

# Segregation in America and the Jim Crow South

**Definition: Racial segregation:** “Racial segregation provides a means of maintaining the economic advantages and superior social status of the politically dominant group.” (*Encyclopaedia Britannica*, s.v. “Racial segregation”)

While segregation existed throughout the entire United States, it was most heavily imposed in the South (1865 - Civil Rights Act of 1964). Segregation was enforced in every imaginable aspect of society: education, prisons, military, public water fountains, movie theatres, waiting rooms, restaurants, public parks, public transportation, housing, jobs, and marriage. Legal rights were systematically taken away from Black communities at the state and federal level through literacy tests, poll taxes, and grandfather clauses for voting.



Source: The Rex theatre for Negro people, Leland, Mississippi. Library of Congress. <https://www.loc.gov/pictures/resource/ds.01351/>



Source: Negro drinking at "Colored" water cooler in streetcar terminal, Oklahoma City, Oklahoma. Library of Congress. <http://hdl.loc.gov/loc.pnp/pp.fsaowi>

The phrase “separate but equal” was used to argue that segregation was constitutional as long as both races received equal forms of public facilities and service. However, most of the time, the facilities that were for Black people, labeled “Colored Only,” were poorly maintained and in worse shape than their white counterparts.

In the South, racial segregation was *de jure* or legally enforced, through laws known as the “Jim Crow Laws,” which occurred from the end of Reconstruction in 1877 through the civil rights movements of the 1950s. More than just a series of laws, Jim Crow was a way of life that enforced the idea that White people were a superior race through the reinforcement of the social and power structures to which Whites were accustomed. Segregation in the North was *de facto*, which means it was ingrained within patterns of society, and was enforced through societal norms rather than through the legal system.



Source: “NO DOGS, NEGROES, MEXICANS.” Lonestar Restaurant Association, Dallas, Texas. Printed “Jim Crow” sign, n.d. Black History Collection, Manuscript Division, Library of Congress.



Source: Teacher distributing fruit, sent to the Red Cross from Lake Wales, Florida, to African American school children outside school near Shaw, Mississippi. Library of Congress. <https://www.loc.gov/resource/cph.3c17290/>

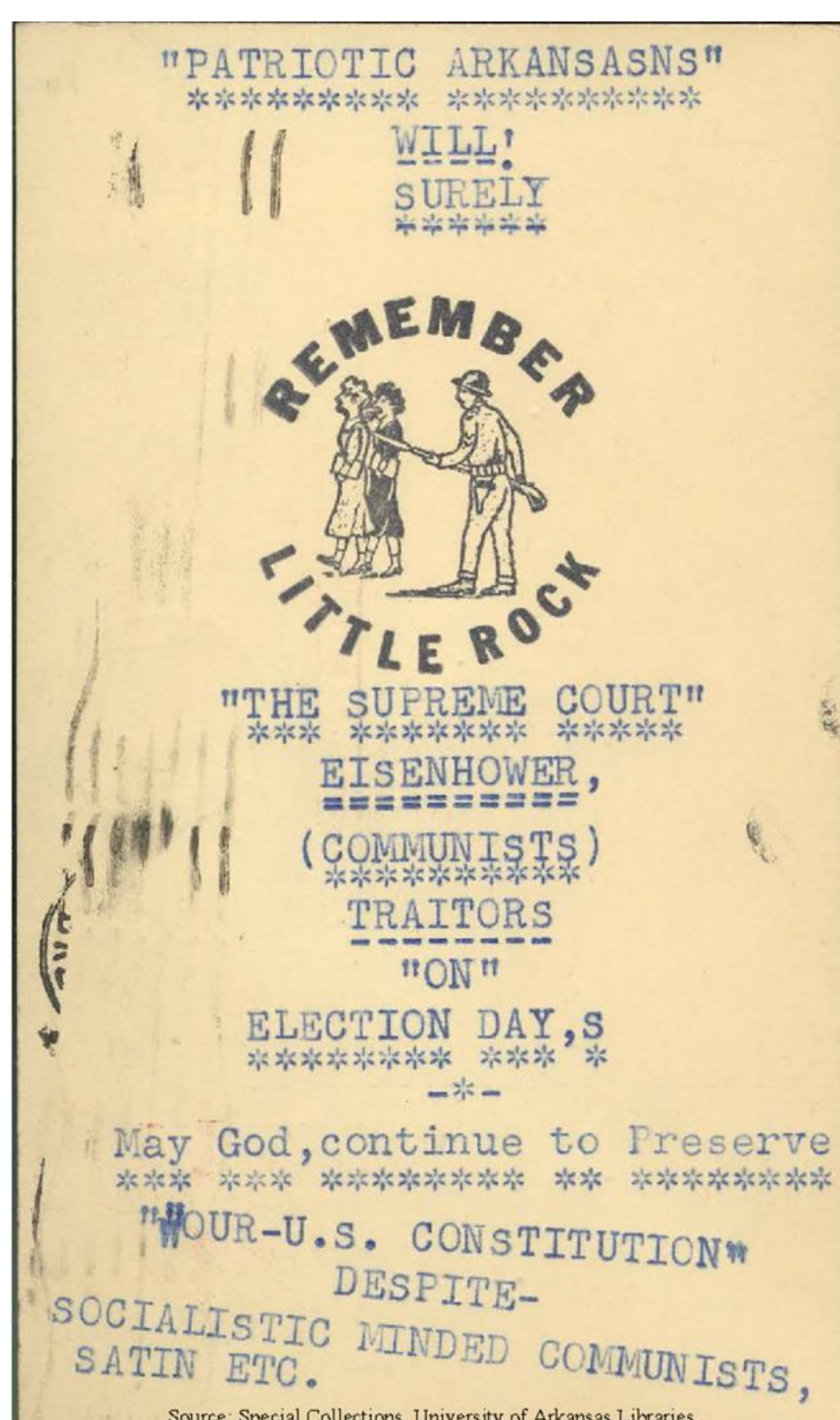
# The Segregation of Education in America

Education is a vital tool for anyone's development and was an extremely important tool for the Black community to use as a means to fight for equality. By segregating Blacks into schools with a lower quality of education, it hindered their ability to make strides in the quest for equality in all aspects of society.



Source: Prints and Photographs Division, Library of Congress  
 Source: Anti-Integration Race Rally at Arkansas State Capito. August 20, 1959. University of Arkansas Library.  
<https://digitalcollections.uark.edu/digital/collection/Civilrights/id/220/>

Having a segregated school system limited the education of the Black community and was vehemently supported by the White southern community.

