the South, he helped build almost two dozen black YMCAs to provide lodging and social services in America's largest cities.



Booker T. Washington



Julius Rosenwald

- Rosenwald's religious heritage gave him a particular affinity to African Americans, according to grandson and biographer Dr. Peter Ascoli. Wrote the philanthropist in 1911, "The horrors that are due to race prejudice come home to the Jew more forcefully than to others of the white race, on account of the centuries of persecution which they have suffered and still suffer."

Booker T. Washington's vision of rural schools caught Rosenwald's imagination. Together, the idea-man and the moneyman hammered out an early example of a now-common philanthropic tool: the matching grant. If a rural black community could scrape together a contribution, and if the white school board would agree to operate the facility, Rosenwald would contribute cash – usually about 1/5 of the total project. The aim was quietly radical, a Rosenwald Fund official later wrote; "not merely a series of schoolhouses, but ... a community enterprise in cooperation between citizens and officials, white and colored."

- Even Professor W.E.B. DuBois, the great rival of Booker T. Washington, applauded the Rosenwald initiative. DuBois focused his own energies on college education to produce

black leaders, but when Julius Rosenwald died in 1932 DuBois penned a lengthy appreciation of the philanthropist's impact on pre-college opportunities. Interestingly, in the Fund's waning years after 1932, it ceased its construction grants and instead began giving scholarships to promising black thinkers. Ralph Ellison, to cite one famous example, wrote his searing book *The Invisible Man* on a Rosenwald Fellowship.

Work-a-day African Americans enthusiastically embraced Rosenwald's school construction plan -- even though it meant considerable sacrifice on top of taxes they were already paying. Cash was scarce in this region where many people farmed "on shares." To gather nickels and dimes, women of a community might hold a "box party," fixing boxed lunches for neighbors to bid on. Families joined to plant an extra acre of cotton or raise hogs and chickens to be sold for the effort. Blacks who owned land might donate the school site, or cut trees to be sawn into boards for the work crews.

SOON SCHOOLS DOTTED THE SOUTHLAND. By 1932, when the construction grants ended, 5357 new buildings stood in 883 counties throughout fifteen Southern states. Most were schools, but workshops and teachers homes also occasionally received funding. North Carolina boasted 813 Rosenwald-assisted structures, Mississippi had 637, Texas 527, South Carolina 500, Louisiana 435, Alabama 407, Arkansas 389, Virginia 381, Tennessee 373, Georgia 261, Oklahoma 198, Kentucky 158, Maryland 153, Florida 125, and Missouri 4.

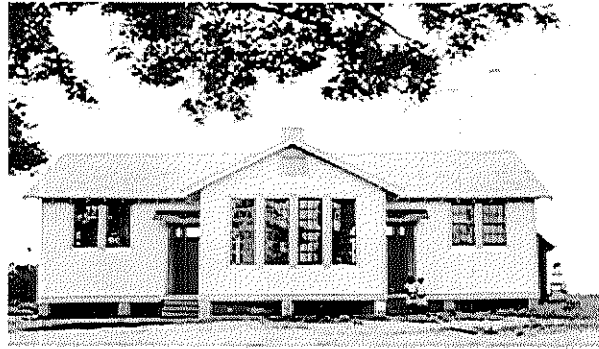
The schools came in all sizes from little one-teacher units all the way up to seven-teacher facilities that offered full instruction from first grade through high school. In the program's early years, wooden two-teacher and three-teacher structures seem to have been most common. By the mid 1920s, brick construction and larger buildings began to appear more often.

Few carried the name "Rosenwald" – Julius discouraged such tributes. The schools did share a certain look, however.

The Rosenwald Fund provided state-of-the-art architectural plans. Two black architecture professors at Tuskegee, Robert R. Taylor and W.A. Hazel, drew the first set for a 1915 pamphlet *The Negro Rural School and Its Relation to the Community*. In 1920 Rosenwald official Samuel L. Smith assumed the task. His

Community School Plans patternbooks were eventually distributed by the Interstate School Building Service and reached thousands of communities far beyond the South.

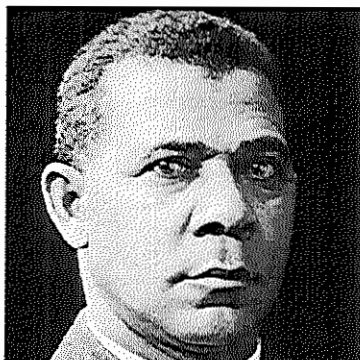
Large banks of windows characterized Rosenwald Schools, a simple but powerful innovation in an era when electricity seldom reached into rural areas. Designers carefully specified room size and height, blackboard and desk placement, paint colors and even the arrangements of window shades in order to make best use of natural light. Marshaling the sun's rays became almost an obsession for S.L. Smith. He insisted windows must be placed so that light came only from the students' left, and he went so far as to provide different floorplans for schools depending upon which compass direction they faced.



