JULIUS ROSENWALD FUND
July 1947 - 1949 (3)

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MEETING OF EXECUTIVE COMMITTEE

July 15, 1947

A meeting of the Executive Committee of the Julius Rosenwald Fund was held at the offices of the Fund, 4901 Ellis Avenue, Chicago, on Tuesday, July 15, 1947.

Present or voting by mail: Edwin R. Embree, chairman, Marshall Field, A. Richard Frank, Franklin C. McLean, Leonard M. Rieser, and Dorothy A. Elvidge, secretary.

- - - - -

AMERICAN VETERANS COMMITTEE

Attention was called to recent expressions of the Board favorable to an additional contribution to the American Veterans Committee, and reports were presented showing the increased effectiveness of this organization in democratic human relations and general liberalism.

Whereupon, it was on motion -

RESOLVED 47-24 That the sum of Seven thousand five hundred dollars ($7,500) be and it is hereby appropriated to the American Veterans Committee.

Adjourned.

_____
Secretary

Edwin R. Embree
President

Will W. Alexander
Vice President

Dorothy A. Elridge
Secretary and Comptroller

Julius Rosenwald Fund

4901 ELLIS AVENUE
CHICAGO 15, ILLINOIS

Charles S. Johnson
Joseph D. Lohman
Directors for Race Relations

Fred G. Wale
Director for Education

William C. Haygood
Director for Fellowships

file

October 29, 1947

Dear Mrs. Roosevelt: Enclosed is a docket for use at the conference of foundation officers to be held in the library of Fisk University, Nashville, Tennessee, beginning at two o'clock, Saturday afternoon, November 8, and continuing that afternoon and evening and Sunday morning, November 9. The docket gives a brief report of the Julius Rosenwald Fund and of its major activities. At the close of the booklet, on pages 31 to 33, are a series of questions growing out of the experience of this Fund that have a bearing on general foundation procedure. It is planned that these questions - together with other questions which participants may present - will form the agenda of the conference.

We are very sorry to learn that you will probably not be able to be in Nashville. I thought, however, that you might be interested in seeing the enclosed document.

Very truly yours,

Dorothy A. Elridge

DAE:RC
encl.

Mrs. Franklin D. Roosevelt
Apartment 15-A - 29 Washington Square West
New York 11, New York

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JULIUS ROSENWALD FUND

INTRODUCTORY STATEMENT

The Julius Rosenwald Fund was incorporated on October 30, 1917, under the laws of the State of Illinois which govern corporations not for profit. Mr. Julius Rosenwald turned over to the Fund from time to time securities in the form of Sears, Roebuck and Co. capital stock. His donations, plus accumulations from stock dividends, etc., provided resources from which the Fund made payments which together with outstanding commitments total $22,104,749.

The Julius Rosenwald Fund - as many other foundations - went through a period midway between personal control and corporate responsibility. For the first ten years, the Trustees consisted simply of Mr. Rosenwald and three members of his immediate family. Expenditures were authorized by Mr. Rosenwald and, in addition to a specific program in schoolhouse building, went to a number of charities in which Mr. Rosenwald was personally interested.

In 1928 the Board was enlarged to ten members (later increased to fifteen). An Executive President and full-time staff was appointed to administer the Fund and from that time forward it has operated as an independent autonomous agency.

Mr. Rosenwald felt that each generation should take responsibility for its own problems. Dreading the effect of the dead hand on social progress, he refused to give to funds in perpetuity and stipulated that the foundation he set up should expend principal as well as income and should complete its work within one generation. Following is the letter in which Mr. Rosenwald made this stipulation a condition of gift:

Chicago, Illinois
April 30, 1928

Trustees, Julius Rosenwald Fund

Gentlemen:

I am happy to present herewith to the Trustees of the Julius Rosenwald Fund certificates for twenty thousand shares of the stock of Sears, Roebuck and Co.

When the Julius Rosenwald Fund was created and sums of money turned over, it was provided that the principal as well as the income might be spent from time to time at the discretion of the Trustees and it was my expectation from the beginning that the entire principal should be spent within a reasonable period of time. My experience is that Trustees controlling large funds are not only desirous of conserving principal but often favor adding to it from surplus income.

I am not in sympathy with this policy of perpetuating endowments and believe that more good can be accomplished by expending funds as Trustees find opportunities for constructive work than by storing up large sums of money for long periods of time. By adopting a policy of using the Fund within this generation, we may avoid those tendencies toward bureaucracy and a formal or perfunctory attitude toward the work which almost inevitably develop in organizations which prolong their existence indefinitely. Coming generations can be relied upon to provide for their own needs as they arise.

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

Sincerely yours,

Julius Rosenwald

The Trustees of the Fund accepted this condition at the first meeting of the enlarged Board held April 30, 1928. While the specific stipulation was that the Fund should expend its total resources and close within twenty-five years of Mr. Rosenwald's death (which would set the closing date at January 2, 1957), the Trustees have continued the policy of vigorous expenditure and have voted to close the Fund's work on June 30, 1948.

The chartered purpose of the Julius Rosenwald Fund is "the well-being of mankind". This is a customary phrase in foundation charters. But,

like most other foundations, this Fund has concentrated on a few definite fields of activity. Chiefly, the programs of the Fund have clustered about various efforts to equalize opportunities for all groups of the American people, specifically to equalize facilities and opportunities for the most disadvantaged group: Negroes.

