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EDUCATIONAL BOARDS AND FOUNDATIONS, 1918-20

By

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EDUCATIONAL BOARDS AND FOUNDATIONS.

By HENRY R. EVANS,

Editorial Division, Bureau of Education.

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The activities of the educational boards and foundations of the United States from July 1, 1918, to June 30, 1920, were varied and interesting. A number of important studies and surveys were made that throw light on educational problems of the highest importance to the Nation and State, which are briefly set forth in the following compilation.

GENERAL EDUCATION BOARD.

The General Education Board, since its foundation in 1902, has appropriated the sum of $15,048,704, toward the general endowment of colleges and universities, but this does not include appropriations to professional departments, such as medical departments and schools of education. The following is a statement of appropriations for the year ending June 30, 1919—For whites: Universities and colleges, $1,825,000; colleges and schools, current expenses, $20,000; medical schools, $605,000; professors of secondary education, $43,054.99; rural school agents, $80,660; Lincoln School, $115,000; consolidated rural schools, $8,000. For Negroes: Colleges and schools, $352,160; medical schools, $157,500; rural school agents, $76,080; summer schools, $12,200; county training schools, $61,290; home-makers' clubs, $43,575; expenses of special students at summer schools, $26,250; scholarships, $3,000; Negro rural school fund, $24,500; John F. Slater Fund, $4,500; Association of Colleges for Negro Youths, $500; critic teachers, $6,000. Agricultural work: Maine agricultural demonstration work, $36,200; New Hampshire agricultural demonstration work, $26,000. Miscellaneous: General survey of educational conditions and needs in North Carolina, $7,500; general survey of educational conditions and needs in Virginia, $12,500; survey for preparation of mental measurements of school children, $25,000; expenses rural school agents at Harvard summer

school, $1,000; model county organization, $8,400; conferences, $4,485.66; National Committee on Mathematical Requirements, $16,000. Total, $3,601,355.65.

In addition there was appropriated from the income of the Anna T. Jeanes Fund for Negro rural schools, $10,353.01; and from the income of the Laura S. Rockefeller Fund, for Spelman Seminary, $28,000. During the year ending June 30, 1919, the board made appropriations aggregating $1,175,000 toward a total of $4,375,000 to be raised by the colleges and universities assisted. The institutions thus aided were as follows: Dakota Wesleyan University, Mitchell, S. Dak.; Drury College, Springfield, Mo.; Emory and Henry College, Emory, Va.; Jamestown College, Jamestown, N. Dak.; Salem College, Winston-Salem, N. C.; Tulane University, New Orleans, La.; Westminister College, Fulton, Mo.; West Virginia Wesleyan College, Buckhannon, W. Va.

The financial operations of the General Education Board for the year ending June 30, 1920, were as follows: The income for the year amounted to $4,741,223.66. The income carried over from the preceding year, after adding sums refunded, amounted to $9,996,875.85, making a total of $14,738,099.51 available for disbursement.

Of this sum $3,631,027.99 was disbursed, leaving a balance of $11,107,071.52. The statement of appropriations for the year is as follows—For whites: Universities and colleges, $17,039,307; medical schools, $9,304,247; professors of secondary education, $91,291; rural school agents, $80,817; Lincoln School, $497,201; State agents for secondary education, $116,100. For Negroes: Colleges and schools, $1,579,000; medical schools, $257,500; rural school agents, $71,837; summer schools, $28,400; county training schools, $160,000; expenses of special students at summer schools, $15,000; Negro rural school fund, $65,000; John F. Slater Fund, $4,500; critic teachers, $9,000. Miscellaneous: General survey of educational conditions and needs in North Carolina, $4,000; increases in salaries of State agents, $40,000; model county organization, $7,400; conferences, $4,546; national committee on mathematical requirements, $25,000; vocational arts survey, $60,000; division of educational relations, $10,000; educational investigation and research, $6,000. Total, $29,476,146.

In addition to the foregoing the sum of $9,475 was appropriated from the income of the Anna T. Jeanes Fund for Negro rural schools, making a combined total of $29,485,621.

On January 1, 1920, the last installment of Mr. Rockefeller's gift from his special fund of approximately $10,000,000 was transferred by the University of Chicago in trust to itself. All control of the board over this fund having ceased, it is now eliminated from the board's books.

