

THE JULIUS ROSENWALD FUND

Nashville, Tennessee

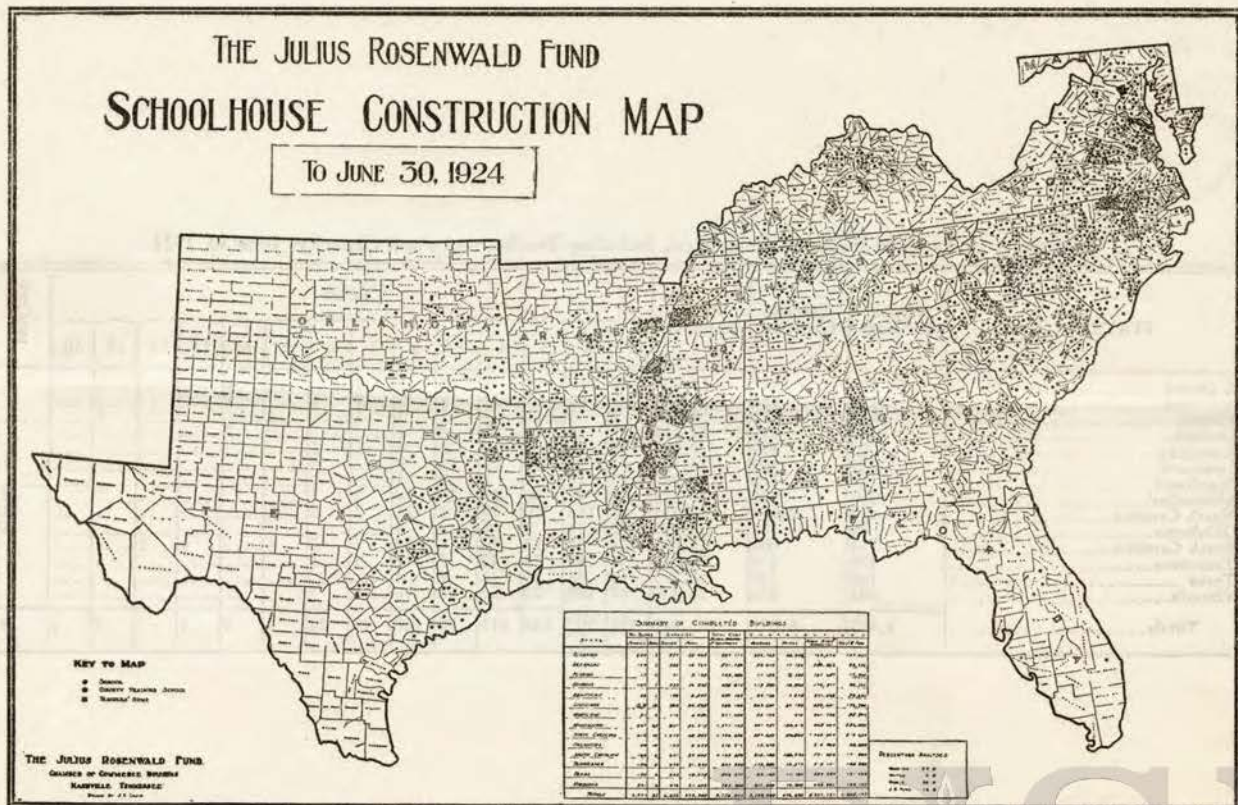
SCHOOLHOUSE CONSTRUCTION SUMMARY FOR 1923-24.

For the year ending June 30, 1924, The Julius Rosenwald Fund aided in the construction of 485 schools and teachers' homes, located in Alabama (19), Arkansas (33), Florida (8), Georgia (25), Kentucky (17), Louisiana (39), Maryland (7), Mississippi (48), North Carolina (94), Oklahoma (16), South Carolina (56), Tennessee (37), Texas (41), and Virginia (45). The Fund also aided in the addition of 42 rooms to 30 Rosenwald Schools previously built.

These schools were distributed among the following types: One-teacher (81), two-teacher (192), three-teacher (58), four-teacher (64), five-teacher (16), six-teacher and larger (52), teachers' homes (22). The total teacher capacity is 1,366 and the pupil capacity 61,470.

These buildings cost \$2,566,232, contributed by Negroes \$425,608, whites \$87,874, the public school authorities \$1,638,389, and The Julius Rosenwald Fund \$414,361. This is \$600,649 more than the cost of those erected for the year ending June 30, 1923. While all contributing agencies gave more the past year than any previous year, it is interesting to note that the public school authorities gave more than a half million dollars of the increase.

MAP SHOWING DISTRIBUTION OF ALL ROSENWALD SCHOOLS TO JUNE 30, 1924.



(See other side for detail Summaries of all Rosenwald Schools to June 30, 1924.)

THE JULIUS ROSENWALD FUND NASHVILLE, TENN.

Summary of Completed Buildings to June 30, 1924

STATE	NUMBER BUILDINGS		TOTAL COST	CONTRIBUTIONS			
	Schools	Homes		Negroes	Whites	Public School Authorities	The Julius Rosenwald Fund
Alabama.....	289	2	\$ 587,111	\$ 236,743	\$ 33,304	\$ 169,664	\$ 147,400
Arkansas.....	129	2	521,736	54,410	17,726	350,862	98,738
Florida.....	17		145,030	11,138	8,335	107,657	17,900
Georgia.....	107	7	405,510	119,390	18,593	176,977	90,550
Kentucky.....	92	1	407,149	49,166	7,875	291,468	58,640
Louisiana.....	225	12	780,166	243,896	27,139	332,431	176,700
Maryland.....	51		271,840	34,142	474	201,724	35,500
Mississippi.....	267	25	1,277,193	441,757	134,012	445,024	256,400
North Carolina.....	412	10	1,794,438	357,658	50,845	1,069,899	316,036
Oklahoma.....	49	10	276,316	13,672		219,964	42,680
South Carolina.....	182	2	1,109,352	213,142	133,230	591,080	171,900
Tennessee.....	196	3	847,334	173,356	19,377	513,701	140,900
Texas.....	154	6	548,277	83,125	11,180	332,239	121,733
Virginia.....	201	2	787,388	217,449	14,808	425,031	130,100
Totals.....	2,371	82	\$9,758,840	\$2,249,044	\$476,898	\$5,227,721	\$1,805,177

PERCENTAGE ANALYSIS

Negroes.....	23.0
Whites.....	4.9
Public.....	53.6
The Julius Rosenwald Fund.....	18.5

Summary of Types of Buildings Completed, Including Teacher and Pupil Capacity, June 30, 1924

STATE	Number Buildings	Teacher Capacity	Pupil Capacity	TYPES														HOMES
				1	2	3	4	5	6	7	8	9	10	11	12	14	16	
Alabama.....	291	557	25,065	128	117	15	9	15	2	1			2					2
Arkansas.....	131	328	14,760	25	60	13	23	3	2	1	1		1					2
Florida.....	17	71	3,195	2	5		4	2	2	1						1		7
Georgia.....	114	323	14,535	17	34	22	16	8	8				2					1
Kentucky.....	93	199	8,955	50	16	8	9	2	4	1	2							1
Louisiana.....	237	589	26,505	35	99	43	25	13	9		1							12
Maryland.....	51	110	4,950	23	17	3	2	2	3		1							
Mississippi.....	292	807	36,315	16	95	90	29	20	14	1	1						1	25
North Carolina.....	422	1,079	48,555	98	156	60	59	5	24	3	5	1				1		10
Oklahoma.....	59	103	4,635	22	13	7	4		3									10
South Carolina.....	184	601	27,045	24	58	32	36	6	14	1	7	1		1	2			2
Tennessee.....	199	474	21,330	62	69	32	12	7	11	1	1					1		3
Texas.....	160	335	15,075	45	68	22	11	4	4									6
Virginia.....	203	476	21,420	47	100	22	16	3	10		3							2
Totals.....	2,453	6,052	272,340	594	907	369	255	90	110	10	22	2	5	1	2	3	1	82

Table B

Some Comparisons of School Terms in Rosenwald
Schools for three years with average School
term in all rural Negro Schools in 1925-26

FILE COPY

AVERAGE SCHOOL TERM IN MONTHS

STATE	ROSENWALD SCHOOLS			ALL RURAL NEGRO SCHOOLS
	1927-28	1926-27	1925-26	1925-26
Alabama	6.9	6.0	6.0	4.7
Arkansas	7.3	7.0	7.0	6.0
Florida	6.7	6.5	6.6	5.1
Georgia	7.3	7.0	7.9	6.0
Kentucky	7.8	7.7	7.4	7.0
Louisiana	6.5	6.7	6.3	5.0
Maryland	8.1	8.4	8.3	8.7
Mississippi	7.1	6.9	7.0	6.2
N. Carolina	6.7	6.6	6.3	6.4
Oklahoma	7.9	7.7	7.4	7.0
S. Carolina	6.5	5.7	5.9	5.0
Tennessee	8.1	7.9	7.4	7.0
Texas	7.1	7.2	7.0	5.0
Virginia	7.4	7.0	6.8	6.8
Totals	<u>7.1</u>	<u>6.9</u>	<u>6.7</u>	<u>6.0</u>

BUILDINGS COSTING \$10,000 OR MORE

Tuskegee Regime

<u>County</u>	<u>Name of School</u>	<u>Teacher Type</u>	<u>Alabama Total Cost</u>	<u>CONTRIBUTIONS</u>			
				<u>Negroes</u>	<u>Whites</u>	<u>Public</u>	<u>Rosenwald</u>
Randolph	County Training	7	\$14,700	\$ 5,000	\$ 2,000	\$ 5,900	\$ 1,800
<u>Arkansas</u>							
Prairie	Fredonia	5	\$14,575	\$ 300	\$ 0	\$13,373	\$ 900
<u>Kentucky</u>							
Logan	Russellville	7	\$11,550	\$ 500	\$ 150	\$ 9,700	\$ 1,200
Webster	Providence	8	20,000	600	500	17,600	1,300
<u>Louisiana</u>							
St. Landry	Opelousas	6	\$10,000	\$ 2,350	\$ 0	\$ 7,150	\$ 500
<u>Tennessee</u>							
Hardeman	County Training	6	\$14,200	\$ 9,000	\$ 1,600	\$ 2,000	\$ 1,600
Shelby	Melrose	6	17,075	4,075	0	12,500	500
Shelby	Menassas	6	16,660	3,660	0	12,500	500
Weakley	County Training	6	11,000	2,000	1,500	6,100	1,400

Clean-up Budget

North Carolina

Cleveland	Shelby	4	\$17,756	\$ 500	\$14,556	\$ 1,500	\$ 1,200
Halifax	Eastman (Medoc)	3	11,280	500	6,200	4,080	500
Halifax	County Training	4	12,000	10,000	1,500	0	500
N'umberland	Bridgeneck	6	11,143	8,943	0	700	1,500

1920-21 Budget

Georgia

Henry	McDonough	6	\$12,500	\$ 8,250	\$ 650	\$ 2,000	\$ 1,600
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Kentucky

Mason	Mayslick	4	\$17,650	\$10,800	\$ 0	\$ 5,650	\$ 1,200
Montgomery	County Training	6	22,431	2,000	0	18,831	1,600

Louisiana

E. Baton Rouge	Scotlandville	3	\$10,000	0	0	\$ 9,000	\$ 1,000
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Maryland

Charles	Pomonkey	4	\$12,626	\$ 7,302	\$ 124	\$ 4,000	\$ 1,200
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Mississippi - add (2) Below

Bolivar	County Training	16	\$104,600	\$ 3,000	\$ 0	\$100,000	\$ 1,600
Lee	County Training	6	32,400	10,800	0	20,000	1,600
Union	New Albany	5	10,900	1,500	8,000	0	1,400

North Carolina

Anson	County Training	8	\$ 11,600	\$ 3,000	\$ 0	\$ 7,000	\$ 1,600
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Oklahoma

Wagoner	Tallahassee	3	\$ 10,000	\$ 0	\$ 0	\$ 9,000	\$ 1,000
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South Carolina

Anderson	Reed Street	12	\$ 55,000	\$ 0	\$11,400	\$42,000	\$ 1,600
Darlington	Hartsville	9	36,000	400	10,000	24,000	1,600
York	Rock Hill	11	48,600	0	45,000	2,000	1,600

Tennessee

Haywood	County Training	6	\$ 23,000	\$ 1,000	0	\$20,400	\$ 1,600
Henry	County Training	7	35,000	1,000	\$ 1,000	31,400	1,600
Warren	McMinnville	6	16,200	1,000	0	13,600	1,600

Virginia

Gloucester	County Training	6	\$ 10,000	\$ 3,900	\$ 500	\$ 4,000	\$ 1,600
Henry	County Training	8	24,382	150	0	22,632	1,600
Roanoke	Roanoke-Botetourt Con.	4	11,500	1,800	1,000	7,500	1,200
York	County Training	6	10,865	2,065	0	7,200	1,600

Mississippi

Bolivar	Cleveland	3	\$ 29,600	\$ 3,600	\$ 0	\$25,000	\$ 1,000
Bolivar	Shaw	5	42,600	3,700	0	37,500	1,400

1921-22 BudgetKentucky

Graves	Dunbar High&Co.Tr.	6	\$ 28,850	\$ 4,000	\$ 0	\$23,250	\$ 1,600
Muhlenberg	Greenville	5	14,822	2,000	0	11,422	1,400

Mississippi

Bolivar	Shelby	6	\$ 11,600	\$ 1,000	\$ 5,000	\$ 4,000	\$ 1,600
Sunflower	Delta Indus.Inst.	5	11,400	500	2,500	7,000	1,400
Grenada	County Training	6	13,600	1,000	10,000	1,000	1,600

North Carolina

Alamance	Graham	4	\$ 10,000	\$ 500	\$ 0	\$ 8,300	\$ 1,200
McDowell	Marion	6	12,000	1,250	0	9,150	1,600
Robeson	Maxton	6	19,000	5,000	0	12,400	1,600

Oklahoma

Lincoln		3	\$ 12,023	\$ 0	\$ 0	\$11,023	\$ 1,000
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Tennessee

Marion	McReynolds High	6	\$ 33,100	\$ 3,100	\$ 900	\$27,500	\$ 1,600
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#825,783



#49,800

NRS
(Repts)

THE JULIUS ROSENWALD FUND
ADMINISTRATIVE RULINGS

A. Before the Fund was established

- 8/12/12 Six experimental rural schools for Negroes may be aided to the extent of \$2,100 in the aggregate out of the \$25,000 Fund contribution to Tuskegee for distribution among the offshoots of that institution. (J.R. to B.T.W.)
- 8/1/14 About a hundred school buildings may be built under Tuskegee direction on the same general plan followed with the experimental six, with a maximum aid of \$300. to a school. (J.R. to B.T.W.)
- 2/29/16 A second one hundred school houses may be built on the same plan if it seems desirable on the completion of the first hundred. (J.R. to B.T.W.)
- 11/29/16 Additional school houses may be built sufficient to bring the total number constructed up to three hundred, not counting the six experimental schools. (J.R. to B.T.W.)

B. Under the Fund

- 11/14/17 Three hundred additional school houses may be constructed on the same general plan heretofore followed, \$400. being the maximum aid for a one-teacher school and \$500. for a two-teacher school; \$6,000 may be used to extend school terms and teachers' salaries, and salaries of employees of the Tuskegee Institute Rural School Extension Division may be paid up to \$14,030.
- 7/1/20 In connection with the budget appropriation for 1920-21, different types of structures may be erected with maximum allotment as follows:
- | | |
|----------------------------|--------|
| one-teacher school | \$ 500 |
| two-teacher school | 800 |
| three-teacher school | 1000 |
| above three-teacher school | 1500 |
| teachers' home | 1000 |
- 6/27/21 The budget estimates for different types of schools in a State may be overdrawn, provided that the total allotment to such State for any one year be not exceeded. (W.C.G. to S.L.S. 6/27/21. See correspondence 6/22, 24, and 27.)
- 7/1/21 In connection with the budget appropriation for 1921-22, different types of structures may be erected with maximum allotment as follows:
- | | |
|-----------------------------|--------|
| one-teacher school | \$ 500 |
| two-teacher school | 800 |
| three-teacher school | 1000 |
| four-teacher school | 1200 |
| five-teacher school | 1400 |
| six- or more teacher school | 1600 |
| teachers' home | 1000 |

APR 21 1936

1922 In connection with the budget appropriations for 1922-23, changes are made in the type allotments, so as to make a difference of \$200. between each two types, this ruling (1) closing the too large gap previously existing between the one-teacher and the two-teacher type, and also (2) reducing the maximum allotment from \$1600. to \$1500. The allotment for a teachers' home is also reduced. The new type allotments are: for a

one-teacher school	\$ 500
two-teacher school	700
three-teacher school	900
four-teacher school	1100
five-teacher school	1300
six or more teacher school	1500
teachers' home	900
addition	200

- 8/18/22 Inspection reports of different budgets are distinguished as follows: 1920-21 reports are numbered from 1 consecutively; 1921-22 reports are numbered 1-A, 2-A, etc.; 1922-23 reports are numbered 1-B, 2-B, etc; each succeeding year to be marked by a different letter, C, D, E, etc. (S.L.S. to F.W.S. 8/18/22)
- 8/18/22 No school for Negroes may receive aid from the Rosenwald Fund under the general plan unless it is a part of the public school system. (S.L.S. to F.W.S. 8/8/22 - F.W.S. to S.L.S. 8/18/22)
- 10/6/22 No allowance may be made for an addition to a school building of a type of six-teacher or above, but the maximum allotment for a six-teacher type shall be the maximum allotment of aid to any building. (This ruling is made in connection with an inquiry about the possible addition of two rooms to a five-teacher building, reported to have been planned with the hope of receiving an allotment of \$200. for each room added.) (S.L.S. to F.W.S. 10/4/22. F.W.S. to S.L.S. 10/6/22 after conference with J.R.)
- 10/10/22 The addition to a State's budgetary assignment for teachers' homes of an unused portion of the amount assigned for another type of school building, is held to be proper under the administrative ruling of 6/27/21 cited above. (S.L.S. to F.W.S. 10/7/22. F.W.S. to S.L.S. 10/10/22)
- 10/13/22 The fact that under the Tuskegee Administration a small rural school in the neighborhood of a town received Rosenwald aid does not bar aid to a larger consolidated rural school erected in the same vicinity. (S.L.S. to F.W.S. 8/23/22. F.W.S. to S.L.S. 8/25/22)
- 10/23/22 The maximum allotment of Rosenwald aid under the budget of the year of original construction of a school building shall be considered the maximum allotment permissible where aid for an addition to a school building is sought at a later time. (S.L.S. to F.W.S. 10/20/22; F.W.S. to S.L.S. 10/23/22)
- 12/5/22 The use for an addition to a school building of a portion of a State's allotment of Rosenwald aid for a given year is held to be proper under the administrative ruling of 6/27/21 cited above (see also ruling of 10/10/22), in a case when no specific designation "for additions" was

made by the State at the time of the distribution by types of buildings of its total appropriation for that year. (S.L.S. by B.C. to F.W.S. 12/1/22; F.W.S. to S.L.S. 12/5/22)

- 12/5/22 Where a State is unable to secure the entire time service of an acceptable building agent, it may employ him on half time to assist in connection with current building construction, the State paying one half of the salary and the Julius Rosenwald Fund the other half. (S.L.S. by B.C. to F.W.S. 11/28/22; F.W.S. to S.L.S. 12/5/22)
- 12/11/22 Where a Rosenwald School is destroyed by fire and, subsequently, aid is sought from the Julius Rosenwald Fund for construction of a new building in the same community, such aid may be granted under the same terms and conditions as apply to a new project. But, in such a case, the maximum allotment of the year of new application shall be considered the maximum allotment permissible. If insurance is collected on the building destroyed, then any allotment from the Fund for a new project shall be credited with a part of such insurance, in the proportion which the contribution of the Fund to the former building bore to the total cost of such building. (S.L.S. by B.C. to F.W.S. 12/1/22; F.W.S. to S.L.S. 12/11/22)
- 3/27/23 In connection with the budget appropriation for 1923-24, the maximum allotment for a one-teacher school is reduced from \$500 to \$400. (Conference agreement, J.R., F.W.S., and S.L.S. 3/27/23)
- 3/27/23 In connection with the budget appropriation for 1923-24, a reserve fund is created in the amount of \$25,000, to be drawn upon in emergencies of construction arising during the budget year. No requisition is to be made upon this fund except after agreement between the General Field Agent and the Director. (Conference agreement J.R., F.W.S., and S.L.S. 3/27/23)
- 3/27/23 In connection with the budget appropriation for 1923-24, a proposition that, for a school building of the larger type, the Fund contribute a varying amount proportionate to the total cost of the contemplated building, was considered. It was determined to adhere to the plan of a definite allotment for a definite type, with a maximum of \$1500. (Conference agreement, J.R., F.W.S., and S.L.S. 3/27/23)
- 5/21/23 Where a school building, constructed with the aid of the Julius Rosenwald Fund, is destroyed by fire, the records of the Fund relating to that building shall remain unchanged, even in a case where, subsequently, another building of the same or different type is erected in the same community and, possibly, on the same site. - - (The Crossett School in Ashley County, Arkansas, designated in Fund records as Crossett No. 1, a four-teacher type costing \$6300, toward which the Julius Rosenwald Fund gave \$1200, was burned November 12, 1922. With the \$4000 insurance collected and other funds, a second school, called Crossett No. 2, a five-teacher type costing \$7,000, was built, toward which the Julius Rosenwald Fund gave \$538, this amount representing a \$1300 type-allotment, less \$762, equity of the Fund in the insurance on Crossett School No. 1. Thus the Fund has contributed to two buildings in the same community, one of them being destroyed by fire. (S.L.S. to F.W.S. 5/19/23 - F.W.S. to S.L.S. 5/21/23)

- 7/13/23 Where a new building is constructed with the aid of the Julius Rosenwald Fund to replace a Rosenwald School destroyed by fire, and where insurance has been collected (see rulings of 12/11/22 and 5/21/23) the record of contribution by the Fund to the second building shall show the exact amount paid, after deduction for proportionate insurance, rather than the type allotment for such building. An explanatory footnote shall be attached. (Conference of S.L.S. and F.W.S. with E. Pollock 7/13/23)
- 7/27/23 In a limited number of selected localities, where the annual school term is eight months or more, the Fund will consider cooperation in the construction of Teachers' Homes, to be completed and furnished to correspond with the school building. The amount of aid to be given on a Teacher's Home shall not exceed one-half of the total cost of the building, the maximum allotment from the Fund for such purpose being \$900. Just as in the case of school buildings, the Teacher's Home must be deeded to the public school authorities. (Plan formulated after conference and experience.)
- 7/27/23 Aid toward the construction of a Teacher's Home is given by the Julius Rosenwald Fund only where the Home is an addition to the equipment of a school plant where a school house has been erected with the aid of the Fund. (S.L.S. to F.W.S. 7/26/23; J.R. to F.W.S. in conference 7/27/23; F.W.S. to S.L.S. 7/27/23)
- 8/6/23 Where a community desires to erect a Rosenwald School and a teacher's home in the same year, the application for the school building shall precede the application for the home. The obligation for aid toward the erection of the home shall be conditioned on the completion of the school building before requisition is made for aid on the home. If the application for such school building is canceled, this action automatically cancels the obligation of the Julius Rosenwald Fund for the home in that community. (S.L.S. to F.W.S. 8/1/23; F.W.S. to S.L.S. 8/6/23)
- 7/11/24 The intervention of the date set for ending construction of school buildings under the appropriations of a given budget year of the Julius Rosenwald Fund shall not be considered sufficient reason for abrogating the administrative ruling of 8/6/23, regarding priority of Rosenwald school building over teacher's home, in a case where, construction of school building and teacher's home going forward simultaneously upon the same school grounds, the home is completed before the end of the budget year while the school house is not finished. (F.W.S. to S.L.S. 7/11/24 in correspondence over situation at the Monroe County, Georgia, Training School)
- 7/11/24 Where a community files an application for aid in building a Rosenwald School of a designated type, and such application is approved, and construction goes forward upon plans and specifications for the type indicated; and, later, it is found impracticable, prior to the date set for the ending of a budget year of the Julius Rosenwald Fund, to complete all of the rooms of the building, such building may not receive final approval and reimbursement as a Rosenwald School of a smaller type, represented by the number of rooms actually completed. The application therefor under the appropriations for the budget year involved shall be cancelled, and the Julius Rosenwald Fund shall be reimbursed for any partial payment made upon such building. (F.W.S. to S.L.S. 7/11/24)

8/4/24 Where an individual community or county, in a state which does not have, under the direction of its State Department of Education, a general programme for construction of rural schools for Negroes in cooperation with the Julius Rosenwald Fund, files an application for aid in building a Rosenwald School, such application shall not be approved. (F.W.S. to S.L.S. 8/4/24 after conference with J.R. in connection with correspondence relative to possible aid to communities or counties in the States of Missouri and West Virginia.)

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12/27/24 Where a change in type allotment for schools is made to go into effect with a new budget, and this change is properly announced in advance of the beginning of the new budget year, no claim is recognized by the Julius Rosenwald Fund for aid according to a previous type allotment in a case where a school building, for which an application is approved with the understanding that the building must be completed before the end of the budget year, is not so completed but is carried over into the following year. (When the budget for 1922-23 was approved in the spring of 1922, changes were made in the type allotments for schools, among others reducing the two-teacher type allotment from \$800 to \$700. Alabama has a special law which provides that the entire amount to be expended upon a school building must be in hand before any work of construction begins. In the case of certain schools in that State, a definite amount from the Julius Rosenwald Fund had been assured by the State Superintendent of Education, in accordance with the budget allotment. When these buildings were not completed by June 30, 1922, the Fund's appropriations lapsed. When it was proposed to complete the buildings under the next budget with its reduced type allotment, the State Superintendent was left in the awkward situation of having assured the State Treasurer \$100 more than he had available under the new budget appropriation. When this matter was reported to the officers of the Fund, it was decided to support the State Superintendent in his previous pledge and, after delay on the part of the State in reporting, special payments of \$100 each were made toward the Pleasant Ridge school in Marion County, Alabama, in April, 1924, and toward the Sweetwater school in Elmore County, Alabama, in December, 1924. It was agreed by Mr. J. S. Lambert, Alabama State Agent, that these two payments adjusted all outstanding claims. (F.W.S. to S.L.S. 11/13/23; 12/6/23; 2/11/24; 11/5/24; 12/10/24; 12/19/24. S.L.S. to F.W.S. 2/7/24; 4/24/24; B.C. to F.W.S. 4/25/24; S.L.S. to F.W.S. 12/16/24.)

5/20/25 In connection with a Rosenwald School of two-teacher type or larger, where the annual school term is eight months or more, the Fund will cooperate in the construction of a teachers' home to be completed and furnished to correspond with the school building. The amount of aid to be given on a teachers' home shall not exceed one-half of the total cost, the maximum allotment from the Fund for such purpose being \$700 for a four-room home and \$900 for a five-room or larger, provided that the aid for a home at a two-teacher school shall not exceed \$700. Just as in the case of school buildings, the teachers' home must be deeded to the public school authorities. (Modifying ruling of 7/27/23 after conference and correspondence in April, 1925, S.L.S. to F.W.S. 5/10/25; F.W.S. to S.L.S. 5/13/25; S.L.S. to F.W.S. 5/13/25 and 5/14/25; F.W.S. to S.L.S. 5/16/25 and 5/22/25)

*8/4/24 Aid toward the construction of rural schools for Negroes is not given by the Julius Rosenwald Fund in any of the States, commonly known as Northern States. (F.W.S. to S.L.S. 8/4/24 in connection with correspondence regarding possible aid in Missouri and West Virginia.)

1/21/26 Effective this date, the General Field Agent sends the original and duplicate of every requisition for funds direct to the Treasurer of the Fund instead of through the Chicago Office. He sends the triplicate, together with the inspection report, to the Chicago Office, as heretofore. Under this change, the plan of approval of a requisition by the Chicago Office before payment is abandoned, but all other details of administration of requisitions remain as heretofore. (Modification of administrative plan after conference and correspondence in January, 1926. J.R. to F.W.S., F.W.S. to S.L.S. and L.J.R. Approval of change L.J.R. 1/19/26. Final instruction to S.L.S. 1/21/26)

6/4/26 In a community desiring to build a new County Training School, or County High School, in order to meet state requirements for high school standardization, the maximum by the Fund may be \$1700 for a seven-teacher, \$1900 for an eight-teacher, and \$2100 for a nine-teacher or larger.

Where the Fund has given toward the construction of a building for a County Training School or a County High School, the maximum allotment of \$1500; and where, subsequently, in order to meet State requirements for high school standardization, it becomes necessary to add one, two, or three rooms to the building, the regulation allotment of \$200 a room for an addition may be made for not to exceed three rooms; thus establishing for schools of the type mentioned, but for such only, a new maximum of \$2100. (After conference between J.R., A.K.S. and S.L.S. 6/3/26 and 6/4/26.)

7/1/27 In connection with the budget appropriation for 1927-28, different types of structures may be erected with maximum allotment as follows:

Rural Elementary Schools

One-teacher	\$ 200
Two-teacher	500
Three-teacher	700
Four-teacher	1000
Five-teacher	1200
Six-teacher	1400

County Training and County High Schools

Seven-teacher	\$1500
Eight-teacher	1700
Nine-teacher	1900
Ten-teacher	2100

Teachers' Homes

Four-room	\$ 500
Five-room	700
Six-room or larger	900

Shops

One-room	\$ 200
Two-room	400

Classroom Additions:

\$150 a room up to but not to exceed the maximum for an elementary or a high school.

The amount of aid to be given on a teachers' home shall not exceed one half of the total cost, the maximum allotment from the Fund for such purpose being \$500. for a four-room home, \$700 for a five-room home, and \$900 for a six-room or larger, provided that the aid for a home at a two-teacher school shall not exceed \$500.

On requests of the cooperating State Departments of Education for aid to assist in building shops in connection with Rosenwald Schools where agriculture and farm mechanics are to be taught, the Fund agrees to give \$200 on a one-room shop and \$400 on a two-room shop on condition that (a) the building be erected according to plans and specifications furnished or approved by the Fund; (b) an ample supply of tools be purchased; and (c) of most importance, a trained teacher be provided to take charge of the work.

8/31/27 Where a Rosenwald School erected some years ago has become dilapidated or condemned and needs replacing, the Fund will consider aid in rebuilding on the same basis as that shown in the ruling of 12/11/22 for buildings burned, ratioing any salvaged material used (such as framing) just as is done in the case of insurance collected. (Conference J.R., A.K.S. and S.L.S. 6/4/26, Chicago, Ill.)

In a county where two or more small Rosenwald schools have been erected and subsequently in keeping with progress there is developed a sentiment for consolidation, the Fund will consider giving aid in the construction of a central consolidated school replacing these. (Conference J.R., A.K.S., and S.L.S. 6/4/26, Chicago Ill.)

Under the plan for giving aid in building shops it is understood that they will be counted in the number and cost of completed buildings, as well as adding 1 teacher and 45 pupils per shop. (Conference A.K.S. and S.L.S. February 27-28, 1927. Also see S.L.S. letter dated 9/8/27 regarding "Administrative Rulings on Shops.")

PLAN FOR DISTRIBUTION OF AID FROM THE
JULIUS ROSENWALD FUND FOR BUILDING
RURAL SCHOOL HOUSES IN THE SOUTH

- - -

To State Superintendents of Public Instruction:

Mr. Julius Rosenwald has established a foundation, called The Julius Rosenwald Fund, to take over and extend his various philanthropic activities. Prominent among these has been the assistance which for some years Mr. Rosenwald has extended to Southern communities desiring to provide improved rural schools for Negroes. This work has been admirably managed by the Extension Department of Tuskegee Institute. It has grown rapidly from a local enterprise until it now covers most of the Southern states.

At a conference held at Tuskegee Institute June 4th and 5th, 1920, the following recommendations regarding the future of the work were made:

1. ~~That~~ the Julius Rosenwald Fund cooperate with public school authorities and other agencies and persons in the effort to provide and equip better rural schoolhouses for the Negroes of the Southern states, such equipment as desks, blackboards, heating apparatus, libraries and toilets being deemed of equal importance with the schoolhouses themselves.
2. ~~That~~ the sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.
3. ~~That~~ the Trustees of The Fund and the State Department of Education will agree as to the number of new buildings in the construction of which they will cooperate.
4. ~~That~~ the school site must include ample space for playgrounds and ^{for} such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the Agent of The Fund. The minimum acceptable for a one-teacher school is two acres.
5. ~~That~~ plans and specifications for every building shall be approved by an authorized representative of The Fund before construction is begun. On request from the State Department of Education, The Fund will consider it a privilege to furnish general suggestions, plans and specifications for schoolhouses.

6. That in providing these buildings, it is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure, from other sources; to-wit- from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete, equip, and furnish the building.

7. That The Fund deposit with every cooperating State, upon application therefor, the sum of \$5000, from which the proper state official may make disbursements as required. At the close of every month, the State Department will be expected to report to The Fund any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the State Department of Education. Thereupon The Fund will replenish its deposit in the amount disbursed.

8. That the amount appropriated by The Fund shall not exceed \$500 for a one-teacher school, \$800 for a two-teacher school, and \$1000 for a three-teacher school. In localities where larger schools seem to be required (consolidated schools or County Training Schools), The Fund will make special investigations and decide every such case separately.

9. That aid be granted toward the construction and equipment of only those school buildings whose terms run at least five consecutive months.

10. That every community agree to complete, equip, and furnish its school building within twelve months after reporting that it has qualified for aid from The Fund.

11. That, to enable teachers to live in the communities, both to insure the protection of the property and to make the school serve the broadest interests of the community, a Teachers' Home should be provided. In a limited number of selected localities, where the annual school term is eight months or more, The Fund should consider cooperation in the construction of ~~the~~ Teachers' Homes, to be completed and furnished to correspond with the school buildings. In such cases special investigation should be made by The Fund. The amount to be offered should be determined by the nature of the community's need.

12. That The Fund reserve the right to discontinue its operations in behalf of rural schools after reasonable notice to the Departments of Education of the several cooperating states.

13. That, the foregoing provisions become operative on and after July 1, 1920.

We are authorized by the Trustees of The Fund, to state that they consider it a privilege to try to be of service to the Departments of Education in the Southern States. They will do all in their power to make the work successful. They solicit suggestions and constructive criticisms. They earnestly ask for the same helpful cooperation that public officials have so generously given to the Extension Department of Tuskegee Institute. They express gratitude to the officials of Tuskegee Institute for the devoted service they have given to this great cause, and they derive encouragement from the assurance that Tuskegee will go along with them in the work that lies ahead.

