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PROCEEDINGS
OF THE
TWENTIETH AND TWENTY-FIRST
CONFERENCES
OF THE
PRESIDENTS
OF
NEGRO LAND GRANT COLLEGES

■ ■

TWENTIETH CONFERENCES

HAMPTON INSTITUTE, VIRGINIA

JUNE 12-14, 1942

■

WABASH AVENUE Y. M. C. A.

CHICAGO, ILLINOIS

OCTOBER 28-29, 1942

■ ■

TWENTY-FIRST CONFERENCE

WABASH AVENUE Y. M. C. A.

CHICAGO, ILLINOIS

OCTOBER 26, 28, 1943

188984

THEME



THE HAMPTON CONFERENCE*

June 12-14, 1942

National planning for the prosecution and winning of the war,
Long time issues of post-war collapse or reconstruction,
And their effect upon the Negro Land Grant Colleges.

*The first of two conferences held in 1942.

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1942

The Chicago Conference

October 28-29, 1942

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John W. Mitchell

OFFICERS AND COMMITTEES

Officers of the Conference—1942

*President.....	Malcolm S. MacLean, Hampton
Vice-President.....	G. L. Harrison, Oklahoma
Secretary.....	R. B. Atwood, Kentucky
Treasurer.....	J. M. Gandy, Virginia

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President, Ex-Officio—

F. G. Clark, Chairman.....	Louisiana
W. H. Bell.....	Mississippi
J. W. Davis.....	West Virginia
*J. B. Watson.....	Arkansas
W. R. Banks.....	Texas
F. D. Bluford.....	North Carolina
R. S. Grossley.....	Delaware
F. D. Patterson.....	Tuskegee

CONTINUING COMMITTEES

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J. W. Davis, Chairman.....	West Virginia
R. B. Atwood.....	Kentucky
F. D. Patterson.....	Tuskegee
W. R. Banks.....	Texas
M. S. MacLean.....	Hampton
F. D. Bluford.....	North Carolina
C. H. Thompson.....	Howard
Doxey Wilkerson.....	Howard
F. G. Clark.....	Louisiana
J. B. Watson.....	Arkansas

Small Rural Industries

W. R. Banks, Chairman.....	Texas
F. D. Bluford.....	North Carolina
Horace M. Bond.....	Georgia
G. L. Harrison.....	Oklahoma
J. C. Evans.....	West Virginia

*Resigned

**Deceased

Early History of Conference

J. S. Clark, Chairman.....	Louisiana
R. R. Wright.....	Pennsylvania
Charles H. Thompson.....	Howard
**J. R. E. Lee.....	Florida
R. B. Atwood.....	Kentucky
J. M. Gandy.....	Virginia

*Resigned

**Deceased

COLLEGES OF THE CONFERENCE AND THEIR PRESIDENTS

1942

Alabama—A. and M. Institute.....	J. F. Drake
Normal	
Arkansas—State College.....	J. B. Watson
Pine Bluff	
Delaware—State College.....	H. D. Gregg
Dover	
Florida—A. and M. College.....	J. R. E. Lee
Tallahassee	
Georgia—State College.....	B. F. Hubert
Savannah	
Kentucky—State College.....	R. B. Atwood
Frankfort	
Louisiana—Southern University.....	F. G. Clark
Baton Rouge	
Maryland—Princess Anne College, Dean R. S. Grigsby, Acting President	
Princess Anne	
Mississippi—A. and M. College.....	Wm. H. Bell
Alcorn	
North Carolina—A. and T. College.....	F. D. Bluford
Greensboro	
Oklahoma—Langston University.....	G. L. Harrison
Langston	
South Carolina—State College.....	M. F. Whitaker
Orangeburg	
Tennessee—A. and I. State College.....	W. J. Hale
Nashville	
Virginia—State College.....	L. H. Foster, Acting President
Ettrick	

Associate Members

- Alabama—Tuskegee Institute.....F. D. Patterson
Tuskegee
- District of Columbia—Howard University.....M. W. Johnson
Washington
- Georgia—State College.....H. M. Bond
Fort Valley
- New Jersey—Manual Training School.....C. H. Wesley
Bordentown
- Virginia—Hampton Institute.....M. S. MacLean
Hampton

Honorary Life Members

- Dr. John M. Gandy.....President-Emeritus, Virginia State College
- Major R. R. Wright.....Ex-President, Georgia State College
- Dr. J. S. Clark.....President-Emeritus, Southern University

MINUTES

The Conference of Presidents of Negro Land Grant Colleges met at Hampton Institute June 12, 13, 14, 1942. The Conference was called to consider the proposal of Dr. DuBois which had been presented at the Chicago meeting and to consider broader aspects of the problem, aspects more vital since the entry of the nation into the war and the intensification of economic and social change since that time.

In his introductory statements President MacLean pointed out that problems should be discussed with a two-fold interest: (1) the short-time planning and prosecution and winning of the war and (2) the long-time issue of post-war collapse or reconstruction.

Mr. John Corson

Director

United States Employment Service

Essential Points:

A. Winning the war depends on use of man-power.

10½ million, 1 out of every 12 people, must change their jobs within the year.

We have been mobilizing materials—the peak of human mobilization is yet to come.

3 areas of problems:

1. Armed forces.
2. War industries.
3. Agriculture.

We are likely to have conscription of labor for industry and agriculture.

B. The U. S. Employment Service handles this job.

It grew out of the depression.

On January 1, 1942, it took over all the 48 state employment services and is now a national organization.

C. The problem is to bring into action the unity that now exists on paper.

23,000 employees in 1500 local offices have to learn that skills are the only consideration in placing in jobs, that race, religion, etc., should not enter the picture.

The Service is attempting the general use of more scientific methods of employment service by:

1. Job analyses.
2. The Occupational Dictionary.
3. Appraisals for the work and experience of the worker.

The principle that men should be considered only in terms of work qualification regardless of race, etc., must be accepted by employers and unions. The USES tries to point out and educate employers and unions on this point.

A request: The USES can only operate to the extent that employers and workers use the Service. It may become compulsory before the war is over. Until that time we are dependent on the willingness of employers, workers, and unions.

Discussion:

The discussion centered around the following problems:

1. The situation for Negroes shows some signs of improving. The war need, the growth of law forbidding discriminatory practices, the work of the FEPC, the attitude of the CIO and recent successful modifications of AFL policy, etc.
2. The relationship of discrimination in Defense Training Course Programs to the employment picture was discussed. It was pointed out that this problem was one involving the Office of Education. (On Saturday, Mr. George Johnson of FEPC reported on the successes resulting from FEPC hearings with the Office of Education. It was pointed out that we have already had some improvement in the situation and may confidently expect it to improve still further.
3. The problem of in-service training for the 23,000 workers in the USES.

With respect to re-education in attitudes about Negro workers, it was pointed out that the local employment offices in southern states present a serious problem. It was answered that the Washington office of the USES is sending a continual stream of notices, orders, and statements of clarification to the local offices throughout the country. This is followed by the check-up of the field workers in the Service. The problem of in-service training, however, is a tough one and one must expect its accomplishment to take some considerable time. It was suggested that still more careful checks and records of follow-up of the functioning of the local offices be devised and used.

The Proposal of Dr. Dubois

The details of the proposal of Dr. DuBois have been presented to the members of the Conference in an outline distributed during the meetings. The essential points of the proposal are included in a resolution which appears among the resolutions at the end of these minutes. (See Page 18.)

Lieutenant-Commander E. H. Downes United States Navy

Essential Points:

- A. The Navy Program for Negro enlisted-men.
1. Indoctrination and physical fitness program at Great Lakes Training Station.
 2. 45% of the total group (14,400 this year) will be given advanced training for special work.
At Great Lakes: yeomen, radio.
At Hampton: electricians, carpenters, machinists, ship-fitters, motor machinists.
 3. At Hampton a staff of 37 enlisted men and 10 officers. Hampton Institute to take care of technical training.
 4. Personnel, transportation, buildings, equipment all approved and given by the Navy.
- B. The contribution that colleges can make is to do everything to help develop the mechanical aptitudes of young men, a responsibility so much neglected in college training. Men can be trained in college to take orders cheerfully and the physical fitness program can be continued.

Discussion:

The matter of policy was raised and Commander Downs pointed out that his job involved training only and he had no part in determination of policy.

The V-1 program and its extensions were discussed and the need for having these programs in Negro colleges was emphasized. Dr. MacLean was empowered to appoint a committee of three to press the issue with the Navy Department and to keep the Association informed. The committee appointed included Dr. Bond, Chairman, Dean Thompson, and Dr. Davis. (See pp 18, 21-26.)

