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PROCEEDINGS

OF THE

FIFTEENTH ANNUAL CONFERENCE

OF THE

PRESIDENTS

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NEGRO LAND GRANT  
COLLEGES

NOVEMBER, 15, 16, 17, 1937

HOWARD UNIVERSITY

WASHINGTON, D. C.

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# COLLEGES IN THE CONFERENCE AND THEIR PRESIDENTS

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DELAWARE, DOVER—State College; R. S. Grossley, President  
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M. F. Whittaker, President  
TENNESSEE, NASHVILLE—A. and I. State College;  
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W. R. Banks, President  
VIRGINIA, PETERSBURG—State College; J. M. Gandy, President  
WEST VIRGINIA, INSTITUTE—State College; J. W. Davis, President

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## ASSOCIATE MEMBERS

- ALABAMA, TUSKEGEE—Tuskegee Institute;  
F. D. Patterson, President  
DISTRICT OF COLUMBIA, WASHINGTON—Howard University;  
M. W. Johnson, President  
GEORGIA, FORT VALLEY—Normal and Industrial School;  
H. A. Hunt, President  
NEW JERSEY, BORDENTOWN—Manual Training School;  
W. R. Valentine, President  
OHIO, WILBERFORCE—Wilberforce University;  
D. Ormond Walker, President  
VIRGINIA, HAMPTON—Hampton Institute; Arthur Howe, President

## OFFICERS AND COMMITTEES

(15th, 1937, Conference)

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Vice-President.....	F. D. Patterson, Alabama
Secretary.....	R. B. Atwood, Kentucky
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 F. D. Bluford, North Carolina.  
 J. W. Davis, West Virginia.  
 J. M. Gandy, Virginia.  
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## B. Constitution—

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## D. Nominations—

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## OFFICERS AND COMMITTEES

16th, 1938, Conference

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M. F. Whittaker, South Carolina, Chairman.

W. R. Banks, Texas.

F. D. Bluford, North Carolina.

R. S. Grossley, Delaware.

John M. Gandy, Virginia.

# PROCEEDINGS

OF THE

## FIFTEENTH ANNUAL CONVENTION

OF THE

### CONFERENCE OF PRESIDENTS OF NEGRO LAND-GRANT COLLEGES

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MONDAY—NOVEMBER 15, 1937

The first session of the 15th annual convention of the Conference of Presidents of Negro Land-Grant Colleges convened at 10:00 A. M. in Douglass Hall, Howard University, Washington, D. C., President W. R. Banks, of Prairie View State College, Prairie View, Texas, presiding.

**President Banks:** Gentlemen, the hour has arrived for the opening of the first session of the 15th annual convention. Please come to order. President J. S. Clark, of Southern University, will lead us in prayer.

**President Clark:** Prayer.

**President Banks:** On account of the absence of President Mordecai W. Johnson, Mr. Richard Hurst Hill has been delegated to bring the words of welcome at this time. It gives me great pleasure to present Mr. Hill to bring words of welcome to this group.

**Mr. Hill:** President Johnson is now on his way to Washington from an engagement in Indianapolis, Indiana, and though regretful of his inability to be present at the opening session of your 15th annual conference, he is looking forward to meeting the members of the conference at the dinner which is being given in your honor this evening by the Deans and Administrative Officers of the University.

Not very long ago, I had better say it has been a matter of months, one of the major officers of Howard University was moving from the city and I happened to have been standing near the van while the moving was going on, and the driver, one of our group, said, "I wish you could do something to help me. Do you know this man I am moving?" I said, "Yes, I know him." "I told him I would move him for so much and so much and now I find it will be more," he said. "Did you make a contract with him to move him for a certain amount?" "Yes." "You can't change then. That wouldn't be quite honest, would it?"

"Why, yes, it would be all right. I'm an honest man, in fact, I am just as honest as my education will permit." I tell you this because I think all of us would have to abandon education, if we believed that the more education attained, the more dishonest we become.

Nothing in the field of education is more promising to the younger generation of our race than the phenomenal growth and expansion of the Land Grant Colleges of the South. As in contrast to the pioneer private institutions set up by Northern finance and good will in the South, the Land Grant Colleges represent the deliberate purposes and cooperation of the States of our majority residence. Although our Land Grant Colleges have limited themselves to the vocations and to a liberal arts education on the college level, I am not unmindful of the strenuous efforts made, in the Southern states by many of you who are present today, to secure recognition of the State responsibility for professional education of our students and our race.

The small grants now available from the Southern States for the professional education of its Negro citizenry are by no means a solution to our problems, but they represent a step in the right direction. For this Howard University is grateful. An increasing number of our students in the professional schools of the University are coming from your colleges through aid which you have made available.

On behalf of President Johnson, and on behalf of the University, I am glad to welcome you to our campus. We hope your conference will be successful, and we want you to know that all the facilities of the University are at your disposal.

**President Banks:** I want to thank Mr. Hill for his kind words of welcome. Professor Evans, of West Virginia State College, will now speak on "A Revised Program of Vocational Education to Meet the Needs of Negroes." I wish to present Professor Evans.

**Professor Evans:** Mr. Chairman, I have taken the liberty of revising the title just a little bit so that while it still reads: "A Revised Program of Vocational Education to Meet the Needs of Negroes," I shall rather attempt to set forth a revised program for the various areas in which we work.

### **"A REVISED PROGRAM OF VOCATIONAL EDUCATION TO MEET THE NEEDS OF NEGROES"**

J. C. Evans, Administrative Assistant to the President, West Virginia State College

It will doubtless develop from the deliberations of this session that revision is desirable in several areas of our educational program. I appreciate the opportunity of opening these discussions with arguments for progressive revision in the field of Vocational Education,—in industrial and mechanic arts,—a revision toward the more scientific, more technical, more modern aspects of this field of endeavor.



The report of the survey of Land Grant Colleges conducted by the U. S. Office of Education in 1930 contains this significant statement:

"\* \* \* the Negro Land Grant Colleges are performing a distinct service in furnishing vocational and trade education of the secondary grade since the Negro high schools of the different states are failing to provide it. As soon as the public schools assume this responsibility the colleges should abandon such work and concentrate their aims on higher technical courses of a college level. By adopting this policy the institutions will become in reality agricultural and mechanical colleges of the land grant type in accordance with the terms of the Federal law under which they were created."

The transition here mentioned implies revision of our present programs. This revision, to be effective, must be extensive, and should be quite rapid if we are to keep pace with the accelerated technological changes of our day. Above all it should be continuous.

It is a basic law in mechanics that inertia resists change or acceleration. There are many other factors, including funds, facilities, and faculties, which militate against the efficacy of any program of revision. These limiting factors cannot be overlooked if this paper is to be of any practical import. At the same time it is not necessary to outline such limiting forces in the presence of administrators who continuously cope with such influences.

We shall take a brief view of the three major specific fields of the Land Grant Colleges,—agriculture, domestic arts, and mechanic arts,—within our institutions and without; consider certain influences and the probable resultant trends; and outline several fundamental factors which should receive consideration in any present revision procedure.

It will be well to have in mind the past status of Negroes in the vocations if we are to effectively prepare youth for the future. It is equally important to consider where we stand today, where we want to go, where we may reasonably expect to go, where we are most probably going,—and what is our contribution through the vocational training program of our institutions. In all, let us consider vocational preparation in the broadest sense.

The census reports for 1910, 1920, and 1930 show the percent of Negroes gainfully employed to be distributed as follows:

Percent by decennia	1910	1920	1930
Agriculture . . . . .	55	45	37
Domestic and Personal Service. . . . .	21	22	28
Manufacturing and Mechanical Industries . . . . .	13	20	20
Others . . . . .	11	13	15

There may be of course slight variations in these figures depending upon definition and classification, but the trends are clearly evident. Would that we had sufficient data to predict the percentages for the 1940 census. It is clear, however, that we are coming out of agri-

culture and probably too rapidly; that we are going into domestic and personal service; into manufacturing and mechanical industries and into other fields. There is reason to believe that the 1940 figures will show continuation of these trends.

Now it may well be said that we are not alone in experiencing the effects of these changes in the national occupation complexion. We should be concerned, however, with the danger that inadequate and ineffective preparation may join with other factors in sifting us to the lower occupational levels in these fields and indeed eliminating us from preferred occupational opportunities. It has well been argued, for example, by members of this body, that increased Federal appropriations for our work such as the \$14,000,000 George-Deen program are likely to operate against the Negro if they, while advancing our work a slight amount, advance the general field far beyond our abilities for participation. Thus, paradoxically, we may take pride in the development of our work during the past generation and at the same time bemoan our increasing deficiencies as measured relative to the general advancement in agriculture, home economics, and mechanic arts.

As a case in point let us compare certain data from the revised ten-year program in vocations recently announced by the school system of the City of New York with our own situation. With increasing enrollment rising from four thousand pupils in 1927 to forty-two thousand pupils in 1937 the city proposes to provide for sixty thousand students in the next ten years through an expenditure of \$50,000,000 for buildings alone. Our group of institutions showed for the fiscal year ending June 30, 1937, total expenditures for all purposes amounting to \$4,485,897.00.

New York will spend as much per year for vocational school buildings alone as all of our Land Grant Colleges spent for all purposes last year.

A few glances at one phase of our vocational work, that in mechanic arts, may be illuminating as to where we are and indicate where we may reasonably expect to go in terms of the vocational training program.

The report of the Vocational Section of the National Association of Teachers in Colored Schools (now the American Teachers' Association) for 1929 showed that 39 out of 105 institutions of higher learning offered courses in mechanic arts. Twenty-six offered carpentry, 19 auto mechanics, 19 printing, 19 tailoring and 14 masonry. (1)

Continuing this investigation G. L. Washington, now Director of Mechanical Industries at Tuskegee, made a report in 1931 on trends in the Land Grant Colleges for the preceding three year period. Measuring the percentage change in enrollment by courses, the report showed carpentry unchanged; decreases of 11 per cent in auto mechanics, 26 per cent in laundering and 38 per cent in masonry; with increases of 27 per cent in electricity, 34 per cent in tailoring, 35 per cent in printing, and 44 per cent in woodcrafts. (2)

Again reports compiled in 1935 showed that our Land Grant Colleges as a group graduated the following total number in the mechanic arts: In 1933, 57; in 1934, 59, and in 1935, 93. (3)

In 1936 a report on vocational courses in public schools in ten states showed 90 courses in farm shop, 50 in manual training, 39 in carpentry, 37 in drawing, 18 in masonry, and 16 in auto mechanics. (4)

The Associated Directors of Mechanic Arts in our Land Grant Colleges, in a report prepared in 1937 by Dean W. T. Reed of the Florida A. & M. College, found in a study of 31 institutions these departments as named in the percentage of the institutions indicated: Auto mechanics 62 per cent, carpentry 54 per cent, electrical wiring 54 per cent, printing 46 per cent, masonry 38 per cent, and building construction 38 per cent. (5)

A report to be issued in 1938 will show, for possible study in connection with the above items on vocational training facilities, what 10,000 Negro boys and girls in grades 3 to 12 inclusive in one state indicate as their occupational choices. 795 want to be mechanics, 257 cooks, 218 miners, 173 aviators, 167 carpenters, 109 farmers, 102 engineers, 40 electricians, 35 brickmasons, 27 barbers, and so on. (6)

We would not revise our program on the basis of what youth thinks it wants to do, but either youth must be adapted to present programs, as is too often the case, or we must prepare to meet these desires of youth as they become more mature. If these excerpts carry no conviction they may be passed over merely as items of information and detailed arguments upon their import omitted. There are other factors which are upon us in the form of recent inventions, and their demand for consideration cannot, with impunity, be lightly dismissed. "Some of these," says a voluminous report recently issued by the National Resources Committee, "may soon be widely used with resultant social influences of significance." (7)

Agriculture must begin to take account of artificial fibers and fabrics such as rayon and cellophane; the mechanical cotton picker and the later proposal to harvest cotton, like grain, with a mowing machine and subject the entire plant to chemical digestion; and the recent experiments in tray culture of food crops.

Home economics programs must consider the increasing influence of commercially canned and prepared foods, ready made clothing, labor saving devices in the home, and household services offered by agencies outside the home.

Mechanic arts must face the full import of rapid technological progress on all sides. Artificial building materials, prefabricated houses, air conditioning, radio, fac simile transmission and television, steep flight airplanes and the photo-electric cell are such a formidable array as to tempt educators equipped as indicated above to despair of offering even the rudiments in an appreciation course in modern technology, not to mention training for competence in the fields of industry.

