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Negro Status and Race Relations  
in the United States  
1911-1946

THE THIRTY-FIVE YEAR REPORT  
OF THE  
PHELPS-STOKES FUND

BY

ANSON PHELPS STOKES

WITH CONTRIBUTIONS FROM

CHANNING H. TOBIAS, *Introduction*

THOMAS JESSE JONES, *Fifteen Year Report*

J. D. RHEINALLT JONES, *African Progress*

L. A. ROY, *Financial Survey*

AND A

DOCUMENTARY APPENDIX

NEW YORK, N. Y.

1948

IN MEMORIAM

**Jackson Davis**

SEPTEMBER 25, 1882 - APRIL 15, 1947

TRUSTEE OF THE PHELPS-STOKES FUND

1939 - 1947

PRESIDENT OF THE PHELPS-STOKES FUND

NOVEMBER 1, 1946 - APRIL 15, 1947

.

**EXTRACT FROM WILL**  
**OF**  
**MISS CAROLINE PHELPS STOKES**

“Seventeenth. After all bequests and devises heretofore made in this will shall have been first paid by my Executors, I direct that all my residuary estate of whatever kind and description and wheresoever situated and however evidenced shall be given by my Executors to the following persons or such of them as may be living at the time of my death whom with their successors I appoint trustees to hold the same in trust forever to constitute a fund to be known as the Phelps-Stokes Fund, namely: The Protestant Episcopal Bishop of New York City, for the time being, the Chancellor of the University of the City of New York for the time being, the Reverend Dr. Lyman Abbott of Brooklyn, Olivia Egleston Phelps Stokes, I. Newton Phelps Stokes, Helen Olivia Phelps Stokes, F. Louis Slade, Mabel Slade, Caroline M. Phelps Stokes, Grace H. Dodge and Arthur Curtiss James, to be invested and kept invested by them and their successors, the interest and net income of such fund to be used by them and their successors for the erection or improvement of tenement house dwellings in New York City for the poor families of New York City and for educational purposes in the education of Negroes both in Africa and the United States, North American Indians and needy and deserving white students through industrial schools of kinds similar to that at Northfield, Massachusetts in which Mr. Dwight L. Moody is interested or to the Peet Industrial School at Asheville, North Carolina, the foundation of scholarships and the erection or endowment of school buildings or chapels and I direct that any and all vacancies from time to time in their body caused by resignation or death shall be filled by appointment by the remaining trustees.

“I hereby give said trustees and their successors full power of sale public or private in their discretion upon such terms as they think best respecting any part of said trust fund in the course of the due execution of such trust.”

---

The charitable and educational institutions to which special bequests were made under the will were: Ansonia Library, \$20,000; American Humane Educational Society, \$20,000; Burnham Industrial Farm, \$10,000; Peabody Home for Aged and Indigent Women, \$10,000; Tuskegee Institute, \$10,000; Calhoun Colored School, \$10,000; Hampton Institute, \$10,000; New York Infirmary for Women and Children, \$5,000; Women’s Medical College of New York Infirmary, \$5,000; Young Women’s Christian Association, \$2,000; Northfield School for Girls, \$20,000; and \$20,000 for Medical Missionary work in China.

Supplementary testamentary papers included \$20,000 for the Trustees of Columbia University; and \$20,000 for a Dudley Memorial at Harvard University, in addition to minor bequests.

## EXTRACT FROM WILL

Miss Caroline Phelps Stokes was the daughter of James Stokes and of Caroline Phelps (daughter of Anson G. Phelps). She was born in New York City, December 4, 1854, and died in Redlands, California, April 26, 1909.

She gave the Public Library to Ansonia, Connecticut, and among the memorial gifts which she made jointly with her sister (Miss Olivia Stokes), the following may be mentioned: Dorothy Hall at Tuskegee Institute, Caroline Cottage at New York Colored Orphan Asylum, Woodbridge Hall at Yale University, St. Paul's Chapel at Columbia University, and the Haynes Memorial Gates of the First Church Cemetery in Hartford.

# THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

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ELMER ELLSWORTH BROWN, 1911-1934  
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JACKSON DAVIS, 1939-1947  
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THOMAS JESSE JONES, 1934-1946  
CHARLES T. LORAM, 1939-1940  
JOHN HENRY MACCRACKEN, 1910-1911  
MALCOLM S. MACLEAN, 1940-1943  
WILLIAM T. MANNING, 1921-1946  
ROBERT RUSSA MOTON, 1921-1939  
GARRISON NORTON, 1939-1946  
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HELEN OLIVIA PHELPS STOKES, 1910-1934  
I. N. PHELPS STOKES (1ST), 1910-1938  
OLIVIA EGLESTON PHELPS STOKES, 1910-1927  
MRS. BYRON STOOKEY, 1937-1939



## INTRODUCTION

It is my privilege as Director of the Phelps-Stokes Fund in succession to Dr. Thomas Jesse Jones, and at the request of its trustees, to present the Thirty-five Year Report of the Fund's work. This is the third report of its type published and it is interesting to note the changes in emphasis in the different periods.

In *Educational Adaptations—Report of Ten Years' Work of the Phelps-Stokes Fund* the officers showed that the major interest of the Fund had been in improving Negro schools and colleges in the South and encouraging friendly race relations there.

In the second or *Twenty Year Report* they indicated that in the second decade of the Fund's history this interest had been broadened to include Negro education and race relations in Africa as almost equalling in importance, from the standpoint of the Fund, those in the United States.

In this report, *Negro Status and Race Relations in the United States 1911-1946*, which covers a general summary of the whole history of the Fund's work during the past thirty-five years with special emphasis on the last fifteen years, we see the Fund still further broadening the scope of its activities for this country and Africa. Now it includes not only education and race relations as major interests, but also the civil rights of the Negro, his part in national and international affairs, and the making available of authoritative information about his history and status. In spite of these changes in emphasis the educational note still rightly dominates, but it is more broadly interpreted.

This volume contains the reports of the three men who during almost the whole period of the Fund's history have been mainly responsible for its policies and work:

Dr. Anson Phelps Stokes, recent President, who has served as Chairman of the Educational Committee since the founding of the Fund 35 years ago.

Dr. Thomas Jesse Jones, recent Director, who has served in this or its equivalent position for 33 years.

Mr. L. A. Roy, the Executive Secretary and Assistant Treasurer, who has served for 29 years and is fortunately still connected with the Fund.

It is doubtful whether any other foundation has had the services of its three major officers over so long a period, and has known a finer example of friendly cooperation between them.

The full Table of Contents will show the scope of the volume, which, as seems appropriate on an occasion such as this, is given over largely to a survey of Negro progress during the period in question and an interpretation of its significance. This period, as Dr. Stokes rightly remarks, has been, with the exception of that immediately following emancipation, the most significant in the whole history of the Negro race insofar as its progress in education, civil rights, individual and group

achievement, and recognition are concerned. It is clear that very much remains to be done both in this country and in Africa. There are still grievous injustices to be righted and larger opportunities to be made available. But it is also clear that the state, the various public and private foundations, churches, Negro Americans themselves, and many agencies interested in Negro welfare, have rendered contributions of significance to the achievements recorded. The Phelps-Stokes Fund has been one of the smaller of the agencies interested, but because it has concentrated more definitely than most on the single field of Negro progress, and has been wisely directed, its contribution has been of substantial importance both in this country and in Africa.

I commend the reading of the report to the public in general and to Negro Americans in particular, in the belief that it contains important lessons with reference to the value of objective study, cooperation, education, and the creation of a public opinion on all race matters consistent with the ideals of our American Constitution and of our religious faith. These should help us as we face the difficult interracial problems of this post-war period.

Since preparation of this report the death has occurred on April 15, 1947, of Jackson Davis, a Trustee since 1939, Vice President from 1940-1946, and elected President in succession to Dr. Stokes in the latter year. His loss will be greatly felt by all interested in Negro education and race relations, and especially by his colleagues of the Phelps-Stokes Fund. A brief account of his life and services is given in Appendix 1 in connection with the announcement of his election to the presidency.

(Signed) CHANNING H. TOBIAS

*Director*

Phelps-Stokes Fund  
New York 17, N. Y.  
October 1, 1947

There has been an unexpected delay in the publication of this Report since the close of 1946. For this reason Mr. L. A. Roy, the Assistant Treasurer, who has since resigned after thirty years of service, has taken the occasion to add to the Thirty-five Year Financial Report, 1911-1946, a financial statement for the fiscal year ended October 31, 1947.

C. H. T.

August 31, 1948

## TABLE OF CONTENTS

IN MEMORIAM—JACKSON DAVIS.....	2
EXTRACT FROM THE WILL OF CAROLINE PHELPS STOKES.....	3
BOARD OF TRUSTEES AND FORMER TRUSTEES.....	5
ADMINISTRATIVE STAFF AND COMMITTEES.....	6
INTRODUCTION BY DR. CHANNING H. TOBIAS, DIRECTOR OF THE PHELPS-STOKES FUND	7

### PART ONE

THIRTY-FIVE YEAR REPORT, BY DR. ANSON PHELPS STOKES.....	15
I. AVAILABLE REPORTS AS TO PHELPS-STOKES FUND ACTIVITIES.....	16
II. HISTORICAL DEVELOPMENT OF PHELPS-STOKES FUND'S WORK.....	17
1. Stimulating the Objective Study of the Negro and his Needs by respon- sible Southern White Scholars.....	17
2. Survey of Negro Education in the United States.....	18
3. Assisting Negro Schools found to be specially promising and needy.....	18
4. Making Reports on Native Education in Africa.....	19
5. Encouraging the Development of the South African Institute of Race Relations and of specially strategic African Schools and Colleges.....	19
6. Aiding Education in Liberia.....	19
7. Developing an Understanding Abroad of the Progress of the American Negro.....	20
8. Aiding Publications of value to an Understanding of the Negro.....	20
9. Organizing and Stimulating various Movements in the Interest of Negro Progress in the United States and Africa.....	21
10. Improving Negro Housing Conditions in New York.....	21
11. Aiding Education of the North American Indian.....	22
III. PERSONALITIES IN FUND'S HISTORY.....	23
1. The Founder—Miss Caroline Phelps Stokes.....	23
2. The second Benefactor—Miss Olivia Phelps Stokes.....	23
3. Deceased Trustees of the Fund.....	24
4. Deceased Representatives of the Fund.....	26
IV. DR. JONES' MOST IMPORTANT EMPHASES AND CONTRIBUTIONS.....	28
1. Importance of acquiring a thorough Factual Basis before trying to solve any Problem.....	28
2. Need of a vital Education closely related to Life.....	28
3. Special Significance of the Rural Field.....	28
4. Importance of Interracial Cooperation.....	29
5. Importance of Native Education for Africa.....	29
6. Necessity of Religious Faith and Ideals.....	30
V. PROGRESS IN NEGRO STATUS DURING PAST THIRD OF A CENTURY.....	31
1. Statistical Evidence.....	31

10 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

2. Attitudes of White and Colored towards the Negro's Future . . . . .	33
3. Proven Capacity of the Negro and Recognition of his Leadership in many Fields . . . . .	34
4. Feasibility and Desirability of Interracial Cooperation . . . . .	36
5. Defending and Gaining Constitutional Rights . . . . .	37
6. Changes in Usage as to Negro Terminology and Courtesy Titles affecting the Negro . . . . .	38
7. Note on Changes Affecting the Negro in Africa . . . . .	40
<b>VI. MAJOR FACTORS IN RECENT NEGRO PROGRESS . . . . .</b>	<b>48</b>
<i>A. General Factors</i>	
1. General Implications of Anthropology and Ethnology . . . . .	43
2. Growing Conviction as to the Implications of Constitutional Democracy and Liberty . . . . .	44
3. Growing Conviction as to Implications of Christianity . . . . .	44
<i>B. Special Factors</i>	
1. The Government—Federal and State . . . . .	45
2. Educational Institutions . . . . .	46
3. Foundations . . . . .	48
4. The Churches . . . . .	49
5. The Labor Movement . . . . .	50
6. The Two National Negro Service Associations . . . . .	50
7. Books and other Publications, and the Press . . . . .	52
8. Special Southern Agencies . . . . .	54
9. Other Group Factors . . . . .	56
10. Wise and Courageous Public Leadership . . . . .	57
11. Note on Centers of Influence . . . . .	57
<b>VII. PRINCIPAL OBSTACLES AHEAD . . . . .</b>	<b>59</b>
1. White Ignorance regarding the Negro . . . . .	59
2. Extreme Racism—White and Negro . . . . .	60
<b>VIII. SOME DESIRABLE EMPHASES FOR A SMALL FOUNDATION . . . . .</b>	<b>63</b>
1. Specialization . . . . .	63
2. Imagination . . . . .	64
3. Discretion (or Wisdom) . . . . .	65
4. Stimulation . . . . .	65
5. Initiation . . . . .	66
6. Investigation . . . . .	67
7. Cooperation . . . . .	68
8. Publication . . . . .	69
9. Abstention . . . . .	69
<b>IX. DATES IN HISTORY OF NEGRO PROGRESS WITH CONTEMPORARY DATES IN HISTORY OF PHELPS-STOKES FUND . . . . .</b>	<b>71</b>
<b>X. CONCLUSION . . . . .</b>	<b>89</b>

# TABLE OF CONTENTS

11

## PART TWO

<b>FIFTEEN YEAR REPORT, BY DR. THOMAS JESSE JONES</b> .....	93
<b>I. HISTORICAL SUMMARY</b> .....	93
<b>II. ACTIVITIES, 1932-1946</b> .....	96
1. African Affairs .....	96
2. Negro Education and Interracial Relations ..	101
3. New York City Housing .....	109
4. North American Indians ..	111
5. Rural Life and Agriculture ..	112
<b>III. FOUNDATIONS OF PHELPS-STOKES FUND POLICIES</b> ..	115

## PART THREE

<b>THE RACIAL SITUATION IN AFRICA, BY DR. J. D. RHEINALLT JONES</b> ..	119
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## PART FOUR

<b>THIRTY-FIVE YEAR FINANCIAL REPORT, BY MR. L. A. ROY, EXECUTIVE SECRETARY AND ASSISTANT TREASURER OF THE PHELPS-STOKES FUND</b> .....	131
<b>I. FINANCIAL STATEMENT FOR THE FISCAL YEAR ENDED OCTOBER 31, 1947</b>	154
<b>II. FINANCIAL SUMMARY SINCE FOUNDATION OF FUND (1911-1946)</b> .	162
<b>III. FINANCIAL STATEMENT FOR THE PAST FIFTEEN YEARS (1931-1946)</b>	167
<b>IV. SUMMARY OF MAJOR GRANTS RECEIVED FROM OTHER SOURCES</b> ..	179

## PART FIVE

### APPENDICES:

1. Press Announcement of Election of Dr. Jackson Davis as President, and of Dr. Channing H. Tobias as Director of the Phelps-Stokes Fund ..	189
2. Resolutions on Retirement of Dr. Thomas Jesse Jones ..	191
3. Resolutions on Retirement of Dr. Anson Phelps Stokes ..	195
4. Act of Incorporation of Phelps-Stokes Trustees .....	206
5. By-Laws of The Trustees of the Phelps-Stokes Fund ..	208
<b>INDEX</b> .....	213



*PART ONE*



# THIRTY-FIVE YEAR REPORT OF THE PHELPS-STOKES FUND, 1911-1946

DR. ANSON PHELPS STOKES

It seems appropriate that this Thirty-Five Year Report should include a survey by the President not only of the services of Dr. Thomas Jesse Jones, who has just retired as Educational Director of the Phelps-Stokes Fund after nearly a third of a century of effective leadership, but that it should also contain a survey of the Fund's work and of the changes that it has witnessed in the status of the Negro and in race relations. What I have to say may be grouped under these headings:

- I. Available Reports as to Phelps-Stokes Fund Activities.
- II. Historical Development of Phelps-Stokes Fund's Work.
- III. Personalities in Fund's History.
- IV. Dr. Jones' Most Important Emphases and Contribution.
- V. Progress in Negro Status during Past Third of a Century.
- VI. Major Factors in Recent Negro Progress.
- VII. Principal Obstacles Ahead.
- VIII. Some Desirable Emphases for a Small Foundation.
- IX. Dates in History of Negro Progress with Contemporary Dates in History of Phelps-Stokes Fund.
- X. Conclusion.

## I

### AVAILABLE REPORTS AS TO PHELPS-STOKES FUND ACTIVITIES

The annual Reports of the Treasurer of the Phelps-Stokes Fund are all available and subject to inspection by any responsible person or agency specially interested. In addition the President and Educational Director have made annually oral or written reports to the Trustees, summaries of which appear in the Minute Book of Trustees' meetings. Up to the present four Reports have been issued—the first two printed, and the last two mimeographed. These are:

1. *Educational Adaptations—Report of Ten Years' Work of the Phelps-Stokes Fund 1910 to 1920*, New York, 1920, 92 pages.
2. *Twenty Year Report of the Phelps-Stokes Fund 1911 to 1931*, New York, 1932, 127 pages.
3. *Education for Life Phelps-Stokes Fund and Thomas Jesse Jones—A Twenty-fifth Anniversary 1913-1937*, New York, 1937, 186 pages.
4. *Memorandum on Phelps-Stokes Fund Policy*, by Anson Phelps Stokes (based on Historical Survey of Fund's Activities), New York, 1944, 25 pages.

The titles of these publications are for the most part self-explanatory. Suffice it to add that the first gives the will of Miss Caroline Phelps Stokes, who died in 1909, establishing the Phelps-Stokes Fund; its Act of Incorporation by the New York State Legislature in 1911; and other basic documents in connection with the early history of the Fund.

The second contains a series of articles on progress in Negro education and race relations in the United States and Africa by the officers of the Fund—Dr. Jones, Dr. Stokes, and Mr. Roy; and by four of its most able collaborators and advisers—James Hardy Dillard, Charles T. Loram, J. H. Oldham, and Monroe N. Work. It also includes a sketch of Miss Olivia Phelps Stokes, the leading benefactor of the Fund after its founder.

The third publication is made up largely of letters secured by Mr. L. A. Roy, the Fund's modest, efficient, and loyal Executive Secretary, from representative leaders of public opinion and education at home and abroad giving their opinion of the significance of the educational work carried on by Dr. Jones as an officer of the Fund. They refer particularly to the epoch-making character of his published reports.

The fourth is a summary of the Fund's activities and trends in relation to the special needs of the Negro in Africa and America, with suggestions as to its most significant fields of work for the future.

## II

### HISTORICAL DEVELOPMENT OF PHELPS-STOKES FUND'S WORK

When the Phelps-Stokes Fund was established in 1911, its Committee on Plan and Scope recommended the following policies which were unanimously adopted:

1. That in providing for the establishment of the Phelps-Stokes Fund the testatrix showed a special, although by no means exclusive, interest in Negro education.
2. That it is wise for this board to dispense its philanthropy as far as possible through existing institutions of proven experience and of assured stability.
3. That the coöperation of the best white citizens of the South is of prime importance in solving the problem of Negro education.
4. That the board will be justified in meeting occasionally the whole or a part of the expense of securing investigations and reports on educational institutions or problems, when these are thought to be of great significance.

Acting under these resolutions it is not without significance that the first action of the Board in the way of a financial grant, taken at its regular meeting in the fall of 1911, was to give \$2,500 to the Treasurer of the Jeanes Fund, then under the inspiring leadership of Dr. James H. Dillard, "to provide salaries for county supervisors of Negro Schools in the South." The second and third grants were equally significant. They provided for the establishment of Fellowships at the universities of Georgia and Virginia "to enable Southern youth of broad sympathies to make a scientific study of the Negro [then spelt with a small n] and his adjustment to American civilization"; and the decision taken a year later to employ an "agent" and make a field study of Negro education. It will be noticed that by these preliminary grants in different fields, but all relating to Negro education and better race relations, the Trustees were carrying out the four basic principles outlined by its Committee on Plan and Scope. These principles have proved sound and are still followed, more or less consciously, in Board actions.

The development of the Fund's major activities may be thus summarized:

1. *Stimulating the Objective Study of the Negro and his Needs by responsible Southern White Scholars.* One of the earliest acts of the Fund, as we have seen, was to establish fellowships at the University of Georgia and the University of Virginia for the study of what was then generally referred to as the Negro "problem." This was done with the understanding that the Universities should themselves publish the theses of their students, and the administration of the fellowships was left entirely to their discretion. The undertaking was considered as an attempt to help remove the Negro problem from the field of the emotions and to make it a matter of objective study, as much as the problem of immigration

or of education. This was followed by aiding Peabody College for Teachers (white) in Nashville for the purpose of enabling its students to come into touch with the actual conditions of Negro education through visits to colored schools; by making grants to the Southern University Commission on Race Relations; aiding in the founding and early support of the (Atlanta) Commission on Interracial Cooperation; and assisting similar agencies designed to encourage the small but growing group of liberally minded white people of the South to deal constructively with their major social problem.

2. *Survey of Negro Education in the United States.* As the Board felt that its major task during its early years would be to help schools and colleges, such as Hampton, Tuskegee, Calhoun, and others, in many of which the founder had been specially interested, it seemed that a logical undertaking would be to make a survey of Negro schools and colleges in the United States showing their status and needs, and emphasizing the major opportunities for development. As a result of this, and of the Federal Government's desire for more accurate information on the subject of Negro schools and colleges, the Board authorized Dr. Jones to prepare, in consultation with the Bureau of Education of the Department of the Interior, the highly significant survey entitled *Negro Education in the United States*, published by the Government in two volumes in 1916. This is in some respects the most important contribution made by the Fund to American education in that it gave for the first time authoritative information about every private school or college in the United States devoted primarily to the interest of Negroes, together with very thorough studies of public provisions for Negro education on all levels in the Southern States, and sound advice as to relating education more directly to human and community needs. A highly significant feature of the report was the series of maps showing every county south of the Mason and Dixon Line, and indicating the proportion per capita of public funds spent on Negro and white education. Probably no feature of the report received greater attention than this. It was the basis of discussion in almost every southern legislature and was an essential step in the building up of larger public support for Negro education which has been so marked a development of the Southern States in recent years.

A single quotation from an authoritative source regarding this study may be appropriate here. Dr. Abraham Flexner, at the time Secretary of the General Education Board, and later President of the Howard University Board of Trustees and of the Institute for Advanced Study at Princeton, called it "An epoch-making contribution to the subject of Negro education as well as a most important contribution to the general subject of Education."

3. *Assisting Negro Schools found to be specially promising and needy.* This seemed to be the logical sequence of Dr. Jones' study of Negro Education, and that study made him preëminently qualified to recommend those schools which seemed to need help most and to be so strategically located and organized that they could, with sufficient funds, render the largest public service. For two decades this aiding

of the general budgets of Negro schools, under both white and Negro leadership, directly, and indirectly through securing increased grants from taxation and from other Foundations, was the major activity of the Phelps-Stokes Fund. The Fund was not in a position to give large sums to any institution, but even a small grant of a hundred dollars or two hundred and fifty dollars was an evidence of confidence, and appeared to be a guarantee to other groups that the schools chosen deserved special help. Occasionally the Fund helped to initiate some specially important new activity.

4. *Making Reports on Native Education in Africa.* With the purpose of improving the educational facilities for Africans, and with the active aid of the Protestant missionary societies of this country and England and of the British Colonial Office, two surveys were undertaken and published by the Fund under the editorship of Dr. Thomas Jesse Jones. Their titles and dates were *Education in Africa*, New York, 1922, and *Education in East Africa*, London, 1925. These reports are generally credited at home and abroad with greatly stimulating interest in and support of education on all levels designed to meet the needs of Africans.

Of these two studies Sir Michael Sadler wrote: "The Reports of the Phelps-Stokes Commissions have left a deep mark on the minds of governments, missionary societies, planters, Natives, and all who are concerned in the welfare of Africa. They have given a new turn to British administrative policy in regard to African Native education."

5. *Encouraging the Development of the South African Institute of Race Relations and of specially strategic African Schools and Colleges.* The Institute was suggested by Dr. Jones on the basis of the success of the similar movement centered in Atlanta. Dr. Rhcinallt Jones became the outstanding leader in South Africa, just as Dr. W. W. Alexander was in this country. No work that the Fund has ever aided has brought better dividends in the field of sympathetic interracial relations and of constructive educational and legislative actions in the interest of the Negro group as this movement. It now carries its own budget and is respected by all thoughtful people in South Africa. Similarly the Fund established the Phelps-Stokes Lectureship in Race Relations at the University of Cape Town, under whose auspices some of the most significant published lectures on the subject, such as those by Professors Hoernle, Brooks, Macmillan and others, have been delivered. At the other end of the scale the Fund has also been specially interested in encouraging the vital type of rural education represented by the Jeanes Schools.

6. *Aiding Education in Liberia.* The Fund became specially interested in Liberia as a result of Dr. Jones' visit to the Republic on his first African trip (1920-21), but it was not until the bequest of Miss Olivia Phelps Stokes in 1927, "to found a school in Liberia similar to the Normal and Industrial Institute at Tuskegee, Alabama," that this became one of the Fund's major interests. The founding of this institution had been preceded by a couple of years by the starting through the Fund's efforts of the Advisory Committee on Education in Liberia. These two

activities have now been largely merged. The progress of the Booker Washington Institute since its founding at Kakata in March, 1929, has been most encouraging and the Trustees are under the greatest obligations to those who have served from time to time as its leaders at home and abroad, especially Dr. Thomas Jesse Jones, Dr. Jackson Davis, Mr. James L. Sibley and his early Associate, Mr. Harold R. Bare, Mr. L. A. Roy, Dr. Thomas S. Donohugh, the Messrs, Paul and Claude Rupel and Mr. R. L. Embree. The support and conduct of a school in another part of the world is always difficult, and doubly difficult in a country like Liberia where transportation and communication facilities are limited and the climate tropical. Thanks, however, to the work of a devoted staff; the active support of various government officials from the time of President King to that of President Tubman; the aid of the Methodist Episcopal, Protestant Episcopal, and United Lutheran Mission Boards; of the American and New York State Colonization Societies, as well as of Mr. Harvey S. Firestone, Jr., the International Education Board (a Rockefeller Foundation), and the Inter-Cultural Committee of the U. S. Department of State, great progress has been made. Interest and support came to a head recently (1945-46) when the Trustees of the Institute received substantial help from our Federal Government which, through its intercultural program, is interested in the Booker Washington Institute as an undenominational school fitted to train, under Christian auspices, boys and young men as skilled and literate mechanics and artisans qualified to aid in the agricultural and industrial development of Liberia, including the Harbor at Monrovia and other public works in which the United States has special interest.

7. *Developing an Understanding Abroad of the Progress of the American Negro.* As a result of Dr. Jones' visits to Africa and then of his attendance, as well as that of the writer, at the important Le Zoute (Belgium) Missionary Conference, in 1926, on the Christian Mission in Africa, it became clear that one of the important services which the Fund could render was to give missionaries, government officials, and native leaders more confidence in the Negro's potentiality. Consequently over 250 leaders in African education, government, and other activities have been aided to come to this country to study both the strong points and the weaknesses in the American treatment of the Negro, especially in the field of education, and to give the visitors an opportunity to realize Negro potentiality by seeing his amazing achievements here when given an adequate opportunity.

8. *Aiding Publications of value to an Understanding of the Negro.* There have been several of these which have been stimulated and financially helped by the Fund, especially Monroe Work's *Bibliography of the Negro* and the *Encyclopedia of the Negro—Preparatory Volume*. The latter, of which two editions have appeared, is a Phelps-Stokes Fund activity, the former was materially assisted by grants and encouragement to Mr. Work. It is felt that anything that can be done to place before the public authoritative information regarding the Negro's capacity, progress, and needs is important.

9. *Organizing and Stimulating various Movements in the Interest of Negro Progress in the United States and Africa.* Among these, in addition to the various activities already mentioned, three deserve special mention:

The Committee on Negro Americans in Defense Industries, 1941.

The Committee on Africa, the War, and Peace Aims, 1943.

The Committee on the Rural Negro Ministry, 1945.

Each of these has been highly significant and successful: The first, by helping to create a public opinion favorable to giving the trained Negro a fair chance in industry; the second, by giving the public authoritative information regarding Africa, and its problems in the post-war world; and the third, by aiding the rural Negro ministry in the United States. Each of these Committees has been composed of white men and colored men, Northerners and Southerners. The last named is still active. The published report of the second has passed through two editions.

Many other educational movements have been aided, but these seem to have been perhaps the most important of later developments in which the Phelps-Stokes Fund has taken a major part.

I would, however, not be fair if I did not state that more important in certain ways than any of these is the fact that we have made it possible for Dr. Jones and his competent assistant, Mr. Roy, to give their time to advancing various educational institutions and movements in the interest of the Negro, whose leaders come to the Office for conference, information, suggestions, or financial aid. I admire the patience, sympathy, and wisdom with which these manifold requests are considered.

10. *Improving Negro Housing Conditions in New York.* The will of the founder of the Fund indicated a special interest in the improvement of housing conditions in New York City. As the Trustees decided, under the terms of the will, to make the advancement of the Negro the main subject of the Fund's attention, it naturally devoted itself largely to the Negro field in connection with New York housing. Its concrete interest began in 1922 with the erection of a model tenement. There followed the holding of model housing competitions; the aiding of various projects for housing through the Y.M.C.A. and other agencies; the development through the Association to Promote Proper Housing for Girls, Inc., since 1928, of the Club Caroline, a residence home for about fifty colored working girls on West 127th Street, in Harlem; the preparing by Professor James Ford of Harvard of the important two volume survey entitled *Slums and Housing* in 1936; and the stimulating of the establishment of the Citizens Housing Council of New York in 1937. This last has since then been the Fund's major activity in the housing field. The Council has, in accordance with the wishes of the Fund and its own sense of propriety, made the improvement of Negro housing a special object of interest. The Fund has also taken a special interest in the Urban Management Association which has

successfully attacked the problem of training personnel for, and managing high-grade apartment houses in Harlem.

11. *Aiding Education of the North American Indian.* The will of Miss Stokes not only referred to the education of Negroes, but also to that of Indians and white students. The Negro field has always been accepted as the Fund's major interest partly because of the great need, and partly because of the emphasis on it in Miss Stokes' will and in her own life interests and benefactions. But the Fund began active interest in the Indian field in 1915, when it secured a preliminary survey of Indian education by Professor F. A. MacKenzie, later President of Fisk University. This was followed by the active assistance, both financial and educational, given by the Fund to the Institute for Government Research in connection with its highly important survey entitled *The Problem of Indian Administration*, by Dr. Lewis Meriam, published in 1928. This survey was an epoch-making document mainly financed with Rockefeller funds.

A third survey, and this time one made entirely by the Phelps-Stokes Fund under Dr. Thomas Jesse Jones' leadership, was that of *The Navajo Indian Problem*. This appeared in 1939. It was undertaken with the hearty approval of the U. S. Bureau of Indian Affairs and of the Indian Rights Association, and formulated a plan, which has since received wide support, for meeting the complicated problems of this important tribe. This study resulted in a special interest on the part of the Fund in the complicated question of wardship, that is the relationship of the Indians to the United States Government.

The Board has always maintained an interest in the work of the Indian Rights Association, and for many years contributed to the development of the American Indian Institute in Kansas. This was originally the Roe Indian Institute, but acquired its later title under the inspiring leadership of the Reverend Henry Roe Cloud, son of the Chief of the Winnebago Indians.

It will be seen that the contributions of the Fund to the cause of Indian education have been significant, but small in comparison with its work for the Negro.

### III

#### PERSONALITIES IN FUND'S HISTORY

It seems appropriate at this time to pay a tribute to those no longer living who have been mainly responsible for the development of the Phelps-Stokes Fund.

1. *The Founder—Miss Caroline Phelps Stokes.* We must begin with Miss Caroline Phelps Stokes, the founder of the Fund. A suitable sketch of her character and a tribute to her work appeared in the 1920 report of the Fund, entitled *Educational Adaptations*. It was written by her sister, Miss Olivia Phelps Stokes, and it seems unnecessary to add anything further at this time in the way of tribute to a woman of unusual character and culture whose philanthropic motives, and especially her interest in the welfare of the colored people, resulted in the establishment of the Phelps-Stokes Fund. Should any historian of the future wish further information it may be found in a typewritten manuscript, *The Story of Caroline Phelps Stokes*, prepared by her sister and on file in the Phelps-Stokes Fund office. The portion of her will establishing this Fund is reproduced on an early page of this Report.

2. *The second Benefactor—Miss Olivia Phelps Stokes.* It seems appropriate to reproduce here the resolutions adopted by the Trustees shortly after her death in 1927:

VOTED: To place on the records of the Board this expression of deep appreciation of the services of Miss Stokes to this Board and to the cause of religion and education throughout the world. The Trustees will always treasure the memory of her beautiful Christian character, her deep and generous interest in their work and her unflinching sympathy with the cause of the Negro, both in Africa and the United States, as evidenced by her many discriminating gifts during her lifetime—including her large gift to this Fund [\$100,000 in 1915]—and her generous provision in her will for various institutions devoted to the cause of Negro education.

Since the preparation of these resolutions I have had the privilege of going over much of Miss Stokes' correspondence and have been impressed anew with her Christian spirit, her wisdom, and her broad philanthropic interests. These she fully shared with her younger sister who founded the Fund.

Miss Olivia Stokes' will, a copy of which is on file in the Office of the Fund, and extracts of which have been published in our previous reports, is a remarkable document. Her money was mostly distributed to a large number of well-selected institutions, leaving Barnard College as her residuary legatee. It was a disappointment to the Trustees that her original intention of leaving most of her money

to the Phelps-Stokes Fund was abandoned, because, as she stated in a letter accompanying the will, and addressed to Mr. I. N. Phelps Stokes, then the Chairman of the Fund, that although she did not see how the money left by her sister to the Fund could have been more wisely expended, she was not convinced that a small fund of this character could rely on equally wise administration in the distant future, and consequently had decided to distribute her money, after bequests to family and friends, to certain well-established educational institutions. We believe that Miss Stokes' fears on this matter were not well founded, but can understand her reasoning, and feel only grateful for her generous gifts to the Fund, including the two improved model tenements which she had built at 339 East 32nd Street (New York), intended for colored families and adjoining the site of her grandfather's, Anson Greene Phelps', place on the East River. She also made the Fund a gift of \$25,000 "to found a school in Liberia similar to the Tuskegee Normal and Industrial Institute at Tuskegee, Alabama," and provided by her will a bequest of \$50,000 to the author of this report and Dr. Robert R. Moton, then Principal of Tuskegee Institute and a Trustee of the Phelps-Stokes Fund, for educational work in Liberia. This bequest, now administered by the Fund, and her earlier gift of \$25,000 have been mainly responsible for one of the Fund's most useful interests—the Booker Washington Agricultural & Industrial Institute at Kakata, Liberia, established in 1929 as a result of these benefactions and a grant of \$25,000 by the Methodist Episcopal Church, and supported by colonization societies and other church boards as indicated earlier in this report. The American headquarters of the Institute have always been in the Office of the Phelps-Stokes Fund. A sketch of Miss Stokes, including the account of her life in *The New York Herald Tribune* of December 15, 1927, appears as Appendix III in the *Twenty Year Report of the Phelps-Stokes Fund*.

3. *Deceased Trustees of the Fund.* There are certain other Trustees of the Fund no longer living who deserve special recognition. Among these none played a more important part than Dr. James Hardy Dillard, who served for many years as a Trustee, and from 1925 to his death in 1940, as Vice-President of the Fund. He brought to our deliberations a broad experience and a deep interest in the welfare of his own southland. The significance of Dr. Dillard's work as a southern gentleman and scholar, who in middle life turned from the academic teaching of white students in an important university to the development of Negro rural education, has been well told in the work of the late Dr. Benjamin Brawley, entitled *Dr. Dillard of the Jeanes Fund*. As the Phelps-Stokes Fund decided to work, as far as possible, in cooperation with the small but extremely significant liberal group of southern white people in improving interracial relations and developing Negro education, his advice was specially valuable.

Another Trustee who rendered important service was the late Dr. Robert Russa Moton, Principal of Tuskegee Institute in succession to Booker Washington. From his years of work at Hampton and Tuskegee he brought to the Fund a rich experience and much wisdom. He inherited the traditions and ideals of the author

of *Up From Slavery*, but developed his own educational and public policies at Tuskegee and in other parts of the South to meet the needs of a new time. He formed an invaluable link between the conservative Negro leaders of fifty years ago and the liberal leaders of today. He was a man whose integrity was never questioned, and whose wisdom was remarkable. The fact that he was as black as the ace of spades and a man of large physique added to the impression which his strong personality created.

The late Dr. Elmer E. Brown is another Trustee who rendered the Board large service over a considerable period of years. Holding his trusteeship under the will of the founder, because of being Chancellor of New York University, he generously placed his experience as United States Commissioner of Education and as head of a great University at the disposal of the Fund.

Among the Trustees elected from the relatives of the founder of the Fund were three who deserve special mention here: Mr. I. N. Phelps Stokes, the first President of the Fund; Mr. F. Louis Slade, the first Treasurer; and Miss Helen Phelps Stokes—all original Trustees who have died within the past three years.

Mr. I. N. Phelps Stokes served as President of the Fund for thirteen years—from 1911 to 1924—and as Chairman of the Housing Committee from its early establishment until his resignation from his trusteeship in 1938. He always laid emphasis on the fact that housing was one of the major interests of the founder, and frankly regretted it when the Trustees decided that with the large amount of public money going into public housing, the major portion of the Fund's small income could be used more effectively in connection with various educational and interracial projects, especially of a survey or experimental character. The two housing competitions held under the auspices of the Fund which resulted in improving tenement house planning in New York, and the two-volume work by the late Professor James Ford of Harvard University, with the collaboration of Katherine Morrow and George N. Thompson, entitled *Slums and Housing*, for which he wrote a significant architectural section, were perhaps his leading contributions to the Fund aside from his gracious personality, his idealism, and his deep interest in its work.

Mr. F. Louis Slade, a nephew of the Founder, served as Treasurer from 1911 until his resignation from his trusteeship in 1936. He was particularly interested in everything which had to do with the Young Men's Christian Association, to whose welfare he had devoted much thought and attention. The Fund owes a great deal to his conservative and wise investments and to his active support in all of its work. For these contributions we should always be deeply grateful, as well as for his fine personality and his desire to see Christian principles applied to every form of education and public service.

Miss Helen Phelps Stokes was another member of the family to whom the Fund owes much. Although in later years her health did not permit her to attend meetings, she was continued on the Board of Trustees as an honorary member, and made

at one time a contribution of \$12,500 to the Fund, in whose work she was always deeply interested. She was a liberal and was particularly pleased when in later years the Fund showed special interest in the protection of the Negro's constitutional rights in this country and Africa.

4. *Deceased Representatives of the Fund.* Among the agents or representatives of the Fund no longer living, to whom we are under special obligation, five names deserve mention:

Mr. James L. Sibley  
Miss Ida A. Tourtellot  
Mr. James E. K. Aggrey  
Miss Georgina A. Gollock  
Professor Charles T. Loram

We owe to Mr. Sibley, a southerner, who had been the agent of the General Education Board for Negro Rural Schools in Alabama, the laying of effective foundations for our educational work in Liberia.

Miss Tourtellot was the Associate Educational Director of the Fund from 1918 to 1922, and in charge of the Office during Dr. Jones' long absence in Africa in connection with the first survey of Native Education. She was a woman of broad social vision, real wisdom, and deep interest in the causes for which the Phelps-Stokes Fund has stood.

"Doctor" Aggrey—he is generally given this title by courtesy, although he died before completing his Columbia University Ph.D. thesis, for which he had passed all the examinations—not only served on both of the African educational commissions, where his work was invaluable, but was the friend and adviser of the Fund for many years. We owe his "discovery" to Dr. Thomas Jesse Jones, who had been impressed by a speech which he made at Hampton Institute. The encouragement of the study in the United States by well qualified African students would have been justified if only through Dr. Aggrey's remarkable career. Fortunately Dr. Edwin Smith's life, prepared under the auspices of the Phelps-Stokes Fund and entitled *Aggrey of Africa*, will give future generations the knowledge and inspiration which its study should always provide. It is a classic comparable to *Up From Slavery*.

To Miss Georgina Gollock the Fund also owes much. She was the invaluable editorial assistant of Dr. Jones in preparing his African Reports; the effective associate of Dr. J. H. Oldham in organizing the Le Zoute (Belgium) Conference of 1926, on The Christian Mission in Africa, in which the Phelps-Stokes Fund was so much interested; and the guide, counsellor, and friend of the officers of the Fund and of many Negro Americans visiting England with letters of introduction to her. England is known for producing noble women who combine culture, Christian faith, and missionary purpose, but none was ever more worthy of respect and admiration than Miss Gollock.

Professor Charles T. Loram of South Africa—a graduate of Cambridge Uni-

versity—was long identified with the Fund, first as the adviser of Dr. Jones in connection with his visits to Africa when the former was a member of the Union of South Africa Native Affairs Commission, and later after he came to Yale University. Then he advised us constantly on matters of African policy and became for a short time a Trustee of the Fund. Dr. Loram's spirit and personality are still vital influences in the Phelps-Stokes Fund, and it will be well if they long continue.

Most of the outside advisers of the Fund who have had large influence, such as Dr. Rheinallt Jones, the Director of the South African Institute of Race Relations, and Dr. J. H. Oldham, so long the head of Edinburgh House (London), active in the councils of the Advisory Committee on Education of the Colonial Office, and broadly recognized as one of England's leading Christian publicists, are still living and we cannot pay here the tribute to them that we would like, but there is one adviser among the dead to whom special thanks are due. I refer to Dr. Wallace Buttrick, long the Director of the General Education Board, and the counsellor and helper of many individuals and groups interested in improving educational conditions in the South. It is probable that two decades ago no one except our own Educational Director, Dr. Thomas Jesse Jones, and the late Dr. Dillard, knew the Negro schools of the South as well as Dr. Buttrick, and none could give wiser advice as to educational policies. He was a quiet, wise, modest man whose name was little known to the public, but whose constructive work has been handed down in the General Education Board, as well as in other agencies with which he was associated.

## IV

### DR. JONES' MOST IMPORTANT EMPHASES AND CONTRIBUTIONS

An appendix to this report will reproduce the resolutions adopted by the Trustees when accepting Dr. Jones' resignation. These will give a carefully balanced picture of his major activities as the representative of the Fund in Negro Education and Race Relations both in the United States and Africa—closely related fields in which we have specialized. Further statements giving the reasoned judgments of educational leaders at home and abroad regarding the significance of his work will be found in the publication referred to above entitled *Education for Life—Phelps-Stokes Fund and Thomas Jesse Jones—A Twenty-fifth Anniversary 1913–1937*. Here it may be sufficient to call attention to a few of Dr. Jones' basic convictions which are the Fund's heritage.

1. *Importance of acquiring a thorough Factual Basis before trying to solve any Problem.* This Dr. Jones acquired largely as a result of his training in sociology under the late Professor Giddings of Columbia University. Scholars may differ as to some of Dr. Jones' emphases and conclusions, but they must acknowledge that in all his reports he lays firm foundations through careful studies of educational and sociological conditions, latent capacities of student groups, existing facilities of schools and colleges, and community needs.

2. *Need of a vital Education closely related to Life.* For educational fads and trimmings he cares little. He has wanted to emphasize that education, whether for the Negro or the white man, should be related to what he likes to call the "four essentials"—health, capacity for earning a living, re-creation, and meeting community needs. It was these convictions that led him to have such a profound reverence for the ideals that have dominated Hampton Institute, especially under General Armstrong and Dr. Frissell. He was long on the Faculty there and is today one of its senior trustees. Whether dealing with the problems of the Negro, the native African, the American Indian, or the peoples of the Near East, he has constantly returned to the importance of these ideals. He has frequently been misunderstood and attacked on the ground that he favored a practical rather than a liberal arts training. The best answer is that he devoted a large amount of his time to the development of institutions of higher education such as Howard University and Fisk University, and that in his writings he frequently pointed out that the white man needed the "four essentials" as much as the Negro.

3. *Special Significance of the Rural Field.* Dr. Jones has always been deeply impressed with the vital importance of raising the standards of the rural population.

He has been in many ways at his best in facing the problems of the country school and relating its activities to the needs of an agricultural population. His early years at Hampton, where there was so much emphasis on agriculture, his deep interest in the work of Booker Washington, and the evident interest of the founder of the Fund in Negro rural schools, all conspired to make him give special attention to this field. But that this emphasis of the Fund was not due exclusively to him is shown by the fact that the first action of the Board, prior to his being chosen Director, was to help the Jeanes schools of the rural South. It was evident that as long as the great mass of the Negro population in the Southern States was relatively ignorant and undeveloped, it would be an incubus on the progress of the Negro group as a whole, on the white people for whom it worked, and on the improvement of race relations. No activity outside the Fund has interested Dr. Jones more than Agricultural Missions, Inc., under the leadership of his friend, Mr. Reisner, while there was no place in this country that he was more anxious to have visitors from Africa inspect than the Penn School on St. Helena's Island and its vital contribution to the standards of life and work of the neighboring Negro community of simple rural people, living "on the farm off the farm." Similarly, he always wished such visitors to study the work of the Extension Division of the U. S. Department of Agriculture, which has long seemed to him a model.

4. *Importance of Interracial Cooperation.* Dr. Jones saw from the first that there was little hope for the progress of the Negro in the South or, indeed, in any part of the world, without more sympathetic cooperation on the part of the dominant white group. It is significant that two of his important contributions were connected with the establishment of the Commission on Interracial Cooperation in Atlanta, and the South African Institute of Race Relations in Johannesburg. He played a vital part in the starting of both of these cooperative movements. In his survey of *Negro Education in the United States* he had Negro associates, and the same was true of both of his Commissions to Africa, which could not have done their work effectively had it not been for the invaluable cooperation of Dr. Aggrey. The whole matter of the sympathetic working together of white and black is fundamental in his philosophy of the improvement of Negro conditions. This is why he has never felt like identifying himself with some otherwise excellent movements in the interest of the Negro, which seemed to him to take an extreme racialist position, without much thought of the white man's views or interests.

5. *Importance of Native Education for Africa.* Dr. Jones early realized the importance of Africa from the standpoint of the improvement of the American Negro and the development of a peaceful world. Fortunately, the will of Miss Stokes referred to "educational purposes in the education of Negroes both in Africa and the United States . . ." Her interest in Africa was inherited from her grandfather, Anson Greene Phelps, President of the New York State Colonization Society, at whose home in New York the first flag of the Republic of Liberia was made. Dr. Jones and the Board realized that the backwardness of the native

African was a handicap to the Negro American, who twenty-five years ago generally wanted to disconnect himself from his African background, although today he is proud of many features of African culture. This has now become a matter of objective and sympathetic study, due to the work of Dr. Du Bois at Atlanta, Mr. Hansberry at Howard, Professor Herskovits at Northwestern, and many other scholars in Europe, Africa, and this country. Dr. Jones' two educational surveys of Native Education in Africa, beginning in 1920; his attendance at the Le Zoute Conference on the Christian Mission in Africa in 1926; the gifts and bequests of Miss Olivia Phelps Stokes for the cause of education in Liberia; and other factors have all resulted in his emphasis on the vital importance of Africa, a field to which the Phelps-Stokes Fund has devoted an amount of attention second only to that given to the United States.

6. *Necessity of Religious Faith and Ideals.* Dr. Jones is of Welsh origin, inheriting the deep religious faith of his forbears. He was a student at Union Theological Seminary in New York and ordained as a Presbyterian minister. His early Christian convictions have stood by him throughout his life. Religion has been a vital part of his educational creed. He has appreciated to the full the natural religious instinct of Negroes, has enjoyed their "spirituals," and has taken a deep interest in everything which has had to do with the improvement of their moral and spiritual life. Probably nothing in recent years has interested him so much in connection with the Phelps-Stokes Fund's work as its undertaking, with the help of the General Education Board, to carry out a movement to improve the training of the Negro rural ministry. His heroes—General Armstrong, Dr. Booker Washington, Dr. Dillard, Dr. Buttrick, Mr. Aggrey—have all been men of deep religious convictions.

The six emphases which I have mentioned as characteristic of Dr. Jones have all been shared by the Trustees of the Phelps-Stokes Fund, although they do not feel that the rural field is more important than the urban field today, and they are anxious that the Fund should do more than it has in the past to help protect the various constitutional rights of the Negro in the political, industrial, and other fields.

## PROGRESS IN NEGRO STATUS DURING PAST THIRD OF A CENTURY

As few, if any, Foundations or other organizations besides the Phelps-Stokes Fund, interested in the interracial cause, have been under virtually the same administration for over a third of a century, it is perhaps worth while for its retiring President to note some of the evidences of progress in the status of the Negro in this country that have taken place during this period.

1. *Statistical Evidence.* The evidence of statistics is of itself not conclusive, but it is highly illuminating. Fortunately, the facts for 1910, as printed in the first edition of *The Negro Year Book* (1912), a year after the incorporation of the Fund, and those for 1945, are available.

The progress of the Negro in this thirty-five year period is shown by the accompanying table kindly prepared by Miss Jessie P. Guzman, Acting Director of the Department of Records and Research at Tuskegee. Certain facts are impressive, especially in the fundamental matter of education, such as the increase of over 20 per cent in literacy; the over thirty-fold increase of students in college courses, and of nearly the same amount of those in professional courses; the five-fold increase in annual expenditures for Negro education; and perhaps most significant of all, the increase in the number of high schools from under a hundred to well over a thousand.

The expenditure per scholar on Negro schools, the average length of the school terms, and the average annual salary of Negro instructional personnel have also all increased largely so that, although very much remains to be done, especially in the deep south, the Negro public schools south of the Mason and Dixon Line, except in the most backward rural areas, today probably average about as good as the white schools of a third of a century ago. This result is due mainly to the southern states themselves, stimulated by the State Agents for Negro schools now supported by them, although long provided by the General Education Board. The improvement of state education has meant that many good schools originally under private control, such as Calhoun in Alabama and Fort Valley in Georgia, have been transferred to their respective states.

There is only one entry in the table in which there has been a decrease and that is in the number of farms owned. The reason for this is, of course, clear—the migration of rural Negroes to urban centers both in the South, and even more in the North. Any one who considers these figures must be impressed not only by the enormous amount of work and money that have been put into the cause of Negro betterment by all sorts of public and private agencies, but also by the latent capacity of the Negro who has done so much for his own improvement.

32 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

Statistics on Negro Americans:

	1910	1940-45
<b>Educational Progress</b>		
Per Cent Literate.....	69.5	91.0*
Pupils in Public Schools.....	1,644,759 <sup>1</sup>	2,698,901 ‡
Students in Collegiate Courses.....	1,500	53,030*
Students in Professional Courses..	200	5,000*
College Graduates.....	3,856	46,018*
Teachers in all Schools.....	33,275	85,000*
Number of Negro High Schools . . .	91	1,200*
Annual Expenditures for Negro Education . . . . .	\$13,061,700	\$66,000,000*
Endowment of Schools and Colleges for Negroes . . . . .	\$6,046,785	\$60,000,000*
<b>Economic Progress</b>		
Homes Owned.....	500,000	719,771 ‡
Farms Owned.....	218,972 <sup>1</sup>	174,010 ‡
Acres Land Owned.....	9,000,000 <sup>1</sup>	10,314,283 ‡
Businesses Conducted . . . . .	20,000	57,195 ‡
<b>Religious Progress</b>		
Number of Churches.....	36,000	38,303 †
Number of Communicants.....	3,800,000	5,660,618 †
Number of Sunday Schools.....	34,000	35,021 †
Number of Sunday School Pupils . .	1,900,000	2,424,800 †
Value Church Property.....	\$57,000,000	\$176,924,373 †

\* Estimated.

<sup>1</sup> Those three marked have been slightly altered by Miss Guzman from Dr. Work's original figures given in our *Twenty Year Report*.

‡ U. S. Census, 1940.

† U. S. Census Religious Bodies, 1936.

A similar comparative table was given in the *Twenty Year Report* between the statistics of 1910 and those of 1930. Comparison shows that the progress noted at that time has been continued, while in certain matters which cannot be indicated by statistics, namely, matters of attitude which will be dealt with later, the more recent period has shown an acceleration of progress.

Few statistics give better evidence of the comparative state of race relations, especially in the rural South, where most Negroes live and underlying conditions are most backward, than those showing the incidence of lynching—that most discreditable of all American social phenomena. At the turn of the century those recorded were about a hundred a year. Thirty-five years ago they were still alarmingly high, averaging about 65 or 70, while in recent years, until post-war reaction and resulting social disorder became unusually prevalent, they had been reduced to three or four, or considerably less than 10 per cent of what they were a third of a century ago. This has been heartening and is due not a little to the efforts of the Association of Southern Women for the Prevention of Lynching. But the crime must be entirely uprooted. We are rightly indignant at the legal

“color bar” in the Union of South Africa, but we must give its government credit for its ideals of law and order which have prevented any known case of lynching in that country.

2. *Attitudes of White and Colored towards the Negro's Future.* The change in attitude in thirty-five years both on the part of the Negro and of the white man in this country has materially altered. The Negro leader is no longer a weak suppliant for assistance without political influence. He is confident, aggressive, determined, and a political factor to be reckoned with. The Negro knows that his group is “on the march” and that although it has many hurdles in the way of prejudices and discriminations to overcome, and occasional setbacks to meet, ultimate success is assured if progress can be maintained at the rate of recent years. He is no longer willing to accept certain privileges and favors as a matter of charity or condescension by the dominant group in this country, but he stands squarely on the rights guaranteed by the Federal Constitution to every citizen irrespective of “race, color, or previous condition of servitude.” Partial measures of relief are entirely unsatisfactory to him. He seeks full justice and 100 per cent citizenship.

On the part of the white man the change is almost equally noticeable. Thirty-five years ago relatively few people in the South, where the overwhelming majority of the Negroes live, believed that the Negro was capable of profiting by a higher education. The three R's and some industrial training were being recognized as his due, but the number of people, North or South, who believed that Negroes were capable of becoming distinguished or highly competent as doctors, lawyers, trained nurses, teachers, or leaders of public opinion, was comparatively small. Now there is no question about this on the part of thoughtful, well-informed people in any part of the country, and recent years have shown amazing evidences of Negro potentiality which the white man has to recognize. Some striking examples of this will be given in the next section. Suffice it here to say that the white man now knows, whether he likes it or not, that he must consider the Negro as not only here to stay, but also destined to take an increasingly larger part in the life of the United States. The white man also knows that a Negro slum is a breeder of disease which endangers the health of whites as well as of Negroes, and recognizes that ignorant Negro masses are a menace to the well-being of the nation. He has come to see, whatever be his attitude towards what is called “social equality”—a term difficult to define and probably incapable of legal recognition—that no opportunity for development can be denied the man with Negro blood, and that the evidence, as far as it is in, seems to indicate that there is no height to which, under suitable educational, social, and economic conditions, the Negro cannot rise if he will.

As a result of the teachings of science, history, and religion the majority of our people, white and colored, now realize that although the average white man is still—thanks mainly to education and economic background—far advanced over the average Negro in actual development, both have a spark of the divine life and neither can be said to be biologically and inherently superior or inferior to the other.

3. *Proven Capacity of the Negro and Recognition of his Leadership in many Fields.*

The Negro has proven his potentiality by overcoming one hurdle after another, making amazing strides, partly as shown by the statistics quoted above for the Negro in the mass, and partly as evidenced in the lives of individual Negroes. Frederick Douglass, Booker T. Washington, James Weldon Johnson, George Washington Carver, Robert Russa Moton, Ernest Just, Paul Laurence Dunbar—to mention only a few from among those no longer living—are each and all proof positive that Negro blood does not prevent a man or woman from rising to great heights. These facts may be made graphic and concrete by calling attention to some Negro “firsts” and other achievements of the last few years. Let me quote from a Day Letter which I sent on June 12, 1946, in reply to an inquiry from a leader of the United Negro College Fund:

REPLYING TO YOUR TELEGRAM RECENT NEGRO FIRSTS INCLUDE DR. DUBOIS IN AMERICAN INSTITUTE OF ARTS AND LETTERS; JUDGE HASTIE AS GOVERNOR OF VIRGIN ISLANDS; BOOKER WASHINGTON IN HALL OF FAME; RALPH BUNCHE AS AMERICAN MEMBER OF INTERNATIONAL COMMISSION CARIBBEAN; BENJAMIN MAYS AS VICE PRESIDENT FEDERAL COUNCIL OF CHURCHES; CHANNING TOBIAS AS MEMBER OF ARMY NAVY MORALE COMMISSION AND DIRECTOR OF PHELPS STOKES FUND FOUNDATION; ALAINE LOCKE AS VISITING PROFESSOR PHILOSOPHY AT UNIVERSITY OF WISCONSIN; CHARLES JOHNSON AS MEMBER GOVERNMENT EDUCATIONAL COMMISSION TO JAPAN; RESPECTED CHICAGO LAWYER IRVING MOLLISON ON FEDERAL COMMERCE COURT; ROBERT WEAVER ON UNRA SERVICE TO EASTERN EUROPE. NOTE ALSO REMARKABLE RECENT INTEGRATION NEGROES IN GOVERNMENT OF NEW YORK CITY AND IN SOME OF ITS LARGE FIRMS; SUCCESSFUL EXPERIMENT OF CHECKERBOARD CREWS UNDER NEGRO OFFICERS IN MERCHANT MARINE; ACTION OF FEDERAL COUNCIL AND BOTH Y'S CONDEMNING SEGREGATION AS AN UNCHRISTIAN IDEAL; RECENT REMOVAL OF BAN AGAINST NEGROES IN NATIONAL ASSOCIATIONS SUCH AS BAR, MEDICINE, ETC.; PUBLICATION BY UNIVERSITY OF NORTH CAROLINA PRESS OF BOOKS BY WARREN LOGAN AND OTHER NEGRO AUTHORS; OPENING OF PRIMARIES IN SEVERAL SOUTHERN STATES TO NEGROES UNDER SUPREME COURT RULING; TRAINING TOGETHER OF WHITE AND COLORED ARMY OFFICERS IN SEVERAL ARMY CAMPS IN SOUTH; ABOLITION OF POLL TAX IN GEORGIA; NATIONAL RECOGNITION OF SUCH NEGRO ARTISTS AND MEN OF LETTERS AS MARIAN ANDERSON AND RICHARD WRIGHT; PLACING OF MANY LABOR UNIONS IN SOUTH ON UNSEGREGATED BASIS; AND ADMISSION OF NEGRO TO A NATIONAL LEAGUE BASEBALL TEAM. THESE EXAMPLES HELP TO PREVENT DISCOURAGEMENT DUE TO MANY REMAINING DISCRIMINATIONS AND GIVE GREAT HOPE FOR FUTURE. AID TO NEGRO COLLEGE FUND ONE OF BEST WAYS TO INSURE FURTHER PROGRESS.