Mr. William Wynne,
National Resources Planning Board

Essential Points:

A. Planning is here used in the sense of thinking ahead rather than in the sense of blueprinting.

B. Problems which confront us:

1. The avoidance of future wars.

We can no longer be isolationists. America must lead the way to free international trade and help solve international monetary problems so that freedom of trade is facilitated.

2. In the physical task of getting the nations of the world on their feet, we must expect to take the lead in housing, feeding, clothing, and reconstructing.

3. Domestic problems:

We are not as likely to suffer as Europe in respect to lives lost, under-nourishment, oppression, epidemics, bombings, shipping losses.

There will be depletion and deterioration of peace-time equipment. However, war is not a net drain on resources. We are using previously unused resources (Plastics, lighter metals, etc.)

When war stops we must develop production for peace-time use in synchronization with the fall-off of war production.

How can we get full employment in peace time?

1. Demobilization must be gradual.

2. War orders for production must not be cut off too abruptly.

3. There must be some retention of controls.

4. There must be a program for those who need to be helped over the transition period.

Private industry will do much of the shift-over:

1. There will be a large backlog of consumer demand.

2. There will be large deferred capital expenditure.

3. There will be a large backlog of housing.

IF THIS SORT OF ORGANIZED EFFORT CAN BE DONE IN WAR, WHY CAN IT NOT BE DONE IN PEACE FOR THE SOLVING OF THE PROBLEMS OF PEACE?

We are asking this question. What private industry does not do, the government must.

Possible projects are:

1. Rural rehabilitation.
2. Low-cost housing.
3. Flood control, transportation, etc.

Discussion:

Dealing as it did with the more general phases of world-wide problems of large scope, Dr. Wynne's paper was followed by a discussion that centered upon the broader aspects of the problems of Negroes in the world picture. Dr. Wynne emphasized the area in which the National Resources Planning Board worked, while it did deal with large problems of world importance, it only dealt with problems within rather restricted areas. It did not deal with all problems. For example, the production phases of our economic systems were considered far more than were the distribution phases.

The discussion turned to the importance of having a post-war world in which the peoples of color have a voice in determining the nature of that world. It was pointed out that even in the case of such significant events as the recent U. S. and British pacts with Russia, the exclusion of races other than white in the making of plans and in the prosecution of the war effort raises a serious question. The issue, it was felt, must be faced. The record has not been too good. India, Burma, Malaya, and the American South confront us with an issue and the lesson must be learned. Otherwise, the war is futile and there will remain the basic causes of a still greater third world war if racial equality is not practiced as well as preached. All planning for the future must be based upon an honest solution of the problem of racial equality.

Dr. Joseph R. Houchins

Census Bureau

Essential Points:

Dr. Houchins explained the nature of the work done by the Census Bureau and said that it provides the most and the most accurate data regarding the Negro population. Reports are made regularly giving various kinds of breakdowns of census data, by topic and by region. Published reports are available, although there is now an effort being made to conserve paper. Unpublished data are of great value and the office will assist in the use of such data.

Census data are valuable for three reasons:

1. Snapshot pictures of the population.
2. Changes within a ten-year period.
3. Indication of what is to come later.

Releases are free, but bulletins require the writing of a letter stat-

ing the problem and the uses to which the material will be put. It was suggested that letters be addressed to Dr. Houchins.

Discussion:

There was little discussion of the talk by Dr. Houchins. Some questions regarding procedure in securing bulletins, etc., were raised, and were answered as indicated above.

Mr. George Johnson

Fair Employment Practice Committee

Essential Points:

The committee deals with discriminatory practices in war industries, defense training programs, and governmental agencies, and then tries to adjust them. It has the power to recommend to the government what is necessary in the whole progress of war effort.

A serious difficulty is that the committee has to spread its work over the entire United States with a staff of approximately 25.

In the government service in Washington we have driven the discriminatory practices underground, but the problem still exists in some of the major agencies.

The defense training program incidents of discrimination have come before the board and the charges sustained. Already there has been some effective improvement in the situation and we may confidently expect more to follow.

The continuance of the committee after the war is a matter of pure speculation. There is a very real possibility that this committee or some agency will continue so long as the problem exists in a critical stage.

Discussion:

Discussion centered largely about the problems connected with defense training classes. It was pointed out that if a satisfactory adjustment of unfair practices is not achieved, the college should complain to the United States Office of Education. If no action is forthcoming, the matter should be referred to the FEPC for action. The question of whether it is necessary to have employment opportunities available before defense training classes should be established was raised. It was stated that defense classes should not be omitted because of a lack of ability to demonstrate positions available for the men when they finish those courses. Programs should go forward. We need men trained, and we need them trained before the specific request for workers is made. If a man needs one hundred welders, he

cannot then wait to have them trained. We need trained manpower and we need it just as soon as we can get it trained.

Dr. Thomas Roberts

United States Department of Agriculture

Essential Points:

When Executive Order 8802 was given, the Department of Agriculture checked up on the number of Negroes employed on its staff. They were mostly in custodial positions—over a six-month period. Since that time the number of Negroes has increased while the total number of employees has decreased. Negroes have been spread over a greater variety of jobs as well.

Study has been made of the training given in Land Grant Colleges for extension workers, home economics teachers, etc. It was proposed by Dr. Roberts that the Land Grant Colleges send representatives of their Home Economics divisions to the Department in Washington, D. C., for a ten-day period. There the nature of the work done in the Department would be studied and the representatives would return to their colleges and introduce relevant curricular changes, with the view to training students for such work.

Discussion:

The discussion centered around the proposal of Dr. Roberts for the training of Home Economics teachers over a ten-day period in Washington. Considerable discussion of the relationship of such a program to the work in Home Economics conducted through the United States Office of Education resulted. The motion to appoint a committee to draw up a resolution on the matter was passed. Such a resolution appears at the end of these minutes.

Dr. Robert Weaver

War Manpower Commission

Essential Points:

Problems being faced:

1. The upgrading of those who are skilled.
2. The utilization of those who are skilled.
3. Areas of tight labor market—(Mobile, Buffalo, etc.)
Housing is a problem; it uses critical materials.
4. The problem is not unemployment so much as underemployment—the use in jobs less important than those for which the men are fitted.

5. We need to start with the problem of training. There has got to be a **real** defense training program for Negroes. It must be bona fide defense training, located where workers are needed and where they live. Careful selection is important.
6. The problem of employment after training. Chances are increased if large numbers of Negroes are trained. Tie up with production of war materials rather than as a race problem. The gains will come quicker and be more secure.
7. Labor unions are important in the picture. We must work with them and have them work with us.

Discussion:

Discussion centered around the needs of the military for trained men and the evidences of discrimination in labor unions. It was pointed out that the army needs mechanics immediately for automotive equipment. It has only $\frac{1}{2}\%$ of the necessary diesel mechanics, while the Navy has but 4%.

Regarding labor unions it was pointed out that they were "good American institutions" and we must expect to find discrimination existing in them. Nevertheless, we must join up with unions or we will be fighting them as well as their employers.

Dr. Alonzo Myers

New York University

Essential Points:

1. The NEA Committee on Education for Democracy has been making efforts to eliminate discrimination in industry. It has met with the N.A.M. and with the C.I.O. and the A.F.L.
2. The problem of teacher-employment, salary problems, and the use of teacher-examinations for purposes of discrimination have been considered by this committee.
3. The "Council Against Intolerance in America" has been conducting a broad educational program in an attempt to influence attitudes. It has literature available and conducts regional conferences of business men, educators, industrialists, etc. The theme of these conferences this year is "Victory through Unity."
4. The campaign for a mixed combat division of the army, on a purely voluntary basis, and to be known as the "League of Nations" division, has been pushed.

Discussion:

Discussion centered around two items. Considerable attention was paid to the problem of teacher examinations used in the fight for equalization of salaries of teachers. The Newport News experience was discussed and the attitude of the National Teacher Examination people themselves was clarified.

The proposal for a mixed division in the army was discussed at some length. Objections to it were pointed out but the sentiment of the group was in favor of the idea. This sentiment is expressed in one of the resolutions adopted.

Judge William H. Hastie**War Department****Essential Points:**

1. One-third of the men in colleges are to be enlisted in the Army Reserve. This does not involve training, but is a form of recruiting. The men will be allowed to finish their college programs. All accredited colleges should have received notice and an invitation to participate in the program.
2. In the ROTC program, only five new units have been added this past year, and all these have been in Negro colleges.
3. Most college men will have to go through the regular procedure in the army if they want to become officers. One encouraging aspect of this problem is that the situation is looking better with respect to officer-training for Negroes.
4. In the Women's Army Units there will be segregation, but in theory it is planned that there will be no discrimination in the assignments of tasks.