As an approach, however, it may be urged that program revision

in the field of the vocations may well take account of the value of items now set forth in summary.

The program should be—

1. Adaptable to individual differences, aptitudes, attitudes and needs.
2. Coordinated with the work of other departments of the institution, offering some unit courses open for election by any student.
3. Integrated with the needs in the state and with trends in the changing needs of the state.
4. In touch with vocational training on the subcollegiate level through the extension and other services.

It should provide for—

1. Occupational Orientation in the broadest sense.
2. Mastery in the fundamentals of English, mathematics, and physics to assure enduring competence.
3. Training on the job for workers who cannot come to the institution.
4. Activities such as handicrafts and hobbies for leisure and recreational interest.
5. Versatility of graduates so that each may take advantage of changing conditions affecting a given field.
6. Leadership training to foster organization and development for higher standards in the vocations.

We may continue to render significant service by offering rudimentary work in the vocations, and remain content to hold the upper limits of our offerings at sewing, cooking, elementary corps, carpentry, brickmasonry and auto mechanics while modern college students pass by disinterested and graduate without vocational preparation.

On the other hand, we may vigorously attack delimiting systems and influences which would consign our youth to premature and predetermined occupational obsolescence, aspire to programs on higher levels in modern technology, and inspire alert, energetic and intelligent students to higher achievement in the world of work, the world of affairs.

- (1) Report on Trade and Technical Education in a Hundred Academies and Colleges, Vocational Section, NATCS, 1930.
- (2) G. L. Washington, "Report on Trade and Technical Program of the Negro Land Grant Colleges, 1931."
- (3) Summary of Mechanical Industrial Courses in Negro Land Grant Colleges—Conference of Presidents of Negro Land Grant Colleges, 1935.
- (4) Report on Basic Data for Revision of Industrial Arts Curriculum—G. L. Washington for Associated Directors of Mechanic Arts in the Negro Land Grant Colleges, 1936.

- (5) The Curriculum in Industries in Negro Colleges and Vocational Industrial Schools—W. T. Reed for Associated Directors of Mechanic Arts in the Negro Land Grant Colleges, 1937.
- (6) A Study of Occupational Choices of Public School Pupils in West Virginia—West Virginia State College. (Ready 1938.)
- (7) "Technological Trends and National Policy"—National Resources Committee, U. S. Printing Office, 1937.

**President Banks:** Shall we discuss this paper now or wait until all papers are read?

**President Clark:** I suggest that we go through the subjects first and then discuss them.

**President Banks:** I take pleasure in presenting to you President Arthur Howe of Hampton Institute.

### "NEW FIELDS OF OPPORTUNITY AND HOW THE LAND GRANT COLLEGES CAN MEET THEM."

President Arthur Howe, Hampton Institute

Ladies and Gentlemen and Guests of the Conference: May I take this occasion to express the gratitude of Hampton Institute for continued membership in this association. We have long tried to find some way to return the courtesy extended to us and herewith invite the Presidents of the Land Grant Colleges to meet at Hampton Institute. It would be a pleasure to have you. We could schedule the meeting of the next conference, so that you could come on to Washington and be free to attend the general sessions of all the land grant colleges. I hope your Executive Committee may see fit to accept this invitation.

Before discussing the topic, I wish to point out what an opportune time it is for vocational education. Government, education, big business, and other social agencies are thinking of the Forgotten Man. Increased attention is being given to the matter of raising the standard of living of the masses for the improvement of business and the building of a more wholesome society.

We hear much about the industrialization of the South, and whether or not it should be encouraged. The debate is beside the point. Industrialization is here. Underlying factors have already determined that development. Some of these are an abundance of raw material, power from the hills, transportation facilities and untapped sources of labor. The fact that man can live more cheaply in most parts of the South than in other sections of the country is also promoting more industry in our Southern States. What has been witnessed in steel, coal, textiles, furniture and newsprint can readily be expected in other industries.

There are also many indications of increasing good will between the races. Members of the majority race see that the welfare of the individual in any race is bound up with the welfare of all. That "We

rise or fall together" is increasingly evident and is having important influence in our economic order.

Another encouraging factor is the realistic way in which educators are facing the problems that confront them. We are getting over America's white-collar sophistication and are realizing that many skilled workers enjoy higher standards of living than many others of white-collar occupations. Facts like these are cause for optimism for those engaged in vocational education.

If I may be very frank, I believe the development of our land grant colleges has been somewhat like this. The first need to be met was for schools, and, of course, the training of school teachers. The preparation of teachers of reading, writing and arithmetic rightly became of major importance to our land grant colleges. We have put a major part of our time and money into this program. It is fair to say that the pressure for teachers in these basic subjects has meant that we have not had adequate funds nor the time to give the thought that we should have to agriculture, industries and home economics.

In developing this teacher-training program, there has been a tendency to add other academic studies. This has been due both to the attitude of the public served as well as the nature of the classroom subjects around which the curricula of our schools of education started.

Accordingly, the New Fields of Opportunity today are in reality old ones, but ones in which the above demands for teachers have kept us from doing justice. Whatever explanation is made of our past, the greatest challenge today is in the field of agriculture. Perhaps no white-collared administrator should be so bold as to discuss the intricacies of agricultural education. On the other hand, it is largely the fault of people like myself who have allowed certain things to happen. A presidential confession may be helpful.

Our agricultural education has been too far removed from the farmer. We must get out where the farmer lives and bring the farmer into the classroom. He is the man who knows the problems. What he struggles against should be studied on the college campus. Students in training should investigate Negro farms. They should study the acres, crops, cattle, chickens, vegetables, labor, machinery, insurance, markets, taxes and other expenses of individual farmers. Their classroom material should be gathered from farmers.

A few years ago we, at Hampton, sent a group of agricultural students into a county to make such a study of 68 Negro farms. When the crops were harvested and marketed, the facts were compiled and printed. Itemized accounts of income and expenses were recorded. When the returns were completed, four accounts were sent to each one of the 68 farmers—the record of the best farmer, the record of the average farmer, the record of the poorest farmer, and the individual's own record. Each farmer had a chance to compare what he had done with what the others had done in that particular county. He had basic comparisons for his farm, and the students had learned something of the economics and techniques of agriculture. This may not be the only

nor the ideal way to do it; but, somehow, agricultural schools must go back to the farm and to the farmer.

Recently an eminent agricultural leader, visiting Hampton Institute, said: "The trouble is this, there isn't an agricultural school in the country where you can really learn farming." Agricultural schools have taken over academic titles for their teachers and non-agricultural degrees for their students. They have specialized subject matter and used majoring techniques after the fashion of other schools, forgetting that the farm is the unit. Did you ever see a farm that was made by majoring in agricultural engineering, or animal husbandry, or horticulture? There have been too many professorial specialists of a subject who have had little or no experience in farming. This plea is to get back to the farmer and to bring him to the classroom with the soil on his shoes and overalls. This is not a new field; but it is the greatest challenge and opportunity for land grant colleges today.

If majors in the curricula are to be continued, is it not time to offer a major in the "family-sized" farm or in the teaching of farming? With such majors the specialized subjects of agronomy, horticulture, animal husbandry, poultry, soils, etc., will take their proper places as relative to the main purposes of our agricultural schools.

With some three and one-half million people to be moved from cotton tenancy and poor soil to new land and into their own homes, there are tremendous opportunities for service, even if they are in an old field. "Man shall not live by bread alone." Exactly; but always note: this truth assumes that bread does come first. This is the most important issue in the lives of the largest group of Negroes in our country. Courses built with these aims will approximate the National Agricultural Conservation Five-Point Program of Soil Conservation, Land Utilization, Marketing, Farm Ownership and Tenancy. Farmers must be helped to own their farms and make a living on good soil. With it the basis of American wealth will be saved.

The second great opportunity still lies in an old field, that of training skilled workmen for modern industry. Here again we have scarcely scratched the surface.

There is a nation-wide emphasis upon vocational education. On every side a shortage of good mechanics is reported. State and federal agencies are seeking ways and appropriating funds to meet the demand. The dignity of all labor is being recognized as never before. Economists and sociologists are one in their efforts to raise the living standards of the masses and thus to create a great middle-class consuming public for the enrichment of all people. The problem is to produce skilled hands—hands that operate machines, extract wealth and create the products men need. Man's contact with the natural world is still through deft hands. Intelligence and mechanical skills are the focal points.

In this situation, presenting increased opportunities for industrial education, the masses of people look to the land grant colleges and associated institutions for leadership. The lack of apprenticeship

training, that great industrial school of a day gone by, makes the need all the greater. Times call for adequate courses in many fields. Automobile mechanics, bricklaying and masonry, cabinetmaking, carpentry, electricity, forging and welding, shop mechanics, painting, plumbing and heating, printing, sheet metal, tailoring and upholstering are some of major importance. Other possibilities are building superintendence and maintenance, cleaning, dyeing and pressing, itinerant mechanics (general repairs); laundry operation; photography; restaurant and cafeteria management; and stationary engineering. It is impossible to make a complete list.

Some are needed more in some states than in others. Some should be regular long-term courses and others, short-term courses. Some ought to be provided in night schools, in and about larger cities, where those benefiting can continue their present labors while improving their skills with evening study.

The part of the colleges in such a program is to offer a trade education as well as vocational training, thus producing trade teachers as well as skilled workmen. Teachers of industrial arts and the trades for high schools and colleges and for short-term vocational courses are needed particularly.

It is noticeable that many of the skills mentioned are part of the services rendered on every college campus. The operation of the laundry, the maintenance of grounds and buildings, the power plant and cafeteria, as well as other services, all provide excellent laboratory experience whereby youth can be trained.

Besides what any institution can do through its curricula, the added responsibility of promoting state-wide programs of vocational education lies at the door of our colleges. This I would list as the second great new field of opportunity.

It is noticeable that many, if not all of these courses, can readily lead to a business. This constitutes the third great challenge. It is hardly necessary to quote statistics to point out that the traditional absorption of so many Negro college graduates into the field of teaching cannot continue forever. Already too many with a preference for business have gone into teaching.

What colleges have done in the last fifty years in building Negro education can be repeated in the next fifty years in the field of Negro business. To do so, business courses now offered will have to pay more attention to the fact that most businesses require a knowledge of some specific technical skill. Recently when two young graduates of our Business School sought advice about the purchase of a cafeteria, my first question was, "Do either of you know how to cook a pie or make a good club sandwich?" When a double "No" came back as the answer, it was evident that neither knew much about the business. Certain fundamental knowledge is necessary whatever the prospective business, and we, who train young people for business, must somehow provide it.



The increasing need for courses in systematic accounting and bookkeeping are apparent for the final years of instruction in our trade schools. The theoretical business courses now being offered must be overhauled with a view of including the essentials upon which a business can be founded. The day has gone when Negroes can be expected to patronize any store just because it is operated by a Negro. Quality of material, service and price are the only criteria upon which any business can seek patronage. Banking, insurance, bookkeeping, salesmanship and secretarial studies will continue to be important; but there are new fields of opportunity based upon specific, technical knowledge to be acquired in many new lines. Were more openings available to Negroes to gain experience in the general business of our country, the challenge would not fall so directly at the door of the colleges. Facing the facts as they are, this constitutes a new field of educational opportunity.

Although the majority of these suggestions relative to agriculture, industry and business concern men students, many of them are of importance to women. Particularly is this true of possibilities in the field of business. Let us not fall into the error of overlooking women students in planning for industrial and business education. They, too, can produce, sell and manage. When it comes to foods, children's necessities, clothing and home equipment, they are often particularly qualified by nature. Their greatest opportunities, however, still lie in the field of home economics. Here there are increasing demands for trained dietitians and household, restaurant, and cafeteria managers coming from Young Women's Christian Associations, hospitals, educational institutions and other welfare agencies.

Recently, with the urbanization of our population, nursery schools have become a necessity for thousands of employed women. These demand experts in child care.

Of no less importance is the very real problem of providing short-term courses in domestic service. Too many men and women in private homes, hotels, clubs and public institutions in recent years have been losing their sole means of livelihood for lack of some adequate instruction. This training is not thought of as a four-year course on the college level, but it is none the less a responsibility of all educators serving the public. The offerings could readily be a part of adult education, or public school extension programs. Schools of home economics in the colleges are challenged to provide teachers for such courses and to see that they are established.