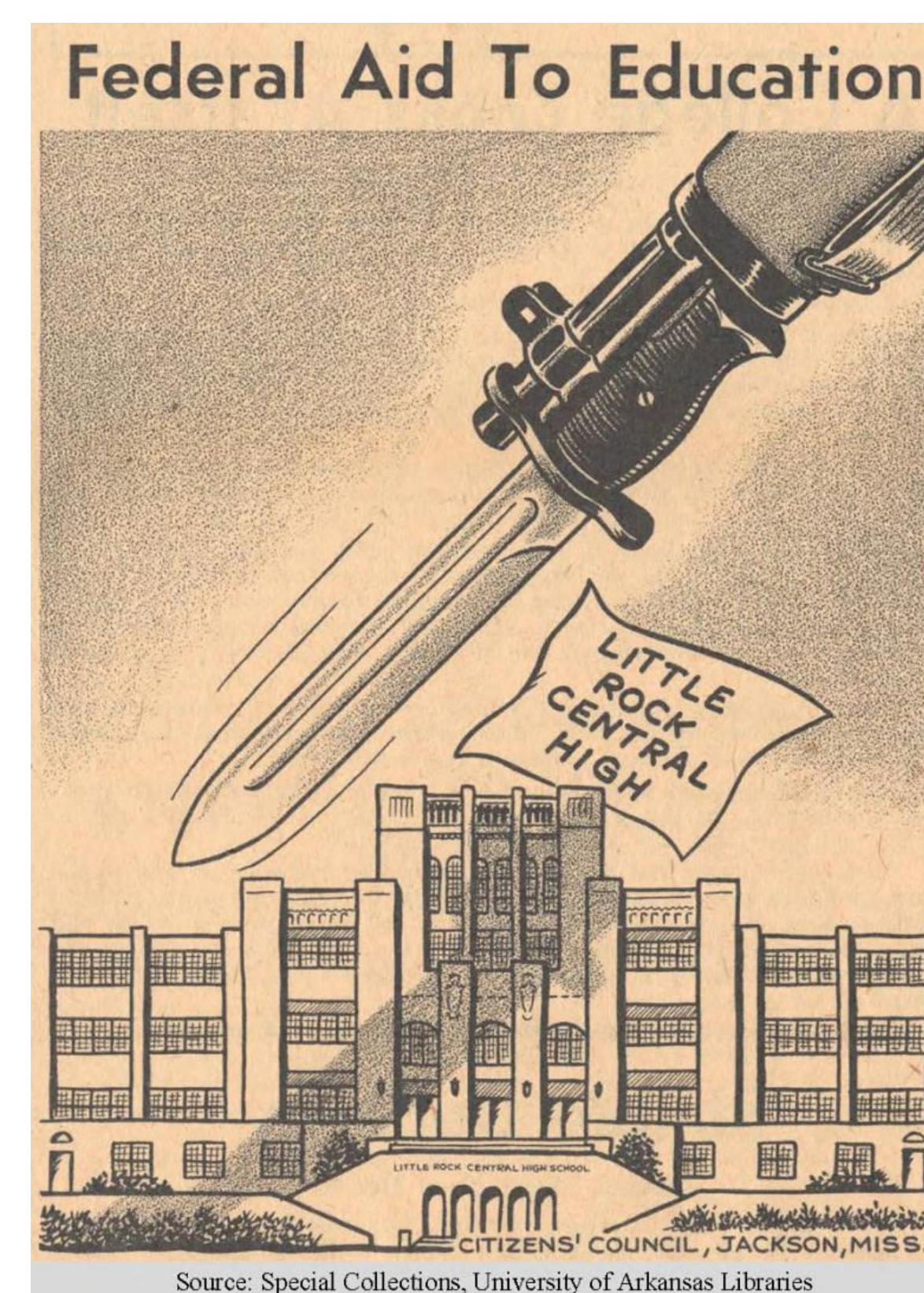


Source: Segregationist Post Card. April 23, 1958. University of Arkansas Library.  
<https://digitalcollections.uark.edu/digital/collection/Civilrights/id/1689/rec/44>