Rosenwald School

Inside, the buildings almost always included meeting space, a key aspect of Booker T. Washington's vision. In smaller buildings, a movable partition allowed classrooms to be thrown together as an assembly hall. Bigger schools featured a permanent auditorium. Dr. Washington saw each school as a community center. Rosenwald buildings would not only teach the young, but would help dispersed rural people come together to improve farming techniques and forge a strong community culture. Indeed families often built homes clustered around the schools, creating settlements that persist today.

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bio.
 TRUE STORY.


Booker T. Washington biography

SYNOPSIS

Born in Virginia in the mid-to-late 1850s, Booker T. Washington put himself through school and became a teacher. In 1881, he founded the Tuskegee Normal and Industrial Institute in Alabama (now known as Tuskegee University), which grew immensely and focused on training African Americans in agricultural pursuits. A political adviser and writer, Washington clashed with intellectual W.E.B. Du Bois over the best avenues for racial uplift.

EARLY LIFE

Born to a slave on April 5, 1856, Booker Taliaferro Washington's life had little promise early on. In Franklin County, Virginia, as in most states prior to the Civil War, the child of a slave became a slave. Booker's mother, Jane, worked as a cook for plantation owner James Burroughs. His father was an unknown white man, most likely from a nearby plantation. Booker and his mother lived in a one-room log cabin with a large fireplace, which also served as the plantation's kitchen.

QUICK FACTS

NAME: Booker T. Washington
OCCUPATION: Educator, Civil Rights Activist
BIRTH DATE: April 05, 1856
DEATH DATE: November 14, 1915
EDUCATION: Hampton Normal and Agricultural Institute, Wayland Seminary in Washington, D.C.
PLACE OF BIRTH: Hale's Ford, Virginia
PLACE OF DEATH: Tuskegee, Alabama
FULL NAME: Booker Taliaferro Washington
AKA: Booker T. Washington
AKA: Booker Washington

BEST KNOWN FOR

Educator Booker T. Washington was one of the foremost African-American leaders of the late 19th and early 20th centuries, founding the Tuskegee Normal and Industrial Institute, now known as Tuskegee University.

At an early age, Booker went to work carrying sacks of grain to the plantation's mill. Toting 100-pound sacks was hard work for a small boy, and he was beaten on occasion for not performing his duties satisfactorily. Booker's first exposure to education was from the outside of school house near the plantation; looking inside, he saw children his age sitting at desks and reading books. He wanted to do what those children were doing, but he was a slave, and it was illegal to teach slaves to read and write.

After the Civil War, Booker and his mother moved to Malden, West Virginia, where she married freedman Washington Ferguson. The family was very poor, and 9-year-old Booker went to work in a salt mine with his stepfather instead of going to school. Booker's mother noticed his interest in learning and got him a book from which he learned the alphabet and how to read and write basic words. Because he was still working, he got up nearly every morning at 4 a.m. to practice and study. At about this time, Booker took the first name of his stepfather as his last name, Washington.

In 1866, Booker T. Washington got a job as a houseboy for Viola Ruffner, the wife of coal mine owner Lewis Ruffner. Mrs. Ruffner was known for being very strict with her servants, especially boys. But she saw something in Booker—his maturity, intelligence and integrity—and soon warmed up to him. Over the two years he worked for her, she understood his desire for an education and allowed him to go to school for an hour a day during the winter months.

EDUCATION

In 1872, Booker T. Washington left home and walked 500 miles to Hampton Normal Agricultural Institute in Virginia. Along the way he took odd jobs to support himself. He convinced administrators to let him attend the school and took a job as a janitor to help pay his tuition. The school's founder and headmaster, General Samuel C. Armstrong, soon discovered the hardworking boy and offered him a scholarship, sponsored by a white man. Armstrong had been a commander of a Union African-American regiment during the Civil War and was a strong supporter of providing newly freed slaves with a practical education.

Armstrong became Washington's mentor, strengthening his values of hard work and strong moral character.

Booker T. Washington graduated from Hampton in 1875 with high marks. For a time, he taught at his old grade school in Malden, Virginia, and attended Wayland Seminary in Washington, D.C. In 1879, he was chosen to speak at Hampton's graduation ceremonies, where afterward General Armstrong offered Washington a job teaching at Hampton. In 1881, the Alabama legislature approved \$2,000 for a "colored" school, the Tuskegee Normal and Industrial Institute (now known as Tuskegee University). General Armstrong was asked to recommend a white man to run the school, but instead recommended Booker T. Washington. Classes were first held in an old church, while Washington traveled all over the countryside promoting the school and raising money. He reassured whites that nothing in the Tuskegee program would threaten white supremacy or pose any economic competition to whites.

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE

Under Booker T. Washington's leadership, Tuskegee became a leading school in the country. At his death, it had more than 100 well-equipped buildings, 1,500 students, a 200-member faculty teaching 38 trades and professions, and a nearly \$2 million endowment. Washington put much of himself into the school's curriculum, stressing the virtues of patience, enterprise, and thrift. He taught that economic success for African Americans would take time, and that subordination to whites was a necessary evil until African Americans could prove they were worthy of full economic and political rights. He believed that if African Americans worked hard and obtained financial independence and cultural advancement, they would eventually win acceptance and respect from the white community.

