President Harry D. Gideonse  
Brooklyn College  

Dear President Gideonse:

The enclosures will inform you of the most recent activity in the field of summer work-camp planning. I am hoping to have helpful responses to earlier letters to representatives in the War Manpower Commission and the Department of Agriculture. I hope the former does not get switched to the USES. If it does we should try to find some way to by-pass that particular bureau.

Our subcommittee at presents consists of Winslow, (Chairman), Barnard, Lipsky, O'Neil, and Gaede (invited). It should do excellently for the exploratory work but will need to be enlarged if we get to any detailed 'blue-printing and building operations.'

I was sorry the Times did not carry the story today because I believe publicity now will advance the program, both in city circles and equally importantly, in agricultural areas. We do not want to find ourselves in the position of offering something with no takers.

Sincerely,    

Ralph C. Benedict
Dear Prof. Winslow:

I can report a little further that I had a chance to see Mrs. O'Neil and Mr. Lipsky, and both will be ready for service on the special subcommittee with you; also, I can add two or three more points that came up yesterday either in the mail or in further thinking on the problem.

In preparation for the further presentation of plans for next summer, the work to be done divides itself into two phases, roughly: 1st, the careful analysis of the whole problem to bring out clearly the difficulties which last summer's experience showed will have to be met. You and I and Mrs. O'Neil are the ones best in position to tackle this phase of the problem from our actual connection. It will be a case of being as critical as possible 'before the event', for our own information and as a basis for possible contributions toward wider use of the programs.

2nd, in preparation for presentation to the Bd. Of H. Ed., we should have ready 'architects' drawings' of some particular portions of the program; e.g., a tentative curriculum the value and appropriateness of which will be self-evident. By way of illustration, I set down here two series of courses along the lines we talked over yesterday but going a little further. It seems to me that, contingent upon availability of specially qualified staff members to teach them, the suitability of the selected series of these courses will constitute a strong selling point for the summer school program. If the 'architects' drawings' prove attractive, we can then proceed to the preparation of the necessary "blueprints"; a prospectus outlining the curriculum. Only two or three courses suggest themselves as likely to require presentation through the Curriculum Committee and Council; most of them are already in our catalogue. (I will outline the courses on a separate sheet.)

3rd, we should as soon as possible divide up different phases of the work that need doing among appropriate members of the subcommittee, with any additions whose fields and experience make them especially qualified. Offhand, Messrs. Barnard and Gaede, if the latter accepts, would seem good in plans for staff selection and recruiting, and for working with the College curriculum committee respectively. Mr. Lipsky is certainly the one to work out a tentative course in agriculture, economics, or possibly farm statistics (?). President Gideonse and Dean Bridgman, from their connection with the work program of the Is. S. S., will certainly have important counsel for the committee as its work proceeds.

Enclosed is a carbon of a letter to Miss Lindheim of the VLC. I have written also to Mr. Eliot Pratt, in charge of work-camp program for the Is. S. S., Federal Commissioner of Education, Studebaker, seems to be starting a national-wide "Victory Corps" in the secondary schools. I am going to try to get a letter off to him this afternoon. Here in the city, we might very well recruit good prospects from freshmen-elect; Barnard's field.

Sincerely,

Ralph C. Benedict
TENTATIVE OUTLINE OF A COLLEGE CURRICULUM FOR A
FARM-LABOR SUMMER SCHOOL.

Note: The following list of courses is much more extensive than
could be offered in any one camp but represents a series of courses
from which selection could be made on one or more of three criteria:
1) Grade-age-interests of student group enrolled;
2) Availability of teacher personnel who would also be suitable
camp supervisors;
3) Frame-work of college curriculum.

A. Required Courses. Assuming the enrolled students included a
sizable group of freshmen or sophomores, it would be simple to
offer one or two of the regular, general courses in mathematics,
language, English, etc. The determining factor could be the avail-
ability of a person who was both a superior leader of young peo-
ple as well as a qualified teacher of the subject. Recruiting
might be directed toward the grouping of students of fairly unif-
iform grade-age classification. It would even be possible to en-
roll high school graduates who had been accepted as entrants. By plan-
ing for such younger college students, boys groups as well as
girls could be secured.

B. Relevant elective courses. (Some of these would be in the required
field)

Natural Sciences: Astronomy, meteorology, geology, topography.

Agricultural Botany (Our Biol. 15 would fit)
Field Zoology (Our Biol. 21.5)

C. Special New Courses: (One or two of these may fit into present des-
criptions.)

Natural Sciences: Plant Pathology; Applied Entomology.

Social Sciences: Agricultural Economics (Could be covered from
Mathematics Dept. as Agricultural Statistics)

Rural Sociology. (See 1940 Agricultural Dept.
Yearbook; Farmers in a changing world.)

Note: For the Agricultural Economics, two letters of enquiry have
brought me a bibliography, with some govt. publications which cover
rather exhaustively the particular crops our students worked with at
Red Hook; lettuce, apples, beans, tomatoes, cherries, strawberries.

A further point about some of the courses mentioned above, in phys-
ical sciences, is that they are specially valuable in preparation for
war work.