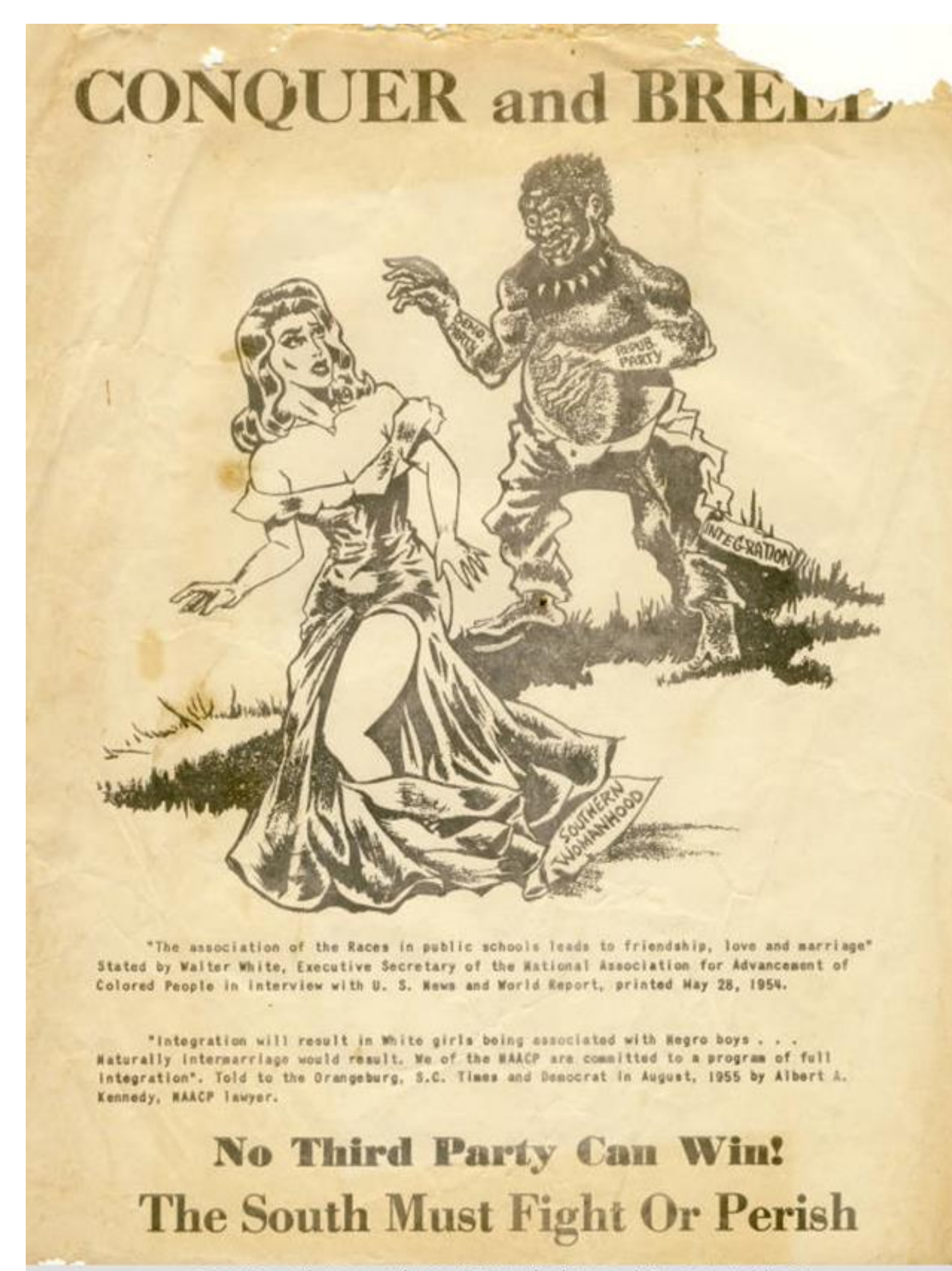


Source: Special Collections, University of Arkansas Libraries  
 Source: Racist Mockery of Integration. ca. 1957. University of Arkansas Library.  
<https://digitalcollections.uark.edu/digital/collection/Civilrights/id/330/rec/60>

Government funding for education was unequal between races. "In 1931, the average per capita expenditure for schools in the nation was \$99.00; for whites in the south, \$44.00, and for blacks in the South, \$12.00. Keep in mind also that public libraries were not made available to black children".<sup>1</sup>



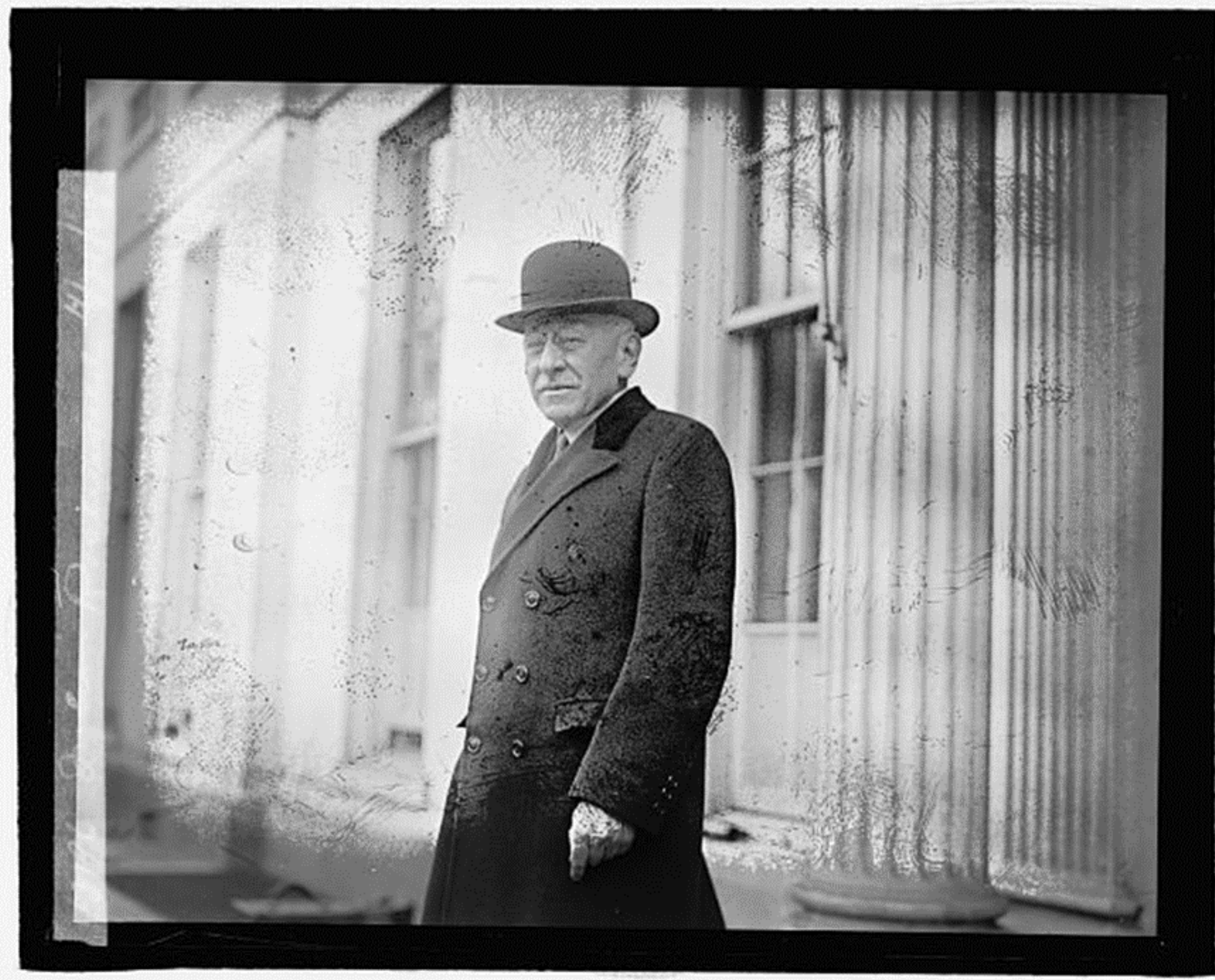
Source: Segregationist Cartoon Featuring Central High School, 1957. University of Arkansas Library  
<https://digitalcollections.uark.edu/digital/collection/Civilrights/id/343/rec/68>



Source: Anti-Integration Propaganda Flyer, ca. 1958 University of Arkansas Library.  
<https://digitalcollections.uark.edu/digital/collection/Civilrights/id/231/rec/1>

References:  
 1. Jarrette, Alfred O. *Rosenwald, Son of a Jewish Immigrant, A builder of Sears, Roebuck and Company, Benefactor of Mankind: A biography*, (Southeastern University Press, 1975)21.