Others who might well have been added, had space permitted, are Mrs. Clement, "American Mother" for 1946; Joe Louis, the respected representative of pugilism; A. Philip Randolph, a leader in organized labor who has come increasingly to the fore as the head of the Brotherhood of Sleeping Car Porters; Richmond Barthé, eminent sculptor chosen to design the bust of Booker Washington in the Hall of Fame; Carter Woodson, Negro historian and promoter of historical studies; Walter White, the able and aggressive leader of the National Association for the Advancement of Colored People; Eugene Kinckle Jones, Lester Granger and other leaders of the National Urban League; Mordecai W. Johnson, President of Howard University, and President Frederick D. Patterson of Tuskegee; Roland Hayes, Dorothy Maynor and Paul Robeson, among America's leading singers; Professor Howard Thurman, a recognized leader in the field of spiritual inspiration; Charles Houston and Thurgood Marshall, able exponents of the Negro's constitutional rights before the Supreme Court; Professor Leo Hansberry, the most eminent authority on the early history of Africa; Mrs. Mary McLeod Bethune, respected nationally as a Negro leader in education, who has organized the "National Council of Negro Women"; Dr. Theodore K. Lawless, nationally known Chicago physician; Doctors Percy Julian and Charles Drew, distinguished scientists; Claude Barnett, head of the Associated Negro Press; Countee Cullen, Langston Hughes, William Stanley Braithwaite, and Richard Wright, men of letters; Charles Clinton Spaulding, President of an important and successful life insurance company in North Carolina and outstanding business man; Hillyard Robinson, architect; William Grant Still, musical composer; and Colonel Benjamin O. Davis, Jr., aviator and military leader. Scores of other names of almost equal distinction could be mentioned.

In turning from individual Negro leaders to professional groups we find that there are nine in this country which according to the latest statistics had from at least 1,000 to 50,000 members, not counting such groupings as farmers, domestic servants, and laborers. These are in order of numbers: school teachers, business proprietors, clergymen, musicians, trained nurses; physicians, college officers and professors, dentists, lawyers.

When an attempt is made to break down the business group some striking facts appear. For instance, in 1940 there were twelve Negro banks with deposits of \$6,258,894. In the same year the thirty member companies of the National Negro Insurance Association had ledger assets of \$26,459,529 and over 1,800,000 policies in force. In 1930 Negroes owned 29,827 retail stores with sales of \$71,466,000. Similarly, there were over 20,000 service establishments, these ranking in the following order as far as numbers were concerned: barber shops, shoe shining and shoe repairing shops, cleaning and repairing agencies, beauty parlors, and funeral establishments. The last named is a profession in which educated colored men seem to have done particularly well. Negroes also conduct about 400 hotels and have nineteen Boards of Trade.

These stray statistics, taken from recent Census figures as given in the *Negro Handbook* for 1942, show an enormous development in Negro leadership in the last thirty-five year period. Now, 57,125 businesses are conducted by Negroes, while in 1910, according to Dr. Work in his *Negro Year Book*, there were 20,000. This latter was thought an approximate figure and has always been considered high for the time. It is safe to say, then, that Negroes are three times as active in business and professional fields today as they were a third of a century ago, and in many professions, such as those of medicine and dentistry, they have increased much more rapidly than these figures indicate.

4. *Feasibility and Desirability of Interracial Cooperation.* Interracial cooperation in the United States on a large and organized scale, insofar as the white and Negro people are concerned, did not exist when Miss Caroline Phelps Stokes died in 1909, establishing by her will the Phelps-Stokes Fund. Such cooperation had its potential origin in that very year in the establishment, by a group of far-seeing citizens, of the National Association for the Advancement of Colored People, now the most active and aggressive of national organizations in the field of protecting and advancing the Negro's civil and political rights, just as the National Urban League, 1911—also interracial in character—is the most active in advancing the Negro's economic and industrial status. But large-scale interracial cooperation in the South may be said to have had its origin with the founding of the Commission on Interracial Cooperation in Atlanta to meet conditions at the close of World War I. The assuming of the leadership of the Commission by Dr. Will Alexander, a distinguished southerner, in 1919, was an event of outstanding significance. Since that time hundreds of interracial committees have been established all over the country, and many national Boards, such as the Federal Council of Churches, the Methodist Episcopal Board, South, the Protestant Episcopal Church, and other groups, have established interracial committees which are active and useful, having done much to bring about better understanding. The change in this respect in a third of a century is most striking and encouraging. There were, of course, always open-minded men living in the South who discussed local problems with representative Negroes, and here and there some church or civic board had a Negro member, but such organizations as the interracial Southern Regional Council with well-organized and closely related interracial committees and study groups in the Southern States simply did not exist. When I realize what is being done today in the way of objective study and teaching of the race problem at the University of North Carolina; the admission of Negroes into so many of the CIO Labor Unions in the South; the integration of Negroes into the municipal government of New York, and the encouraging beginnings of a similar type in the Federal departments; the large-scale effort being made in Chicago to do away with restrictive ordinances and to overcome racial prejudice; the great interracial dinners for educational and philanthropic purposes, given in the last two or three years at the Hotel Roosevelt in New York; and the instruction of white and Negro officers together in certain

Army camps in the South during the last war, I am filled with gratitude and with hope for the future. This holds true in spite of reaction in many places and formidable obstacles which remain to be overcome. The wall between white and colored is still pretty clearly marked in most respects, but there is a degree of cooperation between the two groups in representative national and local organizations in every part of the country which is something new—mainly the product of the last three decades.

5. *Defending and Gaining Constitutional Rights.* With the amendments passed at the close of the Civil War the Negro could no longer be held in slavery or involuntary servitude, but in spite of their wording, various constitutional subterfuges were resorted to in almost all the southern states with the result that the Negro was given less than fifty per cent citizenship. Nowhere, a third of a century ago in the southern states could he take part in a primary which determined the candidates of political parties; and nowhere was he elected to public office. Except for a small percentage of educated Negroes who were allowed to cast ballots in some communities, there were extremely few Negro voters south of the Mason and Dixon Line. The Negro had been little by little denied constitutional political rights through subterfuges such as "the grandfather clause" and was treated as a segregated unit in whose education and welfare the State was becoming increasingly interested, but only as long as he kept "in his place," and this was conceived to be a very restricted one. However, thanks mainly to public opinion in the relatively progressive state of North Carolina, and to some extent in Virginia, and to the series of Supreme Court decisions which have come in the last five years, the Negro is being increasingly admitted to the primaries; is being allowed a much larger opportunity to vote; and has received the support of the Supreme Court in demanding that in a state where the state university will not admit him to advanced study and he cannot secure such facilities elsewhere in its borders, these must be provided at state expense. The poll tax, which has worked such an injustice upon the Negro and the poor white, has been eliminated by several southern states, including recently Georgia, and more will follow. Similarly, through the Federal Fair Employment Practice Commission and the demand for labor during the World War, the Negro, although still much handicapped, has gained his rights to free competitive employment to an extent that was only dreamed of a few years ago. In times of economic stress he has always been the last to be hired and the first to be fired. But little by little his right to employment, just as his right to education, is being recognized. He has also gained important court decisions protecting his rights in such matters as interstate bus and railroad transportation.

In all of these and similar matters where legal rights under Federal and State Constitutions are concerned, the Negro's cause has been ably upheld by two national organizations—the National Association for the Advancement of Colored People, and the American Civil Liberties Union. They have been aided by other agencies, but the first named, aided by the second, has borne the brunt of the work.

6. *Changes in Usage as to Negro Terminology and Courtesy Titles affecting the Negro.* Two terms descriptive of the colored population of the United States have passed through highly significant changes during the period under consideration--the terms "Negro" and "Negro American." When the Phelps-Stokes Fund was founded the word "Negro" was almost uniformly written in the Fund's records, as in most publications, with a small "n". The Trustees' Minutes first began to use the capital "N" in 1917. The basis for the change was that, as distinct from the word "colored," "Negro" was an ethnographic term and that consequently it should be capitalized as much as Caucasian, Anglo Saxon, or Hebrew, or Indian. Indeed, the use of the small "n" seemed to many to belittle the status of the Negro and to imply his inferiority.

The most significant early date in the adoption of the latter usage was 1920, when it is found in the Population Report of the Bureau of the Census, although it had been actually used by the Bureau a year earlier in the Report on Religious Bodies of 1916, published in 1919. An even more significant event took place in 1930, when *The New York Times* changed its usage to conform to the new standard and published an editorial on the subject March 7, 1930. The editorial, under the title of "NEGRO" WITH A CAPITAL "N", is so significant that it is here reproduced in full:

The tendency in typography is generally toward a lessened use of capital letters. Yet reverence for things held sacred by many, a regard for the fundamental law of the land, a respect for the offices of men in high authority, and certain popular and social traditions have resisted this tendency. Races have their capitalized distinction, as have nationalities, sects and cults, tribes and clans. It therefore seems reasonable that a people who had once a proud designation, such as Ethiopians, reaching back into the dawn of history, having come up out of the slavery to which men of English speech subjected them, should now have such recognition as the lifting of the name from the lower case into the upper can give them. Major Robert R. Moton of Tuskegee, the foremost representative of the race in America, has written to *The Times* that his people universally wish to see the word "Negro" capitalized. It is a little thing mechanically to grant, but it is not a small thing in its implications. Every use of the capital "N" becomes a tribute to millions who have risen from a low estate into "the brotherhood of the races."

The *New York Times* now joins many of the leading Southern newspapers as well as most of the Northern in according this recognition. In our "style book" "Negro" is now added to the list of words to be capitalized. It is not merely a typographical change; it is an act in recognition of racial self-respect for those who have been for generations in "the lower case."

I find from my official correspondence for the Fund and for the Interracial Committee in Washington, that I carried on an active personal campaign advocating the change in the late twenties, and called attention to the fact that it was being adopted even by several of the most representative southern journals. Their practice had been altered as a result of conferences which representatives of the

Interracial Commission in Atlanta held with southern journalists during the early 1920's.

But it took a decade or more before the change was widely adopted. For example, in 1928 the *Dictionary of American Biography* published its first volume, and over the protest of the late Benjamin Brawley, who returned the proof of his first article, declining to contribute further unless the capital "N" was adopted, it continued the earlier usage. When I called the matter to the attention of the Editors they expressed regret that it was too late to modify the practice. Today the large "N" is almost uniformly adopted as representing good usage by responsible American writers and publishing houses, North and South. As a result the Negro has gained in legitimate racial pride and self-respect in his own eyes and in that of the thoughtful public.

An equally important change is that which has taken place in the use of "Negro American" instead of American Negro. Its significance is obvious. It means that the Negro in this country is now considered primarily as an American and only secondarily as a Negro, while the old term seemed to imply that he was primarily a Negro and only secondarily an American. The change took place considerably later than that of using the capital "N" for the word Negro. The first case that I can remember of seeing it used prominently was in the title of James Weldon Johnson's book, *Negro Americans, What Now?*. This appeared in 1934.

The more general use of the term has come during the second World War and was due to the emphasis by Negro leaders on the true Americanism of their group. It was perhaps also helped by the example of the term Japanese-American, rather than American-Japanese, which came into very general use. The new term seems to have come to stay and represents an important landmark in the Negro's struggle for recognition as entitled to one hundred per cent citizenship.

Other terms which have undergone some change, although not so great as those indicated, are the usual titles of courtesy—Mr., Mrs., and Miss. Owing to social reasons, and to the fear that white supremacy may be compromised and "social equality" involved, these changes have come very slowly in the South, although generally recognized in the North as just as appropriate for educated Negroes as for educated white people. The *Raleigh (N. C.) News and Observer* is among the Southern papers which has adopted the practice.

In the case of the term "Mr.," southern apologists point to the fact that the word is an abbreviation of the Latin *magister*; that it goes back to the old relationship of master and slave; and that to use it in regard to a colored man today would imply that the white man considered the colored man his social equal. Booker Washington used to be fond of telling how southerners had no objection whatever to calling him Principal Washington, or Dr. Washington, or even President Washington, but when it came to "Mr. Washington" they would almost invariably draw the line! This tradition still holds good, generally speaking, in the South.

In the case of "Mrs." and "Miss" the difficulties are equally great, and it was

considered a significant event when Mr. N. C. Newbold, a highly honored Southerner just beginning his work as State Agent for Negro Schools in North Carolina, established the policy, since followed by the State's Superintendents of Public Instruction, by which the usual titles of courtesy, "Mr.," "Mrs.," and "Miss" are used for colored teachers and school officials. This was in 1913.

I was impressed by the fact that when Mrs. Booker Washington died in 1925, although the southern press referred generously to her character and work, and to her usefulness as her husband's supporter and co-worker, they went to every kind of circumlocution to avoid using the word "Mrs." She was generally referred to as the wife of the late Booker Washington, or the widow of Booker Washington, but even in death few would refer to her as Mrs. Washington! Of course in education, and to some extent in clerical and professional circles, these titles of courtesy are used much more today by southern white people when addressing Negroes than they were thirty-five years ago, and this is of itself a sign of progress. To decline to call Marian Anderson "Miss Anderson," or Mary McLeod Bethune, "Mrs. Bethune," or Langston Hughes, "Mr. Hughes" would seem to be a type of racial snobbishness which is indefensible and should be overcome.

7. *Note on Changes affecting the Negro in Africa.* Although we are dealing in this section of the report primarily with Negro progress in the United States, the Fund is almost equally interested in similar changes in Africa, and the two are not unrelated. The African Continent, even that two-thirds of it which is generally known as Negro Africa, is so vast, and conditions in different parts vary so much, that there is room here only for the most superficial treatment. On the whole, however, it is perfectly clear that the past thirty-five years have represented a period of considerable improvement as far as the native African is concerned. There have been a few points of recession such as the decrease in the political rights of what is known as the colored population—in the Union of South Africa, and the tightening of the color bar in the Union, but aside from a few very unfortunate examples of this kind the curve has been definitely upward. This has been most noticeable in the field of education. In several of the colonies during the period under review important new institutions were started or developed into collegiate status, such as Achimota in the Gold Coast, Makerere in Uganda, the South African College at Fort Hare in South Africa. It has also seen governments everywhere giving more attention to Negro health, and almost everywhere to an increase in self-government.

As we look at conditions in the colonies of different European powers we note many changes for the better. For example, there has been a striking improvement in conditions in the extensive Belgian Congo. The old Congo Free State came directly under the Belgian Government in 1910, and was renamed the Belgian Congo. When the Government took the country over there were very grave abuses, especially with reference to the treatment of natives, which was in many cases barbarous. These conditions were slowly but steadily improved until now the

Belgian Congo ranks relatively high among colonies in Africa in the matter of labor and health conditions, and native welfare, although still backward in education and self-government.

Similarly, there has been steady progress in the French Colonies leading up to the reforms instituted during the war by the Negro Governor-General of French Equatorial Africa, Monsieur Eboué. France is adopting more of the British principle of indirect rule. It is also paying more regard not merely to the small group of intellectuals, which has always been its policy, but also to the welfare of the masses of the people.

The British Colonies and mandated areas have gone steadily forward with results that are highly encouraging in such places as Uganda, the Gold Coast, and Tanganyika. Conditions with reference to native rights and representation are still very inadequate in the Rhodesias and Kenya, but some progress is being made. The Gold Coast is perhaps the area of Africa in which the educated Native has been most effectively integrated into the Government, holding now posts in the highest judiciary as well as in the executive and legislative departments. In the Union of South Africa there has been great progress in education, health, and social welfare, and the administration of justice has much to commend it, but the strictness of the color bar has been a most serious menace and one which has been very embarrassing to Great Britain, for most of the public does not seem to realize that the Union is an independent dominion, over which the British Parliament has no control. Although the Union is the center of some of the most reactionary public tendencies regarding the native population in Africa, it has also become in the period named the center of what is in many ways the most progressive and heartening non-governmental movement in Africa looking to the protection of native rights and the advancement of native welfare, namely, the Joint Council (of Europeans and Africans) movement heading up in the South African Institute of Race Relations at Johannesburg.

Progress in Africa may be indicated by the three stages represented by the old colonial system; the mandate system, due mainly to General Smuts and President Wilson and applied to the former German Colonies after the First World War, embodying a substantial improvement in the ideals and methods of native government; and the new trusteeship principle provided for in the United Nations. This last makes possible direct control of an area by the United Nations as trustee. It also enables the United Nations, and this is a matter of great importance, to have its own representatives report on conditions in areas that are under the trusteeship of individual countries. During the period under review there has been a marked development of African self-consciousness on the part of the native population in certain areas, especially Nigeria and some parts of South Africa. The leaders among educated Africans, especially in the former, are demanding self-government and speedy independence. They have developed some able leaders, although at times extreme in their attitudes. In general there can be no question

that the old era of unlimited imperialism is a thing of the past and that there will be less exploitation in the Africa of the future than there has been in the Africa of the past.

Growing interchange between Negro Americans and native Africans has been noticeable in this period. The Carnegie Corporation, the Phelps-Stokes Fund and other agencies have aided some Africans to study in the United States, and others have come with the support of missionary societies and various native groups, such as the responsible Ibibio Union of Nigeria. Some of these men, such as the late Dr. James Kwegyir Aggrey, and Mr. Robert Kweku Gardiner of the Gold Coast, and Mr. Z. K. Matthews of Natal, have made splendid records on their return. There has also been a small stream of Negro Americans visiting different parts of Africa, although it has been difficult to secure permission in some parts, notably in the Union of South Africa, but this interchange between Africa and America, as far as it has gone, has proved helpful and has stimulated a movement that is well under way, and which is distinctly encouraging, to make the Negro more interested in African culture and civilization and, as a result, to give him more pride in his past.

Dr. J. D. Rheinallt Jones,<sup>1</sup> the leader of the Joint Council Movement in the Union of South Africa ever since its foundation, due in part to the result of the influence of Dr. Thomas Jesse Jones and Dr. J. E. K. Aggrey when they visited Africa in 1921, has kindly prepared the important study of "The Racial Situation in Africa" which appears as Part Three of this Report. Dr. Rheinallt Jones, who has been the Director of the highly influential and progressive South African Institute of Race Relations, in Johannesburg, since its foundation, served for many years after Dr. C. T. Loram left Africa as the Phelps-Stokes Fund Adviser there. In publishing his statement in this Report the Fund is following the precedent of its *Twenty Year Report* which contained two chapters on Africa—one by Dr. J. H. Oldham on "Developments in the Relations between White and Black in Africa (1911-1931)"; and the other by Dr. Charles T. Loram on "Native Progress and Improvement in Race Relations in South Africa." As Dr. Rheinallt Jones' new study deals with the present situation and the development of the last twenty-five years, it may be taken as bringing the material mentioned above up to date.

<sup>1</sup> Dr. Rheinallt Jones accepted in 1947, for one year, the position of Adviser on Native Affairs to the Anglo-American Corporation of South Africa.

## VI

### MAJOR FACTORS IN RECENT NEGRO PROGRESS

When we consider the principal factors which have brought about the progress noted in the past third of a century, we find that they are of two types: General and Specific. Let us deal with these in order.

#### A. GENERAL FACTORS

The most important seem to be the growing conviction among intelligent people as to the implications of recent studies in anthropology and ethnology regarding races and their potentialities; as well as the implications of American constitutional democracy, and of the Christian religion and ethics.

1. *General Implications of Anthropology and Ethnology.* Owing to the studies of Professor Boas of Columbia University, Professor Herskovits of Northwestern University, and many others, the conclusion seems inescapable that there is no necessary or biological inferiority of the Negro as compared with the white race. This does not mean that the Negro today is, speaking generally, as advanced as the white man. He is not, due to various historical, economic, and educational factors. His development has been retarded in many cases, largely because of climatic and historical factors, including the white man's sins of commission and omission, but it is not a question of intrinsically "superior" and "inferior" races. The Negro is a full member of the human race, and given the same opportunities as the white man he is capable of the same progress, and of manifesting the same abilities. The conclusion of modern science on this matter is well summed up by Dr. Gunnar Myrdal in his *American Dilemma*. He opposes the doctrine of inherent inferiority, and shows that during the past two or three decades there has been "a veritable revolution of scientific thought on racial characteristics of the Negro," as a result of which informed people have been forced "to give up some of the more blatant of our biological errors." He says that from the observation of the actual inferiority of the average Negro today the incorrect deduction was made that the inferiority was biological in nature. He adds that "it is now becoming difficult for even popular writers to express other views than the ones of racial equalitarianism and still retain intellectual respect."

A great contribution has been made by those scientists whose investigations have resulted in the most generally held conclusion that different races do not trace their origin back to different original types, but that they are all offspring of the *genus homo*, that pigmentation is mainly a matter of climate, and that cranial and

other differences are due to natural selection and other factors that do not affect the latent capacity of any racial group. The importance of these discoveries is of vital concern not only to the Negro, but to all the people of this country. We have to give up the theory held by so many people a century ago, that the Negro is inevitably doomed by Nature to be "a hewer of wood and a drawer of water" because of his lack of natural capacity for occupations involving greater skills. In this connection the studies that have been made in recent decades of the native African and his history show that although tribes differ today in aptitudes, interests, and apparent capacities, the African as such is not an uncivilized being, although his culture and civilization differ from our own. West African art, the customs developed in many tribes to protect female chastity, the well-established ancient kingdom of Uganda, and Bantu law are examples of what I mean.

2. *Growing Conviction as to the Implications of Constitutional Democracy and Liberty.* We must not forget the teachings of our fundamental national documents such as the Declaration of Independence, with its theory that all men are created equal by God, and that consequently every human being has fundamental rights which must be respected, and the provisions of the Constitution, Bill of Rights, and other Amendments which protect man's freedoms quite irrespective of his racial origin. If we hold to these basic American charters, we must necessarily oppose all Nazi views of a "master race," against which we have fought a militarily successful war. We must see that what we have won for Europe we do not lose for ourselves. At any rate, all that have eyes to read now know that we cannot consistently with the Declaration of Independence, the Bill of Rights, and the Fourteenth Amendment, limit the Negro to only fifty per cent citizenship. We must aim at one hundred per cent, with the understanding that it will cost much in time, money and readjustment to realize. Education of the individual and of the public is a long and expensive process, but it is the only sure road to permanent progress.

3. *Growing Conviction as to Implications of Christianity.* It is worthy of note that just as the Christian churches in this country played an important part in the abolition of slavery and in the education of the Negro during and after Reconstruction, so the churches are playing a highly important part today in demanding justice for the Negro, and in holding up as an ultimate ideal a society that is not based on the segregation principle. The teaching of the Christian religion is clear. All men are children of the same Father, and human brotherhood follows. If we are to be followers of Christ we must accept every human being as a child of God, and adjust our laws and our practice to fit this theory. This is why the churches have increasingly come to the conclusion, marked by the action of the Federal Council of Churches in 1946, that a segregated church must not be accepted as a satisfactory Christian goal. Such a statement would have had little support a quarter of a century ago.

What has been said of the Christian religion also applies to the teaching of the Jewish prophets, who increasingly took the ground that there was only one God for

the whole world, and that all men were brothers. This teaching was not fully accepted by the Jews of Christ's time, but it is clearly part of the most enlightened Jewish teaching today.

Such are three general convictions as to the Negro and his rights which have come to thoughtful people in the last few decades as a result of the consideration of the implications of the sciences of anthropology and ethnology, of constitutional democracy, and of the Christian religion.

## B. SPECIAL FACTORS

Certain special factors have also played an important part in recent years in Negro progress. These will now be dealt with.

1. *The Government—Federal and State.* This is mentioned first, although it is not necessarily the most important, and here we include the various fields of government, federal, state, and local. Of these, perhaps the one of most significance from the standpoint of Negro rights is the federal judiciary. Its decisions in behalf of such rights in matters of selection of political candidates, voting, securing of an adequate education, equality before the law, and other matters, are of extraordinary importance. It has been particularly fortunate that the Court which has rendered these decisions—many of them unanimous—has among its justices men from the southern and border states. As a result, the basis has been made in modern judicial decisions, especially the 8 to 1 Texas Primary case, for what was clearly intended by the Civil War Amendments, especially the Fourteenth, which included the following:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States, and of the State wherein they reside. No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States, nor shall any State deprive any person of life, liberty, or property without due process of law, nor deny to any person within its jurisdiction the equal protection of the laws.

And from the Fifteenth Amendment:

The right of the citizens of the United States to vote shall not be denied or abridged by the United States, or by any State on account of race, color, or previous condition of servitude.

Next to the Federal Courts, the Federal Government, especially under the administration of President Franklin D. Roosevelt, has been a vital factor in improving the status of the Negro. This has been accomplished in many ways, but particularly through opening other than menial labor positions to a considerable number of highly trained Negroes, not only in the Post Office Department and the Bureau of Engraving and Printing, where they have been employed for years, but in almost all agencies, including many men and women in clerical positions, and a

few men in policy-determining posts. The opening to Negroes of such positions in the Office of Price Administration and the War Department, especially in its great Pentagon office building, is an example of the new policy, as is the interracial use of cafeterias in government office buildings in Washington. And the change has been made with much less friction than was feared.

The Federal Government also, through two new agencies—the Fair Employment Practices Commission and the Committee on Civil Rights of the Department of Commerce—has done a great deal during the war to insure that the Negro shall not be excluded from certain industries because of his color and should not be discriminated against in the matter of compensation.

A striking example of the change that has come about in connection with the Federal Government's interest in the Negro is the fact that up to 1917, when the United States entered the first World War, the Division of Racial Groups of the Bureau of Education was the only federal agency giving any special attention to "the Negro problem in the United States." Now there are a score or more of such agencies which are specially concerned with the rights of our largest minority racial group.

New York and other northern states as well as certain southern state governments, such as those of North Carolina and Virginia, have been increasingly solicitous to treat the Negro fairly, especially in matters of education, while there have been one or two local efforts, conspicuously that of Governor Arnall of Georgia, which have resulted in the abolition of the Poll Tax and the recognition of the otherwise qualified Negro's right to vote, and to fairer treatment in the field of social welfare.

2. *Educational Institutions.* The contribution of educational institutions to the progress of the Negro in this country can hardly be overestimated. Here recent years have shown greater advances than ever before, especially in two fields—the development of institutions of higher learning for the Negro, with good academic standards, and the improvement of Negro public schools. As to the former, which have been greatly aided in the past two years by a most excellent movement, the United Negro College Fund, suffice it to say that in recent decades three universities, Howard, Fisk, and Atlanta, have reached a position where they compare with educational institutions for whites of similar university grade, while other institutions, such as Dillard and Lincoln, have also made rapid strides forward. Similarly, other institutions of collegiate grade, such as Morehouse, Virginia State College, Hampton, and Tuskegee have admirable records and standards. Meharry Medical School, which is closely related to Fisk University, should also be specially mentioned. When the Phelps-Stokes Fund was founded there was no medical school of standing designed to meet the needs of Negro students and only a handful of Negroes entered northern medical schools. Now those of Howard and Meharry render a very important service

The development of graduate work at the Negro universities mentioned has

been particularly significant. They command the services of scholars of standing, and their output of pamphlets and books on various subjects related to the Negro is significant. In this connection we must also refer to the fact that at least one southern university, the University of North Carolina, has, through its teaching staff and its University Press, made a most distinguished contribution to the cause of better race relations. It has done much to educate the public regarding the Negro and his relations with the social problems of the South, and to take a fair and generous attitude towards the securing of his full rights of citizenship. Statistics show that it was estimated in 1945 that there were 46,018 Negroes who graduated from American universities and colleges. This compares with 3,856 in 1910.

The other great Negro educational development in recent years has been in connection with the public schools in the South. Due to various factors, of which Dr. Thomas Jesse Jones' Phelps-Stokes survey entitled *Negro Education in the United States*, published in two volumes by the U. S. Government in 1916, was an important one, the per capita expenditure on Negro education from state and local funds has greatly increased, and the average school year for Negroes has been greatly lengthened. As a general result, Negro illiteracy has been reduced, in a third of a century, about twenty per cent.

Experience shows that the progress of the Negro, as of every other minority group, is almost directly related to his education. It should be a source of profound thanksgiving that in the past third of a century Negro education on all levels has gone forward. Whereas in the beginning of this century relatively few people of the South believed in the State supplying education for the Negro other than that of an elementary type, the Negro high school and the Negro college—both state and private—are now accepted as of basic importance, and some southern states, under the leadership of North Carolina, have taken the forward step of placing Negro teachers on the same salary basis as white teachers of the same grade. Such a thing would have been almost undreamed of when the Phelps-Stokes survey was made thirty years ago. The District of Columbia had the only segregated school system where this condition existed prior to this last decade. Furthermore, whereas in the years following the Civil War the Negro—except for the work of the Freedman's Bureau—had to depend in the South mainly on private schools, especially those founded by the American Missionary Association and other religious groups in New England, New York and Philadelphia, and little money came from the southern states, now these states support and control, with some financial help from the Federal Government, over thirty Land-Grant and other colleges.

The last few years have seen a striking innovation through the extension to several Negro scholars of temporary or permanent positions on northern university and college faculties. As far as I know the first full-fledged Negro faculty member at a representative American university, not established primarily for colored people, was in 1934, when Dr. Allison Davis received his appointment in Anthropology and Education at Chicago. Since then we have seen such men and women as

Professor Alain Locke at the University of Wisconsin; Dr. Hale Woodruff at New York University; Dr. Ira Reid at Haverford; Dr. Howard Thurman of Howard University at the State University of Iowa; Miss Adelaide Hill at Smith College; and others of professorial rank at the College of the City of New York, Fordham University, Oberlin, Antioch College, and at perhaps two score other institutions. It is quite evident that a new precedent has been established which is likely to spread until within a decade or two most American universities will have two or three qualified Negro scholars on their Faculties. This recognition of their scholarship, through the appointment of Negroes to Faculty positions at white universities, is supplemented by their record in taking the Ph. D. degree, and in securing Phi Beta Kappa—two signs of intellectual ability. Through 1910 only eleven Negroes in this country had secured the former and 27 the latter. In recent years the average annual number of new Doctors of Philosophy has exceeded this total number, reaching occasionally as high as eleven, and memberships in Phi Beta Kappa, or its equivalent at universities and colleges of high standing which have not the society, are common.

3. *Foundations.* Certain national Foundations have played a major part in connection with Negro progress in recent years. Of these in some ways the most important is the General Education Board, established in 1902 by act of Congress. It was started largely because of the desire of the late John D. Rockefeller and his son to encourage educational development, both white and colored, in the southern states. It has not only helped a large number of strategic institutions and movements, but by establishing State Agents for Negro rural schools has stimulated the development of public school facilities for colored people. Some of the representatives of the Board, such as the late Dr. Wallace Buttrick, long its Educational Director, and more recently the late Mr. Jackson Davis, have rendered work of great importance to the whole South.

The Carnegie Corporation, established in 1911, has, through various contributions to educational purposes in the South and especially through making possible the monumental survey of the Negro in the United States by Gunnar Myrdal, entitled *An American Dilemma*, rendered a service whose significance can hardly be over-estimated.

The Julius Rosenwald Fund, established in 1917, is devoted mainly to the education of the Negro and to the betterment of race relations. Over 5,000 model public school buildings have been erected in the South through the coöperation of the Fund with the white and colored citizens of various localities. It has also done much to provide trained southern leadership through fellowships and has aided in the development of Negro hospitals and other educational facilities.

The Southern Education Foundation, for the purpose of aiding rural Negro schools, took over in 1937 the work and remaining assets of the Anna T. Jeanes Fund for Negro elementary schools, established in 1907, of the Slater Fund, established in 1882, "for the uplifting of the lately emancipated population of the southern states and their posterity by conferring on them the blessings of Christian

education," and of the Peabody Fund which will be referred to later. The Jeanes Schools will always be associated with the personality of the first President of the Jeanes Board, a southern gentleman of the highest type, the late Dr. James Hardy Dillard, who served from 1907 to 1931, and of Miss Virginia Randolph, a Negro teacher in Virginia, who first developed the plan, adopted by the Board, of making rural schools vital in every important aspect of home and community life.

Among other Foundations that have made important contributions toward Negro education and progress are the Rockefeller Foundation, the Harmon Foundation, the Phelps-Stokes Fund, and the Laura Spelman Fund.

Although no longer in existence reference should also be made to the Peabody Educational Fund, which was in many ways the first educational Foundation in this country. It was established in 1867 by George Peabody of Boston and London, by a grant of three million dollars for the promotion of education in the South. It aided in building up the system of state departments of education and in the training of public school teachers. The Peabody College for Teachers at Nashville is a permanent memorial to its important work.

4. *The Churches.* For about a third of the last century—from the early 1830's on until the close of the Civil War—the Church in the United States was sharply divided on the whole question of slavery and the Negro—the North, speaking generally, supporting emancipation, the South opposing it. This well known division, over several decades, has resulted in the public having an inadequate impression of the service of the churches to the cause of Negro advancement and better race relations. This service has been rendered in four notable periods:

The early days of the Republic when the influence of the Church, South as well as North, was very generally on the side of emancipation. Some of the resolutions then taken by various Presbyterian and other assemblies in the southern states would be thought, if it were not otherwise known, to have emanated from New England abolitionists. As a result of the efforts of the churches, and of the political theorists of the Jefferson tradition, there developed in the first quarter of the nineteenth century a strong conviction in most of the churches of the nation as to the evil of slavery and the need of its uprooting.

The second period was that of the Civil War and the two decades preceding. Here most of the churches of the North became increasingly insistent that the Negro should be enfranchised. Presbyterians, Methodists, Baptists, Congregationalists, and Unitarians were among those who took the leading part in this matter. Neither Roman Catholics nor Episcopalians took any national stand on the abolition of slavery, but those in the North supported the Union cause. The churches of New England were particularly active in the Kansas Crusade, and indeed the attitude of the Northern Protestant churches in the thirties and forties was becoming so active against the extension of slavery that it resulted in causing a split in most denominations. Their Southern adherents formed separate denominations.

The third period when the Church rendered a great service was during the

period of Reconstruction. It was the Church of New England, supported by that of the middle and central States, which was largely responsible for developing Negro education in the South. Hampton Institute, Fisk and Atlanta Universities, Talladega College, and many other institutions which have provided Negro leadership for generations, were the result of a movement in which the American Missionary Society, with headquarters in Boston, played the leading part. These institutions have continued to this day to be highly influential.

The fourth period of significant service by the churches to the Negro cause has been in the last quarter of a century when they have become the leaders of white public opinion in demanding Negro rights and equality of privilege. Some groups, such as the Federal Council of Churches, the Congregationalists, and the Methodist women of the South, have been highly articulate and helpful. As a result the present movement to do away with segregation as an ultimate ideal has stemmed mainly from the churches. The action, as taken in 1946, first by the Federal Council of Churches, and then followed closely by the National Y.M.C.A., the National Y.W.C.A., and the Congregational-Christian Churches, has been highly significant and has placed the Church where it should have been long ago—in the forefront of the movement to consider the whole human family as one brotherhood, at least as far as the forces of religion are concerned. Dr. W. W. Alexander has been in the forefront among southern liberals in this crusade.

5. *The Labor Movement.* The status of the trained Negro working man in the South has greatly improved in recent years due mainly to two factors, the insistence of the Federal Government on decent standards by all companies engaged in filling government contracts during the Second World War; and the changed attitude of union labor. As a result those Negroes—all too few in number—who have had satisfactory industrial training are receiving far higher wages than in the past, although unskilled labor and farm hands are little, if any, better off than heretofore, especially when the increased cost of living is considered.

The labor union attitude is encouraging. The change took place only a few years ago when the C.I.O. adopted liberal policies with reference to Negro labor, taking its representatives in many cases into the same unions with white labor. The plan has worked well and is likely to be developed further. Some A. F. of L. unions are following suit. This movement will not only mean that the Negro will have the advantage of higher standards of pay, but what is almost equally important, that the white man and the Negro will get accustomed to working together, and consequently knowing and understanding each other better.

6. *The Two National Negro Service Associations.* There are two national associations which have played a large part in Negro progress: the National Association for the Advancement of Colored People, founded in 1909, and the National Urban League, founded in 1910. These associations have the same ultimate purpose—to secure full first-class citizenship and all the rights and privileges of citizenship, under the Constitution, for colored people. In spite of this same ultimate objective,

they differ considerably in fields of work and method. The N.A.A.C.P. is much more interested in matters political and judicial, on both a national and state basis. Its services in protecting Negroes before the courts and in assuring them their legal rights under the Constitution deserve the highest praise. The Urban League in matters industrial and economic, especially in local urban areas. The latter lays more stress on interracial cooperation and somewhat less on political action. Both are under able and responsible leadership.

The 1945 *Social Work Year Book* contains the following authorized statements about these two associations:

*National Association for the Advancement of Colored People*, Walter White, Secretary.

Membership: Individuals, approximately 350,000; organizations, 764.

Purpose: To combat the spirit of persecution which confronts colored people and other minority groups in the United States; and to safeguard their civil, legal, economic, and political rights, and secure for them equality of opportunity with all other citizens.

Periodicals: *The Crisis*, monthly, \$1.50 a year; N.A.A.C.P. Bulletin, monthly, except August, to members only.

*National Association for the Advancement of Colored People Legal Defense and Educational Fund, Inc.* (1939), Walter White, Secretary.

Purpose: To render legal aid gratuitously to such Negroes as are suffering legal injustices by reason of race or color and are unable to employ and engage legal aid and assistance on account of poverty; to seek and promote the educational facilities for Negroes who are denied the same by reason of race or color; and to conduct research, and collect, compile, and publish facts, information, and statistics concerning educational facilities and opportunities for Negroes and the inequality in such facilities provided for Negroes out of public funds.

*National Urban League* (1910), Lester B. Granger, Executive Secretary.

Membership: Individuals, approximately 25,000; organizations, 49.

Purpose and Activities: To promote interracial organization and action; to improve economic and social conditions among Negro populations in cities; to conduct social research, and planning in behalf of the Negro population; to promote specific social work activities among Negroes until other agencies are found to accept responsibility for such programs; to promote the occupational advancement of Negroes by carrying on programs of industrial relations, vocational guidance, and public education; and to encourage the training of Negro social workers through fellowships in accredited schools of social work. Under grant from the General Education Board, the League is currently carrying on a demonstration project aimed at relieving racial tensions and improving welfare services to Negroes in selected industrial communities throughout the country. The project is carried on in cooperation with ten other national social agencies, working in partnership with civic and social work leadership in the project cities. Reports of this and other League activities are published in occasional bulletins and pamphlets. The League is a member of the American War-Community Services.

Periodical: *Opportunity*, *Journal of Negro Life*, quarterly, \$1.50 a year.

Undoubtedly the progress which the Negro has made in the last few decades is largely due to the work of these two organizations in making the Negroes conscious

of their rights and latent power, and in developing plans to meet their needs. Attempts have been made to unite them, but without success. It is probable that as their fields and methods of work differ, and these are mutually understood, the advantages of retaining the two separate organizations outweigh the disadvantages.

7. *Books and other Publications, and the Press.* Prior to thirty-five years ago only a handful of serious and constructive books had appeared dealing with the race problem in the United States. Among the more important were the biographical and other writings of Frederick Douglass, which appeared from 1844 to 1881; *Our Brother in Black, His Freedom and his Future* (1881), by Rev. Atticus G. Haygood, later a respected Bishop of the Methodist Episcopal Church, South; Dr. W. E. B. Du Bois' *Atlanta University Studies* (1897-1911), *The Philadelphia Negro* (1899), and other writings; Edgar Gardner Murphy's *The Problems of the Present South* (1904), and the *Basis of Ascendancy* (1909); Booker Washington's *Up From Slavery* (1901), and *The Man Farthest Down* (1912); and Willis D. Weatherford's *Negro Life in the South* (1909), a path-breaking study manual. The works of Heygood, Murphy, and Weatherford, coming from white southerners, are particularly significant. *Uncle Tom's Cabin*, although a novel (1852), should probably be included in any brief list because of its wide influence in furthering the cause of emancipation.

In the period under review the works on the Negro by the Negro have been so many and so important that it is not possible to do more than refer to a few highlights. Any list would include not only the later writings of Booker Washington and Dr. Du Bois, but also many works on Negro history, especially by Professors Brawley, Miller, and Woodson. These have done much to acquaint the Negro with his past in this country and Africa, and to give the thoughtful white public some idea of the Negro's struggles and achievements. In this connection much praise must be given to Dr. Carter Woodson for starting and conducting for twenty years or more the *Journal of Negro History*, which has preserved invaluable documents and encouraged research students. Dr. Woodson's own writings have also been valuable, although they have occasionally shown an undue antipathy towards certain men and movements with which he has not been in sympathy. *The Journal of Negro Education*, edited since 1932 by Dr. Charles H. Thompson of Howard University, is a publication of outstanding scholarship. *Phylon*, "a review of race" should also be mentioned.

Reference books of merit include those of the late Monroe Work, especially his *Negro Year Book*, whose first edition appeared in 1912, and his *Bibliography of the Negro in Africa and America*, 1928. An enlarged edition of the latter is expected in the near future. These writings and Florence Murray's *The Negro Handbook*, 1942 and 1944, have made available to the public a large amount of reliable information regarding Negro interests and progress. *The Encyclopedia of the Negro—Preparatory Volume*, edited by Dr. W. E. B. Du Bois and Professor Guy B. Johnson, the first edition of which appeared in 1944, is a book of reference of much value, pub-

lished under the leadership of the Phelps-Stokes Fund. A second edition is soon to appear.

Among Negroes none has made a more important contribution than Professor Charles S. Johnson of Fisk University. Of his many writings *The Negro in American Civilization* (1930), and *Patterns of Negro Segregation* (1948), may be taken as representative.

Other Negro writers who have discussed in an effective way the problem of race in this country have been the late James Weldon Johnson, distinguished as a poet, whose autobiography, *Along this Way*, appeared in 1933; Robert Russa Moton, Booker Washington's successor at Tuskegee, who wrote *Racial Good Will* (1916), and *What the Negro Thinks* (1929); Alain Locke of Howard University, the only Negro Rhodes Scholar, whose *The New Negro* (1925), and many other books in the fields of history, art, and social relations have been outstanding.

There have been a few cases where southern white and Negro authors have collaborated in a publication on the race problem. Notable among these has been *Race Relations*, 1934, by Willis D. Weatherford and Charles S. Johnson, still one of the important books in its field.

The number of white scholars and publicists who have written constructively on the Negro and race relations has been steadily increasing of late. Of these perhaps the most outstanding writer in the South has been in recent years Professor Howard W. Odum of the University of North Carolina. His books, beginning in 1910 with *Social and Mental Traits of the Negro*, and extending through a whole series of important publications to *Race and Rumors of Race* in 1943, have represented an outstanding contribution. Furthermore, as the Director of the Institute for Research and Social Science he has grouped around him at Chapel Hill other liberally minded Southerners who have attacked the problem of interracial adjustments from many different angles. Among these have been Thomas Jackson Woofter, Jr., and Professor and Mrs. Guy B. Johnson.

These books by sympathetic southern white writers have been of all types—histories, monographs, and even novels. One of the latter group of national significance was Miss Lillian Smith's *Strange Fruit*—a work which has been justly criticized from some angles, but as a voice from the South in behalf of the fair treatment of the Negro it has reached even further than her more objective writings in her stimulating magazine—*The New South*.

Many northern white authors of recent years deserve special mention, among them Dr. Thomas Jesse Jones for his thorough and highly influential two-volume study of *Negro Education in the United States* (1916) and Edwin R. Embree for his *Brown America* (1931) and other writings. Two Europeans also deserve mention even in the most cursory survey: Joseph H. Oldham for his *Christianity and the Race Problem* (1934) and Gunnar Myrdal of Sweden for his outstanding two-volume survey, published in 1944 under the auspices of the Carnegie Corporation, entitled, *An American Dilemma*. This is the most inclusive, objective, and authoritative

work ever published on the Negro American and his problems. It would have been a sheer impossibility to have a work of its scholarship and breadth appear thirty-five years ago.

When it comes to publications other than books and reviews we have space to say only a word. The Negro press has over a century behind it, going back to the first appearance of *Freedom's Journal* in 1827, and having as its leading representatives prior to Emancipation, journals edited by Frederick Douglass. The appearance of William Monroe Trotter's radical Boston *Guardian* in 1901, of the *Chicago Defender* in 1909, and *The Crisis* in 1910 were highly significant landmarks. From the time of the first appearance of these three publications on for thirty-five years the Negro press has steadily increased in influence. Its 210 papers in 1940 reported a circulation of 1,276,600 per issue. Among the most representative are the *Atlanta Daily World*, *The New York Age*, the *New York Amsterdam News*, the *Pittsburgh Courier*, the *Chicago Defender*, the *Baltimore Afro-American*, and the *Norfolk Journal and Guide*. The tendency of these publications, taking their cue from most American daily papers, is to be over sensational, but many of them have serious editorials and a fairly good news coverage. They are generally marked, as is not unnatural, by an over-emphasis on race. They have been greatly aided in recent years by the well established and respected Associated Negro Press, in existence since 1919. They have undoubtedly helped to interest the Negro in his rights and in the solution of his difficulties, and have supplemented in these and other respects the work of the two publications which are the mouthpieces of the important national associations, namely, *The Crisis*, as a crusading journal representing the NAACP, and *Opportunity*, representing the Urban League.

Along with the development of the Negro press has gone, in recent years, a marked tendency on the part of most representative daily papers to give more attention to matters affecting the life and interests of the Negro population. This is notably true of a few nationally important journals such as *The New York Times*, *The New York Herald Tribune*, and *The Springfield Republican*. These and similar newspapers, although under white auspices, have Negro reporters and frequently publish articles on matters of special interest to the Negro public. In the South their place is taken in some communities by special issues of local papers for Negro consumption—often substituting a Negro social page for the financial news. The extent of the demand on the part of the Negro for news of the world in general and of the Negro in particular is a significant development of recent years.

8. *Special Southern Agencies.* The Phelps-Stokes Fund has seen clearly since its origin that the southern white people form an essential element in the solution of the race problem in this country. Northern white people can help, and the Negroes of different parts of the country can help, but unless the sympathetic cooperation of southern whites is available, progress in the states which they dominate will be extremely difficult. It is for this reason that the Fund has watched with the deepest interest southern developments in the interest of the Negro and improved race relations, and has done what it could from time to time to aid them.

Although the Peabody Education Fund for work in the South was established in 1867, and the Slater Fund for southern Negro schools in 1882, it may be said that southern movements on a large scale in the interest of the colored people and the improvement of race relations began with the founding of Tuskegee Institute in 1881. Here a former southern slave holder, Mr. George W. Campbell, and a Negro mechanic, an ex-slave by name of Lewis Adams, with the cooperation of Booker Washington, General Armstrong, and others, laid the foundations of a great institution which ever since has had a considerable number of southern white and colored men on its Board of Trustees.

There were a few other movements prior to the year 1911, when the Phelps-Stokes Fund began its active work, which represented a large measure of cooperation in the interest of the Negro on the part of southern white people from different States, or of southerners associated with northerners. These may be said to have begun in 1900, when Edgar Gardner Murphy organized the Southern Society for the Consideration of Race Problems. This was followed in 1901, by the Virginia Capon Springs Conference, out of which developed the Conference for Education in the South, and the Southern Education Board. When it comes to purely southern movements under southern leadership, a highly important step was taken in 1912 when, under the leadership of the late Dr. James H. Dillard, formerly connected with Tulane University in New Orleans, the Southern University Commission on Race Relations was established. This was the same year in which the Phelps-Stokes Fund established fellowships for the study of the Negro and race relations by southern white men at the Universities of Georgia and Virginia—fellowships which have rendered a useful service—but since that time both of those institutions have been outdistanced by the University of North Carolina as a leader in constructive race relations programs. In 1913 the Southern Sociological Congress, established the previous year, started a section on race relations.

In 1917 the Southern Publicity Committee, under the lead of Mrs. John D. Hammond of Georgia, was established, and in 1919 the Committee on After-War Cooperation, of which Mr. J. J. Eagan of Atlanta was the leader, came into existence and soon developed into the Commission on Interracial Cooperation. Of this Dr. W. W. Alexander was long the Director with Major Moton of Tuskegee one of his principal collaborators.

In most of these movements established after 1910, the Phelps-Stokes Fund cooperated fully with financial grants and moral support. This was because the Fund was convinced of their significance, having in its first Statement of Policy, adopted in 1911, placed as a cardinal principle the conviction "that the cooperation of the best white citizens of the South is of prime importance in solving the problem of Negro education." It is a satisfaction as we look back a quarter of a century or more, to think that the Phelps-Stokes Fund's aid, although of a modest character, was so freely given to helping try to adjust the South to new conditions, and to improve the status of the Negro, especially in the fundamental matter of educational opportunities.

Women of the South, and perhaps particularly the women of the Methodist Episcopal Church, South, with their manifestoes, interracial conferences, and "Bethlehem Houses," played a large part. So have also the Young Men's and Young Women's Christian Associations, of North Carolina under the inspiring directorship for twenty years, from 1924 to 1944, of Professor Howard Washington Odum, who gathered about him a group of like-minded liberal southerners of objectivity of thinking and constructive purpose.

9. *Other Group Factors.* It is impossible in a brief report such as this to outline all the factors in the progress of the Negro in the United States in recent decades. We think we have, however, named the more important. Others which deserve consideration, were there time and space, would be health work, especially that of the Rockefeller Foundation in combatting hookworm; the work of the Agricultural departments of the Government and various states, and of many institutions in bringing about more efficient systems of farming, of overcoming the effects of erosion, and of promoting wise soil use; the development of Negro business, especially in fields such as building and insurance; the various Negro medical and other professional associations which have helped to raise standards; Negro Masonic and fraternal organizations, and certain Greek Letter fraternities and other societies of high standards; and the improvement of library facilities, although outside of educational institutions and a few towns these are still most inadequate.

10. *Wise and Courageous Public Leadership.* In the course of this report many references have been made to individual men and women who through various institutions, movements, publications, and achievements in different fields have contributed largely to Negro progress. It seems advisable, however, to bring together a few of the names of those who have been outstanding publicists, so that we can have a clearer picture of how much has depended, in connection with the improvement of the status of the Negro and of race relations, upon a small group of these men and women of vision, courage, and ability. We do not fail to recognize the importance of artists, scientists, doctors, and other professional people who have been mentioned above—white men, particularly under VI, 8, and Negroes under V, 3—but here we are concerned with those who publicly and effectively advocated the Negro's advancement.

In the white South, during the thirty-five years under consideration, among the men who have contributed most have been, in the order of their appearing on the scene, Edgar Gardner Murphy, with his publications on the race problem, which considering the time and place were forward-looking; Charles McIver and J. L. M. Curry, with their leadership of various southern educational movements a generation ago; George Foster Peabody, a Georgian transplanted to New York and active in interracial causes; Will W. Alexander, the most courageous champion of Negro rights in the South in the last generation, and Director of the Commission on Interracial Cooperation; James Hardy Dillard, advocate of the Negro's rights, especially in the field of education, and exemplar of all that is best in the ideal of

the southern gentleman; W. D. Weatherford, who did so much to get the South to study objectively its racial problems; Howard W. Odum, head of the Department of Sociology at the University of North Carolina; and Frank Graham, North Carolina's wise and fearless civic and educational leader. No group of men has carried the torch of fair play for the Negro with more courage and wisdom than these.

Alongside of these white men from the South, have been a group of equally significant Negroes, such as Booker Washington, the exponent of the ideal of cooperation in improving race relations; Robert Russa Moton, his successor at Tuskegee; Archibald Grimké, publicist and editor; Charles S. Johnson, nationally known economist and sociologist of Fisk University; Benjamin Mays, Vice President of the Federal Council of Churches; and Mrs. Mary McLeod Bethune, outstanding advocate of the rights of Negro women.

From the North have been Samuel Chapman Armstrong, founder of Hampton Institute and promoter of the ideal of learning by doing; Robert C. Ogden, who perhaps did more than any one else to bring the North into direct contact with the problems of the South; Wallace Buttrick who long led the General Education Board in its constructive southern program; Anna T. Jeanes and Julius Rosenwald, philanthropists, deeply interested in the improvement of the Negro's status; Thomas Jesse Jones of the Phelps-Stokes Fund, and Edwin R. Embree of the Rosenwald Foundation, for their writings and educational activities; John D. Rockefeller, father and son, with their deep and generous interest in the Negro's progress; and J. E. Spingarn, founder of the Spingarn Medal, and long Chairman of the Board of Directors of the National Association for the Advancement of Colored People.

At the beginning of the period William E. B. DuBois was outstanding as a scholar and stimulating thinker; Kelly Miller, pioneer Negro Sociologist; Alain Locke, philosopher and interpreter of the Negro's ideals and needs; Mordecai Johnson, President of Howard University; Eugene Kinckle Jones and Lester Granger, leaders of the Urban League; Walter White, able and courageous leader of the NAACP; Channing H. Tobias, a leading citizen of New York; Thurgood Marshall and Charles Houston, leaders of the Negro cause before the Supreme Court.

As stated at the outset of this section, most of these men have been mentioned incidentally in other connections in this report, but it is well for us to have before us at least some of the leading public figures in the remarkable movement which has led to securing for the Negro more of the rights and privileges which the Civil War amendments were intended to provide.

The list is merely representative of scores of men of almost equal significance, but supplemented by what is said above, it may prove suggestive.

11. *Note on Centers of Influence.* It is interesting to note that during the period discussed, the center in the North for the improvement of the Negro's status in the United States has moved increasingly from Boston, still the home of the

American Missionary Association and other agencies, and Philadelphia, which continues as a center of benevolent Quaker activities in behalf of the Negro, to New York City. Chicago is an important supplementary center with many activities going back in large measure to the inspiration of the Rosenwald Foundation. Detroit and Pittsburgh are among the other places that have developed acute interracial problems which are being so constructively attacked locally that they also deserve mention. Incidentally, they also have influential Negro newspapers. But nearly all the major Foundations and national organizations which have been aiding the Negro in his struggles, are in New York, and this is the city which provides a large percentage of the top Negro leadership.

In the South—outside of certain institutions such as Hampton, Tuskegee, and the University of North Carolina—Atlanta and Nashville are the most important centers, while Washington, as the Nation's Capital, the home of Howard University and the headquarters of many national movements in behalf of social welfare, is becoming a place of vital importance for the advancement of the Negro cause. It may perhaps be said that New York, Chicago, Washington, Atlanta, Nashville, Chapel Hill, Hampton, and Tuskegee are the places which most influence constructively the making of Negro policy in the United States, but this does not mean that attention should be concentrated on these places for each important locality has its special problems and its helpful agencies as well as being a center of potential influence.

## VII

### PRINCIPAL OBSTACLES AHEAD

As we face the future of the Negro American and his place in the American scene, we are filled with hope. We realize, however, that in spite of the hurdles which have been overcome since emancipation—and for which he is himself in large measure responsible—he still faces serious obstacles. The most serious of these seem to be two—the ignorance of the white man regarding the Negro and his potentiality; and extreme racism, whether this be on the part of the white man or of the Negro. Let us consider these in turn.

1. *White Ignorance regarding the Negro.* Only a small percentage of white Americans has any adequate idea of the Negro's potentiality and progress. I have been amazed to hear college men and women and other people of inherent culture show an ignorance that is appalling. They seem often to be unaware that outside of the field of art and education there are, or have been, any notable Negro intellectual leaders, unless perhaps a very few such as Frederick Douglass, Dr. Carver, Dr. Du Bois, and Booker Washington. They frequently take for granted that science has proven the inherent and necessary inferiority of the Negro because of his so-called black "blood," quite forgetting that there is no such thing as distinctions in blood based on racial lines. They are unaware of the fact that there are differences of culture and education among Negroes which are just as striking as they are among whites. Relatively few of these people—and I say this deliberately—have ever known or wanted to know an intelligent Negro sufficiently well to discuss with him any national or racial problem, or any other matter, except as simple business transactions and the relations of employer and employee are concerned. The utter surprise that is shown by otherwise educated men when told of Negro achievements is amazing. I have in mind the astonishment occasioned in most white groups when hearing for the first time of the efficiency of an all-Negro hospital, such as those of Tuskegee or of Howard University; or of the fact that there are about fifty Negroes at present holding faculty positions in representative American universities and colleges primarily designed for white students; or of Negro civilization and Negro culture in Africa, showing itself not only in distinguished art but also in Bantu law and in interesting forms of social organization; or of statistics that prove that the high syphilis rate among Negroes is largely a matter of economic status; or of the naturalness of serving on committees with educated Negro men and women who are as fair-minded and wise as any other American citizens. As long as this ignorance by the white man of the elementary facts about Negro potentiality and Negro progress remains, the future is not bright.

That is why every notable Negro art exhibit or any significant work in the field of Negro letters, or the well merited appointment of Negroes to positions such as the Governorship of the Virgin Islands, or membership in the United States Commerce Court, or the fine showing of educated Negroes in Army Intelligence tests, or the work of Negro doctors and Negro engineers, or the calm way in which the Negroes cast their ballots for the first time this year in Georgia, accomplishes so much good. If the white man can realize that the Negro is one hundred per cent a human being and that many of his race without white admixture have potentialities comparable to those of white men, it will be realized that he must be given any place in this country which his individual merits deserve. A book such as that by Dr. Myrdal, the Economic Adviser of the Swedish Government, entitled *An American Dilemma*, published by the Carnegie Corporation, with its facts and objective observations regarding the Negro in America, accomplishes an enormous amount of good in dispelling ignorance and prejudice. The process must be continued until the white citizens of America really understand what the Negro is like and do not merely accept a group of stereotypes formed largely by the movies and comic strips.

