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JULIUS ROSENWALD, 1862—1932

JULIUS ROSENWALD
FUND

REVIEW OF
TWO DECADES
1917-1936

BY
EDWIN R. EMBREE
PRESIDENT OF THE FUND



CHICAGO
1936

CONTENTS

	Page
TWO DECADES OF THE JULIUS ROSENWALD FUND	1
Charter and Organization	2
Financial Problems	4
Policies	9
Programs	12
 DETAILED ACCOUNTS OF THE SEVERAL PROGRAMS:	
I. Negro School Building Program	22
II. Negro University Centers	26
III A. Negro Private Colleges	28
III B. Negro State Colleges, Institutes, and High Schools	30
IV. Negro Fellowships	32
V. Negro Health	36
VI. Other Negro Activities	38
VII. Medical Services	40
VIII. Library Service	42
IX. General Education	44
X. Social Studies	44
XI. Race Relations	46
XII. Rural Education	48
XIII. Miscellaneous Gifts	48
XIV. Administration	48
 FINANCIAL STATEMENTS:	
Balance Sheet as of June 30, 1936	50
Cash Receipts and Disbursements, 1917-1936	51
TRUSTEES	52
OFFICERS	53
PUBLICATIONS	54

JULIUS ROSENWALD FUND

CLASSIFICATION OF EXPENDITURES DURING THE TWO DECADES OF ITS LIFE 1917-1936

I.	Negro School Building Program.....	\$5,165,281
II.	Negro University Centers.....	1,276,508
III.	Negro Colleges and High Schools.....	822,083
IV.	Negro Fellowships	437,615
V.	Negro Health.....	857,507
VI.	Other Negro Activities.....	257,860
	Total Negro Activities.....	<u>\$ 8,816,854</u>
VII.	Medical Services.....	994,794
VIII.	Library Service.....	653,118
IX.	General Education.....	902,317
X.	Social Studies.....	279,883
XI.	Race Relations.....	331,289
XII.	Rural Education.....	60,453
XIII.	Miscellaneous Gifts	620,496
	Total General Activities.....	<u>\$ 3,842,350</u>
XIV.	Administration	576,879
	Grand Total.....	<u>\$13,236,083</u>

Of this total, \$4,039,051 was expended during the early period, 1917-1927, almost exclusively on the Negro school building program, and \$9,197,032 was expended during the second period, 1928-1936, on the enlarged activities.

TWO DECADES OF THE JULIUS ROSENWALD FUND

THE life of the Fund has covered two distinct periods of approximately a decade each. During the first period, from its creation in 1917 through the year 1927, the Fund was devoted to a special program of helping to build schoolhouses for Negroes in the southern states and was administered directly by its founder, Julius Rosenwald. During the second period, the Fund was enlarged into a general foundation under the control of an active and responsible Board of Trustees and under the direction of a group of officers who gave their full time to the work. In this period the activities of the Fund were expanded to include various aspects of Negro education and welfare and also programs in medical economics, library service, general education, social studies, race relations, and, more recently, a special effort in rural education.

In order that our activities over the entire period might be reviewed, the officers prepared and presented to a recent meeting of the trustees of the Fund detailed reports of expenditures and services since the establishment of the trust on October 30, 1917. It seems appropriate to take advantage of the material assembled for the trustees to give also a public accounting of our stewardship.

The table on the opposite page gives a list of the expenditures by the Fund for all of its philanthropic activities from its incorporation to the close of the past fiscal year, June 30, 1936. Of the total payments of

approximately thirteen and a quarter million dollars (\$13,236,083) slightly less than one third (\$4,039,051) was expended during the first period (1917 to 1927), almost exclusively on the school building program, while more than two thirds (\$9,197,032) was expended during the eight years of the second period (July 1, 1928, to June 30, 1936) on its enlarged activities. On pages 22 to 49 are given detailed reports, consisting of financial tables and verbal statements, of the expenditures and services under the various programs which the Fund has undertaken.

CHARTER AND ORGANIZATION

The Julius Rosenwald Fund was incorporated on October 30, 1917, under the laws of the State of Illinois as a corporation not for profit. It was authorized to receive and disburse funds for philanthropic causes, the purpose as stated in the charter being, "for the well-being of mankind." The corporation was established at the initiative of Julius Rosenwald, Chicago merchant and philanthropist, who furnished the original endowment and from time to time contributed additional large sums. While Mr. Rosenwald was the founder and chief patron, gifts have from time to time been received from other donors, for example, from the estate of Theodore Max Troy of Jacksonville, Florida, \$20,195; from the Rosenwald Family Association, \$69,119; and from the Carnegie Corporation for support of the program of library extension, \$200,000. Small gifts have also been received from individuals who were interested in one or another of the activities of the Fund.

The gifts from Mr. Rosenwald were chiefly in the form of shares of the capital stock of Sears, Roebuck and Co. These gifts of stock, together with stock

dividends upon them, reached a total of 227,874 shares, which at one time in the autumn of 1928 had a market value of slightly more than forty million dollars.

The management of the Fund has from the beginning been vested in a Board of Trustees. This board at the outset consisted of four persons: Mr. Rosenwald and three members of his immediate family. At the reorganization of the Fund in 1928, the board was enlarged and now consists of eleven members chosen from the nation at large. The board is an autonomous body with full responsibility, within the laws of the State of Illinois, for the management of the corporation, including the election of succeeding trustees. (A list of present and past trustees of the Fund is given on page 52.)

In organizing the Fund, Mr. Rosenwald incorporated a provision which is unusual in such a trust: namely, that the endowment should not be treated as a perpetuity but might be expended at any time in the discretion of the trustees and must be entirely expended within twenty-five years of the founder's death. Mr. Rosenwald was suspicious of the bureaucratic and reactionary attitude that easily develops in the trustees of large endowments held in perpetuity. He was opposed to the influence of the dead hand in philanthropy or in other human affairs. At the inauguration of the enlarged Board of Trustees in 1928, Mr. Rosenwald wrote to them as follows:

I am not in sympathy with [the] policy of perpetuating endowments and believe that more good can be accomplished by expending funds as Trustees find opportunities for constructive work than by storing up large sums of money for long periods of time. By adopting a policy of using the Fund within this generation, we may avoid

those tendencies toward bureaucracy and a formal or perfunctory attitude toward the work which almost inevitably develop in organizations which prolong their existence indefinitely. Coming generations can be relied upon to provide for their own needs as they arise.

In accepting the shares of stock now offered, I ask that the Trustees do so with the understanding that the entire fund in the hands of the Board, both income and principal, be expended within twenty-five years of the time of my death.

No act of Mr. Rosenwald's life aroused more interest and discussion than his stand against perpetual endowments. More comment, even than upon the creation of the foundation itself, was caused by the stipulation that the Fund should expend its total resources—principal as well as income—upon current needs and should exist for not more than one generation. This principle of using funds while needs were clear and interest fresh Mr. Rosenwald maintained in his own giving not only but urged as national policy in many speeches and articles, particularly in two papers published in *The Atlantic Monthly* respectively in May, 1929, and in December, 1930*.

FINANCIAL PROBLEMS

The problem of dissolving endowments is not as acute today as it was nine brief years ago when Mr. Rosenwald stipulated a short and vigorous life for the Fund. Crashing markets, limits on credit, and appalling human needs have shattered endowments, have aroused a surging public opinion in favor of using as contrasted to hoarding, and have offered so many crying appeals for philanthropic funds that there is no difficulty in

*Reprints of these articles, as of other pamphlets issued from time to time by the Fund, will be sent free to anyone on application to the Secretary, Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago.

expending all that is available. The pendulum has swung so far to the other extreme that the question now is as to conserving endowments—especially those of universities, hospitals, and such permanently needed institutions—so that there may be some continuity of program and of leadership.

In the case of the Julius Rosenwald Fund, the re-organized Board received its commission from its founder just as the market was in the midst of its tremendous upswing and when financiers and statesmen were prophesying a permanent new era of prosperity. During this period, with the vigorous approval of the founder, the Fund expanded its programs and greatly increased the size and scope of its appropriations. Still, during 1928 and 1929, we could not keep pace in our spending with the rapid rise in the market value of our securities—let alone begin to make any inroads upon our capital values. During the eighteen-month period from April, 1928, through September, 1929, the trustees appropriated over five million dollars; yet during the same period, in addition to cash income currently received, the market value of our securities rose from \$20,000,000 to \$35,000,000, an increase on paper of three times as much as we had appropriated. Our donations were also largely on paper, for the great bulk of the appropriations were payable gradually over periods of five to seven years, or were payable only after fixed conditions had been met, many of these conditions requiring efforts which would necessarily cover several years.

Then came the crash and the succeeding dismal ebb of values which did not turn until the spring of 1933. Commitments which had been made when our securities had a market value of about \$200 per share fell due when these same securities could be sold only at a fraction of

that figure. Furthermore, the needs in all the fields of our interest increased and multiplied. Unless we were to abandon institutions and movements with which we had identified ourselves, we not only had to meet past pledges but were also under obligation to continue to help in every way possible by additional resources and fresh stimulus.

It is fitting and proper even in a factual report to salute the courage and the persistent devotion to programs which the trustees showed during the dark years, especially from 1931 through 1934. At a time when the pattern was fright, timidity, rigid hoarding of whatever one might still have left, the Fund, while necessarily reducing new appropriations, did not withhold payments due, did not cut important personnel, did not cease contributing leadership and also money to the movements it was sponsoring. It is in fact probable that the Fund's influence was greater during the depression era than during any other period in its history.

It is not to be denied that during the mid-depression years a great deal of financial negotiating had to be done in order to avoid complete dissipation of resources and thus an ending of aid and influence at just the time when it seemed most needed. Here are some of the things we did.

In the case of pledges to endowments of institutions we arranged to pay not the capital but interest for a period of years until the principal could be turned over with less loss to the Fund. On such capital gifts totaling \$611,583, we paid interest at the rate of 5 per cent per annum for periods varying from three to five years. (All these capital grants have now been paid, although a part of one of them, the sum of \$166,667 to Provident Hospital, Chicago, was paid after the close of the fiscal year covered by this report.)