Respectfully submitted,

Mallau Rutrick

President General Education Board

Abraham Fleener

Secretary General Education Board

R. R. Moton

Principal Tuskegee Institute

Miss. S. S. Washington

Clinton J. Calloway

Director Extension Dep't Tuskegee Institute

F. B. Dressler

Professor Rural Sanitation Peabody College
Ch. S. S. S.

J. S. Davis
State Sup't Education, Mississippi

Jackson Davis

Field Agent General Education Board

S. L. Smith

Rural School Agent, Tennessee

Leo M. Foorat

Rural School Agent, Louisiana

J. S. Lambert

Rural School Agent, Alabama



EVOLUTION OF THE SCHOOLHOUSE CONSTRUCTION PROGRAM

BY

THE JULIUS ROSENWALD FUND*Mr. Smith's State mail*

*nr8
(Subj)*

The origin of the schoolhouse construction program dates back to the time when Dr. Booker T. Washington asked Mr. Rosenwald's permission to spend \$2,100 left over from a donation of \$25,000 by Mr. Rosenwald on his fiftieth anniversary for offshoots of Tuskegee, in stimulating the promotion and construction of six experimental rural public Negro schools near Tuskegee. Mr. Rosenwald agreed to give \$300 aid to each of the six schools on condition that an equal amount be raised by the community and public school authorities. Tuskegee was allowed \$50 per school for supervising promotion and construction. These six buildings were completed in 1913-14 on plans prepared by Tuskegee - all one-teacher buildings.

On June 10, 1914, after Dr. Washington had made his report on the six experimental schools, Mr. Rosenwald expressed a willingness to enlarge the work of schoolhouse construction in the State of Alabama, and in August, 1914, he agreed to give \$30,000 aid in building 100 small schools in the State of Alabama on the same condition governing the building of the six experimental schools. At this time there were state agents of Negro schools in Virginia, Kentucky, Alabama, North Carolina, Georgia, and Arkansas. The news of this unprecedented offer to give aid in building rural Negro schools soon reached the other six state agents who made earnest pleas for similar aid. In the meantime an offer of the second 100 was made to Alabama on the same basis. In 1915-16 Virginia, Kentucky, North Carolina, Tennessee, Georgia and Arkansas were allowed aid on a limited few one-teacher schools out of the 200 allotted to Alabama. Mr. Rosenwald made other allotments as needed.

Although many of these early buildings cost but little more than \$600 each, they were so much better than the average rural school that they attracted much attention throughout the South and directly influenced a better type of construction in the rural sections of Alabama, reaching in a limited way six other states.

About February, 1917, at a conference of state agents and others interested in Negro education called by Commissioner P. P. Claxton to meet in Washington, Mr. Rosenwald was present and asked the group to offer suggestions for improving and enlarging the building program. As a result of this a committee composed of Jackson Davis, state agent of Virginia, James L. Sibley, state agent of Alabama, and S. L. Smith, state agent of Tennessee, was asked to draft a plan in keeping with the suggestions. This plan which was approved by the Tuskegee Extension Department and Mr. Rosenwald provided for taking in other states on the same condition as aid had been given in Alabama, where there were state agents of Negro schools in charge. These states included Alabama, Arkansas, Georgia, Kentucky, Louisiana, North Carolina, Tennessee and Virginia, and about this time or a little later Maryland, Mississippi, and South Carolina put on state agents and were granted the same privilege. Eleven states shared in the aid from 1917 to July 1, 1920.

The recommendations of the committee included the following main provisions: (1) The headquarters for handling the funds remain at Tuskegee; (2) that the state departments of education cooperate; (3) that aid be given on two types of buildings (a) one-teacher type \$400 and (b) a two-teacher type \$500; and (4) several minor details of administration. When this plan was presented and passed upon, there were

present a large number of men interested in Negro education, among them Dr. Wallace Buttrick, Dr. Abraham Flexner, Mr. Julius Rosenwald, Dr. James H. Dillard, B. C. Caldwell, W. T. B. Williams, Dr. Hollis Frissell, Dr. R. R. Moton (newly elected principal of Tuskegee), Clinton J. Calloway (director of Tuskegee Extension Department and in charge of the Rosenwald building program at that time), Dr. P. P. Claxton, United States Commissioner of Education, Dr. Anson Phelps Stokes, Dr. Thomas Jesse Jones (who had just completed and made report of a survey of Negro schools), Walter B. Hill and T. J. Woofter, Jr., (who assisted Dr. Jones in the survey), the state agents of Negro schools from eight states (Jackson Davis, Virginia, James L. Sibley, Alabama, Leo M. Favrot, Louisiana, J. A. Presson, Arkansas, N. C. Newbold, North Carolina, George D. Goddard, Georgia, F. C. Button, Kentucky, and S. L. Smith, Tennessee), and several southern state superintendents.

This meeting clearly marked a new period in the program of schoolhouse construction, inspiring new hope among the colored people and a sincere desire on the part of the state departments of education to cooperate in a more effective way to provide needed educational facilities for Negroes in rural sections. There are many interesting events connected with the schoolhouse construction program under this new regulation, from 1917 to 1920, but as this article is to be brief, only a general outline is given showing the stages of development.

Up to July 1, 1920, Mr. Rosenwald had allotted to Alabama and ten other southern states 900 one and two-teacher schools. In order to stimulate the building of a few larger buildings suitable for county training schools, a plan was inaugurated whereby the larger school might receive more than the maximum of \$500 for a two-teacher or larger. For

example, where it was desired to consolidate two two-teacher schools and two one-teacher schools into a six-teacher central school, aid was allotted on the types abandoned (two two-teacher schools \$1,000, and two one-teacher schools \$800, making a total of \$1,800 for the central school). In this way about 737 of the 900 allotted were taken up. But in order to keep in the records only the actual number of schools built we eliminated the abandoned buildings on which allotments were given and included only the central buildings that were erected, making the actual number of buildings constructed under the Tuskegee administration 640.

The total cost of the 640 buildings erected from the beginning to September 4, 1920, was \$1,343,509. Of this amount the Negroes contributed \$456,597, their white friends \$61,326, the public school authorities \$562,071, and Mr. Rosenwald \$263,515. The average cost of these buildings was \$2,107. The Negroes contributed 33.9%, the whites 4.6%, public 41.9%, and Mr. Rosenwald 19.6%. The total teacher capacity was 1336.

In 1919 a brief survey of the Rosenwald schools was made for Mr. Rosenwald by Dr. Fletcher B. Dresslar, Professor of Health Education, in George Peabody College. Dr. Dresslar visited 47 schools in Alabama, Georgia, Kentucky, Tennessee, Louisiana and North Carolina, and wrote a comprehensive report of conditions as he found them, including in the report some of the fundamental principles of schoolhouse construction illustrated by sketches of floor plans.

In the spring of 1920 Mr. Rosenwald met a group of people interested in Negro schools in the offices of the General Education Board in New York. Among those present was Dr. Wallace Buttrick, Dr. Abraham Flexner, Dr.

Dr. James H. Dillard, Dr. R. R. Moton and Mrs Booker T. Washington. At this meeting Dr. Dresslar's report (later published as Bulletin No. 1 by the Julius Rosenwald Fund) was discussed, after which it was agreed that the time had come for the Fund to establish headquarters somewhere in the South, independent of any school, and to employ some one trained in schoolhouse planning to take charge of the contemplated enlarged program as director or general field agent. S. L. Smith, State Agent of Negro schools in Tennessee, at that time, who had completed the course of schoolhouse planning under Dr. Dresslar and had prepared a set of plans known as COMMUNITY SCHOOL PLANS for Tennessee, was asked to take charge of the work for Mr. Rosenwald, and Dr. Wallace Buttrick wrote the State Superintendent of Tennessee, requesting a leave of absence of S. L. Smith to take charge of this work.

In April, 1920, the following group held a two-day conference at Tuskegee working out a plan for the enlarged program, at the request of Mr. Rosenwald and Dr. Moton: Dr. Wallack Bruttrick, Dr. Abraham Flexner, Dr. James H. Dillard, Mr. William C. Graves (Mr. Rosenwald's secretary), Mr. Jackson Davis, Dr. R. R. Moton, Mrs. Booker T. Washington, Mr. Clinton J. Calloway, Mr. Leo M. Favrot (then state agent of Louisiana), Mr. J. S. Lambert, S. L. Smith and some others.

This new program provided for including Florida, Oklahoma and Texas, making a total now of 14 states.

Some of the main provisions of the enlarged plan are summed up briefly as follows: (1) cooperation from the Nashville office with the fourteen state departments of education in building rural schoolhouses, (2) changing the type allotments to include six teachers - one-teacher \$500, two-teacher \$800, three-teacher \$1,000, four-teacher \$1,200, five-teacher \$1,400, and six-teacher or larger \$1,600; (3) aid on a limited

number of teachers' homes in larger type schools where the term is eight months or more - \$1,000; (4) a minimum of two acres of land; (5) a minimum term of five consecutive months; (6) all school property on which the Fund gives aid to be deeded to the public school authorities; (7) schools to be erected on plans furnished by the Fund or approved by the general field agent; (8) an annual budget recommended by the general field agent.

The budget 1920-21 was divided into two groups: (1) a clean-up budget to be used (a) in making final payments on buildings for which half the amount had been paid by Tuskegee before the buildings had been completed and (b) to pay the Fund's assumed obligations on 84 buildings where the money had been raised and the buildings were to be erected on the old plans and allotment made according to the former basis; and (2) the regular budget for 1920-21 (which was allowed to lapse over to December 31, 1921).

In 1921 because of urgent requests from the various state departments of education stating that the Rosenwald ^{schools} had attracted larger enrollments than had been provided for, the Fund agreed to give aid in adding classrooms to Rosenwald schools - \$200 per room - on condition that the type of construction be as good as the original building and that wherever necessary the old building be repaired and repainted. The large number of added rooms since that time shows the wholesome influence of the Rosenwald schools, notwithstanding the unprecedented migration of Negroes from rural sections to cities during this period. There has not been found a single instance where a Rosenwald school has had to be closed on account of migration.

The next significant period in the development of the schoolhouse construction program began with the year 1926-27 when Mr. Alfred K. Stern took charge as director in the Chicago office. Dr. Francis W. Shepardson had been acting director from 1922 to February 1, 1926, when he resigned to take charge of other important work. Because of the great need and demand for additional high school buildings and enlargement of many already constructed, the Fund again increased its type allotment (in 1922 the allotments were decreased \$100 per type except the one-teacher school which was reduced the following year the by \$100) to \$1,700 for a seven-teacher, \$1,900 for an eight-teacher and \$2,100 for a nine-teacher or larger, and agreed to give aid on the same basis in adding to buildings that had already been constructed but needed additional rooms. This additional aid above a six-teacher type was granted only in cases of county training schools or county high schools striving to standardize as two-year or four-year high school. The development has been most satisfactory. At that time there were only about 200 four-year Negro high schools including both public and private. For the year 1926-27, 20 new buildings qualified under this new regulation and 27 buildings formerly erected received aid in helping them to qualify for high school standardization, costing \$734,854, and adding a teacher capacity of 252 in high school work and a total pupil capacity of 11,340.

For the year 1927-28 there was another reduction of \$200 per type, except the four, five, and six-teacher types which had only \$100 cut, beginning with \$200 for the one-teacher and extending to \$2,100 for a ten-teacher or larger.

During the year 1926-27 Mr. Alfred K. Stern visited with the General Field Agent a number of schools in South Carolina, North Carolina,

Arkansas and Tennessee and observed the inadequate facilities for the boys' vocational work and manual training in some of the schools where equipment for the girls' work was very good. As a result of this a brief study of the needs of these vocational agriculture schools was made. It was found that out of the 368 schools of the South having vocational agriculture at that time 292 (79.3%) were Rosenwald schools.

The Fund agreed to give aid on two types of shop plans for the year 1927-28 - Shop Plan A (one-room and a small forge room) \$200, Shop Plan B (two-rooms and in addition a forge and auto mechanics room) \$400.- Applications have been approved the present year for 51 shops costing \$112,057, Of this amount the Negroes are contributing \$24,090, whites \$7,661, the public funds \$45,306, the General Education Board for equipment \$17,800, and the Fund \$17,200. 24 of these shops have already been completed and practically all the others will be completed by June the 30th. The shop plans have been drawn with a view to adding dignity to the vocational work. They are just as attractive in appearance as the school buildings. We have been told by Federal and state agents of vocational agriculture that this aid has greatly stimulated the work of vocational agriculture not only in the Negro schools but in the white schools as well, as we furnish plans without cost to the state departments for any schools white or colored.

There is now a demand for a larger shop with at least one large extra room to take care of vocational ^{home} economics and the Fund is considering adding another type known as "Shop Plan C."



The total number of Rosenwald buildings completed to April 1, 1928, was 4,160, costing \$19,141,065, the Negroes contributing \$3,758,769, whites \$840,273, public \$11,339,156, and the Fund \$3,202,267. In addition to the completed buildings there are 309 applications approved on this year's budget not reported complete. Doubtless most of them will be completed between now and June the 30th. It is interesting to note that the actual cost of the Rosenwald schools completed to April the 1st (\$19,141,065) is one and one-half times the total value of all Negro schools in the fourteen states including both rural and city schools in 1914-15 (\$12,823,127).

The teacher capacity of the Rosenwald schools (10,831) is 33.1 per cent of all rural Negro teachers employed (32,685) in the fourteen states for the year ending June 30, 1926, (the most recent complete data), and the pupil capacity (487,395) is 32.2 per cent of the total number of pupils enrolled in rural Negro schools (1,514,689), for that year. Table A gives the comparisons by states.

The average term of all rural Negro schools in 1925-26 was 6.0 months, while the average term in the Rosenwald schools completed in 1925-26 was 6.7 months; for 1926-27 was 6.9 months, and for 1927-28 (575 schools for which applications are approved), is 7.1. Table B gives the comparisons by states.

For Mr. Friedman

"REFORM ADVOCATE"

Information to be re-written for issue of May 26, 1928.

Mr. Rosenwald's interest in Negro welfare first found expression in 1910 when he made an offer of \$25,000. for a Y. M. C. A. building in Chicago on the condition that there would be raised by public subscription a sum of \$75,000. within five years.

He had become acquainted with Booker T. Washington, the Negro Educator and so admired the work being done at Tuskegee Normal and Industrial Institute of which Mr. Washington was President, that he soon became a patron and later a trustee of that institution. Realizing the difficult situation in which the Negro found himself, it occurred to Mr. Rosenwald that the colored people would be well on their way toward the solution of their problems if education similar to that provided for a few at Tuskegee could be made available for the great mass of Negro children. In August of 1912 Mr. Rosenwald gave \$25,000. to Tuskegee. The real beginning of the Rosenwald school building program may be said to have been when Dr. Washington asked permission to use the last \$2100. of this fund in stimulating and promoting construction of six experimental rural public schools for Negroes near Tuskegee. The venture was so successful that at the suggestion of Booker T. Washington, Dr. Wallace Buttrick, Dr. James H. Dillard and members of the General Education Board staff and others, Mr. Rosenwald agreed to assist in the construction of rural school houses for Negroes on a more extensive scale. \$30,000. was offered to assist in the building of 100 schools additional gifts being made from year to year.

In 1917 Mr. Rosenwald created the Julius Rosenwald Fund to which he has turned over sums from time to time until the principal amounts now to twenty million dollars. For the past 10 years the Fund has devoted itself entirely to the development of a Negro rural school program. The Fund is established for the well being of mankind and, while its early activities were concentrated on the building of rural schools for Negroes, it is probable that its program will be expanded to include other educational programs, health work and possibly other fields. The enlarged work will not necessarily be devoted exclusively to Negroes.

In order to receive aid from the Rosenwald Fund, a school must result from common effort by the State and County authorities and the local colored and white groups. The school in every case must be a part of the public system and the county authorities must agree to maintain it from tax funds.

Every school must provide not only formal and theoretical "book larnin" but also practical industrial work. Every school has at least one industrial room and at least two acres of land available for farm gardens. The girls are taught sewing and cooking, and the boys farming and simple shop work. Schools must be built in accordance with plans originated or approved by representatives of the Julius Rosenwald Fund.

On May 1st, 1928, there were 4178 Rosenwald schools dotted over the fourteen Southern States, representing an expenditure of \$19,196,334. Of this total the Negroes had contributed \$3,770,369.; their white neighbors had raised by direct gift \$843,123.; public tax funds had supplied \$11,371,875. and the Julius Rosenwald Fund had contributed \$3,210,967. Of all the rural Negro schools standing today, nearly one-fifth have been built with the aid of the Julius Rosenwald Fund. Of the one and one half million Negro children in school in the rural South, about one half million are in Rosenwald schools.

While Mr. Rosenwald has been particularly active in the field of Negro education, he has not neglected other charitable opportunities. The recent gift of \$5,000,000. for Jewish colonization in Russia was in addition to \$1,000,000. contributed previously to the same cause. He has contributed \$25,000. each to 20 Y. M. C. A. and Y. W. C. A. buildings in 18 cities. With Mrs. Rosenwald he gave \$3,000,000. to the University of Chicago. Two years ago he pledged \$3,000,000. for the building of an Industrial Museum in Chicago. He is a generous benefactor of many welfare agencies in this city and elsewhere. It is estimated that in addition to the creation of the Julius Rosenwald Fund, Mr. Rosenwald has given \$15,000,000. for educational, civic and philanthropic causes.

The William E. Harmon Awards for Distinguished Achievement in Race Relations was presented him in 1927 with a special gold medal in recognition of the national importance of his work in promoting better school buildings for colored children in the South and Y. M. C. A. buildings for colored men in various cities.

He is a trustee of the University of Chicago, Hull House, United Charities, Chicago Orchestra Association, Art Institute; is Chairman of the Bureau of Public Efficiency and Honorary President of the Jewish Charities, all of Chicago; and is Trustee of the Baron de Hirsch Fund, Rockefeller Foundation, Tuskegee Normal and Industrial Institute and many other organizations.



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*Return
to Mr. Rosenwald*

General Education Board

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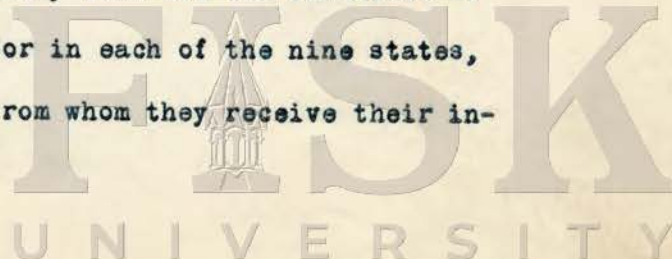
December 10, 1917

Mr. Julius Rosenwald
Committee on Supplies
Council of National Defense
Washington, D. C.

Dear Mr. Rosenwald:

I have examined your manuscript with care and also discussed it with Dr. Sage, Dr. Dillard and Mr. Jackson Davis. We are agreed that it is a most generous benefaction and calculated to be of very great benefit to the entire South. We suggest, however, that the provision in paragraph 3 in the portion, headed "Plan for the Erection of Rural Schoolhouses" and signed by Messrs. Moton, Scott and Sibley, is open to question. It is provided therein that you will give at least one-half, provided an equal or larger sum is secured from public school funds or raised by the patrons. In our judgment, at this time, no schoolhouse should be built, unless the county authorities appropriate a portion of the expense involved therein. It would therefore, in our judgment, be more helpful in the long run, if it were provided that you would furnish one-third of the amount, provided that the county furnished at least one-third and the school patrons the balance.

Certain parts of the section dealing with the budget are not clear to us. We cannot make out precisely what are the functions of the additional state agents provided for in each of the nine states, nor is it clear to whom they report, from whom they receive their in-



J.R.--2

structions or what is their relationship to the other agencies in the field.

Didn't we have a bully time the other night? We have not yet ceased to talk about it and laugh over it.

Very sincerely yours,

Abraham Lincoln

P.S.

I should add that there appeared to be a general agreement to the effect that, as its educational work is now organized, Tuskegee is not a sufficiently important factor in the training of teachers. I wonder whether something cannot be done about this.

AF/ESB

FISK
UNIVERSITY

Important Save.

SOME OF MR. ROSENWALD'S THOUGHTS ABOUT RURAL SCHOOL BUILDINGS.

The Direction of the Work to be taken over by the Julius Rosenwald Fund at Chicago.

* * *

Perhaps an arrangement can be made with the State superintendent in each state to handle the details of the local work.

* * *

Get away as much as possible from the one-teacher school in favor of two or more teacher school. No school included in the offer unless of at least a five month term, possibly increased to six. Consider whether to describe terms in days rather than in months.

* * *

It might be advantageous to build teachers' cottages for two, three and four teacher schools; possibly a kitchen and dining room combined in one room and a bed room. Suggests that such plan be devised as experience would indicate to be desirable and that the Conference put into writing the sort of offer which might be made to cover such cottages. No teachers' cottages except in connection with schools that have seven or eight month terms.

* * *

Devise a system of clear policies and specific requisitions for payments by the Fund. We desire some kind of assurance that the terms of the offer have been met in all ways, including, of course, that the buildings have been completed and equipped. It might be practical for the Fund to deposit at the start with each state, say \$5000, to be paid out by the State, as required, on evidence that the terms of the offer have been met up to the time of payment and on architects' certificates, or their equivalents, that the work to be then paid for has been done satisfactorily and according to specifications, as shown by an inspection by a State employe and monthly reports of payments could be made by each state to the Fund, whereupon check to re-

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imburse, and restore the fund deposited with the State to \$5000, should be sent.

* * *

Limit number of schools to be built to 300 for one year.

* * *

Include Texas in the offer.

* * *

If any State does not take its quota, the excess may be apportioned to States able to exceed their quota.

* * *

Doubtful as to continuing term extension after this year. Would prefer not to continue that offer.

bd



Memorandum for Mr. Rosenwald:

Revised Construction Statement

July 17, 1922.

Rural School Houses, Completing the Budget for 1921-1922.

Distribution of Contributions and Costs.

1503 School Buildings (3497 teacher capacity)

Total Cost	\$5,227,825.
Negroes	\$1,410,115.
Whites	333,539.
Public	2,481,491.
Rosenwald	1,002,680.
	<u>\$5,227,825.</u>

Counting administrative expenses to July 1, 1922,
the total Rosenwald outlay from the beginning for
this cause is \$1,102,105.

<u>Distribution by States</u>		<u>by Types</u>		<u>and</u>	<u>by Teacher Capacity</u>
Alabama	257	415	One teacher		415
North Carolina	237	577	Two teacher		1154
Mississippi	171	237	Three teacher		711
Louisiana	160	135	Four teacher		540
Tennessee	134	48	Five teacher		240
Virginia	123	42	Six teacher		252
South Carolina	102	6	Seven teacher		42
Texas	76	8	Eight teacher		64
Georgia	68	1	Nine teacher		9
Arkansas	65	2	Ten teacher		20
Kentucky	57	2	Eleven teacher		22
Maryland	26	1	Twelve teacher		12
Oklahoma	22	1	Sixteen teacher		16
Florida	5	28	Teachers' Homes		-
	<u>1503</u>	<u>1503</u>			<u>3497</u>

Distribution by Budgets

Tuskegee Administration	640
Clean-up Budget	84
Budget 1920-1921	345
Budget 1921-1922	434
	<u>1503</u>



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Abraham Flexner
Trevor Arnett
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General Education Board

FOUNDED BY JOHN D. ROCKEFELLER 1902

61 BROADWAY

NEW YORK

Hot Springs, Va.

April 24, 1926

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Abraham Flexner
George E. Vincent
James H. Dillard
Frank E. Spaulding
Charles P. Howland
Trevor Arnett

Mr. Julius Rosenwald
Sears, Roebuck & Company
Chicago, Illinois

Dear Mr. Rosenwald:

Shortly after arriving this morning, I received your telegram to which after conference with Dr. Buttrick I replied as follows:

"Dr. Buttrick and I think it necessary that you be present at conference. You must not go to Hampton. Could we not all meet in New York after your stay here ends? If so, let me know how long you expect to be here."

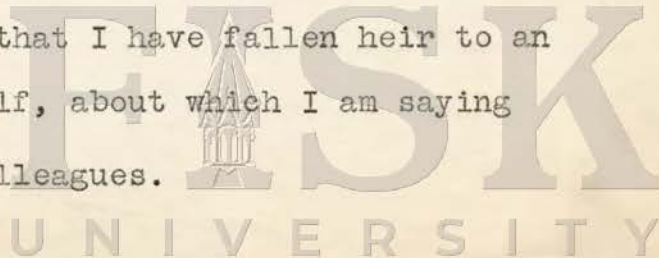
Now let me make a few comments. Of course you are right not to make any effort to go to Hampton or anywhere else. I was afraid you were crowding matters when you said you were going there and I am relieved to know that such is not going to be the case.

You know without my assuring you that Dr. Buttrick and I want to do everything in our power to carry out your plans and wishes, but the situation to be dealt with is so complicated and delicate, involving Mrs. Washington's just pride, Major Moton's prestige, our own relationship to these good people at Tuskegee, and finally your attitude toward all concerned, that it seems to us that it would be a mistake

J.R.--2

to confer with Mrs. Washington and Dr. Moton except in your presence. A word and a look from you will convince them of the absolute sincerity with which the entire matter is being considered. They would yield their own judgment and wish in deference to you more quickly and more fully than to any other living human being and our word that we represent you would be far weaker and more ineffectual than what you would say, and so under these circumstances my telegram raises the question as to whether we cannot hold our conference in New York after you have completed your rest here. As far as our dates are concerned, we will juggle them around in any way necessary to carry this suggestion through. If any alternative method of handling the thing occurs to you, of course you won't hesitate to let me know.

The advance guard of the General Education Board reached Hot Springs this morning. It consists of the light artillery: Dr. Buttrick, Arnett, Sage, Mrs. Bailey (who is the aircraft) and myself as chief commissary. My job consists in seeing that every fellow has got the most comfortable room in the house, the best seat at the table, the best view in the dining-room, priority on the golf course, etc., etc. Between us, however, I may add that I have fallen heir to an extremely comfortable room myself, about which I am saying nothing to my less fortunate colleagues.



J.R.--3

With affectionate greetings for you and Mrs. Rosenwald, in which Dr. Buttrick and the secretary, who is doing this chore, heartily join, I am

Sincerely yours,

Abraham Flexner

AF/ESB

Since Dictating the preceding, your telegram in answer to mine has come. He shall be prepared to confer in New York about May 20. I assume you will arrange matters with Major Weston & Mrs. Washington. I will speak to Sillars.

And, by the way, my wife's new play had its first production in Washington last Monday night. For a first time, it went quite well. It opens in New York May 10. Of course, for Mrs. Rosenwald are going with us to see it the first free night we have.

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March 24, 1927.

Mr. S. L. Smith,
Commercial Club Building,
Nashville, Tennessee

My dear Mr. Smith:-

The story of the Rosenwald schools reads like a fairy tale, and the most delightful thing about it is that it is all true. My first acquaintance with the Rosenwald schools was in Alabama. I dropped in to see Mr. James L. Sibley, State Agent for Negro Rural Schools, and asked him about the work for that year. It had been a year of political change. Mr. Sibley in his humorous way replied, "I haven't done but two things this year. In the first place I have held my job, and in the second place we have built twenty Rosenwald schools." Later I went with him to see "Sweet Gum", "Madison Park", and some of the other pioneer Rosenwald schools in the vicinity of Tuskegee. At "Madison Park" the people had just had a "pigeon pie supper" to raise money for the school.

. From these beginnings in Alabama, 3700 schools have to this date been completed at a total cost of over \$16,000,000. The erection of these buildings is one of the outstanding achievements in the field of Negro Education. It has encouraged self-help and a self-reliant spirit among the colored people, and at the same time stimulated increasing sums from public funds for the education of the most needy children of the South. Each schoolhouse is a center of neighborhood effort on the part of the colored people and a token of interracial goodwill and effort for better things on the part of the entire community.

I often think of a visit with a party of friends to a little two-teacher school in a remote community in Virginia. The president of the school improvement league, a venerable Negro minister, made a brief talk, telling the people and the visitors how they all worked together to build this school. He said, "When the superintendent and our Jeanes teachers told us we could build this school, we did not think that we could do it. But here it is, nearly finished, and we are going to furnish it with new desks. Now we know that we can build schoolhouses and do any other good thing that we make up our minds to do." Dr. Wallace Buttrick, who was standing by, remarked that the building of this school had been an important step in the education of this rural community. Neighborhood effort in a common cause, and the discipline of self-help had revealed unsuspected resources within their power. One can scarcely estimate the value of such experiences among the people furthest back in rural communities.

Another important result has been the improvement of the type of school building in the country. Competent architectural advice and skill have gone into the making of the plans. The supervision of the buildings has stimulated each state to set up better facilities for looking after the construction of rural schoolhouses. The one-story buildings with their convenient arrangement and moderate cost have

commended themselves so generally that this type of building is widely used for all rural schools for both races. It has been quite interesting to note that each year more of the buildings put up have been of larger size, while the number of one-teacher schools has relatively diminished. It is easier now to secure these larger buildings than it was to secure the little one-teacher schools ten years ago. The erection of the new buildings with a teacher capacity of 9,750 has created a great demand for competent teachers, and has caused the people themselves and the local school boards to extend the school term, and in many cases to build homes for the teachers, and otherwise to make the conditions more attractive to the teachers.

The Negro colleges, particularly the state normal schools, have felt this demand very noticeably, and nearly every southern state within the past five years has invested considerable sums in increasing the plants and the annual appropriations for maintenance of the state normal schools; the most remarkable case is that of North Carolina which has spent within the past five years \$1,633,000 for capital improvements and has increased the sums for maintenance upon the same scale. For instance, in 1915 the Slater Normal at Winston-Salem received \$5,400. The Legislature has just approved \$45,000 for the coming year, and \$50,000 for the year following:

The influence of these schools working like so much leaven at the base of the educational pyramid has helped to bring about an acute situation higher up. The county training schools enrolled last year 9,483 pupils in the high school departments. The cities and towns are steadily improving facilities for Negro high schools. More and more of these students are going on to college. The colleges now, instead of being high schools with small college departments, are becoming colleges in fact as well as in name, and are taxing their resources to take care of the increasing student population.

It is difficult to think of a man having used money more wisely than Mr. Rosenwald in the sums which he has invested in these rural school buildings. He has been eminently successful in the large sums brought forth both from the Negroes themselves and from public school agencies, and the result in the general advancement of civilization cannot be measured. Mr. Rosenwald and his associates have done this work with so much tact and ability that the teachers and public school officials look upon Mr. Rosenwald as a sincere friend and silent partner in their work.

Sincerely yours,

Jackson Davis.

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BRIEF OF FEATURES OF RURAL SCHOOL AUDIT, RECOMMENDATIONS, AND CORRESPONDENCE
ON METHOD OF ADMINISTERING RURAL SCHOOL CONSTRUCTION.

(Round Numbers Used Omitting Amounts Under \$100)

Period Covered 4- 1/2 years, Ended June 30, 1919.

Total payments by Mr. Rosenwald	\$208,500.
Total Rosenwald Fund disbursements	198,400.
Balance on hand	\$10,100.

Outside Assistance (State, County & People)	\$682,200.
Paid and requisitioned (unpaid) Rosenwald Fund	228,500.
	\$910,700.

Rosenwald encouragement aggregating \$228,500. has constructed 499 schools costing \$910,700.

Serious criticism is made because at Tuskegee, where the Rosenwald Fund is administered and the promotion and construction work directed, no books of account had been kept. The auditors compiled their report from checks, check stubs, receipts and verbal explanations from persons connected with the management. There were two Rosenwald Fund accounts at the Tuskegee Institute Savings Bank. Many check stubs and some checks were missing, the files were so confused resorting was necessary, the bank balances had not been reconciled for 4-1/2 years. As the bank depended on adding machine slips, most of them lost, it was impossible to make a complete reconciliation and many instances were found where money of the Jeanes Fund had been used temporarily to defray Rosenwald expenditures and vice versa, intentionally when a fund was temporarily exhausted and sometimes carelessly. An unexplained Rosenwald surplus of nearly \$1000. was found. Expense accounts could not be produced. In some cases money was paid to schools for which no requisition had been made on Mr. Rosenwald and Rosenwald money received on requisitions was not paid to schools for which requisition was made, great confusion resulting. Mr. Calloway is credited with stating that Mr. Rosenwald permitted this when, owing to delay in obtaining aid from other sources, the money was not immediately called for.

The auditors believe the Fund was administered honestly, the condition criticised being due to a lack of knowledge of bookkeeping.

Recommendations by Auditors:

- (a) That a competent accountant be put in charge of the books and the preparation of periodical reports.
- (b) That the accounts be periodically audited by a public accountant.
- (c) That communication be had with the persons to whom missing checks for \$5,550. were made payable and information be obtained as to the disposition of them.

Recommendations as to Accounting Fund.

1. That one bank account be kept with the Macon County Bank.
2. That at least two signatures be required for each check.
3. That a proper cash book be kept.
4. That a ledger be kept with separate accounts for each school and class of expenditure.
5. That a register of appropriations be kept, in which each appropriation is entered with full particulars of the schools covered by it.
6. That all files be kept in order.
7. That the bank account be reconciled monthly and the books proved monthly by a trial balance.
8. That at least once a year a financial statement be made.
9. That transactions between the Rosenwald and Jeanes Funds be adjusted forthwith and that no future mixing be permitted.

Suggestion that Mr. Willcox's attention be called to the auditors' reference to "the loose practice of the (Tuskegee Institute Savings) Bank in the matter of endorsements" making it impossible to distinguish checks drawn and returned for cancellation from the others. Also to the fact that the bank depended, at least in the case of the Rosenwald Fund, on adding machine blanks, most of which had been lost. Further that the auditors recommended that the Fund be taken from the Institute Savings Bank as the handling of such large sums does not lie within its province.

Mr. Calloway, in a letter to Dr. Moton, August 12, 1919, states he recommended to the Tuskegee Committee at the outset of the rural school campaign that an accountant be secured to keep the books. But the Committee did not want to make the administration of the Fund expensive to Mr. Rosenwald, so officers and workers of the institute, already loaded down with other duties, have handled this business, with the result stated by the auditors. Mr. Calloway again recommends an allowance to secure a first rate accountant.