The beginnings already made in health education should be developed further. State colleges are the logical agency for promoting the health programs of the State Departments of Health through health-minded graduates. This requires adequate courses in health and hygiene, as well as campus medical departments conducting clinics for social diseases and tuberculosis. The contacts colleges enjoy with the school system of the state and with intelligent Negro leaders make this a particular responsibility.

These five fields—agriculture, industry, business, home economics and health, although the major challenges—do not limit the opportunities. If time permitted, one could speak at length of other matters of importance. Teacher-librarians for the high schools, lending libraries for professional workers, news agencies for editors and speakers, permanent museums of preservation of Negro material and research departments are all needed. They knock at the doors of our land grant colleges because of their positions of educational leadership in the several states.

In closing, what can be said about the second half of the topic: "How the Land Grant College Can Meet Them?" In facing such a variety of tasks, it is evident no specific prescription can be offered. How to proceed at all is rather a question of policies. Matters of first importance in each state are the ones of immediate concern to each institution. It is well, too, to realize that we are in an era of educational cooperation. If sufficient provisions for a vocation are already made in some fields, it is well not to launch competing agencies. Attention to fulfillment in basic fields, too long undeveloped, is likewise more important than promoting new ventures. It may be possible to offer short-term courses for special students, to make educational use of some of the service departments of a campus. Perhaps the summer schools, which have so largely been conducted for teachers-in-service, can offer special courses not yet provided. Certainly extension programs, so long established in agriculture and education, can be likewise adopted for business, industry and home economics.

No two institutions will pursue the same course. Your speaker is having sufficient difficulty to steer his own ship without attempting to instruct the helmsmen of others. It is sufficient to note new fields of opportunity. How we shall meet them depends upon each one of us. "Where there's a will there's a way."

\* \* \* \* \*

**President Banks:** Our next speaker is President Bell who will speak on "A Practical Program of Guidance for the Land Grant College."

**President Bell:** Mr. Chairman, members of the convention, I suppose you think that I am very happy to have the opportunity to tell such men as Dr. Banks, Dr. Watson, Dr. Clark, Dr. Davis, President Grossley, how it ought to be done, and perhaps I would delight in the opportunity were it not for the fact that I am at present conscious of the old saying "fools rush in where angels fear to tread." I don't know why President Whittaker asked me to try to talk on this subject unless it was for the same reason that President Howe gave.

## "A PRACTICAL PROGRAM OF GUIDANCE FOR THE LAND GRANT COLLEGE"

W. H. Bell, Alcorn A. & M. College

This paper has been prepared upon the supposition that it was not the president's wish or intention to confine the discussion to the desirability of guidance or the methods to be used.

Until recent years the guidance movement has been distinctly vocational, which tended to give it a one-sided view. Between 1905-08 Professor Frank Parsons and Meyer Bloomfield began the first "organized" work in guidance—growing out of the Civic Service House, the Breadwinners Institute and the Boston Vocational Bureau. These were followed by the Committees of 1909-10-12 and the establishment of a Department of Vocational Guidance in Boston. Such cities as New York, Philadelphia, Chicago, and Hartford followed. The National Vocational Guidance Association was formed in 1913, followed by the National Occupational Conference.

Guidance has been variously defined: "The process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it." Another says it is: "That service which the college renders to the individual student which serves to assist him in evaluating his own aptitudes and interests, to acquire knowledge about many fields of work and requirements for success in those fields of work, and to decide wisely in which field of endeavor he will most likely find success and satisfaction."<sup>2</sup>

Without quoting more definitions or going into the merits and demerits of the ones quoted we know that the college has an obligation to the student of: (1) assisting him or her all it can in the acquisition of knowledge; (2) assisting him or her in getting a job, if it can; and, (3) following up to see if any further service can be rendered to improve proficiency on the job. In the third case it is safe to say that very little is being done.

In carrying out the above obligation the college must consider several things. First, as Dr. Wilkins says: "No two students bring to college the same background, the same experience, the same achievement in knowledge, and no two students face the same future of work and leisure. We have no right to do less than study with utmost care each individual prospect and plan the individual curriculum in accordance with the results of that study."<sup>3</sup> For this reason, "modern education declares that no educational institution can be efficient and really successful unless its curricula, its methods and its organization take in consideration, in proper and adequate manner, the countless individual differences found among people."<sup>4</sup>

This would suggest that there must be a pre-college period of guidance and counseling. Dean E. M. Freeman of the University of Minnesota says: "We are all convinced that the approach to the guidance problem at the present time is not complete and satisfactory. I think

most of us are also convinced that the problem of orientation goes back some distance into the high school, if not even beyond, and that it will be most satisfactorily solved when the high schools solve it either alone or in cooperation with the colleges and universities. As far as I know, we are still somewhat in the dark as to when the boy or girl actually makes his or her vocational or professional choice and what the major influences are in the making of that choice."<sup>5</sup>

The second consideration of the college in carrying out its obligation to the student is society. "Aside from the consideration of the individual as such, society has a claim; its very safety and progress demand that each individual be in that place, occupational, civic and social, where he can contribute to the welfare of others and contribute his best to this welfare. This means that he shall be in an occupation where he will succeed, at least to the extent of making his own living. It means that he shall be so trained that, to the extent that, if it is possible for him, he will make society better; that he will contribute his bit to improving conditions which may come through inventions and discoveries, securing better government, increased production or more economical consumption." This means the ultimate elimination of the misfit or at least a reduction of the number of misfits.

"The real problems of vocational guidance do not arise when attempts are made to place a mature person in a particular profession or occupation. The real problem is to make that kind of genetic analysis of traits and skills as will enable the teacher and the parent to be more intelligent about the growth process. It is one thing to analyze and properly place a mature person and quite another to promote and guide the growth of a child so that he will have been as intelligently prepared for his adult responsibilities as iron and steel are prepared for use in the factory in the locomotive or in the automobile engine."<sup>6</sup> We hear about "fitting the worker to the job,"<sup>7</sup> but the question naturally arises as to whether this is a function of the school. Habits of thought and modes of conduct are quite as important as skill and technique even for specific jobs. Then too, talent cannot be handled as a doctor handles a dislocated bone.

Functional guidance cannot be limited to the narrow range of the past and must begin with the individual rather than the economic system. The individual need may have to do with health, morals, recreation, further training, etc., as well as getting a job.

At this point let us list, without discussion, some fundamental assumptions upon which a guidance program should be based:<sup>8</sup>

1. The difference between individuals in native capacity, abilities, and interests is significant.
2. Native abilities are not usually specialized; individuals are able to fit into several schemes.
3. There is increasing specialization in all lines of human activity.
4. The period of preparation necessary for entrance upon occupational life and life in general is constantly increasing in length.

5. Many important crises cannot be successfully met by individuals without assistance.
6. The school is in a strategic position to give the assistance needed.
7. Guidance is not prescriptive but aims at progressive ability for self-guidance.

If these assumptions are true it would appear that there has been considerable water-bug thinking on the subject of guidance, "skimming along with lightning speed but never going beneath the surface."

It is not enough to say to individuals that there is a need for workers in building construction, agriculture, home economics, rural schools; there is a need for lawyers, doctors and dentists; just prepare yourself, these fields are wide open. This has been about the substance of our effort toward guidance in the past.

Guidance is a part of the educative process and cannot be divorced from it. It recognizes the importance of individual responsibility and makes provision for the individuals to choose rather than have choices made for them, because it is highly important that the ultimate aim of education be to train the student to think for himself, to form his own judgments and accept the responsibility for his final decisions.

Are we to suppose that Edison would have been advised to produce the electric bulb, or Henry Ford the low priced car. Were we advised to become college executives? It is probably correct to say that in each and every case the individual gave the advice to himself. "Society, always moving on, turns up fresh needs. We can pick them out if we use our imagination—that is, if we see what is under our eyes."

If we could devise some scheme by which one could get a little education without losing his common-sense the guidance problem would be less difficult. This lack of common-sense is the basis of our "prejudice against the crafts and the manual arts." In selecting a career most of us are snobs. We rightly desire a good education, but with a college degree we wouldn't for the world choose deliberately a life of manual labor; yet there is no reason why the carpenter, the plumber, and the chef cook should not be as cultured as the doctor or the banker, and many a well-educated man would find his happiness in the tasks which he has been taught to believe are too humble for him."<sup>9</sup> Why was all the snickering when Tuskegee Institute organized a course for chefs and other hotel workers, or when the imaginary budget about \$1,800.00 above the income of the average Negro family is criticised? Apparently because our common-sense and imagination have been destroyed by "education."

Since most students enter college to prepare for some vocation already selected, it seems the college might "furnish to those who wield the guiding influence, in the schools, homes, or elsewhere, adequate information concerning the fields of agricultural vocations, employment opportunities, and available educational preparatory programs." Occupational guidance, especially below the college level is being furnished by: (1) National Youth Administration; (2) National Occupa-

tional Conference; (3) United States Employment Service, Department of Labor. A careful study of the material coming from these sources and placed in the hands of youth reveals that it is developed almost entirely by industrial groups and others not familiar with farming and rural life.

Mr. Chapman says: "For the above reason it would seem advisable for the land grant colleges to cooperate in this educational movement by compiling and distributing to the youth of the several states full and complete information about the occupations for which these institutions are training workers and other practical ways to aid young men and women in selecting and preparing for vocations in keeping with their personal interests and abilities."<sup>10</sup>

We have a great nation-wide program to conserve our physical resources and check soil erosion, but very little has been done to conserve human resources and check human erosion. It must not be assumed that guidance is or may become a panacea for all social and economic maladjustments, but as a result of the diagnosis upon which a constructive program must be based it may become the basis for effective remedial treatment, as shown by the remedial teaching plan which is a part of the guidance program at South Carolina State A. & M. College.<sup>11</sup>

The course in Educational and Vocational Guidance at Alcorn A. & M. College seeks to present to the students in usable form a stock of organized information and assist him in evaluating it in terms of his own problems. The manual used is authored by the Dean of Instruction, J. Otis Smith. The diagnostic part begins with a physical examination and ends with a series of tests. It is in process of development and it is too early to estimate its worth. Certainly every school in the conference is attempting some type of guidance.<sup>12</sup>

The province of this paper does not include any discussion of the methods of guidance administration which are: (1) the group method with a selected group of advisers; (2) the faculty method where the entire faculty acts as advisers in addition to teaching duties; however, it might be mentioned in passing that the trend seems to be toward the use of more professional advisers and simply calling upon faculty members regarding their special work.

Even when the college has honestly committed itself to the ideas and purposes of guidance and set up the "machinery" there will be many obstacles and difficulties. Aside from problems of trained personnel and finance the faculty will be the biggest handicap. There will be some who claim to be advocates of pure culture, and hence are opposed to including in the college program anything with vocational implications. Then there will be those who disregard the importance of guidance because of their pre-occupation in the field of their major interest and their absorption by professional demands. And finally, there will be members who are ignorant of occupational conditions, requirements, trends, as well as the principles involved in vocational guidance.

Let us keep in mind that guidance is educational, vocational and personal and that getting a job is one thing; holding it is quite another. Comparatively few college men fail because of lack of ability. In many cases failure can be traced to lack of ability to get along with other people. Whatever socializing influence can be brought to bear upon the student through the curriculum and the entire college, experience would no doubt serve a good purpose. We are inclined to agree with Brewer when he says: "The necessary mutuality in carrying one's career to individual success is matched by an even greater mutuality in the cooperative effort to build a better world of occupations. Hence, the social aim of vocational guidance is to guide students in knowledge and wisdom which will equip them for and impel them towards the solution of those larger problems of occupational life which are too big to be solved by individual action alone.

"The social aim of vocational guidance is more important than the individual one. \* \* \* \* If the coming generation of citizens will develop the necessary desire and intelligence to organize occupational life for better things, the problem of individual success will be much more easily solved."

This means that colleges supported and fostered by a democratic government must make some definite contribution toward a better socio-economic world and those who do the guiding must have skill, technical knowledge and broad social undertaking. If the quality of instruction has been such as to fire the ambition and imagination of the student he will be able to see what is about him. The first and last wisdom in choosing a career is to look for what is needed near at hand. The need which the student is able to recognize, he will probably be fitted to supply.<sup>13</sup>

1. John A. Fitch, "Vocational Guidance in Action." N. Y.: Columbia University Press, 1935, p. 3.

2. Forest H. Kirkpatrick, "The Small College Organizes for Guidance." Report from Occupations for May, 1937.

3. E. H. Wilkins, "The Changing College," p. 364, University of Col. Press, 1927.

4. Herman G. Canny, "Adopting Education to the Abilities, Needs and Interests of Negro College Students." School and Society, October 2, 1937, Vol. 46, No. 1188, pp. 437-39.

