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EDUCATIONAL BOARDS AND  
FOUNDATIONS, 1920-1922

By

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EDITORIAL DIVISION, BUREAU OF EDUCATION

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## EDUCATIONAL BOARDS AND FOUNDATIONS.

By HENRY R. EVANS,

*Editorial Division, Bureau of Education.*

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### GENERAL EDUCATION BOARD.

The General Education Board has, since its foundation in 1902, to July 1, 1921, appropriated \$88,125,444.56 for various phases of educational work. \$80,408,344.99 of this having been paid to or set aside for colleges and other institutions for whites, \$5,806,205.62 for institutions for negroes, and \$1,910,893.95 for miscellaneous objects.

The following is a statement of appropriations of the General Education Board for the year ended June 30, 1921 (included in the foregoing paragraph):<sup>1</sup>

For whites—Lincoln School, \$1,582,929.73; medical schools, \$11,859,513.25; professors of secondary education, \$46,250; rural school agents, \$84,700.94; State agents for secondary education, \$62,300; universities and colleges, \$18,205,353.50; total, \$31,841,047.42. For negroes—Colleges and schools, \$646,000; county training schools, \$128,000; critic teachers, \$12,000; expenses of special students at summer schools, \$10,000; John F. Slater fund, \$9,000; medical schools, \$170,000; negro rural school fund, \$131,500; rural school agents, \$77,959.11; summer schools, \$28,200; total, \$1,212,659.11. Miscellaneous—American Classical League, \$60,000; Bureau of Educational Measurements, \$15,000; conferences, \$3,000; division of educational relations, \$10,000; educational investigation and research, \$6,000; general survey of educational conditions and needs in Kentucky, \$17,500; general survey of educational conditions and needs in North Carolina, \$1,500; improvement of accounting systems in educational institutions, \$20,000; model county organization, \$2,500; study of distribution of physicians in the United States, \$7,500; total, \$143,000. Grand total, \$33,195,706.53.

Of the above total, \$24,360,156.94 represents appropriated principal and \$8,836,549.59 appropriated income. Of the latter amount, however, \$2,859,777.51 is a charge against income for 1921-22 and

<sup>1</sup> Data compiled from report filed with the Secretary of the Interior by the General Education Board.

subsequent years. In addition, there was appropriated from the income of the Anna T. Jeanes fund for negro rural schools, \$9,775.91.

The income receipts of the General Education Board for the period beginning July 1, 1920, and ended June 30, 1921, were as follows:

Income on principal, \$6,822,473.37; sundry refunds, \$3,374.21; amount originally paid from income but since charged against reserve, \$500,000; total, \$7,325,847.58. There was paid from income on account of appropriations previously made and made during the year for educational purposes, \$6,915,414.43; and for administration expenses, \$139,916.91; total, \$7,055,331.34.

The statement of disbursements of income for educational purposes is as follows: For whites—Colleges and schools: Endowment and general purposes, \$1,032,348.94; to increase teachers' salaries, \$1,852,337.93; Lincoln School, \$373,559.67; medical schools, \$2,409,316.74; professors of secondary education, \$44,828.98; rural school agents, \$80,790.88; State agents for secondary education, \$58,488.27; taxes on Lincoln School property, \$30,140.76. For negroes—Colleges and schools: Endowment and general purposes, \$368,930.53; to increase teachers' salaries, \$195,500; county training schools, \$125,284.55; critic teachers, \$8,310.64; expenses special students at summer schools, \$20,450.58; medical schools, \$20,000; negro rural school fund, \$81,500; rural school agents, \$74,546.29; summer schools, \$25,028.08. Miscellaneous—American Classical League, \$425.78; Bureau of Educational Measurements, \$4,674.06; conferences, \$1,664.14; division of educational relations, \$6,229.10; educational investigation and research, \$10,069.49; general survey of educational conditions and needs in Kentucky, \$11,013.77; general survey of educational conditions and needs in North Carolina, \$3,119.47; model county organization, \$5,150; National Committee on Mathematical Requirements, \$20,384.10; rural school supervision, \$9,292.89; survey for preparation of mental measurements of school children, \$2,244.09; surveys (miscellaneous), \$21,584.82; vocational art survey, \$18,199.88; total, \$6,915,414.43. The board also paid from the principal of its funds during the year for medical education \$1,401,429.04, a total for educational purposes of \$8,316,843.47.