Dr. Dillard in letters to Mr. Rosenwald, March 4 and March 11, 1919, discussing a new plan for administering the Rosenwald Fund, recommended:

Taking the Executive Committee of the Jeanes Board, (Dr. D. names them) as the Board of Trustees, or Executive Committee, of the Rosenwald School Fund. Mr. Newbold or Mr. Sibley, as field agent, at \$3000. per annum and Mr. Calloway at Tuskegee, at \$1500. an additional stenographer and increased traveling expenses. Dr. Dillard writes: " Newbold is no more enthusiastic and no abler in a way than Mr. Sibley, but he is far more systematic and business like."

A policy of Dr. Dillard is to get more and more money from tax funds.

Dr. Dillard wrote his belief the Rosenwald money had been well used, but there should be more oversight in the actual building.

Mr. Calloway to Dr. Moton April 9, 1919, recommends that the Jeanes Fund organization be the principal medium through which the work be carried on; that the then organization at Tuskegee be taken over, as far as possible by the Jeanes Fund, the transfer to be made not later than June 1, 1919. While in a way Tuskegee would lose prestige by the transfer, Mr. Calloway writes, doubtless the work would grow in larger proportion with perhaps more satisfactory results.

Letter from Dr. Moton to Mr. Rosenwald July 21, 1919, disclosing his "inner feelings", states " it would be very unfortunate to make the change " transferring the Fund from Tuskegee. "The effect on Tuskegee," the letter goes on, " in the minds of a great many colored people and white people would be that things were going to pieces and your (Mr. Rosenwald's) interest in the school was not as strong as hitherto. *** The moral effect would be rather serious." Dr. Moton thinks Tuskegee can work out with Dr. Flexner and Dr. Dillard " an entirely satisfactory plan".

Dr. Moton encloses a copy of a letter from himself to Dr. Flexner, July 19, 1919, suggesting no further change than perfecting " the present machinery of management". *** " The moral effect on the whole Southern situation of having the Fund administered through a Negro school is very great in bringing about better race relations".

Mr. Willcox to Mr. Rosenwald August 29, 1919, making a plea that the administration of the Fund remain with Tuskegee, " for the effect of the general impression that the splendid development of the Rosenwald Schools is indirectly a part of the work of the colored people themselves through Dr. Washington and Tuskegee Institute". He expresses the belief that to substitute a "purely mechanical administration of business efficiency would seriously impair the value and influence of the work ". Mr. W. suggests that changes necessary to provide a satisfactory supervision and administration from the institute be made there.

Hand Copy
May 1, 1927
NRS
(Subj)

SALIENT FACTS REGARDING NEGRO SCHOOLS IN
FOURTEEN SOUTHERN STATES
1925-26

93.4% of the 24,079 Negro schools in the South are in rural communities.

73.9% of the 44,195 Negro teachers employed last year were in rural schools.

71.6% of the 2,963,358 Negro children of school age live in the country.

Only 68.9% of the rural Negro children entered school, while 75.6% of the city children were enrolled.

The number of elementary graduates was 3.5% of the enrollment.

63.8% of the Negro schools are of the one-teacher type, 82.5% are classified in the one and two-teacher list, while only 17.5% are above the two-teacher type.

While only 10.5% of all one and two-teacher Negro schools have been constructed by aid of the Julius Rosenwald Fund, 31.5% of all types above a two-teacher are Rosenwald schools.

The average number of pupils enrolled for each teacher employed was 46 in rural schools and 53 in city schools.

The average length of term in the 22,494 rural Negro schools last year was 6 months.

The average length of term of the 533 Rosenwald projects on which aid was given in 1925-26 was 6.8 months.

~~The number of graduates in the elementary Negro schools last year was equal to three-fourths of the total high school enrollment.~~

There were 209 four-year state accredited high schools for Negroes last year and 592 non-accredited two to four-year high schools.

The high school enrollment was 68,606 and the number of four-year graduates 6,435 - 9.4% of the enrollment.

nps

GENERAL STATEMENT CONCERNING 1920-21 BUDGETS

As we were late in getting the 1920-21 budget in operation, it was allowed to lap over to December 31, 1921, and final report could not be made on this budget sooner.

By referring to TABLE A - a summary of the budget, completed schools, etc., on the regular 1920-21 budget - the following significant facts may be obtained:

1. The budget allotment for schoolhouse construction was \$432,400, the total number of applications approved and reported as of June 30, 1921, was 420, with an obligation on the part of The Fund amounting to \$384,735, showing that \$47,665 of the budget reverted on June 30, 1921.

2. Owing to unforeseen conditions only 345 of the 420 applications reported June 30, were completed by December 31, 1921, the total cost to The Fund being \$315,335. Thus it will be seen that 75 of the 420 applications had to be cancelled between June 30 and December 31. The total amount reverting from these cancellations was \$69,400. The total amount reverting June 30 and December 31 was \$117,065.

Most of the 75 applications that were cancelled were far along under construction on December 31, and new applications have been and will be made under the 1921-22 budget. The boll weevil in some sections has been largely responsible for the inability to construct these schools that had to be cancelled. In some instances the Negroes had expected to make bank notes and borrow the money to take care of their part, but the banks simply did not have the money to loan, as all their available money was invested in loans to farmers and merchants, with the expectation of receiving it back in the fall. Boards of Education in some places were not able to borrow the money for their part as they had expected when the applications were made, for the same reason stated above.

In Florida 11 schools were approved for aid but the record shows no completed schools, the entire budget allotment reverting. The Alachua County Training school, approved for \$1,600, is nearing completion. They are hoping to be ready to occupy the building by February 1, 1922. The Jackson County Training school, approved for \$1,600, is about half completed, but will remain in its present condition until the financial situation is better. A one-teacher school in Walton County is practically completed, but was not fully completed and paid for by December 31, 1921. A few of the other schools may have been under construction by December 31, but none were completed, making it necessary to cancel the entire number.

New applications will be made under the 1921-22 budget for some of these.

In a special letter sent in by me in November, I tried to give the reasons for the slow progress in schoolhouse construction in Florida. I think without a single exception, every county where schools had been approved, was borrowing money early in the fall with great difficulty to meet the payroll of teachers, and was forced to suspend the building program for white schools as well as colored. The failure to carry out the program was not due to a sentiment against or a lack of interest for the building of Negro schools on the part of the public school officials. It has been due almost wholly to financial troubles. They expected some relief from the Legislature in the spring, but failed to get anything of material value.

COOPERATION OF PUBLIC SCHOOL AUTHORITIES, ETC.

There has been a very hearty cooperation on the part of the State Departments of Education, County Superintendents and Boards of Education, the Negroes and the public spirited white people. Substantial evidence of this may be found in TABLE B, showing that the total cost of the 345 buildings was \$1,818,390. Of this amount the Negroes contributed \$429,177, the whites \$148,611, the public funds \$925,267, and The Fund \$315,335.

By referring to a telegram which I sent to Mr. Graves on January 1, 1921, it will be seen that the total cost of completed buildings on the 1920-21 budget exceeded my estimate of \$1,750,000 by more than \$60,000, in spite of the fact that more than \$100,000 of the budget reverted. When everything is taken into consideration it seems to me that the record the Southern States have made in building Negro schools under present and recent past conditions is next to marvelous.

By referring to TABLE D -average cost of types of buildings, and percentage analysis of contributions - it will be seen that the 62 one-teacher schools cost an average of \$2,179, the 118 two-teacher, \$3,239, the 74 three-teacher, \$4,925, the 40 four-teacher, \$6,232, the 18 five-teacher, \$9,122, the 14 six-teacher \$12,361, the 11 teachers' homes \$2,693.

This TABLE also shows that the Negroes contributed 23.6% of the total cost of the schoolhouses, grounds and equipment, their white friends 8.2%, the public school authorities out of public funds 50.8%, and The Julius Rosenwald Fund 17.4%. The Negroes contributed 37.2% of the total cost of the teachers' homes, their white friends 5.7%, the public school authorities 20.9%, and The Julius Rosenwald Fund 36.2%

CLEAN-UP BUDGET

As there were several schools which had been tentatively approved in the six or eight months period between the time Tuskegee had expected the new budget to be announced and July 1, 1920, it was necessary for us to have a clean-up budget. Under the clean-up budget we included also every school which had received partial payment by Tuskegee and was due the second payment when completed. We found ourselves confronted with the problem of having schools on two budgets when we

September 20, 1917.

PLAN FOR THE ERECTION OF RURAL HOUSES.

It is recommended that the following memorandum be adopted as the plan to be followed in the erection of Rosenwald Rural School houses in the future. This plan, in the main, is an outline of the one which has been followed in the past by the officers of the Tuskegee Institute; but it is revised and expanded to cover the recommendations which were submitted at the meeting of State Supervisors of Negro Rural Schools, held in Washington, D. C. August 30, 1917.

1. The funds for building Negro Rural Schools are to be provided by Mr. Julius Rosenwald of Chicago, Illinois.
2. These funds are to be used to encourage the officers of public schools, and teachers in various committees and districts, to provide better school houses, and to equip these school houses, to give the pupils a more useful education: therefore, these funds are to supplement such money and material and labor, etc., as the school officers and the communities may provide.
3. The money given by Mr. Rosenwald is to be used in providing school houses in rural districts, preferably for one and two teacher schools, on condition that the people shall secure from public school funds, or raise among themselves, an amount equivalent to, or larger than that given by Mr. Rosenwald. It is understood that in no case will the sum to be provided by Mr. Rosenwald exceed \$400 for a one teacher school, and \$500 for a two teacher school. By the term "one teacher school" is meant not necessarily a one room school building, as these school buildings in every instance should be provided with rooms for industrial work, which means, kitchen, library, manual training work, etc. By furnishing, is meant; providing the school with two sanitary toilets and equipping the building with desks, blackboards, heaters, etc.
4. In no case will the Rosenwald Aid be given until the amount raised by the community, and that given by Mr. Rosenwald, are sufficient to complete and furnish the schoolhouse to be built. In estimating the amount to be raised by the community, cash, land, labor, and material may be included.
5. Committees qualifying for aid will be considered in the order of their application.
6. At the beginning of each school year the number of schools to be aided in the particular state should be agreed upon by the Tuskegee Normal and Industrial Institute, and the State Department of Education in the respective states in which rural schools are to be erected.
7. The kind of building to be erected is to be approved by the Extension Department of the Tuskegee Institute, and where required, by the State Department of Education.
8. Each community receiving aid from the Rosenwald Fund, must complete and furnish the school house building within six months after reporting that it has qualified for Rosenwald help.

9. As far as possible, U. S. Agricultural county agents, teachers, or any persons authorized to help the people in building school should gain the approval and cooperation of the State, County or Township officers before beginning work.

10. In the direction of these rural school houses, agents teachers and the like, should exercise care to secure the cooperation of Jeanes Fund Supervisors and State Supervisors of Negro Rural Schools. The idea of such cooperation is to make one kind of work supplement the other. It is further desirable that these agents and teachers enlist the cooperation and assistance of larger schools in various counties. It is hoped that through the help of such institutions a larger number of rural school will be built in a shorter time.

11. Further, to secure a better grade of teachers and to assist these rural schools to better serve the needs of the community, it is suggested that an appropriation of not less than \$30 in any one year be granted to deserving committees which have erected new school buildings through aid received from the Rosenwald fund. This sum of \$30 is to be granted for the purpose of extending the school term two months for a one teacher school and one month for a two teacher school; provided that the community first raise an equal or greater amount for the same purpose. If, however the school has a maximum term of seven months, the money granted by Mr. Rosenwald may be used with the sum raised by the community to increase the year's salary of the teacher or teachers employed. It is further recommended that this plan be carried out on a three years' basis with a view to the public authorities of the state taking over the increase of such extended school term at the end of that period.

It is further recommended that this plan of cooperation with the local committees be continued for an additional three years, if conditions warrant, in order to ensure the permanent advantage of lengthening school terms.

Signed: R. R. Moton,
Emmett J. Scott,
James L. Sibley.



MEMBERS OF BOARD:

W. J. BEALL, PRES.
J. H. ROSSER
E. P. FOLDS
D. L. WOOTEN
MRS A. S. EDMONSON

OFFICE OF

BOARD OF EDUCATION, PUTNAM COUNTY

W. J. MARSHALL SUPERINTENDENT

EATONTON, GEORGIA

April 11. 1936.

	MWS	4/14	ms	4/22

Mrs. Margeret Simons,
Chicago, Ill.

Dear Mrs. Simons:

The school children are really enjoying their Rosenwald Library. I am really happy for them, as the poor childrendo not have many books to read.

I am asking a special favor of you, and I am sure you will advise me just what to do in regards of this request. We are very anxious to get a proget started in this county some what like the one in Henry County, Georgia if you could arrange to promote one in this county we would be most happy. The County Superintendent of Education, and County Board of Education are very anxious and are very willing to cooperate with such a project. Please advise me about the above matter.

Please do not consider me worrying you, but I am asking you if you know some people that prehaps had some old clothes and would give them to me so I could have them made over for school children. I would gladly write them and not use your name in any way. I have quite a few moth-ersless children who have been out of school the entire win-ter because we just could not furnish clothes for them. I have been able to collect quite a few from different people here and there.

Very truly yours,

K.A. Jefferson
K.A. Jefferson, Jeanes Supervisor

APR 28 1936

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Tuskegee Institute, Ala.

November 13, 1919.

Mr. Julius Rosenwald,
Chicago, Illinois.

Dear Mr. Rosenwald:

Altho the State Agents have asked for three hundred fifty (350) one-teacher schools and two hundred ninety-five (295) two-teacher schools, we are recommending, for the present, aid for only three hundred (300) schools. 645
300

Three hundred eighty-five (385) of the nine hundred (900) schools authorized have been reported finished. The construction of some of the unfinished schools reported as incomplete has not been started. There is much work to be done by the present forces employed in connection with the construction of these buildings which have already been authorized. To undertake more than three hundred (300) projects for the coming year, occurs to the committee as being heavier undertaking than the agents may be able to carry out. We deem it a better policy to lay stress on completing and rounding up the school buildings already started for the next twelve (12) months. This, will likely mean that relatively fewer new projects will qualify during that time.

In view of the fact that labor and building material have doubled and trebled in cost, requests come from practically every state asking for an increase in the appropriations from Mr. Rosenwald, in order that better results may be gotten in type of building, class of workmanship, etc.

We are recommending four hundred dollars (\$400) for the one-teacher school and six hundred dollars (\$600) for the two-teacher school. We also recommend the old rule of encouraging consolidation.


We have placed in the Budget the two-teacher schools at a cost of six hundred dollars (\$600) to you. At the present prices of building material, furniture, etc this will be about 1/3 or 1/4 the cost of the building. Perhaps the same would be true of the one-teacher school.

The committee feels that much more satisfactory results would have been obtained if more attention had been given to the administrative side of your help. In this Budget, therefore, we are providing salary and expenses for individuals so that more time and attention may be given in looking out for the accounting and for school house construction.

It is the plan to secure a man to assist the Director, who, will not only have experience as a teacher, but who has given considerable time to study of school architecture and whose duty it will be to look after many details necessary in the construction of these buildings. He will co-operate closely with the State Agents, Rosenwald Schoolhouse Building Agents and others.

During the past summer, a meeting was held at Tuskegee Institute of the State Agents and Rosenwald Schoolhouse Building Agents. We are submitting herewith a copy of recommendations of this body of men as were presented to the Rosenwald Committee.

Respectfully submitted,


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Tuskegee Institute, Ala.

July 17, 1919.

At the Conference of Rural School Agents for Negroes in the South, and Rosenwald Schoolbuilding Agents held at Tuskegee, July 14-17, 1919, the following recommendations were adopted bearing on the regulations governing the building of the Rosenwald Rural Schools in the South:

- 1.- The standards set by the Committee in charge of the Rosenwald Fund with respect to the proper construction of the school houses and modern plans of heating, lighting and ventilating, the painting of the building, inside and out and necessary space for the cloak-rooms, etc are essential and should be maintained. Especially is it absolutely necessary that an Industrial Room be provided in every plan submitted before the plan is approved, and in order to carry out the Rosenwald idea, the schoolbuilding including the Industrial room should be properly equipped.
- 2.- We recommend that aid continue to be given for the remodeling of the present schoolbuildings, whenever in the judgment of the State Agent of Rural Schools the contents of the building warrant its remodeling, and the finished product will present a good appearance and meet the requirements of a Rosenwald-School. Remodeling may include may include the building of additions; re-arrangement of lighting or anything necessary to put the schoolhouse in proper condition to do work required.
- 3.- The supervision of the construction of Rural Schoolhouses is so essential that we recommend that all available means be employed to insure closer supervision that all details of plans be properly carried out.
- 4.- In order to guard against having applications for Rosenwald Aid construed as perfected projects, when the purpose in submitting applications is primarily to get a guarantee of approval, the applications should bear upon its face the word "tentative". This application should not be submitted to Mr. Rosenwald until the State Agents have given assurance that the project will be carried through. As soon as this assurance is given, the "tentative" application should be marked final by the Director and the project regarded as having qualified for aid.

For convenience of reference, it is recommended that all applications for aid be numbered and duplicated kept in the office of the State Agent.

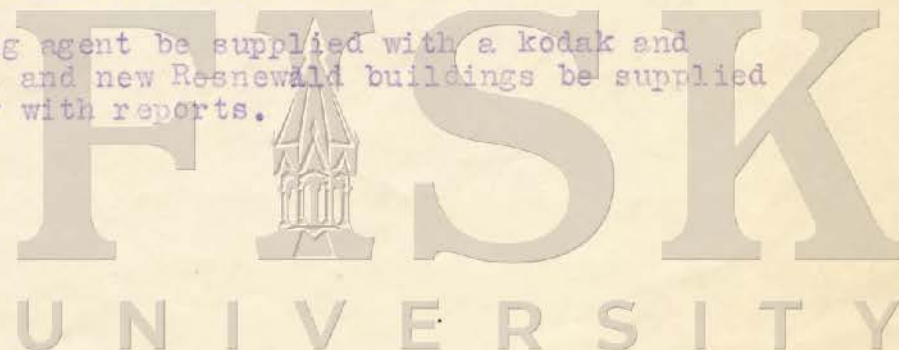
5.- We recommend that a blank be devised for reporting all data concerning each finished Rosenwald Project. The questions on this form should be so framed as to to ascertain whether the building is finished according to Rosenwald requirements. These forms should be filled in duplicate and one copy furnished the Extension Department of Tuskegee Institute.

6.- We recommend that a bulletin be issued containing regulations regarding minimum requirements for the Rosenwald Schools and containing also front elevation and floor plans of several one and two-teacher schoolhouses. These will be recognized Rosenwald types and will be numbered, and blue prints and specifications may be ordered from the Extension Department by number.

7.- We recommend that as soon as possible the apportionment allowed for Rosenwald schoolhouses be as follows:

One- teacher schools.....	\$400.00
Two-teacher "	600.00
Larger Rural & Consolidated Schls...	800.00 (or more)

8.- We recommend that every schoolbuilding agent be supplied with a kodak and that photographs in duplicate of old buildings and new Rosenwald buildings be supplied the Extensions Department, at Tuskegee monthly with reports.



9.- We recommend that all State Schoolbuilding Agents be granted an annual vacation of reasonable length with pay to be taken at such time as may be agreed upon by the State Agents and Building Agents.

10.- We recommend all two-teacher building and larger buildings be supplied at an early date with homes for the teachers. We believe that the ideal arrangements for such schools is to employ man and wife for teachers. We believe that these teachers should be employed for one year only, but that the term of service should be as nearly permanent as possible.

11.- We recommend that an extension of term be granted for one teacher schools even for a short a period of time as one month, whenever the community supplies one-half of the amount required for the extension of the term.

12.- We recommend that provision be made for granting aid for additions to schoolhouses that have been built with aid from the Rosenwald Fund.

COMMITTEE :

(Signed)	Leo. M. Favrot.
"	J. A. Presson.
"	P. L. Dorman.

RESOLUTION.

The following resolution was adopted:

RESOLVED, that we the State Agents and Rosenwald Building Agents gathered at Tuskegee Institute this week July 14-19 will make every effort to bring the number of schools projected and qualified for Rosenwald Aid up to 1,000 schoolhouses by October 1, 1919; and to push up the completion so that every one may be in service on or before the first of January, 1920.

BUDGET 1919 - 1920

ADMINISTRATIVE & GENERAL EXPENSES.

SALARIES

Director (Part time)	\$1,200	
Assistant Director	1,500	
Accountant (Part time)	1,000	
Bookkeeper & Clerk	900	
Stenographer	900	
	<u> </u>	\$5,500

TRAVELLING EXPENSES

For Director	1,500	
" Assistant Director	1,000	2,500

OFFICE EXPENSES

Printing, circulars, pamphlets	500	
Stationery & Postage	500	
Maps, charts, & Photographs	500	1,500

GENERAL EXPENSES

Building plans, specifications	500	
Miscellaneous	1,300	1,800

Totals	<u> </u>	11,300
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BUDGET 1919- 1920.

SUMMARY

ROSENWALD RURAL SCHOOL FUND.

SCHOOL CONSTRUCTION :

One Teacher	100	40,000
Two Teacher	200	120,000
Total	300	160,000

Term Extension 20,350

Salary & Travelling Expenses
Rosenwald State Agents 8,810

Administrative & General
Expenses 11,300

Total Budget 200,460

SUPPLEMENT :

Texas 38,050

Total including Texas 238,510

S. Carolina	16,600	28	14,800	10	4,000	18	10,800	20	1,800	
Tennessee	22,500	35	19,000	10	4,000	25	15,000	50	2,500	1,000
Virginia	9,350	15	8,000	5	2,000	10	6,000	10	600	750
<hr/>										
	189,160	300	160,000	100	40,000	200	120,000	467	20,350	8,810

#1 Alabama as heretofore requests the entire salary and travelling expense for the Schoolhouse Building Agent. Efforts are being made to get the Legislature to provide sufficient funds to cover part of this expense.

The State of Georgia wants a special agent and is badly in need of it. Since the State Officials through special agreement have secured through the colored people sufficient funds to meet the requirements of Mr. Rosenwald, the Committee strongly recommends that Georgia be given the same advantage as other states in the matter of employing a special assistant to the State Agent for looking after the schoolhouse building movement.

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THE JULIUS ROSENWALD FUND
GENERAL SUMMARY
OF BUDGET FOR RURAL SCHOOLS
1920-1921

Clean-Up Budget Prior to December 1, 1919

64,600 ✓

New Budget July 1, 1920 to June 30, 1921

One, two and three-teacher schools

300,900
310,900 ✓

Larger Consolidated

104,500
91,500 ✓

Teachers' Homes

27,000
30,000 ✓

432,400 ✓

Grand Total

497,000 ✓

NUMBER AND APPROXIMATE COST OF ALL BUILDINGS FOR 1920 - 1921

Types	No.	Av. Cost	Total	Amt. to be Pd. by The Fund	Av. per Bldg.	Approx. Pd. Fund
One-teacher	107 107	2,000	214,000 ✓	53,500 ✓ 53,500	500 ✓	25%
Two-teacher	203 193	3,200	649,000 ✓	162,400 ✓ 154,400	800 ✓	25
Three-teacher	95 93	4,500	427,500 ✓	95,000 ✓ 93,000	1,000	22 +
Consolidated	61 72	7,200	439,200 ✓	91,500 ✓ 104,500	1,440 ✓	20
Teachers' Homes	30 29	2,000	60,000 ✓	30,000 ✓ 29,000	1,000 ✓	50
	496 492		1,789,700	432,400		

Respectfully submitted,

S. L. Smith

General Field Agent for
Rural Schools

September 16, 1920

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SUMMARY OF ADMINISTRATIVE EXPENSES

From
July 1, 1920 to June 30, 1921

Account	Original Budget	Transfers		Final Budget	Amount Used	Amount Unused
		To	From			
Salaries	20,180.00 ✓			20,180.00	17,232.61 ✓	2,947.39 ✓
Gen. Fld. Agt.	4,000.00			4,000.00	3,999.96 ✓	.04 ✓
C.J.Calloway	2,000.00			2,000.00	1,999.92	.08 ✓
Sec. & Bk-kpr.	1,680.00	42.00		1,722.00	1,722.00	
Add. Off. Help	1,500.00			1,500.00	1,500.00	
Bldg. Agents	11,000.00		42.00	10,958.00	8,010.73	2,947.27 ✓
Traveling Exp.	5,300.00 ✓			5,300.00	4,100.53	1,199.47 ✓
Gen. Fld. Agt.	3,500.00			3,500.00	2,723.23	776.77 ✓
C.J.Calloway	1,800.00			1,800.00	1,377.30	422.70 ✓
Office Expenses	4,980.00 ✓			4,980.00	4,254.09	725.91 ✓
Ptg., Bul. etc.	1,500.00			1,500.00	1,384.60 ✓	115.40 ✓
Bldg. Plans Spec.	1,000.00			1,000.00	954.16	45.84 ✓
Maps, Chts. Pic.	300.00	105.79		405.79	405.79	
Stat. & Postage	500.00			500.00	391.36	108.64 ✓
Office Rent	900.00			900.00	666.00 ✓	234.00 ✓
Miscellaneous	780.00		105.79	674.21	452.18	222.03 ✓
Office Equip. (App.)	1,040.00 ✓			1,040.00 ✓	1,040.00	
Off. Equip. (Disb)	1,040.00			1,040.00 ✓	1,040.00	
	31,500.00 ✓			31,500.00 ✓	26,627.23 ✓	4,872.77 ✓

Respectfully Submitted to the General Field Agent,

J. E. Crain
Book-keeper

Approved

B. L. Smith

General Field Agent for Rural Schools

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THE JULIUS ROSENWALD FUND

GENERAL SUMMARY
OF BUDGET FOR RURAL SCHOOLS
1920 - 1921

Clean-Up Budget Prior to Dec. 1, 1919

~~60,000~~
59,600

New Budget July 1, 1920 to June 30, 1921

One, two and three-teacher schools	310,900
Larger Consolidated	91,500
Teachers' Homes	<u>30,000</u> 432,400
Grand Total	492,400 472,000

NUMBER AND APPROXIMATE COST OF ALL BUILDINGS FOR 1920 - 1921

Types	No.	Average Cost	Total Approx. Cost	Amt. to be Pd. by The Fund	Approx. Per Cent Pd. by Fund
One-teacher	107	2,000	214,000	53,500 (500) <i>av. Per Bldg.</i>	25%
Two-teacher	203	3,200	649,000	162,400 (800)	25
Three-teacher	95	4,500	427,500	95,000 (990)	22
Consolidated	61	7,200	439,200	91,500 (1440)	20
Teachers' Homes	30	2,000	60,000	30,000 (1000)	50
	496	1,789,700	432,400		

Respectfully submitted,

S. L. Smith
General Field Agent for
Rural Schools

September 16, 1920

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THE JULIUS ROSENWALD FUND
SUMMARY OF TYPES OF BUILDINGS COMPLETED
INCLUDING TEACHER AND PUPIL CAPACITY
JUNE 30, 1923

STATE	NO. BLDGS.	TEACHER CAPACITY	PUPIL CAPACITY	TYPES														HOMES
				1	2	3	4	5	6	7	8	9	10	11	12	14	16	
Ala.	272	506	22,770	124	109	14	7	11	2	1	0	0	2					2
Ark.	98	232	10,440	21	43	11	17	2	1	0	1							2
Fla.	9	38	1,710	2	0	0	3	1	2	1								0
Ga.	89	249	11,205	16	28	17	14	4	5	0	0	0	2					3
Ky.	76	165	7,425	42	13	6	7	2	3	1	2							0
La.	198	481	21,645	31	83	35	20	11	6	0	1							11
Md.	44	99	4,455	17	16	4	2	2	2	0	1							0
Miss.	244	664	29,880	15	79	86	21	18	6	1	0	0	0	0	0	0	1	17
N. C.	328	800	36,000	85	119	46	44	4	15	2	2	1	0	0	0	1		9
Okla.	43	77	3,465	15	8	6	4	0	2									8
S. C.	128	386	17,370	23	38	25	22	6	5	0	4	1	0	1	1			2
Tenn.	162	371	16,695	50	60	27	7	3	10	1	0	0	1					3
Tex.	119	246	11,070	36	49	18	9	2	2									3
Va.	158	372	16,740	39	76	20	10	3	7	0	3							0
Totals	1,968	4,686	210,870	516	721	315	187	69	68	7	14	2	5	1	1	1	1	60

SUMMARY OF ALL BUILDINGS COMPLETED

JUNE 30, 1923

SCHOOLS

STATE	NO. BLDGS.	TOTAL COST	CONTRIBUTIONS			
			Negroes	Whites	Public	Rosenwald
Alabama	270	513,418	211,030	25,404	146,884	130,100
Arkansas	96	312,460	37,242	13,046	193,034	69,138
Florida	9	64,645	6,838	6,885	40,422	10,500
Georgia	86	286,754	96,219	13,453	113,932	63,150
Kentucky	76	336,534	43,501	6,325	239,208	47,500
Louisiana	187	617,335	203,639	18,439	262,657	132,600
Maryland	44	253,516	33,312	474	187,930	31,800
Mississippi	227	983,695	349,331	104,405	336,859	193,100
North Carolina	319	1,206,685	257,078	44,786	678,856	225,965
Oklahoma	35	198,943	6,610	0	164,933	27,400
South Carolina	126	681,284	159,280	115,424	293,680	112,900
Tennessee	159	628,270	144,911	13,752	361,207	108,400
Texas	116	363,336	55,850	4,980	213,606	88,900
Virginia	158	580,438	158,009	12,458	314,571	95,400
Totals	1,908	\$7,027,313	\$1,762,850	\$379,831	\$3,547,779	\$1,336,853

TEACHERS' HOME

Alabama	2	4,150	2,100	150	0	1,900
Arkansas	2	4,831	1,993	455	483	1,900
Georgia	3	10,250	4,100	1,000	2,350	2,800
Louisiana	11	27,995	7,667	4,000	5,628	10,700
Mississippi	17	48,105	21,767	3,338	7,000	16,000
North Carolina	9	39,642	15,142	0	16,000	8,500
Oklahoma	8	11,891	1,852	0	4,909	5,130
South Carolina	2	5,065	1,115	250	1,800	1,900
Tennessee	3	8,500	3,800	0	1,700	3,000
Texas	3	4,866	1,050	0	1,683	2,133
Totals	60	\$165,295	\$60,586	\$9,193	\$41,553	\$53,963

Grand Totals	1,968	\$7,192,608	\$1,823,436	\$389,024	\$3,589,332	\$1,390,816
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PERCENTAGE ANALYSIS

	Schools	Homes
Negroes	25.1	36.7
Whites	5.4	5.6
Public	50.5	25.1
Rosenwald	19.0	32.6

25.4
5.4
49.9
19.3



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began to list all the schools from the beginning up to date. Therefore it was decided that it would be best to include on the Tuskegee list all schools on which any money had been paid by Tuskegee and which were on the auditors' reports - we paid out from the clean-up budget \$10,500 on schools listed under the Tuskegee regime - and all schools on which the entire amount was paid through this office on what we called, "clean-up budget " proper - a separate report of which was made to the Chicago office in July and known as the "clean-up budget schools, 1920-21" - although part of the clean-up budget, as has been said above, went to help pay for Tuskegee schools.

Adding the 84 clean-up budget schools which were completed and paid for entirely through this office, it will be found that the total number of buildings on both budgets 1920-21 was 429, costing \$2,086,050, contributed as follows:

Negroes	\$507,750
Whites	175,242
Public	1,046,723
Rosenwald	356,335

The total outlay of The Julius Rosenwald Fund on account of the 1920-21 budgets was as follows:

(1)	<u>For Buildings</u>		
	Clean-Up budget	84 schools	\$41,000
	Clean-Up budget	Tuskegee list	10,500
	Regular 1920-21 budget		<u>315,335</u>
	Total		\$366,835 00
(2)	Administration		<u>26,627.23</u>
	Grand total		\$393,462.23

Respectfully submitted,

S. L. Smith
General Field Agent for Rural Schools

January 17, 1922

MS
(Ben)

June 18, 1920.

For some years it has been my privilege to extend aid to Southern communities desiring to provide modern rural school-houses for Negroes. This work has been admirably carried on by the Extension Department of Tuskegee Institute. It has grown rapidly from a local undertaking until it now covers most of the Southern states. Due to the expansion of this work, it has been decided to continue it by the Julius Rosenwald Fund, an Illinois corporation.

After consultation with Dr. Wallace Buttrick, Dr. Abraham Flexner and others long experienced in Southern educational work, the following program was drafted in effect July 1, 1920:

1. The Julius Rosenwald Fund will co-operate with public school authorities and other agencies and persons in the effort to provide and equip better rural school-houses for the Negroes of the Southern States, such equipment as desks, blackboards, heating apparatus, libraries and toilets being deemed of equal importance with the schoolhouses themselves.
2. The sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.
3. The Trustees of The Fund and the State Department of Education will agree as to the number of new buildings in the construction of which they will co-operate.
4. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a one-teacher school is two acres.
5. Plans and specifications for every building shall be approved by the General Field Agent before construction is begun. On request from the State Department of Education, The Fund will consider it a privilege to furnish general suggestions, plans and specifications for school-houses.
6. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall

secure, from other sources: to wit- from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete, equip and furnish the building.

7. The Fund will deposit with every co-operating State Department of Education a sum of money recommended by the General Field Agent, to constitute working capital, from which the proper state official may make disbursements as required. At the close of every month the State Department will be expected to report to the General Field Agent any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the State Department of Education. Thereupon The Fund will replenish its deposit in the amount disbursed.

8. The amount appropriated by The Fund shall not exceed \$500 for a one-teacher school, \$800 for a two-teacher school, and \$1000 for a three-teacher school. In localities where larger schools seem to be required (consolidated schools or County Training Schools), The Fund will make special investigations and decide every such case separately.

9. Aid will be granted toward the construction and equipment of only those school buildings whose terms run at least five consecutive months.

10. Every community agrees to complete, equip and furnish its school building within eight months after reporting that it has qualified for aid from The Fund.

11. To insure the protection of the property and to make the schools serve the broadest community interests, Teachers' Homes should be provided on the school grounds. In a limited number of selected localities, where the annual school term is eight months or more, The Fund will consider co-operation in the construction of Teachers' Homes, to be completed and furnished to correspond with the school buildings. In such cases special investigation will be made by The Fund. If aid is deemed advisable, the amount to be offered will be determined by the nature of the community's need and resources.