Discussion:

The question of Army Pilot's Training was brought up and it was pointed out that this program is at present taxing the facilities of the field at Tuskegee, and we can look to no increase in the program in the near future.

(Mrs. Fauset emphasized that with respect to the O. C. D. the entire program was geared on the war effort.)

Dr. M. M. Chambers**American Council on Education****Essential Points:**

1. There have been seven books on Negro youth published by the Council. They are selling well and are being widely read. They are well written and go to the heart of the topics treated.
2. Endorsement was given to the DuBois proposal.
3. The ACE is still carrying on research, though large projects are not undertaken during the war period.
4. An informational service is available, telling what is going on in Washington, D. C., relating to education.
5. Bulletins available:
 - a. **Higher Education and Defense.**
 - b. **War Service Opportunities for College Students.**
6. The ACE welcomes suggestions as to how it might serve educators better.

Discussion:

The Navy V-1, V-5, and V-7 programs were discussed. The latest information available is that none of these programs will be set up in Negro colleges. Negro students in white colleges of the North and West will not be permitted to participate in this program.

The Conference was adjourned at 1:30 Sunday, June 14, 1942.

RESOLUTIONS

1. We approve of the continual attempts of the U. S. Employment Service, through in-service and headquarters directives to enforce Executive Order No. 8802 and to eliminate discrimination against minorities from all federal Employment Offices.
2. We urge upon the USES the strengthening of the scientific approach to job and worker analysis and to groupings of families of occupations and particularly further preparation and planning for demobilization and conversion to peacetime business and industry with the objective of full employment of America's manpower.
3. We approve the work of the National Resources Planning Board in its important area of study. We urge the NRPB to recognize more fully economic and social problems of minority groups and in particular to include on its staff competent Negro economists.

4. We urge the National Resources Planning Board to recognize the unique position occupied by Negro Land Grant Colleges and to avail itself of the opportunity of having these colleges participate in the thinking ahead and blueprinting of the future.
5. We approve the excellent record of the FEPC in enforcing Executive Order No. 8802 and urge that its activities become still further intensified. We urge in particular that its staff be increased to a size commensurate with the responsibilities of the committee.
6. We approve the efforts of the U. S. Department of Agriculture to secure within its ranks increased employment opportunities for Negroes and express our desire to cooperate fully with the Department in the training of competent people to fill positions in the Department.
7. We resolve to study and continually improve our curricula and our methods in the light of rapidly changing economic and social patterns. We resolve to take cognizance of changing patterns in industry brought about by the use of new materials and processes, and in rural life by the extension of scientific agriculture and rural rehabilitation and to translate this knowledge into effective procedures for training Negro youth for the new age.
8. We approve the work of the War Manpower Commission and urge that it make every effort to help in the setting up of an adequate and comprehensive program in training Negro youth for war industry. We approve of the principle that training programs should go forward without waiting for specific employment opportunities to appear. We further approve of and urge the inclusion of the study of labor problems and union procedures in the college training of Negro youth.
9. We approve of the educational efforts of the Committee on Education for Democracy of the National Education Association in helping with the work of other bodies in furthering the understanding and putting into action of Executive Order No. 8802.
10. We approve of the effort of the Council Against Intolerance in America to eliminate discrimination and intolerance of all kinds and to bring into being the "League of Nations" division of the U. S. Army.
11. We approve the recruiting of college students for the Army Officers' Reserve and urge that Negro college students be given equal opportunities for participation in all phases of the Army, Navy, and Marine Corps programs that relate to college students.
12. Since the best interests of the Nation demand the just and equitable handling of price control and rationing, we urge Mr. Leon Henderson, the Price Administrator, to see to it that Negroes are appointed to local rationing and price control boards, and serve as members and employees of these boards.

13. The following proposal of Dr. DuBois was presented to the Conference in the form of a resolution and adopted unanimously. It was presented for signature as well, and the following presidents signed it:

President R. B. Atwood, Kentucky State College.
 President J. B. Watson, Pine Bluff, Arkansas.
 President G. L. Harrison, Langston University.
 President H. M. Bond, Ft. Valley State College, Georgia.
 President Malcolm S. MacLean, Hampton Institute.

PROPOSAL

The Presidents (noted above) of Negro Land Grant Colleges, after several conferences, have agreed to initiate a series of cooperative studies of the social condition of the American Negro and more especially of his economic situation during and after this war.

For this purpose they propose to complete in their institutions a division of the Social Sciences including history, anthropology, sociology, economics, political science, psychology, and other cognate subjects so as to give their students unified knowledge of social conditions and modern trends.

In addition to this they propose to grant to one or more of their qualified instructors time and funds for a series of social studies, whose subject, methods, and scope shall be determined after conferences with executives and investigators in other institutions, and with outside experts in the social sciences, including students of conditions among the white population.

The ultimate object of such conferences and studies shall be to accumulate a body of knowledge, intensively pursued according to the best scientific methods, continuously added to, checked and reviewed; improved in method and object; tabulated, interpreted, and integrated to be used as the basis of raising the standard of living and cultural pattern of American Negroes through education, work, law, and social action.

We propose that the results of these studies by each college in its own state or section of state shall be brought together, periodically compared, edited, and published annually in some convenient form for the use of students, legislators, and social reformers.

For these purposes of conference, investigation and publication we propose to set aside in our annual budgets such sums as our institutions can properly afford.

14. A resolution is to be worded by Dean Thompson of Howard University and copies of it will be sent to members of the conference and association soon. The sense of the resolution is that we redouble our efforts to attack the problem of morale by bringing to

young people a clearer understanding of what it is we are fighting for. The sense of the resolution was adopted by the conference and Dean Thompson empowered to word it.

LETTER TO THE SECRETARY OF THE NAVY ON THE NAVAL ENLISTED RESERVE PROGRAM

The Honorable Frank Knox, Secretary of the Navy:

The Conference of Presidents of Negro Land Grant Colleges (representing the Negro Land Grant Colleges in 17 states, Hampton and Tuskegee Institutes and Howard University) which met at Hampton Institute on June 12-14, 1942, heard with considerable amazement that several institutions represented in the Conference had made application to the Navy Department to be allowed the opportunity to participate in the Navy Enlisted Reserve (V-1) Program. The following letter in reply to a request for participation is typical:

"This will acknowledge your letter of May 22, 1942, addressed to Captain F. U. Lake, U.S.N., (retired), Director of Training, requesting consideration of the College of Liberal Arts of Howard University for acceptance under the Navy's Accredited College (V-1) Program.

"Under the plans recently announced by the Navy Department, all Negro recruits will enter the Great Lakes Training Station for a preliminary training period of eight weeks. At the Station, all will be given the opportunity of qualifying themselves for promotion to Naval ratings. It is anticipated that the plans of the Navy Department will be changed from time to time as the program for the enlistment of Negro recruits develops. If the program is extended to include Naval Enlisted Reserve (V-1), we will be very glad indeed to give full consideration to the application of Howard University.

"Your interest in the Navy's V-1 Program is deeply appreciated."

The Conference listened with interest to a description of the enlisted program now being activated at Great Lakes and Hampton, as described by Commander Downs. But the Conference was considerably disturbed about certain aspects of the Navy program which concern particularly the participation of college and technically-trained Negro students; and specifically directed that a special committee be appointed to confer with such officials in the Navy Department as may speak with authority on these matters, urging that immediate provision be made for the fuller participation of Negro college students in the Navy program.

It is our understanding that no Negro college has been given the opportunity to participate in the V-1 Program, nor has any Negro student been allowed to participate in the program, even in those white institutions which accept Negro students and which have been approved by the Navy for such training. The Conference is particularly disturbed over this situation for several reasons.

First, the army has already invited all of the colleges of this Conference to participate in the AERC, and quotas are now being prepared for the several institutions. However, we understand that the army's quota will cover only one-third of the eligible male students in the colleges. The Navy, we understand, has been given a similar quota. Thus, if these Negro colleges are excluded from participation in the Navy's program, they lose the Navy's one-third quota of men who should be covered by some such program.

Second, the only opportunity for service in the Navy which is open to Negro college students and graduates is on the level of apprentice seamen at Great Lakes or Hampton. Obviously, it is a callous and profligate waste of intelligent manpower to take a man who has had (or can get) several years of college mathematics, physics, and allied subjects and start him as an apprentice seaman. Both the college and the Navy and the Nation suffer in the operation of such a policy. It is difficult to see how any conscientious and intelligent college teacher or official could advise a Negro college student to join the Navy under such circumstances. And it seems to be paradoxical, to say the least, that the Navy would insist upon such a policy, especially when, according to numerous brochures and pamphlets and radio announcements, it needs a reservoir of trained manpower so badly.