During the year Mr. Rockefeller gave to the board securities which were appraised by the treasurer at the time of their receipt at \$24,906,205.30, with accrued dividends amounting to \$71,296.70, a total value of \$24,977,502. These gifts have been merged with the principal of the other general funds, making a total, including reserve, on June 30, 1921, of \$131,283,782.93, subject, however, to unpaid appropriations from principal as follows: Appropriations to provide endowment for teachers' salaries, \$27,957,000; appropriations to medical schools (\$3,500,000 from reserve), \$16,774,013.90; total;

\$44,731,013.90. Balance of unappropriated principal thus amounts to \$86,552,769.03.

The credit balance to income on June 30, 1921, was \$11,377,587.76, of which \$9,611,169.57 represents appropriations unpaid, not yet payable, leaving unappropriated \$1,766,418.19. There were, however, appropriations from income for special purposes—teachers' salaries, medical education, and other items—chargeable to income accruing after July 1, 1921, amounting to \$4,348,694.51, not included in the above figures.

For the past two years the activities of the general education board in the field of college and university education have been principally concerned with the distribution of Mr. Rockefeller's special gift of \$50,000,000 to aid in the increase of teachers' salaries. Out of this gift, made on December 18, 1919, the appropriations made up to July 1, 1921, amount to \$26,732,000. In addition, appropriations of principal aggregating \$1,225,000 were made to institutions for negroes. Of this sum the appropriations made during the year 1920-21 amount to \$11,525,334 toward the total of \$38,565,000. The figures reported do not include appropriations of principal aggregating \$2,855,000 and annual grants of \$741,400 made July 1, 1920, which were reported in the 1919-20 report. Grants aggregating \$1,803,617 for increasing teachers' salaries over a period of years were made during the year 1920-21.

#### ROCKEFELLER FOUNDATION.

The activities of the Rockefeller Foundation for the biennium, 1920-1922, are thus stated by Mr. George E. Vincent, president of the foundation:

During the year 1920 the foundation (1) aided six medical schools in Canada; (2) gave a large sum to a medical training center in London; (3) appropriated a million francs for the Queen Elisabeth Foundation for Medical Research in Belgium; (4) agreed to contribute toward the complete rebuilding of the medical school of the University of Brussels; (5) provided American and English medical journals or laboratory supplies for 11 medical schools and medical libraries in five European countries; (6) continued to construct and to maintain in Peking, China, a modern medical school with a premedical department; (7) aided 31 hospitals in China to increase their efficiency in the care of patients and in the further training of doctors and nurses; (8) supported the School of Hygiene and Public Health of the Johns Hopkins University; (9) contributed to the teaching of hygiene in the medical school at São Paulo, Brazil; (10) provided fellowships in public health and medical education for 90 individuals who represented 13 different countries; (11) brought to the United States commissions of medical teachers and hygienists from England, Belgium, and Czechoslovakia; (12) continued to support a campaign against yellow fever in South and Central America and in west Africa; (13) aided Government agencies in the control of malaria in 10 States of the South; (14) prosecuted hookworm work in 9 Southern States and in 18 foreign countries; (15) helped to expand anti-hookworm campaigns into more general health organizations in counties, States, and nations; (16) brought a war-time antituberculosis work in France to the point where it could soon be left

entirely in French hands; (17) assisted the Government of Czechoslovakia to reorganize its public health laboratory system; (18) rendered various services in organizing committees to study the training of nurses and of hospital superintendents, lent experts for conference and counsel, sent officers abroad to study conditions, etc.; (19) brought to a close its participation in war-time emergency relief by giving \$1,000,000 to the fund for European children. These things were done in part by the foundation, but chiefly through its departmental agencies—the international health board, the China medical board, and the division of medical education.