In June, 1920, the trustees of the General Education Board and the Rockefeller Foundation announced gifts totaling $20,261,900 for general education and development of medical schools. The foundation estimated that it would be necessary to increase endowment funds by two hundred million dollars in order to advance the salaries of college professors to a degree partially commensurate with the rising cost of living. Nearly 250 institutions applied for appropriations from the fund of $50,000,000 which Mr. Rockefeller gave in December, 1919. In order to provide the required increase in endowment funds to insure living salaries for professors, the above-mentioned sum in the hands of the board will have to be augmented by funds from other sources in the ratio of two or three to one. This has to be kept in mind, the announcement says, in making appropriations which are contingent upon the raising of additional amounts. At a meeting of the trustees in June, 1920, appropriations were made to 98 colleges and universities. A total of $12,851,666 was given on condition that the institutions raise $30,613,334. This procedure would increase the endowments available for teachers' salaries by $43,465,000. There remains nearly $35,000,000 to be distributed.

The following appropriations to medical schools in the United States were made by the General Education Board, while those to institutions in Brussels and Halifax were voted by the Rockefeller Foundation:

Washington University Medical School, St. Louis, for endowment, $1,250,000, for additional laboratory facilities and equipment, $70,000; Yale Medical School, for endowment toward a total of $3,000,000, $1,000,000; Harvard Medical School, for improvement facilities in obstetrics, $300,000; for the development of teaching in psychiatry, $350,000; Johns Hopkins Medical School, for development of a new department of pathology, toward a total of $600,000, $400,000.

Medical research foundation of Elizabeth, Queen of the Belgians, Brussels: For general purposes of medical research, 1,000,000 francs.

Other appropriations by the General Education Board were:

For cooperation with State universities and State departments of education in the Southern States in the field of secondary and rural education, $287,350.

For Negro schools appropriations aggregating $943,500 were made for the following objects: For general endowment, $500,000; for current expenses and equipment, $443,500.

Other Rockefeller Foundation appropriations were as follows: For the American Conference on Hospital Service, to establish and maintain library and service bureau, $15,000; for the National Committee for Mental Hygiene, for surveys during 1920 of care and treatment of mental diseases and deficiencies, $25,000.

ROCKEFELLER FOUNDATION.

During the year 1919 the Rockefeller Foundation participated in activities of public health and medical education in 39 different governmental areas. Yellow fever control was successfully extended in Ecuador, Nicaragua, Honduras, and Salvador. Public health progress through cooperative campaigns for the cure and prevention of hookworm disease was made in 13 Southern States of the American Union, in 7 of the States of Brazil, in 5 islands of the West Indies, in 5 countries of Central America, and in Ceylon, the Seychelles Islands, China, and Queensland. Demonstrations in the control of malaria were continued in Arkansas and Mississippi, and arrangements were made for extending the programme to 8 other Southern States. A systematic organization for combating tuberculosis in France was widened to include 21 departments. A modern medical school under foundation auspices opened its doors in Peking; premedical schools were aided in Changsha, Shanghai, and Nanking; medical courses were supported in Tsinanfu; and 17 hospitals in various parts of China were aided. Cooperation was continued in the maintenance of an institute of hygiene in Sao Paulo University in Brazil.

A school of hygiene and public health at Johns Hopkins University was entirely supported by foundation funds.

The foundation provided fellowships and scholarships for 85 persons who were in residence in universities in the United States. Fifty-seven came from China, 12 being Chinese doctors, 8 Chinese medical students, 7 Chinese nurses, 26 medical missionaries on furlough, and 4 prospective appointees to the board's teaching staff in China. Five doctors from Brazil, one from Salvador, and four from Czechoslovakia pursued courses in public health. Five American physicians held fellowships in the same field. The foundation also supported 13 research fellows in physics and chemistry, who were selected and supervised by a special committee of the National Research Council.

Officers of the foundation made special visits to the Far East, Europe, Canada, and South America in the interests of public health and medical studies. In order to provide expert direction for its growing work, the foundation established a division of medical education and appointed as director Dr. R. M. Pearce, professor of experimental medicine in the University of Pennsylvania Medical School. The sum of $5,000,000 was set aside for use in Canada to promote medical education.

The income from invested funds of the foundation was approximately seven millions. The expenditures for 1919 were as follows: Public health, $1,467,713; medical education and research, $3,248,547; war work (final payments), $2,772,847; miscellaneous, $119,332; administration, $151,916; total, $7,760,355.

CARNEGIE FOUNDATION.

The labors of the Carnegie Foundation for the Advancement of Teaching for the year ending June 30, 1919, were devoted largely to the reorganization of its existing pension system and the inauguration of its new plan of insurance and annuities.