12. The Fund reserves the right to discontinue its operations in behalf of rural schools after reasonable notice to the Departments of Education of the several co-operating states.

May I hope for your continued cordial co-operation in the new program? The Trustees of The Fund consider it a privilege to be of service in this work. They solicit suggestions and constructive criticisms.

Mr. S. L. Smith, for six years State Rural School Supervisor for Tennessee, has been secured as General Field Agent of The Fund. He desires and is planning to visit you within the next two weeks to arrange details as to number of buildings to be allotted to your state and to discuss any other matters, which may occur to you in connection with this work.

Should you have occasion to communicate with Mr. Smith, his address, until further notice, will be The Capitol Building, Nashville, Tenn.

Respectfully submitted,

THE JULIUS ROSENWALD FUND

By

President.

August 27, 1920

Dear Mr. Graves:

I am planning to take over the books at Tuskegee the 1st of September. If you have any suggestions to make as to the disposition of the money on hand at Tuskegee, please let me know and also the Tuskegee authorities concerning this matter. It was suggested by Arthur Young & Co., that Tuskegee authorities should send all money in their possession to the Julius Rosenwald Fund at Chicago. I shall appreciate it if you will suggest to Dr. Moten just how you want it done and send a copy to me.

Sincerely yours,

SLS-C

General Field Agent
The Julius Rosenwald Fund

Mr. William C. Graves,
Secretary to Mr. Julius Rosenwald,
Chicago, Ill.

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December 17th, 1917.

Mr. Abraham Flexner,
General Education Board,
New York City.

My dear Mr. Flexner:

Mr. Rosenwald has gone to White Sulphur Springs, Va., to remain until Christmas Day. It is his request that I send a reply to your letter of December 10th.

With reference to what you say regarding Paragraph #3 of the memorandum signed by Dr. Moton, Mr. Sibley and me, Mr. Rosenwald asks me to say that he agrees with your suggestion that "no schoolhouse should be built unless the county authorities appropriate a portion of the expense involved therein." I am sending a copy of this letter to Dr. Moton at Tuskegee Institute so that he and the Executive Council may be informed of the decision reached with reference to this paragraph.

Replying to that part of your letter in which you inquire as to the functions of the additional state agents provided in each of the nine states, I would say that it is in the mind of Dr. Moton and the Executive Council at Tuskegee Institute to follow suggestions which have come from a number of the rural school agents, like Mr. Favrot, for instance, who have made application at Tuskegee Institute from time to time for aid of some wide awake colored man resident in their several states to help in this work. It is the purpose to have these men work under the supervision of the Director of the Extension of the Tuskegee Institute and under the supervision as well of the Rural School Agents, such men as Mr. Favrot, Mr. Sibley, Mr. Godard, Mr. NewBald etc.

In every case it is to be understood that while Mr. Rosenwald is to be responsible for one half of the year's salary of these men, the other half is to be raised by the state authorities. Mr. Favrot has already been able to perfect such an arrangement in Louisiana.

If there are further suggestions, which in your opinion should receive the attention of Dr. Moton and the Executive Council at Tuskegee Institute, I shall be very glad to have you write me so that I may take up these matters with him when I go South the latter part of this week. I have no doubt but that Dr. Moton will write you himself upon receipt of copy of your letter which I am sending him. I am also sending him copy of this communication.

Room 237
War Dept.

Yours very sincerely,

(Emmett J. Scott)

September 28, 1917.

TO THE EXECUTIVE COUNCIL:-

Your committee appointed to suggest a Budget for carrying out the proposed plan of erecting a number of additional Rosenwald Rural Schools as per conference held with Mr. Rosenwald in Washington, August 30, suggest the following:

That the Budget be based on an apportionment of 300 additional rural school houses, to be built in twelve months dating from period of approval and authorization by Mr. Rosenwald as follows:

Alabama.....	40
Louisiana.....	40
Mississippi.....	30
Arkansas.....	30
Georgia.....	25
South Carolina.....	20
North Carolina.....	30
Virginia.....	25
Tennessee.....	25
Maryland.....	10
Miscellaneous.....	25
	<u>300</u>

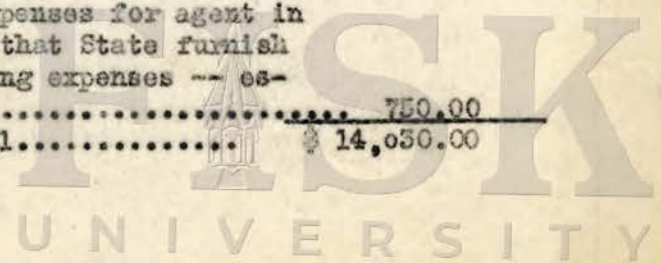
It is suggested that in accordance with recommendations of the plan submitted in outline, that the basis of appropriation be \$400 for each of the one teacher schools.

BUDGET.

1. Salary of the Director of the Extension Department to be furnished by Tuskegee Institute. It should be the duty of the Director of the Extension Department to continue devoting most of his time to rural school improvement -- specializing on schoolhouse building and school extension. He should make monthly reports of the work to the Principal of Tuskegee Institute, a copy of which should be sent to Mr. Rosenwald.
2. Assistant Director -- Salary.....\$1020.00
(While it would be the duty of the Assistant Director of the Extension Department to devote the principal part of his time in carrying out the policy of the rural school campaign under Mr. Rosenwald's aid, it would also be his duty to relieve the Director of the Extension Department in other details so that the Director could devote more of his time to schoolhouse promotion in the future than has been true in the past.)
3. Competent Stenographer and Bookkeeper -- Salary...\$660.00
(It would be the duty of this stenographer and bookkeeper to work in the office of the Extension Department, and look especially after the correspondence concerning schoolhouse building and school extension, and keep books and other records pertaining to same).

- 4. Travelling expenses, Director and Assistant Director...1500.
- 5. Printing, circulars, pamphlets, etc..... 600.
- 6. Stationery and stamps..... 800.
- 7. Maps, Charts, Photographs.....1000.00
- 8. Building Plans, Specifications..... 450.
- 9. Miscellaneous expenses (such as holding conferences of workers
at Tuskegee and at other places etc.)
500.00
- 10. Special Rural School Agent in Alabama --- Salary and travel-
ling expenses....1500.00
(Mr. Booker T. Washington, Jr., is already engaged in this
way, and is willing to continue his work.)
- 11. Half salary and travelling expenses for agent in Louisiana
(This agent is already employed at a salary of \$1500.00)
750.00
- 12. Half salary and travelling expenses for agent in Miss.
on condition that State furnish half salary and travelling
expenses -- estimated..... 750.00
- 13. Half salary and travelling expenses for agent in
Arkansas, on condition that the State furnish
half salary and travelling expenses --
estimated..... 750.00
- 14. Half salary and travelling expenses for agent in
Georgia on condition that State furnish half salary
and travelling expenses -- estimated..... 750.00
- 15. Half salary and travelling expenses for agent in
South Carolina on condition that State furnish
half salary and travelling expenses -- es-
timated..... 750.00
- 16. Half salary and travelling expenses for agent in
North Carolina on condition that State furnish
half salary and travelling expenses -- es-
timated..... 750.00
- 17. Half salary and traveling expenses for agent in
Virginia, on condition that State furnish half
salary and travelling expenses -- es-
timated..... 750.00
- 18. Half salary and travelling expenses for agent in
Tennessee, on condition that State furnish
half salary and travelling expenses -- es-
timated..... 750.00

Total..... \$ 14,050.00



SCHOOL HOUSE BUILDING.

For 200 one-teacher school building at \$400 each....	\$80,000
For 100 two-teacher school buildings at \$500.00.....	<u>50,000</u>
Total	\$144,030

SCHOOL EXTENSION BUDGET.....ROSENWALD

RURAL EXTENSION FUND

1917 --1918

Salaries of Teachers:

It is suggested that during the first year 200 School be offered the privilege of extending their school terms, that is, that on condition that they raise not less than \$30.00 for the extension of the school term, an equal sum of \$30.00 to be provided by Mr. Rosenwald as per recommendation. It is to be understood that this \$30.00 per month is not to apply unless the school term is already of five months duration.

No. 11 in the outline plan -- 200 Schools at \$30.00.....6,000.

Grand Total.....\$150,030.00

PLAN OF ORGANIZATION

First, it is recommended that all general policies be passed upon by the Executive Council of the Tuskegee Normal and Industrial Institute, then be referred to Mr. Julius Rosenwald for approval.

Second, that a small executive committee at Tuskegee, consisting of the Principal, the Treasurer, the Secretary, Director of the Extension Department, and the Director of Industries for Girls, be constituted.

Third, it is suggested that work be carried on as at present, in the office of the Director of the Extension Department and that a thoroughly strong and competent person be secured to serve as Assistant Director; also that the office be provided with a stenographer who shall have charge of the Bookkeeping.

Fourth, it is suggested that the Director of the Extension Department work in closest cooperation with the rural school agents in the various Southern States.

Respectfully submitted,

Signed: Emmett J. Scott.

Chairman.



NRB
Rpts)

Significant Comparisons of Rosenwald Schools with
All Negro Schools in the Fourteen States, as of
July 1, 1927

The total number of Rosenwald schools is 16.7 per cent of all rural Negro schools, (the comparisons by types being as follows: one-teacher 5.4 per cent, two-teacher 32.4 per cent, three-teacher 34.0 per cent, four-teacher and larger 34.3 per cent.)

(While only 11.0 per cent of all one and two-teacher Negro schools are Rosenwald schools, 34.1 per cent of all Negro schools above a two-teacher type have been built by aid of the Fund.

The teacher capacity of the Rosenwald schools is 30.9 per cent of all rural Negro teachers employed for the year ending June 30, 1926 (the latest semi-annual report available) and the pupil capacity is 30.0 per cent of the total rural enrollment in the Negro schools for the same year.

THE JULIUS ROSENWALD FUND

NASHVILLE, TENNESSEE

August 20, 1925.

8-22-25
JRS
(Subj)

Dear Dr. Shepardson:

You will doubtless be interested to see the two tables I am inclosing.

The first is a study to determine the number of counties in the Southern States having 75 per cent or more Negro population and the number of these counties having Rosenwald Schools, the number between $62\frac{1}{2}$ and 75 per cent, and on down to the number below $12\frac{1}{2}$ per cent; the total number of counties to date in each state (no atlas is recent enough to include all these counties), and the number of counties in which Rosenwald Schools are located. It is interesting to know that 51.7 per cent of all counties in the South, including those of Texas where they have about 200 counties with practically no Negroes, have Rosenwald Schools.

The next table shows summaries of supplementary reports on Rosenwald Schools, with total of \$102,717 from seven states. Of this amount the Negroes raised a little more than half, or \$51,781, showing their interest in keeping up and improving their schools. Doubtless this represents but little more than half the total in the fourteen Southern States, but the others are not yet reported. I think it will not be best to mix these figures in with our regular reports, but simply to add them on as "supplementary reports" for 1924-25 on Rosenwald Schools previously built. We have on file reports of the individual schools from which these summaries were compiled.

When we began on the study of location of Rosenwald Schools in counties of certain Negro population, I had no idea of the amount of work it would take, nor did I know that the temperature each day this week would run from 97 to 101. Yesterday, the hottest day registered in Nashville since 1901, was our banner day. In order to finish up things as planned we worked 9 hours in the office. I feel the results are well worth the efforts. We can build on this now from year to year. I hope a little later on to find out the number of schools in each of the 36 black belt counties of 75 per cent or more, and also the number in each of the various percentage groups shown in the table.^x This will require quite a good deal of time, and I thought it might be well to wait until the weather man is a little more merciful. It is so hot today that ^{the} harder the wind blows, ^{the} more it burns.

Enclosures

Sincerely yours,

Dr. Francis W. Shepardson,
Chicago, Ill.

J. L. Smith

x For instance, the 8 black belt counties in Ala. have a total of 60 Ros. Schools. J. L. S.

SUMMARY OF WORK ACCOMPLISHED

A summary statement of accomplishment in building rural schools for Negroes in the South through Rosenwald aid shows that up to June 30, 1921, there had been 898 buildings completed at a total cost of \$2,678,106. Of this amount the Negroes had contributed \$761,587; their White neighbors \$199,741; the Public Funds \$1,258,279. Mr. Rosenwald provided \$458,499, this amount not including \$80,734.03 of administrative expense. These schools provided for 1977 teachers and 88,965 pupils. Counting the 923 industrial rooms, there is a total of class rooms and industrial rooms of 2,900. At the same date there were 264 approved applications for school buildings, most of which were under construction but not completed, planned to cost \$1,008,022.00, the grand aggregate thus being \$3,686,128. Toward the last grouping the Negroes had given \$263,724, the White \$70,240, the Public Funds \$423,858 and Mr. Rosenwald \$250,200, this amount making his total contribution to this cause as of June 30, 1921, \$789,433.86. The tables which follow set forth this work in great detail.

SUPPLEMENT TO

BUDGET 1919- 1920 -

ROSENWALD RURAL SCHOOL FUND.

PERIOD Dec. 1, 1919 - Nov. 30, 1920.

	FINAL TOTALS	TOTAL SCHOOLS	ONE TEACHER	TWO TEACHER	TERM EXTENSION	EXPENSES RURAL AGENT
Texas	38,050	75	37,000	40	16,000 35 21,000 10 300	750

Texas is anxious to have the privilege of building forty (40) one- teachers schools and thirty-five (35) two-teacher schools, and is anxious, on account of the strained racial relations there to put on a colored assistant as is being used in other states. Texas also wants to lengthen ten(10) school terms next year. The Committee strongly recommends your favorable consideration of Texas, because, as we understand it, conditions in Texas are as aggravated as in the other Southern States where we are now at work.

COMPLETED ROSENWALD SCHOOLS TO JUNE 30, 1921, AS REPORTED BY
AUDITOR FOR TUSKEGEE REGIME AND BY S.L. SMITH FOR
JULIUS ROSENWALD FUND REGIME.

Schools Built Under Tuskegee Regime 9/4/20.

<u>No. Schools</u>	<u>State</u>	<u>White</u>	<u>Colored</u>	<u>Mr. R.</u>	<u>Total</u>
*737	\$407,353.43	\$ 50,676.80	\$391,080.48	\$258,065.00	\$1,107,175.71

Completed Clean-up Budget 1920-21

121	181,723.00	35,359.00	119,821.00	62,350.00	399,253.00
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Budget 1920-21 Completed as of June 30, 1921.

176	574,952.00	111,804.00	227,802.00	154,435.00	1,068,993.00
1034	\$1,164,028.43	\$197,839.80	\$738,703.48	\$474,850.00	\$2,575,421.71

State-	-	-	-	\$1,164,028.43
White-	-	-	-	197,839.80
Colored	-	-	-	738,703.48
Mr. R.	-	-	-	555,053.03

(this figure includes \$53,425.03 adm. cost for schools built under Tuskegee regime; and \$26,778.00 adm. cost for schools under completed clean-up budget 1920-21 and budget 1920-21 completed as of 6/30/21.)

Total	-	-	-	\$2,655,624.74
-------	---	---	---	----------------

State	-	-	=	44%
White	-	-	=	7%
Colored	-	-	=	28%
Mr. R.	-	-	=	21%
				100%

Partly Completed Schools Budget 1920-21 As of 6/30/21.

<u>No. Schools</u>	<u>State</u>	<u>White</u>	<u>Colored</u>	<u>Mr. R.</u>	<u>Total</u>
264	\$423,858.00	\$70,240.00	\$263,724.00	\$250,200.00	\$1,008,022.00

*This figure is arrived at by the Auditors from the Tuskegee books. Mr. Smith is checking, through State Departments of Education, against the Tuskegee record, school by school, the buildings actually erected to ascertain the exact number of buildings erected, their type, cost, amount contributed by various sources, etc.

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THE JULIUS ROSENWALD FUND, NASHVILLE, TENNESSEE

Summary of Administrative Budget for the Year Ending June 30, 1923.
Showing Appropriation by Items, the Amount Used and the Amount Reverting
under Each

<u>ACCOUNT</u>	<u>BUDGET</u>	<u>AMOUNT USED</u>	<u>AMOUNT REVERTING</u>	<u>MONEY RECEIVED</u>	<u>MONEY REFUND</u>
<u>SALARIES</u>					
General Field Agent	\$4,250	\$4,250	0	\$4,250	0
Asst. Field Agent	2,000	2,000	0	2,000	0
Secretary	1,900	1,900	0	1,900	0
Bookkeeper & D'man	1,900	1,900	0	1,900	0
Building Agents	12,140	9,138.30	\$3,001.70	9,138.30	0
	<u>\$22,190</u>	<u>\$19,188.30</u>	<u>\$3,001.70</u>	<u>\$19,188.30</u>	<u>0</u>
<u>TRAVELING EXPENSES</u>					
General Field Agent	2,800	1,476.30	1,323.70		
Asst. Field Agent	1,500	1,243.83	256.17		
	<u>\$4,300</u>	<u>\$2,720.13</u>	<u>\$1,579.87</u>	<u>\$3,000</u>	<u>\$279.87</u>
<u>OFFICE EXPENSES</u>					
Printing Bulletins, etc.	750	441.45	308.55		
Building Plans & Spec.	1,000	1,155.42	155.42		
Maps, Charts & Pictures	300	99.03	200.97		
Stationery & Postage	350	302.70	47.30		
Office Rent	840	840.00	0		
Miscellaneous	600	345.31	254.69		
	<u>\$3,840</u>	<u>\$3,183.91</u>	<u>\$656.09</u>	<u>\$3,194.18</u>	<u>10.27</u>
<u>OFFICE EQUIPMENT</u>					
	200	137.75	62.25	137.75	
Totals	<u>\$30,530</u>	<u>\$25,230.09</u>	<u>\$5,299.91</u>	<u>\$25,520.23</u>	<u>\$290.14</u>

Note:

There has been no payment made on the \$1,301.65 deposited in the defunct Bank of Nashville, owing to litigations.

\$155.42 transferred from miscellaneous account when books were closed.

L. L. Smith

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THE JULIUS ROSENWALD FUND, NASHVILLE, TENNESSEE

Summary of Administrative Budget for the Year Ending June 30, 1922,
Showing Appropriation by Items, the Amount Used and the Amount Revert-
ing Under Each

	<u>BUDGET</u>	<u>AMOUNT USED</u>	<u>AMOUNT REVERTING</u>
<u>SALARIES</u>			
General Field Agent	\$4,250.00	\$4,250.00	0
Assistant Field Agent	2,000.00	2,000.00	0
Secretary	1,800.00	1,800.00	0
Bookkeeper & D'man	1,800.00	1,800.00	0
Building Agents	12,500.00	9,753.26	2,746.74
Totals	\$22,350.00	\$19,603.26	\$2,746.74
<u>TRAVELING EXPENSES</u>			
General Field Agent	3,500.00	2,181.99	1,318.01
Assistant Field Agent	1,800.00	1,800.00	0
Totals	\$5,300	\$3,981.99	\$1,318.01
<u>OFFICE EXPENSES</u>			
Printing Bulletins, etc.	1,500	639.49	860.51
Building Plans & Spec.	1,200	966.12	233.88
Maps, Charts & Pictures	500	247.10	252.90
Stationery & Postage	600	212.10	387.90
Office Rent	720	720.00	0
Miscellaneous Expense	700	365.19	334.81
Totals	\$5,220.00	\$3,150.00	\$2,070.00
<u>OFFICE EQUIPMENT</u>			
	350	37.20 (Typewriter Exchange)	
		269.50 (Burroughs Adding Mch.)	
		9.50 (Leather portfolio)	
		3.25 (Clock)	
		25.36 (Foot-candle Meter)	
Totals	350	\$344.81	\$5.19
Grand Totals	\$33,220.00	\$27,080.06	\$6,139.94

Respectfully submitted,

S. L. Sweet

General Field Agent for Rural Schools

ms
(4a)

D

April 22, 1936

Dear Miss Jefferson: Thank you very much
 for your letter about
the library. I am glad the children are enjoying
the books.

We are using the school
in Henry County simply as a demonstration. It is
no part of our plan to set up any number of sim-
ilar schools. Although we should be delighted
to work in your county, partly since your county
superintendent and county board are interested,
I am afraid that at this time it is impossible.
I hope that some of us may sometime get to your
county and have an opportunity to talk with you.

As to your second re-
quest, although I know that you have a very
desperate situation to deal with, I feel that
there are so many people near us here in Chicago
who need our discarded clothes that we should
not send them elsewhere. I find that all of
the girls in the office, who are the only persons
I know of to ask for clothes, have families to
whom they regularly give their old things.

I am sorry to be of so
little help to you, and I do appreciate your in-
terest in what we are trying to do.

Sincerely yours,

MSS:McK

MARGARET S. SIMON

Miss K. A. Jefferson
Jeanes Supervisor, Putnam County
Eatonton, Georgia

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APR 23 1936

WRS
(necy)

December 4, 1934

Dear Miss Holmes: Thank you for your letter of November 26th.

I am sorry to tell you that it is impossible for the Julius Rosenwald Fund to help in buying supplies and equipment for your school - we have never found it possible to do work of this sort.

It is also impossible for us to help in building a new school since we are no longer helping in school construction. Instead, we are concentrating our efforts on finding out and improving what goes on inside the schools already built. This is a new field and one which we feel is more important at this time.

I regret indeed that I must therefore send you this disappointing reply. I hope that from other sources you will be able to secure the funds you need.

S*J:m

DEC 5 1934

Very truly yours,
MARGARET S. SIMON

Miss Geneva J. Holmes
Box 432
Maxton, North Carolina

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Self

A GENERAL STATEMENT OF THE WORK OF
THE JULIUS ROSENWALD FUND IN THE SOUTH

The Julius Rosenwald Fund was incorporated in Illinois Oct. 31, 1917, with Mr. Julius Rosenwald of Chicago, as President.

The Fund operates directly through the fourteen Southern State Departments of Education in building rural Negro Schools. The State Superintendent of each State designates a Special Agent of his department to look after this particular work, which is done under the direction of the State Superintendent who receives and disburses the funds. (See Plan for Distribution of The Fund Attached)

The total number of school buildings and teachers' homes erected by aid of The Julius Rosenwald Fund up to June 30, 1922, is 1503, at a total cost \$5,227,025. Of this amount the Negroes themselves, not including taxes, contributed \$1,410,115. their white friends \$322,339, the public funds \$2,491, 691 and the Julius Rosenwald Fund \$1,002,880, not including administrative expenses. 863 of these buildings have been erected within the past two years at a cost of \$3,883,516. There were 28 teachers' homes erected within the two year period ending June 30, 1922, at a cost of \$92,070, but the number and amount of these are included in the 1503 buildings above mentioned.

The percentages of contributions are as follows:

Negroes	27.0 %
Whites	6.2
Public Funds	47.6
Julius Rosenwald Fund	19.2



Of the 1475 schools erected there are:

413	One-teacher
576	Two-teacher
238	Three-teacher
137	Four-teacher
48	Five-teacher
42	Six-teacher
21	Larger than six-teacher

The average cost of the various types erected for the year ending June 30 1922, was as follows.

One-teacher	\$ 1,888
Two-teacher	2,905
Three-teacher	4,019
Four-teacher	5,595
Five-teacher	7,819
Six-teacher	15,155

The large increase of cost of the six-teacher over the five-teacher type is due in a large measure to the fact that many of these buildings were erected of brick and more elaborately equipped, generally for County Training Schools.

The average cost of the Teachers' Homes is \$3,673, which amount is somewhat misleading because there is included in this one very expensive building, not erected on our plans. The average cost of our Teachers' Homes for Community Schools built on the plans furnished by The Fund, is now about \$2,000.

Every community expecting to receive aid must complete the building according to plans and specifications, which generally requires the community and public authorities to pay about 75% in the smaller buildings, or an average of a little more than 80% in all buildings.

The appropriation by The Fund for the various types of

buildings for the year beginning July 1, 1922 is as follows:

One-teacher	\$ 500
Two-teacher	700
Three-teacher	900
Four-teacher	1100
Five-teacher	1300
Six-teacher	1500

This is based on two conditions - first, that the community from all sources raise as much money as is contributed by The Fund, and second, that the building be completed, equipped and furnished according to plans and specifications. The specifications require that the building site have at least two acres of suitable land located on or near a public highway, and that two sanitary toilets be built on plans approved by the State Board of Health in that particular State.

The Fund contributes one-half the cost of a limited number of Teachers' Homes, the amount not to exceed \$900 per home.

While it would seem that only a beginning has been made in the building program, still the teacher capacity of the schools erected by aid of The Fund to June 30, 1922 is 3,502, and the pupil capacity 157,590. That is to say, the number of modern class rooms built is sufficient to accommodate all the pupils, white and colored, in ten cities the size of Nashville; or enough to take care of all the pupils, white and colored, in all the State Capitals of the fourteen Southern States. These buildings are sufficient to house, comfortably, three times the number of rural Negro Children of Tennessee, based on the average daily attendance of 1920; or 47% of all the rural children of Tennessee, white and

colored, based on the average daily attendance for the year ending June 30 1920. It would accomodate without violating any laws of sanitation 83% of all the Negro children of Georgia, rural and urban, based on the average daily attendanve of 1921. Facilities are provided, in addition to the stated pupil capacity, for boys' and girls' industries in every building erected.

The Fund is furnishing the Community School Plans through the State Department of Education, without cost, for any schools white or colored. A large number of white schools are being constructed on these plans, which otherwise would likely be erected without the aid of any modern plans.

Shelby County, Tennessee, with Miss Charl O. Williams, the outgoing President of the National Education Association, as County Superintendent, has led the entire South in the number of Rosenwald Schools built-25. Warren County, Mississippi, is second having built 19 schools, with six new applications approved and possibly under construction. Every building in the two counties represents a consolidation of two or more small, inefficient schools. The scholastic population of the Negro children in Shelby County is more than double that of the Whites, while in Warren County, Mississippi, it is about seven times that of the Whites.

The approved budget for the year beginning July 1 1922 is \$574,530 which is sufficient ^{to} aid in the construction of 672 buildings. The



total cost of these buildings will be approximately \$1,750,000, which will bring the grand total cost of all buildings by June 30, 1923 up to more than \$7,000,000, representing an outlay by The Julius Rosenwald Fund of more than \$1,500,000.

7 NRS
(common findings)

Tuskegee Institute, Ala
December 5, 1928

REPORT OF COMMITTEE ON FINDINGS
FOR
MEETING OF ROSENWALD SCHOOLHOUSE BUILDING AGENTS
OF THE SOUTH

We commend and thank Mr Julius Rosenwald, beyond words at our command for the establishment of this fund for the building of better Negro School houses and for his aid in creating and assisting in maintaining the position of Building Agents.

We further thank Mr Rosenwald and the Board of Trustees of the Julius Rosenwald Fund for their generous offer to assist in bringing the short term schools in the several southern states up to a standard minimum term. We strongly recommend the acceptance of the same by the State Representatives of Negro Education.

We also express our hearty appreciation for the generous aid given by the fund in the purchase of the most excellently selected school libraries.

We hereby go on record in the strongest terms in expressing our love for Mr Alfred K Stern, Director of the Julius Rosenwald Fund and for Mr S L Smith, General Field Agent, and Mr Leo M Favrot, of the General Education Board and our appreciation of the leadership of these gentlemen in attempting to bring Negro Education up to the standard in the Southern States.

We further express our appreciation of the several directors of Negro Education in the Southern States.

We hereby express our appreciation to the Julius Rosenwald Fund for bringing the Agents to Tuskegee at this time for conference and ask that this be made an annual event.

Finally, we wish to express our deepest appreciation to the officials of Tuskegee Institute for the opportunity to meet at this institution and for the entertainment and many courtesies shown us while here.

Most respectfully submitted,

M H Griffin, of Alabama
R E Clay, of Tennessee
A F Credle, of North Carolina



September 1, 1920.

Dear Dr. Moton:

Mr. Rosenwald understands that on Sept. 1st the rural school books and records at Tuskegee will be transferred to Mr. S. L. Smith, as General Field Agent for Rural Schools of the Julius Rosenwald Fund.

Please when this is done, if there is an unexpended balance in the Rosenwald Fund at Tuskegee, send to me here a check, to the order of the Julius Rosenwald Fund, for the amount of such balance.

It is the Auditors' suggestion, approved by Mr. Rosenwald, that from the time of the transfer of the books, the direction of closing up the rural school work under budgets for the years 1918-19 and 1919-20, as approved, shall be handled by Mr. Smith, from Nashville, along with the new work undertaken by the Fund.

With words of deep appreciation for Tuskegee's valuable assistance with the rural schools and with kind personal regards, I am

Sincerely yours,

(signed) William C. Graves

Secretary to
Julius Rosenwald.

WCG-R

Dr. R. R. Moton,
Tuskegee Institute,
Alabama.

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ROSENWALD PICTURE ACCOUNT

7/31/23 Proposition of the Walinger Company, Chicago, to make 500 18x22 photo-gravures of Julius Rosenwald, sepia on buff paper, for \$296, this being itemized

500 prints @ \$.522 each	\$261
Work on additional negative	35

"On additional prints we will make the following prices - 18x22 inch solid picture @ \$.40 1/2 each" (The Walinger Co. by W. A. Graber, Treas.)

8/15/23 Cost schedule approved

Photogravure	.52
Frame	1.50
Carton and crate	.20
Total	2.22

Decision (8/15/23 J.R.-F.W.S.-S.L.S.) to sell the pictures from Nashville office for \$1.00 each net.

Decision (9/5/23 J.R.-F.W.S.-S.L.S.) to add uniform charge of 50 cents for postage, making the total charge \$1.50.

8/16/23 500 photogravures and extra negatives (paid 8/24/23, check #1005) \$296

9/18/23	(1) 100 picture frames	\$147.00	
	(1) 100 book covers for photographs	13.20	
	(1) 100 crates for pictures (pd. 9/18 pt. check #1032)	6.88	167.08
	Total		\$463.08

(Balance of check #1032 for \$177.37, namely, \$10.29, was paid for display frame of map of Rosenwald School for Office)

11/23/23	(2) 100 crates (paid 11/28 check #1103)	6.60	
	Total		\$469.68
11/28/23	(2) 100 book covers (paid 11/30 check #1105)	13.13	
	Total		\$482.81

12/3/23	(3) 100 crates	\$ 6.88	
	(3) 100 book covers	13.13	
	(1) Freight	18.51	38.52
	(paid 12/5 check #1114) Total		\$521.33

12/7/23	Received from Mr. S. L. Smith check for \$100.00 for the first one hundred pictures of Mr. Rosenwald. Check sent to L. J. Rosenwald	100.00	
	Total		\$421.33

12/10/23	(4) 200 folders	\$ 26.26	
	(4) 200 crates	13.76	40.02
	(paid 12/12 check #1119) Total		\$461.35

*** (Error inadvertently made by Dept. 206. Mrs. J. R. has been charged twice for 100 folders and 100 crates. Bill should read: 100 folders \$13.13, 100 crates \$6.88; total \$20.01. Overcharge of \$20.01. Error rectified on 2/2/24. See *** below)

		Total	\$461.35
12/29/23	(2) 100 frames	\$147.00	
	(3) 100 frames (50 and 50)	147.00	
	(2 and 3) freight chgs.	44.42	338.42
	(Paid 1/2/24 check #1133)		
	Total		\$799.77
1/11/24	(4) 100 frames	\$147.00	
	(4) Freight charges	30.69	177.69
	(Paid 1/15/24 check #1152)		
	Total		\$977.46

2/2/24	Received from Dept. 206 check for \$20.01 covering error made in transaction of 12/10/23 as explained above per ***. Check sent to L. J. Rosenwald this date.		20.01
	Total		\$957.45
2/2/24	Received from Mr. S. L. Smith check for \$100 for the second 100 pictures of Mr. Rosenwald. Check sent to L. J. Rosenwald		100.00
	Total		\$857.45
3/4/24	(5) 90 crates	\$ 6.19	
	(5) 90 folders	11.82	18.01
	(Paid 3/6/24 check #1205)		
	Total		\$875.46
3/27/24	(5) 90 frames (Paid 3/31/24 check #1226)		132.30
	Total		\$1007.76
4/7/24	(5) Express on 90 frames (Paid 4/9/24 check #1238)		25.70
	Total		\$1033.46
7/2/24	Received from S. L. Smith check for \$261 in payment of 261 pictures. Check sent to L. J. Rosenwald		261.00
	Total		\$ 772.46
3/7/25	Received from S. L. Smith check for \$39 in payment of 39 pictures. Check sent to L. J. Rosenwald		39.00
	Total		\$ 733.46
4/3/25	500 photogravures (paid 4/8/25, check #1601)		202.50
	Total		\$ 935.96
5/25/25	200 picture frames	\$294.00	
	100 picture frames	147.00	
	225 cover book folds	39.20	
	107 cover book folds	23.33	
	Freight charges pd. by Schwartz Picture Frame Co.	22.43	525.96
	(Paid 5/26/25 check #1673)		
	Total		\$1461.92
	Freight charges		40.89
	(Paid		
	Total		\$1502.81
5/26/25	200 Crates	\$ 4.80	
	100 Crates	2.00	6.80
	Total		\$1509.61

	Total	\$1509.61
6/8/25	Received from S. L. Smith check for \$174 in payment of 174 pictures. Check sent to E. J. Pollock this date a/c absence of L.J.R. in Europe	174.00
	Total	\$1335.61
5/12/26	Received check from S. L. Smith for \$78 for 78 pictures. Check sent to L.J.Rosenwald	78.00
	Total	\$1257.61
2/4/27	Received from S. L. Smith check for \$20 in payment of 20 pictures. Check sent to L.J.R.	20.00
		\$1237.61
	The above entry, with 28 unsold pictures filed away, balances out the old account.	
1/10/27	Received from S. L. Smith check for \$77.84 in payment of 66 new, 25 new sent free, 3 old plus postage on 91 new pictures. Check sent to L.J.Rosenwald. 59 unsold pictures on hand 1/3/28	77.84
		\$1159.77

Summary

1000 photogravures			\$ 498.50
790 frames			1161.30
822 book folders			126.94
790 crates			40.23
Freight			182.64
Total Cost			\$2009.61
By check from S. L. Smith 12/7/23	\$100.00	Total cost	\$1909.61
By check from S. L. Smith 2/2/24	100.00	Total cost	1809.61
" " " " " 7/2/24	261.00	" "	1548.61
" " " " " 3/7/25	39.00	" "	1509.61
" " " " " 6/8/25	174.00	" "	1335.61
" " " " " 5/12/26	78.00	" "	1257.61
" " " " " 2/4/27	20.00	" "	1237.61
" " " " " 1/10/28	77.84	" "	1159.77

JULIUS ROSENWALD
CHICAGO

September 1, 1920.