I put this white ignorance regarding the Negro as Number One among the formidable obstacles to be overcome; but fortunately just as there are today a hundred people who know the facts about the Negro as taught by anthropology, ethnology, history, and the social sciences, to one prior to the Civil War, so it is reasonable to expect, if a constructive educational movement to dispel ignorance on this subject can be carried through, that there will be a thousand a quarter of a century from now, to a hundred today. When the facts are known it will greatly aid the cause of interracial understanding and cooperation, for white men will see that they have something to get as well as to give—as far as intellectual contacts between the races are concerned—and that there is no inherent reason why the two groups, each following its own genius, may not get along well together.

2. *Extreme Racism—White and Negro.* As a result of thirty-five years experience in dealing with the problem of the Negro American in the United States and in Africa, and in consideration of the Negro's future, I would put second among the obstacles ahead for continued Negro progress, extreme racism. By racism I mean emphasis on the importance of the racial group to which a person belongs so extreme as to involve the disregard, or relative disregard, of the capacities and rights of other groups. In condemning this I would not discourage legitimate racial pride or the desire to retain racial integrity, but rather all exclusive or superior views of race which involve an over-emphasis on relative importance, achievement, needs, and/or self-interest at the expense of national unity and concern for the common welfare. Such racism I believe to be equally serious whether it is white racism or black racism. The former has been in the past much more common than the latter, but the latter has been growing in recent years among the left wing Negro leadership, and there is danger of its becoming almost as serious an obstacle for mutual understanding between the races as its progenitor.

The forms of racism practiced by the two groups are somewhat different. The white man believes that he is superior to the Negro and wants to "Keep him in his place." The Negro does not believe that he is superior to the white man in general ability, but often his leaders are so rightly interested in the development of the Negro and the unlocking of the various shackles which still interfere with his progress, that they unfortunately are apt not only to consider the Negro first, but almost to look upon every public issue only from the standpoint of the Negro. You might sometimes think from their utterances that there was no other problem in the United States except that of Negro rights, and that legislation affecting the Negro should have the right of way in Congress over all other important matters of foreign or domestic policy. I grant that the Negro represents our most important minority group. It is of vital importance from the standpoint of American justice and the well-being of the body politic, as well as from that of the reputation abroad of our constitutional democracy, that his wrongs be righted. But just as the white man must not think only of his interests, so the Negro must not think only of his. The Negro has had no better friend than Wendell Willkie, who said: "All Americans should consider themselves, when United States citizenship is concerned, as first of all Americans, not white men, or Negroes, or employers, or employees, or veterans, or manufacturers, or farmers, or Jews, or Protestants, or Catholics, or Northerners, or Southerners." This needs constant emphasis as General Omar Bradley said recently, addressing the American Legion Convention, ex-soldiers must consider themselves "citizens" first and "veterans" second. This has broad implications for many other groups.

Negro racism is also seen acutely among certain self-conscious African leaders, especially in parts of the West Coast, who—while properly insisting that the interests and needs of Native Africans should be given major consideration—are inclined to think that their people can and should jump overnight from a low economic, educational, and political status, to controlling completely their own affairs, irrespective of the white man who, along with many sins of omission and commission, has contributed much to their development. The goal of complete freedom, political and economic, must always be kept in mind and earnestly striven for, but historical factors cannot be transformed in a day, and progress, to endure, must be through accelerated evolution rather than by revolution in racial adjustments. The Fabians in England have been wise in their two-fold emphasis on the need of basic changes in public laws and policies, and on effecting them as fast, and only as fast, as educational processes can prepare the way for them effectively and thus make the reforms endure.

The fact of the matter is that he is a wise leader of the white group in interracial matters who gives special consideration to the point of view of the Negro, and that he is a wise leader in interracial affairs among the black and brown groups who gives special consideration to the point of view of the white man. No group should consider its interests as dominant, but each should consider that he is part of a larger human family and that true progress must include the progress and well

being of all its members. This is, of course, also true of the relation between national and international well-being.

We have had a great deal of white racism in the United States with apparent disregard of the Negro's rights, except as the white man wishes to consider them. We do not wish to go to the opposite extreme now threatened by some of having Negro racism with little regard for the white man. The fact that the white man's extremes have originated and encouraged it does much to explain this new development, but it does not diminish its seriousness.

The answer to the dangers outlined is, of course, found in two emphases frequently mentioned in this report—the securing for the Negro and all other minority groups through education, public opinion, and legislation, complete citizenship and equality of opportunity, and at the same time a larger measure of interracial understanding and coöperation.

## VIII

### SOME DESIRABLE EMPHASES FOR A SMALL FOUNDATION

As the Phelps-Stokes Fund is among the smaller foundations, and as such agencies have been increasing and are likely to continue to increase in the near future, it may not be amiss to give some opinions as to their general policies. What I will say is based not only on thirty-five years' work with the Phelps-Stokes Fund, but also on experiences of almost as long a time on various other foundations and similar public bodies, both large and small. Nine desiderata—other than the vital necessity of good leadership—seem to me worthy of emphasis: Specialization; Imagination; Discretion (or wisdom); Stimulation; Initiation; Investigation; Coöperation; Publication; Abstention. These are important for any foundation, but doubly so for one of relatively small means.

1. *Specialization.* The first imperative, or at least desideratum, is specialization. I am referring here not so much to the purposes of a foundation as expressed by its founder, as to the use of the income or principal, as determined by the trustees under their charter. A foundation should at an early stage in its existence, after studying the terms of its incorporation, the interests of the donor, and the special needs of the time and place, decide on some field which will be its major interest. This does not exclude its taking up from time to time other fields within the scope of its charter, but it is well that the "major" should be clearly in mind, and that after every five or ten years there should be a review of the whole scene to determine whether or not any change in emphasis is desirable. Trustees must decide to specialize at least to some extent if they are going to accomplish anything worth while. The specialization may be in international affairs, or medicine, or the improvement of public school teaching, or the education of the public in art, or almost any other worthy purpose, but the small foundation must decide on its major interest and stick to it. I believe that whatever of permanent value has been accomplished by the Phelps-Stokes Fund has been due largely to this specialization in the field of the Negro—his welfare generally, his relation to his neighbors, and especially his education in this country and in Africa. To these purposes probably over nine-tenths of its income has been devoted, although under the terms of the testator's bequest the Fund was permitted to enter the fields of Indian, white, and Negro education, and the field of housing in New York. It has entered the housing field considerably, but here again its main purpose has been to improve Negro housing conditions in Manhattan. Similarly, when it has given as it has done only rarely, to apparently white causes it has been largely because the Fund realized that the Negro could advance only as the white man, near whom he lived, under-

but it can stimulate others to do many of them. It can also in various ways, such as through fellowships and research funds, stimulate scholarship, or interest in history, or economic research, or the scientific methods of preventing and curing the common cold, or any number of other worth-while activities. By stimulating work rather than doing the work itself it can in many cases multiply the influence of every dollar it spends.

A form of stimulation which it is specially important for a foundation to consider is that of self support by movements and institutions. This is a matter which I have seen from both sides, that of a member of the board of trustees of several foundations, and that of the head of various institutions and movements applying for aid. The latter generally wish more or less indefinite support for their programs. The former wish to limit aid to a definite period, and there is apt to be heart-burning and ill-will created unless when a grant is originally made it is given and accepted on condition that it shall only last for a specified time. A foundation cannot take the place of the State, or the Church, or the group directly interested, which must permanently support certain institutions or prospects. It should rather be considered as an agency for helping to make promising experiments, and to support them in the initial stages until they can secure adequate financial help from the public. This is one of the reasons why foundations often, and wisely, encourage conditional gifts, that is to say they make a grant on condition that a certain sum of money is raised from outside. This is partly to obtain the larger initial sum wanted, and partly to help build up a supporting constituency. In the long run no institution is very effective which gains its main support from one or two foundations or other philanthropic agencies, or individuals at a distance. It must have its roots deep in its own neighborhood and find adequate financial help there. This is why the Phelps-Stokes Fund long felt reluctance in helping financially any Negro school in the south until it could show that it was capable of securing considerable white and Negro support in its own neighborhood.

I doubt whether any foundation should be expected to aid permanently or even for a long period, say over five or ten years, any specific movement, and, generally speaking, a shorter time of aid is advisable. I can remember instances in my own experience where foundations with which I have been connected have, in spite of considerable criticism, declined to make long-term grants, but have rather offered to match, up to a certain point, all new contributions from outside sources in a given effort so as to increase permanent support. This seems to me to be a matter of importance, and the heads of movements and institutions should be more coöperative than they sometimes are in getting the point of view of the foundation executive on this matter.

5. *Initiation.* Another suggestion that I would make is as to the advantages to a foundation of occasionally initiating its own projects. It is right and wise for a foundation to aid well-established agencies and institutions. Indeed, it is probably best that most of its income should normally be expended in that way, although

generally for specific purposes rather than general support. But a foundation should occasionally take the bit in its teeth and undertake something on its own account into which it can put its own convictions and try its own theories. In the case of the Phelps-Stokes Fund some of our most successful ventures have been of this kind. The Committee on Africa, the War, and Peace Aims is an example. Here the Fund was anxious to have an interracial group, made up of people intimately acquainted with the problems of Africa, make a study which would help prepare the public to meet after-war needs. There appeared to be no such well established and influential group available. By forming and financing a new group to undertake this work, it was able to provide a responsible committee with a freedom of action, independence, and concreteness of purpose that would have been otherwise difficult. I do not go so far, however, as to think that a foundation should itself often conduct a permanent institution. There have been some examples of this kind which have not been very happy, for a foundation is generally not adequately staffed for such a purpose, and if its permanent financial backing is known, large gifts will not come from outside. But it can conduct a temporary movement, or a special research project, or an educational survey, to speak of certain types of activities which are often helpful when carried out wisely and with a constructive purpose. I have been impressed by the fact that foundations are increasingly undertaking work of their own of this character, or at least making grants for definite undertakings which seem to them important and which do not require a long period for their accomplishment. When I first went on the General Education Board, which was nearly forty years ago, the time of the Board was taken up almost entirely in weighing the merits of scores, if not hundreds, of appeals that came from different educational institutions all over the country, and in aiding those that seemed most worthy. The same was true in a very minor way with the early meetings of the Phelps-Stokes Fund, and for the time this approach was probably the best. But today in these and similar boards more and more time is wisely given to considering a relatively small number of specific projects which the Board may itself undertake, or which it may authorize some group to undertake through funds it supplies.

6. *Investigation.* Investigation or research is another factor to be emphasized. A foundation must investigate very carefully all appeals that come before it. Snap judgments regarding the desirability of a given project are often erroneous. This may be good in itself, but without investigation one cannot tell whether it is the best way to deal with a given problem, and officers must be sure not only that the work projected has not been or is not being cared for by others, but must be sure that the objective and methods proposed are wise, the agency responsible, the the investigating personnel to be employed competent, and the effort timely. When a decision has been reached through careful investigation as to the desirability of the proposal, the foundation should in most cases remove its control. It should not be constantly prying into the way the work is being done. It chooses the agency,

approves the project, but does not interfere with its conduct. This thought we shall develop further below under "abstention."

Investigation not only applies to projects presented by outside agencies, but it should itself represent in most cases a regular activity of a foundation. There is no problem which can be solved without a careful factual study of conditions, and this the foundation may undertake either through its own staff or by others on its initiative. Investigation for the sake of investigation is entirely inadequate. Its purpose should be to find the essential facts underlying a given problem and suggest the best method or methods for its solution. In other words, those providing for, and conducting, an investigation should bear in mind that it must be succeeded by effective follow-up. Some of our great foundations, such as the Rockefeller, Carnegie, Russell Sage, Milbank, and Rosenwald, have made, through their studies of such problems as medical education in the United States, the poor white problem in South Africa, the question of public housing, and the elimination of tuberculosis, scientific or social welfare contributions of vital importance. Here, of course, an all important matter is to choose the individuals or agencies that are best qualified to make the study in question. A dry, unimaginative report will soon be placed on an upper shelf and create little or no general interest, while one written by a Flexner will long receive a large amount of public attention.

7. *Coöperation.* It is a commonplace that two or three individuals or agencies uniting for a single task may accomplish much more than if any one of them were working alone. This is especially true in matters where the creation of public opinion is involved, and where it is necessary to gain support from many sources. The Phelps-Stokes Fund has been unusually fortunate in that it has been able to secure a degree of coöperation from other agencies which has enormously increased its capacity for service. To quote a few examples: The General Education Board has helped it in connection with the Negro Rural Ministers Project; the Carnegie Corporation in bringing over African visitors; the colonization societies in developing the Booker Washington Institute in Liberia; the British Colonial Office and the missionary societies in making possible the educational surveys in Africa; the State Department, through its Office of International Information and Cultural Affairs, in developing certain activities in Liberia. These are merely a few characteristic examples of coöperation which have enabled us to make available for certain purposes much larger grants than a small fund could alone provide. We have also been glad to coöperate with agencies already in the field which were able to provide the major funds for special projects such as *The Problem of Indian Administration*.

Furthermore, from the outset we have laid great emphasis on the importance of working with the most public spirited white and Negro groups in the South, the national agencies for the advancement of the Negro in New York, and many colleges and institutions. No small foundation can get very far if it decides to "go it alone" in all matters. It must not only develop the spirit of coöperation in others, but also make use of it to the full in its own activities.

8. *Publication.* Another desideratum, as far as foundation policy is concerned, is publication. The advantage of this is that it not only makes available to large numbers of interested people data of value that would otherwise be known only to a few, but that it gives such material as is secured permanency for research and other purposes. To take a few concrete examples. A museum holds an exhibit with reference to Negro art or some phase of American history or science. It interests the local community and if unusually important a few references to it get into the daily and specialized press, but if a careful catalog of the collection is prepared and published, especially if it can be illustrated, it carries the message of the exhibit to distant points and makes it available for generations to come. Or, to give another example, I can think of no greater service rendered by an American foundation than the publication by the Carnegie Corporation of Dr. Abraham Flexner's *Medical Education in the United States and Canada*. If the material which he collected had merely been made available to the Corporation, it would have been of value to it in determining its policy, but it never could have accomplished its extraordinary results in raising the standards of medical education all over the United States.

A foundation frequently finds itself embarrassed by the number of appeals for publishing theses and other highly specialized studies of scholars for whom it has no responsibility. It is only rarely that it can accept these, unless it is specially devoted to such a worthy purpose, for if it enters this field of publishing works of research scholarship without relation to a constructive public purpose, it is soon swamped. It can, however, publish the results of such studies as it thinks of importance, especially those it has itself undertaken or authorized. The United States is a country of great libraries and a constantly increasing serious reading public. A foundation like the Brookings Institution, which makes a point of publishing its investigations in matters of economics and government in such a form that the intelligent reader, not only the specialist, can understand them, renders a service of inestimable importance. This matter of publishing books in not too technical language is highly important, although there are, of course, exceptions where a limited clientele is all that can be reached at the time.

9. *Abstention.* I will add a ninth desideratum. It is what I might call abstention or abnegation. I have in mind the importance of a foundation's keeping hands off after it has made a gift to a responsible institution or movement. I have known of a few cases where the attempt to interfere with policies or the selection of personnel of an aided institution has created legitimate criticism. A foundation cannot be too careful in its choice of agencies and objects of support, but when these have been determined upon, the trustees or group responsible for the project must be trusted to carry on the work without constant interference from without. A foundation may lay down such broad conditions as it sees fit when a grant is made, but thereafter in nine cases out of ten wisdom directs that it should be only a silent partner in the enterprise, unless it is one for which it has made itself responsible. Similarly, it should recognize that changes in needs, conditions, knowledge, and

methods are inevitable as the work progresses, and should, therefore, abstain from making too detailed requirements to accompany grants.

There are, of course, many other factors involved in the success of every foundation, and especially of smaller foundations, but if the trustees of foundations of the latter type will consider the suggestions I have made as a result of experience, and secure a staff sympathetic with them and capable of developing them, I think that they will render large service.

## IX

### DATES IN HISTORY OF NEGRO PROGRESS WITH CONTEMPORARY DATES IN HISTORY OF PHELPS-STOKES FUND

The Phelps-Stokes Fund has existed during a period of history in which the Negro people have made extraordinary progress in condition and recognition. This progress has been greater than in any other period of their history, except perhaps in some parts of Africa in the decades following the abolition of slavery by Great Britain in 1807 and by France in 1817, and in the United States in the decades immediately after the Civil War. The fact that Negroes have shown themselves capable of such advancement in these periods, when outside shackles were removed and they were encouraged by many friendly white people, is itself impressive. The changes have scarcely been equalled in a similar period of time by any other racial group, as such, in history.

The emancipation due to the moral stimulus of the new Christian faith, teaching, and life in the second third of the first century of the Christian era was unique, but it had to do with man as man, not with a single race. It influenced only a small portion of the Jewish people among whom it arose. Since that time, except for somewhat similar experiences when Christianity has been first taught to a people, we can think of no transformation for good of a large population over a brief period comparable in significance to that of the Negro in the United States. The nearest approaches in modern times are the cases of Japan in the last third of the nineteenth century; of China, and of some British areas of Africa, such as Uganda, in the first third of the twentieth century; in Russia under the influence of the Revolution; and in the Philippines under the American Government. Russia's advances in certain fields, such as literacy, industrial and economic organization, health, and some forms of social service have been remarkable, but they have been accompanied by tragic denials of freedom, and, as in France after the French Revolution, by cruelties that cannot be overlooked. In most of these cases outside of Africa the general level of the people at the start of the period concerned was in many ways much more advanced than that of the Negro, and the stigma of slavery did not have to be overcome.

Furthermore, in none of the other cases mentioned, unless it has been that of the Jews in Russia, has there been a comparable rise in the economic, educational, and civic status of a minority racial group, such as the statistics above (VI) show for the Negro population of over 13,000,000 in the United States.

Of course there have been setbacks, disappointments, flagrant injustices, and

reactionary steps which must be taken into account by the historian, such as the tendencies to reaction shown after both world wars, but the general curve has been unmistakably upward. And what is true of the United States is true, although perhaps to a less extent, for Africa, where Great Britain has taken the lead in stimulating native African progress in areas such as the Gold Coast (Crown Colony) and Uganda (Protectorate), and where the French have done much to give self-respecting positions to the African élite. Even the independent Union of South Africa, which has been open to serious criticism for its extreme segregation and color bar policies, has made progress in education and social welfare, and in native council government in the Transkei Territory and some other areas.

On the whole, then, this table of dates has much of encouragement, especially as it shows a marked increase of significant forward steps in recent years, and more particularly since the beginning of the Second World War. The contribution of the Phelps-Stokes Fund to the result has been a relatively small one, but it is believed that its limited efforts have been wisely directed.

An attempt has been made to make the choice of dates representative of all major fields of Negro progress. Developments in the United States have naturally been stressed particularly because it is the home of the Phelps-Stokes Fund, whose *Thirty-five Year Report* is being presented, but mainly because this country has the most influential large Negro population in the world, and the one which has made the most impressive progress in the period reviewed. Advances in Africa and Latin America, however, have not been overlooked—the former, because it is the ancestral home of the Negro people and still their main center of population; the latter, because it is, next to Africa, the continent with the largest population of Negro blood, although this has obviously been much diluted.

Representative dates in all the main fields of activity have been included—government, politics, civil rights, legal protection and justice, economics, social welfare and status, civic leadership, education and educational institutions, religion and ethics, the Church, missionary activity, art, music, literature, journalism, radio, the theatre, cultural advancement, scholarship, science, technology, health, business, industry, employment, professional advancement and recognition, public opinion, labor, interracial and international understanding, housing and home ownership, racial history and pride, domestic economy, scientific agriculture, military service, discovery and invention, athletics and sport, the franchise, the overcoming of discrimination and forced segregation, and organizations to promote racial progress. No two authorities would agree on the three hundred dates—the approximate number in mind—of most significance in the field and period covered, but perhaps one-half of these are so important as to be self-authenticating. Of the others there would be some inevitable differences of opinion as to relative importance, but it is believed that all of those mentioned are at least of more than ordinary significance as indicating events which show an improvement in Negro status or race relations, or which aim to obtain it. Dates in Phelps-Stokes Fund history are given in brackets for comparative purposes.

These and other related fields included in this survey all give evidence of extraordinary progress on the part of Negroes during the last third of a century. The dates recording incidents in this progress should give encouragement to Negro leaders and their white friends. They should make them press forward with high courage and consecration until all artificial barriers interfering with further advancement and interracial cooperation have been removed through wise constitutional methods and an awakened public opinion.

TABLE OF DATES\*

- 1909\*\*[Miss Caroline Phelps Stokes dies, establishing by will Phelps-Stokes Fund.]
- 1909 National Association for the Advancement of Colored People established.
- 1909 Willis D. Weatherford publishes *Negro Life in the South*.
- 1909 Rockefeller Sanitary Commission, organized to study and control hookworm disease, begins its important work for the South.
- 1909 Edgar Gardner Murphy publishes *The Basis of Ascendancy*.
- 1909 U. S. Commission to Liberia appointed by President Roosevelt.
- 1909 *The Chicago Defender*, one of the influential Negro publications, first appears.
- 1910 [First meeting of Trustees of P-S Fund and appointment of a Committee on Plan and Scope.]
- 1910 Old Congo Free State, where native conditions were very bad, comes under the Belgian Government as the Belgian Congo, and conditions begin to improve.
- 1910 National Urban League founded.
- 1910 Howard Odum publishes *Social and Mental Traits of the Negro*, the first of his important works on racial problems.
- 1910 *The Crisis* (NAACP) is first published.
- 1910 General Education Board, acting on initiative of Peabody Education Fund, provides for State Agents of Negro Schools in various Southern States, Jackson Davis becoming the agent in Virginia.
- 1910 Sir Harry Johnston, authority on Africa, publishes *The Negro in the New World*.
- 1911 Julius Rosenwald begins his plan of building Rosenwald model Negro rural schools (now over 5,000), giving one third of cost, provided school authorities raise remainder with help of white and Negro friends.

\* These dates have been taken from many sources, but primarily from Work, *Bibliography of the Negro*, 1928; *Twenty Year Report of the Phelps-Stokes Fund 1911-1931*, 1932; Work, *Negro Year Book*, 1937-38; Murray, *The Negro Handbook*, 1942; *Events in African History*, 1942, compiled by Edwin W. Smith and published as supplement to *The Atlantic Charter and Africa from an American Standpoint*, 1942; *Who Was Who in America 1897-1942*, 1942; *Encyclopedia of the Negro—Preparatory Volume*, 1944; Myrdal, *An American Dilemma*, 1944; *Who's Who in America*, Vol. 24, 1946; P-S Fund manuscript minute books; and the author's personal experience and inquiries by letter.

I am well aware that some of the Phelps-Stokes Fund dates here recorded are not of importance comparable with most of the other dates in the history of Negro progress, but as this is primarily a report of thirty-five years of the work of the Fund it seems proper to include them, although placing them in square brackets when specifically Fund projects. Often these have a close relationship to contemporary events which throw light on board actions, and in some cases the reverse is true.

\*\* The status of race relations at the time that the Phelps-Stokes Fund was founded may be studied in Ray Stannard Baker's *Following the Colour Line*, which appeared in 1908.

74 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

- 1911 [P-S Fund incorporated by New York State Legislature. Board appoints two committees—on Education, A.P.S., Chairman; on Housing, I.N.P.S., Chairman.]
- 1911 Carnegie Corporation established, being preceded in national field among great Foundations by Peabody Fund (1867) and General Education Board (1902).
- 1911 [P-S Fund establishes research fellowships at Universities of Georgia and Virginia for the study of the Negro problem.]
- 1911 County training schools established, organized and maintained by the cooperative efforts of the John F. Slater Fund and the public school authorities of certain Southern States.
- 1912 'Monroe Work issues first edition of *Negro Year Book*.
- 1912 Booker T. Washington, following his *Up from Slavery* (1901) and other books, publishes *The Man Farthest Down*.
- 1912 Southern University Commission on Race Relations established under leadership of James H. Dillard, with cooperation of P-S Fund.
- 1913 Fiftieth anniversary of President Lincoln's Emancipation Proclamation.
- 1913 Virginia, Kentucky, Alabama, Arkansas, Georgia, North Carolina, and Tennessee have all appointed by this year agents for Negro schools.
- 1913 N. C. Newbold, on assuming office as State Agent for Negro Schools in North Carolina, starts practice, since followed by him and N. C. State Superintendents of Public Instruction, of addressing Negro teachers and other school officers with same titles of courtesy used in the case of white people.
- 1913 Southern Sociological Congress, established the previous year, starts a section on race relations.
- 1913 Hampton Institute establishes Ministers Conference, forerunner of other similar movements.
- 1913 [Thomas Jesse Jones becomes Educational Director of P-S Fund and begins survey which is to result in *Negro Education in the United States*.]
- 1913 Establishment of Rockefeller Foundation.
- 1914 W. E. B. Du Bois completes his series of *Atlanta University Studies of Negro Problem*, begun in 1897.
- 1914 Farmers' Cooperative Demonstration Work, begun in the Bureau of Plant Industry in 1904, is transferred to the States Relations Service of the Department of Agriculture, assuming new importance especially through development of extension work among rural white and colored people of the South. The first Negro demonstration agent, Thomas Monroe Campbell, appointed in 1906, is still (1946) serving from Tuskegee as a centre.
- 1914 Spingarn Medal for Negro Achievement established.
- 1914 South African Native College founded in Fort Hare.
- 1914 Negro Health Week inaugurated.
- 1914 Moorland Foundation Library of Negro Life and History, Howard University, authorized by the board of trustees.
- 1915 U. S. Supreme Court decides that "grandfather clause" device for restricting Negro voting in South is unconstitutional. The opinion was written by Mr. Justice White, a Southerner.
- 1915 Carter Woodson establishes Association for the Study of Negro Life and History, and the *Journal of Negro History*.

- 1915 Booker T. Washington's death elicits remarkable tributes to him in press of North and South alike. On December 4 appears his article in *The New Republic* opposing segregation laws.
- 1915-37 Headquarters of Field Agent for Southern Education established in Richmond, Va., under Mr. Jackson Davis, who continues in charge of the office until 1937, when it is closed, although supervision continues to be given to work by Mr. Davis from the New York office of the General Education Board.
- 1916 [*Negro Education in the United States* (2 volumes), Study made by Dr. Jones of P-S Fund, published by U. S. Bureau of Education.]
- 1916 Franciscan Handmaids of Mary (colored sisters) established in Savannah—later transferred to New York. There are several similar sisterhoods, one of which, the Oblate Sisters of Providence, was founded a century earlier in Baltimore (1829).
- 1917 Julius Rosenwald Fund established.
- 1917 White women of Southern Presbyterian Church hold at Tuscaloosa, Ala., first large conference in South with colored women.
- 1917 Southern Publicity Committee, under the lead of Mrs. John D. Hammond, established with cooperation of P-S Fund.
- 1917 Supreme Court holds that a municipal zoning ordinance segregating whites and Negroes deprives real estate owners of property without due process of law.
- 1917 U. S. Government demands that Liberia adopt reforms involving "a radical change of policy," or Liberia may lose its "friendly support."
- 1917 Louisville Segregation Ordinance, prohibiting Negroes from living in white districts and whites from living in Negro districts, declared unconstitutional by U. S. Supreme Court as "not a legitimate exercise of the police power of the State and in direct violation of . . . the Fourteenth Amendment. . . ."
- 1918 Serious race riots in Chicago and other cities result in more attention to the conditions of life of urban Negroes.
- 1918 50th anniversary of founding of Hampton Institute.
- 1918-19 Graduate School of Howard University re-organized. Since that time some 600 persons have received the Master's Degree.
- 1919 Dr. Du Bois establishes Pan-African Congress.
- 1919 The Committee on After-War Cooperation comes into existence with aid of P-S Fund and develops into the Southern Interracial Commission, of which W. W. Alexander becomes the Director.
- 1919 Charles T. Loram, later connected with Yale University and P-S Fund, publishes his *Education of the South African Native*.
- 1919 Treaty of Versailles, including Covenant of League of Nations, with provision for mandates adopted.
- 1919 Convention of St. Germain-en-Laye—adhered to by U. S.—takes advanced ground regarding protection and development of native population of central Africa.
- 1920 League of Nations comes into existence.
- 1920 [P-S Fund publishes *Educational Adaptations*, a report on its ten years' work.) Native Affairs Act in Union of South Africa creates Native Affairs Commission and extends council system of government.
- 1920 Society of the Divine Word establishes in Bay St. Louis, Miss., St. Augustine's Seminary, first Catholic Seminary in United States for training of Negro priests.

## 76 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

- 1920-33 Experiment of National Prohibition in U. S., supported largely by white South because of its belief that it would decrease causes of local interracial friction and disturbance.
- 1921 Semi-centennial of beginning by Josephite Fathers of their work among American Negroes.
- 1921 Joint Council movement developed in Union of South Africa by J. Rheinallt Jones and others, largely as a result of visit of Dr. Thomas Jesse Jones and J. E. K. Aggrey under auspices of P-S Fund.
- 1922 National Board of Y.W.C.A. appoints interracial committee to study history of Negro and present day problems.
- 1922 American Negroes erect dignified memorial to Booker T. Washington at Tuskegee.
- 1922 Y.W.C.A., a leader in broad interracial policies, announces that hereafter its national convention will be held only in places where delegates may share all facilities alike.
- 1922 [P-S Fund begins policy of aiding African educators to study Negro potentiality and conditions of Negro education and life in U. S. Over 300 visitors have thus been aided.]
- 1922 Thirteen countries and six U. S. states represented at Pan-African Congress in London.
- 1922 [Robert Russa Moton becomes a Trustee of the P-S Fund—the first Negro to be elected, serving until his death in 1940. There are now four Negro Trustees.
- 1922 Lincoln Monument dedicated in Washington, a Negro, Dr. Robert Russa Moton of Tuskegee, making one of the leading addresses.
- 1922 [*Education in Africa*, by Dr. Jones, published by P-S Fund.]
- 1922 Growing interest by our government in condition of Negroes in West Indies shown by appointment of a commission headed by a Negro, W. T. B. Williams, to study conditions in Haiti.
- 1922 [P-S Fund enters Negro housing field in New York with erection of a model tenement on East 97th Street.]
- 1923 Advisory Committee on Education in Liberia established under leadership of P-S Fund, and two years later James L. Sibley, State Agent for Negro Schools in Alabama, sent out as its first representative.
- 1923 Stimulated by missionary societies and by report on *Education in Africa*, Secretary of State for Colonies establishes Advisory Committee on Native Education in Africa.
- 1923 [James Hardy Dillard becomes a Trustee, and in 1925 Vice-President of P-S Fund, serving until his death in 1940.]
- 1923 Natives Urban Areas Act adopted to improve housing conditions in South Africa.
- 1923 Federal Council of Churches appoints a Committee on the Church and Race Relations.
- 1923 Race Relations Sunday established by Federal Council of Churches.
- 1923 The Commission on Interracial Cooperation holds conference with newspaper editors of the South resulting in editors of leading daily papers in six Southern States uniting in signed statement asking for mutual cooperation between white and colored races, for adequate educational advantages for colored people, equality before the law, and abatement of mob violence. It is largely as a result of this conference that the word "Negro" begins to be spelled in southern papers with a capital "N".
- 1923 Paul Robeson, well known Negro concert singer and actor, makes great impression by appearing in principal role of "Emperor Jones," to be followed by filling other important roles including "Othello" in London in 1930.

- 1924 Charles H. Houston, a graduate of Amherst and Harvard Law Schools, is admitted to D. C. bar and begins his distinguished legal career, which with aid of other Negro lawyers, especially William H. Hastie and Thurgood Marshall, is to mean so much in protecting Negro rights before federal courts.
- 1924 Institute for Research and Social Science, University of North Carolina, developed under Professor Odum as Director.
- 1924 Blue Ridge, N. C. Conference of seventy five southern educators emphasizes importance of putting subject of race relations into regular academic work in Sociology.
- 1924 Basil Mathews publishes for the United Council for Missionary Education *The Clash of Color*.
- 1924 Restriction of immigration, following need for labor in first World War, and other factors result in large Negro migration north.
- 1924 Cardinal Gibbons Institute, the first Catholic Negro community school, founded in Maryland, with Victor H. Daniel (colored) as Principal, and Father John LaFarge, S.J. (white) as Chaplain.
- 1925 [*Education in East Africa*, by Dr. Jones, published by P-S Fund.]
- 1925 Brotherhood of Sleeping Car Porters organized by A. Philip Randolph, and in 1929 given charter by American Federation of Labor.
- 1925 Alain Locke edits *The New Negro*.
- 1925 Schomburg Collection founded, originally known as the Division of Negro Literature, History and Prints, one of the largest libraries on the Negro.
- 1925 John Simon Guggenheim Foundation established providing fellowships for advanced study or creative work to white and colored alike.
- 1925 First Jeanes School in Africa started with help of Carnegie Corporation.
- 1925-26 Large joint Hampton-Tuskegee Endowment Fund raised, including \$5,000,000 gift from George Eastman.
- 1926 F. D. Lugard, later Lord Lugard, publishes *The Dual Mandate in British Tropical Africa*.
- 1926 Conference on the Christian Mission in Africa held in Le Zoute, Belgium, attended by representative American white and Negro leaders.
- 1926 Beginning of Awards by Harmon Foundation for outstanding creative achievements by Americans of Negro origin.
- 1926 Mordecai Johnson becomes first Negro President of Howard University.
- 1926 International Institute of African Languages and Cultures established in London.
- 1926 A Georgia editor, Julian Harris, of the Columbus Enquirer-Sun awarded Pulitzer Prize for "brave and energetic fight against the Ku Klux Klan . . . against lynching and for justice to the Negro."
- 1927 U. S. Supreme Court holds Louisiana Residential Segregation Law invalid, declaring that property owners have no authority, under Constitution, to pass laws which bar Negroes from living in white communities.
- 1927 U. S. Supreme Court, in unanimous opinion, holds that law barring Negroes from voting in Democratic primary elections in Texas is unconstitutional. Mr. Justice Holmes writes the opinion in this first Texas primary case.
- 1927 Marian Anderson begins her public concert career by winning a competition in the Lewisohn Stadium, New York.
- 1927 [Miss Olivia Phelps Stokes dies, leaving a bequest to Dr. Stokes and Major Moton

of the Fund "to found a school in Liberia similar to the Normal and Industrial Institute at Tuskegee, Alabama."]

- 1928 [P-S Fund endows Lectureship on Interracial Problems at University of Capetown.]
- 1928 [P-S Fund makes large loan, later cancelled, to permit Association to Promote Proper Housing for Girls to establish Club Caroline for Negro working girls in Harlem, a successful club which now accommodates fifty girls.]
- 1928 P-S Fund aids Institute for Government Research in connection with preparing the *Problem of Indian Education*, under editorship of Lewis Meriam.
- 1928 Laura Spelman Rockefeller Fund established.
- 1928 Ku Klux Klan, revived in 1915, abandons its secrecy under pressure of public opinion.
- 1928 Establishment by Father LaFarge of Catholic Laymen's Union, a society of Catholic Negro professional and business men in New York City.
- 1928 Second National Interracial Conference held in Washington, sponsored by Commission on Interracial Cooperation, National Boards of Y.W.C.A. and Y.M.C.A., National Urban League, P-S Fund, and other agencies, leading to publication by Research Secretary of the Conference, Professor Charles S. Johnson, of *The Negro in American Civilization* (1930).
- 1928 *Bibliography of the Negro in Africa and America*, edited by Monroe N. Work, published with the cooperation of P-S Fund.
- 1928 Laymen's Retreat movement of Roman Catholic Church begins to emphasize importance of including Negroes in its work and of emphasizing Christian duty of interracial cooperation.
- 1928 Harmon Foundation established.
- 1929 Booker Washington Institute, chartered previous year by Liberian government, established by P-S Fund and various Protestant Missionary groups, at Kakata, Liberia.
- 1929 Edwin W. Smith publishes *Aggrey of Africa* at request and with support of P-S Fund
- 1929 South African Institute of Race Relations established at Johannesburg.
- 1929-30 New Atlanta University formed with old institution as graduate school and with two undergraduate colleges—Morehouse for men, and Spelman for girls; also large new library building erected.
- 1930 U. S. Commission on Education in Haiti appointed by President Hoover with Major Moton as Chairman.
- 1930 *New York Times* publishes editorial adopting capital "N" for spelling of "Negro."
- 1930 Dillard University organized in New Orleans.
- 1930 [P-S Fund arranges interracial conference for General Smuts to bring before him progress and problems of Negro in U. S.]
- 1930 Achimota College in Gold Coast, most ambitious educational institution for Native Africans, established.
- 1930 Commission on Interracial Cooperation appoints the Southern Commission on the Study of Lynching—a strong interracial group.
- 1930 North Carolina Supreme Court hands down a decision that bus lines, as common carriers, must carry Negro interstate passengers.
- 1930 Census shows extent of recent migration of Negroes north. Number living in North and West but born in South increased in decade from 737,423 to 1,355,789.
- 1930 New University Library at Fisk University dedicated.

- 1931 Edwin R. Embree publishes *Brown America*.
- 1931 Association of Southern Women for Preventing of Lynching organized.
- 1931 [P-S Fund arranges conference on proposed *Encyclopedia of the Negro*, the movement taking definite form following year.]
- 1931 Trustees of Booker Washington Institute at Kakata, Liberia, incorporated by New York Legislature.
- 1931 Statute of Westminster provides for British Commonwealth of Nations.
- 1931 League of Nations Commission, including an American Negro, Charles S. Johnson, finds slavery existent in Liberia and lays foundations for reforms.
- 1932 *Journal of Negro Education* publishes its first issue in April.
- 1932 [*Twenty Year Report of the Phelps-Stokes Fund, 1911-1931*, published.]
- 1932 [President of P-S Fund serves as Carnegie Lecturer at Universities in the Union of South Africa and later makes trip through Central Africa to Cairo. *Report of Rev. A.P.S. on Education, Native Welfare, and Race Relations in East and South Africa* published in 1934.]
- 1932 Xavier University of the South, New Orleans, reorganized on a genuinely collegiate basis with membership in national college and university associations. It was founded by Mother M. Katharine Drexel of Philadelphia, a great patron of Negro education, through the Board of Missionary Work among Colored People.
- 1932 In Second Texas primary case, U. S. Supreme Court in opinion of Mr. Justice Cardozo, declares unconstitutional a resolution of the State Executive Committee of the Democratic Party, empowered by the State Legislature to adopt its own regulations on the subject, ruling out from voting in the primary elections all except "white democrats who are qualified under the Constitution and laws of Texas."
- 1933 James Weldon Johnson publishes *Negro Americans What Now?*, influential both for its contents and its title.
- 1933 *The Negro's Church*, by Benjamin E. Mays with J. W. Nicholson.
- 1933 *Along This Way*, by James Weldon Johnson.
- 1933 Beginning of administration of Franklin D. Roosevelt which is to do much through legislation and through the personal interest of President and Mrs. Roosevelt to improve conditions of the Negro in American life. His Secretary of the Interior, Harold T. Ickes, begins to make, through his appointments and policies, a specially important contribution.
- 1934 Mayor La Guardia begins twelve years of service as Mayor of New York, which are to mean much in integrating Negroes into all phases of public life of the City.
- 1934 Raymond Leslie Buell publishes his two-volume work *The Native Problem in Africa*.
- 1934 Charles S. Johnson and Willis Weatherford publish *Race Relations*.
- 1934 American Marines withdrawn from Haiti, as well as all control of Haitian government except for finances.
- 1934 [Richmond Barthé, distinguished Negro artist, paints for P-S Fund portrait of Dr. Aggrey of Gold Coast, member of P-S Commissions to Africa and Vice-Principal of Achimota College. Copies are reproduced in color and sent to hundreds of schools in Africa as reminders of African potentiality and as inspiration to better race relations.]
- 1934 Joseph H. Oldham publishes *Christianity and the Race Problem*.
- 1934 Ordination of Negro priests—all graduates of St. Augustine's Seminary—indicates

new emphasis on Negro ministry among Roman Catholics, as heretofore only a few individual priests had been ordained, although Leo XIII in 1893, in his Encyclical *Ad Extremas*, had broached question of Negro clergy.

- 1934 Establishment of Catholic Interracial Council in New York, followed by similar councils in Philadelphia, Chicago, Washington, St. Louis, and other cities. The New York headquarters is called the DePorres Center in memory of the saintly Negro Dominican Lay Brother (16th Century) of Lima, Peru.
- 1935 Anisfield-Wolf Awards for the best books on race relations established by Edith A. Wolf of Cleveland, in memory of her father and husband. First award made following year to Harold F. Gosnell for his *Negro Politicians*.
- 1935 Delegation of American Negroes on Pilgrimage of Friendship from the Student Christian Movement of United States to the students of India, Burma, and Ceylon. Delegation consists of Mr. and Mrs. Howard Thurman and Mr. and Mrs. Edward Carroll.
- 1935 U. S. Supreme Court in second Scottsboro case decides that a Negro was denied equal protection of the law by his indictment and trial by a jury on which no Negroes were on the panel.
- 1935 Mrs. Gertrude Elise Ayer, appointed by the New York Board of Education to the post of Principal of Public School 24, New York City. Twenty-two of the twenty-five teachers in this school are white.
- 1935 All Southern Conference for Civil and Trade Union Rights.
- 1935 CIO adopts constitution preventing discrimination because of race, color, etc.
- 1935 Italy invades Ethiopia—an attack on an ancient African kingdom specially resented by Negro Americans.
- 1936 U. S. Supreme Court decides that confessions of guilt obtained by torture invalidate a death sentence in the case of three Mississippi Negroes. Chief Justice Hughes, opinion declares that “The rack and torture chamber may not be substituted for the witness stand.”
- 1936 National Council of Colored Women established. Mrs. Mary McLeod Bethune becomes its leader.
- 1936 National Negro Congress held in Chicago.
- 1936 [*Slums and Housing*, a two-volume survey of housing conditions, especially in New York City, published by P-S Fund under editorship of Professor James Ford of Harvard.]
- 1936 New constitution of Union of Soviet Socialist Republics adopted. Russia, although weak in matters of freedom and other basic human rights, becomes in some respects an exemplar of interracial cooperation.
- 1936 “Manhattan Resolutions” on justice and equality for the Negro taken by twelve Roman Catholic colleges meeting at the Manhattanville College of the Sacred Heart. This action is followed by similar progressive resolutions being adopted by other Catholic groups.
- 1937 Citizens Housing Council in New York established at suggestion of P-S Fund.
- 1937 U. S. Supreme Court rules that Angelo Herndon, a Negro, was illegally imprisoned for alleged circulation of Communist literature.
- 1937 [*Education for Life, Phelps-Stokes Fund and Thomas Jesse Jones, The Twenty-Fifth Anniversary, 1913-1937*, issued.]

- 1937 Southern Education Foundation takes over assets and work of Jeanes Fund (1907), Slater Fund (1892) and Peabody Educational Fund (1867).
- 1937 [Mr. Franklin O. Nichols becomes identified with the P-S Fund in connection with Negro housing and later with the Negro and industry.]
- 1937 Movement to open Catholic institutions of higher learning to Negroes outside of the Southern States gets definitely under way.
- 1937 Joe Louis (Joseph Louis Barrow) wins World's Heavyweight Championship as boxer, becoming through his skill, high character, modesty, and generosity—all since maintained—a Negro hero and a potent factor in interracial good will.
- 1937 The Carnegie Corporation, at the suggestion of the late Newton D. Baker and under the active leadership of its President, the late Frederick P. Keppel, votes to make "a comprehensive study of the Negro in the United States, to be undertaken in a wholly objective and dispassionate way as a social phenomenon." Dr. Gunnar Myrdal, a Professor in the University of Stockholm and Economic Adviser to the Swedish Government, who a decade earlier spent a year in the United States as a Fellow of the Spelman Fund, is chosen to undertake the survey.
- 1937 Dr. Will Alexander, Director of the Commission on Interracial Cooperation in Atlanta, and a staunch supporter of Negro rights, becomes administrator of the Farm Security Administration.
- 1937 Oxford Conference on Church, Society and State, the most representative ecumenical conference in centuries, adopts significant resolutions against segregation—"there can be no place for barriers because of race or color, especially in the Church's own life and worship."
- 1937 National Youth Administration founded. Its Office of Negro Affairs under leadership of Mrs. Mary McLeod Bethune, founder of National Association for Colored Women, becomes a potent factor in Negro advancement.
- 1937 U. S. Housing Authority set up, and announces its aim to house colored residents in approximately one third of dwelling units in projects under loan contracts.
- 1937 Farm Security Administration established, rendering important service to white and Negro sharecroppers. Dr. Alexander becomes its Director.
- 1937 Council on African Affairs established in New York by Max Yergan. Paul Robeson becomes its President.
- 1938 U. S. Supreme Court in Gaines Case requires a state (Missouri) to admit Negroes to its white university or otherwise to provide in the state equal educational opportunities for Negro and white students. Chief Justice Hughes delivers the opinion.
- 1938 Declaration of Lima concurred in by the Pan American states, takes the ground that "in accordance with the fundamental principle of equality before the Law, any persecution on account of racial or religious motives which makes it impossible for a group of human beings to live decently, is contrary to the political and juridical systems of America."
- 1938 Lord Hailey's *An African Survey*, most complete general study of African problems, is published with subvention from Carnegie Corporation.
- 1938 Donald Murray, Negro student, who had secured admission to University of Maryland Law School by court action, secures his degree.
- 1938 Southern Conference for Human Welfare, representing political and social liberalism, holds its first meeting at Birmingham, Ala.

- 1939 [P-S Fund publishes, under editorship of Dr. Jones, *The Navajo Indian Problem.*]
- 1939 First favorable decision on equalization of salaries for white and Negro teachers. In an opinion handed down by Judge H. Calvin Chestnut of the United States District Court of Maryland, the Board of Education of Anne Arundel County is directed to institute a non-discriminatory pay scale for white and Negro teachers.
- 1939 Marian Anderson, with permission of Department of Interior, sings in front of Lincoln Memorial, Washington, because D.A.R. declines to allow her to use Constitution Hall. [P-S Fund publishes *Art and the Color Line* by A.P.S., being summary of brief in behalf of Miss Anderson and Negro community.]
- 1939 Southern Association of Colleges and Secondary Schools announces that it has given "A" rating to 18 Negro colleges and 4 Negro junior colleges.
- 1939 [Channing H. Tobias and Jackson Davis become Trustees of the P-S Fund.]
- 1939 [Charles T. Loram of Africa and Yale University becomes a Trustee of P-S Fund, serving until his death in 1940.]
- 1939 Inaugural Encyclical "Summi Pontificatus" of Pope Pius XII refers particularly to the importance of a Christian attitude on race relations, a matter that is implemented by simultaneous consecration of twelve Bishops including two native Africans.
- 1939 Pope Pius XII sends his message "Sertum Laetitiae," emphasizing the need of greater attention to spiritual and educational needs of Negroes.
- 1939 Civil Rights Section of Department of Justice set up.
- 1940 Several victories this year for right of Negroes to jury service. Among these is U. S. Supreme Court decision in Edgar Smith case, including reversal of his conviction and life sentence on ground that Negroes had been systematically excluded from jury duty. Negroes serve on three or four Southern juries.
- 1940 George Washington Carver Foundation for Research in Creative Chemistry established at Tuskegee Institute.
- 1940 U. S. Supreme Court in Hansberry case reverses a decision of Supreme Court of Illinois upholding a segregated covenant, and gives petitioners right to go back into court with certain features of their claim.
- 1940 Booker T. Washington postage stamp issued by U. S. Government.
1940. *Phylon*, a journal of race, founded by Dr. Du Bois, at Atlanta University.
- 1940 British Government announces grants of £5,000,000 a year for ten years (Colonial Development and Welfare Act) for the colonies, especially for improving their welfare services, and states that the Government are "Trustees for the well being of the Peoples."
- 1940 Circuit Court of Appeals holds that Negro and white teachers must receive equal salaries for equal work, a decision which the Supreme Court tacitly accepts by declining to review the case.
- 1940 Alain Locke publishes *The Negro in Art.*
- 1940 Felix Eboué, a Martiniquan Negro long in French government service, becomes Governor General of French Equatorial Africa, serving until his death in 1945.
- 1940 Colonel Benjamin O. Davis, a West Point graduate, promoted to be first Negro Brigadier General.
- 1941 First Negro, W. E. B. Du Bois, elected member of National Institute of Arts and Letters.

- 1941 Emperor Hailé Selassie returns to Ethiopia and begins reconstruction.
- 1941 President Roosevelt establishes important Committee on Fair Employment Practice and names two Negro members.
- 1941 Rayford W. Logan publishes, through the University of North Carolina Press, *The Diplomatic Relations of the United States with Haiti, 1776-1891*, an important contribution toward the relations between the Negro Republic and the United States.
- 1941 President issues Executive Order #8802 to assure fair treatment in defense industries of "all persons, regardless of race, creed, color or national origin." As a result, proposed "March to Washington" by Negroes is indefinitely postponed.
- 1941 Attorney General Jackson requires Washington (D. C.) Bar Association to admit to its library all lawyers in good standing.
- 1941 First provision made in U. S. for training Negro aviators.
- 1941 Arthur Raper and Ira D. Reid publish their *Sharecroppers All*.
- 1941 (Dec. 7th) Unprovoked attack by Japanese on Pearl Harbor brings U. S. into World War II in opposition to Japanese (Dec. 8) and German (Dec. 11) imperialism and extreme racialism.
- 1941 [P-S Fund establishes the Committee on the Negro American in Defense Industries.]
- 1941 Atlantic Charter declaration of Prime Minister Churchill and President Roosevelt.
- 1941 Melville J. Herskovits publishes *The Myth of the Negro Past*.
- 1941 Dean Dixon, first Negro to conduct a symphony orchestra on national hook-up (N.B.C.). Mr. Dixon followed this by organizing in 1944 the American Youth Orchestra (interracial).
- 1942 Institution of the annual award in field of interracial justice in memory of James J. Hoey. The award is under the direction of the Catholic Interracial Council of New York.
- 1942 Sydenham Hospital in New York establishes precedent by becoming an interracial hospital as to trustees, staff, nurses, and patients.
- 1942 Father John La Farge, S. J., publishes his *Race Question and the Negro*, showing progressive attitude on the part of a R.C. Church leader.
- 1942 Miss Florence Murray issues first edition of *The Negro Handbook*.
- 1942 [Dedication by P-S Fund and Robert Gardiner, representing African Students Associations of London and New York, of memorial to Dr. Aggrey in colored cemetery at Salisbury, N. C.]
- 1942 [Committee on Africa, the War, and Peace Aims, established by P-S Fund, publishes the *Atlantic Charter and Africa from an American Standpoint*, the work of a strong interracial committee, most of whose members knew Africa intimately.]
- 1942 Supreme Court in Little Scottsboro Case insists that provisions of due process clause of Constitution be observed in case of imprisoned Negroes.
- 1942 *American Foundations and their Fields*, listing 314 foundations, shows 12 specially interested in race relations, racial research and/or Negro progress.
- 1942 *Survey Graphic* publishes special number edited by Alain Locke on *Color: Unfinished Business of Democracy*.
- 1943 First Inter-American Congress of Demography passes resolutions for the adoption of educational processes which would conduce to the amelioration of the conditions of life of the populations called "Afro-American," "Negro," or "people of color,"

with a view that discrimination because of race or color may be eliminated in all human relations. With this object in mind it asked for a study of contributions of the Negro population in order that this information might be utilized to develop a better understanding between racial groups. As a result the International Institute of Afro-American Studies was established.

- 1943 Study made by Harry Washington Greene (published in 1946) shows that 381 Negro Americans have received Ph.D. degree or its academic equivalent, of which 316 have been since 1930, the University of Chicago leading with conferring 40 degrees, and Howard leading in making use of the services of 70, as many as the next five institutions together.
- 1943 Demands of war labor and of consistency in opposition to Nazi "herrenvolk" ideas lead to large increase of Negro recognition and employment by Government and war contractors.
- 1943 Charles S. Johnson publishes *Patterns of Negro Segregation*.
- 1943 Ellis Gibbs Arnall begins his term as Governor of Georgia to result in securing abolition of poll tax, rights of otherwise qualified Negroes to vote, etc.
- 1943 Fellowship of Southern Churchmen calls for interracial religious services including Lord's Supper and for interracial ministerial associations.
- 1943 Delegates of white (Atlanta) and colored (Durham) racial groups, meeting in Richmond, Va., urge general adoption of forward-looking but conciliatory Durham "Basis for Interracial Cooperation and Development in the South."
- 1944 United Negro College Fund organized.
- 1944 ["Memorandum on Phelps-Stokes Fund Policy" issued, leading to election in 1945 of Jackson Davis as President and Channing H. Tobias as Director.]
- 1944 Twenty-five of most important national Negro organizations, meeting in New York under auspices of NAACP, demand prosecution of war to successful end, elimination of poll tax by federal action, unsegregated integration of Negroes into armed forces, establishment of permanent federal committee on fair employment practice, etc.
- 1944 British Colonial Office publishes report entitled *Mass Education in African Society*, proposing abolition of illiteracy and developing a workably intelligent foundation of citizenship throughout British Colonial Africa within a generation.
- 1944 Mrs. Betsy Graves Reyneau and Mrs. Laura Wheeler Waring—the one a white, the other a colored artist—unite in the first national exhibit of portraits of Outstanding Americans of Negro Origin. Sponsored by the Harmon Foundation, it is held at the National Museum, Washington, under the auspices of the Smithsonian Institution, and later at representative museums in other cities, creating an increased interest in interracial cooperation. The exhibit now includes portraits of Dr. Carver, Mrs. Bethune, Dr. Tobias and 28 others.
- 1944 Acceptance by Supreme Court of fact that a party primary is a vital part of the election machinery, thereby opening door to prevention of Negroes taking part in choice of Southern political candidates (Albright case).
- 1944 Experiment made under Lieutenant General John C. H. Lee permitting Negro enlisted men under his command to volunteer for front line service in white companies. Some 2,500 promptly respond and operate for first time in recent U. S. history with white soldiers as members of same company.

- 1944 Bureau of Naval Personnel, although not discontinuing segregation, underscores in its *Guide to the Command of Negro Personnel* that "the Navy accepts no theories of racial differences in inborn ability."
- 1944 Supreme Court unanimously holds that under provision of the Railway Labor Act of 1934 the Brotherhoods cannot act as bargaining agents if they deny to Negroes equality of membership rights.
- 1944 Miss Lillian Smith of Georgia publishes her arresting novel, *Strange Fruit*, dealing in a critical way with southern race relations.
- 1944 Carnegie Corporation issues its important two-volume work by Gunnar Myrdal of Sweden, entitled *An American Dilemma—The Negro Problem and Modern Democracy*.
- 1944 Several large interracial dinners to honor distinguished Negroes and to advance public causes given at Hotel Roosevelt, New York, this year and next.
- 1944 In third Texas primary case (see above under 1927 and 1933) U. S. Supreme Court in opinion delivered by Mr. Justice Reed upholds the right of qualified Negroes to vote in Democratic primaries in Texas as these are "a part of the machinery for choosing officials, state and national . . ."
- 1945 NAACP announces that it has been successful in twenty out of twenty-two cases protecting the Negro's constitutional rights before the U. S. Supreme Court in previous thirty years.
- 1945 Supreme Court of Ontario, Canada, holds a racial restrictive real estate covenant invalid on the ground that it restricts the charter of the United Nations—a "first" of significance.
- 1945 "Two Friends Award" of National Urban League established to promote interracial cooperation between individuals in specific endeavors, the foundation being designed to commemorate the joint services of L. Hollingsworth Wood (white) and Eugenie Kinckle Jones (colored) as officers of the League.
- 1945 [*Africa Advancing*, a study of rural education and agriculture in West Africa and the Belgian Congo, by Jackson Davis, Thomas M. Campbell, and Margaret Wrong, published under auspices of Fund.]
- 1945 Death of Mrs. Edward V. Morrell, who had aided her sister, Mother M. Katharine Drexel, in many Catholic educational projects for Negroes, leaving a bequest for furthering better race relations.
- 1945 Centennary of Servants of the Immaculate Heart of Mary, a sisterhood established by a colored woman, Mother Therese Duchemin. This has become one of the most important white teaching congregations in the United States.
- 1945 Rev. Howard Thurman, Dean of the Chapel at Howard University, is preacher at Yale University, being the first Negro to be given this opportunity. The invitation is repeated the following year.
- 1945 Roman Catholic Church inaugurates an Interracial Justice Week.
- 1945 New York State establishes State Commission against Discrimination and adopts an act entitled "Law against Discrimination," declaring that "the legislature hereby finds and declares that practices against any of its inhabitants because of race, creed, color or national origin are a matter of state concern, that such discrimination threatens not only the rights and proper privileges of its inhabitants but menaces the institution and foundation of a free democratic state." It states that

"The opportunity to obtain employment without discrimination because of race, creed, color or national origin is hereby recognized as and declared to be a civil right." The New York state law is soon made the basis of somewhat similar action in other states.