During the year, the trustees received for general purposes a total income of $1,555,987.68—in addition to $50,486.55 from the endowment of the division of educational inquiry—$655,987.68 from the general endowment, and $900,000 from the Carnegie Corporation of New York on account of its appropriations of $200,000 a year for 5 years, $600,000 a year for 10 years, and $100,000 a year until the transfer of the final two million dollars of Mr. Carnegie's gift of March 31, 1908. There was also received from the corporation one and three quarter million dollars in November, 1918, and three quarters of a million in April, 1919, these payments completing the transfer of five million dollars voted by the corporation in November, 1917. The current expenditures were as follows: (*a*) General endowment—Retiring allowances and pensions in institutions on the associated list, $718,082.25; retiring allowances and pensions granted to individuals, $110,303.33; total retiring allowances, $828,385.50. Expenses of administration, $49,359.97; publication, $10,888.62; total, $888,634.17; (*b*) division of educational inquiry—General, $4,824.85; study of legal education, $8,685.11; study of training of teachers, $16,058.08; study of engineering education, $5,986.76; total, $35.554.82.

The list of associated institutions was increased by the admission of Allegheny College, on February 7, 1919, and Vanderbilt University, on March 7, 1919. The fourteenth annual report of the president and treasurer of the foundation for 1919 contains a tribute to Mr. Carnegie, who died in August, 1919, and an elaborate review of the new pension scheme. During the year 1918–19, the trustees disbursed in retiring and widows' allowances more than $800,000. But in that year the old plan of granting such allowances was definitely abandoned in favor of a scheme under which the teacher himself is called upon to contribute toward the provision for his own retirement.

The Carnegie Foundation came to the conclusion, as a result of 13 years' experience, that a "free pension" could not be a solution of the problem in a democratic country, but that the system must be contractual and rest upon the cooperation of the teacher and his college. This method, in the opinion of the trustees, is the only one that is "just, feasible, and permanent." To this end they organized a Teachers' Insurance and Annuity Association, in the control of which the teachers themselves will have real representation, and invited the

universities and colleges to adopt pension schemes based on joint contributions by the teacher and his institution and worked by means of policies issued by the new association. The trustees continue the system of free pensions for those who were in the service of associated institutions before a certain date, but for others will content themselves with the provision of disablement allowances and the guarantee of a certain rate of interest on policies issued by the association. Says the report:

> The system of insurance policies and of old age annuities offered through the Teachers' Insurance and Annuity Association contains the fundamental principles suggested by the teachers themselves and approved by the commission which reported on this matter at the instance of the trustees of the Carnegie Foundation. The policies are contractual. They offer both insurance and annuities at lower rates than they can possibly be provided in purely commercial companies, and the association has announced a plan under which the policyholders will have a real representation in the control of the company, instead of the ostensible representation provided under what is known as mutualization.
>
> The Teachers' Insurance and Annuity Association began the issuing of contracts in March, 1919. On the completion of the first six months of its operation it had written over $750,000 of life insurance on medically selected lives, and had written annuity contracts which at maturity will amount to $116,000 annually representing total expected payments in excess of $1,000,000. The association employs no agents. These various contracts were written in 70 different universities and colleges. Before the end of the fiscal year, June 30, 1919, nineteen institutions had accepted the plans proposed by the Teachers' Insurance and Annuity Association for the provision of old-age annuities by the joint cooperation of the teacher and his college.

By January 15, 1920, 29 institutions had reported their adoption of the plan. In order to clear up many misapprehensions regarding the working of the new pension scheme, the foundation issued a pamphlet entitled "Misapprehensions Touching Life Insurance." The report, under the caption of "The Relation of the Old-Age Annuity to Salary," says:

> The plan offered in the Teachers' Insurance and Annuity Association rests upon the only principles which can insure contractual security, the widest measure of freedom, and a cost determinable in advance. The colleges and universities that are participating in the contributory system of old-age annuities say to their teachers: If you elect to take out an annuity contract the college will cooperate with you by a similar contribution not to exceed 5 per cent of the salary and up to an agreed maximum. While the conditions of cooperation vary somewhat in different colleges and universities, they are in effect those just stated.

The foundation at the end of its fourteenth year had distributed $7,000,000 in retiring allowances and pensions to 852 persons, 54 grants having been made during the year. There are now operative 347 retiring allowances and 183 widows' pensions, the allowances averaging $1,943 and the pensions $971.

Of the total expenditures $5,600,000 went to the associated list of 73 institutions. The report contains a table showing this appropriation to each of these institutions during every year of the foundation's history. Harvard has received a total of $556,000; Yale, $491,000; Columbia, $405,000; and Cornell, $326,000. Amherst, Johns Hopkins, Massachusetts Institute of Technology, Princeton, Stevens Institute of Technology, Tulane University, the Universities of California, Michigan, Minnesota, Missouri, and Wisconsin have each received more than $100,000, the average for the 11 institutions being $130,000.