In the case of certain large pledges for current expense—as for example for county library demonstrations in the southern states—it proved convenient to the beneficiaries as well as to us to spread these payments over a longer period than originally contemplated, thus reducing the costs in the mid-depression years but not necessarily reducing the total amounts to be paid.

Two of the larger foundations in New York came most generously to the assistance not so much of the Fund as of institutions which would have suffered if continued contributions had not been forthcoming. The General Education Board, interested as we are in Negro education, made a number of emergency grants totaling \$257,000 to various Negro schools and colleges, thus relieving the Fund of the need of additional grants or in some cases making possible postponement of our payments on current pledges without hardship or loss to the institution concerned. (All of those grants which were made on a repayment basis have been repaid and all of the pledges which were postponed because of the emergency grants of the General Education Board have since been paid in full.) The Carnegie Corporation, which has long had a special interest in library service, made grants totaling \$200,000 in 1932 and 1933 directly to the Fund to enable it to carry on with undiminished vigor its program of library extension in southern counties.

By herculean efforts (which are pleasanter to look back upon than they were to go through) we struggled, on the one hand, to avoid sudden dissipation of our resources and, on the other hand, to avoid decreasing the total help available to institutions and causes which needed us more than ever before. We continued our full force of executive officers and counseling staff. In fact, we increased both the extent and the vigor of our

intellectual services since necessarily we could not increase our financial aid. But even in money our contributions were substantial right through the depression. For the five years from July 1, 1931, to June 30, 1936, the Fund paid out on account of its philanthropic activities a total of \$4,207,127, an average of approximately \$840,000 a year. Our payments during the past fiscal year, July 1, 1935, to June 30, 1936, amounted to a total of slightly more than one million dollars (\$1,079,983).

In order to avoid sacrifice of securities, a part of our payments during these years were financed by bank loans rather than by sale of stock. These loans have now been entirely repaid.

To meet pledges and to continue active contributions the Fund has naturally had to expend a considerable portion of its capital. In addition to expending the total of our income from year to year, we have consumed somewhat more than two thirds of the securities which make up our endowment. While during the depression stocks had to be sold at unexpectedly low figures, the use of capital and the continuation of vigorous programs were in accordance with the desire and instructions of the founder as well as in accordance with the best judgment of the trustees.

With pledges paid and debts cleared the Fund enters another era with resources modest compared with the period of 1928 and 1929 but substantial when compared with the days of 1932 and 1933. As of November, 1936, the capital of the Fund in cash and securities has a value of approximately seven million dollars.

The stipulations of the founder and the judgment of the Board both look toward continued expenditure of principal as well as income. Since we must complete

our work within twenty-five years of Mr. Rosenwald's death (which occurred January 6, 1932) the possible life of the Fund is not beyond January 6, 1957, or about twenty more years. It is likely that the policies of the Board and opportunities for useful expenditures will bring the corporation to a close still earlier.

POLICIES OF DISBURSEMENT AND OF DIRECT EFFORT

During the period of large resources the Fund carried out its programs largely through gifts to other agencies: public school systems, universities, health agencies, special organizations and committees. But during the depression years we had such small funds that outside grants had to be curtailed and our influence was exerted chiefly through studies, experiments, and consultant services of our own staff. We found these direct efforts so effective that even with enlarged resources we are continuing to make them a large factor in our programs. This policy is by no means new in foundation history. The Russell Sage Foundation and the Carnegie Foundation for the Advancement of Teaching, among the older trusts, have exerted their chief efforts through the studies and activities of their own staffs. Many of the newer and smaller foundations also have emphasized this procedure.

Foundations have a field of usefulness in America through both methods. The larger trusts are almost forced to a policy of disbursement, since it would be cumbersome and inefficient for them to organize under their own auspices staffs and services sufficient to expend the huge sums annually available to them. Furthermore, the large foundations can transform institutions and movements by the very magnitude of the new resources they are able to contribute. Rockefeller gifts,

for example, made possible such notable achievements as the creation of a great university in the capital of the Mid-West, the enlargement of public health facilities on a world-wide scale, the transformation of standards in medical education throughout America, the creation of a notable medical center in the Far East, the enlargement of the scope of research and teaching in the social sciences. Carnegie gifts established library service on a high plane throughout the country, greatly enriched certain medical centers, and are now enlarging the facilities of the nation in creative art and in popular art appreciation. The smaller foundations, on the other hand, cannot donate sums large enough in themselves to affect greatly the nation-wide needs of universities, research institutes, or service agencies. These smaller trusts, however, can often exert important influence by their own direct efforts.

Direct effort involves a different kind of responsibility from a program of disbursement. In giving away money a foundation need only assure itself of the general soundness and effectiveness of the recipient institutions; responsibility for all action and operation is left to the agencies which accept the gifts. But when a foundation makes its own studies and experiments, when it promotes demonstrations or publishes findings and recommendations under its own name, it assumes a heavy and direct responsibility. It must assure itself not only of the integrity but also of the wisdom and incisive intelligence of its staff and its operating agencies. This is an obligation which foundation trustees are usually willing to delegate to other organizations.

There is, however, a good deal to be said for direct effort. Foundations as organized in America have been peculiarly free of political pressures and private jeal-

ousies. They should be in a better position than most other agencies to study problems objectively and to promote fresh attacks on social complexes. Such studies can also be conducted by universities, but foundations can more readily help to translate research into action. Foundations can quickly and effectively assemble wise groups of investigators and consultants. They can with least risk to themselves or to society make carefully controlled social and educational experiments. They are in a strong position to promote demonstrations and to urge consideration of new methods of handling public problems which otherwise are in danger of being obscured by tradition, prejudice, and vested interest.

The choice between the two policies is not so much a question of the superiority of one method over the other as of expediency and effectiveness for the given foundation. The educational and social institutions of the nation are greatly enriched and strengthened by the magnificent donations which after careful study are bestowed by the larger foundations. The public weal can probably also be advanced by a continuation of the studies, experiments, and consultation services carried on under the direct responsibility of independent trusts.

While the Julius Rosenwald Fund will not cease to make grants to other agencies, its trustees have voted to continue "aggressive programs of investigation, experiment, demonstration, and stimulation" in the several fields in which it works.

THE PROGRAMS OF THE FUND

THE chief efforts of the Julius Rosenwald Fund have been to better the condition of Negroes, especially through education, and to improve race relations. Negroes, who make up one tenth of the population of the nation and one third of the population of the South, have been peculiarly handicapped and depressed throughout American history. This position has been distressing in itself and a drag upon the general progress of the nation. In so far as the education, health, and general living conditions of this great group are improved, to that degree the national standard is raised and the orderly growth of the whole country is assured.

The Fund has believed that it could make its best contribution to American progress through aid to this special group. We have done a number of things outside the Negro field, but activities in behalf of Negroes have consumed twice as much of our money and of our thought as all other programs.

While we have been working intensively with one racial problem, Negro-white relations in the United States, we have given attention to questions of racial and cultural clash wherever they occur. As the world is becoming more closely bound together through rapid communications and mutual ties and as the various nations and groups are growing more tense in their struggles for survival and supremacy, the question of how the peoples of the earth may live together harmoniously and cooperatively becomes increasingly vital. While we have not engaged in programs of action

outside the United States, we have given a good deal of study to the problems of race and culture in their general implications.

Education has been the chief instrument we have used in efforts both within and without the racial field. The tremendous power of education in developing a people has never been used to the full. Any improvements that can be made either in given institutions or in the educational process in general represent clear gains. We have pursued other important programs, especially in health and medical services, but education has been our major interest.

THE SCHOOL BUILDING PROGRAM

The first and greatest undertaking of the Fund has been cooperation with southern states and local districts in building schoolhouses for Negroes. This effort, as a matter of fact, was started by Mr. Rosenwald personally several years before he created the foundation. Using Tuskegee Institute and its president, Booker T. Washington, as administrative agents, Mr. Rosenwald agreed to contribute to the building of any schoolhouse for Negroes that might be erected in the vicinity of Tuskegee provided (a) it were made a unit of the regular public school system, and (b) the Negroes of the community gave evidence of their desire for schooling by making substantial contributions themselves either in money or in labor.

In 1913 the first "Rosenwald School" was erected in Macon County, Alabama, a few miles from Tuskegee, at a total cost of \$942. Of this sum the Negroes of the community raised \$150 to purchase the land and gave labor estimated to be equivalent to \$132. White citizens contributed \$360 and Mr. Rosenwald gave the remaining \$300. Additional co-workers in this partner-

ship were the state and county authorities who agreed to maintain the school as a part of the public school system.

Thus was started a cooperative effort which continued for twenty years, from 1913 until 1932, when this special building program was discontinued by the Fund. During these twenty years 5,357 public schools, shops, and teachers' homes were built in 883 counties of 15 southern states at a total cost of \$28,408,520, toward which Mr. Rosenwald and the Fund contributed \$4,366,519, the remainder coming from tax funds, contributions by white friends and from the Negroes themselves. In addition to the Fund's contributions to the buildings, this program included another eight hundred thousand dollars to related services, such as school libraries, transportation to consolidated schools, extension of school terms, and repairs and beautification of existing schools.

This is the largest of the programs with which the Fund has been associated. It has consumed over five million dollars (\$5,165,281), more than one third of our total expenditures, and during the early years it was our only activity. Through it the school building situation of Negroes in the southern states has been transformed. The value of the "Rosenwald Schools" alone at the conclusion of the work in 1932 was twice that of all Negro rural school property at the beginning of the effort in 1913. And of course this Rosenwald program gave impetus to much building and much educational effort quite outside the particular items to which the Fund contributed. This is a striking illustration of the power of a simple program promoted aggressively and persistently over a period of years.

This special program was brought to an end in 1932, not because it was thought that adequate provision had

been made for Negro schools. Far from it. The valuation of school plant available to Negroes today throughout the South is estimated at \$37 per pupil as contrasted with \$157 per pupil for the white population. And annual expenditures for education in the 13 southern states for which records are available is an average of \$12.57 per Negro pupil as contrasted with an average of \$44.31 per white pupil. The program was concluded lest by continuing it longer the southern states might come to rely too heavily on outside aid for Negro schools and so be delayed in assuming full responsibilities for the schools of this section of the population as a regular and integral part of the public provisions for the education of all the people.