- 1945 [*Encyclopedia of Negro—Preparatory Volume*, sponsored by P-S Fund, publishes first edition under editorship of Dr. W. E. B. Du Bois and Professor Guy Johnson. Revised edition in 1947.]
- 1945 United Nations organized with provision for international Trusteeship Council, Economic and Social Council, and other features to prevent war and protect human rights.
- 1945 [First Negro elected executive head of a national foundation—Channing H. Tobias of P-S fund.]
- 1945 [P-S Fund with help of General Education Board and Home Missions Council begins its program for improving status of Rural Negro Ministers.]
- 1945 Inter-American Conference on Problems of War and Peace held at Chapultepec Castle, Mexico City, adopted the following as Section XLI:

#### RACIAL DISCRIMINATION

##### WHEREAS:

World Peace cannot be consolidated until men are able to exercise their basic rights without distinction as to race or religion,

The Inter-American Conference on Problems of War and Peace

##### RESOLVES:

1. To reaffirm the principle, recognized by all the American States, of equality of rights and opportunities for all men, regardless of race or religion.
  2. To recommend that the Governments of the American Republics, without jeopardizing freedom of expression, either oral or written, make every effort to prevent in their respective countries all acts which may provoke discrimination among individuals because of race or religion.
- 1945 Act of Chapultepec, adopted by Inter-American Conference on Problems of War and Peace, pledges American Republics to advanced position against racial discrimination.
- 1945-46 The interracial theme is the subject of four Broadway theatrical performances this year—"Strange Fruit," "Jeb," "On Whitman Avenue," and "Deep are the Roots."
- 1946 Third Conference of the American States Members of the International Labour Organization, held in Mexico City, adopts strong resolutions again subscribing to the principle that "all human beings, irrespective of race, creed or sex, have the right to pursue both their material well-being and their spiritual development in conditions of freedom and dignity, of economic security and equal opportunity; . . ." The Conference further calls upon Member Governments and the people who compose them to
- (1) Aim effectively to establish the principles of equal treatment and equal wages for work of equal value in the same operation and undertaking and to prevent unjust discrimination directed against workers by reason of their race, colour, creed, sex or national origin in respect of wage rates and other conditions of labour;

- (2) Take all practicable measures to lessen any existing differences in wage rates and conditions which are due to discrimination by reason of race, colour, creed, sex or national origin by raising the rates and improving the treatment applicable to the lower-paid workers;
- (3) Recognize that reasonable allowances for personal or family expenses may be made to workers engaged for employment from distant countries, to compensate for the added cost and inconveniences of such employment.
- 1946 Federal Council of Churches adopts recommendation of its Commission on The Church and Minority Peoples led by Dr. W. W. Alexander, in declaring racial segregation an unchristian ideal. Y.W.C.A., Y.M.C.A., Congregational and other churches follow suit.
- 1946 First Negro, Booker T. Washington, honored in Hall of Fame. A half dollar coin is issued in his honor in December.
- 1946 Paramount Chief of Bechuanaland and various groups interested in native welfare protest the Smuts plan of incorporation of the mandated territory of South West Africa into the Union, on account of latter's extreme "color bar" policy.
- 1946 National Committee on Segregation in the Nation's Capital set up by Rosenwald Foundation.
- 1946 India granted self-government by Great Britain due to influence of Viceroy, Lord Wavell, and others, and organizes virtually independent state with Pandit Nehru as Prime Minister, thus encouraging African people seeking more self-government and removing a cause of friction between Negro Americans and England.
- 1946 [New officers of P-S Fund installed, and Liston Pope of Yale and Claude Barnett of Negro Press Association elected trustees.]
- 1946 Miss Shirley Graham, a colored author, receives Julian Messner Award of \$5,000 for biography of Frederick Douglass.
- 1946 Robert C. Weaver publishes *Negro Labor: A National Problem*.
- 1946 January 5th designated by 79th Congress as George Washington Carver Day.
- 1946 United Nations Assembly, critical of South Africa's extreme color bar, asks the Union to work out with India some mutually satisfactory plan for meeting the grievances of Indians in South Africa, and declines to disregard Mandate agreement by handing over Southwest Africa to the Union.
- 1946 Senator Bilbo, in spite of his opposition to Negro political rights, and his being accused of questionable dealings regarding war contracts, is re-elected Senator from Mississippi, thereby becoming cause of national movement to prevent his being seated.
- 1946 NAACP wins case of Irene Morgan vs. Commonwealth of Virginia which establishes legal principle that state segregation laws do not apply to interstate passengers on interstate carriers.
- 1946 National Catholic Welfare Conference emphasizes importance of abolishing segregation, a movement in which nearly all the Religious Orders and Congregations have been showing their active sympathy in recent years by admitting Negroes.
- 1946 Harvard University appoints Rev. Howard Thurman as Ingersoll Lecturer on the Immortality of Man.
- 1946 Professor Alain Locke of Howard University, and Visiting Professor at the University of Wisconsin, is elected President of the American Association for Adult Education —a striking example of Negro leadership and recognition.

88      THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

- 1946 As a result of Albright decision scores of thousands of Negroes vote for the first time in Southern primaries since Reconstruction in Georgia, Florida, and some other states.
- 1946 It is announced that the thirteen public housing projects in New York City established in recent years are on a non-segregated basis.
- 1946 American Nurses Association adopts unsegregated membership policy.
- 1946 American Missionary Association celebrates its Centenary of exceptionally important service, especially through Negro educational institutions of South.
- 1946 War Department Circular Number 124, although continuing for reasons of expediency segregation for the present, states that the ultimate objective is for manpower "to be utilized in the event of another major war, in the army without regard to antecedents or race."
- 1946 President Truman appoints President's Committee on Civil Rights, Dr. Channing H. Tobias of Phelps-Stokes Fund being one of the members.

## X

### CONCLUSION

In bringing this thirty-five years' report to a close it seems perhaps well to emphasize a few of its major conclusions. These may thus be stated in brief form:

That the progress of the Negro in the United States during the past thirty-five years in the face of many handicaps has been impressive, and is creditable alike to the Negro and to those interested in his rights and welfare.

That the progress of the Negro in Africa has been less striking than in the U. S., but in spite of some unfortunate recessions, such as in the matter of colour bar legislation in South Africa—an independent Dominion of the British Commonwealth of Nations—it has been considerable, especially in most of the British, French, and Belgian colonies, the main progress being in educational facilities.

That the hurdles which remain, especially in the matter of various discriminations in law and custom which hinder the Negro's progress, are serious and difficult to overcome.

That among the many factors which have contributed to Negro progress, American foundations such as the Carnegie, Rosenwald, Rockefeller, General Education Board, and others, have played an important part.

That among the smaller foundations the Phelps-Stokes Fund's contribution both in the United States and Africa, although modest, has been substantial, and is due in large measure to the leadership of our Director, Dr. Thomas Jesse Jones, and the effective help of his associate, Mr. L. A. Roy.

That the Fund's policies, which have been mainly those of encouraging Negro education of an effective type on all levels, and the development of interracial understanding and cooperation in a Christian spirit, are sound, may well be continued, and are sure to bring encouraging results in the future.

That the protecting of the Negro's rights both as a man and a citizen, and the overcoming of entrenched discriminations against him both in this country and in Africa, matters which have lately received much attention from this Fund, deserve further emphasis.

That the future usefulness of the Fund seems well assured under the leadership of Dr. Jackson Davis,<sup>1</sup> as President, and Dr. Channing Tobias as Director; and that it is a matter of special gratification that the Fund has increasingly elected representative Negroes to its Board of Trustees and its staff.

<sup>1</sup> Deceased, April 15, 1947.

I shall always be deeply grateful for the unflinching support of Dr. Thomas Jesse Jones, long our distinguished Director; Mr. L. A. Roy, his modest, courteous, effective, and wise assistant; all the members of the Board of Trustees, and especially Mr. Edwin K. Merrill, its very efficient Treasurer; and to the members of the small office staff, consisting of Miss Rachel Huntington, Mrs. Clara Newman, and on part time, Miss Rosalie Malone, and, during most of the last decade, Mr. Franklin O. Nichols. I know of no small group that has worked more faithfully and harmoniously.

I am dating this report on the day in which my term of office as Trustee and President of the Fund expires. I close with deep gratitude for the opportunity which the leadership of the Fund has given me over so long a period, and with the conviction that no more important task faces this generation, both nationally and internationally, than that of the welfare of minority groups, and that among these none deserves more attention than the Negro, because of his remaining handicaps imposed by others, his loyalty, and his proven capacity for development and service.

Phelps-Stokes Fund Office  
October 31, 1946

*P A R T   T W O*



# FIFTEEN YEAR REPORT, 1932-1946

BY DR. THOMAS JESSE JONES

## I

### HISTORICAL SUMMARY

In the will of Miss Caroline Phelps Stokes, who died April 26, 1909, the comprehensive concern of the Fund to be founded is recorded in the following paragraph:

For the erection or improvement of tenement house dwellings . . . for the poor families of New York City and for educational purposes in the education of Negroes both in Africa and the United States, for North American Indians and for needy and deserving white students.

Through more than three decades the policies and programs of the Phelps-Stokes Fund have been largely determined by the ideals and purposes of Caroline Phelps Stokes. Each decade has deepened our gratitude for the inspiring ideals and practical philanthropy of Miss Stokes, whose will created the Fund in 1911. So vital are these policies in the administration of recent and current programs as to merit brief review from the Report of 1910-1920:

The first policy evolved from this remarkable combination of religion, practical interest and world contact is that of the adaptation of all efforts to the needs at hand. Tradition, custom or class are not to hamper educational method or religious effort. The great danger of all institutions, whether political, religious, educational or social, is to crystallize into a set form that has no regard for changing conditions. . . . The cornerstone of modern science is the universal search for truth . . . These observations and conditions explain the emphasis of the Phelps-Stokes Fund upon careful surveys of conditions and thorough adaptation of efforts to the needs observed.

The second policy of the fund is the logical sequence of the first, namely, that it endeavors to originate, stimulate and encourage movements and activities that are strategic in their influence for social betterment, rather than to maintain these movements permanently. The explanation for this policy is not only the limited income of the Fund, but also the conviction that the continued wisdom and soundness of social forces require their financial support and control by the groups most concerned.

The third policy is the recognition of cooperation between racial and national groups as a fundamental element in human progress. Study of social conditions usually reveals the fact that strife is a result of misunderstanding. A narrow view of life inevitably leads to selfishness. Wherever possible the Fund endeavors to ascertain the elements that cause misunderstanding and strife. It encourages all movements that make for the development of mutual sympathy and cooperation for the general good.

The fourth policy is the use of the Fund without distinction of class, race or nationality. The bequest directs that the income shall be used 'in the education of Negroes both in Africa and the United States, North American Indians, and needy and deserving white students.' In accordance with this direction, the appropriations and the activities of the Fund have been devoted to these groups. Owing to the acuteness of race relations in the United States, the larger proportion of the income to date has been expended on movements pertaining to the Negroes and Whites in America. It is the policy of the Fund, however, to include all groups within the scope of its efforts.

Probably the most marked feature of Phelps-Stokes Fund policies and programs during the last thirty years is that of coöperation. Even a hurried review of the activities sponsored by the Fund presents convincing evidence of the extent and quality of coöperation both as a policy and as a method. An almost dramatic presentation of this fact appeared in a recent compilation of about 170 letters under the title "A Twenty-fifth Anniversary—Phelps-Stokes Fund and Thomas Jesse Jones, 1913-1937." Some idea of the significance of these letters is indicated in the following letter of appreciation:

To the Generous Interpreters of a Twenty-fifth Anniversary

With profound gratitude to the generous interpreters of a quarter-century of service with the Phelps-Stokes Fund, it may be urged with all sincerity and with all emphasis that the real value and indeed the real meaning of these letters require a full recognition of the truth that the services so inspiringly recalled are the result of a very happy coöperation of personalities and forces far beyond the ability or devotion of any one individual. Even though the truth of this observation is obvious, it seems important to emphasize the number and the quality of the unusual organizations and individuals who so generously and so ably shared in these efforts to advance the essentials of civilization for all peoples, without regard to race, color, nationality, creed or previous condition.

First of all are the inspiring ideals and the practical philanthropy of Miss Caroline Phelps Stokes, whose will created the Phelps-Stokes Fund in 1911. With extraordinary loyalty to these ideals, the Phelps-Stokes family and especially Dr. Anson Phelps Stokes have formulated policies and made possible programs of national and international service for humanity. In word and deed Dr. Stokes believes in the principle of working with rather than for those who are seeking the larger life. In all the activities of the Fund he has urged the importance of cooperation between racial and national groups as a fundamental element in human progress. These letters are in truth a tribute to the Phelps Stokes family.

Second are the educational foundations, the colonial governments, the missionary societies, the commercial companies, the native people and the able and devoted individuals whose efforts to solve the rural, racial, economic, educational and religious problems of America, Africa, Europe and the Near East have never been surpassed. The list is too long to record. Every letter is a vivid and impressive evidence of the diversity, the reality and the sincerity of the personalities and institutions whose cooperative services have made possible the results. Each writer and each organization have had a vital part in the service rendered. The tribute and the gratitude are to them and to many whose help will ever be remembered.

The activities thus recognized in the Anniversary Letters have been recorded

in the various publications and reports published by the Fund or its committees. The most important of these in the order of their publication have been as follows:

- Negro Education in the United States* (2 volumes), 1916.
- Educational Adaptations Report of Ten Years' Work of the Phelps-Stokes Fund, 1910-1920*, 1920.
- Education in Africa*, 1922.
- Education in East Africa*, 1925.
- Twenty Year Report of the Phelps-Stokes Fund, 1911-1931*, 1932.
- Slums and Housing*, 1936.
- The Atlantic Charter and Africa from an American Standpoint*, 1943.
- Phelps-Stokes Fund Policy*, 1944 (mimeographed).
- Encyclopedia of the Negro—Preparatory Volume*, 1945.

In addition the Fund has contributed substantially through editorial and/or financial help toward the following publications:

- Survey of Negro Colleges and Universities*, 1926.
- Christian Mission in Africa* (Le Zoute Conference), 1926.
- The Bibliography of the Negro*, 1928.
- Aggrey of Africa*, 1938.
- Phelps-Stokes Lectureship on Interracial Problems*, several important volumes since its establishment at the University of Capetown in South Africa.
- The Problem of American Indian Administration*, 1928.
- The Navajo Indian Problem*, 1939.
- Africa Advancing*, 1945.
- Life and Times of Daniel Lindley* (now in the hands of a publisher).

These reports and other publications are mentioned here because their titles are indicative of the Phelps-Stokes Fund's major interests. They are all described elsewhere in this or previous printed reports, while in the appendices reference is made to the writings in the field of Negro education and race relations by the officers of the Fund personally.

## II

### ACTIVITIES, 1932-1946

The activities of the Phelps-Stokes Fund during the third decade have been largely a continuation of those originated and carried on in the earlier decades. In general terms they may be classified as follows: African Affairs, Negro Education and Interracial Relations, New York City Housing, North American Indians, and Rural Life and Agriculture. This report is accordingly presented under those headings.

1. *African Affairs.* Historically, the interest of the Phelps-Stokes Fund in Africa originated in that of the Phelps Stokes family in Liberia, dating back to 1847. This interest was renewed and extended by the Phelps Stokes Educational Commissions to West and South Africa in 1920-1921, and to East and South Africa in 1924, and has continued during the years 1932-1946 in the following services:

#### *Dr. Stokes' Visit to Africa*

Dr. Stokes sailed May 25, 1932, as Carnegie Lecturer. The plan provided for an absence of about a year, six months of which would be spent on a tour of South, East, and Central Africa, visiting universities and other educational institutions from the Cape to Cairo. Letters and clippings from South African newspapers indicated that Dr. Stokes, Mrs. Stokes, and their daughter Olivia, received a most friendly reception. His lectures on Negro Americans informed the South African people of the important progress of the colored people in the United States, and stimulated and encouraged friendly interracial relations both in South and East Africa. Mrs. Stokes, as the granddaughter of Dr. Daniel Lindley, so greatly beloved in South Africa, and especially by the Dutch people, received an unusual welcome. The wives of the Dutch members of the Union Cabinet gave a special dinner in honor of Mrs. Stokes in Pretoria.

At Inanda Institute, founded by Dr. Lindley, Dr. and Mrs. Stokes were welcomed by the Native people with impressive ceremonies and many evidences of gratitude. Dr. Stokes' lectures on the History and Development of Universities also received much attention from the South African press. Miss Olivia Stokes served as Secretary of the party. The journey proceeded through the Rhodesias, the Belgian Congo, Tanganyika, Kenya Colony, Zanzibar, Uganda, the Anglo-Egyptian Sudan, and Egypt. Dr. Stokes carried the message of coöperation between America and Africa and between the white and darker peoples.

Two important results of Dr. Stokes' visit were his *Report on Education, Native Welfare, and Race Relations in East and South Africa*, and the preparation and distribution of the "Aggrey Portrait." The Report was published by the Carnegie

Corporation in 1934. This brochure of 59 pages contains reflections and suggestions based on Dr. Stokes' African experience. It presents those aspects of African life which seem of most significance to one interested in race relations, in missions, and in government, especially in relationship to the welfare of the native African people.

The plan for the "Aggrey Portrait" was suggested and formulated by Dr. Stokes during his tour of Africa. In accordance with his plan, Mr. Richmond Barthé, the distinguished Negro artist and sculptor, prepared a colored crayon portrait of Aggrey, and the Rudge Company reproduced 1,000 remarkable copies of the original drawing. The distribution of the portrait to schools and missions throughout Africa and also to the leading educational institutions for Negroes in the United States has had valuable results. Letters received from officers of the Colonial governments and missions are inspiring in the sincerity of their appreciation of the portrait as an enduring symbol of Christian service and interracial cooperation. A total of 929 copies of the portrait were distributed throughout Africa, Europe, and America.

#### *Thomas Jesse Jones' Visits to Africa*

Following his visits to Africa as Chairman of the Educational Commissions to West, South, and Central Africa, in 1920-1921, and as Chairman of the Educational Commission to East and South Africa in 1924, Dr. Jones did not visit Africa again until 1931, when he proceeded to South Africa as Carnegie Lecturer and visitor. He spent the months of March, April, May and June, visiting the large community centers of South Africa, and studying interracial cooperation and native education, both in urban and rural areas.

The next visit relating to African welfare was made in response to an urgent invitation from the Committee on African Welfare of the Federal Council of Churches. This Committee, under the Chairmanship of Dr. Charles T. Loram, urged that the Phelps-Stokes Fund release Dr. Jones to visit Lisbon, Portugal, in order to confer with the Portuguese Government as to economic conditions and education in Portuguese West and East Africa. The visit, in cooperation with Mr. John T. Tucker, of the American Board of Commissioners (Boston), was made during the early summer of 1933. The definite result of the visit was the formulation of cooperative plans with the Protestant churches of Portugal and with the Colonial Office of the Portuguese Government.

A third visit to Africa related to economic and educational conditions in Liberia. The visit included a study of the administrative problems of Booker Washington Institute at Kakata, and the general conditions of missionary and educational activities in the Republic. While the visit accomplished some useful results, Dr. Jones was handicapped by illness due to yellow fever inoculations which he had taken before leaving London.

#### *Republic of Liberia*

**Origin of Flag.** The following inscription under a facsimile of the Liberian flag explains the origin of the flag and of the facsimile, one of which was sent to the

President of Liberia in October, 1938, and another copy to the Legation of the United States of America in Monrovia:

The blue field and white stripes in this flag are cut from remnants of the bunting left over when the original flag of Liberia was made in 1847 in Clifton Cottage on the Anson Greene Phelps estate at 30th Street and the East River, New York City. This house was then occupied by James Stokes, son-in-law of Mr. Phelps and father of Caroline Phelps Stokes, founder of the Phelps-Stokes Fund. Mr. Phelps at the time was President of the New York State Colonization Society.

Students of governments in Africa, and especially of the Government of Liberia, are agreed on the following observations: that possibly the most significant fact concerning the Government of Liberia is the continuity of the self-governing Republic for over one hundred years in a continent so largely under the control of colonial governments, and the gradual improvement of political and social conditions.

*Booker Washington Institute of Liberia*

The staff and offices of the Phelps-Stokes Fund constitute the American administrative headquarters of the Booker Washington Agricultural and Industrial Institute of Liberia, and also of the Advisory Committee on Education in Liberia. An adequate description of the time and energy devoted to these Liberian organizations would require a long memorandum. The following list of the activities suggests some of the responsibilities and services:

1. Securing about twenty thousand dollars annually for the support of the Booker Washington Institute. This responsibility requires extensive correspondence with three colonization societies, missionary boards, the Firestone Tire and Rubber Company, the State Department, and other groups.
2. Cooperation in the selection of the American staff, their equipment and travel arrangements to Liberia and return, and in the purchase and shipment of American goods and machinery for the Institute in Liberia.
3. Maintenance of bookkeeping, financial records, letter files, minutes of Trustees' meetings and numerous conferences.
4. Cooperation with the Principal in administrative and educational planning for buildings, school program and staff of the Institute in Liberia.
5. During the years of war our office and staff gladly responded to many requests for cooperation by the U. S. War Department.

*L. A. Roy's Services at the Booker Washington Agricultural Institute in Liberia*

The Boards of Trustees of the Phelps-Stokes Fund and of the Booker Washington Institute expressed their appreciation of the services of Mr. L. A. Roy, Executive Secretary of the Fund, at the Booker Washington Institute for nine full months, beginning in December of 1934 and ending in September of 1935. Mr. Roy administered the educational work and planned considerable plant improvements.

His main accomplishments were:

- (a) Accurate survey of campus and land as a basis for the plan of building operation.
- (b) Determining the type of machinery and equipment necessary to the economical construction of the plant. These include brickmaking, woodworking, water and light system, staff houses and dormitory, roads and other necessary facilities.
- (c) Installation of accounting and administration systems.

On the basis of Mr. Roy's services the Trustees of Booker Washington Institute have proceeded with the development of the Institute. His knowledge of conditions, ability, and loyal interest have contributed much to this cause.

### *African Students*

The Phelps-Stokes Fund has coöperated in behalf of African students for many years. My personal experience began with Dr. Aggrey as a student at Columbia University while I was a worker at Hampton Institute before 1910. Our African Commissions in 1920 and 1924 stimulated the American interest of African students, missionaries and colonial officers. By 1929 we were having difficulties with students who came without adequate funds, education or other necessities for study in American schools. In June 1929 we issued, after consultation with the State Department and representative African students in this country, a circular of information concerning African students planning to come to the United States. Copies were distributed among missionaries, colonial officials and others who could influence the students before they sailed for America. A revision of this circular was distributed in June 1934. Through all the years since 1924 we have devoted considerable money and thought to the planning and guiding of African students, missionaries, and colonial officials in their study and travel in the United States. Indeed, we have been a kind of Cook's Tourist Agency for such visitors.

Of the fourteen students from Nigeria, four have been sent by the Ibibio Union, a responsible indigenous African organization for coöperative activities in behalf of the native people. All the remaining Nigerian students came under the sponsorship of relatives or friends who promised to provide financial support for living and educational expenses. While some of these sponsors have kept their promises, others have been not only irregular in transmitting their grants but also the amounts sent have been mostly inadequate. A satisfactory account of our efforts to assist these Nigerians would require a detailed description of each student. These efforts have included extensive correspondence with the students, with their Nigerian sponsors, with British consuls in the United States, with colonial officers in Africa, and with the Deans and other officers of the numerous American colleges where the students registered. There have also been conferences and negotiations as to their military status and passports and problems of return passages to West Africa for those who were ready and willing to return home.

In addition to the fourteen from Nigeria, there have been eight or ten others from

the Gold Coast, Sierra Leone, Liberia, and Uganda. Practically all of them have required financial aid and educational guidance. While these students have included some very coöperative and promising men their problems and needs are unusually numerous and insistent.

As the Phelps-Stokes Fund was not able to provide all the financial aid required for these students, it was necessary to appeal to other Foundations. Applications were successfully made to the Carnegie Corporation, the May Esther Bedford Fund, and to scholarship funds offered by colleges and universities. These negotiations required much correspondence, many conferences and considerable recording of facts and finances. Despite the cost of time, money, and patience, this service for Africa and Africans seems worth while. It is all related to the continuing contacts with Africa which the Phelps-Stokes Fund has been making for many years.

Among the most helpful African visitors in recent years has been Robert Kweku Attah Gardiner, born in Anamabu, where Dr. Aggrey—a great native African long connected with the Fund—was born. He came by arrangement with the Church Missionary Society of England. He holds honor degrees from Cambridge and London Universities. His tour of American schools was in preparation for important administrative and educational services on the staff of Fourah Bay College in Sierra Leone. He arrived in September 1942, and remained until May 1943. While in this country he devoted much thought and time in behalf of the African student associations in England and this country, and of the Phelps-Stokes Fund, in arranging for the erection and dedication of the dignified stone memorial monument to Dr. Aggrey at Salisbury, North Carolina, near Livingstone College, where Dr. Aggrey had spent many happy and fruitful years.

Our experience with Mr. Gardiner and our coöperation in his American plans are very similar to those with many others including missionaries, colonial officers, American educators and students who have come to observe American activities in education, rural extension, interracial conditions, health and many other services for and with Negro Americans. It seems now very probable that African-American relationships will be much more numerous and intimate in the post-war years than in the past. The long experience of the Phelps-Stokes Fund in African affairs should be of help in the coöperative arrangements necessary to advance such relationships.

#### *War Services and Post War Relationships*

The Phelps-Stokes Fund has been very happy to respond to the numerous requests of the Coordinators of the U. S. War Department for coöperation in arrangements and activities relating to Africa and especially to Liberia. The nature and extent of this coöperation cannot be presented within the compass of this summary.

The outstanding war project of the Fund has been Dr. Stokes' leadership in the preparation and publication of the volume *The Atlantic Charter and Africa from an American Standpoint*. The following quotation from the Prefatory Note explains the origin of the Report:

The Committee on Africa, the War, and Peace Aims had its origin in correspondence in August 1941, between officers of the Phelps-Stokes Fund—probably the only American foundation which refers to work in Africa in its Act of Incorporation, and one which has shown its active interest in African problems for over a quarter of a century.

After an Introduction by Dr. Stokes dealing with "The New World Situation and Africa," "Main Basis and Purposes of the Report," "Basic Considerations in Approach to African Problems," and "Suggested Procedure at the Peace Conference and After," there follow the following chapters:

Africa and the United States

The "Roosevelt-Churchill Eight Points" and Africa's Future

Comparison of Various Peace Plans and Their Application to Africa

Basic Rights and Social Essentials for African Welfare

Summary of Major Findings and Recommendations

The Appendices include:

Africa, A Brief General Description

Terms of the Mandate System

List of American Organizations Specially Interested In Africa

Selected African Bibliography

This fair and constructive book ends with a full index and a map of Africa. Later editions include a supplement entitled *Events in African History* by Dr. Edwin W. Smith.

The approval of the volume both at home and abroad has been practically unanimous, as the following quotation indicates:

Responsible reviewers and publicists have referred to it as "a new psychological approach to the problems of Africa"; "essential to an understanding of the African problem"; "an extraordinarily interesting document"; "well-balanced in statement and recommendations"; "probably the most important publication on Africa since the Hailey Survey in 1938"; "an amazing piece of work"; "a stimulating and suggestive document"; "of immense value in any future Peace Conference"; "invaluable contribution to the understanding of a peculiarly complex group of problems"; "chock-full of information"; "a provocative study...very readable"; "a thorough-going and forthright survey"; "by far the best thing on the African problems published in recent years"; "the most thorough-going and competent study of Africa's condition today and its problems tomorrow"; "a model for all other similar reports"; "of immense value"; "should have important affects on the future of the African continent"; "the whole study fills me with enthusiasm."

2. *Negro Education and Interracial Relations.* The programs, policies and expenditures of the Phelps-Stokes Fund are definite evidence that the primary concern of the Fund is for the long-time influence of education related to the needs of Negro Americans and interracial relations. "Let's be honest about democracy" is the challenge of Negro Americans to American democracy. American

complacency regarding the Negro in American society would be unwarranted, unfortunate and unwise. James Weldon Johnson, the great Negro poet, was right in his conviction: "If America wishes to make democracy secure, she must deal right and righteously with the humblest and weakest citizen."

Certainly the activities of the Phelps-Stokes Fund through three decades have been faithfully devoted to the advancement of the Negro both at home and abroad. In support of this observation it seems appropriate to quote the tribute of the late Professor Kelly Miller who wrote in 1938:

The Phelps-Stokes Fund is unique in that it takes an interest in the intellectual, moral and spiritual development of the Negro race in Africa as well as in America. It is significant that the administrative officers represent the philanthropic spirit and attitude of the Founder, so that the Fund is not merely a financial corporation which functions in the Negro field impersonally.

### *Negro Education*

Owing to the decades of factual study of Negro schools and of the economic and social conditions of Negro groups, the Fund and its officers have become intimately associated with movements and organizations concerned with the welfare of the Negro. As a necessary follow-up of the extensive researches of Negro education during the first two decades of the Fund's services, numerous and insistent requests for advisory coöperation have been received during the last decade. In view of the constructive and practical purposes of the educational and social surveys, the Fund has been glad, whenever possible, to participate in the deliberations of school officers and trustees in their efforts to maintain and improve their standard of educational service and to continue and increase their financial support. As the financial resources of the Fund have been quite limited, the requests for advisory coöperation rather than for direct financial aid have been welcomed as within the scope of the Fund's program and staff.

While Negro education has always been confronted by numerous difficulties and problems, some special trends have appeared during the last decade. The first of these trends is the need for drastic adjustment of financial support for "private" schools, due to the decrease of philanthropic resources and the increase of public funds for educational services. The second trend is the transfer of educational administration to Negro responsibility. The third and very present trend is the all-controlling war reorganization of colleges and the more advanced schools to meet the demands for military services, followed by post-war work for former G. I.'s.

Obviously, these trends and the changing status implied have been and continue to be dangerously perplexing. Long-time experience and reliable knowledge have been urgently required to formulate sound policies of adjustment and reorganization. The Phelps-Stokes Fund is happy to have shared and to continue to share in the deliberations and planning for the new demands. The required changes

and adjustments are applicable to every type of Negro school. Institutions such as the Land Grant Colleges and Howard University receiving public funds are confronted by the responsibilities for wise expansion and increasing educational demands. Colleges and universities depending on small endowments and decreasing philanthropic gifts are almost desperate in their appeal for financial help to continue their vital services.

The smaller private schools such as Calhoun and Penn are involved in very serious problems of adjustment. In the early decades after the Civil War, and indeed until the 1930's, these schools were fairly comfortably financed and rendered very valuable services. In recent years several vital changes are threatening the financial security and the usefulness of a number of these schools. Briefly, these changes are:

First, that the state and county-supported schools have been increased and improved, thereby largely taking the place of the private school.

Second, that increasing taxation and especially the tax requirements of the two world wars have seriously decreased philanthropic resources.

Third, that the dramatic urge following the Civil War for many years has now practically disappeared.

The Phelps-Stokes Fund, knowing these schools for many years, has naturally endeavored to help guide the changes so that the educational losses would not be too drastic. The notable demonstration of these efforts has been the coöperation in behalf of Calhoun in Alabama and Penn School in South Carolina. It is important to note that the coöperation of the Phelps-Stokes Fund in behalf of these private schools—the first of which has been transferred to the State under mutually satisfactory arrangements—is justified as an effort to conserve worth-while educational activities by adjusting them to existing conditions.

### *Interracial Relations*

The Phelps-Stokes Fund has been deeply interested in the more important movements for interracial coöperation, such as the National Urban League, the Commission on Interracial Coöperation, the National Association for the Advancement of Colored People, and the Jeanes Fund. All such movements are now compelled to reconsider their fields of service and also the sources of their financial support. To these explorations the Phelps-Stokes Fund is giving all possible consideration.

The outstanding achievement during 1941 was Dr. Stokes' organization and leadership of the Committee on Negro Americans in Defense Industries. The following quotation from Dr. Stokes' letter of May 8, 1941 summarizes the main facts concerning the Committee:

An organizing meeting was held at the Phelps-Stokes Fund Office on February 24th. At this first meeting I was elected Chairman and an Executive Committee was named consisting, in addition to myself, of Mr. Elmer Carter, Dr. Jones, Father LaFarge and Dr. Tobias.

The Committee has held subsequent meetings on March 18th, March 28th and April 22nd. Their full Minutes are on file in this office. The group has been a deeply interested and broad-minded one. Each member has made an important contribution, but I think it fair to say that, outside of this office, the two who have given the most valuable help have been Father LaFarge and Dr. Tobias, who have been consulted at every juncture. Dr. Tobias took the lead, supported by all the colored members, in insisting that, although we were right in having some Negro signers, the movement should be predominantly under white leadership.

A list was next prepared of persons in various fields of activity to be approached. We decided that it must include persons from the North and South, from the Churches of the three Faiths, from leaders in industry and labor, educators and other formers of public opinion. The Committee kindly left the selection of the names to me, although I reported to them frequently. A final list of about 100 names was made up from various sources such as the Federal Council of Churches, Father LaFarge's knowledge of the Catholic group, the heads of great institutions of learning, persons connected with the interracial cause and others, lists of representatives of industry and labor who had attended conferences on industrial relations at the College of Preachers at Washington Cathedral, and prominent holders of public office (non-Federal) and others. We of course made a point of getting the official spokesmen of the Federal Council, Catholic Welfare Conference and the Commission of the Central Conference of American Rabbis.

A few quotations from the manifesto as reproduced in the *Congressional Record* for May 7, 1941, will show its spirit and major purpose.

Justice for Negro Americans in the program for national defense is a searching test of American democracy. Our concern for democracy in Europe or elsewhere lacks reality and sincerity if our plans and policies disregard the rights of minorities in our own country. The guaranty of such rights is established by our historic national charters of freedom and constitutional government as applicable to all our people without regard to race, color, or creed. . . .

Negro Americans favor all suitable tests of fitness for any given job, but naturally and rightly oppose those based merely on race. Evidences are increasing of the exclusion of their skilled workers from certain defense industries and of the frequent refusal to admit qualified Negro students into training and apprenticeship programs. . . .

The country's immediate needs demand the coöperation of all willing, loyal, and competent workers. Similar coöperation will be needed in the work of reconstruction. Those, therefore, who raise unjust barriers at this critical period are responsible for obstructing the national defense and welfare.

This is no time for Americans to compromise with race prejudice and its attendant discriminations in industrial defense programs, whether public or private. It is destructive of those basic essentials of civilization—political, economic, cultural, educational, religious—which the ages have built upon the concept of the dignity and destiny of the human person. We maintain, therefore, that the time has come for the lasting repudiation of race prejudice as an influence in determining the policies of the Nation. The brotherhood of man—based on the fatherhood of God—is no mere adornment of a democratic society. It is accepted by religious and patriotic groups as fundamental. It should involve an impartial and inflexible justice practiced and experienced by all. . . .

In his letter of July 16, 1943, Dr. Stokes reported the progress of the Committee:

Very great progress has been made in integrating the American Negro in Defense Industries since the formation of our Committee a couple of years ago. In the great majority of cases this has been effected with little or no friction, and the experiment has been on the whole highly successful.

The causes of the present friction in various centers vary and are, of course, manifold, but they seem to go back primarily to a lack of adequate housing, educational, and recreational facilities in centers which have suddenly acquired large new populations, both white and Negro; to a lack of vision, foresight and courage on the part of some municipal authorities; and to the failure of some leaders of industry and labor to adjust themselves to the conditions needed for our American democracy to wage a successful fight at home and abroad against Nazi ideas of totalitarianism and extreme racism.

### *Publications on Race Relations*

In addition to the significant volume on *The Atlantic Charter and Africa* and the statement on Negro Americans in Defense Industries prepared under the leadership of Dr. Stokes, it is important to report a few other publications vitally related to race relations, namely:

*Tuskegee Institute—The First Fifty Years.* This volume of about 100 pages with additions, notes, and appendices is the Founder's Day Historical Address delivered by Dr. Stokes April 14, 1931, at the Semi-Centennial of the Institute's Founding. The significance of the volume and address is indicated in Dr. Stokes' explanatory note:

Tuskegee Institute still awaits its historian. There have been a score or more of admirable studies of its work and influence. There have been even more studies of the life and character of its great Founder, but no one has as yet attempted to tell the story of the origin, growth, and major achievements of Tuskegee. I hope that as a result of the interest created by this semi-centennial someone may undertake to write a well documented definitive account. It would fill a great gap in the history of American education. In the meantime I shall do my best to tell the story in its main outlines.

*A Brief Biography of Booker Washington.* This volume of about ten thousand words was printed by the Hampton Institute Press in 1936. The purpose and character of the volume are explained in the following quotations from Dr. Stokes' Prefatory Note and in the Introduction by President Frank Graham of the University of North Carolina:

#### Dr. Stokes' Prefatory Note:

The purpose of this volume is to supply in brief form a sketch of the life and work of Booker Washington based on authentic sources. Studies which I made in connection with preparing the historical address at the Fiftieth Anniversary of Tuskegee, published under the title "Tuskegee Institute—The First Fifty Years," and the writing of a sketch of his life for the "Dictionary of American Biography," led me to ever-increasing appreciation of the

significance of his work and teachings for the Nation. I also became deeply impressed, as Carnegie Visitor to Africa in 1932, with the influence for good in that continent of General Armstrong's ideals of education and race relations as represented in Hampton and Tuskegee Institutes, and in the life-work of Booker Washington. Indeed his conception and demonstration of the worth-while life based on the realities of human experience are to a large extent applicable to all races and groups. The white man can profit by them as much as the colored man—although in both cases the educational ideal needs supplementing for many forms of leadership.

#### President Graham's Introduction:

Though there is a timeless and universal appeal in the life of such a man as Booker Washington, this clear and compact summary of his life by so competent an interpreter, comes at a timely hour for America. The purpose, spirit, and achievements of his life have in them much to teach the present world, so largely given over to racial hatreds and the unnatural forcing of life's processes through dictatorships.

His life is a continuous revelation of the value and healing power of human understanding and interracial good-will. He was perhaps the greatest single personal factor in relieving the strain and in undoing much of the damage of forced interracial relations carried over from both the post-war military occupation of the South and the later counter-intimidation of the Negroes by the whites. Slavery, military occupation, the disfranchisement of so many of the whites, and the consequent lawlessness, violence, and injustice left their cruel marks upon the relations of the races, the relations of the sections and the civilization of the South. The way ahead looked dark and cruel.

Into such a situation came an unknown Negro, a teacher of his people, who became a teacher of new and hopeful interracial relations in America and the world. Without money or armies or political power, he carried into the midst of the deep South, historical perspective, economic, social, and spiritual insights, and with all a great human understanding. Where others hated, he sympathized; where others argued, he understood; where others forced, he taught.

Into the tragic story of interracial relations have gone slavery, war, the fear of Negro domination, and white intimidation. With the coming of Booker Washington, education and coöperation took on new meaning as the way of the races out and up together toward the America that is still the hope of us all.

It seems desirable to note that Dr. Stokes' hope that "someone may undertake to write a well documented definitive account" is now in the process of realization in the able and devoted researches and interpretations of Dr. Charles H. Thompson, Dean of the College of Liberal Arts, Howard University, and Editor-in-Chief of the *Journal of Negro Education*.

*Art and the Color Line.* An appeal made May 31, 1939 to the President General and other officers of the Daughters of the American Revolution to modify their rules so as to permit distinguished Negro artists such as Miss Marian Anderson to be heard in Constitution Hall. After the unfortunate action of the Daughters of the American Revolution in refusing to permit Marion Anderson to sing in Constitutional Hall (Washington, D. C.), Dr. Stokes coöperated actively with the

Marian Anderson Committee of leading white and colored people in Washington. In this connection he presented to the D.A.R. a memorandum explaining at considerable length and in a tactful manner the various factors involved in such a refusal. Dr. Loram and others who read the memorandum were so convinced of the national significance of this presentation as to urge that the manuscript be published and distributed among those who are concerned in the development of sound interracial relations in America and other parts of the world. Fortunately, under the stress of war and post-war conditions, the D.A.R. appears likely to modify its position.

*The Negro in American Life.* "A Challenge to Democracy." An article by Thomas Jesse Jones from the American edition of the *London Times* June 8, 1939 on the occasion of the visit of the King and Queen of Great Britain to the United States of America. The following excerpts reflect the character of the statement and are published as giving a comprehensive picture of the status of the American Negro at the outbreak of World War II.

"Let's be honest about democracy" is the challenge of Negro Americans to American democracy.

The answer to this searching challenge must be found in the every-day life of the 14,000,000 Negroes now living in the United States. Wishful thinking, vindictive denunciation, or idealistic imagination is not adequate. True evaluation of the Negro in American life requires the answer to such questions as: What is their status in health and sanitation? What is their condition as regards the economic necessities of life? What are their occupational opportunities to acquire a livelihood and to share in the achievements of our dynamic American society? What are their contributions to the arts and sciences? How much do they participate in the cultural and religious life of the American people? What share do they have in our political and community life? What social and educational organizations are available for the full development of Negro Americans?

*Status and Health.* That the Negro population increased from 5,000,000 in 1870 to 12,000,000 in 1930 is undoubtedly emphatic evidence of Negro health and vitality. By the 1940 census the Negroes will probably have trebled their population in 70 years. That the increase is almost entirely by the excess of births over deaths is dramatically impressive in many directions. . . .

*Economic Status.* Economic trends in Negro life since 1866, when the Negro began his struggle for a normal existence, are substantial evidence of his capacity for survival, adjustment, and development in spite of all the perplexities and obstacles to which he has been subjected. They also prove that the American way of life has opened doors of opportunity despite the prejudices and injustices so often imposed by racial differences and economic control by the majority. . . . What, then, are the reassuring trends in the economic welfare of Negro Americans?

They are, first of all, that in 70 years they have accumulated \$2,500,000,000 (£531,915,000) in wealth, representing homes, farms, shops, schools, churches, and other possessions. According to the United States Census for 1930, the Negroes owned 670,000 homes, or 24 per cent of the 2,800,000 homes which they occupied. On the basis of tax returns in 1936 it is estimated that they own 20,000,000 acres or 31,000 square miles of land, an area

equal to the whole of Scotland or the New England states of New Hampshire, Vermont, Massachusetts, Connecticut and Rhode Island. Of the 816,000 Negro farmers in 1930 almost a quarter of them owned their farms. America has evidently established the right of property ownership for the Negro people. Their advancement in the acquisition of homes, and especially farm homes, is probably the most significant element in their economic welfare. . . .

*Educational Progress.* Even the most ardent champions of Negro rights in America recognize the educational progress of Negro Americans as "little less than marvelous." . . . Every phase of Negro life in America reflects the educational advance in the simple necessities of reading and writing. The eager response of the Negroes to educational opportunities has been the basis of their progress in health, in economic welfare, in political and community rights, in artistic achievements, and even in the inspiration of religion. . . . The following achievements in scholarship, art, and professions are significant:

1. That 155 Negroes have been elected to the Phi Beta Kappa Fraternity, whose membership is based on the highest scholarship in American colleges.
2. That 132 Negroes between 1876 and 1936 won the degree of Doctor of Philosophy, the highest American degree in scholarship and research.
3. That 12 Negroes are listed in "American Men of Science" and 100 Negroes in "Who's Who in America."

*Religious Organizations.* The extraordinary influence of religious organizations on Negro Americans cannot be adequately presented in this brief statement. Closely associated with educational institutions, the churches of many religious faiths have been remarkably effective in many forms of service for the advancement of the Negro people. Boards of white churches in the north and a few in the south organized and maintained the leading schools and colleges for Negroes in the south. Negro churches have also organized boards of education which have founded and maintained substantial schools for their Negro youth. Some measure of Negro churches is presented in the following facts by the last available census—namely, for 1926: membership 5,250,000; value of church property \$206,000,000; 50,000 churches; 37,000 Sunday schools with 2,500,000 pupils.

*Political and Legal Rights.* Legal rights, and especially the right to vote, are becoming increasingly the demand of Negro Americans throughout the nation. Their interpreters and their leaders are more and more conscious of the rights guaranteed to them by the Thirteenth, Fourteenth, and Fifteenth Amendments of the American Constitution. In the northern and western states the right to vote is granted to the 20 per cent living in those states. In the southern states various regulations and questionable devices have been used to nullify the voting rights granted by the Constitution. "Let's be honest with democracy" is more emphatically urged for this right by Negro leaders than for all others, because they believe that the denial of the right to vote is at the root of most discrimination against them.

Certainly a comparison of the north and the south supports their conviction as regards many of the conditions in those two sections. . . . However, southern public opinion is moving toward a sounder and more sensible public opinion on race relations. Gradually the white majority is realizing their dependence on the Negro third of their population. School facilities are being increased in quantity and in quality. The outrageous crime of lynching has decreased from 1,035 in the nine-year period between 1887 and 1896 to 134 between 1927 and 1936. Impressive changes in racial relations are tending toward justice and cooperation. It seems inevitable that the Negro right to vote will certainly be granted in the south and that the Negro will acquire his full rights as an American citizen.

In the inspired words of James Weldon Johnson, Poet-Laureate of Negro Americans, all Negroes may now sing:

Lift ev'ry voice and sing  
 Sing a song full of the faith that the dark past has taught us,  
 Sing a song full of the hope that the present has brought us.  
 Facing the rising sun of our new day begun,  
 Let us march on till victory is won.

Keep us forever in the path, we pray.  
 Lest our feet stray from the places, our God, where we met Thee,  
 Lest our hearts, drunk with the wine of the world, we forget Thee;  
 Shadowed beneath Thy hand,  
 May we forever stand.  
 True to our God,  
 True to our native land.

3. *New York City Housing.* In the will of Caroline Phelps Stokes the first concern recorded is "for the erection or improvement of tenement house dwellings in New York City for families of New York City." Under the leadership of Mr. I. N. Phelps Stokes the Trustees Committee on Housing has organized important demonstrations of housing facilities. *Historically*, the outstanding achievements of this Committee are probably the following:

a. The construction of a "model tenement" in 1922 according to plans and specifications which should not only meet all the requirements of the Tenement House Law of New York but also improve upon those requirements in such matters as the size of rooms, width of courts, light and air space, and protection against fire hazards. While it was stipulated that only sound and approved materials and methods of construction would be acceptable, it was urged that the cost should be held within a figure which would permit a return of six per cent—higher than would now be expected—on the investment at a rental of approximately \$10.00 per room a month. Prizes were offered for the most acceptable plans and the sum of \$8,400 was thus awarded to several architects whose plans, in the opinion of the Committee, most nearly met the conditions laid down for the type of building they had in mind.

b. In 1927 the Trustees arranged to loan \$100,000 to the Association to Promote Proper Housing for Girls, Incorporated, to enable that Association to found the "Club Caroline" in Harlem as a home for colored working girls in New York City. As a contribution from the Phelps-Stokes Fund toward this project it was agreed after many conferences that no interest would be charged on the loan and that it should run for twenty years. The Club is still rendering a very important service. The loan has been cancelled.

c. Upon the recommendations of the Housing Committee the Fund has made substantial contributions to the Young Men's and Young Women's Christian Associations for housing in connection with the Branches of the Associations in New

York City for colored men and women. The contributions toward the dormitories of the Colored Men's Branch in Harlem have been exceptionally large for a foundation with such limited resources as the Phelps-Stokes Fund. The Trustees regard this contribution as fully justified by the acute need for rooming facilities in the Harlem district and by the effective services of the organization.

d. In 1933 the Phelps-Stokes Fund arranged an architectural competition providing for the submission of plans for the development of a typical New York City block of tenements. The purposes were to focus the attention of New York City architects upon the design and construction of tenement house block developments and to attract the attention of the public to the pressing need for slum clearance and the construction of new housing as well as to ascertain all possible preliminary information relating to the problem.

e. The publication of *Slums and Housing* by the Harvard University Press in 1936, being the work of Professor James Ford, assisted by Mr. I. N. Phelps Stokes and Dr. George N. Thompson, is described in the Publisher's Note as follows:

Important in that for the first time it puts the problem of housing in the perspective of history, economics, sociology, and political science, this work deals in a broad way with the origin of slums and with devices for social control and prevention through legislation and constructive measures. The first two sections consider the history of housing in New York City and contemporary conditions; later sections discuss the means of bringing the causative factors of slums under social control, the prevention of future slums, the elimination of present slums, the rebuilding of slum areas, and the bearing of federal legislation and practice upon local housing policy. Although the illustrative material is largely drawn from New York City, references are made to housing in all parts of the world wherever pertinent. A valuable feature is the lengthy appendix by I. N. Phelps Stokes, which deals with the development of tenement house plans in New York City, analyzes the many architectural competition programmes for tenement houses between 1879 and 1934, and copes in an original manner with the contemporary problem of block and sub-block units.

Probably the most definite result of the publication of *Slums and Housing* was the organization of the Citizens Housing Council in 1937 in accordance with the following recommendations in the chapter on "Suggestions as to Future Housing Policy":

Establishment of a housing association for Greater New York, amply endowed, with carefully selected representatives of each of the professional groups and organizations interested in one or another aspect of housing (but not elected by such groups or organizations to represent them) to direct and coordinate housing measures, frame policy, and develop a five-, ten-, or twenty-year plan in which effort would be concentrated primarily upon fundamentals.

The Council's pamphlet entitled *The First Five Years*, published in 1942, fulfills the expectations of the Phelps-Stokes Fund and others who coöperated in

the original plans for its founding. The following sentences from the pamphlet reflect the policies and program:

When the Citizens' Housing Council was organized five years ago, housing was a recon-  
dite subject, of interest chiefly to college professors, welfare workers and "crusaders". . . . To  
combat indifference and ignorance it laid out a campaign of public information and educa-  
tion. . . . Obviously the work of the Citizens' Housing Council is never done. If the price of  
good government be eternal vigilance, certainly a metropolis, made over to give all its citizens  
a healthful, happy and dignified environment, can be attained only through a mighty co-  
operative and *continuing* effort. . . .

In view of the special interest of the Phelps-Stokes Fund in housing for Negro  
Americans in New York City, the Fund has coöperated with the Council in pro-  
viding the services of Mr. Franklin O. Nichols, an able colored specialist in housing  
affairs. His report on "Harlem Housing," published in August 1939, demonstrates  
his powers of observation and presentation, and especially the impartiality of his  
interpretation. Mr. Nichols also was for some time associated on a part-time  
basis with the Phelps-Stokes Fund, giving most of his time to the work of the  
Urban League.

4. *North American Indians.* The will of Caroline Phelps Stokes expressed a  
definite interest in the education of "North American Indians." In accordance  
with this interest, the Fund has continued some activities relating to the educa-  
tional welfare of the Indian people. The usual expression of this interest has been  
in modest financial grants to Indian students or to private schools for Indians.  
The first substantial interest was coöperation in planning and financing the survey  
by Dr. Lewis Meriam and his associates. The monumental report entitled *The  
Problem of Indian Administration* was published in 1928 and became the basis of  
extensive reorganization of government services. The following quotation indi-  
cates the significance of the Report:

The second period in Indian Affairs began in 1926 when an epochal survey was proposed  
and made possible mainly by the generosity of Mr. John D. Rockefeller, Jr. The U. S.  
Department of the Interior welcomed the proposal and the Institute of Government Re-  
search appointed Mr. Lewis Meriam to organize and conduct the survey. The extraordinary  
quality which differentiated this notable undertaking from the compartmental studies of the  
past was the provision to study the elemental and essential factors of Indian life and Indian  
administration. The study, known as the "Problem of Indian Administration," is com-  
prehensive, factual, fearless and fundamental. It is the beginning of a new era in Indian  
Affairs.

The second undertaking of the Phelps-Stokes Fund in Indian Affairs was the  
study by Dr. Jones and his associates of the *Navajo Indian Problem* in 1939. Dr.  
Stokes, in his Introduction to the Report, writes:

"That American self-respect is involved in the Navajo Problem" should be a conviction

of real meaning to all of our citizens. Until the American people successfully fulfill their obligations to the American Indians, they have failed to demonstrate their ability to deal with the earliest and one of the most important of minority groups of the American Democracy. It has therefore been a privilege for the Phelps-Stokes Fund to sponsor the Navajo Inquiry, made with the hearty approval both of the Indian Bureau and of the Indian Rights Association, which had found themselves somewhat at variance on certain matters of policy. The primary purpose has been to secure such an understanding of conditions on the Navajo Reservation as to help bring about the cooperation of all agencies—Government, missions, philanthropies and, most of all, the Indians themselves.

A continuing special concern of the Fund in the American Indians is the "Committee on the Study of Wardship and Indian Participation in American Life." This Committee regards the Indians as the unique minority whose full development is the definite responsibility of the American people. The objective of the explorations and researches planned by the Committee are indicated in the following statements by its Chairman:

A most fundamental difficulty facing the majority of the Indians is that caused by their "wardship"—a peculiar relation they bear to the Federal Government. . . .

In this year [1943] when "Democracy" is our watchword, when men are fighting for that ideal around the world, when Indian men in large numbers have joined the American forces, one may seriously raise the question if this is not the time for the United States to study more carefully its relationship to this small minority of its own population and strive to accord it, with generosity overflowing, a full if belated measure of justice and fellowship. What a gift this would be to those Indian men now fighting in foreign lands to keep freedom and democracy alive in the world!

5. *Rural Life and Agriculture.* The continuing special interest of the Fund in all that pertains to agriculture and rural life is explained by the conviction that the welfare of Negro Americans and American Indians is rooted in the effective development of the soil. In view of the ever increasing control of social processes by urban organizations, the Phelps-Stokes Fund has recognized the vital importance of stimulating and guiding rural communities, always the primary sources of population and the guardians of the "Holy Earth." In spite of a few highly industrialized countries such as Great Britain and the United States, the world at large is predominantly rural. The Phelps-Stokes Fund emphatically shares the interests and objectives of Agricultural Missions to which it has long contributed generously, as expressed in the following statement:

The interests of Agricultural Missions represent universal and abiding values: the rural church, the farm family, the land and agriculture, the rural community, and the life and welfare of rural people. The past two decades have given these enduring values a new significance and large place in the policy and programs of Christian missions. In these present years of conflict, families will have been disrupted, but not the family; communities will have been destroyed, but not community living; fields will have been laid waste, but the land

will remain. The present day activities of missionaries and Christian nationals and rural ministers are already creating a new pattern of life for the populations of the world. Post-war reconstruction will make unparalleled demands on Christian agencies for effective service among rural people.

This profound interest in agriculture and in rural people has been expressed by the Phelps-Stokes Fund in financial grants and active coöperation in movements such as the Near East Foundation, the American Farm School in Macedonia, the Christian Rural Fellowship, Agricultural Missions, Inc., and the Negro Rural Ministers Project. Every opportunity has been used to stress the vital importance of agriculture in education, religion, missions and in all movements for the advancement of the masses of the people.

### *Training of Negro Rural Ministers*

The Phelps-Stokes Fund has from its inception been interested in the problem of the training of Negro rural ministers. It may be said to have inherited this interest from the founder, Miss Caroline Phelps Stokes, who with her sister established in 1892 the Phelps Bible Training School at Tuskegee Institute. This interest became concrete as far as the Fund was concerned when it started the Summer Ministers Institute at Hampton Institute, Virginia (1917), and at Bettis Academy, Trenton, South Carolina (1919). These were due mainly to the deep interest of Dr. Dillard, and constituted for many years useful activities of the Phelps-Stokes Fund, and the ones in which Dr. Dillard was probably the most interested, as he considered that they represented a vital method of improving the training of Negro rural ministers in simple and practical ways.

The new program for the training of Negro rural ministers resulted from a conference held in New York November 27, 1944. This followed a preliminary informal conference on the subject which had been held with officers of the General Education Board and others, with a view to exploring the field and formulating a program for the additional training of Negro rural ministers. The following vote was passed at the Phelps-Stokes Trustees Meeting of November 15, 1944:

**RESOLVED:** That the Executive Committee be and it hereby is authorized to make on behalf of the Trustees, if possible, arrangements with the General Education Board regarding grants to be administered by the Phelps-Stokes Fund in the interest of Negro Rural Ministers and other objects within the corporate purposes of the Fund as interpreted by Mr. Shearer; and to follow up in such ways as it may think advisable the proposed Conference on the Negro Rural Ministry provided for in the budget for the current fiscal year.

As a result of this action and various conferences, the General Education Board considered the proposal favorably, and under date of February 21, 1945, sent the Phelps-Stokes Fund a letter including this statement:

I am pleased to inform you that at a meeting of the Executive Committee of the General

114 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

Education Board on February 16, 1945, the sum of \$20,000.00, or as much thereof as may be necessary, was appropriated to the Phelps-Stokes Fund toward a program for the Negro rural church, including training for ministers, to be conducted under the auspices of the Home Missions Council of North America during the period terminating August 31, 1946.

At the same time it was reported that a grant of \$75,000.00 had been made to the Phelps-Stokes Fund for related purposes, under the conditions outlined in the following letter:

I have the honor to inform you that at the meeting of the Trustees of the General Education Board on April 5, 1945, the sum of \$75,000.00, or as much thereof as may be necessary, was appropriated to the Phelps-Stokes Fund toward a program for the training of Negro rural ministers, to be conducted in coöperation with the Home Missions Council during a two year period beginning about June 1, 1945.

The appropriation was authorized pursuant to the formal letter of request of February 28th, signed by you and Dr. Anson Phelps Stokes, and is for use substantially in accord with the program outlined. The appropriation is intended for use approximately as follows over the two year period:

Training and instruction at 10 centers, each requiring approximately \$5,000 annually, or \$100,000., of which one-half will be contributed by the centers . . . . .	\$50,000.00
Administraton and supervision . . . . .	16,000.00
Contingent expenses, including the stimulation of denominational and seminary coöperation . . . . .	9,000.00
	\$75,000.00

In voting the appropriation it was the understanding of the Board that the program will be coöordinated with the program now being carried forward by the Home Missions Council, and the joint programs will be supervised by the Phelps-Stokes Fund and the Council. It was noted that President J. M. Ellison of Virginia Union University will serve as Director, the Reverend Harry V. Richardson, of Tuskegee Institute, as Associate Director, and Professor R. A. Felton, of Drew Seminary, as consultant.

As the result of these two grants the project has gone forward with unusual success. Dr. Ellison has acted as Chairman of the Committee in charge, with Dr. Richardson as Field Director, and Professor Felton as Consultant. Dr. Mark A. Dawber, Secretary of the Home Missions Council of North America, has also proved an extraordinarily efficient and valuable promoter of the enterprise.

### III

#### FOUNDATIONS OF PHELPS-STOKES FUND POLICIES

In closing this brief summary of recent educational activities of the Phelps-Stokes Fund, I am impelled to present the following interpretations of the spiritual foundations of Phelps-Stokes Fund policies and programs:

1. An impelling consciousness of God and humanity as the basic and comprehensive essential to all Christian service.
2. The spiritual significance of health. A conscious belief that the "body is the temple of the Holy Spirit."
3. Consciousness of the interdependence of economic welfare and the brotherhood of man especially in the relationships of rural and urban peoples. Economic welfare can be fully achieved only as we realize that we are co-workers with God in all economic activities.
4. Interracial and intergroup cooperation as the realization of Christian brotherhood.
5. Womanhood and the home as the guardians of human and especially of the Christian brotherhood.
6. Recreation—physical, mental and spiritual. The divine re-creating of life from the continuous renovation of the blood through the revitalizing consciousness of Divinity.



*PART THREE*



## THE RACIAL SITUATION IN AFRICA<sup>2</sup>

BY J. D. RHEINALLT JONES

Twenty-five years ago the Phelps-Stokes Commission on African Education drew attention to the need for bringing that education into closer and more real contact with African life. From that time, not only educationists, but also sociologists, economists and others concerned with the welfare of Africa and the Africans have become more and more aware of the importance of relating measures to actual conditions, and to the ability of Africans to understand the meaning and purpose of these measures.