Varying conditions have produced several distinct eras in the Fund's activities. During the first ten years, the work was restricted almost entirely to a very definite program of cooperation with the southern states in the building of schoolhouses for rural Negroes. Beginning in 1928 with the reorganization of the Board and the rapid increase in the market value of securities, the Fund greatly enlarged its scope. Pressed by Mr. Rosenwald to expend principal as well as income, and finding that its appropriations were not even keeping up with the increase in the market value of its securities, the Fund took up broad programs not only in Negro education, but also in medical economics and in general education and social studies. The depression of the early thirties, with its sharp curtailment of resources, brought the Fund back to intensive work in limited fields. It continued the program in medical economics for a period of ten years (1928-37) but dropped entirely its programs in general education and general social studies.

In recent years, the Fund's work has been concentrated in the following fields:

(1) Education, with special emphasis upon the education of teachers and upon the development of four important Negro university centers.

(2) Negro health.

(3) Fellowships.

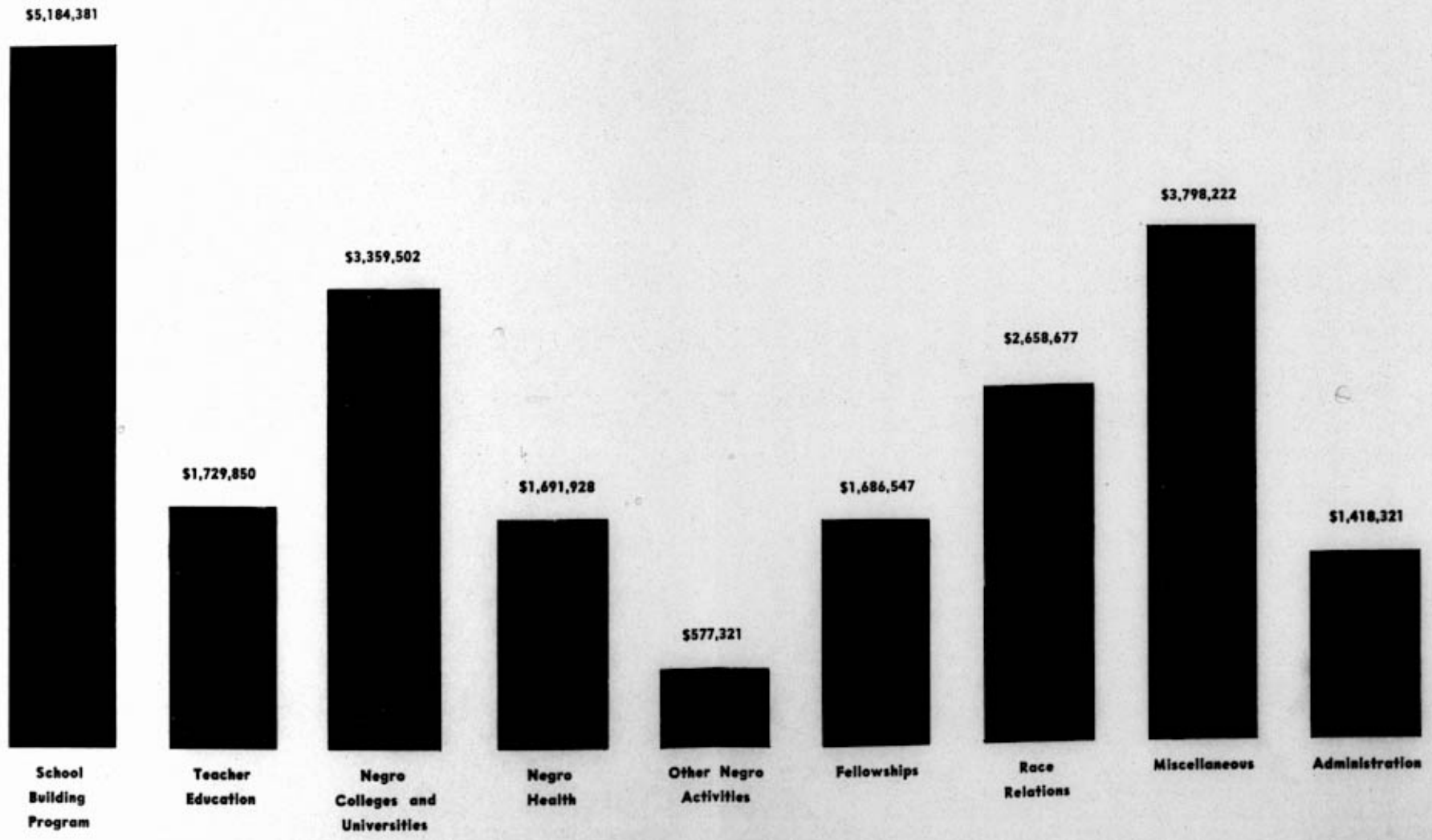
(4) Race Relations.

On the following pages is given a chart and table showing the expenditures of the Fund in major fields during the course of its entire history, 1917-47, and some comment upon the major programs.

There is no attempt in this statement to give a formal, factual report of specific appropriations and detailed efforts. The purpose rather is to try to interpret the work, to give some appraisal of success and failure in the various undertakings, to outline the present state of the various major fields in which the Fund has worked, and to indicate questions which the experience of this particular Fund raises as to policies and practices which may - or may not - be appropriate and effective for foundations generally.