HIGHER EDUCATION FOR NEGROES

With the reorganization of the Fund in 1928, an early decision was to enlarge our efforts in Negro education beyond the special program of rural school buildings. The most notable of the Fund's efforts in higher education was aid in the development of four university centers of high rank for the education of professional personnel and other leaders of the race. A total of approximately one and a quarter million dollars has been contributed by the Fund to the university centers in Washington, Atlanta, Nashville, and New Orleans. These centers are well distributed geographically and now represent at least solid foundations for the building of distinguished institutions.

The Fund has also contributed in smaller amounts to fourteen additional Negro colleges under private auspices. The purpose here was not only to strengthen promising institutions, but also to help differentiate a secondary group of institutions on which church boards

and others might concentrate their efforts and their giving. In the past hundreds of little private schools and colleges have been inadequately supported by a scattering of gifts sufficient at best to develop only a few institutions of real worth and of acceptable intellectual standards.

In addition the Fund has made gifts to seven state colleges for Negroes, to industrial high schools in five cities, and to a number of summer institutes for the training of preachers, teachers, and agricultural workers.

The other major effort in higher education has been through fellowships to unusually promising Negroes. During the past eight years, from 1928 to 1936, funds amounting to a total of \$437,615 have been expended upon 389 individuals to enable them to engage in advanced study, in special field work, or in other experiences which would further qualify this selected group for distinguished service. These fellowships were used also as a means of preparing personnel for institutions or for movements in which the Fund was especially interested and for which even partially trained personnel was sorely lacking.

HEALTH AND OTHER NEGRO ACTIVITIES

The needs of the Negroes in health are fully as great as in education and the neglect of this group in all forms of health service is appalling. Immediately on the reorganization of the Fund in 1928, an aggressive program was started to improve hospitals, health services, and public protection for this group.

We recognized that we could not begin to meet the needs in money for adequate development of facilities which had been shamefully neglected for this tenth of America's population. Our aim rather was to stimulate

public agencies and to help create a few institutions which might serve as models and might offer professional training for doctors and nurses. In spite of this restriction of purpose to stimulation and demonstration, the field is so large and the lack of institutions and agencies so great that \$857,507 has been put into this division of the work.

Chief activities have been (a) aid in the development of a dozen hospitals scattered throughout the country both North and South which now have something approaching adequate facilities not only for the care of the sick but also for the advanced training and experience of Negro doctors and nurses; (b) grants to initiate the appointment of Negro public health nurses in southern counties and cities, a program which has recently been successfully extended to include the appointment of Negro physicians as assistant health officers in several states and cities; (c) intensive campaigns of attack on two great contagions which are the chief plagues of Negroes in America—tuberculosis and syphilis; (d) efforts to work out effective programs of health education for schools and colleges.

Another field of basic importance is that of economic status and economic opportunity. Change here is dependent upon the general economic forces of the nation and upon habits and prejudices so deep that only time and the concerted efforts of many cooperating groups can bring any solution. The need, however, has been so great that we have been forced to take interest even though we have not made any large financial contributions. We have underwritten conferences on economic conditions, attended by both white and colored leaders; we have made studies and called to public attention the unfortunate position of Negroes in

certain economic situations, particularly in farm tenancy and in the trade unions; we have shown to public authorities the economic plight of this group and have tried to see to it that in the government provisions for relief and recovery Negroes were given adequate consideration and fair treatment.

PROGRAMS OUTSIDE THE NEGRO FIELD

While approximately two thirds of the Fund's expenditures have gone to institutions and activities in behalf of Negroes, we have by no means restricted ourselves to this group. Many of our programs have been in fields affecting the general population.

One of the first activities undertaken by the reorganized Board in 1928 was a program in the better distribution of medical services, especially to persons of moderate means. For the past eight years we have made one of our most aggressive programs in this field. Our greatest interest has been not in contributions to outside agencies, but in careful study of the whole question of medical economics and in counseling with groups and agencies who desired (a) to improve their medical services through better organization or (b) to spread the uneven and unpredictable costs of sickness by group participation and the use of the insurance principle.

A series of studies and publications has been issued and widely disseminated. These are designed to inform professional groups and the public of the new problems and new experiments in medical services now developing in the United States. The American Hospital Association has been enabled through consultant service to extend and improve the plans of voluntary hospital insurance ("group hospitalization") which have been

growing in many cities. Support has been given to a few demonstrations of pay clinics, hospital services at low cost, and other forms of organized medical services. Contributions to medical services have amounted to approximately one million dollars (\$994,794).

A special program was carried out for a number of years in improving and extending library services, the chief feature of which was cooperation with eleven counties in seven southern states in demonstrating the feasibility and desirability of library service on a county-wide basis to all the people, rural and urban, colored and white. Supplementary grants were made to state library commissions and to the support of library schools at Emory University and at Hampton Institute. While we shall continue to stimulate and aid the building up of supplementary reading materials in schools, the general program of library extension has been brought to a close. It is felt that the demonstrations have been successfully made and a considerable impetus given to the library movement generally in the South.

In early years of the reorganized board when our funds were large we undertook programs in two very extensive fields: social studies and general education, together with the mental sciences which deal with child development and the learning processes. We made a number of gifts to institutions and to special studies in these fields which present fruitful opportunities to any foundation. It soon became apparent, however, that the Fund could not carry on wise and helpful programs in these great areas and at the same time do justice to the subjects more central to our interests. During the years of activity in these fields we expended \$279,883 on general social studies and \$902,317 on general education and the mental sciences.

While almost all of the work of the Fund is indirectly in the realm of better race relations, a part of our activity looks directly to that end, for example, contributions to the Commission on Interracial Cooperation, fellowships for the investigation of social problems by southern white students and professors, departments of Negro life and race relations in southern universities, studies of race and culture in other parts of the world as well as in America. To these direct efforts in the field of race relations, the Fund has expended about one third of a million dollars (\$331,289).

RURAL EDUCATION

From our original interest in Negro schools and from many other of our activities we have been led to an intensive effort to improve rural education. Our interest today is not in buildings, but in the content and influence of education. While our efforts are not confined to the schools of any single race, our emphasis continues to be on the South. That is the region of our historic interest and acquaintance. It is one of the predominantly rural areas of the country. Furthermore, lack of wealth and the vexing racial difficulties make efforts there peculiarly important to the development of that region and to the well-rounded growth of the nation as a whole.

We began efforts in this field by intensive studies of conditions and schools in rural communities of three southern states. Under the auspices of a Council on Rural Education, composed of southern and national leaders in education and public life, we are studying and testing by experiments and demonstrations in a series of public schools and teachers' colleges the proper methods and procedures of a more vital education for rural areas.

In the diversified programs which we have supported the unifying threads are our belief in education as an effective means of personal and social growth and our belief that society can make real progress only as the several groups of the population advance together and work together for the common good.

Race problems and many other questions of national progress are especially acute in the rural South. We are concerned that rural life shall not lose the character and satisfaction which it has by nature. Life in America during recent generations has tended to grow thin and bare because a swift upsurge of urban industrialism has depleted and degraded the country-side. In the revival of interest in rural life the school seems the most effective means of giving necessary knowledge and proper point of view. In so far as education can revive the ideals and practices of humane living, especially in the country, in so far as both the white and colored races can work together for a common progress, especially in the South, to that degree all of the several efforts of the Fund will come to realization.

DETAILED REPORTS

On the following pages are given detailed accounts of expenditures and services in the various programs for the two decades of our existence, that is, from the date of founding in 1917 to the close of the past fiscal year, June 30, 1936. The several programs follow the order and the numbering used in the master table of expenditures which appears opposite page one of this report. In each case a table of expenditures under the given program is placed on the left-hand page while some discussion of the more important items appears on the following pages.

I. NEGRO SCHOOL BUILDING PROGRAM

1. Construction: Schoolhouses, Teachers' Homes, and Shops.....	\$4,174,120*
2. Special School Projects.....	24,170
3. Building Plans and Specifications.....	9,722
4. Interstate Service for Schoolhouse Planning.....	14,750
5. State Building Agents.....	42,100
6. Shop Equipment and Supervisors of Shop Work....	43,997
7. Initiating Bus Transportation to Consolidated Schools.....	142,141
8. Extension of School Terms.....	88,671
9. Rosenwald Day Programs.....	11,130
10. Studies of Schools and New Developments.....	50,707
11. Fellowships for Southern School Officials.....	16,009
12. Development of Curriculum Materials on the Negro.	5,000
13. Libraries for Elementary and High Schools.....	94,621
14. Rehabilitation of Rural Schools.....	6,919
15. Administration of the School Program: (Salaries of S. L. Smith and staff, and Maintenance of Nashville Office, 1920-36).....	441,224
	<u>\$5,165,281</u>

*In addition Mr. Rosenwald gave personally during the early years, \$192,399, making contributions from Rosenwald sources to school buildings a total of \$4,366,519.

I. NEGRO SCHOOL BUILDING PROGRAM

From the time of its beginning under Mr. Rosenwald in 1913 (four years before the creation of the Fund which has since carried on the work), the program of schoolhouse building had a steady growth until July 1, 1932, when the Fund concluded its special activity in this field. During the twenty-year period a total of 5,357 completed buildings had been created with Rosenwald aid, located in 883 counties of 15 southern states. The total cost of these buildings was \$28,408,520 of which \$18,104,155 (64%) came from tax funds, \$1,211,975 (4%) from personal contributions of white friends, \$4,366,519 (15%) from the Julius Rosenwald Fund (including \$192,399 from Mr. Rosenwald personally) and \$4,725,871 (17%) in a flood of small contributions from Negroes themselves—striking evidence of the desire of the members of this race for schooling for their children.

The following table gives the statistics of these schools classified by states:

NEGRO PUBLIC SCHOOL BUILDINGS AIDED BY THE FUND

State	Number of Buildings	Pupil Capacity	Total Cost
Alabama.....	407	40,410	\$ 1,285,060
Arkansas.....	389	46,980	1,952,441
Florida.....	125	22,545	1,432,706
Georgia.....	261	37,305	1,378,859
Kentucky.....	158	18,090	1,081,710
Louisiana.....	435	51,255	1,721,506
Maryland.....	153	15,435	899,658
Mississippi.....	633	77,850	2,851,421
Missouri.....	4	1,260	257,959
North Carolina.....	813	114,210	5,167,042
Oklahoma.....	198	19,575	1,127,449
South Carolina.....	500	74,070	2,892,360
Tennessee.....	373	44,460	1,969,822
Texas.....	527	57,330	2,496,521
Virginia.....	381	42,840	1,894,006
Totals.....	5,357	663,615	\$28,408,520

Of the buildings erected, 4,977 were schoolhouses, 217 were teachers' homes, and 163 were shops. The schools have a teacher capacity of 14,747 and a pupil capacity of 663,615. These "Rosenwald Schools" represent an investment almost twice as great as the value of all Negro public schools standing in these states when the work was started in 1913.