Dear Mr. Smith:

Referring to your letters to myself of August 19th and 27th, Mr. Rosenwald directs that the balance of Rosenwald rural school monies on hand at Tuskegee be turned over to the Julius Rosenwald Fund and that the Fund handle from your office in Nashville the closing up of the Tuskegee rural school operations. I am writing to this effect today to Dr. Moton as you suggest. Enclosed herewith is a copy of my letter.

Sincerely yours,

William C. Harris

Secretary to
Julius Rosenwald.

WCG-R

Mr. S. L. Smith,
Commercial Club Bldg.,
Nashville, Tenn.



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*nps
(Subj)*

ROSENWALD SCHOOLS

<u>States</u>	<u>Total Negro Population</u> <i>1920 Census</i>	<u>Rosenwald Schools March 1, 1928</u>
Alabama	900,652	360
Arkansas	472,220	272
Florida	329,487	50
Georgia	1,206,365	187
Kentucky	235,938	120
Louisiana	700,257	345
Maryland	244,479	117
Mississippi	935,184	490
North Carolina	763,407	673
Oklahoma	149,408	143
South Carolina	864,719	391
Tennessee	451,758	296
Texas	741,694	366
Virginia	690,017	309
 TOTAL	 8,685,585	 4,119

7/28
(Pills)

ROSENWALD RURAL SCHOOLS

The Julius Rosenwald Fund, in co-operation with fourteen southern states, has aided in the building of 3,769 schools for Negroes, costing over \$17,000,000. These schools have a teacher capacity of 10,131 and a pupil capacity of 455,895. They are required to be of standard construction, representing the most approved modern educational ideas regarding site, placing of windows, ventilation and sanitation. Each is equipped with one or more industrial rooms. Each has as a minimum requirement two acres of ground. Some elementary instruction in agriculture is part of the course of study. The schools include 839 of the one-teacher type, 1,474 two-teacher, 580 three-teacher, 418 four-teacher, 160 five-teacher, 173 six-teacher, 125 above six-teacher, and 143 teachers' homes. The larger ones represent the consolidation of several smaller districts, pupils being transported in school wagons. Construction is directed and funds are administered by state superintendents of education. The completed buildings become public school property. A condition of aid from the Julius Rosenwald Fund is that the Negroes raise an amount equal to or greater than that given by the fund, securing this from their own contributions of money or labor, from white friends and from public funds. The total cost, as of July 1, 1927 of \$17,641,664 was provided as follows: By public funds \$10,273,529; by Negroes \$3,550,763; by Whites \$784,861; by the Julius Rosenwald Fund \$3,032,511. For the year beginning July 1, 1927, the fund had made an appropriation covering aid toward building 547 more schools and adding sixty additions to schools now in use, as requested by the co-operating states.

The number of schools erected in each state and their total cost are:

<u>STATE</u>	<u>SCHOOLS</u>	<u>TOTAL COST</u>
Alabama	345	\$ 905,545
Arkansas	238	1,202,415
Florida	38	394,136
Georgia	165	733,475
Kentucky	115	503,045
Louisiana	310	1,212,566
Maryland	107	512,485
Mississippi	432	2,026,044
North Carolina	636	3,394,049
Oklahoma	117	589,558
South Carolina	373	2,224,521
Tennessee	284	1,369,495
Texas	303	1,252,186
Virginia	306	1,322,144

TOTAL.....3,769 \$ 17,641,664



SUMMARY OF COMPLETED BUILDINGS
TO JULY 1, 1927

STATE	NO. BUILDINGS		CAPACITY		TOTAL COST BIDGS., GROUNDS & EQUIPMENT	CONTRIBUTIONS			
	Schools	Homes	Teacher	Pupil		Negroes	Whites	Public	The Fund
Ala.	345	5	718	32,310	\$905,545	\$349,820	\$68,391	\$292,464	\$194,870
Ark.	238	9	665	29,925	1,202,415	107,771	35,834	862,399	196,411
Fla.	38	1	158	7,110	394,136	28,143	32,565	293,878	39,550
Ga.	165	9	510	22,950	733,475	177,492	47,299	364,802	143,882
Ky.	115	2	237	10,665	503,045	59,272	10,875	360,658	72,240
La.	310	19	851	38,295	1,212,566	340,201	53,209	560,856	258,300
Md.	107	0	223	10,035	512,485	58,834	4,174	376,577	72,900
Miss.	432	41	1,289	58,005	2,026,044	657,989	208,691	746,464	412,900
N. C.	636	16	1,829	82,305	3,394,049	569,261	68,615	2,226,737	529,436
Okla.	117	13	248	11,160	589,558	24,130	3,125	471,223	91,080
S. C.	373	4	1,253	56,385	2,224,521	415,806	175,058	1,279,857	353,800
Tenn.	284	7	724	32,580	1,369,495	242,298	21,977	890,520	214,700
Tex.	303	15	699	31,455	1,252,186	190,088	35,615	783,641	242,842
Va.	306	2	727	32,715	1,322,144	329,658	19,433	763,453	209,600
Totals	3,769	143	10,131	455,895	\$17,641,664	\$3,550,763	\$784,861	\$10,273,529	\$3,032,511

PERCENTAGE ANALYSES

Negroes	20.13
Whites	4.45
Public	58.24
The Fund	17.18



FISK

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REPORT ON NEGRO RURAL SCHOOLS
by
S. L. SMITH
September 1, 1928

FOREWORD

A brief questionnaire was sent to each of the State Agents in the 14 Southern States asking for the most recent figures available on Negro rural schools - (1) scholastics, (2) enrollment, (3) teachers employed, (4) length of term, (5) school-houses, and (6) value of Negro rural school property. These have been carefully compiled from the signed state reports and are shown in Tables 1, 2, 3, 4, and 7. Table 5 was compiled from inspection reports of the buildings on which aid was given for the two year period, and Table 6 from our records and government reports.

The survey for 1925-26 which was published in July, 1927 Southern Workman is included for comparison.

*all
Allen Lancel*

SOME SALIENT FACTS

One rural Negro school in every five is a Rosenwald school. One elementary school in every fifty in the United States is a Rosenwald school.

More than one-third of all rural Negro children enrolled and teachers employed in rural Negro schools last year were in Rosenwald schools.

The number of elementary children enrolled in the Negro schools of the fourteen Southern states, 1925-26, was 28.7 per cent of all elementary pupils enrolled in these states that year, and 10.4 per cent of all elementary pupils enrolled in the United States.

One elementary pupil in every forty enrolled in the United States (1926) could be seated comfortably in the 4,308 Rosenwald buildings, and one teacher in every 55 employed could find a modern Rosenwald classroom in which to teach.

SCHOLASTICS

There were 2,201,782 rural Negro children of school age (6 to 18 years in most of the states but 6 to 20 in one or two) in the fourteen Southern states for the year ending June 30, 1927, according to reports from the State Agents. In two states where rural and urban were combined careful estimates based on reliable ratios were made. The total Negro scholastics for both rural and urban was 2,963,358. This is on file for the various states but is not included in Table No. 1. The average number of rural scholastics per school is 97. The pupil capacity of the Rosenwald Schools is sufficient to accommodate 23.2 per cent of the total scholastics in the fourteen Southern states.

ENROLLMENT

The total enrollment in the 22,494 rural Negro schools for the year ending June 30, 1927 was 1,504,111 or an average of 66 per school. 68.3 per cent of those eligible were enrolled in the public schools. No accurate data for those attending private schools are available, but doubtless this number would increase the enrollment to more than 75 per cent of the scholastics.

While the average enrollment for all rural Negro schools is only 66, it is interesting to note by way of comparison



that the average pupil capacity of the Rosenwald schools to July 1, 1928 is 124, indicating that the average size of the Rosenwald schools is practically double that of all Negro schools.

The pupil capacity of the Rosenwald schools is sufficient to take care of 33.9 per cent of all rural Negro children enrolled in 1926-27, Tennessee leading (50.6%), Louisiana coming second (50.0%), and North Carolina third (48.9%). Georgia is at the bottom on this score (14.3%), Florida next above (22.4%), and Alabama third from the bottom (24.2%).

The enrollment in the Negro public schools was 28.7 per cent of the total enrollment in all public elementary schools (white and colored, rural and urban) in the fourteen Southern states, and 10.4 per cent of the total enrollment in the 215,439 public schools of the United States for 1925-26.

TEACHERS

There were 32,797 rural Negro teachers employed in the public schools of these 14 states for the year ending June 30, 1927, or an average of one teacher for every 45 pupils enrolled compared with 46 the previous year.

The capacity of the Rosenwald schools is 34.6 per cent of all rural Negro teachers employed, Louisiana leading (53.5%), Tennessee coming second (48.9%), and North Carolina third (46.3%). Georgia ranks lowest (15.5%), Florida

second from the bottom (19.7%), and Oklahoma third from last (23.0%).

It will be observed that wherever the teacher load is heavy - more than 45 pupils - the per cent of teacher capacity in the Rosenwald schools compared with all teachers employed will be greater than the per cent of the pupil capacity to all pupils enrolled, and vice versa. It is interesting to note that the average number of pupils enrolled per teacher (45) was exactly the same as the pupil capacity of a Rosenwald classroom.

LENGTH OF TERM

A most hopeful sign of development in the rural Negro schools is seen in the gradual increase of the school terms for the various states. From the best information available it seems that the average term in the fourteen Southern states for 1914-15 - the year Mr. Rosenwald decided to enter the field of schoolhouse construction in Alabama - was not more than 4.5 months, varying from less than 3 months in two or three of the states up to about 6 months in one or two states.

Reasonably accurate records for 1926-27 show the average term in the 22,494 rural Negro schools to be 6.5 months, as follows: Alabama 6.1, Arkansas 6.3, Louisiana 4.5 (cut short by flood), Maryland 8.3, Mississippi 6.0 (1925-26), North Carolina 6.3, Oklahoma 8.0, South Carolina 4.8, Tennessee 7.0, Texas 5.8, and Virginia 6.9.

Table No. 3 shows comparisons in length of term by

states for 1925-26 (6.0), 1926-27 (6.5), and the Rosenwald schools built 1927-28 (7.2). It will be seen that the average term increased one-half month for 1926-27, and that the term in the Rosenwald schools built 1927-28 was about three-fourths of a month longer than the average for all rural Negro schools, Tennessee leading (8.3), Oklahoma second (8.1), and Maryland third (8.0). Alabama and Louisiana tied for the bottom place (6.5) and Florida comes next (6.6).

There are still some counties in the South where the term for the Negro schools is but little more than 3 months, but it is encouraging to see the number of such counties decreasing each year. Many counties of the South have very short terms for the white children also. The average for the rural Negro schools in a few states is longer than for the whites in other Southern states. There is a tendency to run all the rural schools of a county the same number of months for both white and colored. For example, in Tennessee ten years ago the average length of term for all rural schools (white and colored) was 5.5 months while for 1927-28 all counties except three or four gave the Negro schools 8 months or more. Similar examples in other states could be pointed out.



HIGH SCHOOLS

For the purpose of stimulating county training schools and county high schools in meeting state requirements for standardization of two year and four year rating, the Fund increased its type allotments for 1926-27 from a six-teacher maximum to a nine-teacher or larger (raised to ten-teacher the following year), and the maximum amount of aid from \$1,500 to \$2,100.

In going over the inspection reports submitted by the State Agents and State Superintendents, we find that the Fund in this two year period gave aid in erecting new buildings and adding to Rosenwald schools where the maximum aid had already been given, on a total of 166 high schools - 119 two to three year, and 47 four year.

Not all these schools drew on this increased allotment because some of the two year high schools are in the five and six-teacher types, but to offset this there are few seven and eight-teacher types doing only one year of high school work, and therefore not included in the 166 shown in Table 5.

Serious effort is now being made in the states to increase the number of accredited Negro high schools, using the same standard by which the white high schools are rated. This accelerated high school progress has been due to (1) the development of the rural school building program in which thousands are induced to remain through the elementary

grades, (2) the influence of the Slater Fund and the General Education Board in developing county training schools, (3) the policy of the school officials for better trained teachers, and (4) the great desire of the Negroes themselves to give their children the best possible educational facilities even at much sacrifice.

ANALYSIS OF STATEMENT OF THE
JULIUS ROSENWALD FUND

Old
Vault

Percentage of contributions by States

	NEGRO			WHITES			PUBLIC			ROSENWALD		
	Beginning to 1924	1924 -- 1925	1925 -- 1926	Beginning to 1924	1924 -- 1925	1925 -- 1926	Beginning to 1924	1924 -- 1925	1925 -- 1926	Beginning to 1924	1924 -- 1925	1925 -- 1926
ALABAMA	40.3	29.8	39.4	5.7	5.1	13.3	29.1	51.7	32.7	24.9	13.4	14.6
ARKANSAS	10.2	6.3	9.9	3.3	2.5	4.5	67.8	74.7	72.7	18.7	16.5	12.9
FLORIDA	7.7	8.1	7.8	5.8	32.6	9.4	74.2	47.7	74.9	12.3	11.6	7.9
GEORGIA	29.2	23.4	14.4	4.4	7.7	6.5	44.7	43.9	66.9	21.7	25.0	12.2
KENTUCKY	12.0	11.9	12.7	1.7	6.3	4.1	72.0	65.8	67.7	14.3	16.0	15.5
LOUISIANA	31.4	19.1	25.1	3.1	3.8	8.1	43.5	56.7	46.5	22.0	20.4	20.3
MARYLAND	12.6	10.4	12.4	.2	0.0	0.0	74.2	75.1	72.0	13.0	14.5	15.6
MISSISSIPPI	34.0	25.9	30.5	10.6	10.7	10.0	36.1	42.5	36.4	19.3	20.9	23.1
NORTH CAROLINA	19.5	14.6	12.4	2.9	2.7	0.4	60.1	68.4	72.5	17.5	14.3	14.6
OKLAHOMA	3.8	4.2	4.1	0.0	.7	.7	82.2	77.8	77.0	14.0	17.3	18.2
SOUTH CAROLINA	19.2	16.2	18.6	12.0	5.1	2.6	53.4	63.6	60.9	15.4	15.1	17.9
TENNESSEE	20.2	9.5	19.8	2.3	.6	0.0	61.0	78.5	62.1	16.5	11.4	18.1
TEXAS	14.8	15.5	16.7	1.9	7.7	1.2	61.5	58.1	65.7	21.8	18.7	16.4
VIRGINIA	27.6	18.3	28.8	1.6	.5	0.1	54.3	67.6	52.4	16.5	13.6	18.7

Types of Schools

Teacher Capacity	Beginning to 1922	1922 -- 1923	1923 -- 1924	1924 -- 1925	1925 -- 1926	Total
1	413	106	75	74	90	758
2	576	147	184	186	210	1303
3	238	75	56	76	73	518
4	137	49	69	73	49	377
5	48	21	21	17	20	127
6	42	28	40	23	20	153
7	6	-	4	-	8	18
8	8	5	9	2	8	32
9	2	-	-	5	-	7
10	2	1	2	1	-	6
11	1	-	-	1	-	2
12	1	-	1	1	-	3
14	-	1	2	-	1	4
16	1	-	-	1	-	2
Homes	28	32	22	27	14	123
TOTAL	1503	465	485	487	493	3433

Percentage of contributions by years

	NEGROES	WHITES	PUBLIC	ROSENWALD
Beginning to 6/30/24	20.18	3.96	58.15	17.71
1924-1925	15.90	4.70	63.46	15.94
1925-1926	18.13	3.85	61.74	16.28

1898-1899	12.72	2.32	31.24	12.20
1899-1900	12.30	4.10	32.40	12.24
to 6/30/00 published	50.78	2.32	32.70	12.47

RECEIPTS DONATIONS OFFERS SUBSCRIPTIONS

STATEMENT OF CONTRIBUTIONS FOR 1900

STATE	1900	1899	1898	1897	1896	1895
ALABAMA	50	25	25	25	25	25
ARIZONA	1	1	1	1	1	1
ARKANSAS	1	1	1	1	1	1
CALIFORNIA	1	1	1	1	1	1
COLORADO	1	1	1	1	1	1
CONNECTICUT	1	1	1	1	1	1
DELAWARE	1	1	1	1	1	1
FLORIDA	1	1	1	1	1	1
GEORGIA	1	1	1	1	1	1
ILLINOIS	1	1	1	1	1	1
INDIANA	1	1	1	1	1	1
IOWA	1	1	1	1	1	1
KANSAS	1	1	1	1	1	1
KENTUCKY	1	1	1	1	1	1
LOUISIANA	1	1	1	1	1	1
MAINE	1	1	1	1	1	1
MARYLAND	1	1	1	1	1	1
MASSACHUSETTS	1	1	1	1	1	1
MICHIGAN	1	1	1	1	1	1
MINNESOTA	1	1	1	1	1	1
MISSISSIPPI	1	1	1	1	1	1
MISSOURI	1	1	1	1	1	1
MONTANA	1	1	1	1	1	1
NEBRASKA	1	1	1	1	1	1
NEVADA	1	1	1	1	1	1
NEW HAMPSHIRE	1	1	1	1	1	1
NEW JERSEY	1	1	1	1	1	1
NEW YORK	1	1	1	1	1	1
NORTH CAROLINA	1	1	1	1	1	1
NORTH DAKOTA	1	1	1	1	1	1
OHIO	1	1	1	1	1	1
OKLAHOMA	1	1	1	1	1	1
OREGON	1	1	1	1	1	1
PENNSYLVANIA	1	1	1	1	1	1
RHODE ISLAND	1	1	1	1	1	1
SOUTH CAROLINA	1	1	1	1	1	1
SOUTH DAKOTA	1	1	1	1	1	1
TENNESSEE	1	1	1	1	1	1
TEXAS	1	1	1	1	1	1
UTAH	1	1	1	1	1	1
Vermont	1	1	1	1	1	1
VIRGINIA	1	1	1	1	1	1
WASHINGTON	1	1	1	1	1	1
WEST VIRGINIA	1	1	1	1	1	1
WISCONSIN	1	1	1	1	1	1
WYOMING	1	1	1	1	1	1
TOTAL	100	100	100	100	100	100

STATE OF NEW YORK

ALBANY	20.2	12.2	25.2	3.2	1.2	0.2	24.2	21.2	22.2	70.2	72.2	73.2
ALBANY	14.2	19.2	19.2	1.2	1.2	1.2	21.2	20.2	20.2	51.2	70.2	70.2
ALBANY	30.2	2.2	12.2	2.2	1.2	0.2	21.2	12.2	22.2	30.2	71.2	70.2
ALBANY	12.2	12.2	12.2	22.2	2.2	2.2	22.2	22.2	20.2	72.2	72.2	74.2
ALBANY	2.2	4.2	2.2	0.2	1.2	1.2	22.2	11.2	11.2	70.2	71.2	72.2
ALBANY	12.2	14.2	12.2	2.2	2.2	0.2	20.2	22.2	12.2	71.2	72.2	74.2
ALBANY	22.2	12.2	20.2	10.2	10.2	10.2	22.2	22.2	20.2	72.2	70.2	72.2
ALBANY	12.2	10.2	12.2	1.2	0.2	0.2	10.2	12.2	12.2	72.2	72.2	72.2
ALBANY	21.2	12.2	22.2	2.2	2.2	2.2	22.2	22.2	22.2	12.2	70.2	70.2
ALBANY	12.2	11.2	12.2	1.2	0.2	0.2	12.2	22.2	21.2	70.2	70.2	72.2
ALBANY	20.2	22.2	14.2	4.2	1.2	0.2	22.2	22.2	22.2	21.2	70.2	72.2
ALBANY	1.2	2.2	1.2	2.2	22.2	2.2	11.2	11.2	11.2	72.2	72.2	1.2
ALBANY	10.2	0.2	2.2	2.2	2.2	2.2	11.2	11.2	11.2	70.2	70.2	72.2
ALBANY	20.2	22.2	20.2	1.2	2.2	12.2	22.2	11.2	22.2	22.2	72.2	72.2
TOTAL	100	100	100	100	100	100	100	100	100	100	100	100

STATE OF NEW YORK
JANUARY 1, 1900
JANUARY 1, 1900
JANUARY 1, 1900

ROSENWALD RURAL SCHOOLS

By Francis W. Shepardson

"We will raise as much as you give, or more." So Booker Washington told Julius Rosenwald. The two men, the philosopher and the philanthropist, had been considering a plan for better rural schools for Negroes in the South. The pledge the first made was the condition proposed by the second, under which he would aid the movement.

The two individuals looked at the matter from different points of view, although they thought in common on the main issue. Dr. Washington had been studying the existing schools. He found them utterly inadequate. He used his own State of Alabama as an illustration. Each year \$2,865,000 was appropriated for public schools. The Negroes comprised about half of the population of the State, but their allotment of this appropriation was less than \$360,000. Twenty cents was expended in one county for each Negro child of school age as compared with \$14.49 for each white child. Only 20 percent of the Negro school population was enrolled in school as compared with 60 percent of the white population. He found not a single school for Negroes running over five months. The Negro school term averaged less than four months while the white school was open more than seven months. These conditions, he declared, were typical. In every Southern State the Negro school buildings were wretched, the terms short, the teachers poorly prepared and poorly paid. As the great bulk of the Negro population was rural, Dr. Washington was convinced that the schools in the rural districts must be improved if the race, as a whole, was to go forward.

Mr. Rosenwald approached the subject from the viewpoint of a citizen. While, indeed, there was in his mind a feeling of desire to help the disadvantaged race, another thing seemed more important to him. He saw ten

million Negroes, living in the United States, and likely to remain here. He saw this population reproducing itself and increasing from year to year. It was plain to him that there would be either ten million Americans illiterate, unprogressive and perhaps criminal because of lack of educational opportunity, or else there would be ten million with some degree of training for the responsibilities and obligations of good citizenship.

Dr. Washington wanted to try an experiment in building rural schools. He proposed a plan. Mr. Rosenwald was to offer to contribute a certain amount of money to any Negro community which desired to have a better school house. A fundamental condition was that the Negroes must raise themselves, or secure from their white friends or from public funds, an amount equal to or more than what he gave. This was Mr. Rosenwald's challenge to the race. Dr. Washington's pledge was the response to the challenge.

The conference, the offer and the pledge date back to 1912. On June 30, 1923, at the end of the budget year of The Julius Rosenwald Fund, 1968 school buildings had been erected with a total value of nearly \$7,200,000. Of this amount the Negroes contributed over \$1,820,000. Mr. Rosenwald provided nearly \$1,400,000. Throughout the eleven years of endeavor based upon the agreement between the two men, the Negroes have kept the pledge their great leader made for them. The accompanying table (Table I) shows the total construction by States, and the contributions of the four cooperating factors. It also shows the relative percentages of the contributions. Dr. Washington's contention, as he clearly set forth in an article published in the Outlook for March 14, 1914, was that the school boards in the Southern States should do much more for the Negro common schools. It is interesting to note, therefore, after a lapse of a decade, that in this total of \$7,200,000 of school house values, the public funds, State, County or district, are represented by contributions of \$3,590,000, or more than 50 percent of the entire amount raised.

written
A natural result of the school house building has been the increased recognition of the need for better teachers. The effective work of the splendid institutions at Hampton and Tuskegee and of their many offshoots is not forgotten. But the average rural school teacher, the country over, at best has had small chance for training. This condition is, of course, exaggerated in connection with the Negro rural schools in the South where opportunities even for schooling have been limited. But construction of attractive new school houses and the stimulating efforts of the officers of the General Education Board and the Jeanes and Slater Funds have worked a great desire for more training. The County Training School and the Summer School are the two principal agencies used. Traveling teachers, usually called Jeanes teachers, have been of great help in encouraging rural teachers by periodical visits. ~~While in the neighborhood~~ *such as D. M. Walker, working among the farmers* they introduce simple home industries ~~into the schools,~~ *and* give talks on sanitation and cleanliness, emphasize the importance of keeping the school buildings and grounds in good condition, visit in the homes and organize what might be called parent-teacher clubs for the betterment of school and community alike. Too much praise cannot be given to these efficient workers.

The County Training School is becoming an increasingly important factor. These schools, fostered by the Slater Fund, increased in number in ten years from 4 to 156, and the budget for them leaped in the same period from approximately eleven thousand dollars to eleven hundred thousand. This money is used to increase the salaries of teachers in selected schools where the term is at least eight months, where the school is a part of the public school system, and where a supplemental appropriation, somewhat larger than that of the Slater Fund, is made from public school funds. In these schools recruits for the rural school teaching staff are carefully trained.

This work is growing rapidly and has been of great service. On the accompanying map a star indicates those Rosenwald Schools which have been selected as County Training Schools. The tendency is to use the larger Rosenwald Schools, strategically located, for such purposes, and the probability is that new training schools, as a rule, will be established in Rosenwald buildings.

The Summer School, within two or three years, has become quite an institution. Not only at Hampton and at Tuskegee have sessions been held but opportunity has been afforded in all of the better equipped Negro schools, and also in some of the larger public schools, where special sessions have been held. Those who are in charge of The Julius Rosenwald Fund have been particularly gratified to note reports of the large number of teachers in the Rosenwald Schools who have sought the benefit of these summer courses. It has not been unusual, within a given county, to have a record of 100 percent attendance of teachers in such schools. While, as indicated, the credit for this encouraging movement among Negro teachers must be divided among a number of contributing factors, there is little doubt that the construction of nearly 2,000 attractive school buildings has been a stimulating influence.

Detailed statements regarding the Jeanes teachers, the County Training Schools and the Summer Schools, are to be found in the annual reports of the General Education Board, the Anna T. Jeanes Fund and the John F. Slater Fund. For present purposes their work is merely cited by way of appreciation and commendation.

The statistics given above are those available at the close of the last fiscal year. But the work is going steadily forward. The Julius Rosenwald Fund has appropriated \$552,000 for construction during the year ending June 30, 1924. At least five hundred projects will be completed, over three hundred of which have already been approved.

COPY.

Conference of Rural School Agents with Mr. Rosenwald.

At a conference of rural school agents held in Washington, D. C. August 30th, 1917 to confer with Julius Rosenwald about a plan of cooperation and extension of the rural school house building, through aid from Mr. Rosenwald, the following committee was appointed: Mr. Jackson Davis of Virginia, Mr. James L. Sibley of Alabama and Mr. S. L. Smith of Tennessee. This committee begs to recommend the following:

1. That since Tuskegee Institute has so successfully handled the matter of rural school house building in Alabama and other southern states, in the past, that the management be continued in the future through Tuskegee Institute.
2. That this committee wishes to express its deep appreciation on behalf of the Rural School Agents and public school officials in the South to Mr. Rosenwald for his generous offer to extend the scope of this fund so as to include other southern states, as well as to increase the help in those states already receiving assistance.
3. In view of the fact that this matter means so much to the improvement of rural schools in the South and to the cooperation of local white people and school officials, it is recommended that Tuskegee Institute create a special department of Rural School House Extension and secure a man for the head of this department who is in a position to cooperate with the various school officials in the southern states, and that he be allowed enough assistants and sufficient funds to handle the work in the most effective manner. He should be free as nearly as possible, from other duties.

It should be borne in mind that preparation of plans, securing photographs of rural school buildings and compiling necessary data are very necessary items in the matter of effectively carrying out this important campaign.

It is further recommended that a committee consisting of Dr. R. R. Moton, Mr. Emmett J. Scott and Mr. James L. Sibley be appointed to work out the method of cooperation with the various states involved, associated with them, of course, would be the head of the department selected at Tuskegee to direct this work.

(signed) James L. Sibley

For the Committee.



Signed E. C. Roberts,
Mrs. B. T. Washington,
Clinton J. Calloway
Warren Logan,

Approved Mr. Rosenwald Nov. 14, 1917.

BUDGET 1919 - 1920

ROSENWALD RURAL SCHOOL FUND.
PERIOD Dec. 1, 1919 - Nov. 30, 1920.

SCHOOL CONSTRUCTION - TERM EXTENSION,
AND
AGENTS' SALARY & TRAVELLING EXPENSE.

	FINAL TOTALS		TOTAL SCHOOLS		ONE TEACHER		TWO TEACHER		TERM EXTENSION		PART SALARY AND EXPENSES RURAL AGENTS.
Alabama "	26,050	35	19,000	10	4,000	25	15,000	150	5,250	" "	1,800
Arkansas	17,500	30	16,000	10	4,000	20	12,000	12	600		900
Georgia #	11,750	20	10,000	10	4,000	10	6,000	25	1,000	#	750
Kentucky	11,750	20	10,000	10	4,000	10	6,000	30	1,000		750
Louisiana	25,960	40	21,000	15	6,000	25	15,000	100	4,000		960
Maryland	9,700	17	9,200	5	2,000	12	7,200	10	500		
Mississippi	15,600	25	14,000	5	2,000	20	12,000	10	600		1,000
N. Carolina	22,400	35	19,000	10	4,000	25	15,000	50	2,500		900

2-Copies to President
A. and J. O. are Normal

PLAN FOR THE ERECTION OF RURAL SCHOOLHOUSES

Sept. 20th, 1917.

It is recommended that the following memorandum be adopted as the plan to be followed in the erection of Rosenwald Rural Schoolhouses in the future. This plan, in the main, is an outline of the one which has been followed in the past by the Officers of the Tuskegee Institute; but it is revised and expanded to cover the recommendations which were submitted at the meeting of the State Supervisors of Negro Rural Schools, held in Washington, D. C. August 30th, 1917.

1. The funds for building Negro Rural Schools are to be provided by Mr. Julius Rosenwald of Chicago, Illinois.
2. These funds are to be used to encourage the officers of public schools, and teachers in various communities and districts, to provide better schoolhouses, and to equip these schoolhouses, to give the pupils a more useful education; therefore, these funds are to supplement such money and material and labor, etc., as the school officers and the community may provide.
3. The money given by Mr. Rosenwald is to be used in providing schoolhouses in rural districts, preferably for one and two-teacher schools, on condition that the people shall secure from the public school funds, or raise among themselves, an amount equivalent to, or larger than that given by Mr. Rosenwald. It is understood that in no case will the sum exceed \$400 for a one-teacher school and \$500 for a two-teacher school. By the term "one-teacher school" is meant not necessarily a one room school building, as these school buildings in every instance should be provided with rooms to do industrial work, which means kitchen, library, manual training work etc. By furnishing is meant providing the school with two sanitary toilets, and equipping the building with desks, blackboards, heaters, etc.
4. In no case will the Rosenwald aid be given until the amount raised by the community, and that given by Mr. Rosenwald, are sufficient to complete and furnish the schoolhouse to be built. In estimating the amount to be raised by the community, cash, land, labor and material may be included.
5. Communities qualifying for aid will be considered in the order of their application.
6. At the beginning of each school year the number of schools to be aided in a particular State should be agreed upon by the Tuskegee Normal and Industrial Institute, and the State Department of Education in the respective states in which rural schools are to be erected.
7. The kind of building to be erected is to be approved by the Extension Department of the Tuskegee Institute, and where required, by the State Department of Education.
8. Each community receiving aid from the Rosenwald fund must complete and furnish the schoolhouse building within six months after reporting that it has qualified for Rosenwald help.
9. As far as possible, U. S. Agricultural Agents, (County) teachers, or any

persons authorized to help the people in building schools should gain the approval and co-operation of the State, County or township Officers before beginning work.

10. In the Direction of these rural schoolhouses, agents, teachers, and like should exercise care to secure the co-operation of James Ford Supervisors of Negro Rural Schools. The idea of such co-operation is to make one kind of work supplement the other. It is further ~~suggested~~ desirable that these Agents and teachers enlist the co-operation and assistance of large schools in various counties. It is hoped that through the help of such institutions a larger number of rural schools will be built in a shorter time.

11. Further, to secure a better grade of teachers and to assist these rural schools to better serve the needs of the community, it is suggested that an appropriation of not less than \$30 in any one year be granted to deserving communities which have erected new school buildings through aid received from the Rosenwald Fund. This sum of \$30 is to be granted for the purpose of extending the school term two months for a one-teacher school and one month for a two-teacher; provided that the community first raise an equal or greater amount for the same purpose. If, however, the school has a maximum term of seven months, the money granted by Mr. Rosenwald may be used with the sum raised by the community to increase the year's salary of the teacher or teachers employed. It is further recommended that this plan be carried out on a three year's basis with a view to the public authorities of the State taking over the increase of such extended school term at the end of that period.

It is further recommended that this plan of co-operation with the local communities be continued for an additional three year's, if conditions warrant, in order to ensure the permanent advantage of lengthening school terms.

12. Any publication to the effect that Mr. Rosenwald has promised to give dollar for dollar for colored rural schools in the South without limitation as to the number, location and sum of money, has been made without Mr. Rosenwald's authority or knowledge.

*This plan was worked out
by a committee appointed at
Washington by Mr. Rosenwald.
This committee was composed of*

*Jackson Davis, Va.
Jas. L. Sibley, Ala.
S. L. Smith, Tenn.*

ESK
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#125-

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Brinkley

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THE FOLLOWING BUILDING AGENTS AND OTHER LEADERS ATTENDED

THE CONFERENCE AT TUSKEGEE

S L Smith, General Field Agent of the Julius Rosenwald Fund, Nashville,
Tennessee

Leo M Favrot, Baton Rouge, La

W J Hale, President of State A & I College, Nashville, Tennessee

W W Blackburn, Assistant Superintendent Negro Schools, Jackson, Miss

W F Credle, State Dept Education, Raleigh, N C

T C Walker, Rosenwald Building Agent of Virginia

J S Lambert, State Agent Schools, Dept of Education, Montgomery, Ala

G E Davis, State Dept Ed., Raleigh, N C

E G McHee, Jr State Dept of Education, Montgomery, Ala

M H Griffin, State Normal School, Montgomery, Ala

S H Lee, Rosenwald Agent, Barnesville, Ga

R C Childress, State Dept of Education, Little Rock, Ark

J S Jones, Rosenwald Agent, La

R E Clay, Rosenwald Agent of Tennessee



NEGRO RURAL SCHOOLS
Studies and Experiments

Approximately \$18,000 will be carried forward to 1934-35 from the balance in the general rural school budget. This will be sufficient to carry the regular work of the Nashville office for the coming year. The only new funds recommended in the school program are for Studies and Experiments and for school libraries.