It is now more generally appreciated how much of African backwardness is due to the geographic, climatic and agrarian conditions of the African Continent, and that agricultural, educational, health and other measures for advancing the African must be related to these conditions. This realization is a hopeful sign in the African situation, not least in that it has led to a recognition that the African's age-long experience of African conditions had led him to adopt ways of cultivating the land and habits of life suited to these conditions, and that the white man's ignorance of these conditions has led him to unjust condemnation of the African—a condemnation which carried no conviction to the African. In all the white man's dealings with the African, there has been a lack of understanding and "the prince that lacketh understanding is our oppressor also." Much of the rising feeling in Africa against the European as an "oppressor" is due to policies and measures which have been imposed upon the African through a lack of "understanding."

Fortunately, during the past quarter of a century, there has developed in Africa a body of knowledge, born out of first-hand anthropological, agricultural, health and other studies, which has become available to legislators and administrators, and this knowledge is now helping to give them that understanding which is so greatly needed. The British Government has led the way in recognition of the value and importance of such studies, and it has made available relatively large sums of money for research, and some of the British universities have been giving special attention to Africa in their research activities. In the Union of South Africa, too, the universities, the Institute of Race Relations, and, more recently, the Social and Economic Planning Council (advisers to the Prime Minister) and the Government-financed Council for Educational, Social, Economic and Humanistic Research have been undertaking and supporting research projects on various aspects of African life. In Belgium and the Belgian Congo, too, there is now great interest in and concern for research. From every point of view adequate funds

<sup>2</sup> Africa in this context means that portion south of a line drawn along the Congo River in the west, across to the mouth of the Juba River on the east, i. e. Bantu Africa.

and personnel for sociological (including anthropology), economic (including agriculture), and medical research (including nutrition), are urgent needs in Africa.

There has also been a growing realization that the uplift of the African is dependent upon the economic development of the continent. The soil of Africa is, generally speaking, of poor quality, lacking in some of the elements most essential for high production. It is the nature of the soil that, in great part, explains the nomadic habits of Africa's population. Shifting cultivation was the only method which Africans could have adopted. The return from individual effort in agriculture, even under the most favourable conditions, is not sufficient to provide a high level of living. It has now come to be accepted that in many, if not most, territories of Africa, the population pressure on the land is too great and that it must be relieved by the transfer of large numbers into industrial occupations. The large-scale migration of Africans from Ruanda-Urundi into Uganda and Tanganyika, and the larger-scale migrations from Nyasaland, the Rhodesias and Portuguese East Africa (and now from Angola) into the Union of South Africa are signs that large areas of Africa are unable, in their present condition at any rate, to maintain their populations. Climatic conditions result in frequent failure of crops; the white ant has eaten up the organic matter in the soil in many areas; parasites attack plants, fruit and animals; the tsetse fly pervades vast areas (one-third of Tanganyika, one fifth of Uganda, one-seventh of Kenya, etc.) denuding them of human and cattle population. These are the chief but by no means all the hindrances to the agricultural development of Africa.

On the other hand, it has been found that Africa can grow food and other crops which the rest of the world needs, and in recent years cotton, ground-nuts, hemp, tung, quinine and other commodities have come out of Africa and given Africans a higher return for their agricultural labour. There is unfortunately no reserve of subsistence crops in Africa, so that the development of cash crops for the export market endangers the food supply, a danger which only close administrative supervision prevents from becoming catastrophic. A rapid rise in dairy products for export resulted, in one territory, in a heavy drop in the nutritional condition of the people. Everywhere, during the past decade or so, the administrations have been wrestling with these problems: the correlation of soil conservation with increased production; and the protection and improvement of nutritional standards while increasing the economic resources of the people through the cultivation of cash crops. Everywhere, the administrations have inadequate resources in men and money for their great tasks. Everywhere, too, it is a fight against time to save the land.

Uncontrolled exploitation of Africa and Africans by private enterprise in the nineteenth century and the early years of this century created a strong prejudice among the peoples of the metropolitan countries against the use of free enterprise in plans for the development of Africa, and as a result the administrations have in recent years been trying to undertake large-scale economic development schemes.

Now that the metropolitan governments are faced with crises in their handling of their own finances, the prospects of hopeful and generous plans for colonial development to be undertaken by the colonial administrations are fading.

It has become increasingly clear that the African cannot be left to cultivate his ground in isolation and undirected, nor can the need for soil conservation wait on the individual African's willingness to cooperate. The preservation and replenishment of the soil require not only large-scale cooperation but also the investment of capital funds which the African does not possess. The time has come for a combination in the form of capital investment by private enterprise and, perhaps, by governments, and cooperation in production and marketing between private enterprise, governments and people. In due course the people will be able to build up capital of their own. The success of the Sudan Government's scheme along these lines in the Gezira area between the Blue and the White Niles is an object lesson which is being followed by the British Government in its scheme for the production of ground-nuts in Tanganyika and other African territories in collaboration with the Unilever Group. Collaboration between private enterprise, governments and peoples seems to offer the best hope for the early economic advancement of Africa and its peoples.

The development of economic activities in South Africa, Southern and Northern Rhodesia, Belgian Congo and Uganda has already shown that, while Africa, south of the Sahara, has generally speaking been over populated in relation to its ability to maintain the population, it is under populated in relation to the demands for labour which the exploitation of its national resources requires. The Union of South Africa has for years had to draw upon many other African territories for its labour supplies and these same territories are themselves now faced with the shortage of manpower to undertake the economic developments that are planned for them.

These facts have been forcing administrations and industrialists to face the necessity for developing the innate capacities of the African. The restraint upon this development which the industrial "colour bar," as practised in the Union and the two Rhodesias, imposes on the training and use of Africans in skilled occupations is becoming more and more difficult to maintain for this and other reasons. The migrant Africans are settling in industrial areas in increasing numbers, partly because the rural areas cannot maintain them, partly because the new life offers more attractions than the old. The African is determined to achieve to European standards of living and knows that he cannot do this except through continuous work in industry, but he has become much more conscious of the depressing effect of the "colour bar." In recent years Africans in the territories where the "colour bar" exists have shown more and more impatience over this bar to their progress and will soon combine to destroy it.

In the Belgian Congo, the Union Minière du Haut Katanga has, since 1939, adopted measures which will probably be followed in the other African territories.

On its copper mines the African workers are given every encouragement to become permanent workers, their families are accommodated, and a network of social services provided; while the innate capacities of the workers are developed and used in skilled occupations to a degree not equalled anywhere else.

In the Union too, during the recent war, the demand for war supplies and for commodities which could not be imported resulted in Africans being used in operative occupations requiring degrees of skill. Despite the conventional colour bar so prevalent in the Union there are now many Africans in skilled occupations.

In Kenya, Indians have a monopoly in the skilled occupations, but Africans are beginning to agitate for training and employment in these. This is likely to become a sharp issue between Africans and Indians.

The Union Minière has also shown the part which medical and health services can play in rendering the African physically fit to play his full part in the development of Africa. Not only in the Congo, but also on the goldfields of the Witwatersrand, the copper-fields of Northern Rhodesia and on many other industrial and agricultural undertakings, private enterprise has led the way in bringing Africans up to the level of physical fitness necessary for efficiency. In all territories too, great advances have been made by the administrations in organizing medical and health services. But the success of the industrial organizations in raising the level of their workers' physical fitness, while they are under their control, makes a striking contrast with the level to which the same workers fall when they return to their home conditions in rural areas. None of the administrations has the financial resources to compete with industrial concerns in the scope and scale of the services they can provide, until the economic development of the territory provides the funds from taxation. While the recent war stimulated economic development in most African territories, especially in the Union and the Belgian Congo, it has held back the supply of trained personnel for medical and other social services. The general awareness of the vital importance of the health of the African was shown in the way in which most administrations extended these services at a time when personnel had been reduced through the demands of the armies. Great personal devotion and self-sacrifice characterized the service which medical and other social workers rendered to the African people during those years.

A survey of the health of the people reveals a dark picture of infection from parasitic diseases and under-nutrition. Malaria in many areas affects up to 80 per cent of the population; hook-worm abounds up to 50 per cent - even up to 100 per cent in some instances. Yaws, venereal diseases, tuberculosis and other affections make a formidable list. Under-nutrition is regarded by many observers as the predominant and all-pervading malady of Africa, keeping at a low level the resistance of the African to parasitic and other affections and pressing down his industrial efficiency.

Large-scale economic development and equally large-scale eradication of debilitating diseases are the most urgent and fundamental needs of Africa.

The rapid rate at which Africans are becoming dependent upon employment, as against subsistence farming, and fears that their nutritional condition is also worsening rapidly, have caused Governments and employers to face the question whether the wages paid to Africans are adequate. In the Union, Africans have had their wages increased from 40 per cent to 100 per cent in the past ten years, through the operations of the Wage Board and otherwise. Unfortunately, the even more spectacular increases in living costs have hidden these material improvements. But if and when costs come down it is likely that the wage rates will remain, and the gap between European wages and those of Africans reduced permanently. In Southern Rhodesia (following upon a strike of African railway workers which astonished the Europeans by the effective organization shown) wages have advanced. In Northern Rhodesia and Kenya, African workers have shown that they will not acquiesce in low wages. Inevitably Africa is moving towards wage rates for Africans that will enable them to maintain a civilized life under decent conditions of family life.

In the Union of South Africa, the inclusion of Africans in unemployment insurance, old age and other disability pensions, and in a wide range of social welfare measures and agencies, has been a notable development in recent years, arising from recognition by the Europeans that the African has entered into the complexities of modern life and cannot be left unaided to adapt himself to the new life.

The importance which is attached to the part which the African himself must play in his own advancement and in the economic development of Africa has led to a more wide-spread acceptance of the need for educating and training Africans. A generation ago, even administrations were not enthusiastically in favour of the education of Africans. Today, industrialists are aware that education is a prime factor in improving the quality of the African's labour, and most administrations have adopted period plans for universal education.

The Union of South Africa has gone furthest of all African territories in the education of African children. Its expenditure on "Native Education" has increased more than seven-fold since 1920. Although only about one-third of the school age population is in school, the primary schools are widely distributed throughout the land, secondary schools are also widely distributed and available to those pupils who wish to proceed with their education, while not only are university facilities available at the South African Native College, but also Africans are admitted to the University of the Witwatersrand and to the courses organized by the Natal University College. Experiments in literary methods for Africans are being undertaken and industrialists are interesting themselves in them and offering facilities.

The influence of the Phelps-Stokes studies on the education of Africans in the twenties has been profound in nearly all the African territories. The reports stimulated to a remarkable degree the educationists—governmental, missionary and other—to think out afresh aims and methods in African education. There has been a far greater realization of the necessity for identifying the school with the

community, and the community has as a result become more identified with the school. The Jeanes Schools which resulted from the reports have made their contribution in this direction, and it is noteworthy that they are adapting themselves to the changes that are taking place in the organization of public services and in other ways.

The training of Africans for service in medicine, public health, education and other forms of social service has become a feature of educational work in most territories. In the Union of South Africa and in Uganda, Africans are being trained as doctors; in most territories they are being trained as medical aids, health assistants, nurses, etc.

Vocational and professional training of Africans has advanced most in the Union of South Africa, where the Government has provided generous help to Africans to undertake advanced training in medicine, public health and social work.

It is in the Union, too, that Africans have the most direct voice in government in Africa south of the Sahara, except Uganda. It is true that in Kenya an African sits in the Legislative Council, and that in the Union the representation is only through Europeans. The impact of this representation upon Parliament, Government and Administration in the Union has been profound and has resulted in all these and the general European public becoming very sensitive to the needs and aspirations of the African people. The more advanced education of Africans has also produced a new type of leader competent to understand the nature of the problems which confront their people, and to speak for their people with courage and competence. Indeed, in no part of Bantu Africa is African leadership so well-informed and so forceful, and in no part is political consciousness so far advanced among Africans as in the Union. There, with the natural increase of population and the townward movement of the agrarian population, the impact of four separate racial groups (European, African, Cape Coloured, and Indian) upon each other in industry and in social life has served to sharpen racial consciousness, which in turn has heightened political feeling. The Europeans are more acutely aware of the presence of the Africans who, a generation or so ago, were, to most Europeans, docile and subservient, living in small groups as servants on European farms or in large numbers in remote native reserves, and the awareness has produced fear and, among large sections, hatred of the Africans. The Europeans are divided amongst themselves, as between a large body of Afrikaans-speaking peoples and a smaller body of the same nationality who have identified themselves politically and in other ways with the English-speaking minority under the leadership of Field-Marshal Smuts. The latter combined group is itself divided on racial issues, probably the greater part being more in sympathy with the attitude of the former group on the relations of black and white. The minority of Field-Marshal Smuts' followers are themselves divisible into various shades of liberalism.

In this situation, the demands of the leaders of the Africans, Indians and Cape Coloured peoples for equal franchise rights with the Europeans have increased

greatly the racial tension. The African leaders, too, have demanded the abrogation of the present native policy, with its restrictions against land purchase by Africans, their free movement (through the pass laws), and their residence in "European" areas. Indian leaders have also fought against the restrictions against Indians on trading, the acquisition of land and residence. The Natives' Representative Council has twice suspended its sittings in protest against the native policy, and there is a movement to boycott all forms of representation.

Industrialization of the Africans is leading to their becoming more and more interested in means for collective representation of their needs, and workers' organizations of various kinds are developing. In Northern Rhodesia, on the copper mines, a form of representation based on tribal divisions appears to have become effective in dealing with living conditions, while a form of workers' organization has become the mouthpiece of the workers for dealing with working conditions.

In the Union and Southern Rhodesia, the trade union type of organization is making headway amongst Africans. In the Union there are some thirty or forty such unions, and some of them are well-organized and able to present their needs effectively before the Wage Board. The use of the strike weapon by Africans is still contrary to the Masters and Servants Law with its penal sanctions, and on several occasions armed police have been called out to arrest African strikers and loss of life has resulted. In some instances, however, Africans have shown that they do not distinguish between the "strike" method and warfare, and they have armed themselves with lethal weapons. The introduction of wage regulating and industrial conciliation machinery is, however, a development taking place in several of the African territories, and should make it possible to divert African disaffection into channels where it can be dealt with expeditiously and justly.

The "colour bar" in industry, which is to be found in Northern and Southern Rhodesia as well as in the Union, and also in another form in Kenya, is being challenged more and more impatiently by Africans. In the Union, although Africans are to be found in some of the skilled occupations and the colour bar has no statutory support (except in respect of certain occupations in mining and certain works), the well-organized artisan trade unions of European workers maintain adamant opposition to Africans being trained and employed as skilled artisans. The position is well described in the Report of the Witwatersrand Mine Native Wages Commission (1944) as follows:—

481. Section 4 (1) (n) of the Mines and Works Act No. 12 of 1911 enacts that the Governor-General may make regulations for the grant, cancellation and suspension of certificates of competency to mine managers, mine overseers, mine surveyors, mechanical engineers, engine drivers, miners entitled to blast, and such other classes of persons employed in, at or about mines, works and machinery as the Governor-General may, from time to time, deem it expedient to require to be in possession of certificates of competency. Under an addition made to the section by Act No. 25 of 1926, these regulations may provide that in specified Provinces, areas or places, certificates shall be granted only to Europeans, Cape Coloured or

Cape Malays born and resident in the Union, and Mauritian Creoles or St. Helena persons or their descendants born in the Union. Under this legislative authority a considerable number of the Mining Regulations prescribe duties which may be entrusted only to Europeans.

432. The "Colour Bar" (not quite accurately so named, in view of the exceptions provided by the Act) is not only dependent upon legislative authority, but is as powerfully enforced by custom and public opinion, which, in general, would vigorously contest the placing of natives upon mines and works in positions of authority in relation to Europeans. The Trade Unions, while no doubt still considerably influenced by this objection, would vigorously oppose the lowering of the standards of European wages which they would apprehend as a result of the substitution of natives for Europeans in positions upon the mines requiring skilled work.

433. It is this force of custom and public opinion which maintains the Colour Bar in operation upon the Kimberley diamond mines, the copper mines of Northern Rhodesia and in general in other industries within the Union, since in these cases no legislative provision is in operation. However competent a trained native may be from a purely technical point of view, the present relative social position of his race deprives him of that influence over the action of Europeans which it would be necessary for him to exercise in a position of authority.

This position has been assailed by a number of Government Commissions since 1908, and in recent years the pressure against the "Colour Bar" has grown considerably. Recently the growing housing shortage has caused the Government to move towards the training and use of Africans in building homes for Africans. Two arguments have been used in favor of this plan:

- (1) that white artisans will be fully employed for many years in overtaking the shortage of houses for Europeans,
- (2) that the high wages paid to European artisans makes it impossible to employ Europeans to build houses for low-waged Africans. (The wage ratio is at least 5:1).

At the time of writing the unions are still opposing this development.

The political and industrial tensions have their counterpart in the social field. Despite the national policy of social segregation and the efforts of municipalities to set up separate townships for every racial group, Europeans and Non-Europeans live in large numbers close to each other, and in some areas they are intermingled. Clashes between Europeans and Africans have been showing a more and more retaliative spirit. They have also shown increasing hostility to the police when police raids in search of liquor and for other purposes take place in the African townships. Recently three white policemen were beaten to death by an angry mob in Johannesburg, and the incident aroused high racial feeling.

The racial situation in the Union is highly charged, due to many causes, some of which are not racial in origin. Vast economic changes are taking place in Africa and these changes are seen in more developed form in the Union where the European population is greatest, capital investment has been most extensive, and economic

activities most varied. The advancement of the African is dependent upon these changes, but it is not possible to avoid racial tensions where more than one race is involved. In the Union of South Africa, the European controls government and economic power, and it is the European who will be the focus of resentment and antagonism as long as he does not share these with any other race. In Kenya and Tanganyika, the Indian will increasingly share with the European the antagonism and resentment of the African. It will require the greatest statesmanship to bring European, African and Indian into a relationship that ensures racial goodwill and coöperation.

It is in this changing, challenging situation that bodies like the South African Institute of Race Relations are operating. The Institute was established in 1930 through the generosity of the Carnegie Corporation of New York and the Phelps-Stokes Fund, and it has become the leader in the field of race relations. It has affiliated to it universities, churches and missions, municipalities, inter-racial organizations, and numerous other types of bodies. Encouraging and making use of research over a wide range, it has used new knowledge to open up new policies and new programmes. It has combined scholarship with practical action. It approaches racial situations with a battery of sociological, economic, educational, psychological and political knowledge, and realizes that racial problems rarely yield to attack on a single front. Its full use of scientific workers and of governmental and unofficial bodies has been matched by its great influence upon the attitudes and efforts of these agencies. The extent to which joint councils of Europeans and Africans (and of other groups) and large numbers of other bodies in the Union provide opportunities for inter-racial coöperation is due in large measure to the work and influence of the Institute of Race Relations.

In Southern Rhodesia, the Federation of Native Welfare Societies has proved an effective agency for inter-racial coöperation and for investigation of the social and economic aspects of the racial situation in that territory. In the Belgian Congo the *Centre D'Etude des Problèmes Sociaux Indigènes* promises to emulate the Institute of Race Relations. In Kenya, following a visit from representatives of the Institute of Race Relations, an effort has been made to establish an Institute of Race Relations. From other African territories have come appeals for help in establishing similar bodies. These calls come from Africans as well as from Europeans and Indians.

Both in the Union and elsewhere, there are numerous other bodies which give their attention to one aspect or other of the racial situation. The daily press throughout the country gives close and continuous attention to racial matters, and letters from the public show that there is a far greater sensitiveness to social injustice than ever before. On the other hand, the newspapers differ sharply on racial policy and bring out the wide divergences in racial attitudes prevalent amongst the Europeans.

The contribution which Christian missions have made to the advancement of

Africa and the African, and to the creation of a sensitive public conscience upon racial relations cannot be described here. No one, European, African, or other, who concerns himself with African affairs can afford to ignore the work and influence of Christian missions which, in recent years, despite wars and their effects upon men and money, have widened the scope of their activities in a heroic effort to give Africans the help they most need.

Most encouraging of all is the emergence everywhere in Africa of Africans imbued with a burning desire to help their people to higher and fuller living. The great social and economic changes must be accompanied by the large-scale training of Africans for service so that Africa may make her contribution to the world—Africans for Africa, Africa for Humanity.

Johannesburg,  
9th September, 1947

*PART FOUR*



## THIRTY-FIVE YEAR FINANCIAL REPORT OF THE PHELPS-STOKES FUND

*To the President and Trustees of the Phelps-Stokes Fund:*

In accordance with your instructions I have prepared and submit herewith a series of financial statements and summaries of the accounts of the Phelps-Stokes Fund for the thirty-five year period from date of Founding in 1911, to the close of the fiscal year ended October 31, 1946, with a separate statement for the fiscal year ended October 31, 1947, and a recapitulation of the major grants received from other sources for special educational projects administered by the officers of the Fund.

Before commenting on the financial statements, it seems well to present a brief resumé of the Fund's organization, its principal funds, and the services of its officers and staff in the administration of *guest* funds, the supervision and direction of programs financed by these funds, and as executive officers of other organizations. All of these will be treated in more detail in comments on the financial statements, but a few general facts given here may be helpful in understanding the Fund's operations.

### ORGANIZATION AND PRINCIPAL FUNDS

The Phelps-Stokes Fund was created by the Seventeenth Clause of the will of Miss Caroline Phelps Stokes, who died at Redlands, California, on April 26, 1909. It provided that her executors give her residuary estate to certain trustees named by her, and their successors, "to hold the same in trust forever to constitute a fund to be known as the Phelps-Stokes Fund . . . the interest and net income of such fund to be used by them and their successors for the erection or improvement of tenement house dwellings in New York City for the poor families of New York City and for educational purposes in the education of Negroes both in Africa and the United States, North American Indians and needy and deserving white students. . ."

*The Trustees of the Phelps-Stokes Fund* were incorporated under a special Act of the legislature of the State of New York on May 10, 1911, known as "An Act to Incorporate the Trustees of the Phelps-Stokes Fund"—Chapter 123, Laws of 1911. Section 1, of the Act conforms in most respects rather closely to the Seventeenth Clause of Miss Stokes' will; Section 2, gives the Trustees powers to receive, invest, and expend other funds in the furtherance of its objectives; and Section 3, provides for the adoption of By-Laws and other matters relating to the functioning of the Trustees in the management of the Fund's affairs. Section 4, gave immediate effect to the Act.

Miss Stokes' "residuary estate" amounted to \$922,034.38, but owing to increments resulting from transactions in securities by her executors, the trustees re-

ceived from the executors the sum of \$929,590.17, in cash and securities. In all financial reports, however, the sum of \$922,034.38 has been used as the original *Principal* amount. In 1911, this amount was augmented by a gift of \$64,750 from Miss Olivia Egleston Phelps Stokes, sister of the Founder, which was added to the original principal and raised the capital funds to \$986,784.38. For a number of years all profits and losses on transactions in securities were either added to or deducted from the principal amount, resulting in the sum of \$987,262.62 in 1938. In 1934-35, a *Reserve for Depreciation of Securities*, in the amount of \$55,000, was set up out of accumulated income in the Education and Housing Funds, and was used to absorb losses until 1938, when, upon the recommendation of the Treasurer, Mr. Edwin K. Merrill, the Board adopted a policy of crediting or debiting all profits or losses to the "Reserve," and the principal amount has remained unchanged since that time. In 1928 the Fund made a loan of \$100,000 to the Association to Promote Proper Housing for Girls, Inc., for the purchase of certain buildings in West 127th Street, Manhattan, to be used as a residence club for Negro working girls. During the years of the depression the Association found it difficult to meet its obligations with respect to this loan, and in 1947 it was cancelled, thereby becoming a gift. \$50,000 of this loan was made from Principal funds and \$50,000 from accumulated income in the Housing Fund, and the action of the Board in cancelling it directed that the \$50,000 from Principal be written-off against the Reserve for Depreciation of Securities, and the balance against the accumulated income in the Housing Fund. Technically, this left \$5,000 in the "Reserve," which has since been returned to the Education and Housing Funds, but in the meantime profits on security transactions were considerable and on October 31, 1947, the "Reserve" stood at \$83,728.50.

Following the death of Miss Olivia Egleston Phelps Stokes in 1927, the Trustees received either directly or indirectly from her estate three additional capital sums aggregating \$87,000 for educational work in the Republic of Liberia, namely:

*Miss O. E. P. Stokes' Gift for Booker Washington Institute:* The first of these sums, in the amount of \$25,000, was received in 1929 directly from her executors for the purpose of establishing the Booker Washington Agricultural and Industrial Institute of Liberia, with the understanding that \$5,000 of the amount might be used for buildings and equipment, and the remaining \$20,000 invested and the income thereon made available annually to the Institute for operating and maintenance expenses. In accordance with an understanding which it had with Miss Stokes, the Board of Foreign Missions of the Methodist Episcopal Church (150 Fifth Avenue, New York) also set aside, at the same time, and administers a like sum for the same purpose and under the same conditions.

*Michael Lowe Benefit Fund:* Later in the same year, the Trustees received the sum of \$12,000 from Miss Helen Phelps Stokes, a niece of Miss O. E. P. Stokes, with the advice that it was the balance of a sum left to her by her aunt with the understanding that after certain other obligations had first been met, this balance

should be given to the Trustees of the Phelps-Stokes Fund to be invested by them and the income thereon used first, for the payment of an annuity of \$500 to Mr. Michael Lowe during his lifetime, and thereafter to his wife should she survive him; and secondly, that upon the deaths of both Mr. and Mrs. Lowe the income shall be made available for educational work in Liberia. It seems well to record that Mrs. Lowe died in 1946, and that at the close of the Fund's fiscal year on October 31, 1947, Mr. Lowe was reported as still living.

The above two sums have been included among the general investments and the payments are made from the general income of the Phelps-Stokes Fund.

*Stokes-Moton Fund:* The third of these sums, sometimes referred to as the "Educational Fund for Liberia," represented \$50,000 left to Drs. Anson Phelps Stokes and Robert R. Moton under the will of Miss Olivia Egleston Phelps Stokes to be invested by them and the income thereon used for educational work in Liberia. As it seemed unwise for two individuals to administer such a trust over any long period of years, they turned it over to the Trustees of the Phelps-Stokes Fund in December, 1935, in the form of cash and securities. The Trustees accepted the trust under the same conditions as its original trustees (Drs. Stokes and Moton) had received it from Miss Stokes' executors. For a short time it was included among the general investments of the Phelps-Stokes Fund, but in 1938 the securities and income were segregated and since that time have been carried in a separate account. Profits and losses on security transactions are credited or debited directly to the principal amount. Among the securities received from the original trustees was a participation certificate in a bond and mortgage receivable on a building on Sixth Avenue in New York City, which it was later necessary to foreclose at a loss of \$6,326.18. Subsequent profits on transactions in securities have reduced this loss to \$3,915.28, and at October 31, 1946, the Principal amount stood at \$46,084.72. A statement of the Stokes-Moton Fund will be found in Section III of the financial statements.

Reference to the Balance Sheet and the Schedule of Investments will provide full information as to the status of the Principal Funds as of October 31, 1947.

With reference to the Principal Funds it should be noted that the total amount shown in the *Twenty Year Report of the Phelps-Stokes Fund*, 1932, was \$1,023,784.38. The expenditure of \$5,000 for buildings and equipment from Miss O. E. P. Stokes' gift of \$25,000 for the establishment of the Booker Washington Institute in Liberia, reduced the total to \$1,018,784.38.

#### EDUCATIONAL SERVICES OF OFFICERS IN THE ADMINISTRATION OF GUEST FUNDS AND AS EXECUTIVE OFFICERS OF OTHER ORGANIZATIONS

Reference will be made later to the educational and housing services of the officers and staff of the Fund in the organization, supervision and direction of the surveys, programs and activities carried on directly by the Fund and financed out of its own income in the interest of Negro Education and Race Relations in the United

States; Education and Welfare of Indians in the United States; Education of Whites in the United States; Education of Africans and Race Relations in Africa; and Housing for Low-Income Groups in New York City; but it is important to point out that in addition to the foregoing strictly *Fund* activities, involving the expenditure of approximately two million dollars during the past thirty-five years, the officers and staff<sup>2</sup> have also been largely responsible for the administration of more than three-quarters of a million dollars (\$871,774.38) in carrying out educational programs and projects financed by funds from other sources, and as executive officers of other organizations having their headquarters or principal offices in the office of the Phelps-Stokes Fund—facts which must be borne in mind when considering the cost of educational and administrative services of the staff and office expenses in relation to the Fund's income. One of our Trustees has very aptly referred to the grants received from other foundations, governmental agencies, and individuals for special educational purposes, as "guest" funds. The term seems appropriate since they are available for limited periods of time, are received with great respect for the donors and the purposes, and are handled with the greatest of care. It will be used from time to time in referring to these funds in this report.

The more important of the guest funds will be presented in more detail in connection with the financial statements, but the following summary of all "outside" funds administered by the officers will provide a general idea as to the types of service and their scope in terms of time and amounts:

1. Grants received from foundations, governmental agencies, and individuals for special educational programs and projects to be carried out under the auspices of the Phelps-Stokes Fund with the cooperation of other organizations—1922-1946 . . . . .	\$196,348.74
2. Remittances received from individuals and organizations for disbursement to beneficiaries in accordance with the donors' instructions, about 40% of the amount being for the expenses of African students attending American schools—1922-1946 . . . . .	105,740.18
3. Funds administered by the officers of the Phelps-Stokes Fund in their capacities as executive officers of other organizations having their headquarters in the office of the Fund . . . . .	554,719.98
(a) For the Advisory Committee on Education in Liberia during the years 1928-1946 . . . . .	\$114,846.86
(b) For the Trustees of the Booker Washington Agricultural and Industrial Institute of Liberia, Inc., during the years 1932-1946 . . . . .	309,639.10
(c) For the Calhoun School, Inc., of Alabama, during the years 1939-1946 . . . . .	130,234.02
4. Income of the Stokes-Moton Fund for educational work in Liberia, administered in the interest of the Booker Washington Institute of Liberia during the years 1936-1946 . . . . .	14,965.48
	\$871,774.38

The administration of these funds has not been merely the receipt and disburse-

ment of sums of money. Instead, it has involved studies of conditions in areas of both the United States and Africa, the organization of committees for counsel and advice, estimates of needs and the possibilities of meeting them in terms of service, personnel, and money, the planning of programs and the preparation of budgets, selection of personnel, the purchase and shipment of supplies and equipment, supervision and direction of activities, the keeping of books and the proceedings of meetings, and the preparation of financial and other reports on progress and accomplishments.

With the consent of the Trustees and in furtherance of the objectives of the Fund, the President, Director, and Executive Secretary have contributed their services as executive officers and members of other boards and committees, to some of which the Fund has provided office space and facilities without charge for rent and clerical services. Chief among the latter have been the following:

(a) *Advisory Committee on Education in Liberia*: This committee was organized in 1924 at the suggestion of Dr. Thomas S. Donohugh, then Secretary of the Board of Foreign Missions of the Methodist Episcopal Church, and in accordance with recommendations made by the Director of the Phelps-Stokes Fund, Dr. Thomas Jesse Jones, in his report, *Education in Africa, 1922*, for the purpose of correlating the educational work and interests of American missions, colonization societies and the Phelps-Stokes Fund in Liberia. It had its headquarters in the office of the Fund, and Dr. Jones became its permanent Chairman, with Mr. Roy as its permanent Assistant Secretary-Treasurer, in which capacities they dealt extensively with its activities, records, and finances. This committee was the forerunner of the Trustees of the Booker Washington Institute of Liberia, which was founded in 1929 by its Educational Adviser, the late James L. Sibley. It is expected that the committee will close its affairs in the near future.

(b) *The Trustees of the Booker Washington Agricultural and Industrial Institute of Liberia*: This Board was incorporated in the State of New York, in 1931, to sponsor the Booker Washington Institute in Liberia. Its American headquarters have been continuously in the office of the Fund, and the Director and Executive Secretary, respectively, have served as its Secretary and its Assistant Secretary-Treasurer. In these positions they carried heavy responsibilities for the securing of funds, selection of personnel, the working out of its educational programs and budgets in consultation with the Principal, the purchase and shipment of supplies and equipment, the keeping of financial records and the proceedings of board meetings, and generally in carrying out the directions and orders of the Board of Trustees. During the years 1932-1946, inclusive, they administered sums aggregating \$309,639.10, and it is conservatively estimated that these services required more than a third of the time of the Executive Secretary, and his Assistant, approximately one-quarter of the time of the Director and his Secretary, and from time to time many hours on the part of the President of the Fund. It is also conservatively estimated that if the Fund had made a charge, appropriate to the services of its officers and

for office expenses, its own administrative expenses would have been reduced by at least \$30,000, during the past fifteen years.

It should also be noted that in addition to the foregoing services, and during the same period, the Fund paid to the Trustees of the Institute a total of \$23,070 in cash, of which the sum of \$9,370 was in contributions, and \$13,700 as income on \$20,000 which it has invested for the purposes of the Institute.

From the foregoing facts and figures it is obvious that the contribution of the Fund to the Institute has been substantial. There are many reasons for this but probably the most important has been the desire of the Trustees of the Fund to advance the educational welfare of Liberians. The Booker Washington Institute not only offered such an opportunity, but, as explained elsewhere in this report by Dr. Anson Phelps Stokes and others, the Institute was founded in accordance with a wish of Miss Olivia Egleston Phelps Stokes and, therefore, is a project in which the Trustees are deeply interested. It is believed that the progress of the Institute has fully justified the generosity of the Fund and its other supporting agencies—the American Colonization Society, the New York State Colonization Society, the Foreign Mission Boards of the Lutheran, Methodist, and Protestant Episcopal Churches, the Liberian Government and Mr. Harvey S. Firestone, Jr., who, aside from the many important services rendered by his engineers in Liberia, has contributed \$52,550 toward its upbuilding and operations. The U. S. Department of State also has made special grants-in-aid, aggregating \$58,500, for educational and agricultural projects and demonstration programs at the Institute and elsewhere in Liberia, using the good offices of the Phelps-Stokes Fund as a medium.

(c) *The Trustees of the Calhoun School, Inc.*: For a number of years the activities of this Board were largely administered from the office of the Fund through the services of Dr. Thomas Jesse Jones, first as Chairman of the Board, and later from 1939 to 1946, inclusive, as Treasurer, with Mr. Roy as Assistant Treasurer. During Dr. Jones' chairmanship of the Board he was instrumental in raising a "sustaining" fund of \$150,000 to tide the school over a difficult period during the years of the depression, and as Treasurer and Assistant Treasurer, he and Mr. Roy, respectively, administered sums aggregating \$130,234.02. Dr. Jones was also mainly responsible for the details of negotiations leading to the transfer of the Calhoun School to the Alabama State Board of Education in 1945. A few matters of unfinished business of its Trustees remain to be cleared up, but it is expected that its activities will be entirely removed from the office of the Fund before the close of the year 1948.

(d) *Association to Promote Proper Housing for Girls, Inc.*: The facilities of the Fund's office were made available to this Association for several years, and the officers of the Fund have participated in activities relating to the Club Caroline, a residence club for working girls in Harlem, which was made possible by a loan of \$100,000 made by the Phelps-Stokes Fund to the Association for the purpose in 1928.

The President and Director of the Fund have served for many years on other

committees and boards of trustees concerned with education and race relations in the United States and Africa, including those of some of the leading Negro colleges and universities, and members of the staff have always been available for consultation on matters coming within their experience. This latter service has brought many educators and others concerned with education, race relations and social problems to the office from all parts of the world, particularly from Europe and Africa.

Dr. Anson Phelps Stokes, for many years President of the Fund, frequently called attention at Board meetings to his conviction that in many ways the most important educational service rendered by the Fund is that provided by the work and consultations of the Director and staff—in other words the officers of the Fund are not merely executives but also educational agents. It seems appropriate to add that Dr. Stokes was for many years one of these officers and although he resided elsewhere, he always gave generously of his time and thought whenever he was available for conferences; and that the lowly African student, just released from Ellis Island into a new and complex world, received the same courteous consideration and help with his affairs and problems as did the president of a university or the governor of a British colony.

## I

*Statement of Income and Disbursements for the Fiscal Year ended October 31, 1947, with Balance Sheet and Schedule of Investments as at the close of business on that date:* The accounts and records from which this statement was prepared were duly examined by Messrs. Bacas, Gates and Potter, Accountants and Auditors, and a copy of their certificate is appended hereto. The income for the year, available for expenses and appropriations, amounted to \$50,282.42—a return of 4.44% on the book value of the securities, or 4.13% on the market value at October 31, 1947. The disbursements amounted to \$45,239.16. There were no disbursements from the accumulated balances in the Education and Housing Funds which, during the years of the depression and the war, were reduced to such small sums that the Trustees directed the discontinuance of many small appropriations, given over a long period of years to a considerable number of educational and other institutions and organizations, so that a larger income reserve might be accumulated with a view to enabling the Fund to carry on activities for which the Board feels special responsibility. The surplus of \$5,043.26 for the year, plus refunds of \$1,372 11, is reflected in the increases in the accumulated balances in the Education and Housing Funds over those for the preceding year ended October 31, 1946.

The net income of the Stokes-Moton Fund was \$1,358.96 which, plus the balance of \$529.66, brought forward at the beginning of the year, amounted to \$1,888.62, all of which was available for appropriations for educational work in Liberia. In accordance with the established policy of the Board, the income of this Fund is made available to the Booker Washington Institute of Liberia, and the amount appro-

priated to the Institute during the year 1947 was \$1,250.00, leaving an accumulated balance of \$638.62 at the end of the year. There were no expenses for administration or investment services as these are all met by the Phelps-Stokes Fund.

Although there were minor transactions in Principal Funds, the total of \$46,084.72, remained unchanged during the year. Statements of both the Principal and Income Accounts will be found in Section I of the financial statements appended hereto.

## II

*Summaries of Funds Administered during the Thirty-Five Year Period from Date of Founding in 1911, to the Close of the Fiscal Year Ended October 31, 1946:*

(a) *Summary of Income and Disbursements of the Phelps-Stokes Fund for the Period.*

(b) *Consolidated Summary of All Funds Administered by the Officers of the Phelps-Stokes Fund during the Period.*

As the income of the Fund is inadequate to finance all of the activities envisioned by its Trustees and officers, the Board and staff have welcomed opportunities for larger service through the use of grants from other foundations and agencies, and by permitting its officers to serve on other boards and committees whose purposes and activities come entirely within the scope of the Fund's objectives and the geographical areas of its operations.

Summary (a) is necessary to meet the primary purpose of this report, namely, to present the financial facts of the Phelps-Stokes Fund per se, and Summary (b) is equally essential to a full presentation of the activities of the Fund and the services of its staff in terms of funds administered.

Before commenting on the financial facts, it seems well to point out that the Fund has made no charge for the administration of guest funds or for the services rendered to other organizations, and that the costs of all services and office expenses were met entirely from income which amounted to 71.7% of the funds administered. As these costs may appear to be high in relation to the Fund's income, special attention is called to the summary (b) in which the costs of services appear in true proportion to the total funds administered.

In both summaries the amounts are shown under three *period* headings, namely, the first *twenty years*, from 1911 to November 15, 1931; the next *fifteen years*, from November 16, 1931 to October 31, 1946; and the totals for the *thirty-five year* period from 1911 to 1946, inclusive. The disbursements are classified under the main items of expenses and reserves, representing prior charges against income, and in accordance with the fields of service and appropriations for the principal activities under the Education and Housing Funds. For purposes of comparison, percentages of the various totals have been shown opposite many of the items.

*Summary (a):* The total income of \$2,202,334 amounted to 216% of the Principal of \$1,018,784, based on the original legacy of Miss Caroline Phelps Stokes and

subsequent gifts by her sister, Miss Olivia Egleston Phelps Stokes, or an average annual return of 6.17% for the thirty-five year period. When it is considered that the last seventeen years of the period included all of the "depression" years, when dividends were small and sometimes omitted, and all of the "war" years, when interest rates were low, the return seems exceptionally good, and the Trustees must feel that they were fortunate in their selection of treasurers—the late Mr. Francis Louis Slade, who served from 1911 to 1936, and Mr. Edwin K. Merrill, who has served since 1936—both of whom carried the major responsibility for the investments.

The average annual income for the first twenty years was \$68,802, and for the succeeding fifteen years was \$55,086—a decrease of just under 20%, which is explained by the small dividends and low interest rates of the latter period.

The costs of administrative and educational services of staff and office expenses are shown in this summary because they were paid from income. Administrative Expenses and Investment Services, totaling \$107,628 for the twenty-year period, amounted to 7.8% of the income, whereas those for the succeeding fifteen-year period, totaling \$127,784, amounted to 15.5% of the income for the period. This seemingly high rate for the latter period was due partly to the decrease of nearly 20% in the amount of income, and partly to an actual increase in expenses which, in turn, were due to increases in the salaries of long-time employees, higher rents, and generally increased costs in other services. Other considerations, not subject to exact computation except on the ratio of expenses to funds administered, were: (1) the fact that the officers of the Fund during this period also administered other funds aggregating \$841,744; and (2) the fact that it provided office facilities to four other organizations.

In this connection it is perhaps worth recording that Trustees receive no compensation for attendance at meetings or for service on committees, although the travel expenses of Trustees residing elsewhere than in New York City are met. Except for the Director, who is on full time, the only Trustees receiving salaries during the period under review have been the President and the Treasurer. The combined salaries of these two officers, even when the President was devoting a large portion of his time to the work, never exceeded \$5,000 a year and has generally been considerably below that amount.

Of the remainder of the gross income, 3.3% was set aside as a reserve against depreciation of the investments; 0.7% was expended for miscellaneous purposes; and 85.9%, being net income in the amount of \$1,878,776, was apportioned to the Education and Housing Funds in the proportions of 74.4% (\$1,398,065) to Education and 25.6% (\$480,711) to Housing. Of the latter two sums, the Trustees have expended approximately 99.0% of the Education Fund, and 97.0% of the Housing Fund. These percentages suggest the fullest possible activity on the part of the Trustees in carrying out the objectives of the Fund as set forth by its Founder.

It has been the policy of the Board during most of the past fifteen years to ap-

portion the net income in the proportions of 80% to education and 20% to housing. It will be noted, however, from the thirty-five year Summary (a), that during the first twenty years housing received 31.5% of the net income, and 14.0% during the last fifteen years. The reduction to 14.0% is due partly to the fact that a large portion of the Reserve for Depreciation of Investments was set aside out of accumulated housing funds, and partly to the fact that for several years the Housing Fund received only 16.66% of net income. There has been no indication that the Board will reduce the Housing Fund's share of net income below the 20% rate, but the decrease from the higher rate for the early years may be explained by the fact that the Fund was a pioneer in the advocacy of low-rental housing in New York City and, before the entry of large corporations and the federal, state, and municipal governments into this field, devoted more of its income to housing purposes.

*Summary (b)*: This summary combines all of the funds administered by the staff of the Phelps-Stokes Fund during the thirty-five year period under review. Table 1, presents all of the funds received and, after certain deductions, the division of the net amounts into those for education and housing purposes. It should be noted that no "outside" funds were received for housing and that the amounts shown under Housing Funds represented strictly *Fund* income. Later in this report it will be noticed that the Committee on Research in the Social Sciences of Harvard University provided the sum of \$2,150 to Dr. James Ford for research in connection with his study of *Slums and Housing* in New York City, but this did not pass through the office of the Fund.

The most important fact of this summary is that it shows the total services of the Fund in terms of funds administered by its officers and staff, aggregating \$3,074, 108.81. The following facts, however, will be of interest:

(1) That of the funds administered during the first twenty years, 90.6% represented *income* and 9.4% "outside" money; that during the succeeding fifteen years 53.2% represented income and 46.8% outside money; and that of the totals for the thirty-five years, 71.7% represented income and 28.3% outside funds.

(2) That on the basis of all funds administered, and in proportion to those funds for the various periods, the Administrative Expenses and Investments Services were as follows: For the first twenty years 7.1%; for the succeeding fifteen years 8.2%; and that the average cost of these services for the thirty-five years was 7.7%, which seems moderate, and which it is believed will compare favorably with similar costs to other foundations.

Table 2, presents all of the *educational* funds administered by the staff of the Fund. Reference to the Tables will provide other interesting comparisons which it does not seem important to mention here.

The sources, amounts, and specific purposes of the more important grants received and administered during the sixteen-year period 1931-1947, will be found in Section IV of the financial statements.

## HOUSING FUND

With its small capital and limited income, the Fund has not been able to finance large scale projects in either education or housing and, therefore, adopted a policy of providing demonstrations and presenting facts and recommendations based on thorough studies by competent experts in both education and housing. Among the more important demonstrations and studies by the Housing Committee were the following:

*1921 and 1933 Architectural Competitions:* The purpose of the 1921 Competition was to secure the best possible plans for a low-rental house to be built on Manhattan Island as a demonstration of the possibilities of building such houses in New York City. As a result, two fifty-foot units, called the "Model Tenement", were built in 1922 on 97th Street, East of Madison Avenue. This project provided a limited number of apartments for families in the low-income group, but its primary purpose was to demonstrate that houses could be built in Manhattan, and therefore in other sections of the city where land was cheaper, and return 6% on the investment at rentals of \$9.00 to \$10.00 a room. On the basis of the original contract this would have been possible, but owing to an error on the part of the contractor in estimating the quantity of rock to be removed in excavating the foundation, the Fund agreed to provide a further sum in excess of \$85,000 for excavating, and this additional cost made it necessary to increase the rentals to \$10.35 a room in order to realize 6% on the investment. The property was later sold to the City and Suburban Homes Company.

The press was generous with its columns and brought the details of the demonstration to the attention of a wide section of the public. It is not possible to say what influence this demonstration had on other builders of low-rental houses, but it is interesting to note that all of the large projects with which the public is now so familiar have been constructed since 1922.

The purpose of the 1933 Competition was to focus the attention of New York City architects upon the design and construction of tenement house block-developments and to attract the attention of the public to the pressing need for slum clearance and the construction of new housing, as well as to ascertain all possible preliminary information relating to the problem.

Architects were invited to submit plans for a building covering a city block 200 feet by 400 feet. They were requested (1) to design the building in accordance with the Multiple Dwelling Act, or (2) to strive for the best results without regard to the restrictions of that Act, thereby furnishing new ideas in design and possibly suggesting desirable modifications of the Act.

One Hundred Fifty-eight plans were submitted and, as far as space permitted, these were exhibited at the Grand Central Art Galleries where they were observed by large numbers of architects, builders, real estate operators, financiers, and the general public. The judges were Messrs. George McAneny, Alexander M. Bing,

William Sloane Coffin, Grovenor Atterbury, and Emery Roth. Mr. I. N. Phelps Stokes acted as Professional Adviser, and Mr. William Robertson was adviser on the Multiple Dwelling Law.

Probably the most important fact emphasized by the Competition was that with existing land prices—assumed at \$8.00 a square foot for the purposes of the Competition—even though construction costs were relatively low in 1933, an average room rental of \$10.50 per month was the best that could be obtained. The solution of the problem was found to be not only architectural, but dependent upon a combination of factors involving land and building costs; methods of land acquisition and financing; municipal, state, and federal subsidies, etc. The existence of these complex factors convinced Mr. Stokes that the Fund could probably best contribute toward a solution of slum clearance and new housing problems in New York City through a thorough survey of the situation, a matter which he proceeded to act upon promptly.

*Survey of Slums and Housing with Special Reference to New York City:* Immediately following the 1933 Architectural Competition, Mr. Stokes organized the survey of slums and housing. The following resolution, adopted at a meeting of the Housing Committee on July 26, 1933, and ratified by the Trustees, formally initiated the project:

**RESOLVED:** That the Housing Committee of the Trustees of the Phelps-Stokes Fund recommend to the Trustees that the sum of Twenty-five Thousand Dollars (\$25,000.00) be appropriated from the accumulated Housing Reserve Fund to cover the cost of a comprehensive and intensive study of the problem of New York City slums and blighted areas—their causes, prevention and elimination, as well as their conversion for proper housing or other uses—; such study and the preparation of a report or book embodying the results thereof to be undertaken with the collaboration of Professor James Ford and a group of experts and assistants selected and directed by him and to be made in consultation with the Chairman of the Housing Committee and the staff of the Phelps-Stokes Fund, and in general accordance with the outline submitted by Professor Ford to the Phelps-Stokes Fund and dated July 17, 1933; and with the hope that this contribution of the Phelps-Stokes Fund toward the study of the problem in New York City may stimulate similar investigations and reports in other sections of the country and may possibly even lead to an international study of the important subject of the better housing of the working classes.

The foregoing resolution, framed by Mr. Stokes, may be taken as representing his views as to the purposes of the study.

In the Preface to the report, Professor Ford stated that “The purpose of this study has been to take one of America’s most urgent problems and subject it to analysis . . .,” and expressed the hope that “. . . its tentative evaluation of conditions and causes may contribute to the clarification of objectives and the framing of a social policy comprising well coordinated measures adapted to contemporary conditions and fundamental needs.”

Dr. Ford was provided with an office in the Architects Building, 101 Park Avenue, and began the study in August, 1933, with Mr. George N. Thompson and

Mrs. Katherine Morrow as his associates. Mr. Arthur J. Frappier was architectural assistant, and Miss Ellen C. Ahern was engaged to do the historical research and prepare the index for the report. An Appendix, mainly architectural, was prepared by Mr. I. N. Phelps Stokes.

In the meantime the newly formed U. S. Housing Administration, and the federal and local Housing Authorities in New York City, began extensive investigations into the city's housing conditions and needs. The findings of their large staffs were made available to Dr. Ford and reduced the necessity of extensive field work by his small staff. But on the other hand the volume of material furnished by these agencies, all of which had to be studied, classified, and edited, greatly increased the office work and also provided facts and information on many phases of the situation which had not originally been anticipated. This additional material was, however, welcomed, and the scope of the study was broadened to include much of it. The result was that the cost of the survey was increased from the original estimate of \$25,000 to more than \$47,000, and the material required two volumes of more than 500 pages each for printing.

The two-volume report—*Slums and Housing, With Special Reference to New York City—History, Conditions, and Policy, 1936*, was published by the Harvard University Press. As only 1,250 sets were printed, the volumes are now out of print. Sets were, however, presented to most of the important libraries and to federal, state, and city housing authorities throughout the United States, and to some of the leading libraries in Europe and Great Britain. The remaining sets were sold to specially interested persons and groups at \$10.00 a set, approximately two-thirds of the printing costs.

The Committee on Research in the Social Sciences of Harvard University made a supplementary grant of \$2,150 to Dr. Ford, which was used for special research and the preparation of the bibliography and index.

One of the significant results of the recommendations of the report was the formation of the Citizens' Housing Council of New York by a group of public-spirited citizens under the leadership of Mr. Harold R. Buttenheim, Editor of *The American City*, toward which the Fund made substantial contributions during its early years and decreasing amounts during each year since, the total aggregating approximately \$60,000 during the past ten years.

Owing to the special interest of the Founder of the Fund in housing for Negroes, the services of Mr. Franklin O. Nichols were made available to the Citizens' Housing Council for a detailed study of housing conditions in Harlem. His report, *Harlem Housing, 1939*, made available in mimeographed form by the Council, provided valuable information on such matters as density of population by blocks, property blight and deterioration, unproductive properties, violations of the Multiple Dwelling Act, rents, vacancies, tax delinquency, areas suitable for low-rental housing developments, and human factors involving health, crime, and juvenile delinquency in relation to housing.

This report was used extensively by officers of banks and insurance companies,

real estate operators and housing authority officials, to some of whom Mr. Nichols became an unofficial consultant on housing problems in the Harlem area.

It is interesting to note from a statement in James Ford, *Slums and Housing*, 1936, by the late Mr. I. N. Phelps Stokes, a nephew of the Founder of the Fund, and for many years the Chairman of its Housing Committee, that the interests and activities of Miss Caroline Phelps Stokes in housing reform began more than fifty years ago when, in 1896, she became a member of the Improved Housing Council of New York City which later resulted in the formation of the City and Suburban Homes Company, in which she became a stockholder. In 1907 Miss Stokes and her elder sister, Miss Olivia Egleston Phelps Stokes, participated in building the Tuskegee Tenements for Negroes in West 62nd Street, Manhattan. Miss Stokes died in 1909, but in 1911 the Dudley Homes Company, of which she had been an organizer, built two model tenements in 32nd Street near First Avenue for low-income families. These tenements later were taken over by the Phelps-Stokes Fund, and subsequently were sold to the City and Suburban Homes Company.

#### EDUCATION FUND

The services of the education officers and staff in the administration of guest funds and as executive officers of other organizations have already been presented in the introductory statement to this financial report. As the same careful attention was given to both, the programs and activities financed by other funds and those financed out of the Fund's income, it is reasonable to assume that approximately 70% of the time of the officers and staff was devoted to the work of the fund proper, and here, again, as in housing, the policy of providing educational demonstrations and of presenting facts and recommendations based on thorough studies by competent experts was adopted.

Most of the educational studies were made by the Educational Director—Dr. Thomas Jesse Jones during the period under review—and other members of the regular staff, assisted by specialists engaged for temporary service in connection with each study.

The educational work has also included a large area of inter-racial activities in which both the Educational Director and the President—Dr. Anson Phelps Stokes during the past twenty-one years—shared the leadership.

The activities of the first twenty years were presented in the *Twenty Year Report of the Phelps-Stokes Fund*, 1932, and a number of special projects will be discussed in relation to their cost, in Section III of this financial report, dealing with the fifteen-year period from 1932 to 1946, but as this report covers the whole of the Fund's history, it seems appropriate to mention the more important educational studies of the earlier period, in connection with which the field investigations and the preparation of the reports were direct responsibilities of the Educational Director.

*Negro Education in the United States, 1916*: This report, comprising two volumes of over 1,200 pages, was the first major study by the Fund, as well as the first com-

prehensive documentation of educational facilities and opportunities for Negroes in the United States. The field work and the preparation of the report were done by the Educational Director and staff of the Fund at a total cost of \$46,455.43. The report was published by the U. S. "Bureau" of Education and printed by the Government Printing Office.

*Education in Africa, 1922:* The second major study by the Fund was a survey of education in West, South and Equatorial Africa, with intensive studies of Sierra Leone, Liberia, the Gold Coast, Nigeria, the Union of South Africa, Northern and Southern Rhodesia, and the Belgian Congo. The Educational Director was in charge of the field investigations and prepared the report. Like *Negro Education in the United States*, it was the first comprehensive documentation of educational facilities and opportunities for Africans in the areas studied. The late Sir Gordon Guggisberg, Governor of the Gold Coast at the time of the study and later, referred to *Education in Africa*, in his official Gold Coast Report for the Years 1922-1923, as ". . . the book of the century, a combination of sound idealism and practical common sense." Some years later, in New York City, at a dinner given in his honor by the Phelps-Stokes Fund, Governor Guggisberg said that he did not think that the Phelps-Stokes Fund would claim all of the credit for educational progress in the Gold Coast, but he would admit that it had greatly influenced that progress. The cost of this study, including field work and publication of the report, was \$34,682.92.

*Education in East Africa, 1925:* The British Colonial Office was so impressed by the facts and recommendations of *Education in Africa*, that it requested the Fund to make a similar study of the British East African Colonies. This was undertaken in 1924-25, under the leadership of Dr. Jones, who also prepared the report. The areas studied included Ethiopia, Uganda, Kenya, Tanganyika, Zanzibar, the Belgian territories of Ruanda and Urundi, and the Union of South Africa. This report completed the documentation of the major educational facilities for Africans south of the Sahara. It was published in London, and the total cost of the study was \$41,987.45.

### III

*Statement of Income and Disbursements of the Phelps-Stokes Fund for the Fifteen-Year Period—November 16, 1931 to October 31, 1946.* The income, administrative expenses, and disbursements for educational and housing purposes during this period have already been summarized in the preceding section. Those wishing to review the detailed activities of the Fund and the amounts appropriated to outside agencies will find this statement of interest. The methods of advancing the Fund's objectives were:

1. Expenditures for projects and activities organized, supervised, and conducted by the officers and staff of the Fund:
2. Appropriations to committees sponsored and financed by the Fund for purposes of carrying out certain projects and activities. The influence of the Fund in

the work of these committees was limited to the participation of some of its officers as committee members; and

3. Appropriations to institutions, organizations, and individuals without any supervision by the Fund.

All of the activities coming under 1 and 2, above, have been presented by Dr. Anson Phelps Stokes and Dr. Thomas Jesse Jones in Parts I and II of this report, so that here only the important ones will be evaluated in relation to their costs. They were:

*Encyclopedia of the Negro, Inc.:* This corporation was organized upon the initiative of Dr. Anson Phelps Stokes, President of the Fund, and financed by the Fund. The immediate objective was to assemble facts and materials sufficient to provide a comprehensive outline of the contents of such an encyclopedia, and an adequate prospectus for use in raising funds from other sources for the production of the work. The preparation of this preliminary material was left entirely to the Board of Directors of the corporation, of which Dr. Stokes was Chairman. No one devoted full time to it, but over a period of years the Directors and their committees and research workers, under Dr. W. E. B. Du Bois (Senior Editor), and Dr. Guy Johnson as Editors, produced a mass of data that was regarded as so useful that the Fund decided to publish it under the title, *Encyclopedia of the Negro—Preparatory Volume, 1946*. It is believed that this "Preparatory Volume" provides not only a basis for the ultimate production of such an "Encyclopedia," but that students of the Negro and of race relations will find its references, list of subjects, and bibliographical material helpful. The cost to the Fund, including travel expenses of Directors to meetings, fees and honoraria to research workers, and the publication of the volume, was \$17,889.81. None of the Board of Directors received any compensation except the Senior Editor.