EXPENDITURES AND COMMITMENTS DURING LIFE OF THE FUND

1917 - 1947



SUMMARY OF FUND EXPENDITURES AND COMMITMENTS
1917-1947

The chart on the opposite page shows in graph form the commitments of the Fund classified under nine headings. Each figure is made up of the payments to June 30, 1947 plus the commitments outstanding on that date.

Below are given the figures on which the chart is based:

	Payments to June 30, 1947	Outstanding Commitments	Total
School Building Program	$ 5,184,381	$ - -	$ 5,184,381
Teacher Education	1,703,227	26,623	1,729,850
Negro Colleges and Universities	3,319,502	40,000	3,359,502
Negro Health	1,651,928	40,000	1,691,928
Other Negro Activities	552,321	25,000	577,321
Fellowships	1,451,107	235,440	1,686,547
Race Relations	1,881,559	777,118	2,658,677
Miscellaneous	3,798,222	- -	3,798,222
Administration	1,323,816	94,505	1,418,321
	$20,866,063	$1,238,686	$22,104,749

Programs and expenditures under each of the above classifications are commented upon on following pages.

NEGRO EDUCATION

School Building Program

The construction of school buildings in the southern states was the first project of the Fund and for many years its only program. Through relatively small contributions, the Fund stimulated the building of 5,357 schools for Negroes in 883 counties of 15 southern states at a total cost of $28,400,000. Of this total, 15% came from the Fund, 17% in contributions from Negroes, 4% from personal contributions of white friends, and 64% from state and county tax funds.

The first "Rosenwald School" was built in Alabama at a cost of $942. The last school in the program, built near Warm Springs, Georgia, at a cost of $11,000, was dedicated by President Roosevelt on March 18, 1937. Following is a table of school buildings aided in several states:

State	Number Buildings	Total Cost	Fund Aid
Alabama	407	$ 1,285,060	$ 248,820
Arkansas	389	1,952,441	305,741
Florida	125	1,432,706	124,325
Georgia	261	1,378,859	247,569
Kentucky	158	1,081,710	130,590
Louisiana	435	1,721,506	338,000
Maryland	153	899,658	109,700
Mississippi	633	2,851,421	539,917
Missouri	4	257,959	13,850
North Carolina	813	5,167,042	717,426
Oklahoma	198	1,127,449	145,055
South Carolina	500	2,892,360	453,600
Tennessee	373	1,969,822	291,250
Texas	527	2,496,521	419,376
Virginia	381	1,894,006	279,650
	5,357	$28,408,520	$4,364,869

In addition to the sums contributed directly to school buildings, the Fund expended some $800,000 on projects which were integral parts of the program:

Efforts in making bus transportation, which had been established for white pupils, available also to Negro pupils.

Aid to counties in extending school terms.

Distribution of simple school libraries to some 10,000 schools.

Salaries of state building agents to supervise the programs in the several states.

Preparation of simple, efficient building plans which were used for the Rosenwald schools and which became standard for southern rural schools, both white and Negro.

It is difficult to appraise the influence of such a program. Certainly the Fund helped to stimulate the building of a physical plant for Negro rural schools throughout the South. And certainly conditions both of buildings and of education generally for Negroes in the southern states have gone forward swiftly during the past generation. How much of this progress is due to the efforts of the Fund is hard to say. It must be remembered that many very strong forces were and are working in related phases of the same field. The General Education Board has been the classic and major contributor to many aspects of Negro education. The Jeanes and Slater Funds have for years contributed leadership and have supported special features; e.g., supervisors and promotion of vocational facilities.

Teacher Education

As a direct outgrowth of the school building program, the Fund became interested in the type of education offered in the southern rural schools. It seemed to us that a special type of training was needed to prepare students for rural teaching where they would need to cope with innumerable problems of a different nature from teachers in urban centers.

While our contributions were primarily to Negro teaching, we included efforts in white schools and colleges, since we recognized that teaching patterns could not be changed through demonstrations in Negro schools alone. After studies and experiments in the rural schools of three states involving expenditures of $132,000, we concentrated on demonstrations of teacher education in four institutions: West Georgia College for whites in Carrollton, Georgia; and Jackson College, Jackson, Mississippi, Fort Valley State College, Fort Valley, Georgia, and Tuskegee Institute in Alabama for Negroes. To these institutions we have paid a total of $814,000 over a period of years on a descending scale.

Financially, the projects were a success. We have now ended our matching programs and all of the schools are being supported with much larger amounts than when we began. But none of the four institutions has developed its teacher education to the degree we had hoped.

> Fort Valley State College in Georgia has concentrated on building a good campus institution. It is now one of the excellent general state colleges for Negroes in the South. However, it has resisted attempts to give pupil teachers adequate experience in rural schools or in other ways to exert any considerable influence over the schools or communities of its region.

> Jackson College in Mississippi has also grown physically and financially. But it inherited so many problems in dilapidated plant and in commitment to academic learning that it has done little with problems of the rural schools.

Tuskegee Institute has recognized its community responsibilities and has built an excellent program including wide use of rural schools for teaching purposes. A problem here is that graduates of its School of Education to an amazing degree fail to enter the teaching profession.

West Georgia College has most nearly realized our ideals. If the State Board of Regents would establish this as a four-year institution, it might be the chief exponent in the whole country of sound preparation of rural teachers. (It was a two-year institution at the time we began our cooperation; in 1940, a third year was added.)

Our program of teacher education was an attempt to implement a set of very simple but almost completely ignored principles:

That those who would teach should themselves have good and well-rounded education.