The school program included many supplementary features in

addition to the construction of buildings. Brief comment follows on the more important of these items, the numbering at the beginning of each paragraph referring to similar numbers on the table of expenditures on page 22.

2. Special school projects included allocations to replace or repair buildings or equipment destroyed by floods in 1928 in Florida and in 1929 in Arkansas. Grants were made also (a) to a movable school bus operated from Tuskegee to demonstrate extension teaching methods to improve health, farming, and home-making and (b) to the Negro school in Warm Springs, Georgia, primarily because of the special interest and cooperation of President Roosevelt.

3, 4, and 5. In the promotion of school construction a great deal of attention was given to plans and specifications. In addition to simple standard plans issued freely and widely by the Fund, aid was given in establishing at Peabody College, Nashville, a permanent department and service of schoolhouse planning. During the early years of the program part of the salaries of Negro state building agents were provided by the Fund to maintain an official personnel for promoting Negro school building and for supervising construction.

6 and 7. The Fund cooperated with the several southern states in developing facilities and supervision for handcrafts and shop work. It also aided in initiating bus services for the transportation of Negro children (as was already being done for white children) to the steadily increasing number of consolidated schools. Aid was given on 270 busses in 128 counties of 13 southern states, in which 10,000 Negro pupils were transported.

8. In efforts to bring the Negro schools up to a standard eight or nine months' term, the Fund agreed to help in selected schools and counties in the cost of extending the term by one or two additional months. Such aid to a total of \$88,671 was given by the Fund for extending school terms in 324 schools of eleven states. The movement to increase the length of school terms was greatly retarded by the depression. It is encouraging, however, that in many of the states and counties Negro school terms were not more greatly reduced than those for white schools. As educational funds increase again there is evidence that, in many sections at least, the school terms will be advanced for white and colored alike.

9. At the suggestion of southern officials, advantage has been taken of the picturesque popularity of Mr. Rosenwald to institute a "Rosenwald Day" in Negro schools (recently, interestingly enough, spreading to white schools also). This "Day" is used to re-arouse community interest in schools, to clean up and beautify the school buildings and grounds, and often to raise collections for needed repairs or additions to equipment. The Fund supplies the incidental expenses involved by the several state departments of education in issuing circulars and programs for this annual school festival.

10, 11, and 12. During the period 1929 to 1933 careful studies were made of accomplishments in the school program, on the basis of which many new proposals were made. These fresh projects, which were initiated under the direction of Clark Foreman, included such features as general library extension (developed as a separate program which is reported on pages 42 and 43) and a study of actual school accomplishment in the Negro schools of three states. With a view to increasing the knowledge and interest of white educators a series of fellowships was provided for special courses in the problems of Negro schools, given chiefly at George Peabody College for Teachers, Nashville. Another effort, carried on under the direction of Professor Charles S. Johnson of Fisk University, has been to assemble and make available for use in school texts more nearly adequate information about the Negro in American life.

13. During the past decade the Fund has cooperated in furnishing supplementary reading materials for pupils and their parents in the form of small school libraries. The paucity of books in the average rural community is appalling. Often in Negro schools even textbooks are not available, and outside of school lessons reading is almost non-existent. To attempt to get some reading material into use in these schools and communities the Fund has assembled and paid one third of the cost of school libraries, ranging from little sets costing a total of \$36 (of which the Fund pays \$12, the school \$12, and the state department of education \$12) to sets available both to elementary schools and to high schools valued at \$120, for which the expense is also divided equally between the Fund, the school, and the state department. During the past year, in addition to the regular school libraries, a set of thirteen books by and about Negroes costing \$15 was similarly made available to both Negro and white high schools. Some 2,663 school libraries have been distributed, containing a total of over 200,000 books—a substantial addition to the reading materials available to southern rural communities.

14. Although the Fund has concluded its special program of aid in the building of schools, we have continued to promote the repair and beautification of buildings and grounds.

15. The administration of the school program has been, since 1920, under the direction of S. L. Smith and a staff at the southern office of the Fund in Nashville, Tennessee. Mr. Smith and his associates have served as consultants on many phases of school development, especially for Negroes, and in the whole educational system of the South. The total expenses for this consulting service, for the direction and supervision of the programs, and for the maintenance of the southern office has amounted during the period from 1920 to June 30, 1936, to \$441,224.

II. NEGRO UNIVERSITY CENTERS

A. WASHINGTON

1. Howard University.....	\$ 286,479
2. Association for the Study of Negro Life and History	2,500

B. ATLANTA

3. Atlanta University.....	62,569
4. Spelman College.....	106,944
5. Morehouse College.....	118,744
6. Atlanta School of Social Work.....	25,500
7. Morris Brown University.....	5,000

C. NASHVILLE

8. Fisk University.....	213,970
9. Meharry Medical College.....	252,000

D. NEW ORLEANS

10. Dillard University.....	202,802
	<u>\$1,276,508</u>

II. NEGRO UNIVERSITY CENTERS

Since 1928 one of the Fund's major efforts has been in helping to create at four centers, strategically placed throughout the South, institutions of highest standard which are thus able to offer careers to distinguished Negro scholars and to prepare the potential leaders of the race. These centers are Washington, Atlanta, Nashville, and New Orleans.

Howard University in Washington has made great headway in scholarly standing, in national prestige and in financial support. The professional schools in medicine, dentistry, law, and theology are creditable; the work of individual professors is distinguished. During the past eight years Congressional appropriations have added four million dollars to the investment in physical plant; the annual budget has increased from \$600,000 in 1927-28 to \$950,000 in 1934-35.

The Atlanta group of colleges (formerly a series of institutions under denominational auspices: Baptist, Congregational, Northern Methodist, and African Methodist) is now confederated into a strong university center under the aegis of Atlanta University. A new library common to the whole group of colleges, entirely new buildings for Atlanta University, and complete renovation of the buildings and grounds of the other institutions, make an impressive and serviceable physical plant in which \$1,500,000 has been invested during the past eight years. The endowments and the faculties of the confederated group of colleges have been greatly strengthened.

Fisk University has become one of the really important institutions of the South, regardless of race. The new library, the new science building, and the renovation of buildings and campus have transformed its physical equipment. Its faculty has distinguished members and its student body is excellent. Meharry Medical College in its new buildings adjoining the Fisk campus may become an organic part of this university, thus not only adding an important professional school but strengthening the whole range of study and instruction in the biological sciences.

Dillard University, arising from a merger of two small denominational colleges, stands today in handsome new buildings with a brilliant young faculty. Although only beginning, it gives promise of becoming an unusually fine university in the deep South.

These four centers are the result of concerted cooperation, both financial and intellectual, by many different agencies. As contrasted with the gifts from the Fund, totaling about one and one quarter million dollars, over twenty million dollars have come to these centers from other sources (including Congressional appropriations to Howard) during the past eight years.

III A. NEGRO PRIVATE COLLEGES

1. Bennett College for Women, Greensboro, North Carolina.....	\$ 15,000
2. Bethune-Cookman College, Daytona Beach, Florida . . .	9,000
3. Cardinal Gibbons Institute, Institute, Maryland....	6,000
4. Fort Valley Normal and Industrial School, Fort Valley, Georgia.....	6,000
5. Lincoln Institute, Shelby County, Kentucky.....	4,000
6. Lincoln University, Chester County, Pennsylvania . . .	91,342
7. Livingstone College, Salisbury, North Carolina. . . .	2,500
8. Morgan College, Baltimore, Maryland.....	10,000
9. Penn Normal, Industrial, and Agricultural School, St. Helena's Island, South Carolina.	6,000
10. Philander Smith College, Little Rock, Arkansas	4,000
11. St. Augustine's College, Raleigh, North Carolina. . .	17,500
12. Talladega College, Talladega, Alabama.....	35,000
13. Tougaloo College, Tougaloo, Mississippi.....	8,000
14. Wiley College, Marshall, Texas.....	22,500
15. Methodist Episcopal Church, Joint Educational Survey.	4,916
16. Southern Association of Colleges and Secondary Schools, for surveys and meetings.....	4,084
	<u>\$245,842</u>

III A. NEGRO PRIVATE COLLEGES

In its gifts to private colleges, the Fund has attempted to support only those institutions which gave promise of exceptional service in setting standards and in continuing to influence the general stream of public education. Following the Civil War, church boards and philanthropic individuals rushed to the building up of hundreds of private schools for the freedman throughout the South. At one time a single church board was supporting 300 such institutions. The Bureau of Education survey made in 1916 recorded 625 private Negro schools and colleges surviving at that time, many of them pitiable shambles of poor buildings, inadequate support, and low standards.

Clearly no such number of separate institutions could be adequately supported by church boards or general philanthropy. Nor were they needed (or even desirable) if the states and counties were to be encouraged to build up an adequate system of schools and colleges. The policy of the Fund has been set rigorously toward getting all of the institutions of elementary and secondary grade (and the bulk of the colleges) transferred to the public educational system, and toward differentiating a small group of colleges which are worthy of continued support by private agencies in order that they may do educational pioneering and set standards.

Our gifts to individual colleges were considered in conference with the church boards concerned (especially the Congregational, Methodist, and Episcopal boards) and were made with the definite and deliberate aim of aiding these boards to concentrate upon adequate support of a small number of institutions.

Notable progress has been made in reducing the number of private institutions and in strengthening those which remain. Several of the important colleges previously under denominational direction have become independent corporations. Many others have been turned over to public support. A smaller number, no longer needed, have been merged with stronger institutions or dropped completely. Gradually there is emerging a select group of colleges which may continue an important leadership if the available philanthropic funds (small enough at best and heretofore scattered over hundreds of schools and colleges) are concentrated on the small number of really first-rate institutions.