# The Life of Julius Rosenwald



Source: Julius Rosenwald, 11/21/29. Library of Congress.  
<https://www.loc.gov/pictures/resource/npcc.17942/>

While in New York, Julius was directly exposed to discrimination of Jews by Russia. In the early 1900s the Russian Jewish population were the targets of pogroms, which resulted in a mass immigration of Russian Jews to the United States. A pogrom refers to violent attacks by local non-Jewish populations on Jews in the Russian Empire and other countries.

“The Pogroms of 1881 had deprived hundreds of Russian Jews of their lives, and the May laws of 1882 deprived all of them of freedom of movement and freedom of property ownership. Between 1882 and 1887, 89,097 Russian Jews arrived in the United States, and most of them congregated, at least in the beginning, in New York City.”<sup>1</sup>



Source: Rosenwald, Julius. SEARS-ROEBUCK CO. SUPPLIES COM., ADV. C.N.D., Chairman. Library of Congress. <https://www.loc.gov/pictures/resource/hec.08296/>

Julius Rosenwald was born in Springfield, Illinois on August 12, 1862 to Jewish-German immigrants in search of a better life in America. He moved to New York in early 1879 to work with his uncles, who were leading clothing merchants. After some years, he moved to Chicago, where he started a new clothing business.



Source: Julius Rosenwald & wife. Library of Congress  
<https://www.loc.gov/pictures/resource/ggbain.39203/>

During his lifetime Julius was inclined to participate in charitable events and meetings. At a meeting for Jewish charities in Chicago, “Rosenwald impulsively offered a contribution of \$2,500.... Rosenwald always maintained that this was the largest gift he had ever made, for it was made at a time when he could least afford it.”<sup>2</sup> In 1895, Rosenwald became a partner in Sears, Roebuck and Co., becoming its vice president in 1897, and its president in 1909 when Richard Sears resigned.

Rosenwald was an effective President of Sears and quickly amassed a sizable fortune by incorporating the idea of selling items by mail through a catalog system. “By 1909, when Rosenwald became president, annual sales had topped fifty-one million and, by 1924, when he retired from the presidency, they were close to two hundred million dollars.”<sup>3</sup>

#### References:

1. M.R.Werner, *Julius Rosenwald: The Life of a Practical Humanitarian* (Harper & Brothers Publishing, 1939) 19.
2. Ibid. 30.
3. Embree, Edwin R. and Julia Waxman, *Investment in People: The Story of the Julius Rosenwald Fund*, (NY: Harper & Brothers Publishers, 1949) 8.

# Rosenwald's Influences

Julius Rosenwald believed that his financial assistance should be used to serve a greater purpose. He had a goal that he and the people he was donating to “should dedicate ourselves to the unfinished work, to the great task before us of removing prejudice, of which unfortunately so much exists; of bringing about a universal acceptance that it is the individual and not the race that counts.”<sup>1</sup>

In the fall of 1910, Rosenwald made an offer to fund the YMCAs only if there were matching funds from the communities. “Between 1910 and 1920 the dormitory rooms in the Y.M.C.A. buildings erected in thirteen cities with the aid of Rosenwald’s money were practically the only place where Negro educators, business and professional men and others could find comfortable or safe sleeping accommodations”<sup>2</sup>



Source: Members of African American YMCA, Representatives of the YMCA, undated, National Board of Young Men's Christian Association Armed Services Dept., Kautz Family YMCA Archives.



Source: Julius Rosenwald and Booker T. Washington in 1915. University of Chicago.  
<https://photoarchive.lib.uchicago.edu/db.xqy?keywords=rosenwald+and+washington>

In May 1911, Rosenwald met Booker T. Washington, a graduate of Hampton University. Dr. Washington convinced Rosenwald to help contribute to the education of Blacks. Dr. Washington described the conditions of rural education for Blacks as appalling. Rosenwald helped fund the Tuskegee Institution, a historically all Black university. By the time of Dr. Washington's death in 1915, eighty rural schoolhouses were built in three states.<sup>3</sup>

Rosenwald expressed the connection he felt to the plight of Blacks in the U.S. because of his identity as a Jew and the Jewish experience with persecution: “In Russia the Jew is subject to a thousand infamous restrictions for no earthly reason except that he is a Jew and must be kept down. We Anglo-Saxons of course cry out against this as a barbarous outrage, and comment superiorly on the lowness of Russian civilization, and straightaway turn around and exhibit the same qualities in our treatment of the Negro ...To think that in this land of the free a condition should exist that, on account of a difference in color of skin, children should be denied sufficient school privileges and shut out from parks and playgrounds; that the youth should be barred from public libraries! As an American and as a Jew, I appeal to all high-minded men and women to join in a relentless crusade against race prejudice, indulgence in which will result in the blotting out of the highest ideals of our proud nation.”<sup>4</sup>

References:  
1. M.R Werner, *Julius Rosenwald: The Life of a Practical Humanitarian* (Harper & Brothers Publishing, 1939) 120-121.  
2. Ibid.  
3. Embree, Edwin R. and Julia Waxman, *Investment in People: The Story of the Julius Rosenwald Fund*, (NY: Harper & Brothers Publishers, 1949) 28.  
4. M.R Werner, 136.

# The Rosenwald Fund and Matching Grants



In 1917 Rosenwald had formed the Julius Rosenwald Fund with its only expressed purpose “for the well-being of mankind.” The Julius Rosenwald Fund was unique and it “was the first major U.S. foundation to go out of existence voluntarily.”<sup>1</sup>

The fund began by giving “*primarily to the schoolhouse construction program,*” but it contributed to other aspects of Black education, including busing and teacher training. It gave to Black colleges and universities, sought to improve medical care for Blacks, and funded Black hospitals and institutions that trained Black doctors and nurses.<sup>2</sup>

In the area of health, it became interested in making health care affordable for the poor and middle class and hired Michael Davis, one of the first professors of medical economics, as a member of its staff. The Fund supported early NAACP legal cases that eventually led to the *Brown vs. Board of Education of Topeka* case before the Supreme Court.