5. Paul W. Chapman, "Pre-College Guidance and Counseling." Proceedings, Association of Land-Grant Colleges and Universities, Nov. 16-18, 1936, p. 137.

6. Coleman R. Griffiths, "An Introduction to Applied Psychology." The Macmillan Co., N. Y., 1934.

7. Morris S. Viteles, "Industrial Psychology." Chap. 8, p. 113f.

8. Arthur R. Jones, University of Pennsylvania.

9. John Erskine, "Invent Your Own Career." Readers Digest, September, 1937, p. 61f.

10. Paul M. Chapman, "Pre-College Guidance and Counseling." Proceedings, 50th Annual Convention, Association of Land-Grant Colleges and Universities, p. 138.

11. Roy K. Davenport, "Efforts in Counseling and Remedial Teaching." October, 1937.

12. Forrest H. Kirkpatrick, "The Small College Organizes for Guidance." Vocational Guidance Magazine, May, 1937.

13. John Erskine, "Invent Your Own Career." Readers Digest, September, 1937, p. 62.

## GENERAL DISCUSSION

**Dr. Miller:** May I interrupt your procedure just a moment. Dr. Tausch who is the Chairman of the Committee of Arrangements for the Special Meetings that are being held in connection with the land grant colleges would like to make an announcement and make some statements to your group at this time.

**Dr. Tausch:** I hope I am not interrupting the program but an emergency just arose and Dr. Miller very kindly brought me in. We are at the present time holding the 75th Anniversary Program of the Department of Agriculture and Land Grant Colleges. The invitations to attend the meetings of this program were sent out to all of the Land Grant College Presidents. I assumed in my ignorance that they had been received and that you would be meeting with the regular Land Grant Association. I am here to extend the invitation to you all. I have brought along enough copies of the program for everyone and left at the desk copies of the entire program of the proceedings, enough at least for each one of you to have one, and I also thought that you would be interested in a book that has been issued in connection with the celebrations. I have brought along fifty copies. If you want more you can send to the Department and secure additional copies.

Today at 12:00 there will be a wreath-laying ceremony at the Lincoln Memorial. This will be a very simple ceremony at which a representative of the department, a representative of the Land Grant College Association, a representative of the Farm Bureau will lay a wreath at one of the columns of the Lincoln Memorial, and I suggest, President Banks, that you delegate one of your group to be there at that ceremony. We are not expecting many people to be present, but your group ought to be represented.

At 12:30 at the Willard Hotel in the Willard Room there will be a program, a Lincoln Memorial Program, that will last an hour or more. We hope some of you can be present. Of course, you can use your own judgment. This will not be a luncheon program. The speakers will be E. W. Sykes, President of Clemson Agricultural College, South Carolina, who will speak on "Thomas G. Clemson;" H. W. Mumford, Dean of the College of Agriculture and Director of the Agricultural Experiment Station and of Extension Service, University of Illinois, on "Jonathan Turner;" and Milburn Lincoln Wilson, Under-Secretary of Agriculture, on "Abraham Lincoln." We want you to come over and take part in this program. I shall be at the entrance to the Willard Room and if any of you people want to come, you may.

Tomorrow the group will go to Charlottesville, Virginia, to have a ceremony at Monticello. This is going to be an all-day program. Usually when we have these meetings we notify the people in plenty of time so that they can plan to take part in our program.

On Wednesday at noon we will go out to Mount Vernon to pay our respects to a man who set the foundation of agriculture in this country. President Atkinson will give a talk and at 1:00 p. m. the President of our own United States will personally deliver a talk. You are



cordially invited to that meeting. The Mount Vernon Ladies Association has granted us the privilege of free admission. The program will be over at 1:30 p. m. We do not furnish any free transportation.

Do you have badges or cards of any kind so that they will know who you are? The point is this, the Ladies Association has granted the privilege of free admission to us, but everyone else must go through another gate and pay 25c to get in.

**Dr. E. A. Miller:** I'll be at the gate. I know most of these gentlemen.

**Dr. Tausch:** That's all right then, gentlemen. Dr. Miller will be at the gate to see that you get in. All the information is on the program. Let me say again we have plenty of copies of this excellent piece of work if you will write in to us for copies for yourself or anyone that may be interested. I guess it was an oversight. I didn't even know what the program was going to be. We had to make so many changes that it was only yesterday that these programs came out. I will take the blame for the oversight. My idea of philosophy and of education was very well expressed by the gentlemen who just finished speaking.

**Dr. Miller:** I would like to say that sometime during the meeting I would be pleased to have Mr. Duncan of our office to come out and meet you people and express a word of greeting.

**President Banks:** Dr. Miller, please tell us something of your work.

**Dr. Miller:** I am working for the State Division of the A. A. A. I do not know too much about it myself because I have three able assistants to take care of the situation. Dr. Tausch is in charge of the group discussion program that has been established by Under-Secretary Wilson and is doing a fine piece of work in helping cooperatives to get together and work their problems out. I am glad to be here. I feel very much at home with you. We will be back some time during your conference here to bring our Mr. Duncan. He is a very modest gentleman, very efficient, very capable. I want you to know him and I want him to know you.

**President Watson:** I think we have had very excellent papers this morning and I agree with all of them in principle and in problem. I want to speak on a point Mr. Howe raised. There are about fifteen different things that the college ought to be doing. I went over, in my mind, and tried to make a budget for that. It would take the sum of about \$25,000,000 to do all of these things. Just after the close of the Civil War when Hampton and Tuskegee were growing up, they tried to give Negroes manual training courses to make them trained laborers.

The thought came to me that the white people trained them to do their work well all those previous years. None of them learned it in any school. The finest barber shop I know is Herndon's shop in Atlanta. It has the reputation of being the finest barber shop in the South. Mr. Herndon grew up as a bootblack, ran off from the white man who had him, worked as a porter and built up that barber shop

out of his experience. I may be wrong, but it seems to me that the college is no place for training barbers and beauty culturists. At present we have many such persons on our campus. They are cooks, waiters, barbers, Negro artists doing everything. They have built seventeen new buildings in the last nine years and there hasn't been a person working in that bunch that was trained in a school. The man who was trained, among these artists, is sitting back drawing the plans. The President's valet was trained by a white man, his wife went to Atlanta University and she was trained in a white family. The best men who are running hotels and doing the best barbering didn't get their training in any school. They got it on the job.

Mr. Howe was exceedingly correct when he spoke about getting farmers to teach farming. These professors don't know how to hitch a horse; they don't know how to put harness on; they don't know anything to teach.

If we try to teach these people these things in college it is tomfoolery. These things belong in the secondary school and in the grammar school. Train them to love it and they will follow it out and become something out of it. You can't take grown people after their minds and muscles are set and try to make something out of them.

**President Banks:** Dr. Watson has started the ball rolling. Who is next?

**Dr. Watson:** It is too late to train them as we do students in college. The students are younger now when they come to us, around nineteen, twenty, twenty-one is too late to start training them.

**President Howe:** I wish very much that the high schools in the big cities would teach these trades. So many things grow around the high school, the night school. I am for that, but I am keeping my door open until we can get that in the high schools. The loss of the apprenticeship is one reason why these young people have to be trained. The apprenticeship days are gone. The big educational factor in the world was lost when we lost the apprenticeship. I want to keep the door open as long as I can.

**President Davis:** I don't want to discuss any of these, but there are some fields that we might consider with regard to these changes. I want to mention business as one of these fields. I want to call it business education for want of a better name. I believe that in connection with our education work we might put on a man to develop business education. You can do a mountain of sin under this thing called education work. You can do almost anything providing it does some of the things the federal government says, and you can do some of the things you want to do. We must get some money from the state. Somebody said this was a small audience. We have twelve or fifteen college presidents here and think of what they represent. Do you think that is a small audience? It is one of the largest audiences in this country.

Mr. Evans just put on a man in business education and we have felt a need that has been stated here by President Howe. We don't

know to what extent we can start teaching a man purpose and a lot of things, but we do feel that something is lost somewhere and something should be done and we take the business to lead the way into the solution of these things. We suggested them to Mr. Long, fifteen units which would meet his requirements.

Mr. Evans took on a man in business education. That man goes out and organizes the people in a given community, encourages and guides them. He gets the cooks and the barbers. For the cooks he arranges a course of study. I know this is unacademic. He gets the cooks who have worked at one place twenty-five years, ten years, five years, and the cook who has worked several places in six weeks. We put them altogether. We make this man who has worked in one place twenty-five years tell how he got his promotions and how he started, how he has done this and that, and then we build this nondescript item into something that will make the others want to get promotion, to improve. We call this an off-campus activity because some of these people have never gone beyond the second or third grade, in the main.

There is no need to copy this college or that. We can adjust this thing ourselves.

**Question:** Dr. Davis, do you know of any college that has ever brought a man in and taught him barbering?

**President Davis:** It is always my pleasure to yield to my friend, Dr. Watson.

**Dr. Watson:** I don't know of any college. I read in the paper where President Sanford brings janitors in and teaches them to be janitors.

**President Sanford:** We do that. We have some boys that are taking a college course and have to make their way in school. They carry ten semester hours and spend the rest of the time doing janitor work, if they can't find a white collar job. We give them a certificate for completing this type of work. They get no credit. I am in accord with your suggestion as how a school might take this training to the community. How do you finance that?

**President Davis:** It took us about ten or fifteen years, but finally they gave us \$25,000. The state gave us the money. Mr. Roosevelt is having a terrible time getting the federal government to do things they never did before. We can do what we want with it.

**President Grossley:** It comes under the extension department, President Davis. It is some of this old academic business that is so highly accredited that they are afraid to serve the people.

**President Banks:** If I had a man who was competent to teach a person how to be a good barber I would put him on the campus.

**President Watson:** If you can't find a man I can get you a dozen.

**Mr. Hope:** I am only a visitor and as such must apologize for attempting to speak, but I might have something which can be profitably contributed to the discussion.

Here at Howard University, unofficially I am amaking some prog-

ress along the lines you have been discussing. It is being done without additional money.

We have an Engineering School here. Many have found that after graduation there is a little gap between the time of graduation and the time the first job is secured in an engineering field.

"How much practical experience have you had," is the first question one hears when seeking employment. All too often the answer of our graduates has been "None." But if lack of experience prevents one from securing the first job after graduation how can one ever get the second which requires even more practical experience. Therefore, Howard has attempted to bridge that gap.

Engineering school students and graduates come to me and in many cases secure jobs in or closely related to their field of study. Formerly the Department of Buildings and Grounds employed students and graduates of H. U. without much regard to their field of study. But over a period of more than five years we have found by observation and experience that we get better results from Engineering School men, and in turn they receive experience which is professionally valuable in addition to the financial compensation which seems to be equally valuable and necessary for practically all of our students.

As a result of this observation and experience we have recently adopted the policy of limiting student and graduate employment to students and graduates of the School of Engineering and Architecture. Such employment must be justified on the basis of sound economics because it must be effected within the regular budget of the Department of Buildings and Grounds which is none too liberal and because there is no special fund, educational or otherwise to provide compensation for such employment. Consequently prospective employees are carefully selected following consultations with the dean and teachers in the School of Engineering and Architecture.

During the summer vacation these men are carefully assigned to regular foremen and mechanics to act as their helpers and assistants, this assignment being made primarily on our opinion as to the particular phase of work in which the student will be most efficient and contribute most to our Department in the way of service. These men are paid the same wages as our common laborers and they are allowed no special privilege other than an additional interest on the part of the regular employees to all that they do their work according to the best standards and that they are informed as to the "why" of the several jobs they perform.

Following graduation as many are retained for service as can be profitably utilized. Incidentally this has resulted in 100 per cent employment of all recent graduates from the Engineering School.

Our power plant has successfully utilized a number of Engineering graduates and the crew now includes in that class two assistant engineers, three boiler operators, and two janitor apprentices. It is expected that these men will utilize their opportunity for internship and be prepared to fill jobs of responsibility in the world. Already we have

had opportunity to place several men in power plant jobs, but at the time we did not feel that our men were sufficiently experienced to recommend them. However, we now feel that we could safely recommend some for other positions and as these go out there will be the possibility of advancement of other employees in our system and additional openings at the bottom of the scale.