*Committee on Negro Americans in Defense Industries:* This committee of representative citizens from North and South, including both white and Negro, was also organized by Dr. Stokes and financed by the Fund. Its membership included approximately one hundred leaders and molders of public opinion who felt that the Negro workingman deserved larger opportunities for employment in industrial plants producing defense material, and its purpose was to secure such opportunities. To gauge the significance of its accomplishments one must recall that during the depression years many of these plants had been either closed or operating on low production schedules, and that when they began work on defense orders the usual pattern of the Negro being "the last hired and the first fired" seemed natural of adoption. Dr. Stokes, as Chairman of the Committee, directed a campaign of publicity urging the employment of Negroes as skilled and unskilled laborers. The press gave the releases good space, and the response of the general public was gratifying. Following this, Mr. Franklin O. Nichols, with long and valuable experience in work concerned with industrial relations, race relations, public health, housing, and social welfare, was engaged as Field Agent and made available to the National

Urban League for the purpose of visiting industrial plants and consulting with management with a view to having them employ larger numbers of Negroes. His work was usually done quietly in the plant offices in conferences with management officials, and without publicity. He soon convinced officials of some of the large plants that they could place a few Negroes among their white workers without causing unfavorable reactions. The Budd Manufacturing Company of Philadelphia, the Curtiss-Wright Corporation, and the Bell Aircraft Company of Buffalo, were among the first to cooperate in this program. These concerns ultimately employed large numbers of Negro workers—both skilled and unskilled—and other plants soon followed their examples. It should be noted that Mr. Nichols worked in close cooperation with officers of local branches of the Urban League wherever these existed in the industrial centers visited by him. The job was done in a few months, and the cost to the Fund was the insignificant sum of \$1,285.96. It is doubtful that the Fund ever before accomplished so much for so little as it did in this project.

*Committee on Africa, the War, and Peace Aims:* Again we are indebted to Dr. Stokes for the organization and functioning of another effective committee which, financed by the Fund, laid a foundation and outlined policies of potentially far-reaching significance for the advancement of the African peoples and the improvement of their status—developments which may have a greater bearing on the future peace of the world than many would be willing to believe just now.

The Atlantic Charter was promulgated as a basis for world adjustments and peace, and for a time was generally accepted as the fundamental policy of the Allies to be used in dealing with all peoples. Some "Columnists" and "Commentators" have interpreted it as relating only to those countries bordering on the Atlantic, and there was the suggestion that we also needed a "Pacific Charter." In contrast to such interpretations, Dr. Stokes and the Committee on Africa, the War, and Peace Aims accepted the Charter at its face value and as applicable to the whole world, including Africa. Having had long and intimate experience of the peoples and conditions in Africa, the officers of the Fund felt a special responsibility in the matter of adapting the principles of the Charter to the problems of Africa, and invited a group of American scholars and leaders, mostly with African experience, to join the committee for the purpose of studying the Charter and its implications for, as well as its application to, Africa.

The Committee's report—*The Atlantic Charter and Africa from an American Standpoint*—was published in 1943, and received the early attention of government officials and diplomatic officers here and abroad, delegates to the United Nations, and private citizens and groups concerned with Africa and the international situation, from whom came requests for hundreds of copies. The Carnegie Endowment for International Peace distributed hundreds of copies, and there was a large order from the Department of State. The Atlantic Charter may be "dead" as some students of international affairs seem to think, but it is quite probable that this report

and its recommendations will continue to live and be used by many concerned with readjustments in Africa until its problems are settled on a just and lasting basis. Here again the Fund has produced a work of potentially great significance at very small cost—the sum of \$5,355.87, including the publication of 3,000 copies, with a Supplement, *Events in African History*, by Dr. Edwin W. Smith.

*Art and the Color Line:* This monograph by Dr. Anson Phelps Stokes relating to the refusal of the D.A.R. to permit Miss Marian Anderson to appear in a concert in Constitution Hall in Washington, represents an appeal to the officers of the D.A.R. to modify their rules so as to permit distinguished Negro artists to appear in Constitution Hall. It presented a strong case against discrimination based on color instead of talent. Copies were presented to leaders of public opinion and to influential members of the D.A.R. for consideration and discussion within the organization, and although Constitution Hall is not yet entirely open to Negro artists, there can be no doubt but that this pamphlet had its influence in the right direction. The cost to the Fund was \$270.47.

*The Navajo Indian Problem, 1939:* This is a report of a study made by Dr. Thomas Jesse Jones, Educational Director of the Fund at the time, and a group of deeply interested persons. It is one of the most factual and understandable presentations of the problems of this Indian group yet to be published. It has had wide distribution among government officials and friends of the Indians, and is still in demand. The cost to the Fund was \$1,762.33

*A program for the Training of the Negro Rural Ministry:* The Fund expended the sum of \$698.91 in making a preliminary study of the possibilities of such a program, and in organizing a special committee to administer it. On the basis of this committee's proposals the General Education Board has appropriated the sum of \$125,000 to the Fund for a five-year training program. The facts of this program are reported in the next section of this financial report.

#### IV

*Summary of Major Grants Received from Other Foundations and Governmental Agencies for Special Educational Projects during the Sixteen-Year Period—November 16, 1931 to October 31, 1947.* As already indicated in the preceding sections of this financial report, the Phelps-Stokes Fund has not had the resources to finance large scale projects or to carry on some of the activities which its studies and reports have shown to be highly desirable. Some of these, however, have seemed so urgent, or so potentially beneficial to certain groups, that the Fund's officers, with the approval of the Trustees, have requested the cooperation of other foundations and government agencies in making them possible. The responses of all of these agencies have been most inspiring and gratifying. The Carnegie Corporation of New York, during the years 1941–1945, provided the sum of \$7,850 for emergency aid to British African students in the United States who found themselves in financial difficulties because of war disruptions and restrictions on the export of funds from the

African colonies; The May Esther Bedford Fund, also during 1941-1945, and through the courtesy and interest of Dr. W. B. Mumford, provided \$1,000 for aid to students from Africa and other areas. The General Education Board, during 1944-1947, appropriated sums aggregating \$183,000 for two concurrent five-year programs for the training of the Negro rural ministry—the one, involving the expenditure of \$125,000 under the direct administration of the Phelps-Stokes Fund with the cooperation of the Home Missions Council of North America, Inc., provides for the establishment of some ten to thirteen Rural Church Departments at strategic, established theological seminaries, colleges, and universities, mainly in the Southern states, for the primary purpose of training undergraduate students for the rural ministry, and with the understanding that at the end of the five-year period, during which financial aid is provided by the Fund, each institution will use its best efforts to maintain its Rural Church Department as a permanent part of its religious educational program without further financial aid from the Fund; the other, involving the expenditure of \$58,000 under the auspices of the Home Missions Council of North America, Inc., with the cooperation of the Phelps-Stokes Fund, provides for the training of graduate students for early, if not immediate, appointment as rural ministers, heads of Rural Church Departments at strategic training centers, and for field work among in-service ministers and church women. Both of these programs have many features in common, such as the holding of institutes, conferences, and summer school sessions at conveniently located centers where in-service rural ministers and church women receive instruction for several weeks each year, and observe demonstrations in methods for church, home, and community improvements through cooperative efforts.

The General Education Board also appropriated, in 1944, to the Phelps-Stokes Fund the sum of \$23,000 for a study of education and agriculture in West Africa and the Belgian Congo, which was carried out in 1944-45 by the late Dr. Jackson Davis with the assistance of Mr. Thomas M. Campbell, U. S. Agricultural Agent with headquarters at Tuskegee Institute, and the late Miss Margaret Wrong, Secretary of the International Committee on Christian Literature for Africans, London. Their report—*Africa Advancing*—was published in 1945.

The U. S. Department of State, during the years 1944-45-46, provided from its Cultural Relations Funds, grants-in-aid aggregating \$58,500 to be expended by the Fund in carrying out a series of educational, agricultural, and health projects and demonstration programs at the Booker Washington Agricultural and Industrial Institute and elsewhere in Liberia. One of these grants-in-aid, for agricultural demonstrations, was supplemented by a grant of \$707.40 from the Liberian Government to roundout the purchase of farm machinery for use in clearing land, cultivating crops, and demonstrating the use of farm machinery.

Statements as to the specific purposes of all of these grants and their status at October 31, 1947, are shown in Section IV of the financial statements appended hereto.

Some of the grants provided that up to 5% of the amount might be used for administrative expenses, but the Fund has not claimed these amounts—preferring to use the full amount of each grant toward the purposes for which it was received.

In addition to the foregoing grants, which were administered by the officers, the Fund has received numerous other sums of money from many sources for various purposes, in connection with which it has acted merely as a fiscal agent for the transfer of the money to a beneficiary. The largest and most important of these items have been annual and special contributions by Mr. Harvey S. Firestone, Jr., aggregating \$52,550, for the purposes of the Booker Washington Agricultural and Industrial Institute of Liberia. A majority of the other such items were remittances from the parents or guardians of African students who preferred to use the good offices of the Fund in making payments either to students or to schools in payment of their expenses. Most of these transactions have passed through the books of the Fund, but in some cases where the checks or drafts were not drawn to the order of the Fund, only a memorandum of them has been kept.

Similar grants and remittances received during the preceding twenty-year period, from 1911 to 1931, have already been listed in the *Twenty Year Report of the Phelps-Stokes Fund, 1932*. The more important of these earlier grants were:

1. A grant of \$35,000, in 1928, from the Laura Spelman Rockefeller Memorial Foundation, for the development of the Fund's program for work in Africa, of which \$22,950.38 was expended.

2. A grant of \$9,500, in 1924-25, from the International Education Board toward African activities directed by the Fund.

3. The sum of \$3,100, received during the years 1924-25-26, from the United Free Church of Scotland toward the educational expenses of two African students from the Gold Coast, West Africa.

4. A grant of \$1,500, in 1926, from Mr. John D. Rockefeller, Jr., toward the expenses of a visit to Africa by Miss Margaret Wrong in preparation for her work as Secretary of the International Committee on Christian Literature for Africans, London.

5. A remittance of \$1,850, in 1927, from the Liberian Government, through Dr. B. W. Payne, Secretary of Public Instruction, for the purchase of books for the Government Library in Monrovia.

6. A Grant of \$600, in 1927, from the New York State Colonization Society toward the expenses of a conference on education in Liberia, held at Hampton Institute under the leadership of the late James L. Sibley.

7. A gift of \$25,000, in 1929, from the late Miss Olivia Egleston Phelps Stokes, of which the sum of \$5,000 was to be expended for buildings at the Booker Washington Institute in Liberia, and the remaining \$20,000 invested by the Phelps-Stokes Fund and the income thereon made available to the Trustees of the Institute for its operating expenses. As of October 31, 1947, the Fund had paid a total of \$14,600 to the Trustees of the Institute as income on this investment.

8. A legacy of \$5,000, in 1932, from the Estate of James L. Sibley for the Booker Washington Institute of Liberia. Mr. Sibley founded the Institute at Kakata, Liberia, in March, 1929, and died of yellow fever three months later, leaving \$5,000 to it in his will.

The Trustees and officers of the Fund have been honored by the trust thus reposed in them, and have exercised the utmost diligence in the administration and disbursement of these grants and remittances. Full accounts of all such funds have been included in the annual and semi-annual reports of the Treasurer, and the books of accounts and record have been audited each year by Certified Public Accountants, and both reports—those of the Treasurer and those of the Auditors—have been brought to the attention of the Trustees at their annual meetings.

As the completion of this financial report will mark the termination of my thirty years of service with the Trustees of the Phelps-Stokes Fund, and my voluntary retirement from that service, I hope that they will permit me to use this opportunity to record the very great satisfaction which has come to me through all the years of association with the work and the personalities of the Fund. Those have been the best years of my life and I cannot imagine any better opportunity to have spent them in a more worthy cause, or in the service of a finer group of public-spirited men and women. In my various capacities as Assistant Secretary, Executive Secretary, and Assistant Treasurer, I have for many years recorded the proceedings of the meetings of the Trustees, supervised the keeping of the financial records, and otherwise had full and intimate knowledge of all actions taken by the Board. I feel, therefore, competent to say that they have always been considerate of the matters coming before their meetings and have endeavored not only to use the collective wisdom of their members, but also to be just and generous in their decisions. It has been both a privilege and an honor, as well as an inspiration, to be associated with them.

Respectfully submitted,

L. A. Roy,  
Executive Secretary and  
Assistant Treasurer.

August 31, 1948

# THE TRUSTEES OF THE PHELPS-STOKES FUND

## CONSOLIDATED BALANCE SHEET OF ALL ACCOUNTS OCTOBER 31, 1947

	<i>Phelps-Stokes Fund</i>		<i>Stokes-Moton Fund</i>	<i>G.E.B. Dept. State &amp; Other</i>	<i>Total</i>
	<i>Principal Account</i>	<i>Income Account</i>			
<i>Assets</i>					
<b>Cash in Banks:</b>					
Principal Cash . . . . .	\$1,161.84		\$454.18		\$1,616.02
Income Cash . . . . .		\$14,394.74	321.01		14,715.75
General Education Board Accounts . . . . .				\$13,644.59	13,644.59
Department of State . . . . .				12,049.00	12,049.00
Liberian Gov't. - Supplementing SCC-406 . . . . .				344.53	344.53
Miscellaneous Accounts . . . . .				1,492.71	1,492.71
<b>Total Cash . . . . .</b>	<b>\$1,161.84</b>	<b>\$14,394.74</b>	<b>\$775.19</b>	<b>\$27,530.83</b>	<b>\$43,862.60</b>
<b>Investment in Stocks and Bonds . . . . .</b>	<b>1,088,012.02</b>	<b>15,000.00</b>	<b>35,615.10</b>		<b>1,138,627.72</b>
Mortgage Receivable . . . . .			10,015.44		10,015.44
Accounts Receivable . . . . .		133.34			133.34
Accrued Interest Receivable . . . . .		4,112.02	317.61		4,429.63
	<b>\$1,089,174.46</b>	<b>\$33,640.10</b>	<b>\$46,723.34</b>	<b>\$27,530.83</b>	<b>\$1,197,068.73</b>
<i>Liabilities and Funds</i>					
Principal Funds . . . . .	\$987,262.63		\$46,084.72		\$1,033,347.35
Miss O. E. P. Stokes' Gift for B.W.I. . . . .	20,000.00				20,000.00
Michael Lowe Benefit Fund . . . . .	12,000.00				12,000.00
Reserve for Depreciation of Securities . . . . .	69,911.83				69,911.83
Education Fund—Balance . . . . .		\$19,784.81	638.62		20,423.43
Housing Fund—Balance . . . . .		13,855.29			13,855.29
Davis-Africa Survey—Cash Balance . . . . .				\$51.90	51.90
Home-Missions Council—G.E.B.—Cash Balance . . . . .				5,889.54	5,889.54
GEB-PSF Ministers Program—Cash Balance . . . . .				7,576.29	7,576.29
GEB Teachers Exchange Fund—Cash Balance . . . . .				126.86	126.86
Dr. Tobias—Reserve for Retirement . . . . .				750.00	750.00
Lindley Biography . . . . .				10.23	10.23
Fidelity Bond Premium Reserve . . . . .				83.33	83.33

FINANCIAL REPORT 1947

	<i>Phelps-Stokes Fund</i>		<i>Stokes Moton Fund</i>	<i>G.E.B. Dept. State &amp; Other</i>	<i>Total</i>
	<i>Principal Account</i>	<i>Income Account</i>			
J. R. Manley—Bal. of Grant from Teachers Exchange Fund.....				582.22	582.22
Miscellaneous Accounts Payable.....				66.93	66.93
Dept. of State for Booker Washington Institute...				12,049.00	12,049.00
Liberian Gov't.-Supplementing SCC-406.....				344.53	344.53
	<u>\$1,089,174.46</u>	<u>\$33,640.10</u>	<u>\$46,723.34</u>	<u>\$27,530.83</u>	<u>\$1,197,068.73</u>

I  
**FINANCIAL REPORT FOR THE YEAR, 1947**  
**INCOME ACCOUNT**

**STATEMENT OF DIVIDENDS AND INTEREST EARNED, ADMINISTRATION EXPENSES,  
AND APPORTIONMENT OF NET INCOME TO EDUCATION AND HOUSING  
FUNDS FOR THE FISCAL YEAR ENDED OCTOBER 31, 1947**

**DIVIDENDS AND INTEREST EARNED:**

Cash Dividends and Interest Received .....	\$50,763.74	
Accrued Interest Receivable at October 31, 1947.....	4,112.02	
		<u>\$54,875.76</u>
Less: Accrued Interest Receivable at October 31, 1946.....	\$3,431.52	
Amortization of Premiums on Bonds and Preferred Stocks.....	1,196.82	4,628.34
		<u>\$50,247.42</u>
Proceeds from Sale of Obsolete Office Equipment.....		35.00
		<u>\$50,282.42</u>

**LESS CHARGES AGAINST INCOME:**

Investment Services.....	\$1,500.00	
Salaries of Administrative Officers.....	4,908.32	
Administration Expenses.....	3,389.21	
Secretarial Services .....	\$1,461.76	
Staff Travel and Incidentals .....	147.14	
Trustees' Travel to Meetings.....	259.76	
Telephone, Telegraph and Postage.....	106.74	
Office Supplies.....	32.09	
Office Equipment.....	325.52	
Rent of Office.....	472.87	
Audit of Accounts.....	500.00	
Fidelity Bond Premiums.....	83.33	
		<u>131.13</u>
Reception in Honor of Retiring Officers--Dr. Anson Phelps Stokes and Dr. Thomas Jesse Jones.....		500.00
Annuity to Michael Lowe.....		10,428.66
		<u>\$39,853.76</u>

**NET INCOME APPORTIONABLE TO EDUCATION AND HOUSING FUNDS .....** \$39,853.76

**APPORTIONMENT OF NET INCOME TO EDUCATION AND HOUSING FUNDS:**

4/5ths of Net Income Credited to Education Fund.....	\$31,883.01	
1/5th of Net Income Credited to Housing Fund.....	7,970.75	
		<u>\$39,853.76</u>

EDUCATION FUND

INCOME AND DISBURSEMENTS FOR THE FISCAL YEAR ENDED OCTOBER 31, 1947

RECEIPTS:

Accumulated Balance Brought Forward November 1, 1946.....	\$14,907.43
Four-Fifths of Net Income for the Year Ended October 31, 1947. ....	31,883.01
Refunds on Account of Appropriations of Prior Years.....	1,369.28
	\$48,159.72

DISBURSEMENTS:

1. Salaries of Education Officers and Research Staff.....	\$11,953.35
2. Education Office Expenses.....	6,055.24
Secretarial Services .....	\$3,342.25
Staff Travel and Incidentals.....	124.77
Telephone, Telegraph and Postage .....	426.05
Office Supplies.....	128.35
Books and Periodicals .....	99.75
Rent of Office.....	1,891.47
Preparation of Report on Educational Activities.....	41.70
	650.00
3. Portrait of Dr. Anson Phelps Stokes for the Trustees' Office .....	650.00
4. Appropriations for Negro Education and Interracial Activities in the United States.....	3,765.00
Emergency Aid to Negro American Students .....	\$100.00
American Church Institute for Negroes .....	25.00
Atlanta School of Social Work .....	100.00
Boy Scouts of America—for Negro Scouts .....	50.00
Camp Fire Girls Council of Greater New York .....	50.00
Committee on Segregation in the Nation's Capital .....	100.00
Community Service Society of New York.....	100.00
DePorres Interracial Center (New York).....	100.00
Faith Cabin Libraries .....	150.00
Farmers Federation, Inc.—Negro and Indian Work .....	50.00
Federal Council of Churches—Interracial Work .....	90.00
Fellowship of Southern Churches.....	100.00
Forest Neighborhood House (New York).....	100.00
Girl Scouts of Greater New York.....	50.00
Hampton Institute—Rural Ministers' Conference.....	100.00
Harmon Foundation—Exhibit of Negro Portraits.....	100.00
N.A.A.C.P. Legal Defense and Educational Fund .....	100.00
National Council of Negro Women, Inc.....	100.00
National Council of Student Christian Associations.....	50.00
National Information Bureau.....	25.00
National Urban League.....	200.00
National Y.M.C.A.—Colored Men's Department .....	200.00
New York Kindergarten Association—Harlem River Houses .....	50.00
Penn Normal and Industrial School .....	100.00
Protestant Fund of Greater New York .....	25.00
Southern Regional Council (Atlanta).....	200.00
Student Volunteer Movement.....	50.00

156 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

Survey Associates—February, 1947, Number.....	100.00
Sydenham Hospital (New York).....	500.00
United Negro College Fund.....	250.00
United Seamen's Service.....	100.00
Voorhees Normal and Industrial School.....	100.00
Welfare Council of the City of New York.....	100.00
Wiltwyck School for Boys.....	50.00
Y.W.C.A.—Harlem Branch.....	100.00

5. Appropriations for Education and Race Relations in Africa..... 5,851.32

*Africa General*

Agricultural Missions, Inc.....	\$700.00
American Africa Committee of the Foreign Missions Conference of North America.....	671.00
Bennett, W. A. (London) Honorarium for Services in the interest of Africa and Africans.....	100.00
Davis, J. Merle,—Toward Preparations for Study of African Customs and Family Life.....	250.00
Edinburgh House Press (London)—for African Work.....	200.00
Emergency Aid to African Students in the U.S.A.....	815.00
International Committee on Christian Literature for Africans (London).....	200.00
Scholarships to African Students in Tanganyika.....	200.00
Visits of Educators from Africa to the U.S.A.....	385.60
	<u>\$8,521.60</u>

*Liberia*

American Board of Commissioners for Foreign Missions—Re- funding Expenses of Special Training for Member of Booker Washington Institute Staff.....	\$554.72
Holy Cross Mission (Bolahun).....	150.00
National Committee for Celebration of One Hundredth Anni- versary of Liberian Independence.....	25.00
Trustees of the Booker Washington Agricultural and Industrial Institute of Liberia—Income on \$20,000, Invested for their Account.....	900.00
Trustees of the Booker Washington Agricultural and Industrial Institute of Liberia—Grant.....	250.00
	<u>\$1,879.72</u>

*South Africa*

Hofmeyr School of Social Work (Johannesburg).....	\$100.00
Huss, Father Bernard,—For Agricultural Work.....	150.00
South African Institute of Race Relations.....	100.00
Student Christian Association (Fort Hare).....	100.00
	<u>\$450.00</u>

# FINANCIAL REPORT 1947

157

6. Appropriations for the Education and Welfare of North American Indians . . . . .	100.00
Indian Rights Association (Philadelphia) . . . . .	\$100.00
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TOTAL EDUCATION FUND DISBURSEMENTS FOR THE YEAR . . . . .	\$28,374.91
ACCUMULATED EDUCATION FUND BALANCE AT OCTOBER 31, 1947 . . . . .	19,784.81
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	<u>\$48,159.72</u>

## HOUSING FUND

### INCOME AND DISBURSEMENTS FOR THE FISCAL YEAR ENDED OCTOBER 31, 1947

RECEIPTS:

Accumulated Balance Brought Forward November 1, 1946 . . . . .	\$12,317.30
One-Fifth of Net Income for the Year Ended October 31, 1947 . . . . .	7,970.75
Refunds on Account of Appropriations of Prior Years . . . . .	2.88
<hr/>	
	<u>\$20,290.88</u>

DISBURSEMENTS:

1. Salaries of Housing Officers and Research Staff . . . . .	\$2,988.33
2. Housing Office Expenses . . . . .	1,447.26
Secretarial Services . . . . .	\$835.56
Telephone, Telegraph and Postage . . . . .	106.74
Office Supplies . . . . .	32.09
Rent of Office . . . . .	472.87
<hr/>	
3. Appropriations in the Interest of Improved Housing in the City of New York . . . . .	2,000.00
Citizens' Housing Council of New York . . . . .	\$2,000.00
<hr/>	

TOTAL HOUSING FUND DISBURSEMENTS FOR THE YEAR . . . . .	\$6,435.59
ACCUMULATED HOUSING FUND BALANCE AT OCTOBER 31, 1947 . . . . .	13,855.29
<hr/>	
	<u>\$20,290.88</u>

## STOKES-MOTON FUND

### FOR THE FISCAL YEAR ENDED OCTOBER 31, 1947

#### PRINCIPAL ACCOUNT

	<i>Cash</i>	<i>Securities</i>	<i>Mortgage</i>	<i>Total</i>
Balances at October 31, 1946 . . . . .	\$190.31	\$35,630.22	\$10,264.19	\$46,084.72
Amortization of Premiums on Bonds . . . . .	15.12*	15.12		
Amortization of Mortgage Principal . . . . .	248.75		248.75	
<hr/>				
Balances at October 31, 1947 . . . . .	<u>\$454.18</u>	<u>\$35,615.10</u>	<u>\$10,015.44</u>	<u>\$46,084.72</u>

#### INCOME ACCOUNT

Cash Dividends and Interest on Securities . . . . .	\$1,077.05
Interest on Mortgage Receivable . . . . .	297.56

158 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

Accrued Interest Receivable at October 31, 1947.....		317.61
		<hr/> \$1,692.22
Less: Accrued Interest Receivable at October 31, 1946.....	\$318.14	
Amortization of Premiums on Bonds.....	15.12	333.26
		<hr/>
Net Income for the Year.....		\$1,358.96
Balance Brought Forward at Beginning of Year.....		529.66
		<hr/>
Total Income Available for the Year.....		\$1,888.62
Appropriation Paid to the Trustees of the Booker Washington Agricultural and Industrial Institute of Liberia.....		1,250.00
		<hr/>
Income Balance at October 31, 1947.....		<u>\$638.62</u>

\* From Income Account.

SCHEDULE OF INVESTMENTS

PHELPS-STOKES FUND

October 31, 1947

<i>Amount or Number of Shares</i>	<i>Security</i>	<i>Maturity</i>	<i>Div. or Int. Rate</i>	<i>Annual Income</i>	<i>Book Value</i>	<i>Market Value</i>
<b>BONDS:</b>						
<i>U. S. Government</i>						
\$15,000.	U. S. Savings Bonds "G"	5/1/53	2½	\$375.	\$15,000.00	\$14,370.00
32,000.	U. S. Savings Bonds "G"	7/1/53	2½	800.	32,000.00	30,560.00
50,000.	U. S. Savings Bonds "G"	4/1/54	2½	1,250.	50,000.00	47,600.00
45,000.	U. S. Savings Bonds "G"	11/1/54	2½	1,125.	45,000.00	42,705.00
10,000.	U. S. Savings Bonds "G"	3/1/55	2½	250.	10,000.00	9,470.00
10,000.	U. S. Savings Bonds "G"	4/1/55	2½	250.	10,000.00	9,470.00
10,000.	U. S. Savings Bonds "G"	5/1/55	2½	250.	10,000.00	9,470.00
15,000.	U. S. Savings Bonds "G"	9/1/55	2½	375.	15,000.00	14,205.00
5,000.	U. S. Savings Bonds "G"	2/1/56	2½	125.	5,000.00	4,740.00
20,000.	U. S. Savings Bonds "G"	4/1/56	2½	500.	20,000.00	18,960.00
10,000.	U. S. Savings Bonds "G"	7/1/56	2½	250.	10,000.00	9,510.00
20,000.	U. S. Savings Bonds "G"	2/1/57	2½	500.	20,000.00	19,120.00
20,500.	U. S. Savings Bonds "G"	2/1/58	2½	513.	20,500.00	19,864.50
15,000.	U. S. Treasury Bonds					
	Reg'd .....	3/15/71/66	2½	375.	15,000.00	15,322.50
75,000.	U. S. Treasury Bonds					
	Reg'd .....	12/15/72/67	2½	1,875.	75,555.39	75,877.50
<i>Foreign Government</i>						
15,000.	Commonwealth of Australia					
	20 Yr.....	6/1/67	3½	525.	14,137.50	13,687.50
30,000.	Dominion of Canada Bonds					
	Internal.....	5/1/57/54	3 Can.	900.	27,191.76	27,150.00
18,000.	Dominion of Canada Bonds					
	Internal .....	1/1/59	3 Can.	540.	16,452.95	16,200.00

FINANCIAL REPORT 1947

159

<i>Amount or Number of Shares</i>	<i>Security</i>	<i>Maturity</i>	<i>Div. or Int. Rate</i>	<i>Annual Income</i>	<i>Book Value</i>	<i>Market Value</i>
<i>Foreign Government</i>						
19,000.	Dominion of Canada Bonds Internal . . . . .	9/1/66	3 can.	570.	17,379.32	17,100.00
10,000.	Kingdom of Norway 10 Yr. S.F. External . . . . .	4/1/57	3½	350.	9,850.00	9,437.50
<i>Railroad</i>						
5,000.	Atchison, Topeka & Santa Fe Ry 4% Adjust. . . . .	7/1/93	4	200.	5,781.22	5,535.00
15,000.	New York New Haven & Hartford 1st Mtge. . . . .	2007	4	600.	13,762.50	10,937.50
20,000.	Delaware & Hudson Co. 1st & Ref. . . . .	5/1/63	4	800.	20,592.23	18,400.00
<i>Investment Trust</i>						
10,000.	Republic Investors Fund. . . . .	2/1/50	4½	450.	10,053.00	9,400.00
<b>PREFERRED STOCKS:</b>						
<i>Utility</i>						
25 shs	Idaho Power Co. 4% Cum. Pfd. . . . .		4.00	100.	2,550.00	2,375.00
200 "	Niagara Hudson Power Corp. 1st Pfd. . . . .		5.00	1,000.	21,932.50	20,800.00
100 "	Pacific Lighting Corp. \$5.00 Cum. Pfd. . . . .		5.00	500.	10,075.00	10,100.00
200 "	Public Service Electric & Gas Cum. Pfd. \$5.00 . . . . .		5.00	1,000.	22,000.00	22,450.00
150 "	Virginia Electric & Power Co. 5% Pfd. . . . .		5.00	750.	17,266.67	17,887.50
100 "	West Penn Power Co. 4½% Cum. Pfd. . . . .		4.50	450.	11,000.00	11,225.00
<i>Industrial</i>						
100 "	E. I. DuPont de Nemours & Co. \$4.50 Cum. Pfd. . . . .		4.50	450.	12,000.00	10,162.50
100 "	General Motors Corporation \$5.00 Cum. Pfd. . . . .		5.00	500.	12,000.00	12,525.00
100 "	Hercules Powder 5% Pfd. . . . .		5.00	500.	12,000.00	13,050.00
200 "	Sunray Oil Corp. "A" 4½% Cum. Pfd. . . . .		4.25	850.	16,566.26	18,100.00
100 "	U. S. Steel 7% Cum. Pfd. . . . .		7.00	700.	16,110.00	14,225.00
<i>Insurance</i>						
300 "	Maryland Casualty Co. \$2.10 Cum. Prior Pfd. . . . .		2.10	630.	15,600.00	15,000.00
<i>Airlines</i>						
200 "	American Airlines, Inc. 3½% Cum. Pfd. . . . .		3.50	700.	17,725.77	13,500.00
<b>COMMON STOCKS:</b>						
<i>Insurance</i>						
500 "	American Automobile Insur- ance Co. . . . .		0.80	400.	16,603.75	16,650.00

160 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

Amount or Number of Shares	Security	Maturity	Div. or Int. Rate	Annual Income	Book Value	Market Value
400 "	<i>Railroad</i> Norfolk & Western Ry Co. (825.00 Par) . . . . .		3.50	1,400.	28,260.00	25,150.00
100 "	Union Pacific Railroad . . . . .		6.00	600.	12,052.84	14,600.00
	<i>Real Estate</i>					
22,000 "	City & Suburban Homes Co. . . . .		0.60	13,200.	106,009.69	203,500.00
	<i>Industrial</i>					
100 "	Aluminium, Ltd. . . . .		8.00	800.	8,222.47	17,250.00
200 "	American Can Co. . . . .		3.00	600.	22,823.00	17,600.00
700 "	Best Foods, Inc. . . . .		2.20	1,540.	12,380.67	21,962.50
400 "	Climax Molybdenum Co. . . . .		1.20	480.	14,786.76	6,850.00
200 "	Continental Can Co. . . . .		1.25	250.	14,385.00	6,975.00
500 "	General Electric Company. . . . .		1.60	800.	20,210.00	18,250.00
200 "	Gulf Oil Corporation. . . . .		3.00	600.	12,155.76	14,300.00
800 "	Harbison Walker Refractories Co. . . . .		1.50	450.	8,157.75	7,425.00
400 "	Merck & Co., Inc. . . . .		1.40	560.	22,142.59	19,000.00
300 "	Minneapolis Honeywell Regulator Co. . . . .		2.00	600.	17,080.01	17,625.00
150 "	New Jersey Zinc Co. . . . .		3.00	450.	11,685.35	9,075.00
500 "	Philip Morris & Co., Ltd. . . . .		1.75	875.	20,513.51	14,500.00
400 "	Standard Oil Co. of New Jersey. . . . .		3.00	1,200.	23,378.95	29,800.00
240 "	Texas Company. . . . .		3.00	720.	13,654.50	13,830.00
200 "	Union Carbide & Carbon Corp. . . . .		4.00	800.	15,912.31	21,000.00
	<i>Utility</i>					
800 "	Northern Natural Gas Co. (\$10.00 Par) . . . . .		1.50	1,200.	11,528.64	23,400.00
600 "	Southern Natural Gas Co. . . . .		1.50	900.	11,892.00	14,313.00
600 "	Southern Production Co. . . . .				3,822.00	502.50
45 "	Stokes Properties, Inc. VTC. . . . .				270.00	
	Miscellaneous Securities of doubtful value. . . . .				3.00	
<b>TOTAL INVESTMENTS OF THE PHELPS-STOKES FUND . . . . .</b>					<b>\$1,103,012.62</b>	<b>\$1,184,070.00</b>

SCHEDULE OF INVESTMENTS  
STOKES-MOTON FUND

October 31, 1947

Amount or Number of Shares	Security	Maturity	Div. or Int. Rate	Annual Income	Book Value	Market Value
<b>BONDS:</b>						
<i>U. S. Government</i>						
23,000.	U. S. Saving Bonds "G" . . . . .	5/1/53	2½	\$75.00	\$3,000.00	\$2,874.00
5,000.	U. S. Saving Bonds "G" . . . . .	11/1/54	2½	125.00	5,000.00	4,745.00

FINANCIAL REPORT 1947

	<i>Amount or Number of Shares</i>	<i>Maturity</i>	<i>Div. or Int. Rate</i>	<i>Annual Income</i>	<i>Book Value</i>	<i>Market Value</i>
<i>U. S. Government</i>						
2,000.	U. S. Saving Bonds "G"....	2/1/56	2½	50.00	2,000.00	1,896.00
9,500.	U. S. Saving Bonds "G"....	2/1/58	2½	237.50	9,500.00	9,205.50
<i>Foreign Government</i>						
2,000.	Dominion of Canada Bonds Internal.....	1/1/59	3.00 can.	60.00	1,828.02	1,800.00
1,000.	Dominion of Canada Bonds Internal.....	9/1/66	3.00 can.	30.00	914.70	900.00
<i>Railroad</i>						
5,000.	Atchison, Topeka & Santa Fe Ry. 4% Adj.....	7/1/95	4.00	200.00	5,722.38	5,555.00
PREFERRED STOCKS:						
<i>Utility</i>						
75 shs	Idaho Power Co. 4% Pfd....		4.00	300.00	7,650.00	7,125.00
					<hr/>	<hr/>
					35,615.10	34,100.50
MORTGAGES:						
10,015.44	Participating Certificate in Mortgage Receivable.....		3.00	297.56	10,015.44	
					<hr/>	
					\$45,630.54	
Cash - Uninvested Prin- cipal Funds.....						
					454.18	454.18
					<hr/>	<hr/>
TOTAL INVESTMENTS OF THE STOKES- MOTON FUND. ....					<u>\$46,084.72</u>	<u>\$34,554.68</u>

BACAS, GATES & POTTER  
Accountants and Auditors  
110 EAST 42ND STREET  
NEW YORK 17

To the Trustees of the Phelps-Stokes Fund,  
101 Park Avenue,  
New York 17, N. Y.

We have examined the accounts (which are kept on a cash basis except for the accrual of interest receivable) of the Trustees of the Phelps-Stokes Fund for the fiscal year ended October 31, 1947. We report that in our opinion, the attached statements set forth the financial position at October 31, 1947, on the basis indicated, and the income account for the fiscal year ended that date.  
November 17, 1947.

BACAS, GATES & POTTER  
By Paul E. Bacas  
Certified Public Accountant

## II

### SUMMARY OF INCOME AND DISBURSEMENTS OF THE PHELPS-STOKES FUND FOR THE THIRTY-FIVE-YEAR PERIOD FROM DATE OF FOUNDING (1911) TO THE CLOSE OF THE FISCAL YEAR ENDED OCTOBER 31, 1946

*Summary (a)—Table 1*

	1911-1931	Per Cent	1931-1946	Per Cent	55 Year Total	Per Cent
Dividends and Interest						
Earned.....	\$1,376,049.45 <sup>1</sup>	100.0	\$826,284.98	100.0	\$2,202,334.43	100.0
Less Administration Expenses and Investment Services..	107,628.29	7.8	127,784.37	15.5	235,412.66	10.7
	1,268,421.16		698,500.61		1,966,921.77	
Less Reserves for Depreciation of Investments.....	18,432.39		55,000.00		73,432.39	3.3
	1,249,988.77		643,500.61		1,893,489.38	
Less Publication of Ten, and Twenty-Year Reports....	3,764.55		1,148.28		4,912.83	0.2
	1,246,224.22		642,352.83		1,888,576.55	
Less:						
Annuity to Michael Lowe .....	\$8,500.00					
Portrait of Dr. Thomas Jesse Jones for the Trustees' Office.	400.00					
War Emergency Appropriations to:						
Red Cross War Fund.	500.00					
Greater New York Fund.	400.00					
	1,000.00		8,800.00		9,800.00	0.5
Net Income Apportionable to Education and Housing Funds.....	<u>\$1,245,224.22</u>		<u>\$633,552.83</u>		<u>\$1,878,776.55</u>	<u>85.3</u>
Apportionment of Net Income:						
To Education Fund.....	\$852,987.49	68.5	\$545,077.63	86.0	\$1,398,065.12	74.4
To Housing Fund.....	392,236.73	31.5	88,474.70	14.0	480,711.43	25.6
	<u>\$1,245,224.22</u>	<u>100.0</u>	<u>\$633,552.83</u>	<u>100.0</u>	<u>\$1,878,776.55</u>	<u>100.0</u>

1 Gross Income as reported in "Twenty-Year Report" . . . . .	\$1,384,049.45
Less Income Credit from Phelps-Stokes Fund Housing Account . . . . .	9,000.00
	<hr/>
	\$1,375,049.45
Plus Income for Account of Michael Lowe Annuity, shown in a separate account in "Twenty-Year Report" . . . . .	1,000.00
	<hr/>
Adjusted Dividends and Interest Earned during period 1911-1931 . . . . .	<u>\$1,376,049.45</u>

Summary (a)—Table 2

	1911-1931	Per Cent	1931-1946	Per Cent	55 Year Total	Per Cent
<i>Education Fund</i>						
Balance Brought Forward November 16, 1931 . . . . .			\$26,986.30			
Proportion of Net Income Credited to Education Fund . . .	\$852,987.49		545,077.63		\$1,398,065.12	
Refunds on a/c of Education Appropriations . . . . .			6,982.28		6,982.28	
	<hr/>		<hr/>		<hr/>	
	<u>\$852,987.49</u>		<u>\$579,046.21</u>		<u>\$1,405,047.40</u>	
Salaries of Education Officers & Research Staff . . . . .	\$113,164.88	13.3	\$174,526.21	30.1	\$287,691.09	20.3
Education Office Expenses . . . . .	46,619.93	5.4	85,198.78	14.7	131,818.71	9.4
Education of Negroes and Race Relations in the U.S.A. . . . .	369,556.92	43.3	144,629.01	25.1	514,185.93	36.7
Education and Welfare of Indians in the U.S.A. . . . .	12,750.00	1.5	7,801.56	1.3	20,551.56	1.5
Education of Whites in the U.S.A. . . . .	52,250.93	6.1	3,125.00	0.5	55,375.93	3.9
Education of Africans and Race Relations in Africa . . . . .	231,658.53	27.2	148,858.22	25.7	380,516.75	27.1
	<hr/>		<hr/>		<hr/>	
	\$826,001.19	96.8	\$564,138.78	97.4	\$1,390,139.97	98.9
Accumulated Educational Balance at ends of Periods . . . . .	26,986.30	3.2	14,907.43	2.6	14,907.43	1.1
	<hr/>		<hr/>		<hr/>	
	<u>\$852,987.49</u>	<u>100.0</u>	<u>\$579,046.21</u>	<u>100.0</u>	<u>\$1,405,047.40</u>	<u>100.0</u>
<i>Housing Fund</i>						
Balance Brought Forward November 16, 1931 . . . . .			\$144,183.21 <sup>1</sup>			
Proportion of Net Income Credited to Housing Fund . . . . .	\$392,236.73		88,474.70		\$480,711.43	
Refunds on a/c of Housing Appropriations . . . . .			2,864.60		2,864.60	
	<hr/>		<hr/>		<hr/>	
	<u>\$392,236.73</u>		<u>\$235,522.51</u>		<u>\$483,576.03</u>	
Salaries of Housing Officers & Research Staff . . . . .	\$26,200.73	6.7	\$43,547.38	18.5	\$69,748.11	14.4
Housing Office Expenses . . . . .	10,793.78	2.8	16,690.76	7.1	27,484.54	5.7
Appropriations for the Improvement of Housing in New						

164 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

	1911-1931	Per Cent	1931-1946	Per Cent	35 Year Total	Per Cent
York City under the auspices of the Phelps-Stokes Fund.....	138,559.01	34.0	49,661.80	21.0	188,220.81	37.9
Appropriations to Other Organizations for the Improvement of Housing in New York City.....	77,500.00	19.7	63,305.27	26.9	140,805.27	29.1
Loan to Association to Promote Proper Housing for Girls, Inc. on Club Caroline—Written Off.....			50,000.00	21.3	50,000.00	10.3
	<u>\$248,053.52</u>	<u>63.2</u>	<u>\$223,205.21</u>	<u>94.8</u>	<u>\$471,258.73</u>	<u>97.4</u>
Accumulated Housing Balance at ends of Periods.....	144,183.21 <sup>1</sup>	36.8	12,317.30	5.2	12,317.30	2.6
	<u>\$392,236.73</u>	<u>100.0</u>	<u>\$235,522.51</u>	<u>100.0</u>	<u>\$483,576.03</u>	<u>100.0</u>

<sup>1</sup> Mortgage Receivable from Association to Promote Proper Housing for Girls, Inc.....	\$50,000.00
Unappropriated Housing Income.....	94,183.21
	<u>\$144,183.21</u>

CONSOLIDATED SUMMARY OF ALL FUNDS ADMINISTERED BY THE OFFICERS OF THE PHELPS-STOKES FUND DURING THE THIRTY-FIVE YEAR PERIOD FROM DATE OF FOUNDING IN 1911, TO THE CLOSE OF THE FISCAL YEAR ENDED OCTOBER 31, 1946

Including: Income and Expenditures of the Phelps-Stokes Fund.  
 Income and Expenditures of the Stokes-Moton Fund.  
 Grants from Other Foundations, Governmental Agencies, and Individuals for Educational Purposes.  
 Remittances Received for Disbursement to Beneficiaries named by the Donors.  
 Funds Administered by the Officers of the Phelps-Stokes Fund in their Capacities as Executive Officers of Other Educational Organizations.

Summary (b) Table 1

	1911-1931	Per Cent	1931-1946	Per Cent	35 Year Total	Per Cent
Income of the Phelps-Stokes Fund.....	\$1,376,049.45 <sup>1</sup>	90.6	\$826,284.98	53.2	\$2,202,334.43	71.7
Grants and Remittances Received and Funds of Other Organizations....	142,322.62	9.4	729,451.76	46.8	871,774.38	28.3
	<u>\$1,518,372.07</u>	<u>100.0</u>	<u>\$1,555,736.74</u>	<u>100.0</u>	<u>\$3,074,108.81</u>	<u>100.0</u>

THIRTY-FIVE YEAR FINANCIAL REPORT

	1911-1931	Per Cent	1931-1946	Per Cent	35 Year Total	Per Cent
Less Administration Expenses and Investment Services . . . . .	107,628.29	7.1	127,784.37	8.2	235,412.66	7.7
	<u>\$1,410,743.78</u>		<u>1,427,952.37</u>		<u>2,838,696.15</u>	
Less Reserves and Miscellaneous Expenses . . . . .	23,196.94	1.5	64,948.28	4.2	88,145.22	2.8
Net Funds for Education and Housing . . . . .	<u>\$1,387,546.84</u>	<u>91.4</u>	<u>\$1,363,004.09</u>	<u>87.6</u>	<u>\$2,750,550.93</u>	<u>89.5</u>
Division of Net Funds to Education and Housing:						
<i>Education Funds:</i>						
Phelps-Stokes Fund Income (c) for Education . . . . .	\$852,987.49	61.4	\$546,077.63	40.0	\$1,398,065.12	50.8
Grants and Remittances Received and Funds of Other Organizations . . . . .	142,322.62	10.2	729,451.76	53.5	871,774.38	31.7
Total Education Funds . . . . .	<u>\$995,310.11</u>	<u>71.6</u>	<u>\$1,274,529.39</u>	<u>93.5</u>	<u>\$2,269,839.50</u>	<u>82.5</u>
<i>Housing Funds:</i>						
Phelps-Stokes Fund Income for Housing . . . . .	\$392,236.73	28.4	\$88,474.70	6.5	\$480,711.43	17.5
Grand Total of All Funds Administered . . . . .	<u>\$1,387,546.84</u>	<u>100.0</u>	<u>\$1,363,004.09</u>	<u>100.0</u>	<u>\$2,750,550.93</u>	<u>100.0</u>
<sup>1</sup> Gross Income as reported in "Twenty-Year Report" . . . . .					\$1,384,049.45	
Less Income Credit from Phelps-Stokes Fund Housing Account . . . . .					9,000.00	
					<u>\$1,375,049.45</u>	
Plus Income for account of Michael Lowe Annuity, shown in a separate account in "Twenty-Year Report" . . . . .					1,000.00	
Adjusted Dividends & Interest Earned for period 1911-1931 . . . . .					<u>\$1,376,049.45</u>	

Summary (b) Table 2

	1911-1931	Per Cent	1931-1946	Per Cent	35 Year Total	Per Cent
<i>Education Funds</i>						
Balance Brought Forward November 16, 1931 . . . . .			\$28,493.25	2.0		
Net Income Credited to Education Fund . . . . .	\$852,987.49	85.6	545,077.63	41.7	\$1,398,065.12	61.4
Refunds on a/c of Education Appropriations . . . . .			6,982.28	0.5	6,982.28	0.3
Guest and Outside Funds Administered . . . . .	142,322.62	14.4	729,451.76	55.8	871,774.38	38.3
Total . . . . .	<u>\$995,310.11</u>	<u>100.0</u>	<u>\$1,310,004.92</u>	<u>100.0</u>	<u>\$2,276,821.78</u>	<u>100.0</u>

166 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

<i>Disbursements</i>	<i>1911-1931</i>	<i>Per Cent</i>	<i>1931-1946</i>	<i>Per Cent</i>	<i>35 Year Total</i>	<i>Per Cent</i>
Education Services of Officers and Research Staff . . . . .	\$113,164.88	11.4	\$174,526.21	13.3	\$287,691.09	12.6
Education Office Expenses . . . . .	46,619.93	4.7	85,198.78	6.5	131,818.71	5.8
Education of Negroes and Race Relations in the U.S.A. . . . .	369,656.92	37.2	359,914.24	27.5	729,571.16	32.1
Education and Welfare of Indians in the U.S.A. . . . .	12,750.00	1.3	8,491.56	0.6	21,241.56	0.9
Education of Whites in the U.S.A. . . . .	52,250.93	5.2	3,125.00	0.2	55,375.93	2.4
Education of Africans and Race Relations in Africa . . . . .	372,374.20	37.4	618,805.84	47.3	991,180.04	43.6
	<u>\$966,816.86</u>	<u>97.2</u>	<u>\$1,250,061.63</u>	<u>95.4</u>	<u>\$2,216,878.49</u>	<u>97.4</u>
Balances at October 31, 1931 and 1946 . . . . .	28,493.25	2.8	59,943.29	4.6	59,943.29	2.6
	<u>\$995,310.11</u>	<u>100.0</u>	<u>\$1,310,004.92</u>	<u>100.0</u>	<u>\$2,276,821.78</u>	<u>100.0</u>

### III

#### DETAILED STATEMENT OF INCOME AND DISBURSEMENTS OF THE PHELPS-STOKES FUND FOR THE FIFTEEN-YEAR PERIOD—NOVEMBER 16, 1931 TO OCTOBER 31, 1946

INCOME ACCOUNT:

Dividends and Interest Earned . . . . .	\$841,948.07	
Less Amortization of Premiums on Bonds and Preferred Stocks . . . . .	15,663.09	
	\$826,284.98	

Charges Against Income:

Appropriated to Reserve for Depreciation of Investments . . . . .	\$55,000.00	
Investment Services and Expenses . . . . .	19,897.95	
Administration Salaries—Executive Officers . . . . .	69,796.93	
Administration Expenses . . . . .	39,237.77	
Secretarial Services . . . . .	\$18,261.17	
Staff Travel . . . . .	2,124.12	
Trustees Travel to Meetings . . . . .	3,332.93	
Telephone, Telegraph & Postage . . . . .	1,249.75	
Office Supplies & Equipment . . . . .	808.59	
Office Library—Books & Periodicals . . . . .	39.54	
Rent . . . . .	4,227.39	
Audit of Accounts . . . . .	5,450.00	
Fidelity Bond Premiums . . . . .	1,650.00	
Retainer of Counsel . . . . .	946.00	
Printing of Reports . . . . .	1,148.28	
	900.00	
War Emergency Appropriations . . . . .	900.00	
Greater New York Fund . . . . .	400.00	
Red Cross War Fund . . . . .	500.00	
	400.00	
Portrait of Dr. Thomas Jesse Jones for Trustees Office . . . . .	400.00	
Michael Lowe Annuity . . . . .	7,500.00	192,732.65

Net Income Apportionable to Education & Housing Funds . . . . . \$633,552.33

Apportionment of Net Income to Education and Housing Funds:

To Education Fund . . . . .	\$545,077.63	
To Housing Fund . . . . .	88,474.70	

\$633,552.33

168 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

EDUCATION FUND:

A. *Income and Balances:*

Balance Brought Forward November 16, 1931.....	\$26,986.30
Proportion of Net Income to October 31, 1946.....	545,077.63
Refunds on Account of Appropriations.....	6,982.28
	<b>\$579,046.21</b>

B. *Disbursements:*

I. Educational Services of Officers and Staff.....	\$259,724.99
1. Salaries of Education Officers and Research Staff .....	\$174,526.21
2. Educational Office Expenses.....	85,198.78
Secretarial Services.....	\$40,359.01
Staff Travel.....	11,006.15
Telephone, Telegraph & Postage.....	6,114.90
Supplies and Equipment.....	2,582.37
Office Library.....	995.09
Rent.....	24,141.26
II. Education of Negroes and Interracial Activities in the U.S.A.....	144,629.01
1. <i>Encyclopedia of the Negro—Preparatory Volume—Preparation of Data and Publication</i> .....	\$17,389.81
2. <i>Committee on Negro Americans in Defense Industries Sponsored by Phelps-Stokes Fund</i> .....	1,285.96
3. Program for the Training of the Negro Rural Ministry—Organizing Expenses .....	698.91
4. Scholarships to Negro American Students.....	16,004.21
5. Appropriations to Negro Schools, Colleges and Universities.....	53,380.70
Allen White High School (Whiteville, Tenn.).....	\$300.00
Aggrey Memorial School (Sandy Ridge, N. C.).....	250.00
Atlanta School of Social Work .....	1,390.00
Atlanta University.....	3,010.00
Bennett College .....	1,680.00
Bethune-Cookman College .....	650.00
Bettis Academy .....	2,225.00
Calhoun School .....	7,910.70
Fisk University .....	5,260.00
Florida Normal & Industrial College.....	25.00
Fort Valley College Center.....	100.00
Fort Valley High & Industrial School.....	1,080.00
Good Shepard Hospital (New Bern, N. C.).....	400.00
Hampton Institute.....	300.00
House of St. Michael & All Angels.....	100.00
Howard University School of Religion.....	605.00
Hungerford Vocational School.....	1,630.00
Lane College.....	130.00
Lincoln University (Pa.) .....	1,930.00

## FIFTEEN YEAR FINANCIAL REPORT

Martin County (N. C.) Board of Education—Toward school bus for Negro children.....	100.00
Meharry Medical College.....	1,000.00
Morehouse College.....	1,500.00
National Trade & Professional School for Women and Girls (Washington, D. C.).....	1,975.00
Paine College.....	400.00
Parmele Training School.....	200.00
Penn Normal, Industrial & Agricultural School.....	6,060.00
Peoples Village School (Mt. Meigs, Ala.).....	320.00
Piney Woods School (Miss.).....	100.00
Presbyterian Colored Mission (Louisville, Ky.).....	100.00
St. Philip Hospital, School of Nursing (Richmond, Va.).....	900.00
St. Philip's Junior College (San Antonio, Texas).....	725.00
Shaw University.....	125.00
Snow Hill Normal & Industrial School.....	4,465.00
Southern Union College (Wadley, Ala.).....	25.00
Talladega College.....	850.00
Tuskegee Institute.....	1,830.00
United Negro College Fund.....	1,000.00
Virginia State College.....	150.00
Virginia Union University.....	600.00
Voorhees Normal and Industrial School.....	1,980.00

6. Appropriations to Organizations for Special Educational Work among Negroes.....	<b>\$1,375.00</b>
National Advisory Committee on Illiteracy ..	850.00
National Health Council—Studies by Franklin O. Nichols.....	400.00
National Illiteracy Campaign.....	250.00
Rural Education Project, by Baptist Church (Cismont, Va.).....	25.00
Rural Education Projects, by Prof. Mabel Carney.....	350.00
7. Appropriations to Individuals toward Studies and the Preparation or Publication of Books and Articles on Negro Education.....	<b>\$2,095.96</b>
Study of Negro Schools in Florida, by J. A. Bond.....	350.00
Study of Social Service in Alabama, by C. M. Mason.....	50.00
Study of Workers' Housing Conditions, by Mrs. John Hope.....	100.00
<i>A Short Biography of Booker T. Washington</i> (1935), by Anson Phelps Stokes....	161.00

170 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

<i>Creoles in Louisiana</i> , by E. M. Coleman . . . . .	125.00
<i>Early American Writers (1934)</i> , by Benjamin Brawley . . . . .	300.00
<i>Jeanes Teachers in the U.S.A.</i> , by Lance Jones . . . . .	202.96
<i>The United States &amp; Haiti 1776-1891</i> , by Rayford W. Logan . . . . .	100.00
<i>World Bibliography of the Negro</i> , by Monroe N. Work . . . . .	250.00
<i>Negro Biographies in Phylon</i> , by W. E. B. DuBois . . . . .	725.00
Miscellaneous . . . . .	30.00

8. Appropriations toward Projects Honoring Distinguished Negro Educators . . . . .	\$380.00
Memorial to James Weldon Johnson (N. Y.) . . . . .	\$100.00
Portrait of Miss Virginia Randolph, by Sidney Dickinson . . . . .	155.00
Portrait of Monroe N. Work, by Mrs. Betsy Graves Reyneau . . . . .	125.00

9. Distribution of Books to Negro Schools, Educators and Others . . . . .	\$596.99
<i>Negro Housing</i> , by Charles S. Johnson . . . . .	\$25.00
Publications of the Commonwealth Fund . . . . .	530.43
<i>Selected Speeches of Booker T. Washington</i> . . . . .	41.56

10. Appropriations to Organizations for the Improvement of Race Relations in the U.S.A. . . . .	\$50,910.00
Albany (N. Y.) Institute of History and Art—Catalog of Negro Art . . . . .	\$250.00
American Church Institute for Negroes . . . . .	100.00
American Civil Liberties Union—Toward Emergency War Time Work . . . . .	50.00
American Law Institute— <i>Study of Criminal Justice for Negro Youth</i> . . . . .	100.00
American Social Hygiene Association . . . . .	300.00
Association to Promote Proper Housing for Girls, Inc. . . . .	250.00
Boy Scouts of America—Work among Negro Boys . . . . .	1,630.00
Camp Fire Girls Council of Greater New York . . . . .	200.00
Carver Community Center (Ansonia, Conn.) . . . . .	250.00
Cities Census Committee, Inc.—Negro Population Map . . . . .	100.00
Colored Orphan Asylum (N. Y.)—Caroline N. Wood Memorial . . . . .	25.00

# FIFTEEN YEAR FINANCIAL REPORT

171

Commission on The Church and Minority Peoples .....	750.00
Community Service Society of New York—Boys Bureau.....	500.00
Council for Clinical Training, Inc.....	250.00
DePorres Interracial Center (N. Y.)....	500.00
East Harlem League for Unity (N. Y.)..	100.00
Farmers Federation, Inc.....	500.00
Federal Council of Churches—Committee on Interracial Work.....	1,970.00
Girl Scouts of America—Work among Negro Girls.....	925.00
Greater New York Federation of Churches.....	25.00
Interracial Conference at Duke University.....	50.00
Joint Committee on National Recovery..	200.00
Karamu House (Cleveland).....	150.00
Robert R. Moton—Discretionary Interracial Fund .....	2,550.00
Movement for World Christianity.....	400.00
National Association for the Advancement of Colored People—Legal Defense and Educational Fund .....	1,000.00
National Council for Mothers & Babies (Washington, D. C.)..	100.00
The National Council of Negro Women, Inc. (Washington, D. C.).....	100.00
National Council of Student Christian Associations .....	650.00
National Council on Religion in Higher Education.....	100.00
National Health Council—Committee on Negro Health .....	25.00
National Information Bureau, Inc. ....	125.00
National Rehabilitation Committee....	100.00
National Urban League .....	4,555.00
Negro Actors Guild of America.....	50.00
Neighborhood Organization in New York City—Preparation of Data .....	105.00
New York Kindergarten Association—Kindergarten at Harlem River Houses..	2,300.00
North Carolina Student Volunteer Union .....	50.00
Northwest Negro Settlement (Washington, D. C.) .....	200.00
The Protestant Council of the City of New York .....	100.00
St. James Community House (N. Y.) ..	100.00
Scarritt College.....	200.00