Hospitals, Clinics, and Health Centers.....	\$1,130,944
Syphilis Control Demonstrations.....	72,883
Public Health Officers, for payment of initial salaries	28,956
Public Health Nurses, for payment of initial salaries	74,268
Development of Personnel, grants-in-aid.....	78,488
Provident Medical Associates, for fellowships to Negro doctors and students.....	42,000
Institutes, Studies, and Special Projects.....	78,700
National Tuberculosis Association.....	87,098
National Negro Health Movement.....	10,433
Administration of Negro Health Program, 1934-43	98,158
	<u>\$1,701,928</u>

Source: *Investment in People: The Story of the Julius Rosenwald Fund* by Edwin R. Embree and Julia Waxman (NY: Harper & Brothers Publishers, 1949), Pg. 121.

Rosenwald insisted that the fund had to spend itself out of existence within twenty-five years of his death. The Rosenwald Fund specifically aimed to gradually decrease contributions from the Rosenwald Fund or other philanthropic individuals and to increase public support, with the hope that eventually public funds would be used for these initiatives.<sup>3</sup> In this way, communities would become self-reliant, no longer needing perpetual funds from Rosenwald. By preaching his opinion on the potential abuses of perpetual endowments, Rosenwald influenced other philanthropists to follow suit. The final tally of Rosenwald Schools came to 5,357 schools, shops, and teachers’ homes “in 883 counties of fifteen southern states, at a total cost of \$28,408,520.”<sup>4</sup>

Julius Rosenwald’s humanitarian legacy is largely unknown. His practice of keeping his name off the projects he funded, as well as his refusal to endow trusts in perpetuity, contributed to making him an unfamiliar figure. He died on January 6, 1932.

References:  
 1. Dwight Burlingame, *Philanthropy in America: A Comprehensive Historical Encyclopedia*, Vol 1, (Publisher ABC-CLIO, 2004) 289.  
 2. Ibid, 290.  
 3. M.R Werner, *Julius Rosenwald: The Life of a Practical Humanitarian* (Harper & Brothers Publishing, 1939) 133.  
 4. Ibid, 133-1334.

<i>Americans All</i>	
Title	Author
Teresita of the Valley	Means
All-American	Tunis
Brown Americans	Embree
Shadow Over Wide Ruin	Means
Golden Slippers	Bontemps (editor)
<i>Neighbors to the South</i>	
Wings around South America	Dalglish & Milhouse
Young Mexico	Peck
<i>Neighbors around the World</i>	
Title	Author
Struggle Is Our Brother	Felsen
Three Sisters	Spencer
Happy Times in Norway	Undset
Here Is Africa	Gatti
Adventures in Black and White	Gatti
Men Are Brothers	Taylor
One World	Willkie

Source: *Investment in People: The Story of the Julius Rosenwald Fund* by Edwin R. Embree and Julia Waxman (NY: Harper & Brothers Publishers, 1949), Pg. 63.

The fund also supported the creation of the Julius Rosenwald Fund Library Program, which established some 10,000 school, college, and public libraries, and supported the training of Black librarians who had been discriminated from this profession through library science programs.

# Rosenwald Schools in Maryland

Black schools were often assigned the least desirable lands in the area. In order to receive his support, Rosenwald required that schools built should have outdoor restrooms, new furniture, and a room for “industrial” education. Black residents seeking a school collected pennies, sold eggs, and even felled and milled their own lumber to make their contributions. Rosenwald schools were spread out throughout the country. Alabama was the first state to benefit from Rosenwald’s philanthropy due to his relation with Booker T. Washington. Tennessee, North Carolina, and Georgia followed.



Source: Montrose School in Rockville Maryland. It is currently used as a preschool. Photograph used with permission of the photographer Ralph Buglass.

Out of the 153 Rosenwald schools in 19 different counties in Maryland, 15 were built in Montgomery County: Burnt Mills, Cloppers, Ken Gar, Laytonsville, Norbeck, Poolesville, River Road, Rockville, Sandy Spring, Scotland, Spencerville, Stewardtown, Sugarland, Takoma Park, and Washington Grove.

Mildred Ridgley Gray, an alumna of the Ridgely School, built on land donated by her family, recalls the importance of having a schoolhouse and the influence that Julius Rosenwald had on her life: "*Julius Rosenwald was the man who gave us public education.*"

NEGRO PUBLIC SCHOOL BUILDINGS TOWARD WHICH THE FUND CONTRIBUTED			
State	Number of Buildings	Pupil Capacity	Total Cost
Alabama	407	40,410	\$ 1,285,060
Arkansas	389	46,980	1,952,441
Florida	125	22,545	1,432,706
Georgia	261	37,305	1,378,859
Kentucky	158	18,090	1,081,710
Louisiana	435	51,255	1,721,506
Maryland	153	15,435	899,658
Mississippi	633	77,850	2,851,421
Missouri	4	1,260	257,959
North Carolina	813	114,210	5,167,042
Oklahoma	198	19,575	1,127,449
South Carolina	500	74,070	2,892,360
Tennessee	373	44,460	1,969,822
Texas	527	57,330	2,496,521
Virginia	381	42,840	1,894,006
Totals	5,357	663,615	\$28,408,520

Of the buildings erected, 4,977 were schoolhouses, 217 were teachers' homes, and 163 were shops. One additional school, near Warm Springs, Georgia, was built after the end of this program because of the special interest of President Roosevelt, and was dedicated by President Roosevelt on March 18, 1937.

Source: *Investment in People: The Story of the Julius Rosenwald Fund* by Edwin R. Embree and Julia Waxman (NY: Harper & Brothers Publishers, 1949), Pg. 51.

Rosenwald schools were present in the majority of the counties in Maryland: Anne Arundel, Baltimore, Calvert, Caroline, Carroll, Cecil, Charles, Fredrick, Harford, Howard, Kent, Montgomery, Prince Georges, Queen Anne’s, St. Mary’s, Somerset, Talbot, Wicomico, and Worcester County.



Source: The former Light Hill Schoolhouse has been converted into a home. Photograph used with permission of the photographer Ralph Buglass.

References:  
1. Karen Heller, "The Enlightening Legacy of the Rosenwald Schools," *Washington Post*, 30 August 2015, [https://www.washingtonpost.com/lifestyle/style/the-enlightening-legacy-of-the-rosenwald-schools/2015/08/30/946b72ca-4cc6-11e5-bfb9-9736d04fc8e4\\_story.html?utm\\_term=.65b65927cc69](https://www.washingtonpost.com/lifestyle/style/the-enlightening-legacy-of-the-rosenwald-schools/2015/08/30/946b72ca-4cc6-11e5-bfb9-9736d04fc8e4_story.html?utm_term=.65b65927cc69)

# Rosenwald Schools in Montgomery County

Out of the 156 schools built in Maryland, there are only 53 of these structures still standing. The Norbeck Recreation Building was built in 1927 as a Rosenwald School, a segregated school for local Black children in the Black community known as Mount Pleasant. Located at 4101 Muncaster Mill Drive in Rockville, Maryland, it remains the only Rosenwald School in Montgomery County that maintains public access.