To summarize, we are (1) providing a professional internship to a limited number of engineering students which will facilitate their integration into the industrial world; (2) accomplishing the above within the regular appropriation for the operation and maintenance of Buildings and Grounds, that is, this internship is accomplished on an economical basis without regard to the additional advantages derived by the graduates themselves; (3) the plan is capable of further expansion by the simple expedient of providing additional funds for operation and maintenance which would be a sound investment without regard to the educational advantages to be derived from the internship made possible with such additional funds.

**Dean Perry:** I want to make this statement relative to the remarks made by Dr. Watson as refers to agriculture.

Being interested in agriculture for quite a little while I do know that there are some deficiencies, quite a few in fact, in our efforts to teach agriculture in the college. I started in the Florida A. & M. in 1918, and with a few years exception, I have been there ever since trying to help develop in that college a Department of Agriculture. People come there to take the agriculture course. We think that we have been successful in organizing courses there that are practical and workable, and at the same time, would not reflect upon our academic standing which a college would require and desire.

President Watson spokē about the students being turned out who couldn't hitch a horse. I think everywhere we take for granted that the persons who come to college have learned how to hitch horses and adjust harness without college training. I know that has been the case. I know now that the Department of Agriculture is taking nothing for granted, but taking the first thing first.

Some of them coming from the city feel that they want to study agriculture and so we take them and teach them how to adjust harness, plow a straight line; nothing is taken for granted. Their fathers couldn't teach them these things; they didn't know themselves and so we have to train them.

Farming has changed just the same way education has changed. The old methods will not work successfully. We have to take these students in our colleges and train them, giving them a foundation course and developing it through a four year college course. We have succeeded in turning out young men who have finished their four years of college work. We know we have not failed.

**President Banks:** We have seven more minutes for this general discussion.

The Presidents introduced men they brought with them to the conference.

**President Banks:** We are happy to have you here and want you to feel that you are part of the conference. I will now turn the meeting over to President Whittaker.

**President Whittaker:** Mr. Secretary, have you any announcements?

**Secretary Atwood:** Mr. President, I wish to call the attention of the conference to a letter from Dr. Ormonde Walker. You will recall that Wilberforce is an associate member. Dr. Walker says he still entertains the hope that he may be able to get here before the conference closes.

Your attention is called to the fact that we are invited to a dinner being given for us tonight in Sojourner Truth Hall at 8 o'clock. It will be either formal or informal.

I have an announcement from Mr. F. D. Wilkinson, Registrar of Howard University and Secretary of the Holmes Testimonial Committee, inviting us to attend the testimonial to be given for Dean Holmes tomorrow night. Invitations were given to the Presidents as they entered the session. If any one did not get his, please see the lady at the table in the rear of the auditorium. This comes as an additional letter asking the President to form a receiving line. Do you want to take action on this as a body?

**President Clark:** Mr. Chairman, I move that we accept both of these invitations and comply with the requests as outlined.

Motion carried.

**Secretary:** Tomorrow at 11 o'clock we are scheduled to attend the chapel service of Howard University. Will you take some action on that?

**President Whittaker:** Unless there is objection, we will accept that invitation

There was no objection. Invitation accepted.

**President Whittaker:** Will you represent us at the chapel tomorrow, Dr. Clark?

It was moved and seconded that Dr. Clark represent the conference at the chapel. Motion carried.

**President Whittaker:** Gentlemen, may I call your attention to our visitors? We are happy to have Dr. Davis, Dean of the College of Liberal Arts, Howard University, Dr. Howard Long of Franklin Administration Building, and Dr. Clement, the newly elected president of Atlanta University.

Each made brief remarks.

**Secretary Atwood:** We can get lunch at the cafeteria beginning at 12:15 for an hour. We will resume our conference in this room at 2:00 p. m.

\* \* \* \*

The afternoon session of the conference began at 2:30 p. m., President Grossley presiding.

**President Grossley:** I hope the session this afternoon will have something of the carry-over of the spirit from the morning session. We have listened to several interesting talks, formal addresses, and discussions that gave us a full morning. Now we are going to pick up where we left off, the first on the program is a discussion by President Lee. It is a privilege as well as a pleasure to present President Lee.

**President Lee:** I think everybody who spoke this morning wondered why they were put on the program and I follow along with them and wonder why I was put on the program to talk about something nobody agrees upon, to tell you what the land grant colleges ought to do. President Whittaker wants me to talk about something that wasn't talked about this morning and something that won't be talked about this afternoon, the emphasis on higher life values in land grant colleges.

## EMPHASIS ON HIGHER LIFE VALUES IN LAND GRANT COLLEGES

J. R. E. Lee, Florida A. & M. College

There are great differences as to what the Higher Life Values are. This is evident from the controversies found in current publications—newspapers and magazines discussing the kind of education which should be given, and the kind most valuable, the recurrent references to miseducation and to the weaknesses of the past and present systems of education.

There are those who seem to discredit all past education, even in the face of the fact that the past educational procedures are largely responsible for the world progress which today is enjoyed by these critics. Some claim the Higher Life Values are purely cultural; others that the Higher Life Values are purely economic. My opinion is that the Higher Life Values of education can be judged only by past experiences and by the results of education in past generations—as seen in the present world situation. There may be Higher Life Values different from what the world has experienced, but this is only a speculation.

Thus it appears that even with these several denouncers and critics, we have no other ground but past experiences upon which to base our judgment of Higher Life Values.

## CHRISTIAN CHARACTER

Through the ages no one has been able to discredit Christian character as the fundamental and lasting Higher Life Value—without any possible contradiction in the light of the past—there must be agreement here. Higher Life Values must be determined by how they function in living with and working with people. Whether we deal in letters, politics, business enterprises, construction or the various phases of common family life, Christian character will stand at the top of the list of virtues of Higher Life Values. That such a virtue should

receive emphasis as a Higher Life Value in land grant colleges as in all other colleges, surely there can be no question or doubt. The Land Grant College has for its largest objective the making of men and women for civilized life, and to realize this objective, the Land Grant College must emphasize Christian character. How this Higher Life Value is to be emphasized is left to the judgment of those who have the responsibility and obligation of directing the work of these colleges—whether through daily teaching, through the example of teachers and administrators, or both, is the task of these administrators.

The fact that the Land Grant College has added to the traditional sources of education, the training of skilled hands, training in construction, training in agricultural production, training in the all important phases of home making does not in any measure preclude the grave responsibility of emphasizing the Higher Life Value of Christian character.

Is there any educational procedure that can omit this Higher Life Value? The successful builder must have it, the producing agriculturist must exercise it and the woman who is the synonym of "good housewife" and the epitome of family life must emphasize it.

### SERVICE TO MANKIND

A second phase of Higher Life Values is that of service to mankind. Can it be conceived that any college, and especially the Land Grant College may in any measure attain its objective without placing emphasis upon service to one's fellows, service to community and service to mankind? Surely not. Surely no college can claim a greater necessity of emphasis upon service training than the Land Grant College.

### CIVIC LIFE-GOVERNMENT

The Land Grant College cannot fulfill its function without placing emphasis upon the Higher Life Value of good citizenship, a factor in government, respect for law and for constituted authority. Thus, the Higher Life Values of Christian character, service to mankind and proper attitudes toward government and all civic life must receive emphasis in the Land Grant College such as they should receive in every institution of learning. The time limit of this paper permits discussion of only a limited number of what may be called Higher Life Values.

### MUSIC

The development of musical talent and the fostering of music appreciation should have the same place as a Higher Life Value in the Land Grant College as in all other institutions of learning. It must not be assumed that he who is engaged in construction, who follows



the pursuit of production, should not be able to enjoy the music of the best artists or should not be encouraged to participate in the refining accomplishment of making music. Certainly we would not want the refining influence of music to be denied the young men and women who are trained in the land grant colleges. The Land Grant College should be able to furnish the highest and best in the field of music, securing the best instructors, and furnishing all the necessary equipment for training in piano, voice, pipe organ, string and wind instruments and to do creative work where such talent is found.

Because a man can build a house, manipulate a machine, cultivate the field yielding the products for the sustenance of life, or because woman can plan and operate her home for the happiness of the family—must he or she not have the soul inspiring Higher Life Value of music? No one will dare be so base as to think of such deprivation.

### **PAINTING AND SCULPTURE**

What education is in any measure complete or adequate that does not permit in its pursuit opportunities for the emphasis upon the Higher Life Values of painting and sculpture? The Land Grant College product must make a home, and what is a home without music, painting and sculpture. Then, too, the Land Grant College has the obligation to see that its products are able to enjoy in the fullest sense beautiful music, and the products of the greatest masters of the brush and chisel.

### **BOOKS, LITERATURE AND POETRY**

What education can claim recognition that does not give the pursuants the training and opportunity to love, to exult in, and to enjoy books, the fine arts, literature, poetry—these are unquestioned Higher Life Values as universally recognized in all ages. These must claim and must have the emphasis of the Land Grant College if it is to fulfill its mission in the making of men and women who may not be doomed to disappointment.

The fact that more and more the state colleges of the South are taking on the responsibility of the education of the Negro and that those colleges are state supported and attracting in large numbers the Negro youth of the South, they must meet the demands of education in the widest sense and must offer all that may be necessary for both the cultural and economic life of our people. The assumption as is sometimes made that the highest in literature and spirit cannot be fostered and promoted in our land grant colleges along with the highest technical and industrial training is based upon a false promise or a lack of the true understanding of the widest interpretation of education.

To emphasize the Higher Life Values as enumerated herein, along with the strictest inclusion of every economic training value, furnishes

a large program and heavy obligation for the Land Grant College, but it is an obligation this type of college must assume in its efforts to meet the demand of substantial citizenship, and to satisfy the yearnings for a refined, cultured and beautiful life.

**President Grossley:** Dr. Walter C. John of the U. S. Office of Education will now speak on "What the Federal Office of Education Expects of Negro Land Grant Colleges." I am happy to present Dr. John.

**Dr. John:** If I had had my mind with me I would have grown a long white beard and long white hair and walked in on this room. Rip Van Winkle woke up twenty years later and found many changes. It has been almost twenty years since I was last with you and I find many changes. It is quite startling. The changes in almost twenty years are almost unbelievable and I wish I could take the time to go into my experiences during that time.

### WHAT THE UNITED STATES DEPARTMENT OF INTERIOR, OFFICE OF EDUCATION EXPECTS OF THE NEGRO LAND GRANT COLLEGE

Walton C. John, Senior Specialist in Higher Education

It gives me great pleasure to address this body of distinguished leaders because, since 1918, I have had contact in some form or other with your group, either through the series of earlier conferences with the presidents of Negro land grant colleges, or in recent years as a member of the Committee on Negro Land Grant Colleges of the Association of Land Grant Colleges and Universities.

The subject assigned by your committee is somewhat intriguing. If our Government were similar to three or four of the dictatorial governments which exist abroad I would find my subject easy. It would be perfectly proper for me in the name of the highest authority to tell you what to do as well as what not to do. In a democracy, however, we are governed by laws. Therefore, I will have to consider this topic in the light of these laws and their implications.

The Morrill Act and the Morrill-Nelson Act and subsequent amendments are peculiar in that they leave most of the authority regarding the government of your institutions to the states through the legislatures. Except for the rather general requirements of the Morrill Act which specifies that funds must be used for the teaching of agriculture, the mechanic arts, the economic sciences including home economics, and also military science, there are very few restrictions which bear on curriculum policy. There are other relationships of your group of institutions to the Federal Government, namely, those which relate to vocational education in its several fields and which come under the State departments of vocational education and which are under general supervision of the Federal officials in the Division of Vocational Education in our office. In the case of the relationship to the vocational laws,

the requirements are more definite and more supervision is done by States and the Federal Government as to the fulfillment of the legal requirements. Regarding this, I do not wish to speak. However, it is with respect to the indefinite character of the Morrill-Nelson Act that we must attempt to deal.

Any legislation that is set up in the form of general statements or principles is naturally subject to a wide variation of interpretation. It is this peculiarity of the Morrill-Nelson Act that has made it possible for the Negro land grant colleges to evolve along the lines which the states have desired without any particular check of the Federal Government. It is true that the Federal Government has on two or three occasions definitely demanded what the Negro land grant colleges should do or be. First, it was, when Commissioner Claxton felt it desirable that the Southern States should take a more serious attitude toward the collegiate aspect of the Negro land grant college programs. What Dr. Claxton said in effect was: "The Negro land grant colleges must be colleges and not high schools because the law does not contemplate the support of high schools in that sense." On other occasions the Federal Government has said: "You must provide sufficient State funds to operate these schools as colleges. They must not be colleges merely in name." Only that far has the Office of Education taken definite stand regarding its requirements for the Negro land grant colleges.