Since the termination of the school-building program, the officers have centered attention on improvement of the educational work within the schools. In a determination to learn directly the problems and the possibilities of the typical small school in rural communities, the officers began this spring a series of efforts in connection with specific districts. In February Mr. and Mrs. James Simon moved to East Baton Rouge Parish, in which is situated the little Foreman School which the trustees visited last fall as the first of our stops on the way to Baton Rouge. They set themselves the problems: first, of getting intimately and directly acquainted with the school and the community; and second, of seeing what could be done to improve conditions on the basis of the resources of the district and of the public agencies of the county and state. A report will be presented orally of the things learned and accomplished in the two and a half months' residence in this rural district.

Several things are clear from this initial exploration and from the general knowledge of officers of the Fund:

1. Negro rural schools are desperately poor in the matter of elementary equipment, including books and charts; the buildings are often in disrepair, the teachers are poorly paid, and usually ill-equipped for their tasks; the curriculum is formalized and dull.
2. The colored group is not accustomed to community effort and is lacking in leadership or experience in improving its own public services.
3. The white community is not so much hostile as indifferent and crassly neglectful of the needs of the Negro group in such progressive matters as schools and health services.

4. The authorities in the persons of state and county officials often share the indifference of the white community. The Negro supervisors - county Jeanes supervisors, farm and home demonstration agents, etc. - are busy with a multitude of details throughout the counties and are apt to be routinized in their tasks. Many of them are intimidated by the white officials to such a degree that they do not even call attention to glaring lacks in the schools and other public services.
5. There is, however, real interest in the school on the part of the Negro group and some latent leadership which can be made effective if aroused and encouraged. There is usually no hostility on the part of the white group or the white officials; school needs may be supplied if demanded tactfully but firmly; often there are white individuals ready to champion the Negro cause if the matter is called to public attention.

It is proposed that efforts in individual rural schools be carried on vigorously for another year. The plan is to select about eight individuals or couples and have them work in specific rural schools scattered over several southern states. The persons will be young, well educated, and possessed of both ideas and enthusiasm. Some will be white, others colored, since rather different approaches can be made by members of each race. While these "explorers" will have had teaching experience, it is not expected that they be specially grounded in educational dogma or members of any special school of thought in education.

Without any set formula these young people will see what they can do in the several communities (1) to improve the buildings and grounds so that these may become items of pride to the pupils and the Negro community, and of respect to the white group; (2) to arouse the teachers and supervisors to an interest in more enlivening and educational school work; (3) to make the school a center of community life, including recreation, health, and adult education.

Items in the plans include the following:

Conferences of three or four days each will be held in the course of the year of the group of special workers in association with selected state and county officials, heads of teacher-training institutions, and others interested and experienced in educational matters. One such conference is planned to be held at the Penn School, St. Helena, South Carolina, which has worked out so successfully the problems of rural education; another will be held at a Negro state normal school; and another in connection with such institutions as Fisk and State College in Nashville or the group of colleges in Atlanta.

Dr. Schrieke, Director of Education for the Dutch East Indies, will be in this country all of next year. We expect to use him as general consultant in the series of experiments and in the conferences, and also to utilize the experience and counsel of our officers and those of the other foundations, as well as of individual trustees - notably Dr. Judd and Dr. Alexander.

The officers are impressed by the possibilities of this program of direct efforts. We are convinced that no special educational thesis should be followed to the exclusion of others. We believe that a program of vigorous efforts and experiments, carried out by a resourceful group of young people, constantly checked by mutual conference, and guided by the competent educational leadership that is fortunately to be in our own group next year, may result in a new impetus to Negro education which may equal or exceed that of our school-building program of the past twenty years.

Tuskegee Institute, Alabama.
January 26, 1921.

To
Dr. Moton:

I hand you herewith a corrected report of the Rosenwald Fund as handled through Tuskegee Institute from the beginning of the work to September 4, 1920.

The Cash Balance as sent Mr. Rosenwald with the report is correct, - I was in error as to the total sum received and disbursed. The corrected figures are as follows:

Received from Mr. Rosenwald, including \$1,665.16 sent August 26th, 1914 for the First Experimental Schools.....\$322,174.78

Disbursements are as follows:

Construction.....\$ 257,915.00

Term Extension... 18,368.38

Office & Field... 35,348.65 311,632.03
10,542.75

Attached please find a summary working paper which will explain the sources of these figures.

The first six experimental schools were as follows:

ALABAMA.
Lee County Leachopoka
Macon County Brownville
 Notasulga
Montgomery County Little Zion
 Big Zion
 Madison Park.

Respectfully submitted,

W. H. Carter
Accountant.
FISK
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BRIEF OF FEATURES OF RURAL SCHOOL AUDIT, RECOMMENDATIONS, AND CORRESPONDENCE
ON METHOD OF ADMINISTERING RURAL SCHOOL CONSTRUCTION.

(Round Numbers Used Omitting Amounts Under \$100)

Period Covered 4- 1/2 years, Ended June 30, 1919.

Total payments by Mr. Rosenwald	\$208,500.
Total Rosenwald Fund disbursements	198,400.
Balance on hand	\$10,100.

Outside Assistance (State, County & People)	\$682,200.
Paid and requisitioned (unpaid) Rosenwald Fund	228,500.
	\$910,700.

Rosenwald encouragement aggregating \$228,500. has constructed 499 schools costing \$910,700.

Serious criticism is made because at Tuskegee, where the Rosenwald Fund is administered and the promotion and construction work directed, no books of account had been kept. The auditors compiled their report from checks, check stubs, receipts and verbal explanations from persons connected with the management. There were two Rosenwald Fund accounts at the Tuskegee Institute Savings Bank. Many check stubs and some checks were missing, the files were so confused resorting was necessary, the bank balances had not been reconciled for 4-1/2 years. As the bank depended on adding machine slips, most of them lost, it was impossible to make a complete reconciliation and many instances were found where money of the Jeanes Fund had been used temporarily to defray Rosenwald expenditures and vice versa, intentionally when a fund was temporarily exhausted and sometimes carelessly. An unexplained Rosenwald surplus of nearly \$1000. was found. Expense accounts could not be produced. In some cases money was paid to schools for which no requisition had been made on Mr. Rosenwald and Rosenwald money received on requisitions was not paid to schools for which requisition was made, great confusion resulting. Mr. Calloway is credited with stating that Mr. Rosenwald permitted this when, owing to delay in obtaining aid from other sources, the money was not immediately called for.

The auditors believe the Fund was administered honestly, the condition criticised being due to a lack of knowledge of bookkeeping.

- 2 -
Recommendations by Auditors:

- (a) That a competent accountant be put in charge of the books and the preparation of periodical reports.
- (b) That the accounts be periodically audited by a public accountant.
- (c) That communication be had with the persons to whom missing checks for \$5,550. were made payable and information be obtained as to the disposition of them.

Recommendations as to Accounting Fund.

1. That one bank account be kept with the Macon County Bank.
2. That at least two signatures be required for each check.
3. That a proper cash book be kept.
4. That a ledger be kept with separate accounts for each school and class of expenditure.
5. That a register of appropriations be kept, in which each appropriation is entered with full particulars of the schools covered by it.
6. That all files be kept in order.
7. That the bank account be reconciled monthly and the books proved monthly by a trial balance.
8. That at least once a year a financial statement be made.
9. That transactions between the Rosenwald and Jeanes Funds be adjusted forthwith and that no future mixing be permitted.

Suggestion that Mr. Willcox's attention be called to the auditors' reference to "the loose practice of the (Tuskegee Institute Savings) Bank in the matter of endorsements" making it impossible to distinguish checks drawn and returned for cancellation from the others. Also to the fact that the bank depended, at least in the case of the Rosenwald Fund, on adding machine blanks, most of which had been lost. Further that the auditors recommended that the Fund be taken from the Institute Savings Bank as the handling of such large sums does not lie within its province.

Mr. Calloway, in a letter to Dr. Moton, August 12, 1919, states he recommended to the Tuskegee Committee at the outset of the rural school campaign that an accountant be secured to keep the books. But the Committee did not want to make the administration of the Fund expensive to Mr. Rosenwald, so officers and workers of the institute, already loaded down with other duties, have handled this business, with the result stated by the auditors. Mr. Calloway again recommends an allowance to secure a first rate accountant.

Dr. Dillard in letters to Mr. Rosenwald, March 4 and March 11, 1919, discussing a new plan for administering the Rosenwald Fund, recommended:

Taking the Executive Committee of the Jeanes Board, (Dr. D. names them) as the Board of Trustees, or Executive Committee, of the Rosenwald School Fund. Mr. Newbold or Mr. Sibley, as field agent, at \$3000. per annum and Mr. Calloway at Tuskegee, at \$1500. an additional stenographer and increased traveling expenses. Dr. Dillard writes: " Newbold is no more enthusiastic and no abler in a way than Mr. Sibley, but he is far more systematic and business like."

A policy of Dr. Dillard is to get more and more money from tax funds.

Dr. Dillard wrote his belief the Rosenwald money had been well used, but there should be more oversight in the actual building.

Mr. Calloway to Dr. Moton April 9, 1919, recommends that the Jeanes Fund organization be the principal medium through which the work be carried on; that the then organization at Tuskegee be taken over, as far as possible by the Jeanes Fund, the transfer to be made not later than June 1, 1919. While in a way Tuskegee would lose prestige by the transfer, Mr. Calloway writes, doubtless the work would grow in larger proportion with perhaps more satisfactory results.

Letter from Dr. Moton to Mr. Rosenwald July 21, 1919, disclosing his "inner feelings", states " it would be very unfortunate to make the change" transferring the Fund from Tuskegee. "The effect on Tuskegee," the letter goes on, " in the minds of a great many colored people and white people would be that things were going to pieces and your (Mr. Rosenwald's) interest in the school was not as strong as hitherto. *** The moral effect would be rather serious." Dr. Moton thinks Tuskegee can work out with Dr. Flexner and Dr. Dillard " an entirely satisfactory plan".

Dr. Moton encloses a copy of a letter from himself to Dr. Flexner, July 19, 1919, suggesting no further change than perfecting " the present machinery of management". *** " The moral effect on the whole Southern situation of having the Fund administered through a Negro school is very great in bringing about better race relations".

Mr. Willcox to Mr. Rosenwald August 29, 1919, making a plea that the administration of the Fund remain with Tuskegee, " for the effect of the general impression that the splendid development of the Rosenwald Schools is indirectly a part of the work of the colored people themselves through Dr. Washington and Tuskegee Institute". He expresses the belief that to substitute a "purely mechanical administration of business efficiency would seriously impair the value and influence of the work ". Mr. W. suggests that changes necessary to provide a satisfactory supervision and administration from the institute be made there.

Correspondence from Dr. Flexner about the service of Dr. Fletcher B. Dresslar of Geo. Peabody College inspecting Rosenwald schools buildings to determine whether present methods of cooperation with the states can be improved.

Correspondence from Dr. Flexner about the service of Dr. Fletcher B. Dresslar of Geo. Peabody College inspecting Rosenwald schools buildings to determine whether present methods of cooperation with the states can be improved.

GENERAL EDUCATION BOARD
504 Atlantic Life Bldg.
Richmond, Va.

March 24, 1927.

*Copy for
photographing
material
HPS
(Subj)*

Mr. S. L. Smith,
Commercial Club Building,
Nashville, Tennessee.

Dear Mr. Smith:

I am ashamed to have waited so long, but I have been in the office but very little recently, as you know. I take pleasure in enclosing a letter embodying my general observations of the work of the Rosenwald Fund.

With all good wishes,

Sincerely yours,

Jackson Davis.

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THE TUSKEGEE
NORMAL AND INDUSTRIAL INSTITUTE

FOUNDED BY BOOKER T. WASHINGTON

FOR THE TRAINING OF
COLORED YOUNG MEN AND WOMEN

TUSKEGEE INSTITUTE, ALA.

January 28, 1921.

Mr. William C. Graves,
Sears, Roebuck and Company,
Chicago, Illinois.

Dear Mr. Graves:

Mr. Carter has at last completed the financial statement
you requested sometime ago, and I am enclosing it herewith.

Yours very truly,

f/encs.

Albion L. Holsey
Secretary to the Principal.

FSK
UNIVERSITY

Tuskegee Inst. 1919.

Mr Julius Rosenwald School House Fund

Bank Balance to Oct 1 1919

Deposits

June 30.	Net Balance per Auditor's		
	Report of August 23 1919	1114910	
Sept *	Gift of Mr Rosenwald	1995000	
	Sales.	300	
	Ch 1572- Refunded from J.C. Button		
	for Lenoirville School, Ky.	40000	3150210

Withdrawals

	School Houses	Term Extension	Expenses		
July	650000	17500	103292	670792	
Aug	1300000	11500	850	1396500	
Sept	1175000	47500	81734	1299234	
Totals	3075000	71500	270076		3366576
Bo	Bank overdraft				216316

Reconciliation of Bank Balances

Oct 3	Balance per Bank Accts	1437951	
	Less outstanding check	159282	
	Adjustment with transfer	13735	
x	Surplus - unexplained	42250	1654267
	Net over		216316

Note.

We are reviewing the Auditor's Report of August 23,
which review we hope to send you very shortly. This will
throw some light on the "Surplus in Bank Unexplained"
rather than further delay this bank statement we are using the
Auditor's figures for balance June 30.

Oct 11, 1919.

W. H. Carter

MONTHLY STATEMENT
JULIUS ROSENWALD RURAL SCHOOL FUND.

June 30, 1920

RECEIPTS.

1920
May 31 Balance unexpended \$9,923.48

DISBURSEMENTS

1920
June 1 st School Houses \$2,500.00
Term Extension 6,341.75
to Office Administration 267.15
June 30th Field Administration 613.33 9,722.23
Balance on Hand \$ 201.25

PROOF

June 30 Bank Balance \$9,683.48
Less- outstanding
checks 9,482.23
Real Bank Balance 201.25

Respectfully submitted,

W. H. Cantel
Accountant.

Julius Rosenwald Fund
Summary of Receipts and Disbursements through Tuskegee Institute
From Beginning 1914 - to Sept. 4, 1920.

Recd from Mrs. Rosenwald	Total Disbursements	Construction	Tenue Extension	Promotion	Office Salaries	Traveling Expenses	Field Agents	Other Expenses	Conferences
192.029 39 Arthur Young & Co. Report June 30, 1919.	198 379 27	163 865 00	7541 63	1363 34	5400 17	3613 78	9510 03	1534 29	5510 3
16.498 16 " " " "									
89.152 82 " " " May 31, 1920	92 729 40	78 300 00	2828 00		2955 00	919 89	6320 72	1040 54	3652 5
1.665 16 First Experimental School									
32.829 25 Wm. H. Carter - Report Aug. 31, 1920	25 808 05	16 200 00	8018 75		628 00	238 55	490 23	92 33	140 19
" " Supplemental Report to Sept. 4, 1920.	1793 41	1700 00	5000		4341				
323.174 78 Totals	318 710 13	265 065 00	18 438 38	1363 34	9026 58	4772 32	16320 98	2667 16	1056 47
Less Adjustments									
Arthur Young & Co. June 30, 1919 Sale of Blue Prints	300							300	
Arthur Young & Co. May 31, 1920. Refunds	1853 56	1850 00				356			
Add Promotion	16994			16994					
Wm. H. Carter - Report Aug. 31, 1920. Refunds	5391 48	5300 00	7000		2148				
Net Disbursements	311 632 03	257 915 00	18 368 38	1533 28	9005 10	4768 66	16320 98	2664 16	1056 47
Cash Balance									
Refunded Mrs. Rosenwald	10542 75								
323.174 78	322 174 78								

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THE JULIUS ROSENWALD FUND

I. Summary of Completed Buildings to June 30, 1924

STATE	NUMBER BUILDINGS		TOTAL COST	CONTRIBUTIONS			
	Schools	Homes		Negroes	Whites	Public School Authorities	The Julius Rosenwald Fund
Alabama	289	2	\$ 587,111	\$ 236,743	\$ 33,304	\$ 169,664	\$ 147,400
Arkansas	129	2	521,736	54,410	17,726	350,862	98,738
Florida	17		145,030	11,138	8,335	107,657	17,900
Georgia	107	7	405,510	119,390	18,593	176,977	90,550
Kentucky	92	1	407,149	49,166	7,875	291,468	58,640
Louisiana	225	12	780,166	243,896	27,139	332,431	176,700
Maryland	51		271,840	34,142	474	201,724	35,500
Mississippi	267	25	1,277,193	141,757	134,012	445,024	256,400
North Carolina	412	10	1,794,438	357,658	50,845	1,069,899	316,036
Oklahoma	49	10	276,316	13,672		219,964	42,680
South Carolina	182	2	1,109,352	213,142	133,230	591,080	171,900
Tennessee	196	3	847,334	173,356	19,377	513,701	140,900
Texas	154	6	548,277	83,125	11,180	332,239	121,733
Virginia	201	2	787,388	217,449	14,808	425,031	130,100
Totals	2,371	82	\$9,758,840	\$2,249,044	\$476,898	\$5,227,721	\$1,805,177

PERCENTAGE ANALYSIS: Negroes, 23.0; Whites, 4.9; Public, 53.6; The Julius Rosenwald Fund, 18.5.

II. Summary of Types of Buildings Completed, Including Teacher and Pupil Capacity, June 30, 1924

STATE	Number Buildings	Teacher Capacity	Pupil Capacity	TYPES														HOMES
				1	2	3	4	5	6	7	8	9	10	11	12	14	16	
Alabama	291	557	25,065	128	117	15	9	15	2	1			2					2
Arkansas	131	328	14,760	25	60	13	23	3	2	1	1		1					2
Florida	17	71	3,195	2	5			4	2	2	1							
Georgia	114	323	14,535	17	34	22	16	8	8							1		7
Kentucky	93	199	8,955	50	16	8	9	2	4	1	2		2					1
Louisiana	237	589	26,505	35	99	43	25	13	9		1							12
Maryland	51	110	4,950	23	17	3	2	2	3		1							
Mississippi	292	807	36,315	16	95	90	29	20	14	1	1							25
North Carolina	422	1,079	48,555	98	156	60	59	5	24	3	5	1				1	1	10
Oklahoma	59	103	4,635	22	13	7	4		3									10
South Carolina	184	601	27,045	24	58	32	36	6	14	1	2	1			1	2		2
Tennessee	199	474	21,330	62	69	32	12	7	11	1	1							3
Texas	160	335	15,075	45	68	22	11	4	4									6
Virginia	203	476	21,420	47	100	22	16	3	10		3							2
Totals	2,453	6,052	272,340	594	907	369	255	90	110	10	22	2	5	1	2	3	1	82

NLS
Cpts - Financial

ROSENWALD RURAL SCHOOLS

Mr. Julius Rosenwald of Chicago, on August 12, 1912, as one of several notable gifts in commemoration of his fiftieth birthday anniversary, contributed \$25,000 to Tuskegee Institute, to be distributed among such offshoots of Tuskegee as Principal Booker T. Washington should designate. Of this amount Dr. Washington asked permission to use \$2,100 for an experiment in building in Alabama six rural schools for Negroes. The conditions of the experiment required that the Negroes, by their own contributions of cash, land or labor, by gifts from White friends, or by grants from public funds, should raise in each community an amount equal to or larger than the \$300 assigned as Rosenwald aid. The interest aroused by the campaigns for constructing these school houses was so great, and so many other communities sought similar offers of aid, that up to February 1, 1922, under the same cooperative plan, Mr. Rosenwald stimulated the construction and contributed part of the cost of 1215 school buildings in the South, utilizing the services of 2795 teachers. These were built at a total cost of \$3,985,000. Of this amount the Negroes contributed \$1,129,000, the Whites \$278,000, the public funds \$1,829,000 and Mr. Rosenwald \$749,000. In addition projects for the construction before June 30, 1922 of 315 additional buildings have been approved, these to be erected at a total cost of \$1,105,678, of which the Negroes will contribute \$271,610 and Mr. Rosenwald \$263,800. Classified by types the buildings already constructed include 356 one-teacher schools, 461 two-teacher, 189 three-teacher, 105 four-teacher, 39 five-teacher, 48 six-teacher or larger and 17 teachers' homes. The statistics of construction show:

ROSENWALD RURAL SCHOOL HOUSE CONSTRUCTION TO FEBRUARY 1, 1922

Table 1 - Number and Teacher Capacity of Schools

State	Total Buildings	One Teacher	Two Teacher	Three Teacher	Four Teacher	Five Teacher	Six Teacher Or Larger	Total Teachers
Alabama	234	108	100	9	7	6	4	426
Arkansas	54	10	23	9	9	1	1	130
Georgia	53	14	16	10	8	2	3	136
Kentucky	52	26	9	4	6	1	6	126
Louisiana	135	26	59	23	12	7	3	314
Maryland	16	6	5	3	1	1		34
Mississippi	141	9	41	58	10	12	6	411
North Carolina	175	59	64	18	25	1	8	392
Oklahoma	15	5	6	3				26
South Carolina	73	15	22	14	15	2	4	209
Tennessee	112	37	36	21	4	4	8	252
	50	15	27	4	3			93
Virginia	105	26	53	13	5	2	6	241
TOTAL	1215	356	461	189	105	39	48	2795

The total of buildings include 17 teachers' Homes, one in Arkansas, five in Louisiana, five in Mississippi, one in North Carolina, one in Oklahoma, one in South Carolina, two in Tennessee and one in Texas.

Table 2 - Financial Statistics

State	Total Buildings	Total Cost	From Negroes	From Whites	From Public Funds	From Rosenwald Fund
Alabama	234	\$ 389,894	\$ 157,499	\$ 21,634	\$ 108,201	\$102,500
Arkansas	54	179,162	19,680	3,846	119,036	36,600
Georgia	53	133,314	62,211	9,288	31,465	30,350
Kentucky	52	248,837	35,621	5,275	175,841	22,100 ⁽³⁾
Louisiana	135	397,154	133,393	16,049	161,812	85,900
Maryland	16	71,613	14,877	124	46,712	9,900
Mississippi	141	683,217	239,063	61,513	265,141	117,500
North Carolina	175	533,167	136,767	35,893	260,342	100,165
Oklahoma	15	56,804	3,415		42,259	11,130
South Carolina	73	410,467	104,013	105,924	138,830	61,700
Tennessee	112	424,594	96,828	10,437	245,929	71,400
Texas	50	132,385	22,600	2,380	69,970	37,435
Virginia	105	323,675	103,167	5,245	163,163	52,100
	1215	\$3,984,283	\$1,129,134	\$277,668	\$1,828,701	\$748,780

The work of school house construction is under the general charge of Mr. S. L. Smith, General Field Agent, The Julius Rosenwald Fund, Commercial Club Building, Nashville, Tenn.

THE JULIUS ROSENWALD FUND

NASHVILLE, TENNESSEE July 17, 1923.

Dear Dr. Shepardson:

The following is a hurried summary of the buildings completed on the 1922-23 budget:

<u>Schools</u>		<u>433</u>	
One-teacher	106	Five-teacher	21
Two-teacher	147	Six-teacher	28
Three-teacher	75	Eight-teacher	5
Four-teacher	49	Ten-teacher	1
		Fourteen-teacher	1

The total cost was \$1,875,314, the Negroes contributing \$382,480; the whites \$62,100; public \$1,074,396 and The Fund \$356,338.

There were 32 teachers' homes, costing \$73,225, the Negroes contributing \$24,300; the whites \$3,255; public \$19,272 and The Fund \$26,398.

There were also 15 buildings added to, including 26 rooms, costing \$17,044, the Negroes contributing \$6,541; the whites \$1,330; public \$3,973 and The Fund \$5,200.

The grand total buildings completed were 465, costing \$1,965,583, the Negroes contributing \$413,321; the whites \$66,685; public \$1,097,641 and The Fund \$387,936. The cost of additions is included in these totals, but the number of additions is not added to the total number of schools.

We shall send you the usual detail annual report just as soon as it has been fully prepared. I am not sure that the figures above are correct, as they have been hurriedly gotten together and not checked.

You remember my goal set about fifteen months ago was 497 buildings completed on this year's budget, costing \$2,000,000. We are 35 buildings short and \$35,000 below the optimistic water mark set at that time. If we could add to these the 15 projects for additions, it would bring the total number of buildings aided, including those helped twice, up to 1,983, or almost to the mark.

Dr. Francis W. Shepardson,
Chicago, Ill.

Sincerely yours,

J. L. Smith

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THE JULIUS ROSENWALD FUND
NASHVILLE, TENN.

STATEMENT SHOWING BY STATES (a) THE REGULAR 1924-25 BUDGET
(b) AMOUNT OF APPLICATIONS APPROVED MARCH 2ND (c) AMOUNT IN
EXCESS OF THE BUDGET, AND (d) THE AMOUNT REVERTING

STATE	(a)	(b)	(c)	(d)
Alabama	22,900	20,000		2,900
Arkansas	24,300	26,697	2,397	
Florida	11,200	6,300		4,900
Georgia	29,500	24,400		5,100
Kentucky	13,900	3,300		10,600
Louisiana	31,600	27,900		3,700
Maryland	12,000	14,600	2,600	
Mississippi	56,800	63,700	6,900	
North Carolina	72,500	72,200		300
Oklahoma	15,400	16,900	1,500	
South Carolina	56,600	76,100	19,500	
Tennessee	33,000	24,800		8,200
Texas	33,800	34,309	509	
Virginia	36,500	32,600		3,900
Totals	\$450,000	\$443,806	\$33,406	\$39,600

From the \$39,600 reverting as unused balance from the above states we have transferred \$33,406 as shown under (c), leaving an unused balance from the budget of \$450,000 amounting to \$6,194. This transfer is only tentative and is subject to approval by the Chicago office. It will be recalled that we have already had authorization for the following amounts which are included in the above totals: South Carolina \$14,100, Oklahoma \$1,500, and Mississippi \$6,900. By making the transfers as suggested above it will greatly relieve the conditions in the states affected. I have assurance from the State Agents that these extra buildings are all under construction and some of them practically completed now. North Carolina has eight or ten more applications that they asked us to include on buildings that are under construction, but we have not done this. I have, however, two applications for six-teacher buildings in North Carolina which are completed, but in keeping with suggestions from the Chicago office these are not being approved on this year's budget. If all the North Carolina applications were approved the amount would exceed the total budget allotment of \$450,000.

S. L. Smith

This statement is the final form, having an addition of \$700 for Florida because of an application received just after the previous report was made out.

THE JULIUS ROSENWALD FUND
NASHVILLE, TENN.

STATEMENT SHOWING BY STATES (a) THE REGULAR
1924-25 BUDGET (b) AMOUNT OF APPLICATIONS
APPROVED MARCH 2ND - TOTAL OBLIGATION FOR
1924-25 - (c) AMOUNT IN EXCESS OF THE BUD-
GET, AND (d) THE AMOUNT REVERTING.

STATE	(a)	(b)	(c)	(d)
Alabama	22,900	20,000		2,900
Arkansas	24,300	26,697	2,397	
Florida	11,200	7,000		4,200
Georgia	29,500	24,400		5,100
Kentucky	13,900	3,300		10,600
Louisiana	31,600	27,900		3,700
Maryland	12,000	14,600	2,600	
Mississippi	56,800	63,700	6,900	
North Carolina	72,500	75,200	2,700	
Oklahoma	15,400	16,900	1,500	
South Carolina	56,600	76,100	19,500	
Tennessee	33,000	24,800		8,200
Texas	33,800	34,309	509	
Virginia	36,500	32,600		3,900
Totals	\$450,000	\$447,506	\$36,106	\$38,600 #

#The difference between the amount reverting from several states -
\$38,600 - and the amount in excess of budget of certain states -
\$36,106 - gives the total amount reverting March 2nd, 1925, -
\$ 2,494.

S. L. Smith
General Field Agent for Rural
Schools

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NRS
Schoolhouse Creek

Summary of Types of Buildings Completed, Including Teacher and Pupil Capacity, June 30, 1925.

State	No. Bldgs.	Teacher Capacity	Pupil Capacity	TYPES														Homes
				1	2	3	4	5	6	7	8	9	10	11	12	14	16	
Alabama	304	598	26,910	130	121	16	10	17	3	1	1	0	2					3
Arkansas	161	410	18,450	28	73	20	25	5	3	1	2	0	1					3
Florida	21	89	4,005	2	5	2	4	2	4	1	0	0	0			1		0
Georgia	128	358	16,110	20	37	25	20	8	8	0	0	0	1	1				8
Kentucky	100	205	9,225	56	16	8	9	2	4	1	2							2
Louisiana	267	670	30,150	38	107	46	35	13	10	1	1							16
Maryland	70	147	6,615	26	31	5	2	2	3	0	1							0
Mississippi	361	979	44,055	20	126	99	36	23	20	1	1						1	34
N. Carolina	508	1,331	59,895	109	187	73	73	10	29	3	5	3	0	1	0	1		14
Oklahoma	80	145	6,525	29	22	9	4	1	4									11
S. Carolina	263	877	39,465	29	86	41	55	11	22	1	8	2	1	1	3			3
Tennessee	225	578	26,010	67	74	36	18	8	12	1	2	2	0	0	0	1	1	3
Texas	214	461	20,745	57	85	32	19	4	7									10
Virginia	238	556	25,020	54	116	30	19	4	10	0	3							2
Totals	2,940	7,404	333,180	665	1086	442	329	110	139	11	26	7	5	3	3	3	2	109

B. L. Smith

FISK
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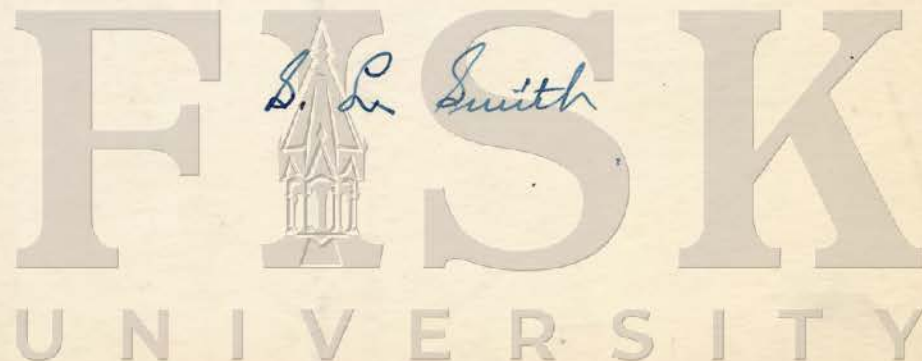
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Report of Additions Made to Rosenwald Schools from
July 1, 1921 to June 30, 1924, by States.

STATE	NUMBER SCHOOLS ADDED TO	NUMBER ROOMS ADDED	TOTAL COST	CONTRIBUTIONS			
				Negroes	Whites	Public	Rosenwald
Alabama	6#	5	\$6,280	\$2,350	\$530	\$2,300	\$1,100
Arkansas	1	2	1,074	52	0	622	400
Florida	1	1	1,050	200	450	200	200
Georgia	3	6	3,400	900	300	1,000	1,200
Kentucky	0	0	0	0	0	0	0
Louisiana	10	13	15,661	3,600	200	9,261	2,600
Maryland	2	3	1,300	300	0	400	600
Mississippi	7	12	7,550	3,150	1,100	900	2,400
North Carolina	4	4	3,750	700	0	2,250	800
Oklahoma	0	0	0	0	0	0	0
South Carolina	5	9	7,602	3,102	1,000	1,700	1,800
Tennessee	10	18	15,310	7,564	1,325	3,421	3,000
Texas	0	0	0	0	0	0	0
Virginia	4	5	3,280	1,200	0	1,080	1,000
Totals	53	78	\$66,257	\$23,118	\$4,905	\$23,134	\$15,100

#This includes an addition of \$100 to the Pleasant Ridge School in Marion County, Alabama, in adjusting an obligation explained elsewhere, but does not add to the number of rooms - the only change being an addition of \$100 to the total cost of this building, which was paid by The Fund.

July 19, 1924

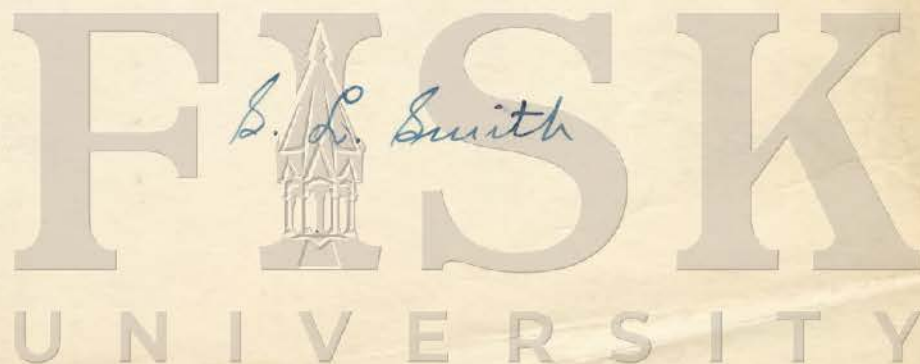


Report of Additions Made to Rosenwald Schools from
July 1, 1921 to June 30, 1924, by States.

STATE	NUMBER SCHOOLS ADDED TO	NUMBER ROOMS ADDED	TOTAL COST	CONTRIBUTIONS			
				Negroes	Whites	Public	Rosenwald
Alabama	6#	5	\$6,280	\$2,350	\$530	\$2,300	\$1,100
Arkansas	1	2	1,074	52	0	622	400
Florida	1	1	1,050	200	450	200	200
Georgia	3	6	3,400	900	300	1,000	1,200
Kentucky	0	0	0	0	0	0	0
Louisiana	10	13	15,661	3,600	200	9,261	2,600
Maryland	2	3	1,300	300	0	400	600
Mississippi	7	12	7,550	3,150	1,100	900	2,400
North Carolina	4	4	3,750	700	0	2,250	800
Oklahoma	0	0	0	0	0	0	0
South Carolina	5	9	7,602	3,102	1,000	1,700	1,800
Tennessee	10	18	15,310	7,564	1,325	3,421	3,000
Texas	0	0	0	0	0	0	0
Virginia	4	5	3,280	1,200	0	1,080	1,000
Totals	53	78	\$66,257	\$23,118	\$4,905	\$23,134	\$15,100

#This includes an addition of \$100 to the Pleasant Ridge School in Marion County, Alabama, in adjusting an obligation explained elsewhere, but does not add to the number of rooms - the only change being an addition of \$100 to the total cost of this building, which was paid by The Fund.

July 19, 1924



THE JULIUS ROSENWALD FUND
Construction Report
June 30, 1924.