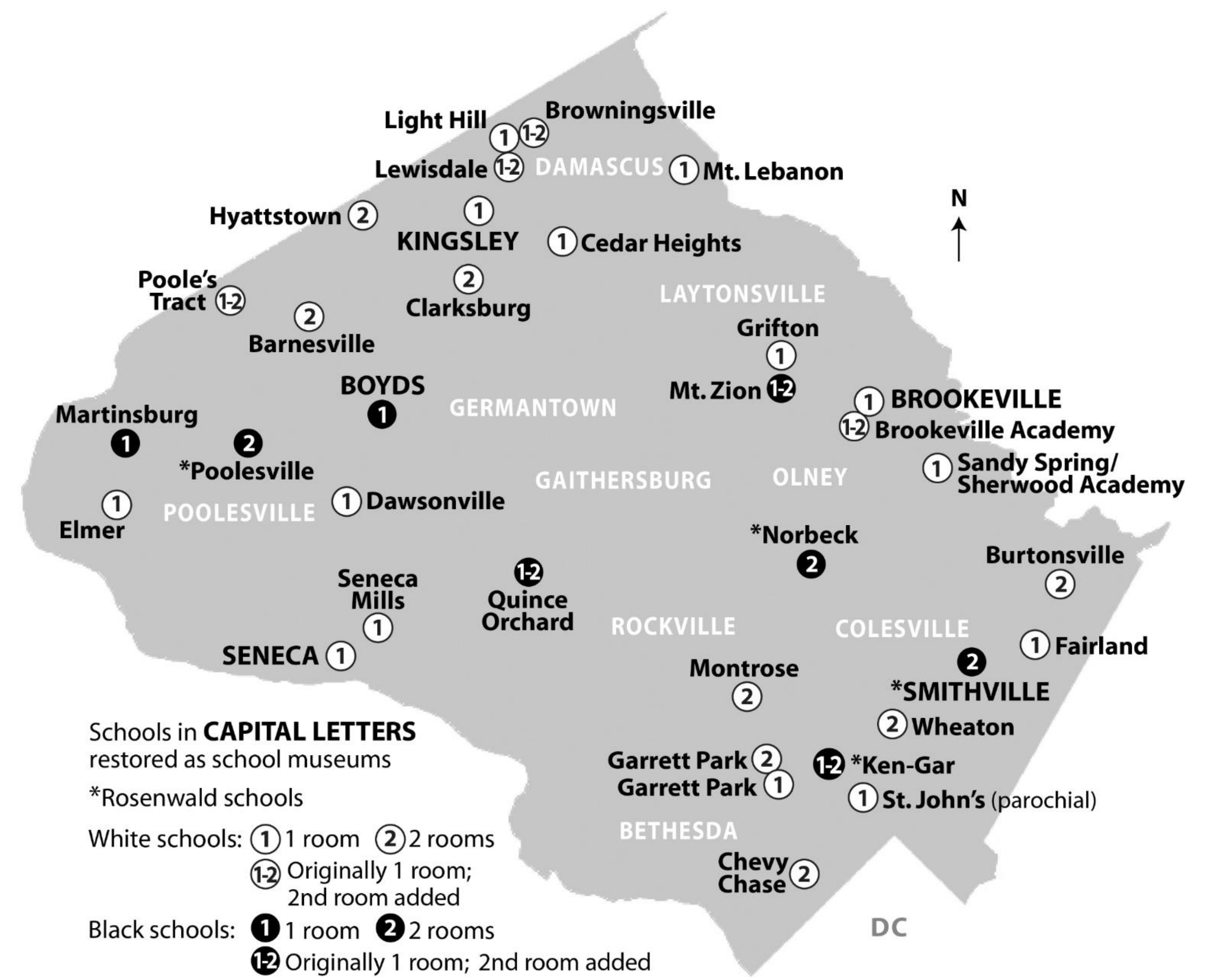
Source: Norbeck schoolhouse, courtesy of Montgomery Parks.



Source: Ken Gar school in 1942. Photograph used with permission from M-NCPPC



Source: Modern photograph of the Ken Gar School in Kensington Maryland. Photograph used with permission of photographer Ralph Buglass.



Source: Locations, size, and racial makeup of the 34 surviving one- and two-room schoolhouses in Montgomery County today. Courtesy of Ralph Buglass. [https://www.preservationmaryland.org/wp-content/uploads/2015/12/Montgomery\\_Story\\_Fall2015\\_Final.pdf](https://www.preservationmaryland.org/wp-content/uploads/2015/12/Montgomery_Story_Fall2015_Final.pdf)

For many years, the two-room school had only one teacher. The conditions within the school were described by a former student who recalled: "There were no inside facilities, water, or central heat. We had free books but never any new ones. These books were dirty, ragged, marked in, and often had pages missing. I don't think the teacher had anything to do with ordering supplies. As I remember, they used whatever was sent. In the new school there were two teachers. Grades began with first and continued through seventh."<sup>1</sup> Clearly, the theory that such a facility was "separate but equal" did not apply here.

References:  
 1. "Maryland Historical Trust Inventory No. 23-113-2 Maryland Inventory of Historic Properties Form," [http://www.montgomeryplanningboard.org/agenda/2013/documents/ITEM5-ATTACHMENTH-8-NorbeckSchoolMIHP23-113-2\\_000.pdf](http://www.montgomeryplanningboard.org/agenda/2013/documents/ITEM5-ATTACHMENTH-8-NorbeckSchoolMIHP23-113-2_000.pdf)

# Successful Benefactors of Rosenwald Schools and Funds



Source: Maya Angelou at Elon University's Fall Convocation, October 4 2012, Elon University.  
<https://commons.wikimedia.org/w/index.php?curid=86504771>

Maya Angelou (1928-2014) was an American artist of many talents. She was a poet, dancer, screenwriter, and producer. She wrote about her experience going to the Lafayette County Training school, a Rosenwald School, in her autobiography *I Know Why the Caged Bird Sings*. Her awards include the National Medal of Arts (2000), the Presidential Medal of Freedom (2010), and the Literarian Award, an honorary National Book Award (2013). In addition, Angelou received over fifty honorary degrees in her lifetime.<sup>1</sup>