Third, the Conference and the Committee have looked at the question in the most realistic fashion. Under the V-1 Program, if a student does not do satisfactory work, he is taken out of college and sent to Great Lakes. If he does satisfactory work, he is deferred for at least two years and possibly four years. Thus, taking the minimum time—two years—either the war will be over by that time or we will have such a critical shortage of intelligent and trained manpower that color of our Naval officers won't make much, if any, difference to anybody. Moreover, if Negroes can enter Annapolis, certainly there should be no real reason why they should not be allowed to participate in the V-1 Program which leads to a similar goal.

Fourth, the exclusion of Negroes from participation in the V-1 Program is certain to have a deleterious effect upon the present limited naval enlistment among Negroes. We have already discovered that in the recruitment of Negro enlistees for Great Lakes that, with the exception of recruiting officers, previous training and experience of the prospective Negro enlistee are not taken into account as is done with prospective white enlistees. While prospective white enlistees have the opportunity to take examinations immediately for ratings up to chief petty officer, Negroes are not given this opportunity, having only

the option of going to Great Lakes as apprentice seamen or not entering. This practice has served to decrease the number of specially trained Negroes, many of them college students, from enlisting in the Navy, but what is worse, has lowered their morale terribly. The same or worse can be expected to result from exclusion of Negroes from participation in the V-1 Program. And this certainly is not the time to impair the morale of any potential soldier, marine or sailor.

Fifth, it is probably unnecessary to belabor the point that the exclusion of Negro colleges from participation in the V-1 Program is not only undemocratic but (as it becomes more widely known) is already having an injurious effect upon the morale of the Negro people in general. Already several Negro colleges have had inquiries from students about the participation of Negro students in the V-1 Program. Naturally, they had to tell them that this opportunity had not yet been extended to Negroes. In several instances, Negro students have observed that it appeared to be a particularly unfair sort of discrimination to afford an opportunity to white college students to acquire training in college which would allow them to serve at a level more commensurate with their intelligence and training, while at the same time denying this opportunity to Negroes. And as we have pointed out above, these students are right, since fully one-third more white students will be given such an opportunity than will be the case with Negroes.

Finally, such a policy of exclusion has caused and will cause more and more Negroes to wonder whether the recent action of the Navy in making it possible for Negroes to enlist in the Navy other than as messmen or in some similar limited capacity is to remain a feeble gesture or whether the Navy really means to avail itself of the best selection of manpower based upon efficiency and training. Such doubts and fears certainly are not conducive to high morale either among Negroes at home or other people of color of the United Nations.

In view of the above reasons this Committee on behalf of the Conference of Presidents of Negro Land Grant Colleges in particular and the Negro citizens in America and the cause of democracy throughout the world for which we profess to be fighting respectfully request that:

- I. NEGRO COLLEGES BE IMMEDIATELY AUTHORIZED TO PARTICIPATE IN THE V-1 PROGRAM;
- II. NEGRO STUDENTS IN COLLEGES WHICH HAVE BEEN APPROVED TO GIVE SUCH TRAINING BE ALLOWED TO PARTICIPATE AS OTHER STUDENTS;

- III. EQUITABLE PROVISIONS BE MADE FOR PROSPECTIVE NEGRO ENLISTEES TO RECEIVE RATINGS THROUGH EXAMINATIONS AS ARE NOW MADE FOR PROSPECTIVE WHITE ENLISTEES.

Respectfully yours,

John W. Davis, President, West Virginia State College.

C. H. Houston, Attorney-at-Law, Washington, D. C.

J. M. Nabrit, Jr., Secretary, Howard University.

Chas. H. Thompson, Dean, College of Liberal Arts, Howard University.

Horace Mann Bond, President, Fort Valley State College, Fort Valley, Georgia, CHAIRMAN.

For the Committee:

CHAS. H. THOMPSON.

NEWS RELEASE PREPARED BY A COMMITTEE OF THE CONFERENCE ON THE NAVAL ENLISTED RESERVE PROGRAM

July 3, 1942.

MEMORANDUM TO THE EDITOR:

The Conference of Presidents of Negro Land Grant Colleges has protested the exclusion of Negro students from the Navy's V-1 program which is designed to provide officer candidates for the Navy out of quotas of college students. Under the V-1 program the Navy has a quota of approximately one-third of the college students, who are permitted to enlist in the Navy, pass to the naval reserve, remain in college until graduation and then go into the V-1 program for commissions in the Navy. As long as the student's college work is on a satisfactory level, he is not sent to active service. If he fails in college, he is sent immediately to active duty. Students are required to take certain courses in college designed to afford them the proper educational background for their navy service, but they are not organized into companies as in the R.O.T.C. They remain in college as individual students. The purpose of the plan is to furnish the Navy a continuous supply over the duration of the war of trained and intelligent potential officers. In addition to the Navy quota, the Army has a quota of approximately one-third, and the remaining third is allocated to industry. Thus we have the triumvirate: Army, Navy and Industry.

The Navy has not only refused to recognize any Negro college as participating in the V-1 program, but further refuses to permit a Negro student enrolled in a white college which has been recognized as participating, to take advantage of the V-1 program.

In order to make their protest vocal and bring home to the Navy their deep discontent with the exclusion of Negro colleges and Negro students from the V-1 program, the Conference appointed a committee consisting of President John W. Davis, West Virginia State College,

President Horace Mann Bond, Fort Valley State College, and Dean Charles H. Thompson, College of Liberal Arts, Howard University, to carry the Conference's protest to the Navy Department.

On Thursday, June 23, 1942, the Committee headed by Dean Thompson met with Mr. Addison Walker, Assistant to the Navy and Dean Barker, Head of the Navy Training Program. Since Presidents Davis and Bond were unable to reach Washington, Charles H. Houston attended the meeting in their stead.

Dean Thompson presented the memorandum which is attached, asking that (1) Negro colleges be immediately authorized to participate in the V-1 program, that (2) Negro students in white colleges which have been approved to give such training be allowed to participate as other students, and that (3) equitable provisions be made for prospective Negro enlistees to receive ratings through examinations as are now made for prospective white enlistees.

Mr. Walker and Dean Barker declined to recommend that Negro colleges and Negro students be permitted to participate in the V-1 program. They stated that the Navy had not worked out any plan for use of Negro officers and that the Navy was not disposed to train men for officers and then not use them. Mr. Walker and Dean Barker stated that it was contemplated that the officer training would come out of the men now being trained at Great Lakes and Hampton when and if they qualify as officer candidates. The training at Great Lakes Naval Station and at Hampton Institute is not designed to qualify sailors as officers but for the enlisted ratings. But if a sailor has certain educational qualifications, and has had a year of sea duty, **and is recommended by his commanding officer** he is entitled to take the examinations to qualify for a commission. Dean Thompson and Mr. Houston pointed out that the condition that the sailor be recommended by his commanding officer was a loophole and a snare for the elimination of all Negroes and that in substance the Navy has not opened the way for Negroes to become commissioned officers.

Dean Thompson and Mr. Houston further pointed out that under the V-1 program the Navy would not face the problem of Negro officers for at least a year and probably two or three years; and that if the war lasted two or three years the United States Navy would need officers so badly that the color of the officer would be immaterial. Mr. Walker and Dean Barker stated that if the Navy needed officers so badly at that time it would take the men regardless of race; but dean Thompson and Mr. Houston replied that would be impossible because the Negroes would not have had the training and would not be available.

Dean Thompson and Mr. Houston pointed out that they were interested in seeing that the Navy got the very best material, and that they did not want to see all the most intelligent and forceful Negroes enter the Army, but that under the superior opportunities offered by the Army to become officers and advance as officers, no ambitious Negro boy is going to enlist in the Navy knowing that the officer pro-

gram in the Navy is an illusion or practically a closed door as far as Negroes are concerned. Therefore they said the Navy will not get the type of Negro sailor it really wants and needs, and the Negro race will not have the type of representation it seeks in the Navy to render the greatest aid to the war effort. Mr. Walker and Dean Barker said they appreciated this position and it was probable that they were missing some fine men by the limitations on Negroes in the Navy program, but that for the present the Navy felt it had gone as far as it could in one step. They asked that the Negroes prove themselves on the present levels and the present opportunities, but Dean Thompson pointed out that they were asking Negroes to undergo more of a handicap than white sailors, and that it was a waste of manpower to ask a graduate of a technical college to enlist as an apprentice seaman just because he was a Negro, and that such a boy would choose the Army where his talents could be used according to his training and experience.

Mr. Walker and Dean Barker said they would make formal reply, a copy of which will be sent you. Meanwhile, you can be watching the Navy program, and can request a conference for the Negro press with the Navy. Dean Thompson and Mr. Houston suggested that such a conference might be helpful both to the Navy and the Negro press.