III B. NEGRO STATE COLLEGES, SUMMER INSTITUTES, AND HIGH SCHOOLS

A. STATE COLLEGES

1. Alabama Agricultural and Mechanical College, Huntsville.....	\$ 38,358
2. Alabama Teachers College, Montgomery.....	21,642
3. Arkansas State College, Pine Bluff.....	33,000
4. Florida Agricultural and Mechanical College, Tallahassee.....	13,755
5. North Carolina Colored Normal School, Fayette- ville.....	29,472
6. Tennessee Agricultural and Industrial Teachers College, Nashville.....	73,530
7. Virginia Normal and Industrial Institute, Peters- burg.....	81,000
	\$290,757

B. SUMMER INSTITUTES

1. Institutes for Preachers.....	\$ 20,085
2. Institute for Teachers, Athens, Georgia.....	1,000
3. Institutes for Agricultural Extension Agents.....	33,691
4. Gulfside Assembly, Mississippi.....	28,000
	\$ 82,776

C. INDUSTRIAL HIGH SCHOOLS

1. Columbus, Georgia.....	\$ 21,266
2. Greenville, South Carolina.....	9,936
3. Little Rock, Arkansas.....	65,000
4. Maysville, Kentucky.....	25,000
5. Winston-Salem, North Carolina.....	50,000
6. Architectural and Other Consultant Fees.....	31,506
	\$202,708

NOTE: The payments under the three headings above, plus the payments reported under III A. NEGRO PRIVATE COLLEGES, give a grand total of \$822,083 as reported in the master table for the whole of Section III. NEGRO COLLEGES AND HIGH SCHOOLS.

III B. NEGRO STATE COLLEGES, SUMMER INSTITUTES AND HIGH SCHOOLS

NEGRO STATE COLLEGES

The contributions, totaling \$290,757, to seven state colleges for Negroes were made to improve the physical plants. In every case the grant was made at the request of the Department of Education of the given state and represented cooperation in the efforts of the several states to build these institutions into worthy state colleges. With improved plants and the somewhat larger public support they are now receiving, these colleges must next turn to the revising and enriching of their educational programs, especially for the proper preparation of the prospective farmers and rural teachers who make up a large part of their student body.

SUMMER INSTITUTES

The gifts to summer institutes, totaling \$82,776, were for brief in-service courses for preachers, teachers, and farm agents.

INDUSTRIAL HIGH SCHOOLS

In five cities the Fund helped, by total gifts of \$202,708, to build industrial high schools for Negroes. While the shop features, which we were emphasizing, have not all been used extensively or wisely, the group as a whole are good general high schools with excellent buildings and fair shops. They are a distinct contribution to secondary schools for this race in southern cities.

The Dunbar High School in Little Rock, Arkansas, is the most successful of the projects. Having the enthusiastic interest and support of the Superintendent and the Department of Education of the city, this school which enrolls 1,800 students has become an unusually fine combination of general high school, junior college, and teacher training center. The shop work has extended into general manual education and is closely integrated into the general teaching of this exceedingly active institution.

IV. NEGRO FELLOWSHIPS

1. Fellowships classified as to subjects of study as follows:				
Agriculture	43 individuals	for a total of \$		48,226
The Arts				
(painting, sculpture, dramatics)	6	"	"	12,060
Music	28	"	"	34,485
Literature	7	"	"	24,894
Accounting and Business				
Administration	14	"	"	6,384
Education	12	"	"	12,478
Home Economics	33	"	"	27,876
Library Administration	34	"	"	32,100
Physical Sciences				
(chemistry, physics, mathematics, engineer- ing)	16	"	"	12,881
Biology and Medical Sciences				
6	"	"	"	6,644
Social Sciences	27	"	"	31,360
Medicine and Surgery	45	"	"	68,946
Nursing	24	"	"	14,397
Hospital Administration and Health Service				
13	"	"	"	8,023
Liberal Arts	18	"	"	11,069
Law	3	"	"	1,800
Social Work	40	"	"	29,189
Trades and Vocational Guidance				
20	"	"	"	14,310
<u>389</u>				<u>\$397,122</u>
2. Grants-in-aid and special payments				40,493
				<u>\$437,615</u>

IV. NEGRO FELLOWSHIPS

Fellowships have been an important activity of the Fund since its reorganization. Our aims in the fellowships have been (a) to give opportunities to unusually talented individuals in any field, and (b) to prepare teachers and other personnel for institutions which we were helping to develop. During the eight-year period, July 1, 1928, to June 30, 1936, a total of \$437,615 had been paid on fellowships to 389 individuals (many of them receiving grants for more than one year) and on 18 special grants-in-aid to special groups of students.

The following are the institutions at which two or more of the fellows have studied:

University of Chicago.....	55	University of Iowa.....	4
Columbia University.....	41	University of Wisconsin.....	4
Hampton Institute.....	29	Tuskegee Institute.....	4
Iowa State College.....	19	Oberlin College.....	4
Cornell University.....	17	Atlanta School of Social Wk.....	4
Fisk University.....	11	Connecticut Agr. College....	3
University of Illinois.....	10	Lewis Institute.....	3
George Williams College, Chicago.....	9	Boston University.....	3
University of Michigan....	9	Mass. Inst. of Technology...	3
University of Minnesota ...	9	Bradley Polytechnic Inst....	3
Harvard University.....	9	Carnegie Inst. Technology...	3
Western Reserve University..	7	University of Vienna.....	3
Howard University.....	6	Beloit College.....	2
N. Y. School of Social Work. .	6	New York University.....	2
Northwestern University....	5	Henry Phipps Institute.....	2
Ohio State University.....	4	University of Pennsylvania...	2
Kansas Agricultural College.	4	Simmons College.....	2
Yale University.....	4	London School of Economics.	2
		Pratt Institute, Brooklyn...	2

In addition, a number of the fellows, especially those in the fine arts, studied outside formal institutions. A total of 14 of the fellows studied under private auspices in Europe in addition to the two listed as in formal residence at the London School of Economics and the three at the University of Vienna. Three fellows engaged in field investigations in Africa and three in Haiti and the other West Indian Islands and one in Brazil. The fellows in medicine and nursing studied at a wide variety of hospitals, chiefly in the North.

Among the interesting grants have been the following:

James Weldon Johnson, now professor of creative literature at Fisk University, was enabled to devote two years to writing from which came his most recent books: *Black Manhattan*, *Along This Way*, and *Negro Americans, What Now?*

Clarence Cameron White had two years of study in Paris during

which he did a great deal of composing, including the opera, "Ouanga."

Charles Wesley Buggs, now assistant professor of biology at Dillard University, completed the more recondite of his scientific research on our fellowships. A number of other members of the brilliant faculty of this new university also had a year or more of their advanced study under special grants.

Percy L. Julian has held for the past two years the post of research assistant in chemistry at DePauw University, one of the few Negroes on the regular faculty of any of the northern universities.

A. W. Dent of Flint-Goodridge Hospital, New Orleans; Dr. Henry M. Minton of Mercy Hospital, Philadelphia; Dr. Clyde A. Lawlah of Provident Hospital, Chicago, as well as many of the members of the very able medical staff of Provident Hospital (in affiliation with the University of Chicago) received parts of their advanced education and experience on fellowships.

Dr. Walter H. Maddux, following special preparation, is now with the United States Children's Bureau.

Dr. Franklin O. Nichols was aided in his educational work with the National Tuberculosis Association.

Abram L. Harris of Howard University pursued a part of his advanced economic studies under a fellowship at Columbia University.

Horace Mann Bond, dean of Dillard University, D. O. W. Holmes, professor of education and dean of the graduate school of Howard University, William S. Braithwaite, poet and anthologist, Kelly Miller, formerly dean of the college of Howard University, George S. Haynes, one of the secretaries of the Federal Council of Churches in America—all of these men received grants for study or for special work.

Monroe N. Work, director of records and research at Tuskegee and editor of the Negro Year Book, was enabled to complete important research and acquaint himself with modern research methods and facilities in a year's fellowship at the University of Chicago.

Marian Anderson, one of the leading concert singers of the day, had a year in Europe in 1930-31 at a turning point in her career.

Ruby Elzy and James William Bowers of "Porgy and Bess" had a significant part of their musical education on our fellowships.

Frederic Hall of Dillard University and Warner Lawson and John Wesley Work of Fisk are among other notable holders of fellowships in music.

Augusta Savage, for whom we made possible two years of study in Paris, is a distinguished sculptress.

Katherine Dunham, a teacher and composer of the dance, had a year's study in Haiti and other West Indian islands in Negro dance patterns.

William E. Scott, who worked in Haiti, and Richmond Barthé, who held a fellowship for two years in New York City, are well-known painters, the latter increasingly successful also in sculpture.

Willis J. King, president of Gammon Theological Seminary, who studied at Oxford, is a distinguished scholar in the field of religious history.

Allison Davis, professor of anthropology at Dillard University, who studied at the London School of Economics, and Ralph J. Bunche, associate professor of political science at Howard, who studied in Europe and did field research in Africa, are among the brilliant younger scholars.

Charles S. Johnson and Mordecai Johnson, distinguished university figures, were aided in special work.

Langston Hughes, Claude McKay, and W. E. B. DuBois are among writers who have held fellowships.

Thirty-four of the librarians who have helped make possible the great improvement in library service in Negro institutions received their advanced professional training with our aid.

Personnel, numbering in total 82 persons, in various branches of medicine, and in hospital service and public health nursing—key people in the recent developments in Negro health—received special training under our fellowships.

Through fellowships, awarded in conference with Charles S. Johnson, we have helped build up a distinguished corps of students of social problems at Fisk and elsewhere.

In agriculture, home economics, and the trades and industries, we have trained a total of 96 individuals who hold important positions as teachers in these subjects in state colleges, industrial high schools, and other institutions in which we have been especially interested.

In addition to the regular fellowships, special grants-in-aid were given in eighteen instances. These grants-in-aid were usually to an institution in order to enable it to develop personnel for a particular purpose or to accomplish some special task. Examples are (a) an allocation of \$3,300 to the Alabama State Department of Education for the training of school supervisors, (b) \$800 to Meharry Medical College which was used to make possible the completion of the medical course by seven senior students, (c) \$750 to enable seven individuals to take a special course in the administration of cooperatives, (d) \$1,857 to enable ten individuals to take the special course in management of government housing and resettlement projects. In other cases small allocations were made to individuals to enable them to complete items of work necessary to some definite goal. Examples are an allocation of \$50 to Charles Seebree to enable him to exhibit his art work and \$350 to Ambrose Caliver (who later was appointed specialist in Negro education in the United States Office of Education) to enable him to complete a piece of educational research.