Source: James Baldwin taken at Hyde Park, 1969, taken by Allan Warren.  
[https://commons.wikimedia.org/wiki/File:James\\_Baldwin\\_37\\_Allan\\_Warren.jpg](https://commons.wikimedia.org/wiki/File:James_Baldwin_37_Allan_Warren.jpg)

James Baldwin (1924-1987) was an American novelist, essayist, playwright, and civil rights activist. His works focused on the Black experience. He explored “racial tension with eloquence and unprecedented honesty.” Baldwin’s work was “socially relevant, psychologically penetrating literature” and is considered a cornerstone of American literature.<sup>2</sup>



Source: Charles R. Drew, by Betsy Graves Reyneau.  
[https://commons.wikimedia.org/wiki/File:Charles\\_R.\\_Drew\\_-\\_NARA\\_-\\_559199.tif](https://commons.wikimedia.org/wiki/File:Charles_R._Drew_-_NARA_-_559199.tif)

Charles R. Drew (1904-1950) was a world-renowned surgeon and is considered to be the father of the modern blood bank. During the Second World War he discovered new methods to preserve blood for longer periods of time, saving thousands of lives in the process. He helped organize America’s first mobile blood donation trucks in 1941. Ironically, these first blood banks did not accept donations from Blacks due to efforts to racially segregate blood.<sup>3</sup>



Source: Portrait of Ralph Bunche, 1951 May 16, Author: Carl Van Vechten. Library of Congress.  
<https://www.loc.gov/pictures/item/2004662647/>

Ralph J. Bunche (1904-1971) was an American political scientist and a prominent international civil servant. He had early involvement in the United Nations and won a Nobel Peace Prize for his contributions as a mediator in the Middle East. Bunche worked as Under-Secretary-General for the United Nations from 1946-1971.<sup>4</sup>

#### References:

1. *The Campaign To Create a Julius Rosenwald & Rosenwald Schools National Historical Park: Historic Context Inventory and Analysis*, EHT Traceries Historic Preservation, October 2018, Accessed 27 October 2021.  
[https://static1.squarespace.com/static/5bb4f279797f742bb3f1f662/t/5c93ce619b747a56db6e33ec/1553190510252/Rosenwald+Schools\\_Draft+Report\\_2018+12+17\\_v4\\_singles.pdf](https://static1.squarespace.com/static/5bb4f279797f742bb3f1f662/t/5c93ce619b747a56db6e33ec/1553190510252/Rosenwald+Schools_Draft+Report_2018+12+17_v4_singles.pdf)
2. "James Baldwin: The Price of the Ticket: James Baldwin Biography," *The WNET Group, PBS*, 29 November 2009.  
<https://www.pbs.org/wnet/americanmasters/james-baldwin-about-the-author/59/>
3. "Charles Richard Drew," *ACS Chemistry for Life*, Accessed 26 October 2021.  
<https://www.acs.org/content/acs/en/education/whatschemistry/african-americans-in-sciences/charles-richard-drew.html>
4. "Who Was Ralph Bunche?" *United Nations*, Dag Hammarskjöld Library, Accessed 26 October 2021.  
<https://www.un.org/library>



# Successful Benefactors of Rosenwald Schools and Funds



Source: Zora Neale Hurston, 1901-1960, Library of Congress  
<https://www.loc.gov/pictures/item/2004672085/>

Zora Neale Hurston (1891-1960) was a renowned writer and anthropologist. Her work centered around Black life in the South and Black folklore. She is best known for her novel *Their Eyes Were Watching God*, which focuses on the life experiences of Black women.<sup>1</sup>



Source: Portrait of Marian Anderson, taken by Carl Van Vechten, 1940, Library of Congress.  
<https://www.loc.gov/pictures/resource/van.5a51648/>,

Marian Anderson was a contralto opera singer. She is best known for singing “My Country Tis of Thee” at the Lincoln Memorial in 1939 after being denied a chance to perform at Washington D.C’s Constitution Hall due to her race. In 1955 She became the first Black to perform as a member of the Metropolitan Opera in New York City.<sup>2</sup>



Source: Portrait of Langston Hughes, taken by Gordon Parks, 1943. Library of Congress  
<https://www.loc.gov/pictures/resource/lsa.8d39489/>

Langston Hughes (1901-1967) was a renowned Black writer. Most famous for his poetry, Hughes also wrote novels, plays, and short stories that explored Black culture and life from the twenties to the sixties.<sup>3</sup>

References:  
1. Arlisha R. Norwood, “Zora Neale Hurston (1891-1960),” *National Women’s History Museum*, 2017, Accessed 26 October 2021. <https://www.womenshistory.org/education-resources/biographies/zora-hurston>  
2. Susan Stamberg, “Denied A Stage, She Sang For A Nation,” *National Public Radio (NPR)*, 9 April 2014, Accessed 26 October 2021. <https://www.npr.org/2014/04/09/298760473/denied-a-stage-she-sang-for-a-nation>  
3. “Langston Hughes (1902-1967),” *Academy of American Poets*, Accessed 26 October 2021. <https://poets.org/poet/langston-hughes>  
4. Elliot Rudwick, “W.E.B Du Bois: American Sociologist and American Reformer,” *Britannica*, 23 August 2021, Accessed 26 October 2021. <https://www.britannica.com/biography/W-E-B-Du-Bois>



Source: W.E.B. (William Edward Burghardt) Du Bois, 1868 - 1963, taken by Battey C. M., 1919, Library of Congress  
<https://www.loc.gov/pictures/item/2003681451/>

William Edward Burghardt Du Bois (1868-1963), More commonly known as W.E.B Du Bois, was an American sociologist, historian, author, editor, and activist. He was one of the most important Black protest leaders in the United States in the 20th century. He was a founder of the National Association for the Advancement of Colored People (NAACP). His collection of essays *The Souls of Black Folk* (1903) is considered to be one of the most important pieces of Black literature.<sup>4</sup>