THE CHICAGO CONFERENCE*

OCTOBER 28-29, 1942

Scheduled Topics

- I. **THE DUBOIS PROPOSAL**—The inauguration of a cooperative socio-economic study of the American Negro by the several institutions represented at the Conference.
- II. **THE NATHANSON PROPOSAL**—Consideration of a proposal that the Negro Land Grant Colleges promote small, rural industries as a part of the war production program.
- III. **THE WILKERSON STUDY**—A report on agricultural extension work among Negroes in the South, and consideration of plans for future joint action by the Negro Land Grant Colleges in their effort to establish an equitably administered program of services.

*The second of two conferences held in 1942.

MINUTES

WEDNESDAY, OCTOBER 28, 1942

Morning Session

President M. S. MacLean, Presiding

The 20th Annual Conference of the Presidents of Negro Land Grant Colleges opened at 10:00 a. m., October 28, 1942, in the conference room of the Wabash Avenue Y. M. C. A., with President Malcolm S. MacLean, Hampton Institute, presiding. President MacLean spoke briefly concerning the future of the President's Fair Employment Practices Committee and its present relationship to the War Manpower Commission. He also announced that Lt. Com. David Armstrong, commander at Fort Robert Smalls, Great Lakes Naval Training Station, had requested the opportunity to speak to the Conference on the Navy training program and had invited the members of the Conference to visit Fort Robert Smalls during their stay in Chicago.

Following some discussion from the floor regarding the possible future activities of Dr. Robert C. Weaver and Dr. Will Alexander, the presiding officer, introduced the principal speaker of the morning, Dr. W. E. B. DuBois, chairman of the Department of Sociology, Atlanta University. Dr. DuBois spoke to the Conference concerning "The Next Steps in a Co-Operative Study of the American Negro." This study was proposed by Dr. DuBois and discussed by the associated presidents at their meeting in Chicago in November, 1941, and again at their meeting at Hampton Institute in the spring of 1942. Having been favorably received by the committee appointed to study the proposal and by the Executive Committee of the Conference, the current meeting took up the problem of implementing the project. (See p. 36 for summary of Dr. DuBois' address.)

In the discussion which followed the principal address Dr. DuBois defended his proposed principle of "integrated decentralization" in the organization of the project. Each college would necessarily have problems peculiar to its area of service in which it would be interested, and to attempt to have every institution investigating the same problem at the same time would not allow for this difference nor for the utilization of the stimulus which individual initiative would give to the program. After a discussion of how such a program would be integrated and coordinated the following resolution was introduced by President Horace M. Bond and seconded by President J. W. Davis.

1. That Dr. W. E. B. DuBois be designated the official coordinator of the proposed sociological studies to be instituted by the various Land Grant Colleges.

2. That each President appoint from his faculty a liaison officer to serve as the agent for continued implementation of the project. This officer to report progress and seek further cooperation from the administration and faculty; preferably, though not necessarily, he should be a social scientist.
3. That each President agree to try to find funds in the college budget to permit attendance of liaison officer at a methodological conference to be called by Dr. DuBois at a convenient time and place. (After appropriate correspondence should have further clarified various issues.)
4. That the Executive Committee at this meeting address itself to possible ways and means of further financing said study, conference, or other aspect of the program.

The resolution was passed.

The motion was made by President W. R. Banks, Texas, and seconded by President G. L. Harrison, Oklahoma, that the Executive Committee be empowered to pay Dr. DuBois an appropriate sum for his work in promoting this study among the colleges. The motion was passed.

President MacLean appointed the following committees.

Nominations Committee

President W. R. Banks
 President F. D. Bluford
 Dean Charles H. Thompson
 President J. R. E. Lee
 President G. L. Harrison

Findings Committee

President F. G. Clark
 President J. F. Drake
 President Horace M. Bond

The meeting was adjourned until 2:00.

WEDNESDAY, OCTOBER 28

Afternoon Session

Dr. Felton G. Clark, Presiding

The session opened promptly at 2:00 p. m. with a report by President John W. Davis, West Virginia, on the Negro Land Grant College Committee studying "Agricultural Extension Work Among Negroes." For a number of years the Conference has been working for more agricultural extension services for Negroes in the South. In March, 1942, a study by Dr. Doxey A. Wilkerson of Howard University, Washington, D. C., on **Agricultural Extension Services Among Negroes in the South** was published by the Conference of Presidents of Negro Land Grant Colleges which exhaustively examined and analyzed the disparity which existed between services rendered white persons and Negroes by extension agents. During the past year Mr. Claude Barnett, director of the Associated Negro Press, and President F. D. Patterson of Tuskegee Institute, as special advisers to Secretary of Agriculture Claude Wickard, have been making a survey of the extension work available to Negroes in the southern states.

In the discussion following the report Mr. Claude Barnett (see p. 37), Mr. T. N. Roberts, assistant to the Director of Personnel of the Department of Agriculture, Washington, D. C., and Mr. Reuben Brigham, Assistant Director of the U. S. Department of Extension Services, Washington, D. C., contributed, and a plan was accepted for correcting this existing condition. The plan called for a request by the United States Department of Agriculture for an additional one and a half million dollars to expand the Negro personnel in the agricultural extension service. This would be an emergency remedy in line with the promotion of the "Food for Victory" program of the national government. It was emphasized that this would not relieve the southern states of their responsibilities to the entire South and the nation of supporting an equitable agricultural extension program for both races.

At the close of the discussion Mr. Barnett suggested the appointment of a member of the Conference to work with him and President Patterson. He also suggested a liaison committee of members of the Conference be appointed to represent the entire group before any federal agencies it would be necessary to contact in the effort to expand the agricultural extension services for Negroes. These suggestions were referred to the Executive Committee.

At this point President MacLean introduced Lt. Com. David Armstrong. As commander of Fort Robert Smalls, Great Lakes Naval Training Station, he again extended an invitation to the members of the Conference to inspect the Fort and stated that he would be glad to take a committee of members there if the duties of the Conference make it impossible for all to go. His able exposition on the opportunities, particularly future opportunities, offered by the Navy to in-

telligent young Negroes aroused considerable discussion among those present. A committee of five volunteered to visit Fort Robert Smalls and report to the group the next day.

The meeting was adjourned.

THURSDAY, OCTOBER 29

Morning Session

President J. F. Drake, Presiding

Dr. A. George Nathanson, adviser to the Planning Division of the War Production Board, discussed "A Program for Small Industries in Rural Sections of the Southern States." Following the address (see p. 41) a spirited discussion from the floor took place during which the value of local projects in meat and poultry production was stressed. The possibility that the government would provide a revolving fund for the various colleges when the program got underway in order that these institutions could underwrite local production was discussed. It was emphasized that the colleges themselves must first make surveys of both resources and manpower available in their localities for such projects and indicate that the program is one that will be carried out.

At the close of the discussion the motion was made and seconded that a committee be appointed by the president of the Conference to cooperate with Dr. Nathanson who was named as consultant to the Conference in the development of the program of Small Rural Industries to be promoted by the individual Negro Land Grant Colleges. In addition each institution was to proceed with the plans it had made or was carrying out in the execution of this program. The motion was passed.

At this point Dr. Fred Kelly of the United States Office of Education delivered an address on "The War-time Training Program." He discussed at some length two programs of wartime training which are being administered by the U. S. Office of Education. The first, now in its third year, was the program which promotes short training courses in engineering, science, and management. Enrolling over 100,000 students in some 3,000 courses in 178 colleges and universities throughout the nation, Dr. Kelly admitted that the proportion of Negro students participating in this program had been and still is limited, due to the theory that training should be given to those who had an opportunity to hold jobs for which the training prepared them. With the growing demand for skilled workers as a result of the urgency of war needs Negroes are being incorporated into this program now at a rate faster than that of the other group. He said, however, that the number now participating falls "far short of what we think should be according to racial ratios."

The other program discussed was the loan plan for students enrolled in accelerated courses in engineering, physics, chemistry, medicine, dentistry, and pharmacy. For such students, if they are within a year of finishing their course of instruction, the Office of Education has funds which are given directly to the institution to assist in meeting tuition and maintenance costs.

The speaker then went on to discuss informally some personal predictions as to the effect of lowering the draft age and the growing influence of the War Manpower Commission on the nation's colleges and universities. It was the opinion of Dr. Kelly as brought out in his address and in the general discussion which followed that greater centralization of authority over the manpower of the nation is not only essential but an inevitable result of the war as the example of Great Britain amply demonstrates. He was of the opinion that this will mean that the American colleges will have a better chance than ever to continue operating. A single manpower authority with absolute control will be able to work out a program which will take into consideration all the nation's interests, not just those of the army and navy. He did emphasize though that college administrators should look forward to greater governmental regulation of their courses of study so that only those things which are essential will be offered.