That those who would teach young people how to teach children must themselves be able to teach children.

That a teachers college has a responsibility for the schools within its general area and can claim a progressive program only when the schools under its influence are growing.

That a good teachers college is a democratically organized group of teachers, alert to ideas and to means of better community living.

These principles may seem self-evident. Actually there are probably less than half a dozen teachers colleges in this country - North or South - that have seriously tried to live by them.

Our work in this field has had only limited success. In fact, so far as influence on the general patterns of teacher education are concerned, our results may be written down as zero.

If, in the country as a whole, there was an established pattern of good teacher training, an effort such as ours to supplement that basic training with provisions for the specific needs of the rural teacher might have been more fruitful. But no short time or segmented efforts can get far in

view of the deplorable state of teacher education generally in America. Real progress can be made only by such an unrelenting broadside attack on the whole structure as was made on medical education some years ago by Abraham Flexner with the support of the Carnegie and Rockefeller Foundations. Such an attack would require a generation of time, the most imaginative and courageous leadership, and large sums of money. The experience of the Fund indicates that this is the single greatest need and opportunity in American general education.

Negro Colleges and Universities

Unlike teacher education, the chief problem in the development of Negro colleges and universities was to raise them to the well-established level of good white institutions throughout the country. Our contributions have been chiefly to the development of the four Negro university centers in Atlanta, Washington, Nashville and New Orleans. The amounts given to each are shown below.

Atlanta University (and affiliated colleges)		$ 512,758
Howard University		288,979
Fisk University	$620,350	
Meharry Medical College	252,000	872,350
Dillard University		1,012,900
		$2,686,987

In addition to the four university centers, which account for 80% of the payments in this group, contributions to seven state Negro colleges in the South totalled $290,757 and to fourteen private colleges, $281,758. Recent appropriations in this field have been annual grants of $25,000 each to the United Negro College Fund.

Our work with Negro colleges and universities has brought much more satisfactory results than our efforts in teacher education. In addition to aiding a number of excellent colleges, we feel we have centered attention on four institutions strategically placed in the chief sections of the South and helped them grow to national standard.

Negro colleges have grown up to meet the needs for Negro higher education in the segregated patterns which have so generally been applied to American race relations. There are indications that this pattern is changing and may change rapidly in the future. An important question for private philanthropy at this time is what attitude to take to segregated institutions and their further development.

Comment on Progress of Negro Education

The following comment bears on the progress of Negro education and the continued inequalities as between Negro and white schools.

Schools

Concerning Negro schools in 1917, Mr. S. L. Smith reports:

> There was not a standard eight-grade Negro public school in the South and not a single rural Negro public high school approved for even two years of high school work. The average salary of rural Negro teachers was less than $150 a year, and their average training was that of an eighth grade student. The average annual school term was about four months.

The following table shows the quantitative increase in total value in Negro school buildings in the eleven states for which figures are available (1920 is used as the initial date, since no authentic figures are available for earlier years):

	Value of Negro Public School Property, 1920	Value of Negro Public School Property, 1946
Alabama	$ 1,860,000	$ 6,716,000
Arkansas	1,597,000	4,508,000
Florida	835,000	6,025,000
Georgia	1,387,000	8,473,000
Louisiana	1,760,000	10,400,000
Mississippi	1,896,500	6,000,000
North Carolina	2,387,000	18,285,000
Oklahoma	1,822,000	12,000,000
South Carolina	1,689,500	8,690,000
Tennessee	2,131,000	8,850,000
Virginia	2,681,500	14,754,000
	$20,046,500	$104,701,000

While the increase in Negro school buildings has been great, the conditions are far from satisfactory today. A survey made in 1944 in Georgia is all too typical for conditions generally throughout the South. The Georgia survey reported:

> There are 3,075 Negro school buildings in Georgia with an average of 2.2 classrooms per building. The average age of the buildings is 16 years.
>
> The total property value averages $29 per Negro pupil as compared with a property value of $128 per white pupil. (Most recent figures from North Carolina indicate a property value of $49 per Negro pupil and $126 per white pupil.)
>
> 88% of Negro schools have well water or no water, and 82% have never had their water tested. Only 7% of the schools have flush toilets. The others are pit or surface type. Over 300 Negro schools make no pretense of having a toilet of any kind. Nearly 70% have no electricity, and 85% have unjacketed stoves.
>
> Libraries are found in 4% of the Negro schools, lunchrooms in 12%, health clinics in less than 1%.

The Georgia committee devised a score sheet for the schools of the state. It tested 690 items, each one weighted according to its respective value. A building receiving top score would have 1,000 points; a building receiving less than 300 points was considered unfit for school use. Using this device the committee found that:

> The average Negro school scored 158 points; 95% of them were below the minimum for satisfactory use. (The average white school score was 443, with 40% below the minimum.)
>
> Of the 22 major conditions that cause accidents and endanger the lives of children in case of fire, the average Negro school has 17.

In contrast to the generally dismal picture, three states - North Carolina, Tennessee, and Virginia - have recently adopted laws providing equal pay for teachers of equal preparation regardless of race. In Tennessee,

the Department of Education reports that this law results in higher average salaries for Negro rural teachers than for their white colleagues, since Negro teachers in rural elementary schools have approximately two years more education than white teachers in similar schools. The school terms have been lengthened and equalized in most of the southern states. In Tennessee, for example, the standard school term for all pupils is now nine months.