V. NEGRO HEALTH

1.	Public Health Nurses.....	\$ 97,332
2.	Institutes for Physicians.....	1,013
3.	National Negro Health Week... ..	10,433
4.	Health Education for Teachers.....	15,000
5.	Tuberculosis, Studies and Demonstrations of Control Measures.....	74,820
6.	Syphilis Control Demonstrations in Alabama, Georgia, Mississippi, North Carolina, Tennessee, and Virginia..	72,883
7.	Hospitals and Clinics	
	a. Provident Hospital, Chicago.....	\$130,614
	b. Flint-Goodridge Hospital, New Orleans..	4,575
	c. Provident Hospital, Baltimore.....	24,629
	d. Mercy Hospital and School for Nurses, Philadelphia.. ..	31,076
	e. Knoxville Hospital, Knoxville, Tenn....	50,000
	f. Charity Hospital, Savannah, Georgia....	50,000
	g. State Negro Sanitarium, Arkansas.....	8,000
	h. Hampton Institute—Dixie Hospital and Hampton School of Nursing.....	99,045
	i. St. Phillips Hospital, Richmond, Va....	40,000
	j. Good Samaritan Hospital, Charlotte, North Carolina.....	15,000
	k. L. Richardson Memorial Hospital, Greens- boro, North Carolina.....	17,000
	l. St. Agnes Hospital, Raleigh, N. C.....	15,000
	m. Spartanburg General Hospital, Spartan- burg, South Carolina.....	40,000
	n. Tuomey Hospital, Sumter, S. C.....	25,000
	o. Michael M. Shoemaker Center, Cincinnati	1,860
	p. Harlem Birth Control Clinic.....	10,000
8.	Consultation Services.....	561,799
		24,227
		\$857,507

V. NEGRO HEALTH

The general strategy of the Negro health program as conducted since 1928 includes:

(1) Enlisting the facilities and prestige of the United States Public Health Service (through a member of its staff designated as the Fund's consultant in Negro health) to arouse and extend the interest of southern health departments and other agencies in Negro health needs and in practical steps toward meeting them; also enlisting other important national agencies such as the National Tuberculosis Association and the National Organization for Public Health Nursing to supplement the Public Health Service.

(2) Aid in developing a limited number of hospitals for Negroes, conducted as demonstrations of high standards and as training centers for Negro physicians, nurses, and administrators.

(3) Encouraging the use in health departments and voluntary agencies of Negro physicians and nurses, particularly public health nurses, and assisting in establishing satisfactory training for them.

(4) Developing practicable methods of health education for school teachers, school children, and communities, according to policies and levels of expense suited to southern conditions.

The greatest amount of our contributions has gone into the development of sixteen hospitals and clinics widely distributed throughout the North and the South. The most notable single institution is Provident Hospital, Chicago, which in direct affiliation with the University of Chicago has built up a remarkably fine Negro medical staff and is in a position to offer post-graduate instruction and experience to physicians and health workers generally.

The employment of Negro public health nurses has proceeded by leaps and bounds and is now an established practice in southern counties and northern cities. The campaigns against the great scourges of tuberculosis and syphilis have proved that it is possible and financially feasible to control these plagues. With the enlargement of public health appropriations which are already apparent, campaigns against these diseases are likely to be put into effect increasingly. In the control of contagious diseases it is especially clear that the well-being of the whole population is dependent upon the health of each group.

VI. OTHER NEGRO ACTIVITIES

A. NATIONAL AGENCIES

1. National Association for the Advancement of Colored People.....	\$ 11,000
2. National Urban League.....	4,000
3. Boy Scouts of America.....	7,500
4. Young Men's Christian Association	
a. Evanston, Illinois.....	\$17,500
b. Harrisburg, Pennsylvania.....	25,000
c. Orange, New Jersey.....	25,000
d. Toledo, Ohio.....	25,000
e. Youngstown, Ohio.....	25,000
f. Special Activities in Chicago.....	6,375
g. National Council.....	<u>15,250</u>
	139,125

B. ECONOMIC STATUS

5. Conferences on Economic Status of Negroes.....	13,897
6. Negro Relief and Recovery.....	45,882

C. MISCELLANEOUS

7. Nursery School for Colored Children.....	10,000
8. Negro Musical Festival in Chicago.....	5,000
9. Community Employment Service, Atlanta, Georgia..	21,456
	<u>\$257,860</u>

VI. OTHER NEGRO ACTIVITIES

The largest single activity in this program has been the assistance given to Negro Y.M.C.A. buildings. These gifts were a continuation of a program started by Mr. Rosenwald in 1911. During the seventeen years from 1911 to 1928 Mr. Rosenwald had given \$25,000 to each of twenty-one Y.M.C.A. branches. Since 1928 the Fund has contributed a total of \$117,500 to five additional buildings. In addition, grants have been made to the National Council of the Y.M.C.A. and to the special activities of the Association in Chicago.

These activities are a contribution on a national scale to the needs of the urban Negro population which has increased so rapidly during recent years. The work of these Y.M.C.A. branches is described in a report made by George R. Arthur and published in 1934 by the Association Press, New York, under the title *Life on the Negro Frontier*.

Other national agencies which have received support from the Fund are the National Association for the Advancement of Colored People, the National Urban League, and the Boy Scouts of America.

Expenditures (totaling \$45,882) in Negro relief and recovery have helped to turn public attention to Negro needs and rights. A special effort in this program was directed toward the achievement of something approaching equity in the distribution of emergency funds.

Conferences of white and Negro leaders, including government officials, have been held on economic conditions among Negroes with a view to seeing if improvements could be brought about. The Fund cooperated in extensive recent studies, chiefly financed from other sources, (a) of Negroes in industry, with a special view to altering the discrimination against Negro workers by trade unions, and (b) of cotton tenancy (a problem by no means confined to Negroes, involving as it does a population of approximately five and a half million white tenants and share croppers and three million Negroes). *The Collapse of Cotton Tenancy*, published by the University of North Carolina Press, gives in readable and popular form a summary of findings and recommendations with respect to southern farm conditions.

VII. MEDICAL SERVICES

1. Consultation Services and Administration of the Medical Program.....	\$227,402
2. Public Information Services	14,577
3. Medical Studies and Publications.....	85,347
4. Committee on the Costs of Medical Care.....	90,000
5. Pay Clinics	
University of Chicago.....	\$250,000
Institute for Mental Hygiene, Pennsylvania Hospital.....	1,561
Union Health Center, New York.....	20,000
	271,561
6. Middle-Rate Hospital Services	
Massachusetts General Hospital, Boston..	128,571
The two hospitals in Keokuk, Iowa.....	3,808
	132,379
7. Local Projects in Chicago	22,063
8. American Social Hygiene Association, demonstration of public education in syphilis control.....	4,850
9. Dr. Bronson Crothers, Children's Hospital, Boston, for demonstrations in the care of nervous and crippled children.....	146,615
	\$994,794

VII. MEDICAL SERVICES

Throughout the eight years of the work in medical services, the chief aim has been to make good medical care more widely and easily available to persons of moderate and low incomes. To this end we have studied and encouraged (1) plans which make it possible for people to budget the uneven and unpredictable costs of sickness through insurance or taxation, (2) plans which will reduce the costs of medical care and improve its quality through better organization of professional services. Methods by which we have pursued these ends include the following:

1. Studies of the economic, administrative, and social aspects of medical services.
2. Studies and appraisals of new plans and experiments in group payment and in organized medical services.
3. Advisory and consultant service to professional groups, community agencies, and medical institutions with respect to existing or proposed plans.
4. Financial aid to a few selected plans or experiments.
5. Dissemination of our own studies and reports, and of information concerning the social and economic aspects of medical service to physicians, other professional groups, and to the public.
6. Consultation and conference with other agencies active in this field to promote coordination of work and an effective division of labor.

The Fund's officers (a) took a substantial part in the initiation, organization, and researches of the Committee on the Costs of Medical Care (to which the Fund contributed \$90,000); (b) in cooperation with other foundations and agencies, gave wide distribution to this committee's studies and reports; (c) participated with the American Hospital Association in the recent development of voluntary insurance for hospital care ("group hospitalization") now established in some sixty cities; (d) carried on studies in the financial and community aspects of hospitals through the American Hospital Association and in education in hospital administration through the University of Chicago; (e) made studies and carried out practical programs in public health, rural hospitals, and public medical care through participation in the work of the President's Committee on Economic Security, the United States Public Health Service, and voluntary agencies; (f) served as coordinating influences in the work of foundations and other organizations interested in medical economics.

VIII. LIBRARY SERVICE

1. County Library Demonstrations:	
a. Charleston County, South Carolina.....	\$80,000
b. Coahoma County, Mississippi.....	10,200
c. Davidson County, North Carolina.....	16,833
d. Hamilton County, Tennessee.....	74,152
e. Jefferson County, Texas.....	12,000
f. Knox County, Tennessee.....	24,374
g. Mecklenburg County, North Carolina.....	40,000
h. Richland County, South Carolina.....	68,750
i. Shelby County, Tennessee.....	58,500
j. Walker County, Alabama.....	37,147
k. Webster Parish, Louisiana.....	34,819
l. Survey of Library Demonstrations.....	7,500
	\$464,275
2. State Library Commissions in Alabama, Arkansas, South Carolina, and Tennessee.....	
	21,000
3. Emory University Library School.....	
	59,000
4. Hampton Institute Library School.....	
	16,000
5. Southern Library Institutes and Conferences.....	
	5,708
6. Charleston Museum, South Carolina (demonstration of extension service in books and exhibits).....	
	7,000
7. Negro City Libraries in Atlanta, Mobile, Richmond, and New York.....	
	18,077
8. Negro College Libraries (additions to books at 43 col- leges).....	
	54,975
9. Southern Library Field Representative.....	
	7,083
	\$653,118

VIII. LIBRARY SERVICE

During the past eight years the Fund has given a total of \$653,118 to general library service, including demonstrations of library extension in eleven counties of seven southern states, aid to library schools for both white and colored librarians, contributions to Negro college and city libraries, and support of state library commissions.