The last address of the meeting was made by Mr. John W. Mitchell, Negro State Agent, North Carolina Extension Service. (See p. 43.)

* * * * *

As this was the end of the program for the morning session a motion for adjournment was in order, but the Conference voted to take up immediately the business meeting scheduled for 2:00 p. m. President MacLean took the chair and the first business taken up was the motion of President John W. Davis, seconded by President G. L. Harrison, that Dr. John M. Gandy, retired president of Virginia State College, be made an honorary life member of the Conference of Presidents of Negro Land Grant Colleges. The motion was passed.

President G. L. Harrison then read an auditor's report of the financial records of the Conference. The report was referred to the Auditing Committee.

The committee which had accepted the invitation of Lt. Com. David Armstrong to visit Fort Robert Smalls, Great Lakes Naval Training Station, reported orally to the Conference. The majority opinion of the committee was that though they were impressed with the environment and morale of the young men taking the navy training course at Fort Robert Smalls, due to the traditional attitude of the Navy toward the Negro and the absence of present opportunities for the Negro to rise as high as his abilities warranted, they would, if asked for advice, recommend that intelligent, young Negroes serve their nation by joining one of the other branches of the armed services. The committee was made up of Presidents John W. Davis, Malcolm S. MacLean, J. F. Drake, G. L. Harrison, and Mr. J. C. Evans.

President W. R. Banks, Chairman of the Committee on Nominations, reported to the Conference the names of the new officers of the group. The report was accepted. The new officers are:

For President—Dr. G. L. Harrison, Langston University.

For Vice-President—Dr. Horace M. Bond, Fort Valley State College.

For Secretary—President R. B. Atwood, Kentucky State College.

For Treasurer—Dr. Felton G. Clark, Southern University.

Executive Committee

President Malcolm S. MacLean, Hampton Institute.

President John W. Davis, West Virginia State College.

President F. D. Bluford, North Carolina A. & T. College.

President W. R. Banks, Prairie View State College.

President J. B. Watson, Arkansas State College.

President F. D. Patterson, Tuskegee Institute.

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

At the suggestion of Dr. J. S. Clark a committee was named by the President of the Conference to investigate the origin and early history of the Conference of Presidents of Negro Land Grant Colleges. Dr. J. S. Clark was named chairman of this committee made up of Major R. R. Wright, Dean Charles H. Thompson, President J. R. E. Lee, and President R. B. Atwood.

The motion of Dr. J. S. Clark, seconded by President J. R. E. Lee, making Major R. R. Wright an honorary life member of the Conference of Presidents of Negro Land Grant Colleges was passed.

The next business taken up was the request of Mr. Henry Allen Boyd, owner of **The Modern Farmer**, monthly newspaper, Nashville, Tennessee, that the above publication be made the official organ of the Conference of Presidents of Negro Land Grant Colleges and of the individual colleges. The request was referred to the Executive Committee.

President Felton G. Clark, Chairman of the Findings Committee, reported that due to the importance of the summary statements of the Conference and the number of vital matters which the Committee wanted to include in the report, the Findings Committee had joined with the Executive Committee in preparing a complete report which was to be issued later. He mentioned in passing a number of items which would be included in the final statement.

President G. L. Harrison, President-elect of the Conference, took the chair when President MacLean was forced to leave because of a previous appointment. President Harrison appointed a committee to cooperate with Dr. A. George Nathanson in the development of the program of Small Rural Industries to be undertaken by the various colleges. The committee included the following: President W. R. Banks,

Chairman, President F. D. Bluford, President H. M. Bond, President G. L. Harrison, and Mr. J. C. Evans.

On the motion of President Lee, seconded by Dean Thompson, the Conference went on record as expressing its appreciation to the Wabash Avenue Y. M. C. A., to the Press, and to those individuals in Chicago who had helped to make it a success.

A motion by President Davis, seconded by Dr. J. S. Clark, was passed authorizing President F. G. Clark to send an appropriate telegram to President R. B. Atwood, Conference Secretary. The latter had been unable to attend the meeting due to the illness of his wife.

Communications were read expressing interest in the success of the Conference from President H. Councill Trenholm of the American Teachers Association and Mr. John G. Turner, Secretary-Treasurer of the Public Relations Agents in Negro Colleges.

With Dr. J. C. Clark presiding, President J. R. E. Lee formally installed the new officers. Dr. Howard D. Gregg, the newly appointed president of the Delaware State College, Dover, Delaware, was presented to the conference by Dr. J. S. Clark.

President J. R. E. Lee made a motion, seconded by President John W. Davis, that the Conference should plan to meet at the same time and in the same city as the Association of Land Grant Colleges and Universities.

Adjournment.

ADDRESSES

Summary—The Next Steps in a Cooperative Study of the American Negro**Dr. W. E. B. DuBois, Chairman**

Department of Sociology, Atlanta University, Atlanta, Georgia

In the present chaos of the world there is one truth upon which we can build and that is the accomplishment of the scientific method. The scientific method examines facts and things carefully and seeks to discover regularities and change to which it gives the name of law. It holds the validity of all laws simply as a hypothesis and it does not pretend to do more than approach from afar the great questions of existence, being and the future. Nevertheless through this simple method we have built up our extraordinary mastery of the physical world in which civilization today takes its greatest and most legitimate pride. On the other hand, over the world of thoughts and feelings and of their combination with the physical world which we call human action, we have been able to make only slow scientific headway. We have built up an historical method and a philosophy of history. We have counted certain abstract units and assembled a great body of pertinent statistics. We have made social studies with selected subjects and over limited space. But the whole mass of spiritual facts we have only begun to attack. Now it is clear that the reason that we have not attacked the mass of social data successfully, is because of its size and intricate relationships. We have looked for laboratory experiments, samples and shortcuts of that sort and found fewer than we wished. But here in the case of the American Negro we have a chance at a sort of laboratory experiment: a group limited in size and curtailed by caste and customary restriction in its activities so that it forms to an unusual degree a whole that may be subjected to broad and intensive and continuous study. This was recognized when Atlanta University began its studies of the Negro in 1896 but had too few funds to carry them out adequately.

It was recognized in the recent attempt to write and publish an Encyclopaedia of the Negro and also in the Myrdal study under the Carnegie Foundation which has recently been finished. What we are proposing now is to take up the matter here and by a cooperative effort, continuous, intensive and done under the most careful scientific guidance and advice, to make such a study of the American Negro as to contribute not only to the science of sociology but to furnish a compact and more and more complete body of knowledge which can be used in the war and post-war period for its efforts at social uplift

and reform which will be so desperately needed by the American Negro during this period. This study must especially be directed toward making clear the economic condition of the Negro, his connection with the production of goods and furnishing of services, and his place in the distribution of goods and services. Here must come, along with the integration of federal effort, also the decentralization of that effort especially among the states. It must increasingly be recognized that the democratic process can be only efficiently carried out through states and that there the first steps toward it, is the promotion of the intelligence of the people through the elementary school system and through the state college. The Negro colleges supported by the states therefore become one of the efficient elements for the establishment of democracy and they can carry out that duty most practically by making themselves a center of social study, of broad and scientific knowledge of the condition and needs of the people. The Negro Land Grant College is therefore a center where social study is made and where efforts at social uplift and social reform turn for adequate and well-authenticated knowledge.

The program therefore which we are starting upon, calls for study of the Negro population of each state as a unit and for the Negro Land Grant College as the chief agent for thoroughly studying this unit. This work in the college calls for education in the social sciences with proper teaching force and funds for teaching and for research. It calls for the establishment of a museum of our present knowledge, of the history and condition of the Negro in the state, for a thorough canvassing of such plans as are already in hand for the present study of the Negro population; for coordinating and integrating these plans by consultation with other Land Grant Colleges and leading sociologists so that a general plan and method to be pursued simultaneously by all the colleges will eventually be laid down. For this purpose we need to have annual conferences of teachers and administrators to discuss and adopt such plans and we need funds for the centralizing of our efforts and the publication of results.

AGRICULTURAL EXTENSION WORK AMONG NEGROES IN THE SOUTH

Claude A. Barnett

Special Assistant to the Secretary of Agriculture

A few months ago, Secretary Wickard called Dr. F. D. Patterson and myself to Washington and offered us posts as Special Assistants to him. He explained even that far back how vital the matter of food was going to be in this country. People were going along in an attitude of *laissez faire* he pointed out, but it was purely because they had no conception of the seriousness of the situation. There would have

been a shortage of many important foods in the United States long ago, he explained, if we had the ships to transport as much as was needed abroad. It was his opinion that the farms of the south had more idle agricultural man power than any other section of the country and he wished, therefore, to commission Dr. Patterson and myself to make investigations and recommendations as to procedures which would permit fuller use of the Negro farmers in the intensified efforts at production which are ahead of us.