In view of continued inadequacies, the only hope for building southern schools to national standard, for white or colored, seems to be some sort of fund for national equalization as proposed in bills before recent sessions of Congress.

Colleges

In 1917, in all the southern states, there were 28 publicly supported institutions for Negroes giving "college level" work to 1,053 students, these same institutions also having enrolled 7,861 elementary and high school students. In addition to these 28 state instituions, there were at that time 625 privately operated centers which reported offering "college courses", but as with the state institutions, the students were primarily in the elementary and high schools. The total enrollment at the college level was 1,588, or less than three college students per school.

Today there are 107 colleges for Negroes in this country with a total enrollment estimated at over 60,000. The income of all Negro colleges in 1940 was $14,700,000. The southern states which thirty years earlier had spent but $150,000 annually on their Negro state colleges were by 1940

spending six million. Negro college property owned by the states was worth perhaps half a million in 1917; by 1940 it was appraised at twenty-five million.

Out of the 107 Negro institutions there are only three privately supported centers (Fisk, Howard, and Talladega) and one state college (North Carolina State College at Durham) accredited by the Association of American Universities, generally regarded as the highest accreditation a college can receive. Furthermore, seven of the "segregation states" fail to support with public funds an institution accredited by any regional association, and four states (Arkansas, Oklahoma, Mississippi, and Delaware) have no accredited college, public or private.

The following summary gives a brief review of the discrepancies still existing between white and Negro college education:

> In proportion to population, five times as many whites as Negroes have had some college education; six times as many are in the professions.
>
> Lacks are particularly acute at the graduate and professional level. Eight states (Arkansas, Delaware, Florida, Kentucky, Maryland, Mississippi, Oklahoma, and South Carolina) have no graduate work in either public or private institutions. No Negro institution in the seventeen segregated states and the District of Columbia offers work leading to the doctorate degree. Professional fields for Negro students largely ignored by southern states are medicine, dentistry, law, engineering, social service, library science, and pharmacy.
>
> Twelve states have established out-of-state scholarship funds for the advanced or professional education of Negroes, but this is an "extra-legal" expedient and in every case is financially far from a reasonable substitute.
>
> Seven states have attempted to establish certain graduate and professional work in a publicly supported state institution, but present efforts in this direction are strikingly feeble in comparison with the need.

Two states, Maryland and West Virginia, have admitted Negroes to their universities. There are indications in five other states - Kentucky, Missouri, North Carolina, Tennessee and Virginia - that this could be done without much difficulty.

The following departments and institutions in the seventeen segregated states and the District of Columbia have admitted Negro students during the past ten years:

Graduate School of the University of West Virginia (public)
Law School of the University of Maryland (public)
Graduate School of the U. S. Department of Agriculture, D. C. (public)
Catholic University, D. C. (private)
American University, D. C. (private)
Union Theological Seminary, Richmond, Virginia (private)
Engineering School of Johns Hopkins University, Maryland (private)
Black Mountain College, North Carolina (private)
St. Louis University, Missouri (private)
Washington University Medical School, Missouri (private)

Some Facts on Educational Status*

ONE out of every

6	Native whites in the whole nation	have had 4 years of high school
25	Negroes in the whole nation	
.7	Native whites in the 17 segregation states and D. C.	
34	Negroes in the 17 segregation states and D. C.	

ONE out of every

8	Native whites in the whole nation	have had some college education
25	Foreign born in the whole nation	
33	Negroes in the whole nation	
8	Native whites in the 17 segregation states and D. C.	
41	Negroes in the 17 segregation states and D. C.	

ONE out of every

19	Native whites in the whole nation	have had 4 or more years of college
83	Negroes in the whole nation	
21	Native whites in the 17 segregation states and D. C.	
93	Negroes in the 17 segregation states and D. C.	

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* From "Journal of Negro Education", Fall Issue 1945, p. 511

NEGRO HEALTH

The Fund's activities in Negro Health - to which a total of $1,691,928 has been given - began in 1929 and, except for minor grants in the last few years, were closed in 1942. During the first few years, payments totalling $426,500 were made to fourteen Negro hospitals in the southern states, mainly for physical plant. In addition, three main centers were chosen for special development:

> A total of $42,500 was paid to Flint-Goodridge Hospital in New Orleans for improvements to the staff and the establishment of a nurse-training program.
>
> Contributions to the hospital at Tuskegee totalled $64,500 for experiments on a county-wide basis in venereal disease control, the training of midwives, and the establishment of a nurse-training course.
>
> A concerted effort has made Provident Hospital in Chicago a leading center in the country for the training of Negro physicians. The Fund's contributions to this institution have totalled $508,500.

Other activities within this program included cooperation with federal and state health services in demonstrations of venereal disease control carried on in six southern states from 1929 to 1932; the development of health centers in Philadelphia, Birmingham, and Louisville; and contributions over a fifteen-year period to the National Tuberculosis Association for the work of the Committee on Tuberculosis among Negroes.

Early in our experience in this field we realized the importance of the development of Negro professional personnel and have spent over $300,000 on this phase of the work. Fortunately a recently organized group of Chicago physicians, known as Provident Medical Associates, have assumed responsibility for the raising of funds and opening of opportunities to enable promising young Negro physicians to continue their training and qualify as specialists. This organization is coming to be a clearing house for all matters affecting the development of Negro medical personnel.