I Summary Statement: June construction completed, 68 buildings and 2 additions, costing \$354,498 (Rosenwald Fund share \$58,300). Present total 2340 buildings, 5753 teacher capacity, 258,885 pupil capacity.

II Total Cost and Contributions:

Total Cost	\$9,235,609.
Public Funds	\$4,933,225. (53.4%)
Negroes	2,144,708. (23.2%)
Rosenwald Fund	1,707,477. (18.5%)
Whites	450,199. (4.9%)
	<u>\$9,235,609. 100 %</u>

III Buildings by States:

North Carolina	398	Virginia	189	Arkansas	131	Maryland	49
Mississippi	283	Tennessee	187	Georgia	100	Florida	17
Alabama	280	South Carolina	179	Kentucky	91		
Louisiana	222	Texas	156	Oklahoma	58	Total	<u>2340</u>

IV Buildings by Types, by Teacher Capacity, and by Pupil Capacity

One-teacher	575	575	25,875
Two-teacher	869	1738	78,210
Three-teacher	357	1071	48,195
Four-teacher	240	960	43,200
Five-teacher	84	420	18,900
Six-teacher	97	582	26,190
Seven-teacher	10	70	3,150
Eight-teacher	22	176	7,920
Nine-teacher	2	18	810
Ten-teacher	5	50	2,250
Eleven-teacher	1	11	495
Twelve-teacher	2	24	1,080
Fourteen-teacher	3	42	1,890
Sixteen-teacher	1	16	720
Teachers' Homes	72	-	-
	<u>2340</u>	<u>5753</u>	<u>258,885</u>

V Buildings by Budgets:

1923-24 372
Previous 1968 (Tuskegee 640; Clean-up 84; 1920-1921, 345; 1921-1922, 434; 1922-1923, 465)

VI Partial Payments: The Fund's total outlay for construction is raised to \$1,716,627 through partial payments aggregating \$9,150 on 15 additional buildings now nearing completion or awaiting final inspection (Alabama 7; Georgia 4; North Carolina 2; Virginia 2). These being counted, the total of buildings as of 6/30/24 is 2355.

VII Final Report, 1923-1924: A final report including complete statistics of the budget year ending June 30, 1924 will be made about July 15, 1924.

F. W. Sheperdson,
7/1/24.

SUMMARY

OF BUILDINGS COMPLETED TO JUNE 30, 1921.

	<u>Number</u>	<u>Total Cost</u>	<u>Negroes</u>	<u>Whites</u>	<u>Public</u>	<u>Rosenwald</u>
Tuskegee	638	1,341,453	455,212	61,306	561,871	263,064
Clean-Up B. 1920-21	84	267,660	78,573	26,631	121,456	41,000
1920-21 B	176	1,068,993	227,802	111,804	574,952	154,435
Totals	898	\$2,678,106	\$761,587	\$199,741	\$1,258,279	\$458,499
Approved applica- tions not completed June 30, 1921.	264#	1,008,022#	263,724#	70,240#	423,858#	250,200#
Total	1,152	\$3,686,128	\$1,025,311	\$269,981	\$1,682,137	\$708,699

Applications Approved to June 30, - 1920-21 Budget -

Approved applica.	440	\$2,077,015	\$491,526	\$182,044	\$998,810	\$404,635
Less Completed Schools to June 30, 1921	176	1,068,993	227,802	111,804	574,952	154,435
	264	1,008,022	263,724	70,240	423,858	250,200

S. L. Smart

FISK
UNIVERSITY

Mr. Rosenwald:

SCHOOL HOUSE CONSTRUCTION, BUDGET OF 1922-1923

250 buildings under construction on September 1, 1922, these including 233 schools, 14 teachers' homes and 3 additions to buildings previously constructed.

ESTIMATED TOTAL COST OF THESE PROJECTS

\$889,594.00

DISTRIBUTION OF COST

Negroes	\$237,449.
Whites	44,432.
Public	398,673.
Rosenwald	209,040.

DISTRIBUTION OF ACTIVITY

Alabama	7
Arkansas	12
Florida	2
Georgia	15
Kentucky	9
Maryland	7
Mississippi	97
North Carolina	38
Oklahoma	5
South Carolina	5
Tennessee	13
Texas	4
Virginia	36
	<u>250</u>

STATUS OF CONSTRUCTION (September 19, 1922)

Buildings Completed and Paid For - 11

Total Cost	\$36,233.	
Rosenwald aid		\$8,100.

Buildings Practically Completed, Partly Paid For - 16

Rosenwald aid (part	\$8,625.
Rosenwald aid due on these when finally approved	\$5,625.

NES
Schoolhouse
Constr

COMPLETED ROSENWALD SCHOOLS TO JUNE 30, 1921, AS REPORTED BY
AUDITOR FOR TUSKEGEE REGIME AND BY S.L. SMITH FOR
JULIUS ROSENWALD FUND REGIME.

Schools Built Under Tuskegee Regime 9/4/20.

<u>No. Schools</u>	<u>State</u>	<u>White</u>	<u>Colored</u>	<u>Mr. R.</u>	<u>Total</u>
*737	\$407,353.43	\$ 50,676.80	\$391,080.48	\$258,065.00	\$1,107,175.71

Completed Clean-up Budget 1920-21

121	181,723.00	35,359.00	119,821.00	62,350.00	399,253.00
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Budget 1920-21 Completed as of June 30, 1921.

176	574,952.00	111,804.00	227,802.00	154,435.00	1,068,993.00
1034	\$1,164,028.43	\$197,839.80	\$738,703.48	\$474,850.00	\$2,575,421.71

State-	-	-	- \$1,164,028.43
White-	-	-	- 197,839.80
Colored	-	-	- 738,703.48
Mr. R.	-	-	- 555,053.03

(this figure includes \$53,425.03 adm. cost for schools built under Tuskegee regime; and \$26,778.00 adm. cost for schools under completed clean-up budget 1920-21 and budget 1920-21 completed as of 6/30/21.)

Total	-	-	- \$2,655,624.74
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State	-	-	- 44%
White	-	-	- 7%
Colored	-	-	- 28%
Mr. R.	-	-	- 21%
			100%

Partly Completed Schools Budget 1920-21 As of 6/30/21.

<u>No. Schools</u>	<u>State</u>	<u>White</u>	<u>Colored</u>	<u>Mr. R.</u>	<u>Total</u>
264	\$423,858.00	\$70,240.00	\$263,724.00	\$250,200.00	\$1,008,022.00

*This figure is arrived at by the Auditors from the Tuskegee books. Mr. Smith is checking, through State Departments of Education, against the Tuskegee record, school by school, the buildings actually erected to ascertain the exact number of buildings erected, their type, cost, amount contributed by various sources, etc.

#

THE JULIUS ROSENWALD FUND
Nashville, Tennessee

Tabulation Showing

- "A" Number of Counties by States Having Certain Per Cents of Negro Population According to 1920 Census Report
 "B" The Number of Counties in Each Percentage Group Having Rosenwald Schools
 "C" The Total Number of Counties in Each of the Southern States
 "D" The Total Number Counties by States Having Rosenwald Schools
 "E" The Total Number Counties by States Having no Rosenwald Sch.

State	<u>.75% & Over</u>		<u>62½-75%</u>		<u>.50-62½%</u>		<u>.37½-50%</u>		<u>.25-37½%</u>		<u>.12½-25%</u>		<u>Below 12½%</u>		"C"	"D"	"E"
	"A"	"B"	"A"	"B"	"A"	"B"	"A"	"B"	"A"	"B"	"A"	"B"	"A"	"B"			
Ala.	8	8	3	3	7	6	12	11	10	12	15	12	12	5	67	57	10
Ark.	3	3	5	5	3	3	8	7	12	12	6	5	38	4	75	39	36
Fla.	0	0	3	2	2	1	17	3	16	6	13	1	15	0	66	13	53
Ga.	2	2	24	11	29	15	26	14	23	12	21	14	36	1	161	69	92
Ky.	0	0	0	0	0	0	0	0	5	4	26	17	89	30	120	51	69
La.	5	5	4	4	13	12	12	9	20	19	10	7	0	0	64	56	8
Md.	0	0	0	0	0	0	3	3	8	7	5	5	7	3	23	18	5
Miss.	14	14	11	11	9	9	16	13	17	16	11	3	4	1	82	67	15
N. C.	0	0	1	1	11	11	24	22	17	14	18	17	29	19	100	84	16
Okla.	0	0	0	0	0	0	0	0	2	2	7	6	68	17	77	25	52
S. C.	3	3	13	9	16	15	6	6	5	4	3	3	0	0	46	40	6
Tenn.	0	0	2	2	0	0	5	5	8	8	15	14	65	17	95	46	49
Texas	0	0	0	0	4	3	14	13	21	14	30	17	182	5	251	52	199
Va.	1	1	2	2	17	16	22	20	17	13	14	9	27	8	100	69	31
Totals	36	36	68	50	111	91	165	126	181	143	194	130	572	110	1,327	686	641

Note: There are 36 counties in the fourteen Southern States having 75% or more Negro population and Rosenwald Schools are located in every one of these counties. Of the 215 counties having a Negro population of 50% or over 177 have Rosenwald Schools, 38 have no Rosenwald Schools. Rosenwald Schools are located in 446 of the 561 counties of the South having a population of 25% or more, 115 counties with a population of 25% or more have no Rosenwald Schools. It will be seen from the table that there are 1327 counties in the South and that 686 of these have Rosenwald Schools; 641 have no Rosenwald Schools, of which 199 are located in Texas where 182 counties have a Negro population of less than 12½%. 51.7% of the counties in the South have Rosenwald Schools.

nks

SUMMARY OF TYPES OF ALL COMPLETED BUILDINGS, INCLUDING TEACHER AND PUPIL CAPACITY

TO JUNE 30, 1927

STATE	NO. BLDGs.	CAPACITY		TYPES																
		Teacher	Pupil	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	20	Homes
Ala.	350	718	32,310	141	139	20	11	23	5	2	2	0	2							5
Ark.	247	665	29,925	36	112	36	30	8	5	2	4	1	1	0	1	1		1		9
Fla.	39	158	7,110	5	9	5	5	5	4	2	1					1	1			1
Ga.	174	510	22,950	27	48	36	23	15	8	5	1	0	1	1						9
Ky.	117	237	10,665	68	18	7	11	3	5	1	2									2
La.	329	851	38,295	44	136	53	42	15	14	2	2	1	1							19
Md.	107	223	10,035	39	48	8	4	3	3	1	1									0
Miss.	473	1,289	58,005	41	161	120	44	30	26	6	1	2						1		41
N. C.	652	1,829	82,305	123	231	107	96	16	33	7	10	9	2	1					1	16
Okla.	130	248	11,160	53	36	9	9	2	7	0	1									13
S. C.	377	1,253	56,385	33	141	56	72	16	30	3	12	3	2	2	3					4
Tenn.	291	724	32,580	87	103	41	19	10	13	2	3	4				1		1		7
Texas	318	699	31,455	76	137	45	26	8	9	0	2									15
Va.	308	727	32,715	66	155	37	26	6	11	1	3	1								2
Totals	3,912	10,131	455,895	839	1474	580	418	160	173	34	45	21	9	4	4	3	1	3	1	143



FISK

 UNIVERSITY

TYPES ADDED TO 7/1/1925 to 6/30/1926

Classroom additions

Type	Number Additions	Number Rooms	Total Cost	J. R. Fund Contributions	J. R. Fund Per Cent	Average Cost Per Room
1	5	5	\$6,676	\$1,000	14.97	\$1,335
2	7	8	9,532	1,600	16.63	1,197
3	4	6	6,172	1,200	19.44	1,029
4	12	23	32,023	4,600	14.36	1,392
5	2	3	3,050	400	13.11	1,019
8	1	1	450	200	44.44	450
Totals	31	46	\$57,953	\$9,000	15.52	1,259

Shop additions

2	2	2	1,500	400	26.66	750
3	2	4	2,700	800	29.62	675
4	3	3	4,843	600	12.30	1,614
5	2	2	1,862	400	21.48	931
Totals	9	11	\$10,905	\$2,200	20.17	991

Grand totals	40	57	\$68,858	\$11,200	16.26	\$1,208
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THE JULIUS ROSENWALD FUND

NASHVILLE, TENN.

COMPLETED BUILDINGS 1926-27 BUDGET TO JUNE 30, 1927

STATE	NO.	CAPACITY		TOTAL COST	CONTRIBUTIONS			
		Teacher	Pupil		Negroes	Whites	Public	Rosenwald
Alabama	16	40	1,800	\$66,100	\$22,050	\$9,855	\$22,850	\$11,345
Arkansas	40	116	5,220	236,204	12,610	1,150	190,844	31,600
Florida	9	25	1,125	56,731	5,980	1,230	42,021	7,500
Georgia	33	97	4,365	173,660	30,512	17,551	97,945	27,652
Kentucky	11	13	585	38,635	3,210	400	30,025	5,000
Louisiana	30	85	3,825	157,528	31,180	9,900	90,848	25,600
Maryland	20	49	2,205	92,000	7,975	3,700	65,125	15,200
Mississippi	50	152	6,840	237,387	72,629	21,258	99,000	44,500
N. Carolina	69	231	10,395	549,005	71,457	700	412,648	64,200
Oklahoma	22	46	2,070	123,735	2,138	1,325	106,072	14,200
S. Carolina	49	157	7,065	257,711	52,180	3,320	159,011	43,200
Tennessee	29	65	2,925	148,473	19,039	650	108,184	20,600
Texas	43	97	4,365	196,935	25,058	3,920	136,557	31,400
Virginia	38	90	4,050	201,802	39,154	3,560	130,588	28,500
Totals	459	1,263	56,835	\$2,535,906	\$395,172	\$78,519	\$1,691,718	\$370,497
<u>Teachers' Homes</u>								
Alabama	1			3,172	365	257	1,650	900
Arkansas	5			11,497	2,205	0	5,192	4,100
Georgia	1			2,200	1,240	60	0	900
Louisiana	2			3,600	1,900	25	275	1,400
Mississippi	1			1,700	400	400	200	700
N. Carolina	1			2,200	1,100	0	200	900
Oklahoma	2			5,550	500	0	3,250	1,800
S. Carolina	1			2,800	1,000	0	900	900
Tennessee	2			5,700	400	0	3,500	1,800
Texas	4			11,400	1,400	0	6,600	3,400
Totals	20			\$49,819	\$10,510	\$742	\$21,767	\$16,800
<u>Additions</u>								
Alabama	6	8	360	11,300	5,700	700	3,300	1,600
Arkansas	11	16	720	18,700	2,950	1,250	11,300	3,200
Florida	3	13	585	52,900	0	300	51,000	1,600
Georgia	4	4	180	4,050	900	1,000	1,350	800
Kentucky	1	2	90	5,000	420	0	4,180	400
Louisiana	4	9	405	10,270	5,750	700	2,420	1,400
Mississippi	3	7	315	5,700	2,700	600	1,100	1,300
N. Carolina	10	22	990	45,634	2,571	1,008	38,355	3,700
Oklahoma	4	7	315	9,806	600	600	7,206	1,400
S. Carolina	6	15	675	23,000	6,900	4,500	8,600	3,000
Tennessee	4	11	495	15,695	2,220	700	10,575	2,200
Texas	5	5	225	6,760	1,600	100	4,060	1,000
Virginia	5	9	405	18,178	2,360	0	14,018	1,800
Totals	66	128	5,760	\$226,993	\$34,671	\$11,458	\$157,464	\$28,400
Grand totals	545	1,391	62,595	\$2,812,718	\$440,353	\$90,719	\$1,870,949	\$410,697

4-30-28
Mr. Smith
will send a more
complete report when
available. S.H.R.

NC!
(Repts.)

COMPARATIVE STATISTICS FOR RURAL NEGRO SCHOOLS

State	<u>1914-15 & 1926-27</u>									
	<u>Scholastics</u>		<u>Rural Enrollment</u>		<u>Rural Teachers Employed</u>		<u>Average Rural Term</u>		<u>Value of Rural School Property</u>	
	<u>1914-15</u>	<u>1926-27</u>	<u>1914-15</u>	<u>1926-27</u>	<u>1914-15</u>	<u>1926-27</u>	<u>1914-15</u>	<u>1926-27</u>	<u>1914-15</u>	<u>1926-27</u>
Alabama										
Arkansas	194084#	156213#	118682#	63470	2105#	2376#	4.8#	6.3	\$1,604,021#	\$2,414,378
Florida										
Georgia	274855	282163	180516	180820	3277	3701	5.0	6.0	652,523	2,787,522
Kentucky										
Louisiana										
Maryland	56384	40049	35374	29244	701	775	7	8.3	Not available	958,785
Mississippi										
N. Carolina	205039	227665	155725	189625	2732	4399	5	6.2	600,715	4,140,273
Oklahoma	48177#	52764#	30406	44580	754	1303	6.7	8.0	No records	No record
S. Carolina	190000	200000	160829	153561	2884#	4339#	3.2	4.8	833,155	3,848,540
Tennessee	110670	75460	80640	70944	1547	1654	5.4	6.9	(?)	1,538,711
Texas	131991	108440	109592	99069	2630	2289	4.50	5.8	No data	1,631,797
Virginia	222258	170835	106286	115007	2200	2834	(?)	6.9	(?)	2,693,263
Totals	1433458	1313589	978049	946320	18830	23670	5.8	6.8	\$3,690,414	\$20,013,269

#Rural and city not separated
white and colored not separated
Only 9 states have filed reports. Some of the
others claim that 1914-15 statistics are not available.

NRS (Expts)

ANALYSES OF TYPES OF BUILDINGS - SCHOOLS, ADDITIONS, SHOPS AND TEACHERS' HOMES

1927-28

SCHOOLS

State	No.	Teacher Capacity	Average Size	Types												
				1	2	3	4	5	6	7	8	9	10	11	12	16
Alabama	13	27	2.07	4	6	2	0	1								
Arkansas	32	82	2.44	6	17	5	0	0	2	1	1					
Florida	22	90	4.09	1	7	4	2	2	3	1	1	0	0	0	1	0
Georgia	16	63	3.93	1	4	3	5	0	1	0	0	1	1	0	0	0
Kentucky	4	7	1.75	3	0	0	1	0	0	0	0	0	0	0	0	0
Louisiana	41	105	2.56	4	27	2	3	2	2	1	0	0	0	0	0	0
Maryland	11	17	1.54	5	6	0	0	0	0	0	0	0	0	0	0	0
Mississippi	45	143	3.18	0	28	4	5	1	3	0	4	0	0	0	0	0
N. Carolina	47	194	4.31	8	13	7	5	1	4	0	4	0	2	2	0	1
Oklahoma	21	49	2.33	7	8	1	2	3	0	0	0	0	0	0	0	0
S. Carolina	31	91	2.93	2	14	4	8	1	2	0	0	0	0	0	0	0
Tennessee	20	57	2.85	2	11	2	3	1	0	0	0	0	1	0	0	0
Texas	51	147	2.90	6	24	8	7	3	0	0	2	0	1	0	0	0
Virginia	15	47	3.13	0	10	3	0	0	0	1	0	0	0	1	0	0
Totals	369	1,119	3.03	49	175	45	41	15	17	4	12	1	5	3	1	1

CLASSROOM ADDITIONS

SHOPS

TEACHERS' HOMES

	CLASSROOM ADDITIONS			SHOPS			TEACHERS' HOMES				
	No.	Rooms		No.	One-room	Two-room	No.	4-R	5-R	6-R	7-R or larger
Alabama	2	5	5	0	5	2	0	0	2		
Arkansas	1	1	7	4	3	3	2	1	0		
Florida	0	0	1	1	0	0	0	0	0		#1 3-R
Georgia	1	1	1	1	0	1	0	1	0		2 4-R
Louisiana	3	6	1	0	1	5	3	0	2		1 5-R
Maryland	1	3	0	0	0	2	0	0	0	2	
Mississippi	2	2	7	1	6	4	0	1	2	1	
N. Carolina	7	12	4	3	1	1	1	0	0	0	
Oklahoma	2	3	0	0	0	1	1	0	0	0	
S. Carolina	2	12	6	1	5#	2	0	1	0	1	
Tennessee	6	13	4	3	1	0	0	0	0	0	
Texas	3	4	7	2	5	6	2	1	3	0	
Virginia	0	0	3	0	3	0	0	0	0	0	
Totals	30	62	46	16	30#	27	9	5	9	4	

Julius Rosenwald Fund
Nashville, Tennessee

Summary of Completed Buildings
July 1, 1928

State	Number Buildings			Capacity		Total Cost Buildings Grounds & Equipment	CONTRIBUTIONS			
	Schools	Homes	Shops	Teacher	Pupil		Negroes	Whites	Public	Rosenwald
Alabama	358	7	5 /	755	33,975	\$ 979,401	\$375,706	\$75,291	\$322,584	\$205,820
Arkansas	270	12	7 /	755	33,975	1,367,076	123,424	37,834	986,357	219,461
Florida	60	1	1 /	249	11,205	657,809	37,607	43,365	516,687	60,150
Georgia	181	10	1 /	575	25,875	863,426	200,743	59,139	443,912	159,632
Kentucky	119	2	0 /	244	10,980	524,270	60,447	11,675	378,308	73,840
Louisiana	351	24	1 /	963	43,335	1,397,827	380,836	56,939	671,752	288,300
Maryland	118	2	0 /	243	10,935	573,385	68,934	4,174	421,127	79,150
Mississippi	477	45	7 /	1,441	64,845	2,328,544	737,154	269,681	870,924	450,785
N. Carolina	683	17	4 /	2,039	91,755	3,941,996	605,148	70,340	2,691,672	574,836
Oklahoma	138	14	0 /	300	13,500	751,401	25,420	3,125	619,126	103,730
S. Carolina	404	6	6 /	1,366	61,470	2,421,462	447,053	183,694	1,409,865	380,850
Tennessee	304	7	4 /	798	35,910	1,506,983	260,546	22,277	992,910	231,250
Texas	354	21	7 /	857	38,565	1,543,796	243,986	45,586	969,676	284,548
Virginia	321	2	3 /	777	34,965	1,450,004	346,833	20,133	861,538	221,500
Totals	4,138	170	46	11,362	511,290	\$20,307,380	\$3,913,837	\$903,253	\$12,156,438	\$3,333,852

PERCENTAGE ANALYSES

Negroes	19.28
Whites	4.44
Public	59.86
J. R. Fund	16.42



The Julius Rosenwald Fund
Nashville, Tennessee
Completed Buildings 1927-28 Budget to June 30, 1928

State	No.	Capacity		Total Cost	CONTRIBUTIONS			
		Teacher	Pupil		Negroes	Whites	Public	G.E.B. Rosenwald

<u>SCHOOLS</u>								
Alabama	13	27	1,215	\$46,480	\$15,705	\$5,700	\$18,675	\$6,400
Arkansas	32	82	3,690	146,842	12,284	1,300	114,058	19,200
Florida	22	90	4,050	261,873	9,364	10,800	221,309	20,400
Georgia	16	63	2,835	124,851	22,351	11,640	76,160	14,700
Kentucky	4	7	315	21,225	1,175	800	17,650	1,600
Louisiana	41	105	4,725	166,716	33,060	3,405	104,851	25,400
Maryland	11	17	765	44,550	5,200	0	35,350	4,000
Mississippi	45	143	6,435	265,420	64,810	51,265	117,760	31,585
N. Carolina	47	194	8,730	519,019	32,251	900	443,768	42,100
Oklahoma	21	49	2,205	145,262	1,190	0	132,372	11,700
S. Carolina	31	91	4,095	131,641	25,022	8,636	75,833	22,150
Tennessee	20	57	2,565	117,326	13,248	300	90,178	13,600
Texas	51	147	6,615	262,340	44,073	9,435	174,526	34,306
Virginia	15	47	2,115	123,960	16,075	700	96,485	10,700
Totals	369	1,119	50,355	\$2,377,505	\$295,808	\$104,881	\$1,718,975	\$257,841

CLASSROOM ADDITIONS

Alabama	2	5	225	7,200	1,500	0	4,950	750
Arkansas	1	1	45	1,350	100	0	1,100	150
Georgia	1	1	45	1,000	500	0	350	150
Louisiana	3	6	270	4,670	1,900	150	1,720	900
Maryland	1	3	135	6,950	500	0	6,000	450
Mississippi	2	2	90	3,050	1,400	600	750	300
N. Carolina	7	12	540	18,503	1,900	800	14,003	1,800
Oklahoma	2	3	135	15,081	100	0	14,531	450
S. Carolina	2	12	540	24,000	2,000	0	20,900	1,100
Tennessee	6	13	585	13,619	3,100	0	8,569	1,950
Texas	3	4	180	4,300	2,200	0	1,500	600
Totals	30	62	2,790	\$99,723	\$15,200	\$1,550	\$74,373	\$8,600

Completed Buildings 1927-28 Budget to June 30, 1928

(Continued)

State	No.	Capacity		Total Cost	CONTRIBUTIONS				
		Teacher	Pupil		Negroes	Whites	Public	G.E.B.	Rosenwald
<hr/>									
<u>SHOPS</u>									
Alabama	5	5	225	\$13,126	\$4,118	\$700	\$4,308	\$2,000	\$2,000
Arkansas	7	7	315	10,469	2,769	700	4,500	500	2,000
Florida	1	1	45	1,800	100	0	1,500	0	200
Georgia	1	1	45	2,050	0	0	1,350	500	200
Louisiana	1	1	45	1,625	600	0	475	150	400
Mississippi	7	7	315	16,930	6,255	4,325	3,550	200	2,600
N. Carolina	4	4	180	9,000	1,136	0	6,614	250	1,000
S. Carolina	6	10	450	36,200	3,525	0	17,775	12,700	2,200
Tennessee	4	4	180	6,543	1,900	0.	3,643	0	1,000
Texas	7	7	315	9,795	2,675	486	4,234	0	2,400
Virginia	3	3	135	3,900	1,100	0	1,600	0	1,200
Totals	46	50	2,250	\$111,438	\$24,178	\$6,211	\$49,549	\$16,300	\$15,200

TEACHERS' HOMES

Alabama	2	0	0	7,050	4,563	500	187	0	1,800
Arkansas	3	0	0	6,000	500	0	3,800	0	1,700
Georgia	1	0	0	2,050	400	200	750	0	700
Louisiana	5	0	0	12,250	5,075	175	3,700	0	3,300
Maryland	2	0	0	9,400	4,400	0	3,200	0	1,800
Mississippi	4	0	0	17,100	6,700	4,800	2,200	0	3,400
N. Carolina	1	0	0	1,425	600	25	300	0	500
Oklahoma	1	0	0	1,500	0	0	1,000	0	500
S. Carolina	2	0	0	5,100	700	0	2,800	0	1,600
Texas	6	0	0	15,175	4,950	50	5,775	0	4,400
Totals	27	0	0	\$77,050	\$27,888	\$5,750	\$23,712	0	\$19,700

THE JULIUS ROSENWALD FUND

Nashville, Tennessee

Summary of Completed Projects on "G" Budget

June 30, 1928

Projects	Number	Capacity		Total Cost	CONTRIBUTIONS				
		Teacher	Pupil		Negroes	Whites	Public	G.E.B.	Rosenwald
Schools	369	1,119	50,355	\$2,377,505	\$295,808	\$104,881	\$1,718,975	0	\$257,841
Additions	30	62	2,790	99,723	15,200	1,550	74,373	0	8,600
Shops	46	50	2,250	111,438	24,178	6,211	49,549	\$16,300	15,200
Homes	27	0	0	77,050	27,888	5,750	23,712	0	19,700
Grand totals	472	1,231	55,395	\$2,665,716	\$363,074	\$118,392	\$1,866,609	\$16,300	\$301,341

S. L. Smith
General Field Agent

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TYPES ADDED TO 7/1/1926 to 6/30/1927

Classroom additions

<u>Type</u>	<u>Number Additions</u>	<u>Number Rooms</u>	<u>Total Cost</u>	<u>J. R. Fund Contributions</u>	<u>J. R. Fund Per Cent</u>	<u>Average Cost Per Room</u>
1	10	10	\$12,899	\$2,000	15.50	\$1,290
2	9	14	23,026	2,800	12.16	1,645
3	5	9	12,335	1,800	14.59	1,371
4	4	11	20,958	2,200	10.49	1,905
5	2	7	9,100	1,400	15.38	1,300
6	11	34	63,385	5,300	8.36	1,864
8	1	2	6,255	400	6.39	3,127
14	2	7	41,000	800	1.95	5,857
<u>Totals</u>	<u>44</u>	<u>94</u>	<u>\$188,958</u>	<u>\$16,700</u>	<u>8.83</u>	<u>\$2,010</u>

Shop additions

2	1	1	750	200	26.66	750
3	6	8	9,985	1,600	16.00	1,248
4	5	5	4,800	1,000	20.83	960
5	2	5	4,800	1,000	20.83	960
6	6	11	12,100	2,100	17.35	1,100
7	1	2	2,100	400	19.05	1,050
8	1	2	3,500	400	11.42	1,750
<u>Totals</u>	<u>22</u>	<u>34</u>	<u>\$38,035</u>	<u>\$6,700</u>	<u>17.73</u>	<u>1,112</u>

<u>Grand totals</u>	<u>66</u>	<u>128</u>	<u>\$226,993</u>	<u>\$23,400</u>	<u>10.38</u>	<u>\$1,773</u>
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THE JULIUS ROSENWALD FUND
Nashville, Tennessee

Summary of Supplementary Reports from Seven States
Received to June 30, 1925

State	No. Sch's	Total Amt. Improve- ments	Contributions		Expenditures were Made For						
			Negroes	Public	Desks and Chairs	Indus- trial Eqp.	Build- ing Shop	Erec- tion Dorm	Repaint- ing the School	Improv- ing S.Ground	Misc. Improve- ments
Ark.	16	\$9,748	\$4,923	\$4,825	\$1,485	\$1,970	\$4,800	\$ 6	\$ 20	\$ 445	\$1,022
Ky.	8	3,200	1,550	1,650	1,600	800	0	0	0	500	300
La.	36	10,470	6,029	4,441	750	2,359	950	3,600	236	401	2,174
N. C.	124	47,719	24,960	22,759	16,888	5,705	3,285	7,325	1,411	1,715	11,390
Okla.	2	4,250	3,300	950	200	600	1,650	0	0	600	1,200
Tex.	37	14,930	7,159	7,771	4,905	3,037	700	30	600	1,240	4,418
Va.	23	12,400	3,860	8,540	5,100	1,610	2,600	0	1,325	1,180	585
Totals	246	\$102,717	\$51,781	\$50,936	\$30,928	\$16,081	\$13,985	\$10,961	\$3,592	\$6,081	\$21,089

Note:

The above shows the number of Rosenwald Schools on which substantial improvements with analyses of the expenditures, have been made the past year (some few reports were submitted for the previous year but the number were so small that we combined them into one year). There have been improvements in other schools in these states but the reports have not yet reached this office.

While we are confident that practically all of the other states have Rosenwald Schools on which substantial improvements have been made, including industrial equipment etc., the reports have not yet been submitted to this office for schools on which improvements were made the past year. When these are reported we shall then compile the entire report, including all states on one sheet.

It seems that the best way to carry this item of improvement is simply to add the summaries in each state to the general totals of all schools as of June 30th, but not to disturb the balances within the reports, school by school. This would confuse our report with the auditors' report.

Table A

Comparison of the Teacher and Pupil Capacities of Rosenwald Schools April 1, 1928, with the number of rural Negro Teachers employed and the total rural enrollment, according to most recent complete statistics (1925-26)

FILE COPY

State	Teachers			Pupils		
	No. Employed	Capacity of Rosenwald Schools No.	Per cent	No. Enrolled	Capacity of Rosenwald Schools No.	Per cent
Alabama	2,662	740	27.7	149,737	33,300	22.9
Arkansas	2,250	735	32.6	97,170	33,075	33.8
Florida	1,264	216	17.1	49,800	9,720	19.5
Georgia	3,312	563	16.9	167,488	25,335	15.1
Kentucky	789	243	30.8	26,531	10,935	41.1
Louisiana	1,600	896	56.0	100,000	40,320	40.3
Maryland	773	241	31.0	29,879	10,845	36.3
Mississippi	4,106	1,345	32.7	218,202	60,525	27.7
N. Carolina	4,268	1,918	44.9	196,009	86,310	44.0
Oklahoma	705	284	40.2	26,610	12,780	43.1
S. Carolina	2,967	1,326	44.6	162,844	59,670	36.5
Tennessee	1,708	749	43.8	75,335	33,705	44.5
Texas	3,388	631	24.8	99,069	37,395	37.6
Virginia	2,893	744	25.0	116,015	33,480	28.8
Totals	32,685	10,831	33.1	1,514,689	487,395	32.2

WRS
(July)

NEGRO PUBLIC SCHOOLS IN THE SOUTH
1925-26

The following information was obtained through a brief questionnaire filled out by the State Agents of the fourteen Southern States from reports of county superintendents and other records in the various state departments of education for the year ending June 30, 1926. The statistics on Negro schools include the number of schoolhouses, the scholastic population, enrollment and elementary graduates, the length of term, the number of teachers, the number of high schools with enrollment and number of graduates. The information for comparisons was taken from reports of United States Commissioner of Education and from the records of the Julius Rosenwald Fund.

Schoolhouses

TABLE 1 shows that there were 24,079 Negro schools in the fourteen Southern States July 1, 1926 - 22,494 (93.4%) rural and 1,585 (6.6%) urban. These are distributed among the following types: One-teacher 15,358 (63.8%), two-teacher 4,525 (18.8%), three-teacher 1,702 (7.1%), and four-teacher and larger 2,494 (10.3%). This information is given by states in TABLE 1.