The demonstrations of county-wide library service (into which the Fund has put \$464,275) have been more successful than could reasonably have been expected in view of the fact that they covered the very worst years of the depression and that they represented new service for which public tax funds were required in large amounts. The ten county libraries which were able to carry through their programs (Mecklenburg County, North Carolina, being unable to meet its share of the obligation beyond the first two years) are now firmly established and give every evidence of continuing and enlarging their services through an indefinite future. Even the counties which, because of the depression, were compelled to drop the special extension program, retain a keen interest in library work which will find expression as conditions permit. The whole idea of active county-wide library service has received impetus throughout the South.

A review of these demonstrations, made by Louis R. Wilson, formerly of the University of North Carolina, now Dean of the Graduate Library School of the University of Chicago, and by Edward A. Wight, appears in a volume, *County Library Service in the South*, published by the University of Chicago Press.

Cooperative efforts in the building up of Negro college libraries were carried on from 1928 through 1934. A total of \$54,975 was contributed in sums ranging from \$125 to \$2,500 to 43 Negro colleges and normal schools in sixteen states to help them assemble more nearly adequate collections of books. A survey recently made shows that the 43 colleges with which the Fund cooperated in this special program have expended a total of \$2,081,000 on books and equipment during the past eight years, and that they have at present 471,000 carefully selected volumes in libraries, now in every case administered by trained librarians.

Items in the general library field include also (a) aid in establishing state library commissions in four southern states, (b) cooperation in building up the library schools of Emory University (for white students) and Hampton Institute (for colored students), and (c) aid in the further development of four city libraries for Negroes.

IX. GENERAL EDUCATION

1. National Advisory Committee on Education	\$100,000
2. American Council on Education — Committee on National Problems and Plans	41,403
3. Educational and Mental Hygiene Conferences	29,454
4. Canadian National Committee for Mental Hygiene, for Child Study in Toronto	62,500
5. Institute for Psychoanalysis, Chicago	11,000
6. Child Study Association of America, for Demonstra- tions of Play Schools	35,000
7. Winnetka Public Schools, for Demonstrations of Child Guidance	15,000
8. University of Chicago, for High School and Child Study	39,500
9. Swarthmore College, endowment	363,658
10. Bryn Mawr College and Harvard University	28,909
11. Literacy Campaigns, Support of National Committees and Contributions to Special Campaigns in Alabama, Georgia, Louisiana, and South Carolina	175,893
	<u>\$902,317</u>

X. SOCIAL STUDIES

1. New School for Social Research, New York	\$37,500
2. University of Pennsylvania—Study of Unemployment .	75,000
3. Fellowships in Mental and Social Sciences	66,383
4. Survey Associates, Contribution to the Development of the Magazine, <i>Survey Graphic</i>	23,000
5. International City Managers Association, American Legislators Association, National Municipal League, Illinois and Metropolitan Housing Commissions for studies and efforts in improving state and city services	62,500
6. International Conference of Social Work, Association of Community Chests and Councils, and Bureau of Jewish Social Research, for studies and demonstra- tions of various aspects of social work	8,000
7. New York State Department of Labor, for demonstra- tion of public labor exchanges	7,500
	<u>\$279,883</u>

IX. AND X. GENERAL EDUCATION AND SOCIAL STUDIES

During prosperous years the Fund began work in these two large fields. It soon became clear, however, that we could not do adequate work in these subjects and at the same time do justice to programs more central to our interests.

During the period of our activity we made contributions to a number of significant institutions and causes, but our efforts in these fields necessarily present a ragged appearance since we were unable to round out programs. Our contribution, for example, to Swarthmore College stands out in an isolation which it would not have if we had been able to continue gifts to a series of institutions which are making notable contributions to scholarship and to educational methods.

Several of the appropriations were of strategic importance. For example, the National Advisory Committee and the Committee on Problems and Plans of the American Council on Education have made notable contributions to educational thinking and planning. The studies at Toronto in child development under the Canadian National Committee for Mental Hygiene have been unusually fruitful.

On the other hand, the contributions to campaigns against illiteracy involved sums disproportionate to the amount of accomplishment. It is true that we helped Louisiana emerge from the unenviable position of America's most illiterate state. But South Carolina (another state with which we were cooperating) immediately fell into this bottom position—although with a somewhat reduced percentage of illiteracy.

In the Social Studies the fellowships helped develop some brilliant younger students. The contributions to the *Survey Graphic* have helped to build up this important national magazine. The aid to such institutions as the New School for Social Research, the Industrial Research Department of the University of Pennsylvania, and the various public service agencies have been contributions to significant causes.

It is not for lack of opportunities in these large fields that we have withdrawn from them. It is for just the opposite reason. Really useful work in such great realms would require much greater funds and a much larger investigating and administrative personnel than we are again likely to have.

XI. RACE RELATIONS

1. Fellowships in Social Studies for Southern Students . . .	\$ 41,107
2. Southern Regional Committee of the Social Science Research Council, grants-in-aid for social studies by southern professors	3,597
3. George Peabody College for Teachers—Department of Negro School Administration	41,000
4. Y.M.C.A. Graduate School, Nashville—Library and Department of Race Relations	65,000
5. Teachers College, Columbia University—Lectures on Negro Education and Race Relations	4,000
6. Commission on Interracial Cooperation	72,326
7. Study of Negro Life and Education by Dr. Schrieke . . .	20,000
8. Studies of Mexican Schools	6,565
9. Studies of Race at the University of Hawaii	8,000
10. Special Investigations and Conferences	26,766
11. Reports and Publications	42,928
	<u>\$331,289</u>

XI. RACE RELATIONS

All of the work in this field represents attacks on a single set of problems: the creating of public opinion and the development of leadership in behalf of tolerant and intelligent attitudes toward divergent races and cultures.

Through a program of fellowships the Fund enabled fifty able and promising young white men and women of the South to study the social and economic problems of their region. These grants were unusually helpful in view of the lack of great university centers in the South and in view of the paucity of southern funds for the support of advanced study. The fellowships were made available to a group somewhat younger than is usually considered for this type of award and were not restricted to academic subjects. In many cases students just completing their undergraduate college course were given opportunity not only to study general sociology, economics, and political science, but also to delve realistically into problems of farm tenancy, taxation systems, race relations, and educational practices. Through the Southern Committee of the Social Science Research Council the Fund has likewise begun a series of grants-in-aid to enable professors in southern universities to work realistically on regional problems.

At George Peabody College for Teachers and at the Y.M.C.A. Graduate School of Nashville, aid was given in establishing departments respectively of Negro School Administration and Race Relations, so that the teachers and school officials, and the social and religious workers graduating from these institutions might become intelligent about the interracial problems with which they would have to deal. Special series of lectures were also supported at Teachers College, Columbia University, because of the presence there of many educators whose work is in the South.

For the past eight years the Fund has supported the important work of the Commission on Interracial Cooperation which has done so much to bring the leaders of the races into understanding and cooperation. Since it is evident that prosperity, health, education, and even cultural and spiritual growth in the South is possible only as both races contribute, the work of the Interracial Commission is peculiarly significant.

The Fund has also made a number of studies and reports under its own auspices. Since we are active in one racial situation it is natural and proper that we should take an interest in similar questions outside the specific items of Negro-white relations in America. Such action is illustrated in the support of the studies being carried on at the University of Hawaii, and in our surveys of education in various parts of the world where education is one of the instruments of adjustment in racial and cultural clash.

XII. RURAL EDUCATION

1. Field investigations, experiments, and demonstrations
in southern rural schools, both white and colored . . . \$ 58,733
 2. Preparation of reading materials more directly adapted
to rural needs 1,720
- \$ 60,453

XIII. MISCELLANEOUS GIFTS

Gifts to various charities in which Mr. Rosenwald was interested made during the early years of the Fund, 1917 to 1927:

1. Associated Jewish Charities of Chicago \$540,000
 2. United Charities of Chicago 35,000
 3. American Social Hygiene Association 12,000
 4. A number of small gifts to various institutions and
individuals 33,496
- \$620,496

XIV. ADMINISTRATION

1. Chicago Office, salaries of executive officers and main-
tenance of central administrative staff \$472,652
 2. Remodeling and maintenance of property at 4901 Ellis
Avenue, used as central office 38,944
 3. Retiring allowances, contributions to retirement fund
for officers and staff 65,283
- \$576,879

XII. RURAL EDUCATION

As a direct outgrowth of its school building program and many other of its activities, the Fund is now centering its attention on a major effort to improve the content of education in rural areas, with special emphasis upon the South but without differentiation as to race. The work so far has consisted of realistic studies and experiments in school work in rural communities of Georgia, Louisiana, and Arkansas. Field work has been carried out by fourteen young students and teachers, half of them white and half colored. In addition to direction by the officers of the Fund, plans have been made and policies formulated by a Council on Rural Education consisting of twenty prominent educators, social students, and leaders from both South and North. As this effort is in its early stages its accomplishments may more properly be recorded in later reports than in this review of the past two decades.

XIII. MISCELLANEOUS GIFTS

In the early years of the Fund, Mr. Rosenwald used such of the income as was not required for the school building program for donations to various charities in which he was personally interested.

XIV. ADMINISTRATION

The administration of the central office of the Fund has consumed \$576,879, slightly more than four per cent of the total expenditures. It is fair to remember that in the work of a small foundation a great deal of the effort of the executive officers goes into the creative work of the several programs, into studies, writings, and consultation, rather than into administration in any formal sense. On the other hand, it is also fair to point out that the figure given above includes only the costs of the central office in Chicago. The administration of the school building program is charged separately against the southern office in Nashville. Similarly, the salaries and expenses of the planning and consultative officers in the special field of medical economics are charged separately against the program of medical services. The contributions, however, toward retiring allowances for all officers and staff, regardless of location or special interest, are included in the figure given above for central administration.