Following is general comment on the present state of medical education for Negroes:

The education of Negro physicians is confined largely to the two Negro medical colleges: Meharry in Nashville and Howard in Washington, D. C. Only two percent of the Negroes studying medicine are in other schools. These medical schools are not able to offer training of the highest quality nor can they come anywhere near preparing a sufficient number of physicians to meet the demands. Increased costs and demands on medical schools generally have reached crisis proportions in the Negro institutions. This is particularly true at Meharry. Larger sums will be necessary to enable them to do work of proper quality and still greater sums are needed to enable them to train the increased personnel for which there is a pressing demand.

Having finished medical school, the young Negro physician faces a most discouraging future in further advancement in his profession. While recognition in the various specialties is now available to Negro physicians, opportunities to qualify for such recognition are meager. The Negro hospitals are not plentiful and for the most part do not offer the broad experience required. The doors of the best equipped general hospitals are almost without exception closed to Negro physicians.

It would be inadvisable to attempt to meet the problems of the training of Negro physicians by creating an additional medical school for Negroes. That leaves three avenues open through which to remedy the present unsatisfactory situation: (1) to find more adequate support for the two existing Negro medical schools including improvement of their hospital facilities; (2) to increase the two percent of Negro medical students now in non-racial schools as rapidly as possible (as an evidence of the better training in general medical schools, fifty percent of recent fellowship awards in medicine by the Julius Rosenwald Fund have gone to the two percent of the total personnel prepared in the non-segregated institutions); (3) to open opportunities afforded in the general hospitals of the country for advanced training and service of Negro doctors.

FELLOWSHIPS

The awarding of fellowships to Negroes has been one of the major programs of the Fund during all the years since its reorganization in 1928. In 1937 the program was opened also to white Southerners who proposed to work on projects distinctive to the South. Expenditures to June 30, 1947 on the fellowship programs have amounted to $1,451,107 with an additional $235,440 appropriated for current fellowships or earmarked for future awards.

Prior to 1937, awards were made by the officers throughout the year on the merits of individual applications. In 1937 it was decided to formalize the procedure under the direction of a special committee, with awards being made only once a year on the basis of competitive application.

These fellowships have been open not only to scholars and scientists but also to persons in the fine arts, creative writing, journalism, education, agriculture, business, the church, labor, and public service. The purpose is to search out and foster exceptional brains or talent. Candidates between the ages of 24 and 35 are given preference, and they are expected to have completed their general college course or their general professional course or its equivalent before making application. Awards, which at the beginning averaged $1,500 and now average $2,000, are granted normally for a full year's work. A special committee makes the final selection of candidates, aided by special juries in the arts, sciences, and professions.

Following is a table of awards by fields. This table includes not only Fellows formally chosen by the Committee since 1937 but also all persons receiving $800 or over in the early fellowship program and in rural education and Negro health.

	Total	Negro	White
Education	95	58	37
Sociology	77	39	38
Medicine and Public Health	61	61	--
History	45	18	27
Language and Literature	43	31	12
Fine Arts	43	26	17
Creative Writing	40	18	22
Agriculture	38	38	--
Music	37	37	--
Economics	28	17	11
Political Science	27	10	17
Library Science	26	25	1
Home Economics	25	25	--
Chemistry	18	18	--
Social Work	17	17	--
Biology	15	10	5
Religion	14	5	9
Mathematics	13	12	1
Anthropology	12	8	4
Journalism	11	2	9
Industrial Arts	9	9	--
Labor	7	5	2
Law	7	6	1
Physics	7	7	--
Psychology	7	6	1
Nursing	6	6	--

	Total	Negro	White
Philosophy	6	4	2
Drama	4	4	--
Race Relations	2	--	2
Dentistry	1	1	--
	741	523	218

In the opinion of the officers of the Fund, the following are some of the accomplishments of the Negro fellowship program:

> The fellowships have given a large number of Negroes the opportunity to demonstrate their ability to do first-rate creative work in practically every field of human endeavor. For example, 60% of Negro scholars recently appointed to the faculties of northern universities are former Fellows. Almost any list of nationally important Negroes shows a majority who have received Fund aid.
>
> They have helped to improve the leadership of Negro institutions of all types. Fund Fellows are found at the headship of universities, hospitals, businesses, social institutions.
>
> They have enriched the national life by enabling gifted Negroes to enter the main stream of American culture in art, science, literature, etc.
>
> They have helped to refute the widespread belief in racial inferiority by the contributions of gifted individuals, and have helped to inspire Negro youth through the varied achievements of these Fellows.
>
> They have contributed to a change of attitudes on the part of graduate and professional schools and other institutions toward Negroes generally. Increasingly, the best graduate schools now deal with Negro applicants solely on the basis of their ability.
>
> They have broadened the economic base of Negro life by preparing individual Negroes for work in fields hitherto closed to this group.

Although our experience in the awarding of fellowships to white Southerners is more limited, covering only half the number of years spent

in a program of awards to Negroes, the officers feel that certain objectives were accomplished:

> They have improved the personnel in southern white schools and colleges.
>
> They have stimulated creative work among artists, writers, scientists, and other scholars generally.
>
> They have broadened the horizons of important younger southern journalists.
>
> They have demonstrated a method for improving the leadership in southern churches and public affairs, and the personnel engaged in agriculture, and other special southern problems.
>
> In combination with the Negro fellowships, they have set new standards in race relations by having white Southerners compete on an equal basis with Negroes.

Probably these fellowships have been the most effective of the Fund's activities. It is a matter of concern that they may not be continued by any organization after the close of the Fund. The need for special provisions for the country's two largest disadvantaged groups - Negroes and white Southerners - will continue into the foreseeable future.