I am therefore constrained to say in the light of previous remarks that the United States Department of Interior, Office of Education does not want you to do anything specific as such. I believe that all the states now are fulfilling to a certain degree at least the law, Federal law as well as State law. Nevertheless, if I may express myself from the standpoint of a friend rather than from the standpoint of an official, may I say that it is the spirit of the Morrill Act that must be studied in the fullest sense in order that the achievements of the Negro land grant colleges may reach higher levels. A great deal has been done regarding definite types of curricula in agriculture, teacher training, arts and sciences, trades and industries, home economics, and the like. What concerns me, not only from the standpoint of Negro land grant colleges, but also from the standpoint of higher education in general, is have we truly imbibed the true spirit of what a particular group of institutions stands for. Unless the teaching of college subjects actually affects in a dominant way the lives of students in society, whatever pretensions we may make, we are failing to fulfill our obligations. There is one thing that has been very encouraging: it is difficult to overstate the remarkable progress that has been made in your group of institutions since 1918. The question in my mind is what will the next twenty years bring forth. Twenty years ago you started to reorganize curricula and to make studies of various types, perhaps on rather a superficial basis. There was a tendency to copy to a certain extent the white land grant colleges. This matter of copying has not been limited to the Negro land grant colleges. The matter of copying other institutions is a universal trait and starts with some of the best,

The reason why the tendency in this country is to copy other institutions or other practices is because there is no Federal curriculum on agriculture, home economics, trades and industries, or on other subjects, nor is there a Federal curriculum on liberal arts. I believe I told another group a few months ago that I had received a request from one of the leading South American republics for our official curriculum on liberal arts. We did not have it, but in that particular country all liberal arts colleges taught the same curriculum and all students took the same curriculum.

Now it stands to reason that unless we have some highly centralized authority with regard to these matters, curriculum policies and changes either have to be developed through originality or through copying. The question is, if you do not have originality from whom do you copy. It is no crime to copy if you are wise in your selection. I remember very well that in the early days of the land grant colleges, speaking of the white group, a number of the outstanding leaders went abroad to Switzerland, England, Germany and other foreign countries, to investigate their teaching of agriculture and engineering. Much of the best teaching in agriculture in the earlier days is nothing but the copying of older and distinguished institutions in European countries with such adaptations as were shown to be best for this country. From time to time we find educational leaders in different colleges going abroad and coming back with new ideas which sooner or later become incorporated into our system. These are copies which have new interest. When we stop to think that the Ph.D. in the United States is practically a copy in many ways of what Germany was doing thirty or forty years ago, we may realize to a certain extent the influence of copying. During the past twenty years there has been no doubt a great tendency on the part of the Negro land grant colleges to copy the practices of the older and more experienced white institutions. I wonder to what extent this should continue. Have not the Negro land grant colleges reached a stage of maturity or at least later adolescence when their leaders can now commence to scout for original ideas both from within and without in this country so that their institutions will really make an original contribution to American life.

We have also been handicapped from the standpoint of originality by the avid desire on the part of our schools to be accredited, that is, to become respectable. But in this process however necessary we may, if not careful, bind ourselves with iron bands that it will be difficult to unloose, even from a standpoint of preparing teachers. Our institutions are also bound by State laws which set up specific requirements for professional bodies. It is this peculiarity of American higher education which tends to unify higher education, at least in an outward sense; but in attempting to meet all of these outward requirements of these different bodies we are in danger of losing the really true purpose of our institutions. I feel that the time has come for fundamental research into the basic conditions on which these institutions rest in order that we may modify our teaching so that graduates will be really

effective in their life work. I had the pleasure of talking with some teachers of agriculture who had received advanced degrees in that field yet who knew nothing in a practical way about farming or about the farming situation in their specific states. They had taken agriculture somewhat as an academic subject because it seemed to indicate they might obtain a job thereby. Now the improvement in agriculture among Negroes or whites will never be advanced by people who do not have a deep interest in the soil and its relation to life.

At one time I was head of a school in which we taught a little agriculture and I found among the youth that there were those to whom the soil was an alien thing. It was just as unknowable to them as foreign languages or mathematics are to some other students. Land, soil and animals did not register on their consciousness. At the same time, there were youth who loved the soil, who loved the atmosphere of growing things, who when they picked up and pinched a handful of soil were as delighted over the experience as a first-class housewife is when she works over the flour for a nice cake. In others words, it was not a perfunctory thing to them. It was a matter of beauty and life. What I am referring to can be best illustrated by calling your attention to the delightful works of Gene Stratton Porter in such books as "Laddie," "Michael O'Halloran," "The Harvester" and "Girl of the Limberlost." If you are interested in farming and have not read these books you will find them a source of inspiration as to the meaning of rural life, at least from the standpoint of the Middle-Western farmer in the central or northern part of Indiana twenty-five years ago. Until we can bring that type of love for rural life as is depicted in some of these books into the atmosphere of the campus, much of our agricultural teaching will be barren.

Now what I have said regarding agriculture may be true for any other major field in which we are teaching. The love for reality is basic. I always like to go into the business department of one of our Negro land grant colleges because this particular head is absorbed, soul and body, in training people for business. The effect is electrical on the students and it makes the department a joy. I believe the time has come for the Negro land grant colleges to commence to dig in for themselves, to send out their own scouts, to see with their own eyes those things which will build up society, make for better living in all its phases throughout the territory in which these institutions operate. It is very nice to say that we have the largest barn in the State on our farm and it is also a matter of human interest to know that a certain barn has cork tile floors. It raises our respect for the cattle. The question is whether the comfort of cows' feet has any relation to the quality and quantity of milk or beef production. I am afraid sometimes we forget the one when we are thinking of the other. It may be good publicity, however, to tell the people of the given State that you have the biggest barn or the finest bull, or cork tile on your dairy barn floors. I am reminded of a very good radio announcer we have in this city who advertises a well-known furrier. He lists all the different

kinds of furs that are for sale and all the different kinds of animals from the North Pole to the South, bears, rabbits, conies, foxes, sheep, cats and even field mice. Chinchilla furs lined with the skins of field mice; and later he said a particular muff was lined with the stomachs of Alaskan field mice. Doubtless this was exaggeration, but there was pleasure in the fact that he forced you to think about furs. Perhaps some of our little fads, cork tile floors for cows for instance, may be good publicity, they may bring the people of the State to realize that we are trying to do something in agriculture, but we must not deceive ourselves because eventually you cannot deceive the public.

Finally, I believe that our Negro land grant institutions must avoid too broad expansion. A more limited program, suited to the region, carried out with zest and thoroughness will give greater educational rewards to the student, the teacher and to the State.

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**President Grossley:** President Gandy will address us on the subject of "Economics for Negroes Based on Cooperative Enterprise and Consumer Strength." I am happy to present President Gandy.

**President Gandy:** I want to hurry on so that you may get back to the discussion of Dr. John's paper, I want to say a little something myself.

## ECONOMICS FOR NEGROES, BASED ON COOPERATIVE ENTERPRISE AND CONSUMER STRENGTH

John M. Gandy, Virginia State College

"A cooperative society is a voluntary association in which the people organize democratically to supply their needs through mutual action, and in which the motive of production and distribution is service, not profit."<sup>1</sup> In the words of John Elmer Morgan, the cooperative movement "is of the people, by the people, and for the people." It serves every type of human need, both economic and cultural. It thrives in every country where freedom is not entirely destroyed. It removes the causes of war and of internal strife. To a world disheartened by unemployment and torn by war, it offers a peaceful pathway towards a better civilization. The cooperative movement gives people a sense of responsibility for their own destinies. It is a most powerful form of education; people learn by doing; they develop faith in themselves and in each other. The cooperative movement is the practical application of the Golden Rule."<sup>2</sup> Built upon democratic principles, the cooperative movement presupposes that there shall be no religious, political, racial or social discrimination in its membership. Merits of quality, economy and service which characterize the movement, attract into membership persons who voluntarily organize so as to share these benefits.

The modern cooperative movement had its origin in Rochdale,

England, in 1844 where, urged on by dire poverty, a group of twenty-eight textile mill workers, believing that the solution to their economic ills might be effected through self help, organized to achieve this purpose. By pooling their savings a small store was opened where such simple and everyday commodities as flour, sugar and butter could be obtained at rockbottom prices because the profit motive was replaced by the tenet that the consumer was entitled to the maximum of benefits at minimum cost.

From such a modest beginning the cooperative movement has taken on huge proportions until today the Rochdale principles are international in scope. It is estimated that in England one-eighth of the retail trade of the country is carried on by cooperatives, with over 7,200,000 persons affiliated in 1,200 local associations. In Sweden, cooperative enterprise made possible her early recovery from the world-wide depression. Cooperative membership there includes over one-third of the families, and more than one-fifth of the total retail and wholesale trade of the nation is carried on by 750 associations. It is reported that in Denmark the cooperative movement has been responsible for converting the country from a hopeless peasantry into a progressive and efficient agricultural society. Numbered in the Danish agricultural cooperatives are more than half a million people. Since 1900 the cooperative cause has grown in Japan until at present more than one-third of the population are members. In Belgium, Finland, France, Hungary, Poland, Switzerland and Yugoslavia consumers and agricultural cooperatives have so closely identified their interests that the consumers cooperatives buy farm products only from the agricultural associations so that both may benefit.

Whereas in Europe consumer cooperation has been a growing concern for the past ninety years, it has been in recent years only that Americans have shown any considerable interest in the idea. This growth of interest has come about as information regarding movements in foreign countries has seeped in through various agencies. The personal lecture tour by Dr. Toyohiko Kagawa, Japanese cooperative enthusiast, did much to whet American curiosity in this regard. Another impetus to the movement has been given by the Roosevelt Administration with its establishment of the Bank for Cooperatives, a permanent financing agency for farmers' cooperative enterprises, the Consumers' Counsel, and the passage of the Credit Union Act.

Since the early 1900's there has come into being in this country more than 4,000 consumers' cooperative societies, not including credit unions, with over 1,000,000 members. These organizations include the operating of retail stores, oil and gas stations, the carrying on of bakeries, medical care, dry cleaning, insurance, and other such specialized services. The movement has had ready appeal to college students throughout the country who have been interested in reducing their expenses. In 1934-1935 there were 135 student cooperatives on 112 American college campuses. It is interesting to note that an increasing number of institutes are being directed on college campuses. During

June of last summer more than 1,000 cooperative leaders from thirty-two states met at Iowa State College for a four-day session to consider the relationship between marketing and consumer cooperatives. Another group met at Grand View College, Des Moines, Iowa, to discuss ways of promoting cooperative education, the cooperative press and cooperative recreation. The State of Wisconsin has gone so far as to require the teaching of cooperative marketing and consumers' cooperation in the public schools.

By far and large, the cooperative movement, here and abroad, has been confined to working classes. It would not be a true picture to say that the movement as a whole has met with any great degree of success in the United States. This is largely true owing to the fact that the American economy is highly individualistic and her people prefer to be free to buy where they like and where there may be a greater variety for selection. Another factor, as stated by Professor J. F. Pyle is that "our population comprises many different races and nationalities; these people lack the feeling of permanence and solidarity that is present in an old-world community. There is a high degree of independence and individuality among the middle class which hinders the development of the cooperative movement."<sup>3</sup>

In the United States cooperatives are considered to serve four definite and specific functions: purchasing, credit, marketing, and production.

Purchasing cooperatives seek to eliminate the middleman, cutting down excess profits, while providing low-cost commodities for consumers. Although commodities are generally sold at prevailing market prices, savings are effected which are returned to consumers in the form of dividends.

The credit cooperative aims to supply long and short-term credit to members at low rates. The Federal Government has come to the rescue of farmers in this regard by setting up the Farm Credit Administration which operates through the credit unions and farmers cooperatives. This organization does not deal with farmers directly, but through the cooperative organization and credit unions. Loans are made in most instances to cooperative associations which in turn make loans to individuals; however, in some instances the individual farmers may secure long-term mortgage credit through the Federal Land Banks.