During the year 1921 the Rockefeller Foundation (1) continued a quarter-million annual appropriation to the School of Hygiene and Public Health of Johns Hopkins University; (2) pledged two millions to Harvard for a school of health; (3) contributed to public health training in Czechoslovakia, Brazil, and the United States; (4) aided the Pasteur Institute of Paris to recruit and train personnel; (5) promoted the cause of nurse training in America and Europe; (6) underwrote an experimental pay clinic in the Cornell Medical School; (7) formally opened a complete modern medical school and hospital in Peking; (8) assisted 25 other medical centers in China; (9) promised \$1,000,000 for the medical school of Columbia University; (10) contracted to appropriate three and one half millions for the rebuilding and reorganization of the medical school and hospital of the Free University of Brussels; (11) made surveys of medical schools in Japan, China, the Philippines, Indo-China, Straits Settlements, Siam, India, Syria, and Turkey; (12) supplied American and British medical journals to 112 medical libraries on the Continent; (13) supplemented the laboratory equipment and supplies of five medical schools in central Europe; (14) defrayed the expenses of commissions from Great Britain, Belgium, Serbia, and Brazil; (15) provided 157 fellowships in hygiene, medicine, physics, and chemistry to representatives of 18 countries; (16) continued a campaign against yellow fever in Mexico, Central and South America; (17) prosecuted demonstrations in the control of malaria in 10 States; (18) cooperated in hookworm work in 19 governmental areas; (19) participated in rural health demonstrations in 77 American counties and in Brazil; (20) neared the goal of transferring to French agencies an antituberculosis organization in France; (21) provided experts in medical education and public health for counsel and surveys in many parts of the world; and rendered sundry minor services to governments and voluntary societies. These things were done in part by the foundation directly but chiefly through its departmental agencies—the international health board, the China medical board, and the division of medical education.

#### CARNEGIE FOUNDATION.

The Carnegie Foundation for the Advancement of Teaching, in its report for the year ending June 30, 1921, further develops the foundation's plan of insurance and annuities and continues without abatement its general study of pension systems. During the year the trustees received for general purposes a total income of \$1,556,841.76—in addition to \$50,596.63 from the endowment of the division of educational inquiry—\$756,841.76 from the general endowment, and \$800,000 from the Carnegie Corporation of New York on account of its appropriations of \$200,000 a year for 5 years and \$600,000 a year for 10 years. The current expenditures were as follows: (a) General endowment—Retiring allowances and pensions in institutions on the associated list, \$844,724.56; retiring allowances and pensions granted to individuals, \$111,537.48; total retiring allow-



ances, \$956,262.04. Expenses of administration, \$80,282.17; publication, \$5,773.01; total, \$86,055.18. (b) Division of educational inquiry—General, \$9,246.43; study of legal education, \$7,432.64; study of the training of teachers, \$36,509.89; total, \$53,188.96. Grand total, \$1,095,506.18.

The list of institutions associated with the foundation was increased by the addition of Cornell College, Iowa, on January 7, 1921; Converse College and Washington and Lee University, on April 8; and Fisk University on May 6.

It was decided by the executive committee that teachers in associated institutions who were ineligible under the free-pension plan, but who became contributors under the contracted plan, should have all the advantages of disability and guaranteed interest that are provided by the foundation. The committee approved a new form of application for allowances on the basis of total permanent disability. It ruled that officers or teachers primarily engaged in university extension work were not eligible to the pension system. It ruled that librarians and associate and assistant librarians were eligible for allowances, but that reference librarians, classifiers, cataloguers, superintendents of circulation, and library assistants were not eligible. At the request of a number of organizations in the field the committee authorized a study of dental education. The president was authorized to make such inquiry as seemed to him wise in response to a request from the Commission on Medical Education in Virginia and to cooperate with a study of colleges being made by the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

The report treats at length the relation of medical education to medical progress. In the recommendations for further improvement in medical teaching the report says that there is still need for a reorganization of the curriculum, for a determination of the number of schools needed in the country, and provision for their support.

In many schools, it is said, while the sciences are taught by trained teachers, the professional, clinical, and surgical subjects are taught by practitioners with little teaching experience. Faculty conferences on teaching procedure are suggested as a remedy for this.

"The medical curriculum of to-day is merely that of 50 years ago," the report states, "overlaid with one specialty after another until the load upon the student is almost intolerable. This curriculum must be entirely remade, from the standpoint of practice rather than theory."