RACE RELATIONS

Although the Fund has always been interested in race relations, it was not until 1942 that a definite program in this field was set up as an active department of Fund activity. Prior to that time, however, some $500,000 had been expended, the chief recipients being the Commission on Interracial Cooperation in Atlanta; the Y.M.C.A. Graduate School in Nashville; George Peabody College, for courses on Negro life and schools; and the University of North Carolina Press.

Recently, the Fund has concentrated chiefly on the building up of certain organizations working on various approaches to the betterment of race relations:

> The American Council on Race Relations with headquarters in Chicago has received grants from the Fund totalling $290,000. The Council is concerned with the problems of all minorities on a nation-wide basis and attempts to serve as a clearing house to coordinate the efforts of other groups.
>
> The Bureau for Intercultural Education in New York, to which we have appropriated $160,000, concentrates its activities in the schools.
>
> The Southern Regional Council in Atlanta, successor of the earlier Commission on Interracial Cooperation, concentrates its work in the South. To these two organizations the Fund has contributed $365,000.
>
> Roosevelt College of Chicago serves as a demonstration of unsegregated and unrestricted education and has received $190,000.

In addition to helping to develop the four organizations mentioned above, several other approaches to the betterment of race relations have been attempted:

> We have stimulated the study of the problem by leading scholars of the country, assembled available information, and sought to create an adequate literature.

We have given constant counsel to the federal government in Washington and to state and local governments in behalf of better service to all racial groups and the larger use of personnel from minority groups in government service.

We have stimulated work in race relations of certain nation-wide organizations, such as the Federal Council of Churches, the United Council of Church Women, and the Y.W.C.A. We have helped to discover and develop personnel for work in race relations for private as well as public agencies.

We have cooperated in securing the appointment of seventy-seven Negro faculty members in forty-three colleges which heretofore have had only white faculties.

We have supported major efforts in the general economic development of the South - the Farm Security Administration, and the present effort of the National Planning Association to meet the social and economic consequences of mechanization in southern agriculture.

We have initiated special projects dealing with vital aspects of race relations, such as police training, a study of segregation in the nation's capital, and services on behalf of Negro veterans.

Our latest interest has been in efforts toward better race relations through the church and organized labor. An outstanding project here has been the organization of the Georgia Workers Education Service to which we have appropriated $140,000 payable over a four-year period on a descending scale.

There have been significant changes in this field during the period of the Fund's existence:

The problem has shifted from regional to national proportions.

There has been a vast increase in interest and activity, as illustrated by the fact that there are listed now 250 national organizations devoting full or part time to the question of race relations. In addition, there are forty state, twenty-eight regional, and between 500 and 600 local organizations devoted to improving race relations.

Emphasis has shifted from Negro welfare to the place of all minorities in the total life of the nation.

Voluminous literature has been produced, and more and more the best brains of the country are giving attention to the study of this question and the presentation of it in various literary forms.

There is new and better trained leadership, the most significant of which comes from within the minority groups themselves.

There has been a marked increase in the political influence of Negroes at the national level and a noticeable change in attitude to the participation of Negroes in the political life of the South.

The government - federal, state, and local - is assuming new and increased responsibility for race relations as illustrated by the President's Committee on Civil Rights (and the earlier F.E.P.C.), and mayors' and governors' committees throughout the nation. These efforts are part of the official machinery and are supported by public funds.

The new position which this nation occupies in world leadership has thrown the light of world opinion on race relations in America and is forcing major attention on this phase of our life.

In the changes noted above, the Fund has made a significant contribution. Much of this will be permanent. The work which is being done by the universities will continue. The interest of government can be expected to increase, rather than to decrease. Church and religious organizations, in spite of the fact that they have been slow to take hold of this question, are very persistent once they have entered upon a course of action. We may confidently expect the churches to continue increasingly with educational programs with the masses of their members and with programs of action affecting the church and its institutions. The labor unions cannot turn back. Enlightened self-interest will force the unions more and more to accept responsibility for all workers without regard to race, creed, or national origin.

The special experiments which the Fund has initiated have a less certain future. The permanence of the four agencies listed on page 24 will depend on their meeting specific needs and their being able to find adequate support. The beginning which has been made with police training has taken sufficient root to justify the hope that it may become a part of good police administration generally. The question of segregation in the nation's capital is enlisting the interest of many thoughtful people throughout the country, and the study in which this committee is now engaged should become the basis of an intelligent approach to the long-time struggle that will go on to rid our national capital of racial discrimination and segregation.

This Fund has attempted to use the implements that were available in our society for solving racial problems. They are clearly not yet adequate for the task. In the field of psychiatry appear to be possibilities for the development of new and more effective tools for dealing with social problems. This is almost virgin territory in which may be found more effective approaches to solutions for our racial problems.

The desire to do something about race relations in this country has far outrun the discovery and dissemination of proven techniques. Here is an opportunity for research and statesmanship of a high order.

OTHER NEGRO ACTIVITIES AND MISCELLANEOUS

In addition to the major programs reported above, substantial expenditures by the Fund are grouped under two miscellaneous headings.

Other Negro Activities. These include grants to Y.M.C.A. buildings for Negroes (continuing a program initiated in earlier years by Mr. Rosenwald, personally), industrial high schools and summer institutes, work with federal agencies for more equitable treatment of Negroes in the use of large emergency funds for education, health, and public works, and gifts to national agencies: National Association for the Advancement of Colored People, Urban League, Boy Scouts, etc.