The total number of schoolhouses in these fourteen states in 1924, according to reports of the United States Bureau of Education, was 86,610, not separate for white and colored. Of this number 44,224 (51.5%) were of the one-teacher type. There seem to be no reports available giving the number of one-teacher white schools, but we do know that the per cent of all one-teacher schools, white and Negro in these states, is 51.5% and that the per cent of one-teacher Negro schools compared with all Negro schools is 63.8%. This clearly indicates that the per cent of One-teacher Negro schools is much larger than that of the white schools

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Table No. 1 - Negro Schoolhouses in the South 1925-26

State	Total No.	Location		No. of Various Teacher Type				Per Cent Rosenwald Schools of all Rural Schools
		Rural	Urban	1	2	3	4 & Larger	
Alabama	2152	2046	106	1693	231	50	178	16.3
Arkansas	1420	1398	22	1057	229	64	70	15.7
Florida	801	660#	141#	480#	110#	75#	136#	4.5
Georgia	2853	2766	87	2041	322	237	253	5.1
Kentucky	700	629	71	574	33	21	72	16.8
Louisiana	1409	1337	72	977	252	70	110	21.4
Maryland	560	526	34	394	94	20	52	17.4
Mississippi	3634	3434	200	1453	908	545	728	11.5
N. Carolina	2478	2320	158	1188	706	232	352	25.1
Oklahoma	522	381	141	324	87	34	77	27.5
S. Carolina	2385	2182	203	1592	512	115	166	15.1
Tennessee	1210	1111	99	862	189	50	109	24.0
Texas	2016	1836	180	1523	382	94	17	15.0
Virginia	1939	1868	71	1200	470	95	174	15.2
Totals	24079	22494	1585	15358	4525	1702	2494	15.4
% of Total Rosenwald Schools	100	93.4%	6.6%	63.8%	18.8%	7.1%	10.3%	
	3464	3464		768	1327	531	789	
% of Total	14.4%	15.4%		5.0%	29.3%	31.2%	31.7%	

#Estimated

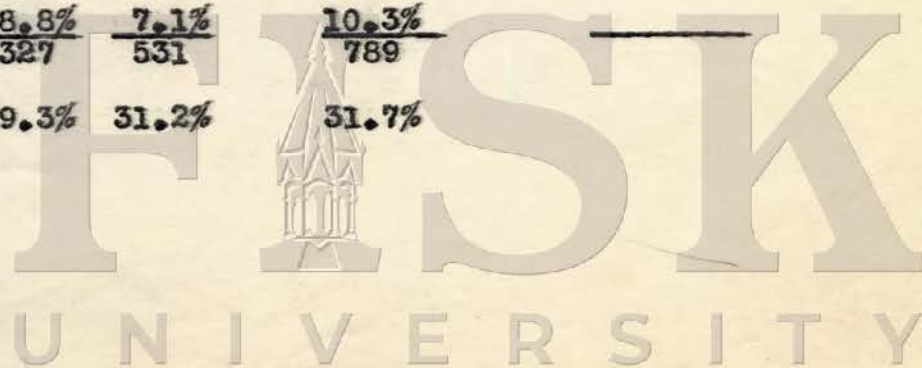


Table No. 2 - Negro Scholastic Population, Enrollment, Elementary Graduates
for Year Ending June 30, 1926

State	Scholastics			Enrollment			Elementary Graduates		Per Cent Enrolled	
	Total	Rural	Urban	Total	Rural	Urban	Number	Per Cent Enrolled	Rural	Urban
Ala.	327960	258048	69912	190029	149737	40292	4498	3.0	58.0	57.6
Ark.	156213	134213	22000	114170	97170	17000	4974	5.1	72.4	77.2
Fla.	138457	87230	51227	79185	49800	29385	1224	2.4	57.1	57.3
Ga.	376217	244541	131676	257674	167488	90186	7280	4.3	68.4	64.8
Ky.	56749	29574	27175	45854	26531	19323	1418	5.3	89.7	71.1
La.	242706	177171	65535	137000	100000	37000	4154	4.1	56.7	56.4
Md.	162008	39698	22310	49251	29879	19372	1358	4.5	75.7	86.8
Miss.	464754	374267	90487	272202	218202	54000	No Report		55.4	59.6
N. C.	304472	230801	73671	254617	196009	58608	6672	3.4	84.9	79.5
Okla.	45296	28000	17296	43761	26610	17151	1124	4.2	95.0	99.1
S. C.	234707	162844	71863	234707	162844	71863#	6659	4.1	69.3	100.0#
Tenn.	109572	77240	32332	116535	75335	41200#	2043	2.7	97.5	127.0#
Tex.	227445	109836	117609	198763	99069	99694	7010	7.0	90.2	84.7
Va.	<u>216802</u>	<u>170835</u>	<u>45967</u>	<u>152974</u>	<u>116015</u>	<u>36959</u>	<u>4692</u>	<u>4.0</u>	<u>67.9</u>	<u>83.9</u>
Total	2,963,358	2,124,298	839060	2,146722	1,514689	632033	53106	3.5	68.9	75.6

#Figures taken from reports. It is explained in two ways in part: (1) the census did not include all, and (2) many pupils from outside city limits enrolled in city schools.

Table No. 3 - Negro Teachers in Southern States Year 1925-26 and Comparison of Teacher Capacity with all Rural Negro Teachers and Pupil Capacity with Enrollment in Rural Schools

State	Teacher			Average Pupils Per Teacher on Enrollment			Comparison of Rosenwald Schools	
	Total	Rural	Urban	Total	Rural	Urban	Per Cent of all Rural Negro Teachers	Per Cent of all Rural Enrollment
Ala.	3348	2662	686	56	56	58	25.9	20.7
Ark.	2499	2250	249	45	43	68	30.6	28.5
Fla.	1864	1264	600	42	39	48	10.0	11.3
Ga.	4444	3312	1132	57	50	79	13.4	12.0
Ky.	1337	789	548	34	33	35	28.7	38.5
La.	2500	1600	900	54	62	41	48.7	35.1
Md.	1282	773	509	38	38	38	24.7	28.7
Miss.	5125	4106	1019	53	50	52	28.7	24.3
N. C.	5569	4268	1301	45	45	45	38.3	37.6
Okla.	1213	705	508	35	37	33	30.9	36.8
S. C.	4228	2967	1261	55	54	56	38.3	31.4
Tenn.	2556	1708	848	45	44	48	40.2	41.0
Tex.	4436	3388	1048	44	29	95	18.9	29.2
Va.	<u>3794</u>	<u>2893</u>	<u>901</u>	<u>40</u>	<u>40</u>	<u>41</u>	<u>22.8</u>	<u>25.6</u>
Totals	44195	32685	11510	48	46	53	29.7	27.4

~~Florida~~ report cannot be had till May 1, 1927

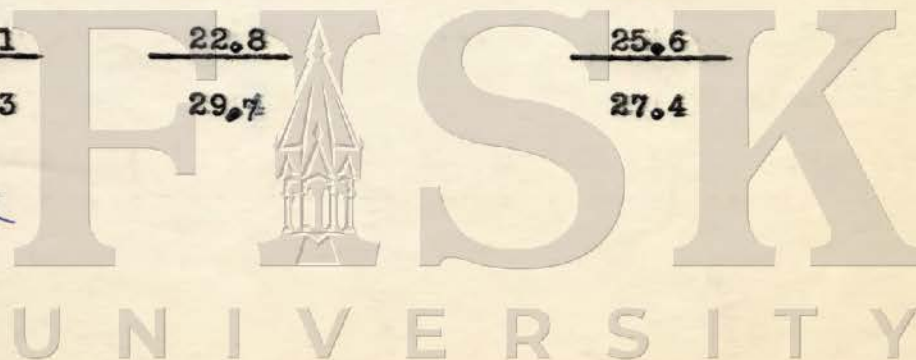


Table No. 4 - Negro High Schools in Southern States 1925-26

State	No. Negro High Schools			Enrollment	Four-year Graduates	
	Four-year accredited	2 to 4 year non- accredited	Total 2 to 4 year		Number	Per Cent of Enrollment
Ala.	0	148	148	9455	199	2.7
Ark.	6	24	30	1658	188	11.3
Fla.	2	0	2	1297	91	7.0
Ga.	22	38	60	4180	845	20.2
Ky.	13	43	56	3158	336	10.6
La.	8	20	28	3885	193	4.9
Md.	12	8	20	3178	466	14.6
Miss.	20	58	78	2300.	250	10.8
N. C.	49	33	82	11325	1149	10.1
Okla.	10	39	49	2740	267	9.7
S. C.	0	25#	25	1886	200#	10.9
Tenn.	20	10	30	3348	233	6.9
Texas	25	105	130	13067	943	7.2
Va.	<u>22</u>	<u>41</u>	<u>63</u>	<u>7129</u>	<u>1075</u>	<u>15.0</u>
Totals	209	592	801	68606	6435	9.4

The average enrollment per school is 85
Per Cent graduates based on enrollment 9.4

#Estimated



PLAN FOR DISTRIBUTION OF AID FROM THE JULIUS ROSENWALD FUND FOR BUILDING RURAL SCHOOLHOUSES IN THE SOUTH

For the Year Beginning July 1, 1922 and Ending June 30, 1923.

1. The Julius Rosenwald Fund will co-operate with public school authorities and other agencies and persons in the effort to provide and equip better rural schoolhouses for the Negroes of the Southern States, such equipment as desks, blackboards, heating apparatus, libraries and toilets being deemed of equal importance with the schoolhouses themselves.

2. The sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.

3. The Trustees of The Fund and the State Department of Education have agreed as to the number of new buildings in the construction of which they will co-operate.

4. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a school is two acres. For the larger school more land is desirable.

5. Plans and specifications for every building shall be approved by the General Field Agent **before construction is begun**. On request from the State Department of Education, The Fund will consider it a privilege to furnish general suggestions, plans and specifications for schoolhouses.

6. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure, from other sources: to wit—from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete, equip and furnish the building.

7. The Fund will deposit with every co-operating State Department of Education a sum of money recommended by the General Field Agent to constitute working capital, from which the proper State official may make disbursements as required. Whenever the State Department reports to the General Field Agent any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the Department, The Fund will replenish its deposit in the amount disbursed, if the inspection report is approved.

8. The amount appropriated by The Fund shall not exceed \$500 for a one-teacher school, \$700 for a two-teacher school, \$900 for a three-teacher school, \$1,100 for a four-teacher school, \$1,300 for a five-teacher school, \$1,500 for a six-teacher school or larger, and \$200 for the addition of a class room to a Rosenwald School already built.

9. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months.

10. Every community, where an application has been approved, agrees to complete, equip and furnish its school building before June 30, 1923, otherwise such application automatically cancels itself.

11. To insure the protection of the property and to make the schools serve the broadest community interests, Teachers' Homes should be provided on the school grounds. In a limited number of selected localities, where the annual school term is eight months or more, The Fund will consider co-operation in the construction of Teachers' Homes, to be completed and furnished to correspond with the school building. The amount of aid to be given on a Teachers' Home shall not exceed one-half of the total cost of the building, provided the maximum from The Fund shall not exceed \$900 for any Teachers' Home. Just as in the case of school buildings, the Teachers' Home must be deeded to the public school authorities. It is desirable for each of these homes to have a bath-room, and if possible, a bath-tub and wash basin. If there is ample water supply a hand-power force pump with a tank can be installed at a very small expense, which will furnish water for the bath, a kitchen sink and the home economics room of the school.



THE JULIUS ROSENWALD FUND

CHAMBER OF COMMERCE BUILDING

NASHVILLE, TENNESSEE

PLAN FOR DISTRIBUTION OF AID FOR BUILDING RURAL SCHOOLHOUSES

Year Beginning July 1, 1924 and Ending June 30, 1925

1. The Julius Rosenwald Fund will co-operate through the public school authorities in efforts to provide and equip better rural schoolhouses for the Negroes of the Southern States. Such equipment as desks, blackboards, heating apparatus, libraries and sanitary privies is deemed of equal importance with the schoolhouses themselves.

2. The Fund will deposit with every co-operating State Department of Education a sum of money recommended by the General Field Agent to constitute working capital, from which the proper State official may make disbursements as required. Whenever the State Department reports to the General Field Agent any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the Department, The Fund will replenish its deposit in the amount disbursed, if the inspection report is approved.

3. The amount appropriated by The Fund shall not exceed \$400 for a one-teacher school, \$700 for a two-teacher school, \$900 for a three-teacher school, \$1,100 for a four-teacher school, \$1,300 for a five-teacher school, \$1,500 for a six-teacher school or larger, \$900 for a teachers' home, and \$200 for the addition of a class room to a Rosenwald School already built.

4. The Trustees of The Fund and the State Department of Education have agreed as to the number of new buildings in the construction of which they will co-operate.

5. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months.

6. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure, from other sources: to wit—from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete and equip the building, including modern desks and two sanitary privies.

7. The site and buildings of each school aided by The Fund shall be the property of the public school authorities.

8. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a school is two acres. For the larger school more land is desirable.

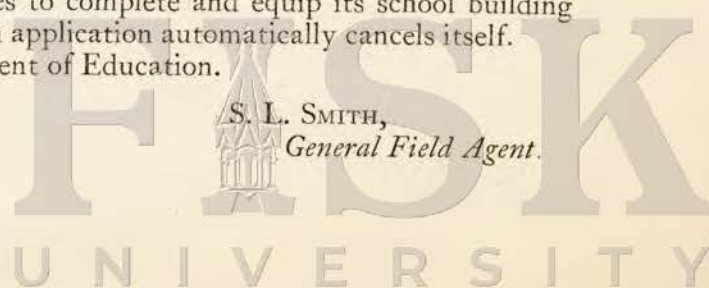
9. Plans and specifications for every building shall be approved by the General Field Agent *before construction is begun*. On request from the State Department of Education, The Fund will consider it a privilege to furnish general suggestions, plans and specifications for schoolhouses, teachers' homes and sanitary privies.

10. In a limited number of selected localities, where the annual school term is eight months or more, The Fund will consider co-operation in the construction of Teachers' Homes, to be completed and furnished to correspond with the school building. The amount of aid to be given on a Teachers' Home shall not exceed one-half of the total cost of the building, the maximum allotment from The Fund for such purpose being \$900. Just as in the case of school buildings, the Teachers' Home must be deeded to the public school authorities, and the school must be a Rosenwald School.

11. Application for aid on a building will be made through the County Superintendent to the State Department of Education on blank forms furnished by the State Department. Every community where an application has been approved agrees to complete and equip its school building with modern desks before June 30, 1925; otherwise such application automatically cancels itself.

For further information write your State Department of Education.

S. L. SMITH,
General Field Agent.



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PLAN FOR DISTRIBUTION OF AID FROM THE JULIUS ROSENWALD FUND FOR BUILDING RURAL SCHOOLHOUSES IN THE SOUTH

1. The Julius Rosenwald Fund will co-operate with public school authorities and other agencies and persons in the effort to provide and equip better rural schoolhouses for the Negroes of the Southern States, such equipment as desks, blackboards, heating apparatus, libraries and toilets being deemed of equal importance with the schoolhouses themselves.

2. The sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.

3. The Trustees of The Fund and the State Department of Education will agree as to the number of new buildings in the construction of which they will co-operate. □

4. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a one-teacher school is two acres. □

5. Plans and specifications for every building shall be approved by the General Field Agent before construction is begun. On request from the State Department of Education, The Fund will consider it a privilege to furnish general suggestions, plans and specifications for schoolhouses.

6. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure, from other sources: to wit- from public school funds, private contributions, etc., an amount equal to or greater than that provided by The Fund. Labor, land and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete, equip and furnish the building. 8-6

7. The Fund will deposit with every co-operating State Department of Education a sum of money recommended by the General Field Agent, to constitute working capital, from which the proper state official may make disbursements as required. At the close of every month, the State Department will be expected to report to the General Field Agent any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the State Department of Education. Thereupon The Fund will replenish its deposit in the amount disbursed.

8. The amount appropriated by The Fund shall not exceed \$500 for a one-teacher school, \$800 for a two-teacher school, and \$1,000 for a three-teacher school. In localities where larger schools seem to be required (consolidated schools or County Training Schools), The Fund will make special investigations and decide every such case separately. \$3000
2000

9. Aid will be granted toward the construction and equipment of only those school buildings whose terms run at least five consecutive months. 6

10. Every community agrees to complete, equip, and furnish its school building within eight months after reporting that it has qualified for aid from The Fund.

11. To insure the protection of the property and to make the schools serve the broadest community interests, Teachers' Homes should be provided on the school grounds. In a limited number of selected localities, where the annual school term is eight months or more, The Fund will consider co-operation in the construction of Teachers' Homes, to be completed and furnished to correspond with the school buildings. In such cases special investigation will be made by The Fund. If aid is deemed advisable, the amount to be offered will be determined by the nature of the community's need and resources.

12. The Fund reserves the right to discontinue its operations in behalf of rural schools after reasonable notice to the Department of Education of the several co-operating States.

UNIVERSITY

PLAN FOR DISTRIBUTION OF AID FROM THE JULIUS ROSENWALD FUND FOR BUILDING RURAL SCHOOLHOUSES IN THE SOUTH

For the Year Beginning July 1, 1922, and Ending June 30, 1923

1. The Julius Rosenwald Fund will cooperate with public school authorities and other agencies and persons in the effort to provide and equip better rural schoolhouses for the Negroes of the Southern States, such equipment as desks, blackboards, heating apparatus, libraries, and toilets being deemed of equal importance with the schoolhouses themselves.

2. The sites and buildings of all schools aided by The Fund shall be the property of the public school authorities.

3. The Trustees of The Fund and the State Department of Education have agreed as to the number of new buildings in the construction of which they will cooperate.

4. The school site must include ample space for playgrounds and for such agricultural work as is necessary for the best service of the community. Aid will be granted only when the site meets the approval of the State Department of Education and the General Field Agent of The Fund. The minimum acceptable for a school is two acres. For the larger school more land is desirable.

5. Plans and specifications for every building shall be approved by the General Field Agent before construction is begun. On request from the State Department of Education, The Fund will consider it a privilege to furnish general suggestions, plans, and specifications for schoolhouses.

6. It is a condition precedent to receiving the aid of The Fund that the people of the several communities shall secure from other sources—to wit, from public school funds, private contributions, etc.—an amount equal to or greater than that provided by The Fund. Labor, land, and material may be counted as cash at current market values. Money provided by The Fund will be available only when the amount otherwise raised, with that to be given by The Fund, is sufficient to complete, equip, and furnish the building.

7. The Fund will deposit with every cooperating State Department of Education a sum of money recommended by the General Field Agent to constitute working capital, from which the proper State official may make disbursements as required. Whenever the State Department reports to the General Field Agent any amount or amounts disbursed, with a statement showing that the work has been inspected and approved by an authorized representative of the Department, The Fund will replenish its deposit in the amount disbursed, if the inspection report is approved.

8. The amount appropriated by The Fund shall not exceed \$500 for a one-teacher school, \$700 for a two-teacher school, \$900 for a three-teacher school, \$1,100 for a four-teacher school, \$1,300 for a five-teacher school, \$1,500 for a six-teacher school or larger, and \$200 for the addition of a classroom to a Rosenwald School already built.

9. Aid will be granted toward the construction and equipment of only those schools where the term runs at least five consecutive months.

10. Every community where an application has been approved agrees to complete, equip, and furnish its school building before June 30, 1923; otherwise such application automatically cancels itself.

11. To insure the protection of the property and to make the schools serve the broadest community interests, Teachers' Homes should be provided on the school grounds. In a limited number of selected localities, where the annual school term is eight months or more, The Fund will consider cooperation in the construction of Teachers' Homes, to be completed and furnished to correspond with the school building. The amount of aid to be given on a Teachers' Home shall not exceed one-half of the total cost of the building, provided the maximum from The Fund shall not exceed \$900 for any Teachers' Home. Just as in the case of school buildings, the Teachers' Home must be deeded to the public school authorities. It is desirable for each of these homes to have a bathroom and, if possible, a bathtub and wash basin. If there is ample water supply, a hand-power force pump with a tank can be installed at a very small expense, which will furnish water for the bath, a kitchen sink, and the home economics room of the school.

THE JULIUS ROSENWALD FUND
NASHVILLE, TENN.

Summary of Completed Buildings to June 30, 1924

STATE	NUMBER BUILDINGS		TOTAL COST	CONTRIBUTIONS			
	Schools	Homes	Bldgs. Grounds and Equipment	Negroes	Whites	Public School Authorities	The Julius Rosenwald Fund
Alabama.....	289	2	\$ 587,111	\$ 236,743	\$ 33,304	\$ 169,664	\$ 147,400
Arkansas.....	129	2	521,736	54,410	17,726	350,862	98,738
Florida.....	17		145,030	11,138	8,335	107,657	17,900
Georgia.....	107	7	405,510	119,390	18,593	176,977	90,550
Kentucky.....	92	1	407,149	49,166	7,875	291,468	58,640
Louisiana.....	225	12	780,166	243,896	27,139	332,431	176,700
Maryland.....	51		271,840	34,142	474	201,724	35,500
Mississippi.....	267	25	1,277,193	441,757	134,012	445,024	255,400
North Carolina.....	412	10	1,794,438	357,658	50,845	1,069,899	316,036
Oklahoma.....	49	10	276,316	13,672		219,964	42,680
South Carolina.....	182	2	1,109,352	213,142	133,230	591,080	171,900
Tennessee.....	196	3	847,334	173,356	19,377	513,701	140,900
Texas.....	154	6	548,277	83,125	11,180	332,239	121,733
Virginia.....	201	2	787,388	217,449	14,808	425,031	130,100
Totals.....	2,371	82	\$9,758,840	\$2,249,044	\$476,898	\$5,227,721	\$1,805,177

PERCENTAGE ANALYSIS

Negroes.....	23.0
Whites.....	4.9
Public.....	53.6
The Julius Rosenwald Fund.....	18.5

Summary of Types of Buildings Completed, Including Teacher and Pupil Capacity, June 30, 1924

STATE	Number Buildings	Teacher Capacity	Pupil Capacity	TYPES														HOMES
				1	2	3	4	5	6	7	8	9	10	11	12	14	16	
Alabama.....	291	557	25,065	128	117	15	9	15	2	1			2					2
Arkansas.....	131	328	14,760	25	60	13	23	3	2	1	1							2
Florida.....	17	71	3,195	2	5		4	2	2	1						1		
Georgia.....	114	323	14,535	17	34	22	16	8	8				2					7
Kentucky.....	93	199	8,955	50	16	8	9	2	4	1	2							1
Louisiana.....	237	589	26,505	35	99	43	25	13	9		1							12
Maryland.....	51	110	4,950	23	17	3	2	2	3		1							
Mississippi.....	292		36,315	16	95	90	29	20	14	1	1						1	25
North Carolina.....	422	1,079	48,555	98	156	60	59	5	24	3	5	1				1		10
Oklahoma.....	59	103	4,635	22	13	7	4		3									10
South Carolina.....	184	601	27,045	24	58	32	36	6	14	1	7	1			2			2
Tennessee.....	199	474	21,330	62	69	32	12	7	11	1	1					1		3
Texas.....	160	335	15,075	45	68	22	11	4	4									6
Virginia.....	203	476	21,420	47	100	22	16	3	10		3							2
Totals.....	2,453	6,052	272,340	594	907	369	255	90	110	10	22	2	5	1	2	3	1	82

of the South. By using the same method of reasoning it is found that the per cent of one-teacher Negro schools is greater than that of the nation in which the one-teacher schools are 59.6% of all schools.

It is interesting to note by way of comparison that 5.0% of all one-teacher Negro schools in these states, 29.3% of all two-teacher, 31.2% of all three-teacher and 31.7% of all four-teacher and larger are Rosenwald schools. The total number of Rosenwald schools represented 15.4% of all rural Negro schools in the South as of December, 1926, the rank of states in per cent being as follows: Okla. (27.5%), N.C. (25.1%), Tenn. (24.0%), La. (21.4%), Md. (17.4%), Ky. (16.8%), Ala. (16.3%), Ark. (15.7%), Va. (15.2%), S.C. (15.1%), Tex. (15.0%), Miss. (11.5%), Ga. (5.1%), Fla. (4.5%).

The average length of term in the 22,494 rural Negro schools last year was six months by states as follows: Md. 8.7%, Ky. 7.0%, Okla. 7.0%, Tenn. 7.0%, Va. 6.8%, N. C. 6.4%, Miss. 6.2%, Ark. 6.0%, Ga. 6.0%, Fla. 5.1%, La. 5.0%, S. C. 5.0%, Tex. 5.0%, and Ala. 4.7%. From the signed applications of the 533 school projects on which the Julius Rosenwald Fund contributed for the year 1925-26, it is found that the average length of term was six months and three weeks, rank and average of the states being as follows: Md. 8.3%, Ga. 7.9%, Ky. 7.4%, Okla. 7.4%, Tenn. 7.4%, Miss. 7.0%, Ark. 7.0%, Tex. 7.0%, Va. 6.8%, Fla. 6.6%, La. 6.3%, N. C. 6.3%, Ala. 6.0%, S. C. 5.9%. This together with other comparisons which are available in the office indicate that the average length of term in the Rosenwald schools is about one month longer than the average for all rural Negro schools.

The total number of Negro children of school age, TABLE 2, is

(3)

2,963,358. Of this number 2,124,298 (71.6%) are rural and 839,060 (28.4%) urban. Only 68.9% of all rural Negro children were in school while 75.6% of the urban children were enrolled in 1925-26. The rank of states in rural enrollment given in per cent is shown as follows: Tenn. (97.5%), Okla. (95.0), Tex. (90.2), Ky. (89.7%), N.C. (84.9%) Md. (75.7%), Ark. (72.4%), S.C. (69.3%), Ga. (68.4%), Va. (67.9%), Ala. (58.0%), Fla. (57.1%), La. (56.7%), Miss. (55.4%).

The number of elementary graduates for the year ending June 30, 1926, (excluding Mississippi where no information was available) was 53,106, or 3.5% of the enrollment in these thirteen states, Texas ranking first with 7.0%, Kentucky second with 5.3% and Arkansas third with 5.1%.

It is interesting to note by referring to TABLE 3, that the pupil capacity of the Rosenwald schools is 27.4% of the total rural enrollment last school year. The rank by states in per cent is: Tenn. (41.0%), Ky. (38.5%), N. C. (37.6%), Okla. (36.8%), La. (35.1%) S.C. (31.4%), Tex. (29.2%), Md. (28.7%), Ark. (28.5%), Va. (25.6%), Miss. (24.3%), Ala. (20.7%), Ga. (12.0%), Fla. (11.3%). As a rule the states where the pupil capacity of the Rosenwald schools is proportionally large, had a relatively large per cent of rural enrollment.

By referring to TABLE 3, it will be seen that there were 44,195 Negro teachers employed in the public schools of the fourteen Southern States in 1925-26. Of this number 32,685 (73.9%) were in rural schools and 11,510 (26.1%) in city schools. The average enrollment was 48 pupils for each teacher employed - 46 in the rural schools and 53 in the city system. The average by states is given in TABLE 3. While the pupil capacity of the Rosenwald schools as of December 1st was 27.4%

of the total rural enrollment last year, the teacher capacity of these schools was 29.7% of all rural Negro teachers employed for the same year. The rank of states in per cent is: La. (48.7%), Tenn. (40.2%), N. C. (38.3%), S. C. (38.3%), Okla. (30.9%), Ark. (30.6%), Ky. (28.7%), Miss. (28.7%), Ala. (25.9%), Md. (24.7%), Va. (22.8%), Tex. (18.9%), Ga. (13.4%), and Fla. (10.0%).

Negro High Schools

According to reports of the State Agents of the fourteen Southern States there were 209 four-year accredited Negro high schools for the year ending June 30, 1926, North Carolina leading the list with 49 and Texas coming second with 25.

There were 592 non-accredited high schools doing from two to four years of work. No doubt several of these will likely be able to meet state standards for accrediting by the addition of (a) classrooms to their buildings, (b) better equipment, such as science laboratories, libraries, etc., and (c) a sufficient number of qualified teachers. Alabama leads the list in this group with 148, while Texas is second with 105.

The total number of Negro high schools reported for 1925-26, four-year accredited, four-year non-accredited, three year and two year, is 801. Alabama leads the list in this group with 148 and Texas and North Carolina follow with 130 and 82, respectively.

The total enrollment in these high schools was 68,606, and the total number of four-year graduates 6,435. Texas ranked first in enrollment with 13,067, while North Carolina was a close second with 11,325. North Carolina comes first in the total number of graduates

(5)

(1,149) with Virginia second (1,075), while Georgia graduated the greatest percentage based on enrollment. The number of four-year graduates was 9.4% of the total enrollment.

April 27, 1927

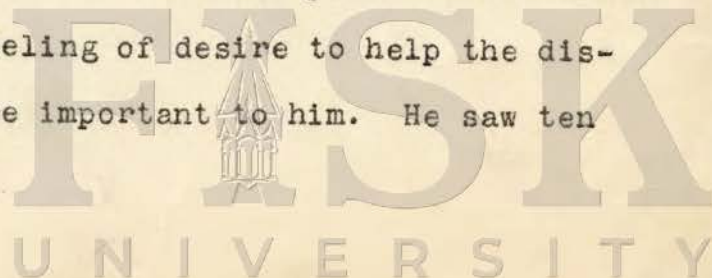
ROSENWALD RURAL SCHOOLS

By Francis W. Shepardson

"We will raise as much as you give, or more." So Booker Washington told Julius Rosenwald. The two men, the philosopher and the philanthropist, had been considering a plan for better rural schools for Negroes in the South. The pledge the first made was the condition proposed by the second, under which he would aid the movement.

The two individuals looked at the matter from different points of view, although they thought in common on the main issue. Dr. Washington had been studying the existing schools. He found them utterly inadequate. He used his own State of Alabama as an illustration. ^{He cited a} ^{when} ~~Each~~ year, \$2,865,000 was appropriated for public schools. The Negroes comprised about half of the population of the State, but their allotment of this ^{total} ~~appropriation~~ was less than \$360,000. Twenty cents was expended in one county for each Negro child of school age as compared with \$14.49 for each white child. Only 20 percent of the Negro school population was enrolled in school as compared with 60 percent of the white population. He found not a single school for Negroes running over five months. The Negro school term averaged less than four months while the white school was open more than seven months. These conditions, he declared, were typical. In every Southern State the Negro school buildings were wretched, the terms short, the teachers poorly prepared and poorly paid. As the great bulk of the Negro population was rural, Dr. Washington was convinced that the schools in the rural districts must be improved if the race, as a whole, was to go forward.

Mr. Rosenwald approached the subject from the viewpoint of a citizen. While, indeed, there was in his mind a feeling of desire to help the disadvantaged race, another thing seemed more important to him. He saw ten



million Negroes, living in the United States, ~~and likely to remain here.~~

He saw this population reproducing itself and increasing from year to year.

It was plain to him that there would be either ~~ten million Americans~~ ^{a large part of them} ill-literate, unprogressive and perhaps criminal because of lack of educational opportunity, or else there would be ten million with some degree of training for the responsibilities and obligations of good citizenship.

Dr. Washington wanted to try an experiment in building rural schools. He proposed a plan. Mr. Rosenwald was to offer to contribute a certain amount of money to any Negro community which desired to have a better school house. A fundamental condition was that the Negroes must raise themselves, or secure from their white friends or from public funds, an amount equal to or more than what he gave. This was Mr. Rosenwald's challenge to the race. Dr. Washington's pledge was the response to the challenge.

The conference, the offer and the pledge date back to 1912. On June 30, 1923, at the end of the budget year of The Julius Rosenwald Fund, 1968 school buildings had been erected with a total value of nearly \$7,200,000. Of this amount the Negroes contributed over \$1,820,000. Mr. Rosenwald provided nearly \$1,400,000. Throughout the eleven years of endeavor based upon the agreement between the two men, the Negroes have kept the pledge their ^{late lamented} ~~great~~ leader made for them. The accompanying table (Table I) shows the total construction by States, and the contributions of the four cooperating factors. It also shows the relative percentages of the contributions. Dr. Washington's contention, as he clearly set forth in an article published in the Outlook for March 14, 1914, was that the school boards in the Southern States should do much more for the Negro common schools. It is interesting to note, therefore, after a lapse of a decade, that in this total of \$7,200,000 of school house values, the public funds, State, County or district, are represented by contributions of \$3,590,000, or ~~more than~~ 50 percent of the entire amount raised.

A natural result of the school house building has been the increased recognition of the need for better teachers. The effective work of the splendid institutions at Hampton and Tuskegee and of their many off shoots is not forgotten. But the average rural school teacher, the country over, at best has had small chance for training. This condition is, of course, exaggerated in connection with the Negro rural schools in the South where opportunities even for schooling have been limited. But construction of attractive new school houses and the stimulating efforts of the officers of the General Education Board and the Jeanes and Slater Funds have worked a great desire for more training. The County Training School and the Summer School are the two principal agencies used. Traveling teachers, usually called Jeanes teachers, have been of great help in encouraging rural teachers by periodical visits. While in the neighborhood they introduce simple home industries into the schools, give talks on sanitation and cleanliness, emphasize the importance of keeping the school buildings and grounds in good condition, visit in the homes and organize what might be called parent-teacher clubs for the betterment of school and community alike. Too much praise cannot be given to these efficient workers.

The County Training School is becoming an increasingly important factor. These schools, fostered by the Slater Fund, increased in number in ten years from 4 to 156, and the budget for them leaped in the same period from approximately eleven thousand dollars to eleven hundred thousand. This money is used to increase the salaries of teachers in selected schools where the term is at least eight months, where the school is a part of the public school system, and where a supplemental appropriation, somewhat larger than that of the Slater Fund, is made from public school funds. In these schools recruits for the rural school teaching staff are carefully trained.

This work is growing rapidly and has been of great service. On the accompanying map a star indicates those Rosenwald Schools which have been selected as County Training Schools. The tendency is to use the larger Rosenwald Schools, strategically located, for such purposes, and the probability is that new training schools, as a rule, will be established in Rosenwald buildings.

The Summer School, ^{for teachers} within two or three years, has become quite an institution. Not only at Hampton and at Tuskegee have sessions been held but opportunity has been afforded in all of the better equipped Negro schools, and also in some of the larger public schools, where special sessions have been held. Those who are in charge of The Julius Rosenwald Fund have been particularly gratified to note reports of the large number of teachers in the Rosenwald Schools who have sought the benefit of these summer courses. It has not been unusual, ^{when there are several schools in one county,} ~~within a given county,~~ to have a record of 100 percent attendance of teachers in such schools. While, as indicated, the credit for ^{rapidly growing desire} this ~~encouraging movement~~, among Negro teachers, ^{for better training} must be divided among a number of contributing factors, there is little doubt that the construction of nearly 2,000 attractive school buildings has been a ^{notably} stimulating influence.

Detailed statements regarding the Jeanes teachers, the County Training Schools and the Summer Schools, are to be found in the annual reports of the General Education Board, the Anna T. Jeanes Fund and the John F. Slater Fund. For present purposes their work is merely cited by way of appreciation and commendation.

The statistics given above are those available at the close of the last fiscal year. But the work is going steadily forward. The Julius Rosenwald Fund has appropriated \$552,000 for construction during the year ending June 30, 1924. At least five hundred projects will be completed, over three hundred of which have already been approved.