Among the improvements noted in the report is the closer relationship between medical schools and hospitals, the elimination of the weaker and less prominent schools, and the development by the

'National Board of Medical Examiners of improved examinations which now admit to practice in more than 20 States.

In the domain of research the report concludes that too many people are distracted by the importance of this field away from teaching. "Increasing expenditure for research has shown chiefly that the source of fruitful research lies not so much in subsidies as in the inspiration of gifted men." As regards college entrance requirements, the report says that "after years of effort the custom of requiring graduation from a four-year high school is now established. At the same time there has been a decrease in the proportion of the requirements for entrance that is definitely prescribed as to subjects."

The report also discusses the training of teachers and comments upon the importance of the resolutions of the American Bar Association in regard to law-school standards and bar admission requirements. In regard to the former subject attention is called to the fact that "a conspicuous recent change has involved the elimination in several States of the traditional and somewhat anomalous term 'normal school' and the formal substitution of the more appropriate title 'teachers' college.' Only one (Rhode Island) appears to have been attracted by the still better name, 'college of education,' in spite of its better form as well as its natural parallels in other types of professional training, such as medicine, law, and engineering. The teacher would be the gainer by a coordination of this sort in the case of junior and undergraduate professional training, just as 'schools of education' conform to the accepted terminology for senior and graduate organizations. California, Illinois, Minnesota, Missouri, Nebraska, Oklahoma, and Rhode Island have thus rechristened their training institutions, usually granting them the right, if not already enjoyed, of conferring degrees. Massachusetts has bestowed the latter right upon its normal schools without altering their name."

#### JEANES FUND.

The Anna T. Jeanes Fund was created for the improvement of negro rural schools. According to information furnished by Dr. James H. Dillard, president, the fund cooperated during the session ending June 30, 1921, with public-school superintendents in 269 counties in 13 States.

The 272 supervising teachers, paid partly by the counties and partly through the Jeanes Fund, visited regularly in these counties 8,976 country schools, making in all 34,641 visits and raising for the purpose of school improvement \$394,737. The total amount of salary paid to the supervising teachers was \$214,033, of which the sum of \$119,746 was paid by the public-school authorities and \$94,287 through the Jeanes Fund.

The business of these traveling teachers, working under the direction of the county superintendents, is to help and encourage the



rural teachers; to introduce into the small country schools simple home industries; to give talks and lessons on sanitation, cleanliness, etc.; to promote the improvement of schoolhouses and school grounds; and to organize clubs for the betterment of the school and neighborhood.

During the session ending June 30, 1922, the fund cooperated with public-school superintendents in 273 counties. The work in four of these counties was subsequently taken over by the State.

The 275 supervising teachers visited regularly in these counties 7,850 country schools, making in all 33,921 visits and raising for the purpose of school improvement \$428,528.39. The total amount of salary paid to the supervising teachers was \$207,287.75, of which the sum of \$114,521.51 was paid by the public-school authorities and \$92,766.24 through the Jeanes Fund.

#### JOHN F. SLATER FUND.

The following appropriations covering the year 1921-22 were made by the education committee of the John F. Slater Fund: County training schools, \$23,000; special work, \$1,000; city schools, \$4,000; Hampton Institute, \$5,000; Tuskegee Institute, \$5,000; private secondary schools, \$14,000; colleges, \$17,000; total, \$69,100. Statistics showing the work of the county training schools for the session ending 1922 are as follows: Number of schools, 156; number of teachers, 964; pupils in high-school grades, 3,782; salary from public tax fund, \$401,949; salary through Slater board, \$59,750; average amount for salaries from public funds, \$2,577; amount contributed by General Education Board for building and equipment, \$62,000; total amount for session 1921-22 from public tax funds, \$657,911.

These county training schools are, perhaps, the most significant feature in the work of negro education in the South at the present time.

#### THE PHELPS-STOKES FUND.

The Phelps-Stokes Fund was established under the will of the late Caroline Phelps Stokes, who died in 1909. The act of incorporation (1911) authorized the trustees to carry on housing activities and to help in "the education of negroes, both in Africa and the United States, North American Indians, and needy and deserving white students." The predominant interest of the fund to date has been the education of the negro. The capital of the fund is approximately \$1,000,000. Its offices are in New York City.