Naturally the offer constituted a challenge to Dr. Patterson and myself. You are familiar with Dr. Patterson's background in Agriculture and the fact that all of his emphasis in education is being placed on the vocational and rural areas. Not all of you perhaps have been acquainted with my own interest in the field for the past ten or twelve years. Perhaps it will suffice to say that I have made intensive surveys in every state in the south for the department of agriculture in years past, have been intimately associated with some bureaus in the department and have had a definite hand in the liberalization and the important appointments which have been made in the department of agriculture during the past year or two.

Dr. Patterson and I set out to perform the mission which the Secretary requested but as would be natural, as we surveyed the situation we sought to discover how much could be done during this present period of war status to improve the total condition of the Negro farmer as well as to fit him into the particular task at hand, raising more food for war purposes.

We have talked with many of you about the problems involved and their possibilities. We have talked with the Negro personnel in all of the departmental phases of agriculture. We have discussed the subject with presidents of white land grant colleges.

Out of all this we came to this conclusion. Whatever agriculture is from a governmental standpoint, whether good or bad, it has made as much progress as the best agricultural brains in and out of Congress have been able to achieve for it. There appeared to be little if anything which we could contribute to the laws governing agriculture. Indeed we believe that the programs which have been developed are excellent. Their trouble as far as we are concerned is merely that they do not reach down to all the Negro families which need them; that Negroes generally are unable to have full access to all the benefits of these programs.

In a nutshell, therefore, we developed the simple idea that the first step necessary to improve the situation surrounding Negro farmers was to increase the personnel which worked with Negro farmers as to give them greater understanding and to bring a larger share of the benefits of the programs in operation to them.

We felt pretty confident because of the liberality of Secretary

Wickard and the fine support of his assistant, Samuel Bledsoe, the background of interest which Mr. Wallace had planted, the excellent attitude of M. L. Wilson and other officials, that so far as the Agricultural Department at Washington was concerned, we could get an effective hearing. We were perfectly familiar with the pattern, however, and know that no matter how good a program is decided upon at Washington, if it is racial in character when it gets down in the states, it can be wrecked by merely a few state administrators declaring that Washington is trying to force some radical change down their throats.

We began, therefore, by talking to the administrators in the states and in many of the heavy populated counties. We discussed their own areas, pointed out the benefits which would come from able, competent Negro administrative assistance. We covered most of the fields on a state and regional level; the Extension Service, the AAA or Agricultural Adjustment Administration, Farm Security. In addition, we are making studies in the field of Soil Conservation Service which we think offers opportunities for Negro graduates in agriculture and in Farm Credit. In all these departments we stressed the advantage of men on a regional, state and where possible a county level.

We met, I think I may say frankly, with a far better reception than we anticipated. We found state extension directors helpful, practical and encouraging in their attitudes. There were very few instances where we did not get some sort of a commitment to support our recommendation for additional personnel if we found the money to do the job.

I am sketching rapidly what has taken a great deal of time and effort, but we have gone far enough in two areas to make something of a report and to ask your approval, your cooperation and your aid.

We are, of course, familiar with the efforts to increase the number of extension agents which the Land Grant Colleges have been making for a number of years. As naturally they would be our aims are identical and so we have asked your association to have a representative sit in with us on planning and have come here to report our progress up to date.

In Extension, two weeks ago, Dr. Patterson and I sat in conference with Director M. L. Wilson, Assistant Director Brigham and some eight other top men in the bureau. We outlined a plan which can be summed up as follows:

**Estimated Cost of Additional Negro Extension Workers to Carry on
Wartime Programs (a)**

293	County Agricultural Agents at \$2,000	\$586,000
	(Salary and Travel Expenses)	
327	County Home Demonstration Agents at \$2,000.....	654,000
29	State and District Supervisors at \$3,000	87,000
16	State and Assistant 4-H Club Specialists at \$3,000 ..	48,000
50	State Subject-Matter Specialists at \$3,000	150,000
	(To be stationed at Land Grant Colleges)	
2	Regional Assistants at \$4,200	8,400
	(\$3,200 Salary; \$1,000 Travel)	
2	Regional Home Demonstration Agents at \$4,200	8,400
	(\$3,200 Salary; \$1,000 Travel)	
1	National Agriculturist at \$5,800	5,800
	TOTAL	\$1,547,600

(A) On basis of a county home demonstration agent in each county with 500 or more Negro farms, and an assistant agent for each additional 2,000 Negro farms.

Dr. John W. Davis, Dr. Patterson and I conferred later with Mr. Brigham, after reviewing what we were doing and the interest of the Land Grant Colleges. We are eager to have your cooperation in exerting whatever influence we can in securing the addition of the budget which is necessary to carry out this program.

It is our hope that even before money can be secured for a budget and put into work that some immediate action may be taken by southern extension directors out of their current funds. Mr. Brigham will have more to say about that phase.

We are able to report some definite prospects in the matter of the AAA. While we have not official confirmation as yet we expect to see an assistant to the state administrator appointed in each of the southern states. These men will have their offices either at the Land Grant Colleges or where the state extension is operated from.

Our hope is that you will appoint some one to serve as liaison from the Conference of Negro Land Grant Colleges and to work with Dr. Patterson and myself and that in addition you will appoint a committee to appear with us or to make whatever appearance is deemed necessary before the budget bureau or any of the congressional committees. Our aims are identical—our purposes are mutual and unselfish. The best manner to gird the Negro farmer so as to be able to do his share in the struggle to produce more food for the war is to give him the sort of aid which would come from these new extension people.

ANALYSIS OF SMALL RURAL INDUSTRIES PROGRAM

A. George Nathanson

Adviser to the Planning Division, War Production Board
Washington, D. C.

I. The Small Rural Industries Program enables your college to perform a functional role in (a) Local, (b) Region, (c) National, (d) International problems and war emergency needs and post-war developments.

(a) The immediate effect on your institution policy: It brings the faculty and students out into the community with a realistic approach to local needs and to all external and international problems bearing down upon the people. It enables the students and faculty to meet immediate needs by applying all technical training, organization and administrative teachings to the human and raw resources in order to develop production. This stimulates the vision for opportunities, self-reliance, group cooperation and a foundation for new occupations and industries at the present time and after the war by Negro enterprise.

(b) Regional or state effect: It will bring your institution to the front in the eyes of the governmental and educational state authorities who are seeking to determine how educational facilities and staffs can assist in the state and national problems and emergencies in the midst of tightening of budgets, increased costs, etc.

The development of food production, consumer, producer and war supplies, the stimulation to the processing of fabrication of local raw materials leading to new industries in your state, the bringing in new earning and buying power to underemployed peoples—Negro peoples, the stemming of migration from the local communities and the state proper creating shortage in farm labor by supplementary industries providing new subsistence levels and cash incomes, the building up the health of the people, their morale, group effort—all this will arouse a new appreciation and respect for your institution from all state authorities as well as all citizens.

(c) National problems—Immediate.

Inflation, critical shortages—of meat, raw materials for war supplies, manpower for production, technical instruction, housing facilities in industrial areas; the breakdown in transportation, the drain of supplies from industrial areas—meat and processed foods, and other products which could be produced in increased quantities by underemployed families in rural areas and who also should not be spending such small cash income that they now earn for increased costs of these foods. The development of a new morale will enable every underprivileged Negro to contribute to the war effort. Thus his

courage and ego will be developed to seek new opportunities. He will realize that his bit of contribution is important and that he too is an entity.

All these problems and others can be affected if you gear your institution face to face with the problems and needs as they are today.

Please look to the future and see that all this will give your institution new bargaining power in post-war development. It will also give your faculty and students and cooperating Negro groups in your state such a foundation that they will be prepared to make new opportunities in productive enterprise after the war. It should definitely set the foundation for new occupations of higher income and business production positions to be taught in your college.

(d) International—Present needs and problems.

The need for production of meat, processed food supplies and development of natural raw resources in the present theaters of the war so that we can relieve the burden on shipping and local supplies which are critically short.

There is a need for trained personnel from our institutions to produce supplies overseas with the practical field work of the Small Rural Industries Program.

We should look into this phase carefully. It will mean new official status for Negro college trained men and perhaps women for serving in this program overseas. Present service will be through the army; post-war service through other Federal agencies in order to rehabilitate these countries.

It means new services and employment in foreign countries in post-war reconstruction for Negro youths and those already in this service in the Army.

It could lead to development of such positions in private industries to develop the export market to our nation by developing such products through small industries in order to advance two way trade relations and healthier intercourse.

Some of the Highlights of the Small Rural Industries Program

Faculties already overburdened in several of the colleges eagerly offer their services to carry out this program.