In 1895, Booker T. Washington publicly put forth his philosophy on race relations in a speech at the Cotton States and International Exposition in Atlanta, Georgia, known as

the "Atlanta Compromise." In his speech, Washington stated that African Americans should accept disenfranchisement and social segregation as long as whites allow them economic progress, educational opportunity and justice in the courts. This started a firestorm in parts of the African-American community, especially in the North. Activists like W.E.B. Du Bois (who was working as a professor at Atlanta University at the time) deplored Washington's conciliatory philosophy and his belief that African Americans were only suited to vocational training. Du Bois criticized Washington for not demanding equality for African Americans, as granted by the 14th Amendment, and subsequently became an advocate for full and equal rights in every realm of a person's life.

Though Washington had done much to help advance many African Americans, there was some truth in the criticism. During Washington's rise as a national spokesperson for African Americans, they were systematically excluded from the vote and political participation through black codes and Jim Crow laws as rigid patterns of segregation and discrimination became institutionalized throughout the South and much of the country.

In 1901, President Theodore Roosevelt invited Booker T. Washington to the White House, making him the first African American to be so honored. Both President Roosevelt and his successor, President William Howard Taft, used Washington as an adviser on racial matters, partly because he accepted racial subservience. His White House visit and the publication of his autobiography, *Up from Slavery*, brought him both acclaim and indignation from many Americans. While some African Americans looked upon Washington as a hero, others, like Du Bois, saw him as a traitor. Many Southern whites, including some prominent members of Congress, saw Washington's success as an affront and called for action to put African Americans "in their place."

DEATH AND LEGACY

Booker T. Washington was a complex individual, who lived during a precarious time in advancing racial equality. On one hand, he was openly supportive of African Americans taking a "back seat" to whites, while on the other he secretly financed several court cases challenging segregation. By 1913, Washington had lost much of his influence. The newly inaugurated Wilson administration was cool to the idea of racial integration and African-American equality.

Booker T. Washington remained the head of Tuskegee Institute until his death on November 14, 1915, at the age of 59, of congestive heart failure.

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The Jeanes Supervisors

In the years after the Civil War, African-Americans saw education as their ticket out of poverty and into the American dream. In 1865 delegates to a black church-sponsored convention in South Carolina urged that the state establish public schools throughout the state. The 1868 Constitution, written at the outset of Reconstruction, called for free public schools open to both blacks and whites. But the dream was not realized for many years.

Although the state created the first public schools in the early 1700s, most of the few that existed through much of that century were in the Lowcountry and provided only a rudimentary education to poor children and a limited number of paying pupils. Churches tried to fill in the gap with schools that provided limited education for the poor. The wealthy attended private schools or were tutored at home. Most significant, education was available only to whites through most of the antebellum period, with the exception of a limited number of schools provided by and for the small population of free blacks. Under an 1834 law, teaching enslaved people to read and write was illegal. As a result, at the end of the Civil War the newly freed African-Americans lacked even the minimal education of white South Carolinians. Similar conditions existed throughout the South.

The dream of an educational system for all South Carolinians died with the end of Reconstruction and the shift in power back to southern whites who did not value education for the masses. Within a few years, they drastically cut state spending for education and nearly eliminated state supervision of local schools. While white schools received little funding, black schools received even less. Although philanthropic organizations provided some help to the black schools, it was not enough to equalize black and white education spending in the state. In 1880 the average state and local spending for white schools was \$2.75 per pupil and the average for black schools was \$2.51 per pupil. Over the years, as funding of white schools slowly increased, the money provided for black schools decreased. By 1895, the year when a newly adopted constitution formally instituted separate schools for the races, white schools were receiving an average of \$3.11 per pupil. Funding for black schools had dropped to \$1.05 per pupil. In the early 1900s the state began to gradually improve the quality of education for whites, but made little effort to improve the black schools. The idea that "to educate a negro is to spoil a laborer" (Norton 1, 1984) prevailed among the white leadership. Under the gun as the courts began to look more closely at the criterion of "separate but equal," the state began to spend money on the black schools in the early 1950s. They even passed a state sales tax to fund these expenditures, hoping to maintain segregated schools. Not until the 1960s did the two separate school systems become one.

Although states throughout the South made few efforts to help African-Americans until the middle of the twentieth century, some private efforts were made. The Peabody Fund, set up in 1867, was the first. It provided a model for other philanthropic efforts, including the Slater, Jeanes, Randolph and Rosenwald Funds.

The Jeanes fund was certainly one of the most significant. The Jeanes Supervisors provided educational assistance to black schools and black students all over the South. They were also active in other parts of the nation and even beyond national borders, because of the success of the Jeanes model. An early experiment with Jeanes supervision in Liberia in the late 1920s had to be terminated due to a yellow fever epidemic, but the Jeanes program was later used as a model overseas, with teachers who supervised schools in Asia, Africa, the Virgin Islands, and Latin America.