Southern Conference for Human Welfare.....	25.00	
Southern Conference on Race Relations.....	100.00	
Southern Regional Council, Inc., and its predecessor, the Committee on Interracial Cooperation (Atlanta).....	18,900.00	
Southwest Settlement House (Washington, D. C.).....	100.00	
Student Volunteer Movement (N. Y.)..	1,090.00	
Survey Associates.....	25.00	
Sydenham Hospital (N. Y.).....	500.00	
<i>The South Today</i> .....	10.00	
Union Settlement (N. Y.).....	100.00	
Union Theological Seminary—Henry Sloane Coffin Fund.....	100.00	
University of Georgia—Books on Race Relations.....	25.00	
United Service Organization.....	100.00	
Virginia - North Carolina Interracial Committee (Richmond, Va.).....	1,350.00	
Washington (D. C.) Committee on Housing.....	25.00	
Washington (D. C.) Federation of Churches.....	150.00	
Wiltwyck School for Boys.....	50.00	
Y.M.C.A., Colored Men's Department..	4,325.00	
Y.M.C.A., Harlem Branch.....	1,100.00	
Y.M.C.A., University of North Carolina.....	300.00	
Y.W.C.A., Charleston (S.C.) Negro Branch.....	500.00	
Y.W.C.A., Harlem Branch.....	600.00	
Y.W.C.A., District of Columbia—Study of Employment among Negro Women.....	100.00	
Y.W.C.A., National Board.....	50.00	
Miscellaneous Interracial Studies.....	500.00	
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11. Appropriations toward the Preparation and Distribution of Material on Race Relations in the U.S.A.....		\$513.47
<i>Art and the Color Line</i> , by Anson Phelps Stokes—Printing.....	\$270.47	
<i>Black Yeomanry</i> , by T. J. Woofter—Distribution of 100 copies to white educators.....	50.00	
<i>Education for Home &amp; Family</i> , by Mary E. Sweeny—Mimeographing.....	43.00	
<i>Portrayal of Negro Life</i> , by W. A. Cooper—Preparation.....	50.00	
<i>Slums &amp; Housing</i> —Reprints of <i>N. Y. Times' Review</i> .....	100.00	
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# FIFTEEN YEAR FINANCIAL REPORT

173

<b>III.</b>	Education and Welfare of Indians in the U.S.A. ....		\$7,801.56
	1. Study and Report on <i>The Navajo Indian Problem</i> . . . . .	\$1,762.93	
	2. Scholarships to Indian Students . . . . .	2,069.23	
	3. Appropriations to Organizations for the Welfare of Indians. 3,970.00		
	American Association of Indian Affairs. . . . .	\$300.00	
	Indian Rights Association . . . . .	2,670.00	
	Indian Sculpture Exhibit (N. Y.) . . . . .	50.00	
	Indian Wardship Study . . . . .	100.00	
	National Board of Y.W.C.A. . . . .	550.00	
	Navajo Methodist Mission (Farmington, N. M.) . . . . .	300.00	
<b>IV.</b>	Education of Whites in the U.S.A. ....		\$3,125.00
	1. Scholarships to White Students . . . . .	\$2,925.00	
	2. Appropriations to White Schools . . . . .	200.00	
	John C. Campbell Folk School (N. C.)..	\$200.00	
<b>V.</b>	Education of Africans and Race Relations in Africa. ....		\$148,858.22
	1. <i>The Atlantic Charter and Africa from an American Standpoint</i> —Report of the Committee on Africa, The War, and Peace Aims, with a Supplement— <i>Events in African History</i> , by Edwin W. Smith (1948) Preparation and Publication. . . . .	\$5,355.87	
	2. <i>Aggrey of Africa</i> , by Edwin W. Smith, Preparation and Publication (American Edition) . . . . .	2,421.76	
	3. <i>The Life and Times of Daniel Lindley</i> , by Edwin W. Smith, Preparation of M. S. . . . .	800.00	
	4. Observation of the Booker Washington Institute, Kakata, Liberia, by Thomas Jesse Jones in 1932. . . . .	350.00	
	5. Observation of Education and Race Relations in British West Africa, Liberia, and the Belgian Congo by Channing H. Tobias in 1946. . . . .	2,528.40	
	6. Scholarships to African Students . . . . .	20,929.21	
	7. Appropriations to Organizations for the Improvement of Education and Race Relations in Africa		
	(a) Africa Generally. . . . .	28,166.80	
	Agricultural Missions, Inc. . . . .	\$11,660.00	
	American Aid for Ethiopia, Inc. . . . .	150.00	
	American Board of Commissioners for Foreign Missions. . . . .	1,300.00	
	Belgian Protestant Missions—Dr. Anet's Services. . . . .	2,340.00	
	British War Emergency Work for Africa . . . . .	550.00	
	British Y.W.C.A. (Lagos, Nigeria, Branch). . . . .	1,050.00	
	Christian Farm & Home Association (Belgian Congo) . . . . .	100.00	
	Christian Medical Council. . . . .	750.00	
	Dondi Mission (Angola)—Toward purchase of Organ for Chapel. . . . .	95.00	

Ethiopian Women's Work Association.....	50.00	
Foreign Missions Conference of North America—Toward services of its Africa Committee and its special Representative in Portugal.	4,796.00	
Friends Medical Unit for Ethiopia..	150.00	
Girls Vocational School (Freetown, Sierra Leone) .....	100.00	
International Missionary Council—African Literature Fund.....	4,000.00	
International Missionary Council—Miss Gibson's visit to Africa.....	250.00	
Perham, Miss Margery—African Literature .....	25.80	
University of Aberdeen—African Studies .....	100.00	
University of Pennsylvania—African Library .....	150.00	
War Prisoners Aid Committee—Aid to African Prisoners. ....	550.00	
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(b) Liberia .....		\$28,012.34
Advisory Committee on Education in Liberia. ....	\$2,975.00	
Board of Foreign Missions-Methodist Episcopal Church..	250.00	
Booker Washington Agricultural and Industrial Institute of Liberia, Inc. ....	9,370.16	
Booker Washington Institute of Liberia--Income on \$20,000. invested—O. E. P. Stokes Fund.	13,700.00	
College of West Africa - R. L. Embree .....	650.00	
John H. Furbay—Honorarium for services at College of West Africa.	880.00	
Presentation of Miniature Liberian Flags to the Republic of Liberia and the American Legation in Monrovia .....	137.18	
United Lutheran Mission Hospital (Muhlenberg)....	50.00	
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(c) South Africa.....		\$26,576.65
Alexandra Township Health Centre (Johannesburg).....	\$100.00	
Bantu Community League (Natal)..	500.00	
Convent of Precious Blood (Marianhill, Natal) .....	250.00	
Durban (Natal) Hospital—Centenary Fund.....	700.00	

**FIFTEEN YEAR FINANCIAL REPORT**

Fort Hare & Lovedale Institution—		
Principals' Interracial Services . . . . .	750.00	
Fort Hare Y.M.C.A. . . . .	3,500.00	
Hofmyer School of Social Work (Johannesburg) . . . . .	600.00	
Huss, Father Bernard—Agricultural Services . . . . .	2,875.00	
Jeanes School (Methodist Mission, Kambini, P.E.A.) . . . . .	6,900.00	
Joint Conference of Europeans & Natives on Work Settlement Plans . . . . .	24.95	
Loram Memorial Library (Adams College, Natal) . . . . .	200.00	
Maud, Miss Dorothy—Social Settle- ment in Johannesburg . . . . .	100.00	
Matsete School (Mafeking, Bechu- analand) . . . . .	100.00	
Missionary Headquarters (Beira, P.E.A.) Services of General Secre- tary . . . . .	1,700.00	
Mt. Salinda Mission of Methodist Board (So. Rhodesia)—Agricul- tural Work . . . . .	100.00	
Native Girls' Home (Pretoria) . . . . .	100.00	
Pretoria Civic Society . . . . .	1,000.00	
Social Center for Young Native Women (Bloemfontein) . . . . .	100.00	
South African Institute of Race Re- lations (Johannesburg) . . . . .	6,950.00	
Phillips, Ray E.—Toward Memorial to his son, Donald. . . . .	26.70	
(d) British and American Agencies . . . . .		\$3,975.00
Edinburgh House (London) . . . . .	\$3,875.00	
Modern Missions Movement (U. S.) . . . . .	100.00	
8. Studies of American Schools by Educators from Africa . . . . .		\$14,680.83
Visits of Educators from Africa . . . . .	\$12,243.19	
American Schools—Entertainment of Ed- ucators from Africa . . . . .	1,843.94	
Books on Negro Education and Race Re- lations for Educators from Africa . . . . .	593.70	
9. Appropriations toward Expenses of Delegates to Con- ferences on Africa . . . . .		\$800.00
Committee on International Conference on Africa (Washington, D. C.) . . . . .	\$500.00	
Loram, C. T.—Attending Conference on Africa (London) . . . . .	235.00	
Conference on Portuguese Africa . . . . .	40.00	
Christian Foreign Service Convocation . . . . .	25.00	

176 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

10. Honoraria to Representatives Abroad for African Work..	\$11,985.00
Anet, Henri .....	\$2,775.00
Bennett, W. A. ....	1,510.00
Gollock, G. A. ....	5,500.00
Oldham, J. H. ....	2,200.00
11. Memorial to James Emmon Kwegyir Aggrey at Salisbury, N. C. ....	\$526.36
12. Appropriations to Individuals for African Studies.....	1,750.00
Davis, Merle.....	\$200.00
Hall, Frederick.....	250.00
Raum, Otto—Study of Anthropology of East African Tribes.....	1,300.00

TOTAL DISBURSEMENTS FOR EDUCATIONAL PURPOSES.....	\$564,138.78
BALANCE IN EDUCATION FUND AT OCTOBER 31, 1946.....	14,907.43
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	\$579,046.21

HOUSING FUND:

A. *Income and Balances:*

Balance Brought Forward November 16, 1931.....	\$144,183.21
Proportion of Net Income to October 31, 1946.....	88,474.70
Refunds to Housing Appropriations .....	2,864.60
	<hr/>
	\$235,522.51

B. *Disbursements:*

I. Housing Services of Officers and Staff .....	\$60,286.75
1. Salaries of Housing Officers and Research Staff .....	\$43,547.38
2. Housing Office Expenses.....	16,739.37
	<hr/>
Secretarial Services .....	\$10,089.73
Staff Travel .....	808.07
Telephone, Telegraph and Postage.....	1,154.69
Supplies and Equipment.....	494.88
Office Library.....	30.63
Rent.....	4,112.76
Miscellaneous.....	48.61

    II. Loan to Association to Promote Proper Housing for Girls, Inc., toward Purchase of *Club Caroline* for Negro Girls in Harlem, subsequently written off as a gift..... \$50,000.00

    III. Architects Competition for Designs of Low Rental Houses in New York City (1933)..... 2,100.57

    IV. Survey of Slums and Housing in New York City and Publication of two volume Report—*Slums and Housing* (1936) by James Ford..... 47,561.23

    V. Appropriations to Organizations for the improvement of Housing Conditions in New York City..... 63,256.66

        1. Association to Promote Proper Housing for Girls, Inc.  
            (New York City)..... \$3,500.00

FIFTEEN YEAR FINANCIAL REPORT

2. Citizens' Housing Council of New York.....	50,921.66
3. City Wide Citizens' Committee—Mimeographing Housing Data.....	35.00
4. Community Service Society of New York—Boys Bureau.....	400.00
5. Community Service Society of New York—Study Tene- ment House Law of New York City.....	1,000.00
6. Survey of Crime in Relation to Housing in Harlem, by Franklin O. Nichols.....	150.00
7. N. Y. Committee on Unemployment Relief—For Housing of Unemployed.....	1,000.00
8. Survey Graphic—Special number on Housing and Plan- ning (1940).....	50.00
9. Urban Housing Management Associations, Inc.— Training Housing Managers.....	1,100.00
10. Y.M.C.A. of the City of New York—Renovating Buildings for Housing Purposes.....	1,100.00
11. Y.M.C.A. of the City of New York—For Housing Un- employed Men.....	4,000.00

TOTAL DISBURSEMENTS FOR HOUSING PURPOSES.....	\$223,205.21
BALANCE IN HOUSING FUND AT OCTOBER 31, 1946.....	12,317.30
	<u>\$235,522.51</u>

STOKES-MOTON FUND

This Fund represents a Bequest of \$50,000 in 1927, by the late Miss Olivia Egleston Phelps Stokes to the Rev. Anson Phelps Stokes and Dr. Robert R. Moton for Educational Work in Liberia. As it seemed unwise for two individuals to undertake the administration of such a fund over any long period of years, arrangements were made in 1935 for the Trustees of the Phelps-Stokes Fund to take over the assets of the Fund and administer it in future years.

In January, 1936, the Trustees of the Phelps-Stokes Fund received from Drs. Stokes and Moton the following cash and securities, being the total assets of the Fund in the hands of the original trustees:

*Principal Fund*

Cash.....	\$321.00
Securities.....	29,825.00
Participation in a Mortgage Receivable.....	19,854.00
	<u>\$50,000.00</u>

*Income Funds*

Cash.....	<u>\$594.28</u>
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# 178 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

## STATEMENT OF STOKES-MOTON FUND AS ADMINISTERED BY THE TRUSTEES OF THE PHELPS-STOKES FUND FOR THE PERIOD—JANUARY 6, 1936 TO OCTOBER 31, 1946:

### PRINCIPAL ACCOUNT:

Cash and Securities Received from Original Trustees . . . . .		\$50,000.00	
Cash . . . . .	\$921.00		
Securities . . . . .	29,825.00		
Participation in Mortgage Receivable . . . . .	19,854.00		
			<hr/>
Profit on Sales of Securities . . . . .		2,390.90	
Income Cash Credited to Principal Account . . . . .		20.00	
			<hr/>
		\$52,410.90	
Loss on Foreclosure of Mortgage and sale of Property . . . . .		6,926.18	
			<hr/>
Balance at October 31, 1946:			
Invested in Securities . . . . .	\$35,630.22		
Participation in Mortgage Receivable . . . . .	10,264.19		
Uninvested Cash . . . . .	190.31	\$46,084.72	
			<hr/>

### INCOME ACCOUNT:

<i>Receipts</i>			
Cash Received from Original Trustees . . . . .			\$594.28
Dividends and Interest Earned . . . . .	\$15,124.04		
Less: Accrued Interest Purchased . . . . .	\$411.76		
Amortization of Premiums on Bonds and Preferred Stocks . . . . .	800.31	1,212.07	13,911.97
			<hr/>
Contribution from Phelps-Stokes Fund toward expenses of Mortgage Foreclosure, etc. . . . .			459.23
			<hr/>
			\$14,965.48
<i>Disbursements</i>			
Income Cash Credited to Principal Account . . . . .			\$20.00
Real Estate Taxes and Management Expenses . . . . .			669.98
Appropriations for Educational Work in Liberia—Grants to the Booker Washington Agricultural & Industrial Institute of Liberia, Inc. . . . .			13,745.84
			<hr/>
			\$14,435.82
Balance at October 31, 1946:			
Cash in Bank . . . . .	\$211.52		
Accrued Interest Receivable . . . . .	318.14	529.66	
			<hr/>
			\$14,965.48
			<hr/>

## IV

### SUMMARY OF MAJOR GRANTS RECEIVED BY THE PHELPS-STOKES FUND FROM OTHER FOUNDATIONS AND GOVERNMENTAL AGENCIES FOR SPECIAL EDUCATIONAL PROJECTS DURING THE SIXTEEN-YEAR PERIOD— NOVEMBER 16, 1931 TO OCTOBER 31, 1947

<b>CARNEGIE CORPORATION OF NEW YORK (1941-1945) \$8,850.00</b>	
Purpose: Emergency aid to African and other Students from British Areas stranded in the United States during World War II.	
Amount Received	<u>\$8,850.00</u>
Amount Disbursed to Twenty-five British African Students and one Student from British Guiana	<u>\$8,850.00</u>
<b>MAY ESTHER BEDFORD FUND (1941-1945) \$1,000.00</b>	
Purpose: Emergency aid to African Students and Others stranded in the United States during World War II.	
Amount Received	<u>\$1,000.00</u>
Amount Disbursed to Ten African Students	<u>\$1,000.00</u>
<b>GENERAL EDUCATION BOARD (1944-1947) \$23,000.00</b>	
Purpose: A study of education and agriculture in West Africa and the Belgian Congo by Dr. Jackson Davis, Miss Margaret Wrong, and Mr. Thomas M. Campbell.	
Amount Received	<u>\$23,000.00</u>
Amount Disbursed:	
Travel and Insurance—three persons	\$12,439.97
Salaries	4,310.00
Communications and Consultations	406.61
Medical	11.40
Publication and Distribution of Report— <i>Africa Advancing</i> (1945)	5,786.42
	<u>\$22,954.40</u>
Refunded to General Education Board	45.60
	<u>\$23,000.00</u>
<b>GENERAL EDUCATION BOARD (1945-1946) \$20,000.00</b>	
Purpose: The sum of \$20,000, or as much thereof as may be necessary, toward a program for the Negro Rural Church, including training for ministers, to be conducted under the auspices of the Home Missions Council of North America during the period terminating August 31, 1946.	
Amount Received	<u>\$20,000.00</u>
Amount Disbursed:	
Institutes for Negro Rural Pastors and Church Women	8,755.30
Salaries and Expenses of New Extension Workers	2,971.70
Scholarships to Graduate Students preparing for the Rural Ministry	8,273.00
	<u>\$20,000.00</u>

# 180 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

## GENERAL EDUCATION BOARD (1946-1947) \$18,000.00

Purpose: The sum of \$18,000, or as much thereof as may be necessary, toward a program for the Negro Rural Church, including training for ministers, to be conducted under the auspices of the Home Missions Council of North America during the year ending August 31, 1947.

Amount Received.....	<u>\$18,000.00</u>
Amount Disbursed:	
Institutes and Workshops for Negro Rural Pastors .....	\$6,077.05
Salaries and Expenses of Full-Time Workers .....	4,273.80
Scholarships to Graduate Students in Training for the Rural Ministry .....	5,267.66
National Conference of Negro Church Workers.....	105.50
Literature and Loan Libraries .....	244.87
Visual Education Slide and Film Strip Projectors and Screens .....	1,481.72
Demonstration Materials for Larger Parish Project at Gammon Theological Seminary .....	100.00
Demonstration Projects in Macon County, Alabama,—Equipment for two Churches .....	150.00
Hymn Books.....	299.40
	<u>\$18,000.00</u>

## GENERAL EDUCATION BOARD (1947-1950) \$20,000.00

Purpose: The sum of \$20,000,\* or as much thereof as may be necessary, toward support of a program for the Negro Rural Church, including special training for ministers in service, to be conducted under the auspices of the Home Missions Council of North America during the period beginning September 1, 1947, and terminating May 31, 1950.

Amount Received to October 31, 1947 .....	<u>\$5,000.00</u>
Amount Disbursed to October 31, 1947:	
Salaries and Expenses of Religious Extension Workers.....	561.45
Scholarships to Graduate Students in Training for the Rural Ministry .....	200.00
Literature for Training Program .....	400.00
	<u>\$1,161.45</u>
Balance held by Phelps-Stokes Fund at October 31, 1947.....	3,838.55
	<u>\$5,000.00</u>
*Balance Receivable from General Education Board at October 31, 1947 .....	<u>\$15,000.00</u>

## GENERAL EDUCATION BOARD 1945-1949) \$75,000.00

Purpose: The sum of \$75,000,<sup>1</sup> or as much thereof as may be necessary, toward a Program for the Training of the Negro Rural Ministry, to be conducted in cooperation with the Home Missions Council of North America during a two-year period beginning June 1, 1945. (The period was subsequently extended to four years, terminating on May 31, 1949.)

Note 1: In carrying out this program the Phelps-Stokes Fund has cooperated in the establishment of Rural Church Departments, for the training of rural ministers at some fourteen Theological Seminaries, Colleges, and Universities, toward which it has agreed to provide one-half (½) of the annual budgets for the first two years, and lesser amounts for the succeeding three years, with the understanding that at the end of five years each institution

<sup>1</sup> Balance receivable from General Education Board at October 31, 1947—\$18,750.00.

## GRANTS RECEIVED

181

will undertake to carry on the activities of its Rural Church Department without further financial assistance from the Fund.

Note 2: A further appropriation of \$50,000 has since been made by the General Education Board to the Phelps-Stokes Fund for a three-year extension of the above program. As of October 31, 1947, none of this \$50,000 had been drawn upon by the Fund.

Amount Received as of October 31, 1947..... \$56,250.00

**Amount Disbursed:**

1. To Rural Church Departments at the following Institutions:

Bishop College, Marshall, Texas.....	\$2,000.00	
Florida Normal & Industrial College, St. Augustine.....	1,000.00	
Fisk University, Nashville, Tenn.....	4,255.06	
Gammon Theological Seminary, Atlanta, Ga.....	1,875.00	
Phillips School of Theology, Lane College, Jackson, Tenn.....	5,250.00	
Lincoln University, Chester County, Penna.....	2,500.00	
Morris Brown College, Atlanta, Ga.....	1,095.89	
Shaw University, Raleigh, N. C.....	5,500.00	
Virginia Union University, Richmond.....	2,000.00	
Payne Theological Seminary, Wilberforce University, Wilberforce, Ohio.....	2,432.88	
Benedict College and Allen University, Columbia, S. C., in a co- operative project.....	500.00	
Johnson C. Smith University, Charlotte, N. C.....	500.00	
Johnson Memorial Institute, Batesville, Miss.....	700.00	\$29,608.83

2. Virginia State College, Ettrick, Va., toward Summer School for Rural Ministers ..	1,200.00	
3. Books and Literature .....	3,401.09	
4. Administration, Supervision and Direction by a Special Staff .....	13,963.70	

\$48,173.71

Balance held by Phelps-Stokes Fund at October 31, 1947..... 8,076.29\*

\$56,250.00

\*Cash in Bank..... \$7,576.29

Petty Cash Fund maintained in Field Director's Office..... 500.00

\$8,076.29

**GENERAL EDUCATION BOARD (1947-1951) \$20,000.00**

Purpose: The sum of \$20,000,<sup>1</sup> or as much thereof as may be necessary, for an exchange of teachers between African and American Institutions and for traveling fellowships to promote a better educational relationship and general understanding between the United States and Africa during the period ending December 31, 1951.

Amount Received to October 31, 1947..... \$7,000.00

**Amount Disbursed:**

Mr. and Mrs. Claude A. Barnett—for visit to British West Africa, Liberia, and England during spring and summer of 1947..... \$4,786.93

<sup>1</sup> Balance receivable from General Education Board at Oct. 31, 1947—\$13,000.00.

182 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

Mr. John R. Manley—for visit to United States from Sierra Leone, West Africa . . . . .	1,000.00
Mrs. Mary McCritty Fiske, of Liberia—for visit to Negro Colleges and Universities in the Southern States . . . . .	150.00
Rev. Seth M. Mokitimi, of South Africa—for visit to Negro Schools in the Southern States . . . . .	122.56
Foreign Missions Conference of North America—towards visits to the United States of British and European Missions Officers concerned with Africa, namely, Dr. H. M. Grace, Rev. Handley D. Hooper, Rev. Gerald W. Broomfield, Rev. Josef Orhneinan, and Colonel Robert E. Van Goethem . . . . .	400.00
Mr. Milton Macaulay, of Nigeria—visit to United States . . . . .	100.00
Mr. F. A. Olunloyo, of Nigeria—visit to United States . . . . .	100.00
Miss Margaret Wrong, of London—visit to Southern States . . . . .	219.65
	<hr/>
	\$6,873.14
Balance in hands of Phelps-Stokes Fund at October 31, 1947 . . . . .	126.86
	<hr/>
	<u>\$7,000.00</u>

U. S. DEPARTMENT OF STATE (1944-1946) \$58,500.00

During the years 1944, 1945 and 1946, the Phelps-Stokes Fund entered into agreements with the U. S. Department of State, under the terms of which the Department of State provided Grants-in-Aid in the total amount of \$58,500.00, to be expanded in carrying out experimental and demonstrational programs at the Booker Washington Agricultural and Industrial Institute and elsewhere in Liberia, in education, agriculture, industry, and health, with a view to assisting and encouraging the people of Liberia to make better use of their land, to improve their methods of farming, to increase the variety of their food crops, to improve the quality and take better care of their farm animals, to improve their transport facilities through better maintenance and repair of motor vehicles, to have better homes through increased knowledge of building construction and better use of local building materials, and generally to improve their health and well-being through the production of more food supplies, the training of agriculturists and mechanics, and the provision of health advisers and medical supplies.

In accordance with these agreements, and with the cooperation of the Booker Washington Institute and the Liberian Government, the following projects were undertaken:

*Agreement No. SCC-335* of January 24, 1944, as amended from time to time, providing the total sum of \$25,500.00 for the Booker Washington Institute as follows:

- (a) Remodeling of present trades building into an auto mechanics shop, and equipment for auto mechanics shop.
- (b) Construction of a community center school.
- (c) Construction of a health dispensary building, equipment for health dispensary building, and the provision of woodworking and other machinery and equipment for the Institute's machine shop.

Summary of Account:

Amount Received from Department of State under SCC-335 . . . . . \$25,500.00

## GRANTS RECEIVED

183

**Amount Disbursed for purposes of the Program:**

(a) Remodeling of trades building into an auto mechanics shop and equipment for auto mechanics shop .....	\$7,045.00
(b) Construction of community center school.....	11,464.95
(c) Construction of health dispensary building, and equipment for health dispensary building .....	6,367.36
Woodworking and other machinery for machine shop.....	622.60

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**\$25,500.00**

*Agreement No. SCC-406 of June 28, 1944, providing the total sum of \$8,000.00 for an experimental and demonstrational agricultural activities program in Liberia under the direction of Mr. Charles E. Trout, agricultural specialist detailed to the Liberian Government by the U. S. Department of Agriculture.*

This program was carried out with the direct participation of the Liberian Department of Agriculture, and the Liberian Government supplemented the grant by providing the sum of \$707.40, necessary to acquire a tractor and other farm machinery for clearing swamps and preparing the land for cultivation.

Through arrangements with land owners, Mr. Trout established experimental and demonstration farms in the vicinities of Monrovia, Virginia, Crozierville, Careysburg, Salala, and Sanoyea, in connection with which considerable numbers of farm laborers and students were employed and instructed in practical and scientific methods of farming, and the following facts established:

- (a) That a greater variety of more nourishing and palatable food crops can be grown successfully in Liberia;
- (b) That by using swamp lands during the dry season, two crops a year can be produced; and
- (c) That insects and plant diseases can be controlled.

**Summary of Account:**

Amount Received from U. S. Department of State .....	\$8,000.00
Amount Received from Liberian Government .....	707.40

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**\$8,707.40**

**Amount Disbursed for purposes of the Program:**

Farm Machinery and Implements—Tractor, plows, harrows, cultivators, rice hullers and gasoline engines.....	\$2,830.35
Seeds and Insecticides, etc., for conducting supervised demonstrations in gardening, poultry, swine and other projects .....	3,688.35
Typewriter, Shotgun and ammunition.....	145.25
Field and Soil Testing equipment.....	185.85
Transportation .....	1,432.57
Office Supplies and communications, etc.....	180.50

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Total disbursements to October 31, 1947.....	\$8,362.87
Balance held by Phelps-Stokes Fund.....	344.53 <sup>1</sup>

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**\$8,707.40**

<sup>1</sup> Any balance remaining after meeting one or two outstanding bills will be refunded to the Liberian Government.

184 THIRTY-FIVE YEAR REPORT OF PHELPS-STOKES FUND

*Agreement No. SCC-746 of December 5, 1945, providing the sum of \$10,000.00 for the purpose of continuing and expanding the agricultural activities begun under agreement No. SCC-406, with emphasis on the training of future agriculturists, the establishment of a well-equipped model farm for the average farmer, and improving the grading and marketing of local produce. This program is still in process of being carried out. Its activities are centered at the Booker Washington A. & I. Institute, Kakata, Liberia.*

Summary of Account:

Amount Received from U. S. Department of State .....	<u>\$10,000.00</u>
Amount Disbursed:	
Cash remitted to the Booker Washington Institute to meet expenditures for the program in Liberia .....	\$2,000.00
Supplies and equipment exported to Liberia .....	396.48
	<hr/>
Total disbursements to October 31, 1947 .....	\$2,396.48
Balance held by Phelps-Stokes Fund .....	7,603.52
	<hr/>
	<u>\$10,000.00</u>

*Agreement No. SCC-849 of June 10, 1946, providing the sum of \$15,000.00 for the following purposes:*

- (a) A program of guidance and assistance to the people of Liberia by specialists in Building, Health, and Mechanics;
- (b) Organization of a community health program; and
- (c) Furnishing basic equipment for the program.

This program is centered at the Booker Washington Agricultural and Industrial Institute, and is in process of being carried out.

Specialists in Building and Mechanics were engaged during the summer of 1946 and arrived in Liberia in September of that year. They are rendering valuable services in the training of skilled tradesmen in building construction and in auto mechanics and allied trades at the Booker Washington Institute, and also are aiding in the construction of buildings and the repair and maintenance of motor vehicles in the community.

The officers of the Phelps-Stokes Fund and the Trustees of the Booker Washington Institute have not been successful in securing the services of a trained nurse to take charge of the health program.

Summary of Account:

Amount Received from U. S. Department of State .....	<u>\$15,000.00</u>
Amount Disbursed:	
Travel Expenses of Specialists in Building and Mechanics from the United States to Liberia (two persons) .....	\$1,991.94
Salaries of Specialists in Building and Mechanics .....	5,983.33
Medical Protection for the two Specialists .....	335.00
Supplies and Equipment Exported to Liberia for Program .....	144.91
	<hr/>
Total disbursements to October 31, 1947 .....	\$8,455.18
Balance held by Phelps-Stokes Fund .....	6,544.82
	<hr/>
	<u>\$15,000.00</u>

## GRANTS RECEIVED

185

**MR. HARVEY S. FIRESTONE, Jr. (1936-1947) \$52,550.00<sup>1</sup>**

**Purpose:** Contributions during the years 1936 to 1947, towards buildings, equipment, and teachers salaries, etc., at the Booker Washington Agricultural and Industrial Institute, Kakata, Liberia.

**Note:** In receiving and disbursing these contributions the Phelps-Stokes Fund has acted merely as a fiscal agent. The administration of the grants has been in the hands of the Trustees of the Booker Washington Agricultural and Industrial Institute of Liberia, Inc.

**Total Amount Received from Mr. Firestone to October 31, 1947.....** **\$52,550.00**

**Amount Paid over to Booker Washington Institute.....** **\$52,550.00**

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<sup>1</sup> Does not include contributions to the Advisory Committee on Education in Liberia, all of which were made prior to the founding of the Booker Washington Institute.



*PART FIVE*



## APPENDIX 1<sup>1</sup>

### PRESS ANNOUNCEMENT OF ELECTION OF DR. JACKSON DAVIS AS PRESIDENT AND OF DR. CHANNING H. TOBIAS AS DIRECTOR OF THE PHELPS-STOKES FUND

#### FOUNDATION ELECTS OFFICERS

##### *Phelps-Stokes Fund names Southerner President and Negro Director*

The Trustees of the Phelps-Stokes Fund, at their regular annual meeting Wednesday afternoon November 21, 1945 elected a new President and a new Director.

As President to succeed Dr. Anson Phelps Stokes, who retires at the close of the present fiscal year (October 31, 1946), they have unanimously chosen Dr. Jackson Davis. Dr. Davis, who has been connected with the General Education Board for a quarter of a century, is by birth a Virginian, and a graduate and member of the Board of Visitors of William and Mary College, which conferred upon him the degree of Doctor of Laws, a degree which he also holds from the University of Richmond. He is Associate Director of the General Education Board.

Dr. Davis has had a broad experience in connection with education, especially in the Southern States, having been a Superintendent of Schools in Virginia, and connected with the Virginia State Board of Education. For over fifteen years he was the General Field Agent of the General Education Board in connection with its educational work in the South. In addition to his service on many boards in this country in the field of education, Dr. Davis has been deeply interested in Africa, being President of the Board of Trustees of the Booker Washington Institute in Liberia, President of the New York State Colonization Society, and Carnegie Visitor to Africa in 1935. He has recently served as Chairman of a Commission that made a study of native education in West Africa and is at present editing its report. He is now Vice President of the Phelps-Stokes Fund and has served as a trustee since 1939.

At the same meeting the Board elected Dr. Channing H. Tobias, at present Senior Secretary of the Department of Interracial Services of the Y. M. C. A., as Director to succeed Dr. Thomas Jesse Jones, who retires May 1st, 1946 after over thirty years of service. Dr. Tobias is acknowledged to be one of the most respected colored leaders in the United States. He is a graduate of Paine College in Augusta, Georgia, and took a Divinity Degree from Drew University. He has the Doctorate of Divinity from Gammon Theological Seminary, and the Doctorate of Laws from Morehouse College in Atlanta. After serving for six years as a Professor at Paine College, he became a Secretary of the National Council of the Y. M. C. A. in 1905, and since that time has been connected with that organization. He is a member of many national boards, including the Committee on Race Relations and the Commission on the Church and Minority groups of the Federal Council of Churches, and a Trustee of Howard University and Hampton Institute. He has been a Trustee of the Phelps-Stokes

<sup>1</sup>The material in these appendices has been added at the suggestion of the Trustees to preserve historical material that may prove of some value.—C. H. T.

Fund since 1939 and has served during the war as a member of two small and highly important committees of the national government—the National Advisory Committee on Selective Service and the Joint Army and Navy Committee on Welfare and Recreation. Dr Tobias has been a member of important Interracial and Fair Practice Committees appointed by the State and Municipal Governments, and has served as Consultant of the General Education Board on matters affecting the Negro. He has been a delegate to various international meetings, including the World Conference of Y. M. C. A.s at Mysore, India, where he was Chairman of the Commission on Race Relations. He has received the Harmon Award and is recognized as an outstanding speaker on matters of race relations.

The Phelps-Stokes Fund was founded in 1911 by Miss Caroline Phelps Stokes. Its field of work under its New York incorporation is mainly that of Negro education and race relations in this country and in Africa, and Negro housing in New York City. Among its activities have been the publishing for the U. S. Government of the two volume report on *Negro Education in the U. S. A., 1916*; the preparation of the reports on *Education in Africa, 1922*, for British and American Missionary Societies, and a similar report on *Education in East Africa, 1925*, prepared at the request of the British Colonial Office and various Missionary Societies. These reports were all prepared by Dr. Thomas Jesse Jones, the retiring Educational Director. It also organized the "Committee on Africa, the War, and Peace Aims," which published the well known report on *The Atlantic Charter and Africa from an American Standpoint*; the "Committee on Negro Americans in Defense Industries," and other organizations.

The Fund has been much interested in housing and originally proposed and aided the establishment of the Citizens Housing Council, which has become so important a factor in New York City. It also published under the editorship of the late Professor James Ford of Harvard University the study of New York housing conditions known as *Slums and Housing*. It is now especially concerned with advancing projects in the interest of improving the training of Negro rural ministers, in promoting mutually sympathetic race relations through education, and in the work of advancing education in Liberia.

In announcing the election of the two officers, Dr. Anson Phelps Stokes, President of the Board and an officer since its establishment in 1911, said: "I am extremely happy that two such outstanding citizens and educators as Dr. Jackson Davis, a Southern white man by birth, and Dr. Channing H. Tobias, a Southern Negro by birth, should be chosen for the two most important offices in connection with the Phelps-Stokes Fund. I am proud and thankful that Dr. Davis is to be my successor, and it seems particularly significant that Dr. Tobias should have been elected on the basis of the decision of the Board to name the best equipped candidate irrespective of race. The selection of Dr. Tobias does not mean that the Phelps-Stokes Fund is adopting the permanent policy of having a Negro as Director, but that at this particular time and for the work immediately ahead he seemed to be the best qualified person available. He is the Board's first and unanimous choice to take up the work so ably carried on for a third of a century in the United States and Africa by Dr. Thomas Jesse Jones. It is an interesting fact that the appointment of Dr. Tobias as Director of the Phelps-Stokes Fund adds another 'first' in the field of Negro progress as it is believed that he is the first Negro American who has been elected the head of a representative national, educational or philanthropic organization other than those organizations which are composed mainly or exclusively of Negroes."

## APPENDIX 2

### RESOLUTIONS ON RETIREMENT OF DR. THOMAS JESSE JONES. ADOPTED NOVEMBER 21, 1945

WHEREAS, Dr. Jones has been connected with the Phelps-Stokes Fund for over thirty years, beginning in 1913 as its Agent, and since 1917 as its Educational Director; and

WHEREAS, the Trustees feel that in these positions he has rendered invaluable service to the cause of community education, Negro education and race relations in the United States and in Africa, and has laid foundations upon which the Fund may wisely build in the future; and

WHEREAS, Dr. Jones has exhibited in his work for the Fund his interest in minority groups derived from his Christian faith and his Welsh birth; his belief in a democratic education for future citizens drawn from his early training in the public schools of Ohio; his understanding of the Southern point of view learned while a student at Washington and Lee University; his scholarly standards acquired at Columbia University where he took the Doctorate of Philosophy under the late Professor Giddings; his devotion to the missionary work of the Christian Church broadly and spiritually interpreted, strengthened by his years at the Union Theological Seminary; his devotion to the cause of interracial cooperation derived largely from his many years of teaching during the administration of the late Dr. Frissell at Hampton Institute; his training in factual accuracy and objectivity, developed by his work of supervising Negro, American Indian and rural statistics for the Federal Census; and his intense loyalty to the nation of his adoption;

*Therefore, be it*

*Resolved:* That the Trustees, in accepting Dr. Jones' resignation, wish to place on record their conviction as to the importance of his services, and would mention particularly the following achievements and characteristics:

Preparing the *Report on Negro Education in the U. S. A., 1916*, a study made for the Department of the Interior of the Federal Government and recognized as a work of epoch-making significance in calling attention to unsatisfactory and unfair conditions, and in making proposals which have led to the great improvement of Negro schools.

Developing a philosophy of education applicable to white and black alike, stressing particularly the importance of education closely related to the realities of community life, and yet at the same time including strong emphasis on religious and moral values—a philosophy outlined in his *Four Essentials of Education* and *Essentials of Civilization* and in other distinguished writings.

Writing for the Phelps-Stokes Fund as Chairman of its two Commissions to study the education of native Africans the volumes on *Education in Africa, 1922*, and *Education in East Africa, 1925*, reports which have profoundly influenced the educational policies of Colonial Governments and of Christian Missions in Africa.

Stressing the vital importance of a knowledge of existing conditions and of sympathetic cooperation between the races in improving Negro education and conditions of living.

Aiding through his personal counsel and active support as a Trustee, a large number of important institutions for the training of the Negro, notably Hampton Institute, Howard University, Fisk University, Lincoln University, and Calhoun School, the last named being saved mainly by his energetic activity.

Improving the condition of the Indians, and especially of Indian education, through his cooperation in the report on *The Problem of Indian Administration*, edited by Dr. Lewis Meriam, in his own report on *The Navajo Indian Problem*, and as a wise counsellor of many agencies interested in Indian welfare.

Stimulating an effective system of education closely related to local needs in the Near East and in other parts of the world, it being noted in this connection that his book *The Four Essentials of Education* has been translated into Spanish and distributed widely through Latin America.

Interesting himself and others in sound educational theory and practice on various levels, including that of universities at one end, and on the other of local rural schools with their emphasis on agriculture and community life.

Improving the condition of the rural Negro ministry through the movement, in which he has been a leader, to secure more qualified ministers, better training, and more effective cooperation between the minister and other local agents and agencies of social welfare.

Helping to organize at the close of the last World War the Commission on Interracial Cooperation, as well as suggesting a similar commission in the Union of South Africa—both agencies having rendered invaluable service through insisting on the rights of underprivileged people and on the development of the spirit of cooperation.

Aiding many missionary, education, and philanthropic organizations that have looked to him and the Phelps-Stokes Fund for guidance and support, such as the Association to Promote Proper Housing for Girls, the Near East Foundation, Agricultural Missions, and many others.

Rendering a unique service to the Republic of Liberia through securing the cooperation of colonization societies and mission boards in the support of the Booker Washington Agricultural and Industrial Institute at Kakata; planning and developing that institution; organizing the Advisory Committee on Education in Liberia; and assisting the State Department in developing its policies regarding Liberia and other parts of Africa.

Assisting sympathetically visitors and students from Africa, both white and black, and helping to make their stay in this country of the largest educational value.

Upholding the Negro American's rights to education, self-support, decent housing, and recognition as a human being and as a full-fledged citizen.

Showing at all times a rare capacity for friendship, a buoyant attitude, and Christian faith in dealing constructively with men and women of all races and creeds, and intense loyalty to the ideals and purposes of the founder of the Fund.

Administering in a wise and sympathetic way, with the invaluable help of the Trustees, Mr. Roy, and a loyal and efficient office staff, the work of the Phelps-Stokes Fund, the result being that a foundation with a small income has been able to make a contribution of importance to education in this country, in Africa, and indirectly in other parts of the world; and be it further,

*Resolved:* That in enumerating these special characteristics and achievements, no attempt has been made to be exhaustive, but merely to list some of Dr. Jones' representative

services which have been referred to in a striking way in the volume of greetings presented to him by friends in Africa, England, and the United States on the Twenty-Fifth Anniversary of his connection with the Fund, entitled *A Twenty-Fifth Anniversary—Phelps-Stokes Fund and Dr. Thomas Jesse Jones*; and be it further,

*Resolved:* That the Trustees, in accepting Dr. Jones' resignation, feel sure that his advice will be available whenever sought by our new Director; assure him that they will always feel deeply grateful to him and interested in his future; and in token of their regard give, and they do hereby give him the honorary title of Director Emeritus; and be it further,

*Resolved:* That as a permanent memorial of his services as first Educational Director of the Phelps-Stokes Fund, and as an inspiration to many in the years ahead, the Trustees, without creating a precedent for the future, have a portrait of Dr. Jones painted for the office; and that copies of these Resolutions, signed by the officers, be presented to Dr. Jones and included in the Minutes.

#### DR. THOMAS JESSE JONES' SERVICES

##### *List of more important Services before becoming Educational Director of Phelps-Stokes Fund*

Acting head worker of the University Social Settlement, New York, 1901-1902.  
 Director of Research Department, Hampton Institute, Virginia, 1902-1909.  
 Statistician in the United States Census Bureau, 1909-1912.  
 Specialist in Education, United States Bureau of Education, 1912-1919.  
 Chairman of Committee on Social Studies in Secondary Schools appointed by the National Education Association, 1912.

##### *List of more important Services after becoming Educational Director of Phelps-Stokes Fund*

Educational Director of Phelps-Stokes Fund, 1913-1946.  
 Chairman of Education Commission to West, South and Equatorial Africa, 1920-1921.  
 Chairman of Education Commission to East Africa, 1924.  
 Member of Board of Trustees of the following institutions for Negro education  
     Howard University  
     Fisk University  
     Hampton Institute  
     Lincoln University  
     Calhoun School, Alabama  
 Member of Board of Trustees of Agricultural Missions, Inc.  
 Member of Board of Trustees of the Near East Foundation.  
 Member of Board of Trustees of the American Farm School, Salonica.  
 Member of Board of Trustees of the Indian Rights Association.

##### *List of Published Writings*

*The Sociology of a New York City Block*, 1904.  
*Negro Education in the United States*, 1916.  
*Educational Adaptations, Ten Year Report of the Phelps-Stokes Fund*, 1920.

*Education in Africa, 1922.* A Study of West, South, and Equatorial Africa by the African Education Commission, under the auspices of the Phelps-Stokes Fund and Foreign Mission Societies of North America and Europe

*Education in East Africa, 1925.* A Study of East, Central, and South Africa by the second African Education Commission under the auspices of the Phelps-Stokes Fund, in cooperation with the International Education Board

*Four Essentials of Education, 1926.*

*Essentials of Civilization, 1929.*

Editorial Service on the volume *The Near East and American Philanthropy, 1929.*

*The Navajo Indian Problem, 1930.* An Inquiry sponsored by the Phelps-Stokes Fund. Dr. Jones was Chairman of the Inquiry Staff.

## APPENDIX 3

### RESOLUTIONS ON RETIREMENT OF DR. ANSON PHELPS STOKES. ADOPTED APRIL 17, 1946

Dr. Ross presented and read the Report of the Committee (Dr. Ross, Chancellor Chase and Dr. Patterson) appointed at a meeting of the Board on November 21, 1945, to prepare and bring in a Resolution regarding the contribution of Dr. Stokes as a trustee and officer of the Phelps-Stokes Fund from its organization in 1911 to the present time. Dr. Ross also expressed appreciation of Dr. Jones' assistance in providing many of the facts of his Report.

Having heard with pleasure the reading of the Report, and having expressed appreciation to Dr. Ross and his associates on the Committee for their presentation, and upon motion duly seconded and carried, the Board unanimously adopted the following Resolutions accepting the Report:

WHEREAS, Dr. Anson Phelps Stokes has been a trustee and officer of the Phelps-Stokes Fund since its founding in 1911, and was its Secretary from 1911 to 1924, and has been its President from 1924 to the present time; and

WHEREAS, in his capacity as trustee and officer he has brought to the Fund and applied in its work and direction the wealth of social, economic, educational, administrative, and philanthropic views and experience gained and acquired through his family associations, wide contacts with leaders of thought in many fields of human endeavor in the United States and abroad, and during his years as Secretary of the Yale University Corporation, and as Canon of the Washington Cathedral; and

WHEREAS, with his wise advice and counsel and under his direction, the Fund has taken a forward position in the fields of its special interests, and in a large measure has achieved commendable results in its endeavors to advance the educational, social, religious and economic welfare of the African people, of Negro Americans, North American Indians, and in the improvement of housing conditions in the City of New York, and also has made important contributions toward the education of white students;

*Now, Therefore, Be It Resolved:* That the Trustees of the Phelps-Stokes Fund place on record and extend to Dr. Anson Phelps Stokes an expression of their deep gratitude to him for his constructive and wise leadership of the Fund; for his personal direction of many of its important undertakings such as "The Encyclopedia of the Negro" project, the *Committee on Negro Americans in Defense Industries*, and the *Committee on Africa, the War, and Peace Aims*, etc.; and also of their appreciation and admiration of his unimpeachable standards of character and Christian ethics; his sympathetic understanding of, and his helpful interest in the problems of other persons and peoples; his fairness and generosity in all of his dealings with others; his tolerance of those whose views differ from his own; his belief in the capacity of all people, and particularly of the Africans and Negro Americans to improve themselves and their conditions of life, and his desire and willingness to help and to encourage them to achieve the better things of life; and also of their high regard and great respect for him personally, and of the joy and inspiration which has come to them through all the years of association with him in

a great humanitarian service; and finally of their hope that he may enjoy many years of good health and continued service, after his retirement from the Fund on November 1, 1946, in the interest of human progress and improved race relations which have always been so close to his heart; and be it further

*Resolved:* That the Report of the Special Committee presented and read by Dr. Emory Ross at this meeting, enumerating many of Dr. Stokes' important contributions and services to the Fund and to the causes in which it is interested, be and it hereby is unanimously accepted, adopted and ordered placed in the record as follows, with a copy to Dr. Stokes:

SUMMARY OF THE MORE IMPORTANT CONTRIBUTIONS BY DR. ANSON PHELPS STOKES  
AS A TRUSTEE AND OFFICER OF THE PHELPS-STOKES FUND

An adequate recognition of the contributions which Dr. Anson Phelps Stokes has made as a trustee and officer of the Phelps-Stokes Fund since its founding in 1911 requires a brief summary of the ideals and purposes which have been so largely determined by Dr. Stokes in the administration of the programs during the past thirty-five years. Each decade has deepened the gratitude for the inspiring ideals and practical philanthropy of Miss Caroline Phelps Stokes whose Will created the Fund. With extraordinary loyalty to these ideals, the Phelps-Stokes family, and especially Dr. Stokes, have formulated policies and made possible programs of national and international service for humanity. In word and deed Dr. Stokes believes in the principle of working *with* rather than *for* those who are seeking the larger life. In all the activities of the Fund he has urged the importance of coöperation between racial and national groups as a fundamental element in human progress.

The realization of these objectives and ideals is indicated in the following quotations from the report, prepared by Dr. Stokes, of the Committee on Plan and Scope May 24, 1911:

1. That in providing for the establishment of the Phelps-Stokes Fund the testatrix showed a special, although by no means exclusive, interest in Negro education.

2. That it is wise for this board to dispense its philanthropy as far as possible through existing institutions of proven experience and of assured stability.

3. That the cooperation of the best white citizens of the South is of prime importance in solving the problems of Negro education.

4. That the Board will be justified in meeting occasionally the whole or a part of the expense of securing investigations and reports on educational institutions or problems, when these are thought to be of great significance.

The following references to the Jeanes Visiting Teachers and Phelps-Stokes Fellowships are vividly significant of Dr. Stokes' interest in cooperation with educational agencies in the South.

At the Fall meeting in 1911 the first appropriation was made by the Trustees. The minute reads as follows:

"Rev. Anson Phelps Stokes, Jr., reported for the Committee on Education. After much discussion, the following votes recommended by the Committee were adopted:

"VOTED: To direct the Treasurer to pay the sum of \$2,500 to the Treasurer of the Jeanes Fund to provide salaries for county supervisors of Negro Schools in the South.

"VOTED: To instruct the Secretary to inform the Jeanes Fund that it is the present purpose of the Phelps-Stokes Trustees to continue this appropriation if needed annually for at least three years."

The second action of the Phelps-Stokes Fund was to appropriate \$12,500 for the establishment of a Fellowship at the University of Georgia "for the study of the Negro." A similar vote was passed with reference to the establishment of a Fellowship at the University of Virginia.

The third action of the Phelps-Stokes Trustees under the continuing leadership of Dr. Stokes was taken in November, 1912, when the plan to make a field study of Negro Education was authorized and Dr. Thomas Jesse Jones was appointed as "agent" of the Fund to conduct a survey under the auspices of the U. S. Bureau of Education. Though Dr. Stokes continued the heavy responsibilities of Secretary of Yale University, his advice and encouragement were most helpful in the administration of the educational survey published in a two volume report in 1916 by the U. S. Office of Education and described by Dr. Abraham Flexner:

"An epoch-making contribution to the subject of Negro education as well as a most important contribution to the general subject of education."

Dr. Stokes' administrative guidance of the Fund's program is too extensive to be described in full. Several of the projects in which he was effectively influential will be mentioned in letters from those who were especially concerned in the projects. However, one of the Phelps-Stokes projects has been of such importance as to deserve special mention, namely, the two educational commissions organized under the auspices of the Phelps-Stokes Fund for the study of education and colonial policies in Africa. The important fact to be noted in this recognition of Dr. Stokes' contribution to the success of these extensive African surveys is that his coöperation in all the planning was without doubt the most important element in planning the survey programs. This special contribution was his emphatic insistence that the plans for the field surveys should be based on definite and substantial coöperative relationships with the colonial governments, with missionary boards and with any available organizations of the Native People. These understandings proved to be of increasing value through the months and the years of the field surveys, and also through the numerous coöperative projects following the field studies.

The significance of the African Surveys thus guided and encouraged by Dr. Stokes is indicated by the following comments on the printed reports:

*Education in Africa*, a study of West, South and Central Africa, published in 1922 and made in coöperation with missionary societies and colonial governments. Comment by Lord Harlech in the British Parliament:

"A most helpful contribution to the subject of African education from the point of view of the Native. It is hoped that a similar visit may be made to the East African Colonies."

*Education in East Africa*, a study of East, Central and South Africa, published in 1925, made at the request of the British Colonial Office and missionary societies. Comment by Sir Michael Sadler:

"The Reports of the Phelps-Stokes Commissions have left a deep mark on the minds of governments, missionary societies, planters, Natives and all who are concerned in the welfare of Africa. They have given a new turn to British administrative policy in regard to African Native education."

Among the numerous activities sponsored by the Phelps-Stokes Fund, the following have been of special interest and concern to Dr. Stokes:

*The Bibliography of the Negro*, an admirable publication by Mr. Monroe N. Work, of Tuskegee Institute, published in 1928. The financial support of the Phelps-Stokes Fund

enabled Mr. Work to make his studies both in American and European Libraries, and also to advance the money necessary for the publication of the Volume.

*Phelps-Stokes Lectureship on Interracial Problems*, established at the University of Capetown, lectures given every two or three years and published in book form by the University. The sum of at least £2,250, to be raised by the University, toward which the Phelps-Stokes Fund will contribute £1,000.

*The Problem of American Indian Administration*, published by Johns Hopkins Press in 1928. The study was made possible by the generous grants of Mr. John D. Rockefeller, Jr. and conducted under the direction of Mr. Lewis Meriam, the Phelps-Stokes Fund cooperating in planning for the study and in the selection of personnel. The interpretations and recommendations are comprehensive, factual, fearless, fundamental, and the beginning of a new era in Indian affairs.

*Tuskegee Institute, the First Fifty Years*. This volume of approximately 100 pages, consists primarily of a "Founder's Day Historical Address," delivered by Dr. Stokes at the Semi-Centennial of the founding of Tuskegee Institute, on April 14, 1931, with additions, notes and appendices. It represents the most complete and authentic history of the Institute that has thus far been published, although Dr. Stokes states in the Foreword that "Tuskegee Institute still awaits its historian," and that it was his intention merely "... to tell the story in its main outlines."

*Report on Education, Native Welfare, and Race Relations in South Africa*, by Dr. Stokes for the Carnegie Corporation. This "Report" is chiefly a summary of Dr. Stokes' observations in South Africa, together with some reflections and suggestions based on his African experience from August 1 to December 31, 1932, during which months he traveled from the Cape to Cairo, accompanied by Mrs. Stokes and his daughter, Miss Olivia. It refers mainly to the welfare of the native people as regards education, race relations, and the activities of missions and government in their interests.

(It may be noted that while the foregoing two publications were not published by the Phelps-Stokes Fund, they are directly related to the services of Dr. Stokes as its President.)

*Visits of Educators and Others from Africa*. This has been an activity of the Fund in which Dr. Stokes has shown very great interest. It was an outgrowth of Dr. Jones' study of education in Africa in 1920-21, but received great impetus at the Le Zoute Conference in 1926, where Dr. Stokes emphasized the importance of missionaries, native Africans, and Government Officials, concerned with the education and advancement of Africans, visiting the United States and observing the work of Negro schools, business activities, and living conditions, which he thought would not only suggest new ideas for educational work in Africa, but also lift the horizon on the potentialities of Africans. Among the most notable of these visitors, and there have been about three hundred (300) of them, coming to the United States at the invitation of the Fund have been government officials, missionaries, teachers, students and Native leaders, as well as representatives of European Colonial offices. All have been impressed and inspired by the achievements of Negro Americans, and returned to their posts with new visions of the possibilities of Africans in Africa. In several cases the presence of these visitors has been the occasion of dinners in their honor with the purpose of interesting foundations and other philanthropic and educational groups in Africa. Similarly the visit a few years ago of General Smuts resulted in an interracial conference arranged for by Dr. Stokes at Howard University, which, as subsequent letters from him showed, gave him a greater realization of Negro potentiality.

*Education in Liberia*. Dr. Stokes inherited an interest in the welfare of Liberia, which

has been active in his family for over a century. His great grandfather, Anson Greene Phelps, was an early president of the New York Colonization Society, and the first national flag of Liberia was made in the Phelps home (1847) then located on the bank of the East River at what is now 30th Street in New York City. Dr. Stokes had a miniature flag made from the original bunting left over from the first flag, and had it sent to the American Legation in Monrovia in 1938 in connection with the commemoration of the 100th Anniversary of the forming of the central government from the various colonial settlements in Liberia.

His active participation in Liberian education developed as a result of the visit of Dr. Thomas Jesse Jones and the Phelps-Stokes Fund Educational Commission to Liberia (and other parts of Africa) in 1920. In the published Report (*Education in Africa—1922*) reference was made to the importance of establishing an Advisory Committee on Education in Liberia. This was organized in 1923, including representatives of the American Colonization Society, New York State Colonization Society, the Trustees of Donations for Education in Liberia, Missionary Boards maintaining work in Liberia, and the Phelps-Stokes Fund. In 1925 the Committee appointed Mr. James L. Sibley as its adviser. He immediately proceeded to Liberia for study of the situation. On his return in the summer of 1927, Dr. Stokes arranged with Dr. Moton, Bishop Clair of Liberia, and Mr. Sibley to meet him in Washington to prepare plans for the organization of a School to be modelled after Tuskegee Institute. These plans were submitted to Miss Olivia Phelps Stokes and the Board of Foreign Missions of the Methodist Church. Miss Stokes had long been interested in some such project and promised \$25,000 on condition that the Methodist Board would provide a like sum, which was done. This was the beginning of the Booker Washington Agricultural and Industrial Institute at Kakata, to which a charter was granted by the Liberian Legislature in 1928, with 1000 acres of land and the promise of an annual grant of \$5,000 for ten years. Miss Stokes died later the same year leaving by will \$50,000 to Dr. Stokes and Dr. Moton in trust for education in Liberia. They handed over this bequest to the Phelps-Stokes Fund and the income is used for the purposes of the Institute. Miss Helen Phelps Stokes also assigned \$12,000 to the Fund in trust for the Institute, this amount having been given to Miss Stokes in her Aunt's will for charitable purposes.

With these gifts and the generous financial cooperation of the Methodist Board Mr. Sibley was able to proceed with the organization of the Institute, which was dedicated at Kakata, a village 45 miles inland from Monrovia, March 17, 1929. Three months later Mr. Sibley died leaving, in his will, \$5,000 to the Phelps-Stokes Fund for the Institute. The Trustees of the Institute were incorporated in New York in 1931.

Dr. Stokes has been a Trustee of the Institute from the first and has long served as its Vice President. He believes, with a good many other persons who are interested in Liberia, that the Institute is in some ways the most promising educational development in the African republic.

*Development of the Encyclopedia of the Negro Project.* This was first proposed by Dr. Stokes at a meeting of the Phelps-Stokes Trustees, April, 1931. The ultimate purpose is to provide for the publication by an interracial group of an Encyclopedia giving full information regarding the Negro. The project was advanced at a conference called by the Phelps-Stokes Fund at Howard University, November, 1931. This was attended by some twenty leaders of Negro education, white and black, North and South. The first result has been the publication of the *Encyclopedia of the Negro—Preparatory Volume*, which has passed through two editions.