In 1920 the foundation issued a bulletin on "Justice and the Poor," which constituted the second in a series of studies in legal education and cognate matters. The report sets forth in nontechnical language, first "the defects in the administration of the law which work in effect a denial of justice to the poor or to the ignorant; and secondly, the agencies, supplementary to the existing machinery, whose object is to remedy these defects." Delay, court costs and fees, and expense of counsel are enumerated as the important defects. Among the remedial agencies suggested to remedy these defects are the small claims court, the agencies for conciliation and arbitration, the domestic-relations court and administrative tribunals, and all officials authorized to deal promptly with disputants. The object of the study is to prove that the various agencies, if properly articulated with the existing system of the administration of justice, can be made to secure, so far as human means can do, the practical equality of all men before the law and to afford to all citizens, without regard to wealth or rank or race, the means for a prompt, inexpensive, and fair adjudication of their complaints.

In June, 1920, the foundation made its report on "The professional preparation of teachers for American public schools," which originated in an investigation of teacher-training facilities in Missouri, as requested by the governor of that State in 1914, but the study of the Missouri situation was found to involve a thoroughgoing examination of the whole teacher-training problem in the United States, and the findings in the Missouri survey are regarded by the foundation as furnishing a valuable index to conditions elsewhere. According to the report the teaching profession should be placed upon a collegiate footing and organized under a single competent direction as a part of the State university, parallel with medical, legal, engineering, and other similar divisions of higher education.

The authors of the report are: Dr. William S. Learned, of the Carnegie Foundation, who organized and directed the study; Prof. William C. Bagley, of Teachers' College, Columbia University; Dr.

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Charles A. McMurry, of George Peabody College for Teachers; Prof. George D. Strayer, of Teachers' College, Columbia University; Prof. Walter F. Dearborn, of Harvard University; Dr. I. L. Kandel, of the Carnegie Foundation; and Homer W. Josselyn, of the University of Kansas.

PHELPS-STOKES FUND.

The Phelps-Stokes Fund was incorporated by the Legislature of the State of New York on May 10, 1911, under the provisions of the will of Miss Caroline Phelps-Stokes for the erection and improvement of tenement-house dwellings in New York City, and for the education of Negroes, both in Africa and the United States, North American Indians, and needy and deserving white students, through industrial schools, the founding of scholarships, and the erection or endowment of school buildings or chapels. In October, 1920, the corporation issued a report of 10 years' work of the Phelps-Stokes fund, 1910–1920, by Dr. Thomas Jesse Jones, in which is set forth in detail the plan, preparation, and object of the survey of Negro education in the United States, begun in 1913. This survey, a cooperative undertaking between the Phelps-Stokes Fund and the United States Bureau of Education, was the most elaborate study of Negro education in the United States ever attempted. The salaries and traveling expenses of the field and office force, amounting approximately to $50,000, were paid by the Phelps-Stokes Fund; the bureau furnished office room and office equipment and paid all printing expenses. The report was printed in two quarto volumes of 423 and 724 pages.

The report, under the head of "Educational adaptions," describes the farm-demonstration movement, industrial education, rural education, secondary education, and the higher education of Negroes. Other activities of the fund in cooperation with educational and religious agencies are set forth. The work of the Phelps-Stokes Fund in founding fellowships is discussed. The trustees of the fund are making every possible effort to prepare the students in southern universities and colleges "to approach the Negro problem in a broad-minded scientific manner. To this end the trustees in 1911 endowed one fellowship in the University of Georgia, one in the University of Virginia, and a traveling foundation at Peabody Teachers' College. Each fellowship has an endowment of $12,500, producing an income of about $500. The income of the traveling foundation of $10,000 is used to pay the expenses of professors who are making special study of the educational needs of the Negro race." The results of these appropriations have been most satisfactory.

JOHN F. SLATER FUND.

In the year 1919–20, the education committee of the John F. Slater Fund made the following appropriations: County training schools ($500), including $10,000 from donations of the Carnegie Corporation and $12,000 from the Peabody Donation, $44,000; summer schools and special work, $1,500; city schools, including $4,500 from the General Education Board, $9,000; State normal schools, $900; Tuskegee Normal and Industrial Institute, $6,000; Hampton Institute, $6,000; private secondary schools, $9,900; colleges and universities, $18,200; total, $95,500.

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