Anna T. Jeanes, a Quaker from Philadelphia, was one of ten children in a wealthy family. She was a well-to-do single woman in the 1800s who was interested in the causes of her day. None of her brothers and sisters left heirs. So in time, she inherited a great deal of money. Around the turn of the century, she

began to donate her fortune to charity, and in 1907, shortly before she died, she gave one million dollars to a fund of income-bearing securities, to provide education to black students in rural areas of the South. Historian Donald Stone, interviewed for a documentary on the Jeanes Supervisors, recounted a story told by William J. Edwards, the author of *Twenty-Five Years in the Black Belt*, that may explain how a sheltered Quaker lady who never traveled very far from home decided to set up a foundation to benefit rural black children. Edwards stated that he was on a fund-raising trip in the North at the behest of Booker T. Washington of Tuskegee Institute. Washington, of course, was the African-American leader who believed that the way for blacks to succeed was through vocational education and a willingness to focus their efforts on improving their economic rather than their political status. At a meeting in Philadelphia, a trustee of Tuskegee arranged the introduction of Edwards to Anna Jeanes. Miss Jeanes had become interested in the problems of small schools struggling to survive without the help of philanthropic organizations or state monies. As a result of that meeting, Miss Jeanes told Washington and a colleague from Hampton Institute to put together a board of trustees and to spend her money in the rural areas where most African-Americans lived. She wanted to provide supervisors for rural schools. They would serve as consultants and assistants to the teachers, most of whom had little training. Many of the Jeanes Supervisors themselves were sent to the traditionally black colleges such as Tuskegee and Hampton Institutes for in-service training for their jobs.

The foundation set up at the behest of Anna Jeanes became known as the Negro Rural School Fund and lasted until 1936. Many prominent white men served on its board, including, at various times, six men who had served as U.S. presidents. Although several other educational foundations existed during this period, the Jeanes fund was the only one with African-Americans sitting on the board and wielding some power over how to spend the money. Miss Jeanes had insisted that Booker T. Washington sit on the board, and that he have the authority to pick other members. He selected other African-Americans to serve, selecting men who favored industrial education for blacks, rather than educating blacks for the professions, which might challenge the social and economic status quo. The monies were invested in secure government bonds, and when interest rates fell in the 1930s, rural schools had to depend on other foundations and federal aid to supplement. With these additional funds, the Fund was able to increase the low salaries of the Jeanes supervisors and employ them for a longer period of months each year. The fund merged with several other educational funds in the late 1930s, including the Virginia Randolph Fund, which had been created with monies raised by the Jeanes Supervisors. The result of this merger was the Southern Education Foundation.

The early 1900s was an era where many whites saw little need for black schooling, and what schooling was available took place under woeful conditions. Black children who attended school went to classes in buildings that one former teacher described as "shacks," class size in black schools was double that in the white schools, and black teachers, who were paid far less than the white teachers, usually had little education. Most children received no more than a few years of schooling, at best, and the school year was much shorter for blacks than for whites. Nevertheless, the Jeanes Foundation moved cautiously, aware that creation of their program could be perceived as a threat to the status quo. They hired white men to approach southern public officials to ask for black teachers for the black schools and to gain official approval to even enroll the black children in school.

Jeanes Supervisors were primarily black women. Why were so few men Jeanes teachers? One retired Jeanes Supervisor told educator Juanie Noland that it all came down to power. There was no way, she claimed, that the white communities would have allowed black men to have so much power. Jeanes Supervisors were seen as leaders in their communities, as people to whom one could turn for help. The women were supervised, in turn, by the state agents for the black schools, who were white men. These men seem to have been sympathetic to the needs of the people whose schools they oversaw, and to have earned the respect of both blacks and whites. State agents were employed through the state departments of education to administer funds provided by philanthropic organizations. They recruited and placed

Jeanes teachers, and worked hard to get state and local funds for the program. They acted as liaisons to the Southern Education Foundation after it was created in 1937, and attended their conferences. On the other hand, the path traveled was not so smooth for many of the Jeanes teachers in their day to day relations with their local superintendents. A teacher interviewed for a documentary about the Jeanes Supervisors paints a picture of white superintendents who did not always respect the black women they supervised. Jeanes Supervisors faced many of the same problems that working women have always faced and that black women often faced in their relationships with white men.