*Interracial Relations.* The outstanding achievement during 1941 was Dr. Stokes'

organization and leadership of the *Committee on Negro Americans in Defense Industries*. In his letter of July 16, 1943 to the Committee, Dr. Stokes reports that "very great success has been made in integrating Negro Americans in Defense Industries since the formation of our Committee a couple of years ago. In the great majority of cases this has been effected with little or no friction, and the experiment has been on the whole highly successful."

*Housing in New York City*. Like other members of the Stokes family, particularly his aunts, Miss Caroline Phelps Stokes and Miss Olivia E. Phelps Stokes, and his brother, the late Mr. I. N. Phelps Stokes, Dr. Stokes has always shown a deep interest in the improvement of housing for low-income groups, as shown by his Presidency of the Washington Housing Association, and, as President of the Fund since 1924, by his full support to such undertakings as the preparation and publication of the study of housing in New York City under Dr. James Ford, published in 1936, by the Harvard University Press under the title of *SLUMS AND HOUSING*, and to the organizing of the Citizens' Housing Council of New York.

*The Atlantic Charter and Africa from an American Standpoint*. The outstanding war project of the Fund has been Dr. Stokes' leadership in the preparation and publication of this volume, which responsible reviewers and publicists have referred to as "a new psychological approach to the problem of Africa," "essential to an understanding of the African problem," "a model for all other similar reports," which "should have important effects on the future of the African continent."

"This is a very significant document and I hope that it may be widely read."

Dr. Nicholas Murray Butler, President of Columbia University.

"I have seen nothing regarding the war and post-war conditions that seems to me as sound, far seeing, and wise as this extraordinarily interesting document."

Dr. Abraham Flexner, former Director of the Institute of Advanced Studies, and Rhodes Lecturer, Oxford.

"*The Atlantic Charter and Africa* is a comprehensive study which should have important effects on the future of the African continent."

Dr. Julian S. Huxley, F.R.S. Author of "Africa View"

"This important survey of a continent . . . is essential to an understanding of the African problem."

*New York Times*.

The following letters by friends who have known Dr. Stokes for many years in services and projects profoundly important in human welfare seem especially significant as evidences of Dr. Stokes' vital contributions as a Trustee and President of the Phelps-Stokes Fund.

Letter from Mr. Raymond B. Fosdick, October 31, 1944

. . . Dr. Stokes was a trustee of the following Rockefeller organizations:

General Education Board	May 1912-April 1932
International Education Board	Nov. 1925-April 1932
Rockefeller Foundation	Nov. 1928-April 1932
China Medical Board, Inc.	Nov. 1928-April 1930

I had the privilege of serving with him as a trustee on all of these boards, and I have no hesitation in saying that he was one of the most effective members we ever had. No one who was associated with him during that period can forget his devotion, his interest and his high intelligence in relation to the various projects that came before the boards. He was a stimulating leader in the field of Negro education, and much of the work which the General Education Board did in this field was the result of his thought and imagination. In spite of the fact that the pressure of other work made it necessary for him to resign from our boards in 1932, we have always looked upon him as a member of the family and we have constantly gone to him for counsel and advice.

Paragraph from Dr. Will W. Alexander's letter of October 25, 1944

I am sure that I cannot give adequate information on Dr. Stokes' activities in the interracial field. They have been so varied. I am glad, however, to say that Dr. Stokes was almost the first citizen in America to sense the problem of Negro employment in war industries. He at once went into action and secured the signatures of many prominent people in the country on a statement which was widely carried in the press and which did a very great deal to arouse the country to the problem. Dr. Stokes followed this up by many conferences with employers and in addition gave very definite and continued support and coöperation to the personnel of the manpower commission who was charged with the responsibility for working out this problem from the standpoint of the commission.

Paragraph from letter of Dr. Channing H. Tobias, October 27, 1944

I was a member of the national committee that he (Dr. Stokes) formed that made the fight for the recognition of Negroes in war industries before the President created the Fair Employment Practices Committee. As a matter of fact, I believe that the work that Dr. Stokes did prepared the mind of the President, himself, for the Executive Order No. 8802, which has become justly famous. Then, too, I was a member of the committee that Dr. Stokes formed to supervise a study of Africa and the Peace Aims, which is having a profound influence in this country and all over the world. Of course I do not need to remind you of the great work the Phelps-Stokes Fund has done through the years under the leadership and direction of Dr. Stokes.

Paragraphs from letter of Mrs. Florence D. Stewart, October 18, 1944

Dr. Stokes continuously and courageously used his influence to assure that housing for Negroes was included in the District Program of the Housing Division of the Public Works Administration. He worked untiringly to this end. The result of these efforts was the Langston Terrace development, well located, appurtenant to schools and playgrounds. The Association, under the Chairmanship of Dr. Stokes, served in advisory capacity to the Housing Division of the Public Works Administration throughout all stages of the development of this 276 unit project. This included understanding pressure of some property owners' groups which had desired to have this section of town occupied solely by white families despite the fact that schools on property immediately adjoining the Langston property were attended by Negro children.

An outstanding Conference on Better Housing Among Negroes was held under the auspices of the Washington Committee on Housing (predecessor of the Washington

Housing Association). Dr. Stokes was a member of the Committee that planned the Conference, and throughout took leadership in assuring that it would be conducted as a project of the Negroes themselves. One hundred fifty-eight organizations were represented by approximately five hundred delegates. A public meeting, addressed by Mrs. Roosevelt, filled the auditorium of the Miner Teachers College to capacity. Through Dr. Stokes' efforts, funds were found for publication of the proceedings of the Conference....

Excerpts from Miss Mary Beattie Brady's letter of November 3, 1944

Now, as the years have gone by, I have many contacts from time to time with Dr. Stokes, and it suddenly came over me a few months ago how much I had been helped and influenced by his long range thinking, his incisive but gentle and fine Christian approach to any project which would come up. Sometimes he has made suggestions to me that have been helpful in our work. Again and again I have gone to him by telephone or personal interview for a suggestion for help on some project. He has invariably given careful thought to each request and a constructive suggestion for solution, or helpful connection with some person or organization that would enable me to take the next step in whatever I was doing.

I have been at various meetings, either called by Dr. Stokes or participated in by Dr. Stokes on the subject of race relations, and have felt again and again an ability, a quality of clear and sharp thinking, of relating the past to the present and the future in such a way as to make for peaceful, constructive progress without an emotional and temporary crisis sort of attitude, which all too frequently characterizes meetings of this sort . . .

Dr. Stokes is conditioned by birth, education and financial position as well as natural ability to do many of the things that he has done. He could have lived a very different kind of life, indulging in his own personal interests and letting society catch as catch can. On the other hand we have had in him, from his early days, a man with a very strong and developed sense of responsibility for his personal contribution to the well-being of mankind. We have a man who has been consecrated to Christian values in living. And I feel, through my contact with Dr. Stokes, that there has been a very spiritual base, instinctively as well as consciously, in all his undertakings. I think our country has been greatly enriched by the life of this man, enabled as he is to keep a perspective, has given so much of himself to human betterment.

Dr. Stokes also has been a member of the following Boards and Committees dealing particularly with Negro Education or Race Relations

*(1) Period prior to removal to Washington*

Member of Ogden Party to Study Education in South, 1904  
Phelps-Stokes Fund

Board of Trustees from 1911 to date

Secretary from 1911 to 1924

President from 1924 to 1946

**Committee on Education (Chairman)** from the foundation of the Fund to the present  
**General Education Board (This Board deals so largely with matter of Negro Education that it is here included)**  
**Trustee of Tuskegee Institute (elected Chairman but served only very brief time)**  
**Hampton-Tuskegee Joint Financial Campaign (Special Gifts Committee Chairman)**

(2) *Period of living in Washington (1924-1939)*

**Board of Trustees of Saint Anna's Home for Aged Colored Women (Organizer and Chairman)**  
**Interracial Committee appointed under auspices of Washington Federation of Churches (Organizer and Chairman)**  
**Saint Monica's League (President)**  
**Committee on integrating Negro churches into Washington Federation of Churches (Chairman and author of its report)**  
**Member of various Boards in Washington which devoted a large amount of attention to Negro problems, such as:**  
 Washington Housing Association (President); Family Service Association (President); Social Service Commission of the Diocese (Chairman)—in these and other committees endeavoring to integrate Negroes into the work of the Social Agencies.  
**Member of Commission (Chairman) appointed by President Roosevelt to plan organization of Alley Dwelling Authority**  
**Marian Anderson Committee (Representative of the Committee in its appeal to the D.A.R.)**  
**Urban League of Washington (one of the founders)**  
**Northwest Settlement House of Washington (one of the founders)**  
**Carnegie Visitor to South Africa, making addresses on *Race Relations in the United States* in many cities.**  
**Booker Washington Institute in Liberia (Trustee and Vice President)**  
**Board of Advisory Committee on Education in Liberia**  
**Member of the Le Zoute Conference on the Christian Mission in Africa (1926) and Chairman of its committee on the American Negro and Africa**  
**Board of Directors of Encyclopedia of the Negro (Organizer and Chairman)**

(3) *Period after leaving Washington*

**Committee on Negro Americans in Defense Industries (Organizer and Chairman)**  
**Committee on Africa, the War, and Peace Aims (Organizer and Chairman)**  
**Member of Commission on the Church and Minority Peoples of the Federal Council of Churches**  
**Member of Committee (Chairman) of Phelps-Stokes Fund which nominated Dr. Jackson Davis for President and Dr. Channing H. Tobias for Director**  
**Member of National Committee on Segregation in the Nation's Capital (Rosenwald)**

**LIST OF PUBLISHED WRITINGS OF DR. STOKES ON THE NEGRO AND RACE RELATIONS**

**Introductions to various Reports of the Phelps-Stokes Fund edited by Dr. Thomas Jesse Jones on *Negro Education in the United States* (2 volumes), Department of the Interior,**

- Washington, 1916; *Education in Africa*, New York, 1922; *Education in East Africa*, London, 1925; and *The Navajo Indian Problem*, New York, 1939.
- Human Improvability*, Founder's Day Address at Hampton Institute January 29, 1922, reprinted from *The Southern Workman*
- Confidential Memorandum for the Trustees of the Phelps-Stokes Fund regarding Dr. Carter G. Woodson's Criticisms of Dr. Thomas Jesse Jones*, New York City, 1924
- Address on "Cooperation for Africa and Africans," at Le Zoute Conference, in *The Christian Mission in Africa*, London, 1926
- "The International Influence of General Armstrong", Address at Hampton Institute, published in *The Southern Workman*, July 1928
- Foreword to William Henry Jones' *The Housing of Negroes in Washington, D. C.*, Washington, D. C., 1929—a book published under the auspices of the Interracial Committee of the Washington Federation of Churches, of which Dr. Stokes was Chairman.
- Introduction to Monroe N. Work's *Bibliography of the Negro in Africa and America*, New York, 1928
- Catalogue of an Exhibition of Paintings and Sculpture by American Negro Artists at the National Gallery of Art* (Smithsonian Institution), Washington, D. C., 1929 [also similar catalog prepared in 1930]
- Introduction to Dr. Edwin W. Smith's *Aggrey of Africa*, American edition, 1930. (Published by Richard R. Smith, Inc.)
- Report to the Washington Federation of Churches recommending that qualified Negro Churches and their Pastors be admitted to full membership in the Federation, February 2, 1930.
- "Twenty Years Work of the Phelps-Stokes Fund," in *Twenty Year Report of the Phelps-Stokes Fund, 1911-1931*, New York, 1932
- Introduction to Benjamin Brawley's *Doctor Dillard of the Jeanes Fund*, New York, 1930
- "Mr Taft and Mr. Kelsey—Hampton's Heritage," *The Southern Workman*, March, 1931
- Report of Rev. Anson Phelps Stokes on Education, Native Welfare and Race Relations in East and South Africa*, Carnegie Corporation, New York, 1934
- "How We Can Create More Christian Attitudes and Practices in Race Relations in Washington" in *Report of the Conference on the Betterment of Race Relations in Washington, D. C.*, February 12, 1935
- A Brief Biography of Booker Washington*, Hampton Institute Press, 1936, enlarged from article in *Dictionary of American Biography*
- Doctor Dillard as a Bridge Builder*. Remarks at the Complimentary Dinner to Dr. Dillard on his 80th Birthday, Charlottesville, Virginia, October 26, 1936
- Discussion of "The Cultural Importance of Good Housing," April 18, 1936, before Conference on Better Housing among Negroes under auspices of Washington Committee on Housing, of which Dr. Stokes was Chairman.
- Art and the Color Line*, printed for the consideration of the Executive Committee of the D.A.R. and for the Marian Anderson Committee, Washington, D. C., October, 1939
- Statement of the Committee, of which he was Chairman, on "Negro Americans in Defense Industries" (prepared with aid of Father La Farge and others), published in the *Congressional Record* for Wednesday, May 7, 1941, by Hon. Thomas H. Eliot of Massachusetts

- Atlantic Charter and Africa from an American Standpoint*—Introduction, writing most of Report, and editing by Dr. Stokes as Chairman of the Committee on Africa, the War, and Peace Aims, New York City, 1942; revised edition, 1943
- Summary of address on "Africa and Enduring Peace" at the Conference on African Affairs, Otterbein, June, 1942, in *Christian Action in Africa*, New York, 1942
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## APPENDIX 4

### ACT OF INCORPORATION OF PHELPS-STOKES TRUSTEES

(Chapter 123, Laws of 1911):

#### AN ACT

To incorporate the Trustees of the Phelps-Stokes Fund.

*The People of the State of New York, represented in Senate and Assembly, do enact as follows:*

1 Section 1. David H. Greer, John MacCracken, Olivia Egles-  
2 ton Phelps Stokes, Isaac Newton Phelps Stokes, Helen Olivia  
3 Phelps Stokes, Francis Louis Slade, Caroline M. Phelps Stokes  
4 Hunter, Grace H. Dodge, Anson Phelps Stokes, junior, John Sher-  
5 man Hoyt and Edward W. Sheldon, together with such persons  
6 as they may associate with themselves and their successors are  
7 hereby constituted a body corporate by the name of The Trustees  
8 of the Phelps-Stokes Fund for the purpose of receiving the trust

[Page 2.]

1 estate, property and funds now in the hands of the above named  
2 persons as trustees or hereafter received by them under the seven-  
3 teenth clause of the will of Caroline Phelps Stokes, deceased,  
4 dated June twenty-nine, eighteen hundred and ninety-three, and  
5 admitted to probate by the surrogates' court of New York county  
6 on November nine, nineteen hundred and nine, which trust estate,  
7 property and funds such testamentary trustees are hereby author-  
8 ized to convey, transfer and set over to such corporation, and for  
9 the purpose of receiving any other funds which may hereafter be  
10 given to such corporation and maintaining such fund or funds  
11 and investing the same and applying the income thereof to the  
12 erection and improvement of tenement house dwellings in the city  
13 of New York for the poor families of that city, either directly  
14 or by the acquisition of the capital stock or obligations of any  
15 other corporation organized for that purpose; and for the educa-  
16 tion of Negroes, both in Africa and the United States, North  
17 American Indians and needy and deserving white students,  
18 through industrial schools, the founding of scholarships, and the  
19 erection or endowment of school buildings or chapels. It shall be  
20 within the purpose of said corporation to use any means to such  
21 ends which shall from time to time seem expedient to its members  
22 or trustees including research, publication, the establishment and

23 maintenance of charitable or benevolent activities, agencies and  
24 institutions, and the aid of any such activities, agencies or insti-  
25 tutions already established.

26 §2. The corporation hereby formed shall have power to take and  
27 hold by bequest, devise, gift, purchase or lease either absolutely or

[Page 3.]

1 in trust for any of its purposes any property, real or personal, with-  
2 out limitation as to amount or value except such limitation,  
3 if any, as the legislature has heretofore imposed or may hereafter  
4 [may] impose; to lease, mortgage, improve, exchange, sell, con-  
5 vey or dispose of such property and to invest and reinvest the  
6 principal and income thereof and expend the principal and income  
7 in such manner as in the judgment of its trustees will best promote  
8 its objects. It shall have all the power and be subject to all the  
9 restrictions which now pertain by law to membership corporations  
10 so far as the same are applicable thereto, and are not inconsistent  
11 with the provisions of this act.

12 §3 The persons named in section one of this act shall constitute  
13 the first board of trustees and the members of the corporation.  
14 Vacancies among the trustees or members shall be filled by the  
15 remaining trustees in such manner as the by-laws of the corpora-  
16 tion shall prescribe. Said persons or a majority of them shall  
17 hold a meeting, elect officers and adopt by-laws not inconsistent  
18 with the constitution and laws of the state. The by-laws shall  
19 prescribe the number of trustees by whom the affairs and business  
20 of the corporation shall be managed, the number of members who  
21 shall constitute a quorum for the transaction of business at meet-  
22 ings of the corporation, the powers and the manner of selection of  
23 the trustees and officers of the corporation and any other provi-  
24 sions for the management and disposition of the property and the  
25 regulation of the affairs of the corporation which may be deemed  
26 expedient.

27 §4. This act shall take effect immediately.

## APPENDIX 5

### BY-LAWS OF THE TRUSTEES OF THE PHELPS-STOKES FUND

#### ARTICLE I

##### TRUSTEES AND MEMBERS OF THE CORPORATION

The property of this corporation shall be held and its business shall be managed and controlled by a Board of not less than ten nor more than seventeen Trustees. Vacancies in the Board of Trustees shall be filled by the Trustees by ballot. Trustees who are in office at the time of the April meeting of 1939 shall continue to hold office without term. Each Trustee elected at said meeting shall hold office until the November meeting of 1943, or for such shorter term as may be specified by resolution at the time of election. Each Trustee elected after said meeting shall hold office for such term, not exceeding five years, as shall be specified by resolution at the time of election. Such terms shall be specified in such manner as to classify all Trustees elected at or after said meeting into five classes, each class (except as hereinbefore provided as to Trustees elected at the April meeting of 1939) having a term of office of five years expiring at the time of the November meeting in a different year, and not more than four Trustees belonging to any one class. No person shall be eligible for election or reelection as a Trustee after the reaching the age of seventy years.

The Trustees, whether named in the act of incorporation or subsequently elected, shall be the members of the Corporation. Any Trustee who does not hold his or her Trusteeship ex-officio and who is absent from three consecutive meetings (whether regular or special) without satisfactory explanation shall ipso facto be considered as having resigned from the Board, but such resignation shall not be effective until accepted by the vote of the Board at the third such consecutive meeting or any meeting within thirteen months thereafter. In any such case, notice shall be mailed to the Trustee in question at least ten days before the meeting at which his or her resignation is to be considered, stating that it is to be considered. Any Trustee may resign at any time by writing addressed to the President or to the Board, and, unless action of the Board thereon is expressly requested, such resignation shall be effective at such time as may be specified in such writing, or, if none be specified, upon receipt thereof.

#### ARTICLE II

##### MEETINGS

The principal office of the corporation shall be in the City of New York.

The meetings of the Board of Trustees shall be held on the third Wednesdays of November and April in each year, unless otherwise ordered by the Board or Executive Committee.

Special meetings of the Board may be held at the call of the President or Vice-President or upon written request of three members.

Notice of meetings shall be given by mailing the same to the usual address of each Trustee as it appears upon the books of the corporation not less than one week prior to the

time of meeting. Such notice may be waived by written waiver signed by all the Trustees before, at or after the meeting.

The order of business at the stated meetings of the Board of Trustees shall be as follows:

1. Reading of Minutes
2. Reports of Officers
3. Reports of Committees
4. Unfinished Business
5. New Business

### ARTICLE III

#### QUORUM

Five members of the Board shall constitute a quorum for the transaction of business, provided one or more officers, that is the President, Vice-President, Secretary or Treasurer, be present. Otherwise, seven members shall be required for a quorum.

A majority of the members of any committee shall constitute a quorum for the transaction of business, except as otherwise provided in Article V hereof with respect to the Finance Committee.

### ARTICLE IV

#### OFFICERS

The officers of the corporation shall be a President, a Vice-President, a Secretary and a Treasurer, all of whom shall be members of the Board of Trustees and shall be elected by the Board at its first meeting and thereafter at each November meeting.

The officers shall hold office until the next November meeting following their election, and thereafter until their successors are duly elected.

The Board may appoint from time to time such other officers or agents as it may deem expedient.

All appointed officers and agents shall hold office at the pleasure of the Board, and may be removed from office at any time.

The officers shall severally perform the duties usually pertaining to their offices.

The Board may at any time prescribe the particular duties pertaining to any officer or agent.

### ARTICLE V

#### COMMITTEES

There shall be an Executive Committee, consisting of the President and Vice-President, Secretary, Treasurer, and three or more other members of the Board who shall be elected at the November meeting. The President shall be Chairman of the Committee unless the Committee shall elect another Chairman.

Members of this Committee shall hold office until their successors are elected.

During the interval between the meetings of the Board, the Executive Committee shall have supervision of the property of the Corporation, and shall in general exercise the powers of the Board in the management and direction of the business and conduct of the affairs of

the Corporation, except that it shall not order disbursements in excess of the amount of income on hand at the time.

It shall keep a record of its proceedings and report the same to the Board at each next succeeding meeting.

The Executive Committee may act through such sub-committees as it may from time to time appoint.

The Chairman or any three members of the Executive Committee shall have the power to call meetings of the Executive Committee.

There shall be three other Standing Committees of the Board, namely a Finance Committee, a Committee on Education and a Housing Committee. Their membership and duties shall be as follows:

*Finance Committee:* Three or more members, of whom the Treasurer shall be one, shall be elected annually by the Board and shall continue in office until their successors are elected. This Committee, by the concurring vote or consent of any three of its members, shall have power, in its discretion, to make investments and reinvestments for the benefit of the Phelps-Stokes Fund; to buy and sell securities, including bonds, stock, mortgages, certificates, or other property which the Committee may consider proper, in its discretion; to assign or transfer said securities; sign proxies, satisfy mortgages or execute any other legal documents that may be necessary to these ends.

*Educational Committee:* Three or more members, of whom the President shall be one, to be elected annually by the Board and to continue in office until their successors are elected, with responsibility for making recommendations from time to time to the Board regarding general matters of educational policy and regarding appropriations "for the education of Negroes, both in Africa and the United States, North American Indians and needy and deserving white students, through industrial schools, the founding of scholarships and the erection or endowment of school buildings or chapels," it being "within the purpose of said Corporation to use any means to such ends which shall from time to time seem expedient to its members or trustees including research, publication, the establishment and maintenance of charitable or benevolent activities, agencies and institutions, and the aid of any such activities, agencies or institutions already established," as provided for in the Act of Incorporation. The Educational Director of the Board may be elected a member of this Committee. The President and Educational Director may act for the Committee in making routine recommendations to the Board where these do not concern new appropriations of over One Thousand Dollars (\$1,000.00) or new matters of policy.

*Housing Committee:* Three or more members to be elected annually by the Board and to continue in office until their successors are elected, with responsibility for making from time to time recommendations to the Board regarding the use of the funds of the Board "for the erection and improvement of tenement house dwellings in the City of New York for the poor families of that city, either directly or by the acquisition of the capital stock or obligations of any other corporation organized for that purpose," as provided in the Act of Incorporation.

## ARTICLE VI

### TREASURER

The Treasurer shall, under the direction of the Board or of the Executive Committee, disburse all monies and sign all checks and orders for the payment of money; all checks and

orders for the payment of money shall be countersigned by an officer or a Trustee as the Board may by resolution direct; provided, however, that if authorized by resolution of the Board, a subsidiary checking account may be opened and maintained with a bank or trust company, in which account funds of the Corporation may be deposited by countersigned check or order of the Treasurer as aforesaid, under the direction of the Board or the Executive Committee, or (in amounts aggregating not more than One Thousand Dollars in any one fiscal year of the Corporation) by any Trustee or agent of the Corporation designated by resolution of the Board, and from which account funds may be withdrawn by any Trustee or agent so designated.

The Treasurer shall deposit all funds and property of the Corporation which may come into his hands with one or more banks, trust companies, or private bankers as shall be designated by the Board. Securities of the Corporation shall only be taken from the custody of any such depository pursuant to resolution of the Board or of the Finance Committee, as evidenced by the written order of the Treasurer countersigned by an officer or a Trustee, as the Board may by resolution direct.

The Treasurer shall keep or cause to be kept full and accurate accounts of all monies received and paid out on account of the Corporation, and shall submit a report of the accounts and financial condition of the Corporation and of all receipts and disbursements at each annual meeting of the Board and at such other meetings of the Board or Executive Committee as the Board or Committee may direct.

In case of the absence or disability of the Treasurer, his powers and duties shall be exercised by any one or more of the officers or of the Trustees, as the Board may by resolution direct.

The Board may appoint an Assistant Treasurer, who shall perform such of the duties of the Treasurer as may be determined by the Board.

## ARTICLE VII

### SEAL

The seal of the Corporation shall have inscribed thereon the following words and figures:

THE TRUSTEES OF THE PHELPS-STOKES FUND

INCORPORATED 1911

## ARTICLE VIII

### AMENDMENTS

These By-Laws may be amended at any meeting of the Board by the affirmative vote or written assent of two-thirds of all the Trustees, provided written notice of the scope of the proposed amendment shall have been served personally upon or mailed to the usual address of each member of the Board at least one week prior to such meeting.



## INDEX

- Abbott, Rev. Dr. Lyman, 3, 5
- Achimota College, Gold Coast, 40, 78, 79
- Adams, Lewis, 55
- Administrative Officers of Phelps-Stokes Fund, 6
- Advisory Committee on Education in Liberia, 19-20, 76, 98, 134, 185, 174, 192, 199, 203
- Advisory Committee on Native Education in Africa, 76
- Africa, 21, 59, 67, 73, 75, 77, 80, 81, 83, 87, 96-101, 119-128, 147-148, 150, 152, 177, 181-182, 190, 195, 200-201, 205
- Native education, 3, 7-8, 16, 19-20, 24, 26, 28, 29-30, 40-42, 63, 65, 68, 75-79, 84, 85, 93, 94, 95, 96-100, 123-124, 131, 132-137, 145, 149, 152, 153, 156, 163, 166, 173-175, 179, 182-185, 189-194, 197, 199, 204, 206, 210
- Native progress, 40-42, 61, 71, 72, 73, 75, 85, 89, 121-126
- Race relations, 7-8, 16, 28, 29, 40-42, 61, 79, 87, 95, 119, 121, 124-128, 137, 156, 163, 166, 173-176, 192, 198, 204
- African students in U. S., 26, 42, 83, 99-100, 134, 137, 148-149, 150, 156, 173, 179, 192, 198
- African visitors to U. S., 20, 68, 76, 100, 137, 156, 175, 182, 192, 198
- Aggrey, James E. K., 26, 29, 30, 42, 65, 76, 78, 79, 83, 95, 96, 97, 99, 100, 173, 176, 204
- Agricultural Missions, Inc., 29, 112-113, 156, 173, 192, 193
- Agriculture and farming, 28-29, 31-32, 74, 81, 85, 108, 112-113, 119-121, 149, 155, 156, 171, 175, 179, 182, 183-184, 192
- Alabama, 74, 75, 81, 169. *See also* Calhoun Colored School; Tuskegee Normal and Industrial School.
- Alexander, Dr. W. W., 19, 36, 50, 55, 56, 75, 81, 87, 201
- American Civil Liberties Union, 37
- American Colonization Society, 20, 136, 199
- American Indian Institute, Kansas, 22
- American Humane Educational Society, 3
- American Missionary Association (Society), 47, 50, 58
- Anderson, Marian, 34, 77, 81, 106-107, 148, 203, 204
- Anglo-Egyptian Sudan, 96, 121
- Ansonia Library, 3, 4
- Appendices, 189-211
- Arbuthnot, Mabel Slade, 3, 5
- Arkansas, 74
- Armstrong, Gen. Samuel Chapman, 28, 30, 55, 57, 106, 204
- Associated Negro Press, 54, 87
- Association for the Study of Negro Life and History, 74
- Association to Promote Proper Housing for Girls, Inc., 21, 78, 109, 132, 136, 164, 170, 176, 192
- Atlanta University, 30, 46, 50, 52, 78, 82, 168; Morehouse College, 46, 78, 169; Spelman College, 78
- Atlantic Charter, 83, 95, 100-101, 105, 147-148, 173, 190, 200, 204
- Ayer, Gertrude Elise, 80
- Baker, Newton D., 81
- Baker, Ray Stannard, 73n
- Bantu law, 44, 59
- Bare, Harold R., 20
- Barnard College, 23
- Barnett, Claude A., 5, 35, 87, 181
- Barthé, Richmond, 35, 79, 97
- Bechuanaland, 87, 175
- Bedford (May Esther) Fund, 100, 149, 179
- Belgian Congo, 40-41, 73, 85, 96, 119, 121, 122, 127, 145, 149, 173, 179
- Bethune, Mary McLeod, 35, 57, 80, 81, 84
- Bibliography of the Negro*, 20, 52, 73, 78, 95, 170, 197-198, 204
- Boas, Prof., 43
- Booker Washington Agricultural and Industrial Institute, Liberia, 19-20, 24, 68, 78, 79, 97, 98-99, 132-138, 149-153, 156, 158, 173, 174, 178, 184-185, 189-192, 199, 203
- Bradley, Gen. Omar, 61
- Brady, Mary Beattie, 202
- Braithwaite, William Stanley, 35
- Brawley, Dr. Benjamin, 24, 39, 52, 170, 204
- British Colonial Office, 19, 27, 68, 84, 145, 190, 197
- Brookings Institution, 69
- Brown, Dr. Elmer Ellsworth, 5, 25

- Buell, Raymond Leslie, 79  
 Bunche, Ralph Johnson, 5, 34  
 Burch, Charles Sumner, 5  
 Burnham Industrial Farm, 3  
 Butler, Dr. Nicholas Murray, 200  
 Buttrick, Dr. Wallace, 27, 30, 48, 57, 64, 65
- Calhoun Colored School, Ala., 3, 18, 31, 103, 134, 136, 168, 192, 193  
 Calkins, Robert D., 5  
 Campbell, George W., 55  
 Campbell, Thomas Monroe, 74, 85, 149, 179  
 Cape Town, University of, Phelps-Stokes Lectureship in Race Relations, 19, 78, 95, 198  
 Carnegie Corporation, 42, 48, 53-54, 60, 64, 68, 69, 74, 77, 81, 85, 89, 96-97, 100, 127, 148-149, 179, 189, 198  
 Carroll, Mr. and Mrs. Edward, 80  
 Carter, Elmer, 103  
 Carver, George Washington, 34, 59, 82, 84, 87  
 Catholic Interracial Council, 80, 83  
 Central Africa, 96-97, 194, 197  
 Chase, Harry Woodburn, 5, 6  
 Chicago, 54, 58, 73, 75, 80; University, 84  
 China, 3, 71, 200  
 Citizens Housing Council, 21, 80, 110-111, 143-144, 157, 176, 190, 200  
 City and Suburban Homes Company, 144  
 Clement, Mrs., 35  
 Cloud, Rev. Henry Roe, 22  
 Club Caroline, 21, 78, 109, 136, 164, 176  
 Coffin, Henry Sloane, 5  
 Columbia University, 3, 4  
 Commission on Interracial Cooperation, Atlanta, Ga., 18, 29, 36, 38-39, 55, 56, 76, 78, 81, 103, 172, 192  
 Committee on Africa, the War, and Peace Aims, 21, 67, 83, 100-101, 147-148, 173, 190, 195, 201, 203, 205  
 Committee on Negro Americans in Defense Industries, 21, 65, 83, 103-105, 146-147, 168, 190, 195, 199-200, 201, 203, 204-205  
 Committee on Plan and Scope, Phelps-Stokes Fund, 17, 73, 196  
 Committee on the Rural Negro Ministry, 21  
 Committees of Phelps-Stokes Fund, List, 6, 209-210  
 Conference for Education in the South, 55  
 Contents, Table of, 9-11  
 Council on African Affairs, 81
- Cullen, Countee, 35  
 Curry, J. L. M., 56
- Daniel, Victor H., 77  
 Dates, List of important, 71-88  
 Davis, Dr. Allison, 47  
 Davis, Col. Benjamin O., Jr., 35, 82  
 Davis, Jackson, 5, 8, 20, 48, 73, 75, 82, 84, 85, 89, 149, 152, 179, 189-190, 203  
 Davis, J. Merle, 156  
*Dictionary of American Biography*, 39  
 Dillard, Dr. James H., 5, 16, 17, 24, 27, 30, 49, 55, 56-57, 74, 76, 113, 204  
 Dillard University, New Orleans, 46, 78  
 District of Columbia, 47, 58, 76-78, 80, 82, 83, 87, 106-107, 155, 169, 171, 172, 201-204. *See also* Howard University.  
 Dixon, Dean, 83  
 Dodge, Grace H., 3, 5, 206  
 Donohugh, Dr. Thomas S., 20, 135  
 Douglass, Frederick, 34, 52, 54, 59, 87  
 Drew, Dr. Charles, 35  
 Du Bois, Dr. W. E. B., 30, 34, 52-53, 57, 59, 74, 75, 82, 86, 146, 170  
 Dunbar, Paul Laurence, 34  
 Duncan, Mrs. Dyson, 5, 6
- Eagan, J. J., 55  
 East Africa, 19, 77, 79, 95, 96-97, 145, 176, 190, 191, 193, 194, 197, 204  
 Eastman, George, 77  
 Eboué, Felix, 41, 82  
 Edinburgh House (London), 27, 156, 175  
 Education. *See* Africa; Negro; etc.  
*Education for Life Phelps-Stokes Fund and Thomas Jesse Jones*, 16, 28, 80, 193  
 Education Fund of Phelps-Stokes Fund, 192, 137, 138, 139-140, 144-145, 152, 154-157, 163, 164, 165, 167-176  
*Educational Adaptations—Report of Ten Years' Work of the Phelps-Stokes Fund*, 7, 16, 75, 93-94, 95, 193  
 Educational Committee of Phelps-Stokes Fund, 6, 73, 210  
 Egypt, 96  
 Embree, Edwin R., 53, 57, 79  
 Embree, R. L., 20, 174  
*Encyclopedia of the Negro*, 20, 52, 73, 79, 86, 95, 146, 168, 195, 199, 203, 205  
 Ethiopia, 80, 83, 145, 173-174

- Executive Committee of Phelps-Stokes Fund, 6, 113, 209-210
- Executive Officers of Phelps-Stokes Fund, 6, 209-211
- Farming. *See* Agriculture.
- Federal agencies. *See* U. S.
- Federal Council of Churches, 34, 36, 44, 50, 76, 87, 97, 104, 155, 171, 189, 203
- Fellowships, 17, 48, 55, 74, 77, 181-182, 197
- Fifteenth Amendment, 45, 108
- Finance Committee of Phelps-Stokes Fund, 6, 210
- Financial reports, 131-185
- Firestone, Harvey, S., Jr., 20, 136, 150, 185
- First Church Cemetery, Hartford, Conn., Haynes Memorial Gates, 4
- Fisk University, Nashville, Tenn., 28, 46, 50, 53, 78, 168, 181, 192, 193
- Flexner, Dr. Abraham, 18, 68, 69, 197, 200
- Florida, 88, 168, 169, 181
- Ford, James, 21, 25, 80, 110, 140, 142-143, 176, 190, 200
- Fort Hare. *See* South African Native College.
- Fort Valley School, Ga., 31, 168
- Fosdick, Raymond B., 200-201
- Foundations, 48-49, 57-58, 63-70, 73, 74, 75, 77, 78, 83, 89, 94, 148-151, 179-185, 205
- Fourteenth Amendment, 45, 75, 108
- French Equatorial Africa, 41, 72, 82, 103, 194
- Frissell, Dr. H. B., 28
- Gardiner, Robert K., 42, 83, 100
- General Education Board, 26, 27, 30, 31, 48, 51, 57, 64, 67, 68, 73, 74, 75, 86, 89, 113-114, 148, 149, 152, 179-182, 189, 190, 200-201, 203
- Georgia, 34, 37, 46, 53, 55, 60, 77, 84, 85, 88, 155, 181; University, 17, 55, 74, 172, 197. *See also* Atlanta University; Commission on Interracial Cooperation; Fort Valley School.
- Gilbert, Rt. Rev. Charles K., 5
- Gold Coast, 40, 41, 42, 72, 78, 100, 145, 150
- Gollock, Georgina A., 26, 176
- Gosnell, Harold F., 80
- Graham, Frank, 57, 105, 106
- Granger, Lester, 35, 51, 57
- Grants, Financial, 17-18, 19, 55, 111, 113, 114, 134-136, 138, 148-151, 164, 165, 179-185
- Greene, Harry Washington, 84
- Greer, David Hummell, 5, 206
- Grimké, Archibald, 57
- Guzman, Jessie P., 31-32
- Guggenheim (John Simon) Foundation, 77
- Guggisberg, Sir Gordon, 145
- Hailey, Lord, 81
- Haiti, 76, 78, 79, 83, 170
- Hammond, Mrs. John D., 55, 75
- Hampton Institute, Va., 3, 18, 24, 26, 28, 29, 46, 50, 57, 58, 74, 75, 77, 99, 105, 106, 113, 150, 155, 168, 189, 191, 192, 193, 203, 204
- Hansberry, Prof. Leo, 30, 35
- Harlech, Lord, 197
- Harlem, 21-22, 78, 100-111, 132, 136, 143-144, 171, 172, 176-177
- Harmon Foundation, 49, 64, 77, 78, 83, 155
- Harris, Julian, 77
- Harvard University, 3, 87, 140, 143
- Hastie, Judge William H., 34, 77
- Hatch, Mrs. John Davis, Jr. (Olivia Phelps Stokes), 5, 6, 96, 198
- Hayes, Roland, 35
- Haygood, Rev. Atticus G., 52
- Herskovits, Melville J., 30, 43, 83
- Hill, Adelaide, 48
- Historical development of Phelps-Stokes Fund, 17-22, 71-88, 93-95
- History of Negro progress, List of dates, 71-88
- Home Missions Council, 86, 114, 149, 152, 179-181
- Hooker, Mrs. Ransom Spaford, 5
- Hoover, Herbert, 78
- Housing, 3, 21-22, 24, 25, 33, 63, 68, 76, 78, 80, 81, 88, 93, 95, 100-111, 131, 132, 136, 141-144, 157, 163-164, 169, 170, 172, 176-177, 190, 200, 201-204, 206, 210
- Housing Committee of Phelps-Stokes Fund, 6, 25, 74, 109-110, 141-144, 210
- Housing Fund of Phelps-Stokes Fund, 192, 197, 198, 139-140, 141-144, 152, 154, 157, 162, 163-164, 165, 167, 176-177
- Houston, Charles H., 35, 57, 77
- Howard University, Washington, 28, 30, 35, 46, 52, 53, 57, 58, 59, 74, 75, 77, 84, 85, 87, 103, 168, 189, 192, 193, 198, 199
- Hoyt, John Sherman, 5, 206
- Hughes, Langston, 35
- Hunter, Caroline M. Phelps Stokes, 3, 5, 206
- Huntington, Rachel, 90
- Huxley, Dr. Julian S., 200

- Ickes, Harold T., 79  
 Inanda Institute, 90  
 India, 80, 87  
 Indian Rights Association, 22, 112, 157, 178, 198  
 Indians, 68, 95, 111-112, 155, 157, 163, 166, 173, 192, 198  
   Education, 3, 22, 63, 78, 93, 94, 111-112, 131, 157, 163, 166, 173, 192, 206, 210  
   Navajo, 22, 82, 95, 111-112, 148, 173, 192, 194, 204  
   Winnnebago, 22  
 Institute for Government Research, 22  
 Inter-American Conference on Problems of War and Peace, 86  
 Inter-American Congress of Demography, 83-84  
 International Education Board, 20, 150, 194, 200  
 International Institute of African Languages and Culture, 77  
 Interracial Committee, Washington, 38-39  
 Introduction, 7-8
- James, Arthur Curtiss, 3, 5  
 Japan, 71, 83  
 Jeanes Fund, 17, 24, 48, 57, 81, 103, 196, 204  
 Jeanes Schools, 19, 29, 49, 77, 124, 170, 175  
 Johnson, Charles S., 34, 53, 57, 78, 79, 84, 170  
 Johnson, Guy B., 5, 52-53, 86, 146  
 Johnson, James Weldon, 34, 39, 53, 79, 102, 109, 170  
 Johnson, Mordecai W., 35, 57, 77  
 Johnston, Sir Harry, 73  
 Jones, Eugene Kinckle, 35, 57, 85  
 Jones, Dr. Rheinallt, 19, 27, 42, 76; Report on Africa, 119-128  
 Jones, Dr. Thomas Jesse, 5-7, 15-16, 18-22, 26-27, 42, 47, 53, 57, 74-77, 80, 82, 89-90, 135-136, 144-145, 148, 154, 162, 167, 173, 189-194, 195, 197-199, 203, 204; Emphases and contributions, 28-30, 191-193; 15-year Report, 93-115  
 Jones, William Henry, 204  
 Julian, Dr. Percy, 35  
 Just, Ernest, 34
- Kentucky, 74, 75, 169  
 Kenya, 41, 96, 120, 122, 123, 124, 125, 127, 145  
 Keppel, Frederick P., 64, 81  
 Ku Klux Klan, 77, 78
- Labor unions, 34, 35, 36, 50, 77, 80, 83, 86, 87, 125-126
- La Farge, Rev. John, 77, 78, 83, 103, 104, 204  
 La Guardia, Fiorello H., 79  
 Lawless, Dr. Theodore K., 35  
 League of Nations, 75, 79  
 Le Zouté Missionary Conference, Belgium, 20, 26, 30, 77, 95, 198, 203, 204  
 Liberia, 19-20, 24, 26, 30, 68, 73, 75, 76, 78, 79, 96, 97-100, 132-133, 134, 137-138, 143, 149, 150, 152, 153, 156, 173, 174, 177, 181-185, 190, 192, 198-199, 203. *See also* Booker Washington Agricultural and Industrial Institute  
 Lincoln University, Pa., 46, 168, 181, 192, 193  
 Lindley, Daniel, 95, 96, 152, 173  
 Locke, Alain, 34, 48, 53, 57, 77, 82, 83, 87  
 Logan, Rayford W., 83, 170  
 Loran, Charles T., 5, 16, 26-27, 42, 75, 82, 97, 107, 175  
 Louis, Joe, 35, 81  
 Louisiana, 77, 79. *See also* Dillard University.  
 Lowe, Mr. and Mrs. Michael (Michael Lowe Benefit Fund), 132-133, 152, 154, 162, 163, 167  
 Lugard, F. D., 77  
 Lynching, 32-33, 77, 78, 79, 108
- MacCracken, John Henry, 5, 206  
 McIver, Charles, 56  
 MacKenzie, F. A., 22  
 MacLean, Malcolm S., 5  
 Makerere, Uganda, 40  
 Malone, Rosalie, 90  
 Manning, William T., 5  
 Marshall, Thurgood, 35, 57, 77  
 Maryland, 75, 77, 82; University, 81  
 Mathews, Basil, 77  
 Matthews, Z. K., 42  
 Maynor, Dorothy, 35  
 Mays, Benjamin, 34, 57, 79  
 Meharry Medical School, 46, 169  
 Meriam, Dr. Lewis, 22, 78, 111, 198  
 Merrill, Edwin K., 5, 6, 90, 132, 139  
 Methodist Episcopal Church, 24; Foreign Missions Board, 20, 36, 132, 135, 136, 174, 199  
 Milbank Foundation, 68  
 Miller, Prof. Kelly, 52, 57, 102  
 Mississippi, 75, 80, 87, 169, 181  
 Missouri, 81  
 Mollison, Irving, 34  
 Moody, Dwight L., 3

- Moton, Dr. Robert Russa, 5, 24-25, 34, 38, 53, 55, 57, 76, 77-78, 133, 177, 199
- Mumford, Dr. W. B., 149
- Murphy, Edgar Gardner, 52, 55, 56, 73
- Murray, Florence, 52, 73, 83
- Myrdal, Gunnar, 43, 48, 53-54, 60, 73, 81, 85
- Natal, 42, 123, 174-175
- National Association for the Advancement of Colored People, 35, 36, 37, 50-51, 54, 57, 73, 84, 85, 87, 103, 155, 171
- National Catholic Welfare Conference, 87, 104
- National Council of Colored Women, 80, 171
- National Negro Congress, 80
- National Urban League, 35, 36, 50-51, 54, 57, 73, 78, 85, 103, 111, 146-147, 155, 171
- National Youth Administration, 81
- Negro:
- Civil rights, 7, 8, 26, 30, 35, 36-37, 44-46, 49-52, 74-80, 82-88, 89, 108, 124-125, 192
  - Education in Africa, 3, 7-8, 16, 19-20, 24, 26, 28, 29-30, 40-42, 63, 65, 75-79, 84-85, 93-100, 123-124, 131-137, 145, 149, 156, 163, 166, 173-175, 179, 182-185, 190-194, 197-199, 203-204, 206, 210
  - Education in U. S., 3, 7, 17-19, 24-25, 27-29, 31-33, 46-49, 50, 55, 63, 64, 73-82, 84, 88, 93, 94, 97, 101-103, 108, 131, 134, 136, 137, 144-145, 155-156, 163, 166, 168-172, 179-182, 190-193, 196-197, 202-204, 206, 210
  - "Firsts," 34-35, 47, 74-77, 82-87, 190
  - Housing, 3, 21-22, 24, 25, 33, 63, 68, 76, 78, 80, 81, 109-111, 131, 132, 136, 143-144, 170, 176-177, 190, 192, 201-202, 204
  - Potentialities, 33, 34-36, 43-44, 59-60, 79, 198
  - Progress, 7-8, 16, 20-21, 31-58, 59-60, 61, 71-88, 89, 103-105, 107-108, 121-136, 146-147, 198
  - Publications regarding, 7, 16, 18-20, 29, 31, 36, 47, 51-54, 73-87, 95-97, 100-101, 105-109, 111, 135, 143-149, 168-170, 172-173, 179, 190-191, 193-195, 197-200, 203-205
  - Terminology and courtesy titles, 38-40, 74, 76, 78
- "Negro American," 38, 39
- Negro Education in the United States* (1916), 18, 29, 47, 53, 74, 75, 95, 144-145, 190, 191, 193
- Negro Year Book*, 31, 32, 36, 52, 73n, 74
- New York City, 3, 21-22, 25, 54, 58, 63, 79, 80, 85, 86, 88, 93, 109-111, 131, 132, 140, 141-144, 155-156, 157, 163-164, 170-171, 176-177, 190, 193, 200, 206, 210
- New York Colored Orphan Asylum, 4, 170
- New York Infirmaries for Women and Children, 3
- New York State, 85-86
- New York State Colonization Society, 20, 29, 98, 136, 150, 189, 199
- New York Times*, 38, 54, 78, 200
- Newbold, N. C., 40, 74
- Newman, Clara, 90
- Nichols, Franklin O., 81, 90, 111, 143, 146-147, 169
- Nicholson, J. W., 79
- Nigeria, 41, 42, 99, 145, 173, 182
- North Carolina, 3, 37, 39, 40, 46, 47, 56, 57, 74, 77, 78, 83, 100, 108-109, 171, 172, 176, 181; University, 34, 36, 47, 53, 55, 57, 58, 77, 83, 105-106, 172
- Northfield School for Girls, 3
- Norton, Garrison, 3
- Nyasaland, 120
- Odum, Howard W., 53, 56, 57, 73, 77
- Officers of Phelps-Stokes Fund, 6, 209
- Ogden, Robert C., 57
- Oldham, Dr. J. H., 16, 26, 27, 42, 53, 79, 176
- Oxford Conference, 81
- Pan-African Congress, 75, 76
- Patterson, Frederick D., 5, 35
- Peabody, George Foster, 40, 56, 64
- Peabody College for Teachers, Nashville, Tenn., 18, 49
- Peabody Education Fund, 49, 55, 64, 73, 74, 81
- Peabody Home for Aged and Indigent Women, 3
- Peet Industrial School, Asheville, N. C., 3
- Penn Normal, Industrial and Agricultural School, S. C., 29, 103, 155, 169
- Phelps, Anson Greene, 4, 24, 29, 98, 199
- Phelps-Stokes Fund:
- Earlier publications, 7, 16, 18-24, 26, 28, 42, 47, 52-53, 73, 75-80, 82-86, 93-95, 100-101, 110-112, 142-148, 150, 168-170, 172-173, 176, 190-200, 203-205
  - Emphases and policies, 16, 17, 22, 63-70, 84, 93-95, 115, 190, 196, 205
  - Historical development, 17-22, 71-88, 93-95
  - Incorporation, 74, 131, 206-207
  - Origin, 3, 16, 73, 93, 94, 131, 190
- Philippines, 71

- Pope, Liston, 5, 6, 87  
 Portuguese Africa, 97, 120, 173, 175  
 Prohibition, 76  
 Protestant Episcopal Mission Board, 20, 36, 136
- Race relations, 7-8, 16, 17, 19, 28, 29, 32-33, 36, 40-42, 47-62, 73-89, 93-97, 101-109, 115, 119, 121, 124-128, 137, 155-156, 163, 166, 168, 170-176, 189-205
- Randolph, A. Philip, 35  
 Randolph, Virginia, 49, 170  
 Reid, Dr. Ira, 48  
 Reisner, John H., 5, 6, 29  
 Religion and religious groups, 30, 32, 36, 44-45, 47, 49-50, 56, 71, 74-88, 108, 113-115, 127-128, 132, 148-150, 152, 155-156, 168, 170-171, 173-175, 179-181, 191-192, 199, 203-204
- Rhodesias, 41, 96, 120-123, 125-127, 145, 175  
 Robeson, Paul, 35, 76, 81  
 Robinson, Hillyard, 35  
 Rockefeller, John D., 48, 57, 111, 150, 198  
 Rockefeller foundations and funds, 20, 22, 49, 56, 68, 73, 74, 78, 89, 150, 200-201
- Roe Indian Institute, 22  
 Roman Catholic Church, 49, 75-83, 85, 87  
 Roosevelt, Franklin D., 45, 79, 83, 101  
 Roosevelt, Theodore, 73  
 Rosenwald, Julius (Rosenwald Fund), 48, 57, 58, 68, 73, 75, 87, 89  
 Ross, Emory, 5, 6, 195, 196  
 Roy, L. A., 6, 7, 8, 16, 20, 21, 89, 90, 98-99;  
     Financial reports, 131-135
- Ruanda-Urundi, 120, 145  
 Rupel, Claude, 20  
 Rupel, Paul, 20  
 Rural ministry, 21, 30, 68, 74, 86, 113-114, 148, 149, 152, 155, 168, 179-181, 190, 192  
 Rural schools, 26, 28-29, 48, 49, 73, 169, 192.  
     *See also* Jeanes Schools.
- Russell Sage Foundation, 68  
 Russia, 71, 80
- Sadler, Sir Michael, 19, 197  
 Schomburg Collection, 77  
 Segregation, 36-37, 40, 41, 44, 47, 50, 53, 72, 75-77, 81-82, 84-85, 87-88, 126, 155, 203
- Sheldon, Edward W., 5, 206  
 Sibley, James L., 20, 28, 76, 135, 150, 151, 199  
 Sierra Leone, 100, 145, 174, 182
- Slade, F. Louis, 3, 5, 25, 139, 206  
 Slade, Mabel. *See* Arbuthnot, Mabel Slade.  
 Slater Fund, 48, 55, 74, 81  
 Slavery, 37, 44, 49, 71, 74, 79, 205  
*Slums and Housing*, 21, 25, 80, 95, 110, 140, 142-143, 144, 172, 176, 190, 200
- Smith, Dr. Edwin W., 26, 73, 78, 101, 148, 173, 204  
 Smith, Lillian, 53, 85  
 Smuts, Jan Christian, 41, 78, 87, 124, 198  
 South African Institute of Race Relations, 19, 27, 29, 41, 42, 78, 119, 127, 156, 175  
 South African Native College. Fort Hare, 40, 74, 123, 156  
 South Carolina, 172, 181. *See also* Penn Normal, Industrial and Agricultural School.  
 South West Africa, 87  
 Southern agencies and leaders 18, 36, 38-39, 48, 49, 53-58, 74-75, 81, 155, 172  
 Southern Conference for Human Welfare, 81, 172  
 Southern Education Foundation (Board), 48, 55, 81  
 Southern Interracial Commission, 38-39, 75  
 Southern Publicity Committee, 55, 75  
 Southern Regional Council, 36, 155, 172  
 Southern Society for the Consideration of Race Problems, 55  
 Southern Sociological Congress, 55, 74  
 Southern University Commission on Race Relations, 18, 55, 74
- Spaulding, Charles Clinton, 35  
 Spingarn, J. E., (Spingarn Medal), 57, 74  
 Stewart, Florence D., 201-202  
 Still, William Grant, 35  
 Stokes, Rev. Anson Phelps, Jr., 5  
 Stokes, Rev. Anson Phelps, Sr., 5-8, 24, 74, 77-79, 82, 94, 96-97, 100-101, 103-106, 114, 133, 136-137, 144, 146-148, 154-155, 169, 172, 177, 189-190, 195-205, 206; 35-year report, 15-20
- Stokes, Caroline M. Phelps. *See* Hunter, Caroline M. Phelps Stokes.  
 Stokes, Caroline Phelps, 3, 4, 16, 22, 23, 29, 36, 73, 93, 94, 98, 109, 111, 113, 131, 138, 144, 190, 196, 200, 206  
 Stokes, Helen Olivia Phelps, 3, 5, 25-26, 132-133, 199, 206  
 Stokes, I. N. Phelps, 3, 5, 6, 24, 25, 74, 109, 110, 142, 143, 144, 200, 206

- Stokes, Olivia Eggleston Phelps, 3, 5, 16, 19, 23-24, 30, 77-78, 132, 133, 136, 139, 144, 150, 152, 174, 177, 199, 200, 206
- Stokes-Moton Fund, 133, 134, 137-138, 157-158, 160-161, 177-178
- Stokey, Mrs. Byron, 5
- Sydenham Hospital, 83, 156, 172
- Table of Contents, 9-11
- Talladega College, 50, 169
- Tanganyika, 41, 96, 120, 121, 127, 145, 156
- Tennessee, 168, 181. *See also* Fisk University; Peabody College
- Texas, 45, 77, 79, 85, 169, 181
- Thompson, Dr. Charles H., 52, 106
- Thurman, Rev. Howard, 35, 48, 80, 85, 87
- Tobias, Channing H., 5, 6, 34, 57, 82, 84, 86, 88, 89, 103, 104, 152, 173, 189-190, 201, 208; Introduction, 7-8
- Tourtellot, Ida A., 26
- Trotter, William Monroe, 54
- Trout, Charles E., 183
- Truman, Harry S., 88
- Trustees of Phelps-Stokes Fund, List of, 5; Incorporation, 206-207; By-laws, 208-210
- Tucker, John T., 97
- Tuskegee Normal and Industrial Institute, Ala., 3, 4, 18, 19, 24, 35, 46, 53, 55, 58, 59, 74, 76-78, 82, 105, 113, 149, 169, 188, 199, 203
- Twenty Year Report of the Phelps-Stokes Fund*, 7, 16, 24, 32, 42, 73, 79, 95, 133, 144, 150, 163, 165, 204
- Uganda, 40, 41, 44, 71, 72, 96, 100, 120, 121, 124, 145
- Union of South Africa, 40-42, 68, 72, 75, 76, 78, 79, 87, 89, 96-97, 119-127, 145, 156, 174-175, 182, 192-194, 197-198, 203-204; Native Affairs Commission, 27, 75. *See also* South African.
- United Free Church of Scotland, 150
- United Lutheran Mission Board, 20, 136
- United Nations, 41, 85, 86, 87, 147
- United Negro College Fund, 46, 84, 169
- U. S.:
- Bureau of Education, 18, 47, 75, 145, 191, 193, 197
- Commission on Education in Haiti, 78
- Committee on Civil Rights, 46
- Fair Employment Practices Commission, 37, 46, 88, 84, 201
- State Department, 20, 68, 149, 152, 182-184, 192
- Supreme Court, 35, 37, 45, 57, 74, 75, 77, 79-85
- War Department, 98, 100
- Urban Housing Management Association, 21-22, 177
- Virgin Islands, 34, 60
- Virginia, 37, 46, 55, 73, 75, 87, 169, 172, 181, 189; State College, 46, 169, 181; University, 17, 53, 74, 197. *See also* Hampton Institute.
- Washington, Booker T., 24-25, 29, 30, 34, 35, 39, 52, 55, 57, 59, 74, 75, 76, 82, 87, 103-106, 169, 170, 204
- Washington, Mrs. Booker T., 40
- Washington, D. C. *See* District of Columbia.
- Weatherford, Willis D., 52, 53, 57, 73, 79
- Weaver, Robert, 34, 87
- West Africa, 85, 96, 145, 149, 150, 173, 174, 179, 181-182, 189, 193, 194, 197
- White, Walter, 35, 51, 57
- Williams, W. T. B., 76
- Willkie, Wendell, 61
- Wilson, Woodrow, 41
- Witwatersrand, 122, 125-126; University, 123
- Wolf, Edith A., 80
- Women's Medical College of New York Infirmary, 3
- Wood, I. Hollingsworth, 85
- Woodruff, Dr. Hale, 48
- Woodson, Dr. Carter, 35, 52, 74, 204
- Woolter, Thomas Jackson, Jr., 53, 172
- Work, Monroe N., 16, 20, 36, 52, 73n, 74, 78, 170, 197-198, 204
- World War II, 21, 34, 36-37, 39, 41, 46, 50, 65, 67, 72, 83-86, 98, 100-101, 103-105, 107-108, 112, 122, 146-148, 162, 167, 168, 173, 174, 179, 190, 192, 195, 199-201, 204-205
- Wright, Richard, 34, 35
- Wrong, Margaret, 85, 149, 150, 179
- Xavier University of the South, New Orleans, 79
- Yale University, 4, 27, 85, 195, 197
- Yergan, Max, 81
- Y. M. C. A., 21, 25, 34, 50, 56, 78, 87, 109-110, 172, 175, 177, 189, 190
- Y. W. C. A., 3, 34, 50, 56, 76, 78, 87, 109-110, 156, 172, 173
- Zanzibar, 96, 145