According to data furnished by Dr. Anson Phelps Stokes, secretary, the chief activity of the Phelps-Stokes Fund during the biennium under review has been the educational survey of Africa, made in

\* Proceedings and reports of the John F. Slater Fund for year ending Sept. 30, 1921.

cooperation with foreign mission societies of America and Europe. The African Education Commission, authorized early in 1920, and headed by Dr. Thomas Jesse Jones, educational director of the fund, spent nearly a year in field work in Africa and has recently issued its report.<sup>3</sup>

The study of education in Africa owed its origin to the conviction, long held by the mission boards, that missionary education for the natives of Africa would profit by a thorough inquiry; to the desire of the trustees of the Phelps-Stokes Fund, in accordance with the express wish of the founder, to "render some concrete aid to the cause of native education in Africa"; and to the situation created by the provision for "mandatories" for backward peoples, following the World War, whereby attention was drawn to the vital importance of adopting wise educational policies in Africa that would "tend to prevent interracial friction and to fit the natives to meet the actual needs of life." Since the most important work of the Phelps-Stokes Fund previously had been the preparation of the two-volume report on Negro Education, published by the United States Bureau of Education,<sup>4</sup> it seemed especially fitting that the fund should apply the same methods of study that had proved helpful in improving educational conditions among American negroes to the members of their race in Africa.

The members of the African Education Commission were Dr. Thomas Jesse Jones, chairman; James Emman Kwegyir Aggrey, of the Fanti Tribe, Gold Coast, West Africa; Dr. Henry Stanley Hollenbeck, a medical missionary of the American board at Angola; Mr. and Mrs. Arthur W. Wilkie, missionaries of the United Free Church of Scotland; and Leo A. Roy, of New York City, who served as secretary of the commission. The members of the commission began their field work in Africa in the late summer of 1920, visiting Sierra Leone, Liberia, the Gold Coast, Nigeria, Cameroons, Belgian Congo, Angola, and South Africa. They visited all types of schools; came into close contact with many and varying African groups—"the educated and the uneducated, the barrister, the clerk, the preacher, the teacher, the farmer, the blacksmith, and the fisherman; the women and girls, in the homes and the schools;" and held conferences with representatives of trades and industry, "not only to obtain the views of all sorts of men, but to enlist the sympathy of every section of the community in the matter of education."

The report deals with the social and economic resources of Africa as the basis for an educational program; urges adaptation of educa-

<sup>3</sup> Education in Africa. A study of West, South, and Equatorial Africa, by the African Education Commission, under the auspices of the Phelps-Stokes Fund and foreign missionary societies of North America and Europe.

<sup>4</sup> A Study of the Private and Higher Schools for Colored People in the United States, Bulletin 1916, No. 28-30, Washington, Government Printing Office, 1917.

tion to individual and community needs, involving emphasis upon good health, effective use of environment, preparation for home life, recreation for the use of leisure time, character and religious life; outlines the types of secondary schooling, teacher training, training in trades and handicrafts, agricultural education, training of medical assistants, training of religious workers, college education, and professional schooling that are regarded by the commission as essential; and describes in detail for each colony or territory visited the social and economic background, the existing provision for education, and the steps necessary to make it more nearly adequate and more genuinely useful. The report insists above all upon the necessity of co-operation on the part of all the forces concerned in education—government, commercial and industrial concerns, missions, and the native people themselves—to the end that the human and material resources alike of Africa shall be developed for the common good.

The commission has encouraged the visits of African teachers and workers to America, and some 15 or more have already come to see what is being done in American schools, especially in such institutions as Hampton and Tuskegee and the negro rural schools in the South. The fund has also facilitated attendance of several promising African students at American educational institutions.

In addition to the support of the African Education Commission and related activities, the Phelps-Stokes fund has continued to make small appropriations (usually in amounts ranging from \$200 to \$2,000) to schools and other organizations for negroes. Eleven educational institutions were thus aided in 1922, and the number has been increased to 13 for 1923. Appropriations totaling \$6,500 were also made for agencies working for improved race relations, particularly to the interracial commission, the university race commission, and the national urban league. The fund has also maintained fellowships in the sociology of the negro at the University of Virginia and the University of Georgia.