The program was modeled on the work of Virginia Randolph, an African-American educator in Virginia. Teaching in a small rural school, she began by beautifying and cleaning the building and grounds, and getting the families involved in fund-raising for the schools as well as beautifying their own homes. She tried to demonstrate the virtues of cleanliness and good sanitation by example. Visiting the home of one pupil, she found a family member, sick with tuberculosis, lying in squalor. Later that week, she brought flour bags to school, and the children were thrilled that they were going to make beds and clothes for their dolls. If they kept their work clean, they were given a piece of cotton flannel to make a blanket. Then they made straw mattresses, and beds from boxes, and finally, rag dolls. Later they showed all of this to parents. With interest aroused, Randolph was able to suggest that the families surprise the sick woman with a gift of sheets, made from sugar bags, and fruit. It was a beginning. As time went on, Randolph focused on providing a vocational education as well as academics, believing that a well-rounded child would be best prepared for the world of work. Money was short, so she put the children to work to plan entertainments as fund-raisers. She faced organized opposition from parents over these activities. Many wanted her to focus solely on academics, and saw any labor as a step backwards for their children. One Sunday evening, she listened in silence as a minister insulted her from his pulpit. She was finally forced to respond and defend herself. Randolph won that battle. Over the years, she focused on vocational as well as academic education, teaching the girls to sew and the boys to make baskets. She spent her own money for supplies, and knocked on the doors of the white schools to get scrap material for her projects.

Virginia Randolph was "discovered" by Jackson Davis, the superintendent of schools in Henrico County, Virginia, who wanted to improve schools for all children, white and black. Davis had visited Hampton Institute and became interested in the work of their home economics and vocational agriculture extension teachers, whose salaries were paid for by the philanthropist Anna Jeanes. He came across Miss Randolph while making his rounds in Henrico County, and was greatly impressed with her abilities. After the Jeanes Fund was established, he wrote to Dr. James Dillard, first president of the Jeanes Board of Trustees, requesting funds for an experiment he had in mind. In his 1908 letter, Davis said: "I am anxious to make industrial training an essential part of the work in the Negro schools in Henrico County...Many of the schools have organized Improvement Leagues in their communities and have made the school buildings and grounds more attractive...They have also made a beginning with various kinds of hand-work, such as sewing, making baskets of white-oak, mats of corn shucks, fishing nets...using materials already at hand..." (Jones 41). Davis proposed having a teacher who would work with all the schools within a county. The Jeanes Foundation agreed to pay the salary of one industrial teacher. Davis then persuaded Randolph to leave her one-room schoolhouse, despite her reluctance to leave her children. She became the first Jeanes Supervisor, eventually working in Virginia, North Carolina and Georgia. The Virginia Randolph Museum, a historic landmark in Henrico County, Virginia, was established to honor her memory. (For more information about Virginia Randolph, contact the museum at (804) 262-3363, 270-1435, or 737-3593.)

Other Jeanes supervisors branched out all over the South working under what became known as the Henrico Plan. By 1914, there were 118 Jeanes teachers in 119 counties in the South. The Jeanes Supervisors had their work cut out for them. They often had to teach in one-room schoolhouses or schools held in churches. The school year lasted only about seven months, one former Supervisor

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remembers, because children had to help harvest the crops in the fall. Black schools had few books and those they did have were usually second-hand. Jeanes teachers did more than just teach, or supervise vocational education programs. They were heavily involved in the communities in which they lived and worked, working with churches and other community groups, helping to improve sanitation and make the communities better places to live. One retired Jeanes Supervisor recalled having children write and produce health-related skits, and encouraging the community to give blood through the American Red Cross. Another remembers distributing surplus food so often that the children called her "The Apple Lady." In a day with no school breakfast or lunch programs, Jeanes teachers even cooked meals for children in schools that had kitchen facilities. A former Jeanes Supervisor said: "...they did whatever needed to be done, to the extent that they were able to do it."

Initially, much of the focus was on vocational education and on improving school facilities. Later they began to supervise academic classes and to move into curriculum development, especially after the federal government began to play a role in providing industrial education to schools under a 1917 law. They helped to raise money for school programs, including field days and commencements, and encouraged parents, teachers and students to work together. In a sense, one historian points out, the Jeanes Supervisors were ahead of their time, encouraging parents to take an interest in and become involved in their children's schools. In an interview for a documentary on the Jeanes Supervisors, Educator Juanie Noland commented that they did far more than improve the curriculum of the schools. "The major thing they did was to raise money...thousands and thousands of dollars... They were masters at this and they were very successful." The Jeanes Supervisors had to wear many hats. Ms. Noland points out that although their roles varied depending on the school system where they worked, they often became de-facto superintendents of schools. Their responsibilities might include getting books for black schools, setting up meetings for black teachers, and perhaps most important of all, serving as diplomats. They had to tread an often delicate path between black teachers, white superintendents, parents, and the predominantly white community, acting as a "liaison" among all these groups.

Jeanes Supervisors sometimes exhibited extraordinary courage. Eldridge McMillan, president of the Southern Education Foundation, recounts how a Jeanes Supervisor even helped to persuade the African-American people of her community to register to vote, no small thing in 1944. In the early 1950s, the NAACP was gathering data through the Ashmore Project to demonstrate to the courts that separate was not equal. The Southern Education Foundation, although somewhat cautious about supporting what it perceived to be a radical organization, lent them Jeanes teachers, the experts on education.