The credit union has particularly found favor with school teachers. By 1936, two years after the Credit Union Act (which permits a group of at least seven persons, with at least seventy-five potential members, to organize for the purpose of receiving deposits and making loans to individual members within certain limitations), an estimate of the number of such unions was placed at 270. **School Life**, for February, 1937, reports the operation of at least 300 state and federal teachers credit unions in forty-three states and the District of Columbia.

The marketing cooperative is "one of the most significant of the American rural movements."<sup>4</sup> This type of association endeavors to secure efficient distribution and greater returns for produce. Inas-



much as such organizations merely serve as a marketing agency to perform a service usually rendered by an individual or privately owned corporation, unless there is large membership or a strong federation of associations, little is accomplished.

Production cooperatives, consisting for the most part of small groups of isolated workers who organize to process their wares, have but little following in this country. It does not seem that a highly specialized economy would lend itself very readily to this type.

The Negro has been slow to take initiative in the organization of cooperatives. The most notable and successful effort among Negroes in the United States is the Consumers Cooperative Trading Company of Gary, Indiana, which was organized as a "buying club" by twenty-odd persons in 1932 with a capital of twenty-four dollars, as a means to combat the depression. Whether or not this "buying club" was successful may be deducted from the fact that its business turnover for 1935 was \$35,000, and it continues in operation with a membership of over 400.

Consider then, for yourself, the possibilities through cooperation for a population of twelve million persons whose average annual consumer strength approximates five billion dollars for food, clothing, furniture, and housing, alone. For this group of Land Grant College presidents, however, it might be well to point out other than the actual material benefits that would accrue.

First, bear in mind that a cooperative results from the pooled capital of a large number of small investments, each investor benefiting in proportion to his patronage of the concern established. For the reason that the Negro has little capital, he should turn to this type of organization. It is entirely possible to build large business enterprises in this way, and the democracy of membership would spread the benefits over a large area, thus distributing necessities and comforts more widely and improving the standard of living, generally. At the same time, the cooperative encourages habits of regular and consecutive saving on the part of its members. Any type of organization that will cultivate the habit of thrift will be a God-send to the Negro people.

Then again, the operation of a business enterprise necessitates the services of capable and well-trained men and women. Cooperative organization would certainly provide placement opportunities for the large number of young Negroes now being trained in our colleges. At the same time an auspicious beginning would be made in a new field of endeavor.

Even more important, through cooperatives the Negro would learn to achieve through group action. It is a truism that we learn to do by doing, and undoubtedly the best, and probably the only way to learn to work together is by actual practice. The future of the Negro is conditioned by whether or not he will learn to combine his strengths and resources. The lethargy and indifference brought on by the sad experiences of the past must be cast aside. Cooperation points the way for the Negro.

J. L. Riddix, a promotor of the Gary cooperative, has very aptly stated a conclusive and convincing argument in favor of the Negro's participation in cooperatives: "It is an inspiring sight to watch the new spirit that comes to a lowly people when a cooperative is developed among them and to see them realize that they have achieved for their mutual good. It is fine to see former mill-hands and laborers serving on boards of directors, managing stores, and controlling finance. The Negro has found a new hope in . . . cooperatives."

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**President Grossley:** This part of the program has gone forth on scheduled time. We have something over an hour to spend in discussion. May I suggest that in reply to a question that came up, every one is welcome to take part in the discussion whether he be president or representative of a college or otherwise. Discussions are in order.

**Dr. Watson:** Mr. Chairman, I would like to ask Dr. Gandy how many cooperatives there are among the Negro colleges.

**President Gandy:** We have a goodly number. I can't tell you the number right off because I have not made a study of it, but we have cooperative banks, units, etc. (At this time several cooperatives in Negro colleges were named by different people.)

**President Grossley:** There are several right here. We have made a good start in that field.

**President Clark:** I was hoping that we might do justice to all of the men who have spoken. I want to ask President Lee if he would explain or give us what he considers important in Christian character in institutions, objectives and possibilities. I might agree with him, but I wish he would tell us some of the things that go to make up the Christian character in these institutions.

**President Lee:** It is difficult. We have to determine our own courses about how we are going to do it. Of course there are certain features. I think we are heading away from the feeling that Christianity is worthwhile in the land grant colleges. Some of you are not as sentimental as I seem to be. I look over the institutions and I notice that emphasis is not put on Christian character in education. I believe that there are a good many people who think that the land grant colleges do not need to think about things that older colleges thought about. I think, of course, we ought to have religion respected. I am not a preacher, not the son of a preacher, but we ought to have religion respected, have these young people feel that it is worthwhile to learn to hear a good preacher, a real good preacher, a young preacher, who can talk sense. I haven't gotten away from the feeling that to have a conference in the matter of prayer service is not worthwhile with young people, yet it helps. I think it is fine to have them stop and think occasionally. It is a good thing to teach these young people that they can't get away from the respect of Christianity, Christian life. Young people laugh at all Negro preachers. I have taken occasion to spend a few minutes during the year to call attention to the respect due the minister and the respect due the church. You wouldn't think so if

you heard some things that we hear and saw some of the things we have to deal with.

The church life, the spiritual life is worthwhile. I can't answer the question; you will have to fix it up yourself. I keep a good preacher and he preaches to everybody, teachers and all once a week. He is an example of the kind of leadership I am hoping to send out. I have three men at Howard studying the ministry. One has gotten a church. I don't suppose he will ever come back.

**President Watson:** We had a college pastor last year that I had to let go at the end of the fall quarter. He was a graduate of the Union Theological Seminary.

I grew up in this thing. Mr. Lee was my first teacher of Bible, my first teacher of Latin. He taught me lots of things; maybe that's why I have gotten to be such a big man.

Here's what I have found among students. They are willing to learn something with some substance. The students are just as hungry for the sincere thing as you are and as I am. It is a serious fact at our college to try to compel the students to listen and believe in this Tom, Dick, and Harry, when they don't and we don't. We can't compel the students to hear them preach, they won't do it. Bring any sincere preacher on your campus and you will get results.

I have a good preacher, a white man. He knows the students because he was born and raised just about sixty miles from Pine Bluff. He is a simple, sincere Christian man. I think he regrets that there is nothing he can do for Negro youth. Many students like him, they listen to him. He comes at the middle of the week for conferences with the students.

I have another preacher from Hot Springs, a Negro. He is a good preacher, a sincere, cultured man. Our students respect him. Not all of them come to hear him, but they have respect for him. Instead of compelling students we should try to get this thing up to where they will respect the preacher.

I refuse to find any Negro student bad because he lives in 1937 and not in 1901. I think they are just as good at heart. The boys of our day were just as bad as these boys. I think there is more genuine Christianity in them now than they had in those days.

**Dr. E. Franklin Frazier:** I have always been interested in the fact that practically every Negro college advertises itself as committed to the program of developing Christian character. The discussion here today in regard to this question indicates that we overlook certain fundamental things about the organization of our colleges, and what is more fundamental, the organization of modern life. Some speakers have emphasized the fact that the past generation of Negro college students came up in Christian colleges, and were influenced by the moral instruction which they received. On the whole, this is probably true, but the college student of the past generation lived in a more or less isolated world. Moreover, the organization of those colleges which were under the direction of churchmen made it easier to

give the student a definite moral outlook, and to inculcate certain habits. Then, too, it should not be overlooked that during this period the outlook of the larger world community tended to support the type of moral instruction which they gave. You will recall that when the college student of the past generation attended these schools under Christian leadership, the world was just beginning to take account of the revolutionary implications of Darwin's hypothesis. In the relatively isolated environment of the Negro college, the missionary teachers who lived in close daily association with the students, were able to inculcate by example and other means the type of ideals and character which they thought desirable for their students. But the organization of the Negro college today is such that it is impossible to exercise a similar form of control over the student's thinking and behavior. Consequently when the Negro college announces that it is developing Christian character, it is making a purely formal statement. It does not have the machinery to develop such character, and it indicates a lack of knowledge of the trends in the outside world. It is impossible to effect the degree of isolation of the student that would make it possible to control his thinking and behavior. In the most isolated colleges, the student can, at least, listen to the radio. For example, he can sit in his rooms and listen to what is going on in a cabaret in Harlem. Probably he will do this after a preacher has been on the campus and told him that wicked people come to a bad end, but from what he hears on the radio, he may be convinced that the wicked get considerable joy out of life. The point which I want to emphasize, in all seriousness, is that the Negro college student does not live in an isolated environment, but that he is in communication with the world at large; and in this world, there is no single standard or definition of behavior.

So far, I have simply pointed out the impossibility of inculcating Christian ideals and molding Christian character. I have said nothing concerning the desirability of the ends implied by such teaching. The average preacher on the college campus tends to give the student a sentimental view of life. However, when he leaves college and gets out into life, he will most likely take a cynical view toward such teaching. The Negro college student has got to make an adjustment to a world in which such sentimental views have no place. Many of them will undoubtedly get lost, so to speak. All that we can do at present is to aid them in making an intelligent adjustment. This may mitigate the risk; but to say that the college is molding Christian character is an empty confession, if not a pretense that it is doing and can do what is impossible.

**President Gandy:** I'm thinking now what a professor in Harvard University some years ago set up as the moral principles growing out of the handling of subjects in the colleges. It has been some time since I read it but as I remember it was that honesty taught in the translation of a Latin assignment might develop the attitude of honesty; and what is true in regard to the attitude of honesty would

also be true in regard to the attitude of emotional relationship that exists between two men; good feeling, for instance. I believe that that type of training in the school is valuable and it is a training that all of us can get. Our instruction is a carry-over between the development of attitudes and ideals in individuals; we then say nothing at all about religion.

I heard a man two or three years ago trying to separate religion and morality. I presume there are distinctions, but what he said to be the distinction I didn't approve of at all. The two are closely entwined. I was one of those that was trained in the religious school, and I have been trying to think what part about the religious services at that school I had brought away. I don't think I brought any of it away. I do have a very definite picture of the personality of the teachers in the classroom, that they stressed accuracy, honesty, morality in its broadest sense, as well as in the application to the other sexes. Those are some of the things I brought away. I am rather a bit too old to change so I suppose I will keep on going as I am.

**Professor H. Manning Efferson:** I want to know what can be done about this thing. Sometime ago I witnessed a football game. After a play the coach called a boy out of line. The coach told him, when he came, that he should have tackled that man and asked him why he didn't. The boy said, "Coach, I just couldn't get that man. As I was moving through, the man in front of me kicked me and I couldn't get that man." "The next time that thing happens around here," the coach said, "you report it to the referee. I want you to go in there and play a game of football. This is not a fight, it's a football game."

If a man can tell a boy that on the field, he is certainly going to have a carry-over of fair play in the future life. I don't know whether you call it religious character or not. If we can get that done in the classroom by the teacher you might get a little progress. You must have the same kind of cooperation that there was in that game.

**President Gandy:** I want to say that I'm glad Dr. John told us what it was that took him out of contact with us. I knew you had fallen out, but I never knew why you fell out. I had just been thinking what was the matter with Dr. John. Now I think as Dr. John does, that Negro land grant colleges are an open field. I don't feel that it is necessary to go abroad or even around in our country to find out what we should do. The answer to that question is right among us. This question of what we are going to do is right here among us. It is with us. This question of what we are going to do is with us if we would open our eyes and look around, I believe we could get the answer to it. Dr. John has told us that we are copyists. He has told us that the white colleges have followed that practice too. We don't need to copy from any college. Someone has said that the accrediting agencies are diverting the Negro colleges from the things the Negro colleges ought to be doing. I want Dr. John to know that the answer to our question, what is the next step, is with us. We don't need to go to Germany,

Italy, England, Sweden, Norway, or anywhere else to learn what the curricula of our schools should be.

**President Davis:** I went to a meeting. I know I had no business at the meeting. They invited me to be on the program. This was a meeting of the Southern Association of Colleges and Secondary Schools for Negroes. I had the nerve to say something about this thing of standardized programs. The next day somebody ruined me before a great many students. What I tried to say that day, was that the very moment we get off on this standardized line we will be lifting these colleges out of the realm where they are expected to render real service. I had just gone through the revisions of all of the standards. The standards they set up in 1905 were being kicked right out. I was glad to hear Dr. Johns say that those standardizing things are important only in the way you work them. The new criteria are going to be in terms of giving us what is needed, that is the modern approach and it gives us a chance. Dr. Gandy is right in that we have a virgin field; we can do anything we like in that field. I am glad this afternoon that I can be respectable on my own highway. I believe it would be a very good thing for West Virginia to be connected with the North Central Association. I say that all the time. There are some things we can not attempt because of the N. C. A. It is an institution that is trying to put its feet on the ground and do some things regardless of the N. C. A. Here is the thing. There are certain jobs that have to be done, new lines of activity, and we know them; and I am just hoping that we are going to be big enough to go and do the jobs and do them so well that the accrediting body will say, "Say, that is brand new and we haven't set up that basis but it is being done so well that we will have to approve these people doing that because that is where they need the work." That is the approach. We are going to do it just like West Virginia University has done things in terms of extension work. The type of work we did has never been attempted in many places because some accrediting agencies tell us we can't do that. We will tell the accrediting agencies we are going to do it anyhow.