BALANCE SHEET

JUNE 30, 1936

ASSETS

Cash.....	\$ 328,307.90	
Securities at Market Value.....	5,313,976.50	(1)
Building, 4901 Ellis Avenue.....	1.00	
Accounts Receivable, Advances and Inventories.....	<u>6,270.81</u>	
Total Assets.....		<u><u>\$5,648,556.21</u></u>

LIABILITIES AND NET WORTH

LIABILITIES

Appropriations Payable—Current Pledges.....	\$ 577,854.49	
Appropriations Payable—Funded Pledges.....	<u>166,667.00</u>	
		\$ 744,521.49

NET WORTH

Working Capital.....	\$ 50,000.00	
Authorizations Outstanding.....	32,500.00	
Reserve for Payments Due Judge Mack.....	35,000.00	
Capital.....	<u>4,786,534.72</u>	
Total Net Worth.....		\$4,904,034.72
Total Liabilities and Net Worth.....		<u><u>\$5,648,556.21</u></u>

(1) 71,932 shares of Sears, Roebuck and Company stock at closing value of June 30, 1936—\$73,875.

Total stock owned by the Fund amounted to 227,874 shares received from Julius Rosenwald and from stock dividends. Of this sum, 155,942 shares have been sold as shown on the Cash Receipts and Disbursements Statement, leaving 71,932 shares on hand on June 30, 1936.

CASH RECEIPTS AND DISBURSEMENTS STATEMENT

OCTOBER 30, 1917 - JUNE 30, 1936

RECEIPTS

Julius Rosenwald—Gifts in cash during early years of the Fund..\$	622,613.34	
Sale of 155,942 shares of Sears, Roebuck & Company Stock at average \$46.40.....	7,234,998.02	
Fractional Shares of Stock Sold...	1,521.05	
Dividends Received.....	5,674,562.21	
Interest Received.....	8,972.75	
Carnegie Corporation—Gift.....	200,000.00	
Rosenwald Family Association—Gift.....	69,119.61	
Estate of Theodore Max Troy—Bequest.....	20,195.22	
Richard Homberger Trust.....	3,760.45	
Miscellaneous Income.....	6,539.91	
Refunds on Contributions of Prior Years.....	22,317.92	
		\$13,864,600.48

DISBURSEMENTS

Payments on Philanthropic Programs.....	\$13,236,082.78	
Interest Paid.....	272,787.73	
Accounts Receivable, Advances and Inventories.....	6,270.81	
Judge Julian W. Mack—Payments in accordance with Trust Agreement.....	20,000.00	
Hyde Park-Kenwood Bank—Net funds in closed bank.....	1,151.26	
		13,536,292.58
Cash Balance, June 30, 1936.....	\$	328,307.90

TRUSTEES

The following are the present trustees* of the Fund:

LESSING J. ROSENWALD, <i>Chairman</i>	<i>Philadelphia</i>
JOHN J. COSS.....	<i>New York</i>
EDWIN R. EMBREE.....	<i>Chicago</i>
ROBERT M. HUTCHINS.....	<i>Chicago</i>
CHARLES S. JOHNSON.....	<i>Nashville</i>
CHARLES H. JUDD.....	<i>Chicago</i>
LEONARD M. RIESER.....	<i>Chicago</i>
WILLIAM ROSENWALD.....	<i>New York</i>
ALFRED K. STERN.....	<i>Chicago</i>
FRANK L. SULZBERGER.....	<i>Chicago</i>

In addition, the following individuals have served as trustees during the periods indicated by the dates following their names:

JULIUS ROSENWALD.....	1917 to 1932
MRS. JULIUS ROSENWALD.....	1917 to 1928
ARMAND S. DEUTSCH.....	1917 to 1926
HARRY W. CHASE.....	1928 to 1933
ADELE R. LEVY.....	1928 to 1932
FRANKLIN C. McLEAN.....	1928 to 1934
BEARDSLEY RUMML.....	1928 to 1933
EDGAR B. STERN.....	1928 to 1932
HAROLD H. SWIFT.....	1928 to 1931
W. W. ALEXANDER.....	1930 to 1935
MURRAY SEASONGOOD.....	1930 to 1934
MARION R. STERN.....	1931 to 1935
EDITH R. STERN.....	1932 to 1934

*At the close of the period under review one vacancy on the board of eleven trustees was not filled.

OFFICERS

The present executive officers are as follows:

EDWIN R. EMBREE.....	<i>President</i>
MARGARET SARGENT SIMON.....	<i>Secretary</i>
DOROTHY A. ELVIDGE.....	<i>Comptroller</i>
WILLIAM ROSENWALD.....	<i>Treasurer</i>
NATHAN W. LEVIN.....	<i>Assistant Treasurer</i>
MICHAEL M. DAVIS.....	<i>Director for Medical Services</i>
C. RUFUS ROREM.....	<i>Associate for Medical Services</i>
M. O. BOUSFIELD.....	<i>Associate for Negro Health</i>
CLIFFORD E. WALLER.....	<i>Consultant in Negro Health</i>
FRANKLIN C. McLEAN.....	<i>Consultant in Negro Health</i>
S. L. SMITH.....	<i>Director of Southern Office</i>
GARTH AKRIDGE.....	<i>Special Field Agent</i>
JAMES F. SIMON.....	<i>Associate in Rural Education</i>
GEORGE I. SANCHEZ.....	<i>Associate in Rural Education</i>

In addition, the following have served as officers during the periods indicated:

JULIUS ROSENWALD, <i>President</i>	1917 to 1927
LESSING J. ROSENWALD, <i>Treasurer</i>	1917 to 1934
FRANCIS W. SHEPARDSON, <i>Secretary</i>	1922 to 1926
ALFRED K. STERN, <i>Director</i>	1927 to 1935
CLARK FOREMAN, <i>Director for Studies</i>	1928 to 1935
WILLIAM B. HARRELL, <i>Secretary and Comptroller</i> ...	1928 to 1929
GEORGE R. ARTHUR, <i>Associate for Negro Welfare</i> ..	1928 to 1934
CLYDE D. FROST, <i>Associate for Medical Services</i> ...	1929 to 1932
TALIAFERRO CLARK, <i>Consultant in Negro Health</i> ..	1929 to 1933
FRED MCCUISTION, <i>Associate in Southern Office</i> ...	1930 to 1932
W. F. CREDLE, <i>Associate in Southern Office</i>	1931 to 1932

PUBLICATIONS

Bulletins and reports, published by the Fund in the regular course of its work in various fields, are available on application to the Secretary of the Julius Rosenwald Fund, 4901 Ellis Avenue, Chicago. The following are among the bulletins recently published:

EDUCATION

- EVERY TENTH PUPIL, the story of Negro schools in the South.
- SCHOOL MONEY IN BLACK AND WHITE, a booklet of charts and cartoons on discrimination in school finance.
- A NEW SCHOOL IN AMERICAN SAMOA, sketch of an attempt to adapt education to the needs of a rural island people.
- EDUCATION FOR ALL THE PEOPLE—DIVIDED WE FALL, an outline of the interdependence of all groups in the growth of a region.
- RURAL EDUCATION, a discussion of sound education for rural life.
- JULIUS ROSENWALD FUND, annual reviews of the work of the Fund.

MEDICAL SERVICES

- NEW PLANS OF MEDICAL SERVICE, examples of organized local plans of providing or paying for medical services in the U. S.
- ANNUAL MEDICAL SERVICE IN PRIVATE GROUP CLINICS. By C. Rufus Rorem.
- HOW DO PHYSICIANS AND PATIENTS LIKE THE MIDDLE-RATE PLAN FOR HOSPITAL CARE? By C. Rufus Rorem, Clyde D. Frost, and Elizabeth Richards Day.
- GROUP PAYMENT FOR MEDICAL CARE—THE STANOCOLA EMPLOYEES' MEDICAL AND HOSPITAL ASSOCIATION, BATON ROUGE, LOUISIANA. By C. Rufus Rorem and J. H. Musser.
- A PICTURE BOOK ABOUT THE COSTS OF MEDICAL CARE.
- THE AMERICAN APPROACH TO HEALTH INSURANCE. By Michael M. Davis.
- HOW EUROPEANS PAY SICKNESS BILLS. By Michael M. Davis.
- HOSPITAL FACILITIES IN RURAL AREAS. (Reprints of Articles.)
- HEALTH SECURITY AND THE AMERICAN PUBLIC. By Michael M. Davis.
- THE CONTROL OF SYPHILIS IN SOUTHERN RURAL AREAS. By Taliaferro Clark.
- MAJOR HEALTH PROBLEMS OF THE NEGRO. By M. O. Bousfield.

BOOKS

The following books written by officers of the Fund or bearing upon phases of the Fund's interest are available through book stores or from the publishers:

EDUCATION AND RACE RELATIONS

- BROWN AMERICA**, the story of a new race. By Edwin R. Embree. (The Viking Press, New York.) \$2.50.
- ISLAND INDIA GOES TO SCHOOL**, a study of education in the Dutch East Indies. By Edwin R. Embree, Margaret Sargent Simon, W. Bryant Mumford. (The University of Chicago Press.) \$2.00.
- SHADOW OF THE PLANTATION**, a study of Negro life in a rural county of the deep South. By Charles S. Johnson. (The University of Chicago Press.) \$2.50.
- LIFE ON THE NEGRO FRONTIER**, a survey of Negroes in cities and of the service to them of the Y.M.C.A. By George R. Arthur. (Association Press, New York.) \$2.00.
- THE COLLAPSE OF COTTON TENANCY**, a summary of field studies and statistical surveys, 1933-35. By Charles S. Johnson, Edwin R. Embree, W. W. Alexander. (The University of North Carolina Press.) \$1.00.
- ALIEN AMERICANS**, a study of race relations. By B. Schrieke. (The Viking Press, New York.) \$2.50.
- COUNTY LIBRARY SERVICE IN THE SOUTH**, a study of the Rosenwald County Library Demonstration. By Louis R. Wilson and Edward A. Wight. (University of Chicago Press.) \$2.00.
- MEXICO: A REVOLUTION BY EDUCATION**. By George I. Sanchez. (The Viking Press, New York.) \$2.75.

MEDICAL SERVICES

- PAYING YOUR SICKNESS BILLS**. By Michael M. Davis. (University of Chicago Press.) \$2.50.
- THE CRISIS IN HOSPITAL FINANCE**. By Michael M. Davis and C. Rufus Rorem. (University of Chicago Press.) \$2.50.