The Jeanes program grew and changed over the years. By 1952, there were 510 Jeanes teachers in sixteen southern states. Professional opportunities had increased as well. Many of the Jeanes teachers now had more opportunities to attend national meetings and to earn graduate degrees through such programs as the Tuskegee-Grambling joint graduate program.

What was the impact of the Jeanes program in South Carolina? At the time when the Jeanes Fund was established, educational opportunities for African-Americans in the state were extremely limited. Most black teachers had little formal education. In the early years of the twentieth century, most of the black children who attended school anywhere in the South were enrolled in the first through fourth grade and only attended school for a few months a year. No one program could overcome such odds in the short-term. But the Jeanes program could help.

South Carolina's first Jeanes Industrial Teachers faced many challenges. Julia A. Berry began working in Sumter County in 1909, but little information about her is available. Ten other individuals also began working as Jeanes Teachers in South Carolina that year. They helped to improve life in their communities and focused on industrial education in the schools, as did the supervisors throughout the South. The program expanded slowly in the state, in part because South Carolina did not have a state

official with specific responsibility for black education at this time to act as an advocate. State Directors of Negro Education were not appointed until 1918. A second factor cited is the way the program was funded. In the beginning, the Jeanes Foundation had to bear the entire cost, with the hope that states and their counties would begin to help out. For the program to spread, states and counties would have to take on some responsibility, but the idea of black supervisors for black teachers was not especially popular in South Carolina. However, school officials and boards of education generally responded positively once they had seen what the Jeanes teachers could do. In a study of Jeanes Teachers in South Carolina, a scholar points out that in all those counties where Jeanes teachers worked, the county paid part of their salary (Woodfaulk 80-81).

Jeanes Teachers in South Carolina also became involved in development of Homemakers' Clubs starting in 1918. With state funding South Carolina's fifteen Jeanes Teachers helped to organize 292 clubs with 4,644 members. Working in their counties that summer, they taught African-Americans how to can and preserve fruits and vegetables and taught women how to do the kind of baking necessitated with the limits imposed on a nation at war. The Supervisors gave nearly 300 canning demonstrations and made over 2,000 home visits, helping people learn to become more self-sufficient.

Most white and many black educators in the early and mid twentieth century favored industrial education for African-Americans, but they faced many obstacle implementing such programs. South Carolina, like other southern states, was unwilling to provide the equipment and supplies needed, buildings were inadequate, and the school year was too short. Despite these handicaps, the Jeanes Teachers worked hard to see that children were able to learn as many skills as possible. They visited homes, urged children to attend school, and even started libraries in the schools. They worked to improve health and sanitation in the community, fought for better school facilities and for more supplies, and developed programs to train teachers. Reports of the State Superintendent of Education note that the Jeanes Teachers made a difference (Woodfaulk 86-87). About 180 individuals served as Jeanes Supervisors in South Carolina during the sixty years of the program.

Reports from the *National Jeanes Journal* provide a glimpse of the accomplishments of South Carolina's Jeanes Supervisors. Jeanes Supervisors from each county reported news that was published in this report each year. A sampling of the activities included in the 1950 and 1951 editions of this journal is indicative. A Jeanes supervisor from Marlboro County reported on her twenty-six years of work. Teachers were now better educated and quality of instruction had improved, new buildings had replaced the old, race relations had improved, and the relationship between the home and school had improved. She had helped to organize PTAs and clubs, and worked with health officials to improve health in her community. A part-time Jeanes Supervisor from Pender County related that she had organized a countywide planning committee of principals and teachers which met twice a month to plan school visitations, opportunities for teachers to attend professional meetings, organize local PTAs, etc. A Jeanes Supervisor from Chesterfield County reported that the number of teachers had more than tripled during her tenure, and where previously the teachers had no college education or preparation, all now had at least one year of college training and received some in-service training. The school term had increased from three and one-half months to eight or nine months, and there were now two accredited high schools. A supervisor in Marion County reported that when she had arrived fourteen years earlier, her first task was to help build two schools. At the time, there were twenty-six schools, but most were not well-maintained and only four had electric lights. Now only one school lacked electric lights, and a second school became an accredited high school. Schools continued to be painted and repaired, with rooms added when needed. Jeanes Supervisors in South Carolina, as in other states, began with the basics at a time when the state provided little, if anything, to educate African-American children.

Interviews conducted with several retired Jeanes Teachers in the 1980s are also enlightening. Lola Carter Myers, a native of Camden, and 1932 graduate of Benedict College, recalled that she had begun

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her teaching career in Manning. After teaching for two years, she was selected to attend a six week workshop to train Jeanes teachers how to work with people in rural communities. The Jeanes teacher of the 1930s had to be unmarried, have a bachelor's degree and own a car. Because Mrs. Myers did not have a car, she was not able to enter the program at that time. However, she became a Jeanes teacher in 1944. The course taught the prospective supervisors that they must be patient and that they must be able to get along with the trustees who did the hiring. Mrs. Myers remembered working with principals in Barnwell County who had not even completed high school. One of her responsibilities was to help with the school registers, which contained the information about students' attendance and their progress. One principal she worked with did a good job but his writing was almost illegible. She had to prepare the register and do his monthly reports. Many of the teachers were also unable to prepare adequate reports, and she would invite them individually to her house and help them correct their reports. She also worked with the teachers to help them prepare lessons in academic subjects as well as handicrafts. Like other Jeanes teachers, she was active in the community and played the piano for local churches. This also gave her the chance to interact with many of the families and talk about the schools.