Miscellaneous. This total includes six hundred thousand dollars disbursed in the early years of the Fund to miscellaneous charities in which Mr. Rosenwald was personally interested; one and a quarter million dollars in a series of grants in the fields of general education and general social studies - a series which was dropped when the depression sharply curtailed our funds; seven hundred thousand dollars on a program of county library development in the southern states.

Also within this heading is included the million and a quarter dollars expended on an intensive program of developing medical services to persons of moderate means. This program was directed by Michael M. Davis and Rufus Rorem, leaders respectively in medical economics and health insurance. Grants from the Fund have enabled these men to continue their work independently. The Blue Cross movement in hospital insurance, the growth of pay clinics, and the substantial interest in the economic problems of medical care are outgrowths of efforts in which the Fund had a part.

These miscellaneous grants, which are over one fifth of the total expenditures of this Fund, raise the question of general disbursement vs. intensive programs. Much of this miscellaneous giving is explained by special conditions peculiar to the Fund's history: the personal control by the founder during the early period, the sharp swings in market values of our securities, etc.

There is always pressure to give to specially appealing projects whether or not they fall within designated programs. The Fund's work might have left a greater impress on society if it had been much more definitely concentrated on a very few intensive programs. The question of just how much to concentrate is ever present with foundations and all givers.

ADMINISTRATION

The Fund has followed a different policy from many of the larger foundations in the direct influence it has expected its officers to wield in the areas of its interest. (In many foundations, the policy is for officers to be anonymous and for influence to be expressed solely through appropriations.) Julius Rosenwald was eager that he and his associates should affect social policy directly as well as through financial contributions to specific agencies. It was largely through a desire for personal influence in education and human relations that the present President of the Fund moved from the Rockefeller Foundation to association with Mr. Rosenwald. When the Fund undertook work in medical economics and medical services, it chose directors not so much because of their administrative ability as because of their personal leadership in these fields. We have similarly stressed personal influence in the choice of directors for Negro health, rural education, and race relations.

QUESTIONS GROWING OUT OF THE EXPERIENCE OF THIS PARTICULAR FUND WHICH MAY BE USEFULLY DISCUSSED AS BEARING ON THE POLICIES AND PRACTICES OF FOUNDATIONS GENERALLY

I. QUESTIONS AS TO SPECIFIC ACTIVITIES

(1) Fellowships.

Is aid to talented and promising young people a major means of promoting social progress?

Is it wiser to select persons of exceptional promise, regardless of their field of interest, or to help build personnel for specific institutions or special fields?

Is it wiser to offer fellowships generally or to select certain areas or groups for special attention? (For example, the Guggenheim fellowships are open to all. The Rosenwald Fund has concentrated on disadvantaged groups: Negroes and white Southerners.)

(2) Teacher Education.

Is it possible to bring about broad reorganization and revivifying of this branch of education as, for example, was done in medical education by the Carnegie and Rockefeller Boards under the leadership of Abraham Flexner?

(3) Methods of Influencing Social Behavior.

Are we developing techniques in the social field comparable to the great technological advance in the natural sciences?

Is it possible to develop new techniques for solving problems of race relations?

Is it possible to develop fresh insights through the use of modern psychology and psychiatry?

(4) Negro Health.

What further provisions should be made for the education of Negro doctors and public health workers?

How can the use of Negro professional workers and service to Negro patients be more widely developed?

(5) Relations to Government.

Should foundations continue, as most of them have in the past, to think of their work as experiments and demonstrations with a view to ultimate support from other sources?

In what fields should we look for popular support and private control?

In what fields can we look for government support?

(6) Segregation versus Integration.

What are the responsibilities of private philanthropy for continued support of schools and other institutions within the segregated pattern?

Can foundations help meet the continued needs of disadvantaged groups, North or South, within the democratic pattern of general service to all?

II. QUESTIONS OF GENERAL POLICY

(1) Is it wiser for a foundation to be established in perpetuity or to be limited to a specific period?

(2) Are foundations more effective when they concentrate on intensive programs in limited areas, or when they hold themselves ready to contribute to any worthy cause?

(3) Should the officers of foundations serve simply as a means of reporting applications and checking on the work of beneficiaries, or should they engage in social planning, using all the resources at their disposal, intellectual as well as financial, to implement their plans?

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MEETING OF THE EXECUTIVE COMMITTEE

December 4, 1947

A meeting of the Executive Committee of the Julius Rosenwald Fund was held on December 4, 1947.

Present or voting by mail: Edwin R. Embree, chairman, Marshall Field, A. Richard Frank, Franklin C. McLean, Leonard M. Rieser, and Dorothy A. Elvidge, secretary.

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COMMITTEE FOR THE NATION'S HEALTH

A request was presented for an appropriation to the Committee for the Nation's Health. It was pointed out that this Committee was attempting to raise a budget of $120,000 to be used in educating the public to the needs of a national health program and, further, that pledges of $25,000 each had been received from the Lasker Foundation and the Rosenwald family. This appropriation was recommended as a means of assuring continuance of important work initiated by the Fund years ago in its Division of Medical Services under the direction of Dr. Michael M. Davis.

The following resolution was on motion adopted:

RESOLVED 47-28 That the sum of Twenty-five thousand dollars ($25,000) be and it is hereby appropriated to the Committee for the Nation's Health.

Adjourned.

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Secretary