**President Lee:** I'm not sure that I understand that accrediting. If I didn't do any more at the school than the accrediting association does, I think I would be doing a poor job. It has never been suggested that I shouldn't attempt things. The emphasis has been placed the other way, that a certain standard should be more than within a certain limit, but I should be unwilling to think about being connected with the accrediting association if they have put a provision on things they don't cover at all. If I couldn't do some things that the accrediting association doesn't cover I would be in a bad fix, but there are certain fundamentals that the accrediting associations observe about the character of your work, the type of work. My understanding is that we can do almost anything, provided we do some fundamental things.

**President Grossley:** We still have around thirty minutes to give to this discussion.

**John W. Parker:** Mr. Chairman, I think that on this matter of

accrediting some of the colleges, particularly those that are not accredited by the North Central Association, would have something of a different problem from that discussed by President Davis.

President Davis told us what West Virginia State College is going to do now that they are accredited, but I am wondering if a college that is trying to be accredited to gain that respectability would not have to keep in mind those things that it would want to do. I believe that a college that isn't accredited has a different problem. It has to keep in mind at every turn whether this policy or that is going to be turned down and if it is turned down there the respectability goes and with it go the students. The matter discussed by President Davis is not the matter that many of us are facing. I happen to know of a little high school in Arkansas called "the little Tuskegee" which taught practically everything. It was a good high school, but one day the students began to come to the principal about the accrediting of the school. The principal finally had to go back and reduce his program so that he could get sixteen accrediting units, however damaging that might be to the students in that community. Can you really do the things you know ought to be done? Can you do that if your rating board doesn't want you to do it?

**President Grossley:** It would be unfair to ask President Davis why the change of mind. I have heard President Davis talk about this matter for six or eight years.

When your school is not accredited the students who go out from your college are turned down, the student is embarrassed, the school is embarrassed, the locality is embarrassed. Just how the schools who are not accredited can afford to introduce new fields in the face of the fact that it will be embarrassed is the problem. It is a question of whether it can stand that embarrassment.

**President Watson:** I don't believe we should have it go out from the conference that we create the impression that the accrediting associations are putting a crop in our mouths. Our college is not in the North Central Association. From what I know about them they want us to do constructive work. If the North Central Association is suddenly changing from a quantitative to a qualitative basis I would be glad to know. I am planning to show them some things when they come that I think they ought to like. If they don't I will be very disappointed. It is not the agency but the people we have to work under. They administer the money and want to say how we can spend it. There is also the federal agent. He doesn't know what I am doing. He tries to advise me, but he can't advise me. He is going by the set-up. This set-up is an awful thing. We are spending too much money producing when we ought to spend more money teaching farming. They set aside money for agricultural profit. Some of these men are trained in Agriculture Education but they don't know a thing about farming. I say that without bias. They can't do anything and many of them have graduated from big agricultural colleges.

**Mr. B. L. Perry:** They are professors, Doctor.

**President Watson:** We try to teach people to farm without having time to farm. I had a boy to graduate; I put him on the faculty. He can do anything. If a tractor broke down, he could fix it right on the field, he could do everything.

**President Grossley:** We will go to the next item. This matter of cooperatives. We don't want to close this session without giving some thought to that topic. Would you mind coming up front, Mr. Evans?

**Mr. J. H. B. Evans:** With regard to the cooperations, I want to tell you about a cooperative that is succeeding and that was recently organized, and I want to tell you how they are attempting to get into the cooperative field.

There is a growing interest in the cooperative movement and I urge all of you to give special attention to the development of cooperative ideas among our people. Here lies the greatest opportunity for the Negro to pool his interests and thereby find a way through the channels of distribution.

Down in Dunnsville, Virginia, is a canning association called the Tri-County Canning Association, operated by a group of farm families in and near Dunnsville. It is owned, controlled, and managed by Negroes. The moving figure in this organization is a man who is not a farmer, but a man who is a waiter on the B. & O. Railroad. He owns a farm down there which is operated by his sons. They are doing a good piece of work. He started out to do something to build up the cooperation spirit of Dunnsville. He came to Washington to ask what he could do. His name is Mr. Cawthorne. He did all the promotional work leading towards the organization of the group. He came to Washington and wanted a loan. We told him he would have to make up a draft. When he got his final draft made up he had forgotten to show how the cooperative could pay off the loan. As much as we tried we couldn't get a definite statement as to whether or not this thing would pay. In the meantime, while we sat and talked about this thing, Mr. Cawthorne went down and mortgaged his own farm so that he could get the thing started. He came back and told us, "I mortgaged my place to get this organization established and I know you are not going to let me down." He was able to secure through the Resettlement Administration a group loan of \$6,000.

The success of their efforts was evidenced in the record they made for the first season. More than sixty people were employed on part-time basis during the canning season, and all of the tomatoes grown and packed by the group were used and paid for. A first class truck is now the property of the group and their entire activities show a net profit of over \$1,000.

This sort of thing is what we are trying to do in the Farm Security Administration. We have found that it was rather difficult to start a cooperative unless it is connected with the projects. Each project should have several cooperatives. It is going to be an excellent opportunity to study what can be done in community service. We found that it was very difficult because of governmental procedure to get a



A man can borrow money from a federal land bank on a long-term basis to pay off his mortgage on a farm. If an individual has saved as much as one-fourth of his money he will be able to borrow the rest. So many people have the idea that it is just the other way around, I mean they think that they pay their part after the government has come through with its part. Not at all. That wouldn't be a very sound business plan.

The Product Credit Loan organization extends loans for producing crops. This type of loan is used by more farmers than any other. Under this arrangement a farmer makes application for money needed to carry on his farming operations for a year. Naturally he has to set forth just what he needs. He begins paying interest on the amount at the time he gets it. The same way about repayment, when he can repay any of it, the interest on that part is stopped. Literally thousands of Negro farmers are making use of this service and they are repaying their loans in a most capable manner.

Each loan made by the Farm Loan Administration has been one in our emergency group loan. There is the land bank loan, there is the product credit loan, there is the chattel mortgage loan. On the matter of cooperatives, it is possible under certain conditions to get money for various types of cooperatives, but the people themselves must put something into it. The Farm Credit Administration does not propose to lose their money. It is with federal funds that we are able to give men farm production loans at 5 per cent. They give a note to the local association at that rate of interest. It endorses that note and sends it to the production credit corporation, if it is the headquarters, and the intermediate credit bank discounts it at 2 per cent. The intermediate credit bank uses that note as security and issues short term bonds at 1½ per cent and they take the money in the bank and buy the bonds at 1 per cent. That is the way the government gets the money. It can't loan if the farmer does not repay. The Farm Credit Administration takes pains to see that it has security. Cooperative unions are one of the ways for us to help get out of the woods, so to speak. In order to borrow money somebody has to put some money in. The federal government isn't furnishing money for you. It is supervising to see that we don't lose any of the money you do put in. The Farm Credit Administration is doing creditable work and the farmers are repaying their loans in a creditable manner.

**President Grossley:** President Clement, will you come forward and say a few words?

**President Clement:** Mr. Chairman, I certainly appreciate the honor of being here, but I am a bit disappointed. The late Arthur Green tells the story of a man who had been enlisted in the army for more than forty years. He was in France this time and was writing his wife back home. He said, "Dear Martha, please quit your nagging. I want to fight this war in peace."

When I came here this time, I said, here's one war I shall fight in peace. I am not on the program, I am not on any committee, I can be

perfectly natural and enjoy everything, and on the very first day of my visit I am called upon.

I didn't intend to miss your conference this time because you are among the most important people I know and I like to keep in contact with you. I remember in college, the president once told me that whenever I saw three or more of my teachers with their heads together on the campus to find out what they were talking about. They were saying something that I ought to know. When I saw that all of you were here getting together I thought I had better find out what was going on in Negro education, what you were thinking, what you knew.

As you know, we are now connected with Atlanta University. In going into the various fields I have found a good many Atlanta University graduates. As I look over the personnel of clubs and various institutions in the Atlanta system I find many students and former students employed on the faculties. I have very quickly seen that there is a relationship and I am interested not only in that relationship, but in seeing where it ought to go. There are many from your institutions and I could tell you various people on your faculties who have graduated from Atlanta.

The Atlanta program is not a fixed, set, and determined program for the next twenty years. We want to know what you want us to do, whether we ought to stop what we are doing. I am here to find out what you are thinking about because I am in the same job you are in and it will be of much benefit to listen to what you have to say.

**President Grossley:** I thank you for making a contribution to the session. I will now put the session into the hands of the President.

**President Whittaker:** We have a good bit of material here yet, programs left by the Department of Agriculture. I wish to call your attention to the material from the National Kindergarten Association, an association that is trying to foster more kindergartens in the United States. I also wish to call your attention to a letter which Mr. Hope, superintendent of Buildings and Grounds, has written, in which Mr. Hope is extending to the presidents and other delegates an invitation for us to discuss with him and his staff problems concerning construction and maintenance of the buildings. As you know Mr. Hope has had a good bit of experience in the construction and maintenance of the buildings of Howard University. Here is a note from Mr. Wilkinson asking that someone be selected to speak at the Holmes Testimonial tomorrow night.

**President Howe:** I move that our President (President Whittaker) represent us at the Holmes Testimonial.

**President Bluford:** Second.

**President Atwood:** It has been properly moved and seconded that we have our president represent us at the Holmes Testimonial. Motion carried.

**President Whittaker:** Does the secretary have any announcements to make?

**President Atwood:** We have an invitation from Dr. Caliver. He

wants to have an "at home" for this conference, the presidents and members. As we have accepted an invitation from Howard University for the Holmes Testimonial tomorrow evening, he wants us to be his guests on Wednesday evening from 8 to 10 o'clock. He knows that is our last evening, but he was of the opinion that few of us will be able to get trains before late Wednesday evening. He wants me to find out if you will accept the invitation and how many he might expect.

**President Whittaker:** You have heard the invitation of Dr. Caliver. We have an invitation from the Federal W. P. A. They want to present for the presidents a screening of seven short motion pictures prepared by the Federal Government on the various pieces of its Works Program. They tentatively arranged that program for Tuesday at 8 o'clock but we have already accepted the invitation for the Holmes Testimonial. They again tentatively placed it for Wednesday at 8 o'clock. The idea of the Federal W. P. A. is that if we are interested in these subjects they may be had for our own institutions.

**President Watson:** Ask how many will be here Wednesday night.

**President Whittaker:** Our meeting is scheduled to close Wednesday night at 5 o'clock. Please raise your hands if you plan to be here Wednesday night.

**Secretary Atwood:** There are seven persons, Mr. President.

**President Clark:** I am sure Dr. Caliver expects to have all of us. He is trying to arrange the thing to suit us.

**Mr. J. C. Evans:** It seems to me that he could have his "at home" after the Holmes Testimonial.

**President Gandy:** Dr. Caliver is not a novice, he is a man of considerable experience, he knows what he wants. My thought is that we might tell the Federal W. P. A. that we couldn't very well come there and if we want to see the pictures we can send to the department and get them. My thought would be that as many of us as can go to Dr. Caliver's.

**President Clark:** Suppose the president finds out if the program can be arranged for tomorrow evening. Do what Dr. Caliver wants to do. The conference will accept the invitation leaving the details to be worked out.

**President Whittaker:** One of our land grant colleges is celebrating a very important event in a few weeks from now. We have the president of that college with us. Will you make a statement about your celebration, please.

**President Hale:** We extend, of course, an invitation to all of the Land Grant College Presidents. We are twenty-five years old, we call this our Silver Jubilee. Up until the recent time we have used youth as an excuse for our shortcomings. We are getting old now and can not use that excuse. We are inviting you to come and join in our festivities. The time has come when you have to have something besides gray hairs to justify confidence. May I take this opportunity to ask all that come to the celebration to bring us a message. We aren't having very long drawn out addresses.