Bessie Picket Haile, another Camden native, graduated from Shaw University in 1932 and began her teaching career that year at the junior college in Seneca. Next she taught seventh grade for two years in Winnsboro and then taught at a local high school. Invited to become a Jeanes Teacher, she attended a summer training session and was assigned to Cherokee County. When she went to Gaffney in late August, she found that the schools would not be opening until October. Her first task was to persuade the school trustees to open school earlier. By February schools would close again so students could prepare to work on the next season's crops. She encountered much opposition, especially from the white trustees. In October she began to meet with teachers. She found that many had little academic preparation for their jobs. She had to teach them how to do lesson plans, an especially difficult task in one-teacher schools with many grades. Mrs. Haile made many friends, but left the program after just one year and went back to teaching.

Lela Sessions, a Berkeley County native, attended high school at Avery Institute in Charleston because her home county had no accredited high school in the 1930s. She had no money for college, but won a church-sponsored oratorical contest and with it a scholarship to Allen University. After she graduated in 1944, she held a series of teaching positions at elementary and high schools in South Carolina. She returned home to teach at a training school in Berkeley County. When a Jeanes teacher position was created in Berkeley County, she was asked to apply because they wanted to hire a local person. She worked with thirty-seven schools in the county, all one and two-teacher schools. She often had to drive on unpaved roads to reach the rural schools. The buildings were in poor shape, but in those areas with well prepared teachers, the students had good academic skills. Mrs. Sessions had to help the teachers obtain all kinds of materials to use in their classes, including newspapers and magazines. Although very little money was available to buy supplies, active PTAs in the county helped a little. To help her students, Sessions would sometimes drive to Charleston and fly to Atlanta for the day to the offices of the Southern Education Foundation. She worked hard to obtain funds for the schools. Mrs. Sessions also became active in the state Jeanes Association and the National Association of Supervisors (Woodfaulk 101-127).

The Jeanes programs remained in place until the 1960s, when school desegregation became a reality. As black schools closed and black teachers and administrators were absorbed into the integrated system, what to do with the Jeanes teachers became an issue. Having black Jeanes teachers supervise white teachers would have been awkward at the time and would not have been acceptable, one scholar pointed out. In addition, federal monies were becoming available to fund new programs, and some saw the Jeanes Supervisors as redundant. This spelled the end of an era. The Southern Education Foundation, however, has continued to work with schools to improve education.

How can one sum up the contributions of the Jeanes Supervisors, these educational pioneers? One scholar likes to refer to them as "pre-cursors of the Peace Corp," women who didn't make much money, but did anything that they could to help. Another sees them as early resource people, similar to today's resource teachers who try to make sure that children have what they need to learn. Another comments that these women provided African-American children with a sense of pride by teaching them black history at a time when it was not found in any textbooks. "We took straw and we made bricks and we built houses," says one retired supervisor. Perhaps, though, as stated by Eldridge McMillan, their slogan sums it up best: the Jeanes Supervisors always did the "next needed thing."

Carol Sears Botsch, Political Science, USC Aiken,
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Note: Records of the Jeanes Supervisors can be found in the archives of the Southern Education Foundation in the Atlanta University Center Library on the Clark-Atlanta University campus and in the Anna T. Jeanes Foundation Papers at the Rockefeller Archive Center in Pocantico Hills, N.Y.

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ANNA T. JEANES SCHOOL

In 1907, Quaker philanthropist Anna T. Jeanes endowed one million dollars to create "The Jeanes Fund" to provide better educational opportunities for black children in the segregated schools of the South. The funds were designated for 'Jeanes Supervisors'. The program was carried out under the trusteeship of Booker T. Washington, President of Tuskegee Institute and Hollis B. Frissell, President of Hampton Institute in Virginia.

In 1913, a community school was built on the present-day site. It was the only school in the nation bearing Anna T. Jeanes' name. The four rooms in the concrete and cinderblock building remain today.

Anna T. Jeanes School's only Rosenwald building for grades 1-3 was built on Bells Lane in 1922-1923 with an addition in 1927. Financial contributions to construct the three room school came from the Black community, Baldwin County, and the Julius Rosenwald Fund.