# Successful Benefactors of Rosenwald Schools and Funds



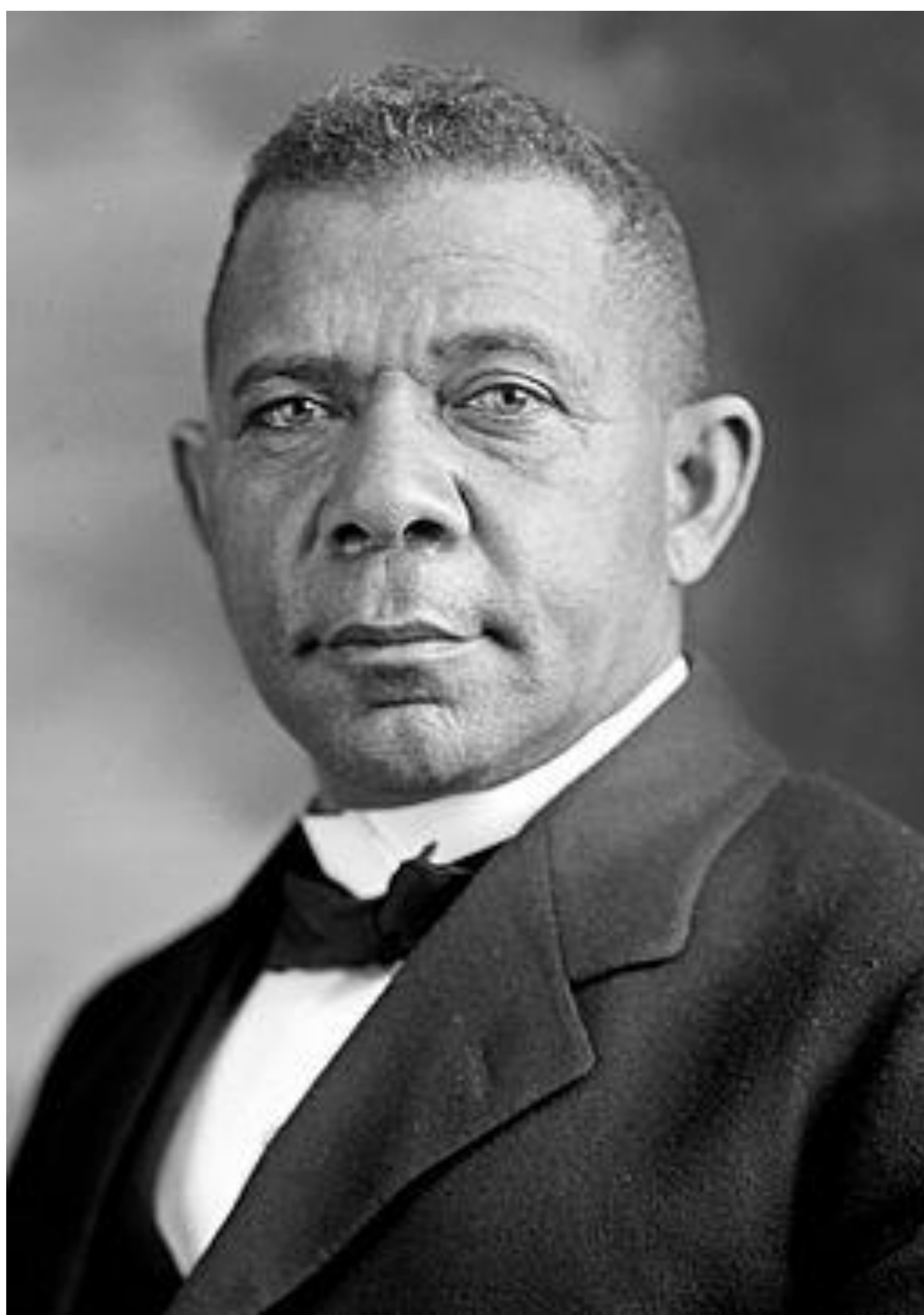
Source: Pauli Murray (1910-1985), University of North Carolina at Chapel Hill.  
[https://dc.lib.unc.edu/cdm/singleitem/collection/vir\\_museum/id/431](https://dc.lib.unc.edu/cdm/singleitem/collection/vir_museum/id/431)

Pauli Murray (1910-1985) was the first African American to receive a Doctor of Science of Law Degree from Yale University and was a founder of the National Organization for Women. Murray's interpretations of the United States Constitution were "winning strategies for public school desegregation, women's rights in the workplace, and an extension of rights to LGBTQ+ people based on Title VII of the 1964 Civil Rights Act."<sup>1</sup>



Source: Portrait of Percy Lavon Julian, Science History Institute Digital Collections.  
<https://digital.sciencehistory.org/works/nk322f063>

Percy L. Julian (1899-1975) was a pioneer in the chemical synthesis of drugs used in medicine. Julian greatly contributed to the scientific breakthroughs in mass production of steroids and sex hormones from soybeans. He also helped create the process of mass production of cortisone and hydrocortisone.<sup>2</sup>



Source: Booker T. Washington, Booker. Library of Congress.  
<http://loc.gov/pictures/resource/hec.16114/>

Born a slave in 1856, Booker T. Washington rose to become one of the most influential spokesmen for Blacks in the 19<sup>th</sup> century. He was one of the founders of the Tuskegee Normal and Industrial Institute, now known as Tuskegee University. Washington received monetary aid from the Rosenwald Fund to establish the Tuskegee Institute and was very influential in convincing Rosenwald to invest in Black education.<sup>3</sup>



Source: John Lewis, United States House of Representatives.  
[http://www.house.gov/johnlewis/images/john\\_lewis\\_official\\_biopic.jpg](http://www.house.gov/johnlewis/images/john_lewis_official_biopic.jpg)

John Lewis (1940-2020) was an American Civil Rights activist and politician. Lewis is best known for leading the Student Nonviolent Coordinating Committee (SNCC) and for leading a march on the Edmund Pettus Bridge in Selma, Alabama in 1965. This march was unfortunately stopped by police violence and came to be known as "Bloody Sunday." John Lewis joined the United States Congress in 1986 and served for 17 terms.<sup>4</sup>

#### References:

1. "Pauli Murray," Pauli Murray Center For History and Social Justice, Accessed 26 October 2021.  
<https://www.paulimurraycenter.com/who-is-pauli>
2. "Portrait of Percy Lavon Julian (1899-1975), Science History Institute, Accessed 26 October 2021.  
<https://digital.sciencehistory.org/works/nk322f063>
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<https://www.britannica.com/biography/Booker-T-Washington>
4. Jeff Wallenfeldt, "John Lewis," *Encyclopedia Britannica*, July 13, 2021, Accessed 26 October 2021.  
<https://www.britannica.com/biography/John-Lewis-American-civil-rights-leader-and-politician>