Anna T. Jeanes

Anna T. Jeanes (7 April 1822 – 24 September 1907) was an American Quaker philanthropist. She was born in Philadelphia, the city where she gave Spring Garden Institute, a technical school, \$5,000,000; \$100,000 to the Hicksite Friends; \$200,000 to the Quaker schools of Philadelphia; and \$200,000 to the Home for Aged Friends, now known as Stapeley In Germantown, a retirement home where she spent the closing years of her life. In 1907 she transferred to the trusteeship of Booker T. Washington and Hollis B. Frissell the sum of \$1,000,000 to be known as "The Fund for Rudimentary Schools for Southern Negroes" and to be used exclusively for the benefit of elementary negro schools in the South. The Jeanes Foundation worked in close cooperation with the General Education Board established by John D. Rockefeller.

Anna Jeanes was the youngest of ten children born to Isaiah and Anna Thomas Jeanes, a Quaker family. "Annie" was four when her mother died of pneumonia. Anna's father and two brothers Samuel and Joshua

were merchants. Her brother Joseph owned coal and mineral fields. Her brother Jacob Jeanes was a medical doctor and homeopathic physician who co-founded Homeopathic Medical College of Pennsylvania, later Hahnemann Medical College, the first successful school in the United States to train students in homeopathy and one of the predecessors of the Drexel College of Medicine, where he taught during its first year after opening. Her sister Mary was a philanthropist and abolitionist. All of her siblings died childless. Anna never married and at 72 inherited the family's fortune which she was determined to give away to better humanity. She did that over the next 13 years of her life.

A few months prior to her death, Anna prepaid an endowment fund, later renamed the Jeanes Fund, to assist community, county, and rural schools for "colored people" in the southern states. Her requirement was that there would be a racially integrated foundation board, the men to be chosen by Booker T. Washington (Tuskegee) and Hollis Frissell (Hampton). Washington and Frissell traveled to Philadelphia to receive the \$1,000,000 check. Besides Booker T. Washington directors of The Jeanes Fund included President William H. Taft, Andrew Carnegie, and George Peabody. The fund educated and hired black teachers and traveling supervisors for rural schools, and improved African American school facilities. The "Jeanes teachers" traveled the South, providing vital support for the education of black students. In 1937 the group merged with several charities sharing similar missions, and became the Southern Education Foundation.

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Jeanes Foundation

The **Jeanes Foundation**, also known as the **Negro Rural School Fund** or **Jeanes Fund**, helped support education and vocational programs for African American in rural communities from 1908 to the 1960s. It was founded by Anna T. Jeanes with help from Booker T. Washington in 1907.

The Jeanes Foundation supplied the structure and the method to hire teachers for African Americans in rural communities. Teachers in the program were called supervising industrial teachers, Jeanes supervisors, Jeanes agents, or Jeanes teachers. These teachers had a broad latitude to decide what areas to focus on in their individual communities. It was also understood that community needs were different and teachers' methods would vary. Supervising teachers also worked to raise money for schools, school equipment and to extend the teaching year.

Supervising teachers were chosen by county superintendents.

History

The foundation was the idea of Anna T. Jeanes, an American philanthropist and Quaker who wanted to establish a fund to improve the educational opportunities of rural African-Americans. Jeanes had been in contact with Booker T. Washington and Hollis B. Frissell, principal of the Hampton Institute,

who had discussed with her the importance of funding education for African-Americans. Jeanes was interested in providing assistance for people in rural areas, saying, "I should like to help the little country schools." Jeanes asked Washington to help her set up a foundation for this purpose. Washington helped create a board of trustees for the program and Jeanes endowed the organization with \$1,000,000 to create the Jeanes Foundation, also known as the Negro Rural School Fund or sometimes just Jeanes Fund which was incorporated on November 20, 1907. After Jeanes died, her will specified that William Howard Taft, Andrew Carnegie, Washington and Frissell be named to the Board of Trustees for the foundation. At the time, the Jeanes Foundation was the only educational foundation to have black members of the board. The president of the fund was James Hardy Dillard. The board first met on February 29, 1908.

Soon, the board began to receive requests for funding from county superintendents of black schools. Jackson T. Davis, the superintendent of Henrico County Public Schools near Richmond, Virginia, requested funds for an "industrial supervisor" who would teach both vocational and academic skills at rural schools. In 1908, Davis, named Virginia Estelle Randolph as the first "Jeanes Supervising Industrial Teacher." Randolph created the first program for the Jeanes teachers to improve education in their communities. As the overseer of 23 elementary schools in Henrico County, Randolph developed the first in-service training program for black teachers and worked on improving the curriculum of the schools. With the freedom to design her own agenda, she shaped industrial work and community self-help programs to meet specific needs of schools. She chronicled her progress by becoming the author of the *Henrico Plan*, which became a reference book for southern schools receiving assistance from the Jeanes Foundation, which became known as the Negro Rural School Fund. Randolph was paid \$40.00 a month for her work.

The Southern Education Foundation, a not-for-profit foundation, was created in 1937 from the Negro Rural School Fund, the John F. Slater Fund, the Peabody Education Fund, and the Virginia Randolph Fund.^[12]

In the 1960s, the Jeanes teachers and their students were integrated into public schools. The program continued until 1968.

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(Revised and adapted from Wikipedia 26APR21; for further notes, references and annotations go to Wikipedia or Google)