Dr. George Washington Carver offers many of his research findings to be placed into production through this effort and rehabilitation of the Negro rural people. With cooperative support this scientific centre could serve all the Land Grant Colleges in the production program.

Executive officials in War Production Board, Chief of Staff of Army, Department of Agriculture, OPA, Manpower, and several other agencies are cooperating.

President Bluford of A. & T., North Carolina, says he will lead the way by approaching his governor to provide a small survey fund to be matched by Federal funds for the development of local resources in his state.

Hampton Institute contributes a poultry project for consideration.

Virginia State offers a hog project blueprint for consideration.

The Chief of Staff of the Army wants our assistance for overseas production.

The Planning Committee of WPB recommends that we set up a joint scientific technical committee made up of specialists and scientists to assist the United Nations in their overseas problems in rural production. Such findings and problems would be made known to the committee here for solving.

Let us adopt a group project for Federal Underwriting that will not involve an intensive training program for the rural peoples. Let it be an enterprise that can be handled by women as well as men. Let it be a project that can be carried out by boys as well as aged men. The development should provide cash income within a short period so the participants will become truly enthusiastic. The production should help meet critical war emergency needs so it will receive help from all Federal and state agencies.

The meat production projects seem to fulfill the above requirements. From a business point of view it is sound because of the high priced ceiling on produce, the low investment and small managerial overhead.

AGRICULTURAL EXTENSION SERVICE IN NORTH CAROLINA

John W. Mitchell, Negro State Agent

North Carolina Extension Service, A. and T. College, Greensboro

It is much appreciated to have the privilege to attend the Conference of Negro Land Grant College Presidents this year. This is the second time an invitation has reached the Negro Supervising Agricultural Extension Agent of North Carolina in the thirteen-year period the reporting agent has served in that capacity. The other occasion was when Dr. M. F. Whitaker, President of South Carolina State College was President of your organization. Each time an official invitation has been extended to the Negro Supervising Agent in Extension service of North Carolina, my Director, Dean I. O. Schaub, has cheerfully approved and authorized my attendance to your conference.

Time and Topic of This Conference Important

The time of the meeting of the Chief Executives of such an important segment of the educational system of higher education of the race, together with the announced topics to be discussed during the two-day session have a direct bearing on the relation of Negro Land Grant Colleges and Extension Service as conducted among Negroes. Both Negro Land Grant Colleges and Extension Service among Negroes are located mainly in the South and bear largely on the life and welfare of the over fifty percent of the race who depend on agriculture for gainful occupation.

The Doxey Wilkerson Report

At the time of the preparation of this paper, I had not had the privilege of reading one line of the Doxey Wilkerson Report. Sometime during the summer while in the Assistant Director's office, my attention was called to a copy of the Doxey Wilkerson Report that had been handed the Assistant Director by the Director. Sometime later in conversation with the Director, he asked me which counties in North Carolina were used in that study. Of course I didn't know because that was my first knowledge that any counties in North Carolina had been used in the study made by Dr. Wilkerson. So I would have you as members of this conference of Negro Land Grant College Presidents to realize that nothing I may read in this paper, either is intended to agree or disagree with the report released by Dr. Wilkerson.

Dr. Seaman A. Knapp's Philosophy

Dr. Seaman A. Knapp, the founder of **Farm Demonstration Work**, speaking before more than 3,000 educators in attendance at a meeting in Lexington, Kentucky, on a bright May day in 1906, when Dr. Knapp outlined the principles and procedures governing the work which he inaugurated in Texas; then spreading to Louisiana, Mississippi and other southern states, he said: "There is only one effective way to reach and influence the farming classes, and that is by object lessons." In that same spirit, in appearing before this group of educators from the Negro Land Grant Colleges of the nation, as a representative of Extension Service among Negroes of North Carolina, I say: Let the effectives of the spread and influence of Extension Service in North Carolina stand on its own records and achievements. By those records let it stand or fall, whether those records be judged by state or federal authorities.

EXTENSION GROWTH

A Coverage of Growth of Extension Service Among Negroes in North Carolina, 1917-1942

There were five Negro farm demonstrators and a Corn-club Agent located at A. and T. College in the state prior to July 1, 1917. These five demonstrators worked in from two to more counties. These men had no special organization connection and were more or less attached to the white workers, with practically no supervision.

Smith-Lever Act

The Smith-Lever Act got into operation so far as the Negroes were concerned in North Carolina in the fall of 1917. At that time several Negro men were appointed with the title of Emergency Agents to speed up the production of food for the war. From 1920 to 1930, there were from 14-16 men agents and from 5-7 Negro home agents, the number of both fluctuating. Between 1917-1930 a Negro Farm and a Negro Home District Agent were appointed. None of these county workers were allowed traveling expenses separate from their salary. A white State Agent was transferred and put in charge of the Negro Extension Agents.

New Deal

The New Deal Administration and the various Agricultural Acts, gave both a permanence to the white extension workers in the counties and an expansion to the number of Negro extension workers, men and women, as well as an increase in State Negro Staff of Extension Workers in North Carolina.

Present Personnel and Status

The present personnel and status of Negro Extension Workers in North Carolina consist of a Negro State Agent in charge of Extension Service among Negroes, a Farm District Agent, State 4-H Club Agent, District Home Agent, Subject-Matter Specialist. This staff of State Workers are quartered at A. and T. College in Greensboro, North Carolina.

Clerical help consists of a Chief Clerk, a full time secretary and a Part-time Secretary, who is a student at A and T. College, a secretary taken from one of the county offices in order to give her advance training.

The staff occupy two large rooms and a smaller private office for the State Agent. All of these offices are furnished with modern office equipment, consisting of five Executive desks, three Secretary

desks, office and Executive chairs, all of light oak finish, and an adequate supply of olive green files and steel cabinets for each staff member, also a full supply of standard and noiseless typewriters, electric adding machine, mimeograph machine, desk lights and electric fans and heaters.

The only difference between the furniture in the Greensboro offices and State College offices where the white State workers are located is that the furniture in the Greensboro offices has been placed there in the past five years and the furniture that was in the Greensboro offices has been distributed to county offices.

County Personnel

There are at present thirty-five Negro County Agents and twenty-four Negro Home Agents. Each of these County workers is allowed the State standard travel allowance, separate from their salary. In addition to official county travel allowance, an out-of-county allowance is provided in the state budget for county workers to travel when authorized to travel out of county to attend official Extension Service meetings or on other official business. Beginning July 1, of this year the remainder of the Negro County workers who did not have clerical help were provided such help. Now there are from one to two secretaries in thirty-five of the county offices. This clerical help is either paid from all county funds, joint county and state funds or all state funds. All except two of the thirty-seven counties where Negro agents work are provided with offices either in the Court House, the Agricultural Building, or other office space provided by the counties.

In 1920 there were 15 County Agents, 13 Home Agents working as Canning Specialist during the summer, 2 District Agents and 1 Corn Club worker.

The budget for 1941 for Negro work in North Carolina was \$88,680 from Federal and State Source and \$19,810 from County Source.

There are employed in Negro Extension Service in North Carolina at this time over a hundred people.

There are about sixty counties in North Carolina that should have the services of Negro men and women agents. We need sixteen more men agents and thirty-six more women agents, together with two more District Agents to complete this number. The program supported by the Director would have filled the State quota for Negro men agents in a few years had not the war begun the drain on trained manpower. The expansion of employment of Negro Home Agents is continuing, but the expansion of men agents will likely have to wait until after this war. There are a few things worthy of special mention in connection with the expansion of Extension Service among Negroes in North Carolina:

1. When Mr. C. R. Hudson, who was the first Extension Worker

in North Carolina, died, the reporting agent was appointed State Agent without hesitancy by Director Schaub.

2. During the 1940 session of the General Assembly of North Carolina, the Negro State Agent appeared in person before the Appropriating Committee and requested an increase in appropriation for extension service among Negroes in the State. The General Assembly voted a special appropriation for extension service among Negroes in North Carolina for the first time.

3. There is a state-wide favorable sentiment for Negro men and women agents in the counties where there are large Negro Agricultural populations.

4. The local appropriations in the counties where Negro agents are employed are on the increase and the supplement supplies are generous.

5. **Opportunities for Professional Improvement**—In the past five year period, three members of the State Staff have been given opportunities for professional improvements. District Agent J. W. Jeffries was given a year's leave of absence to study for a year at A. T. College. R. E. Jones, 4-H Club Specialist, was granted a year's leave to study. Mr. Jones was awarded a Master's Degree in Science at the end of a year's study at Cornell University. Miss Wilhelmina Laws, Subject-Matter Specialist, was also given a year's leave of absence, she completed the requirements for a Bachelors Degree in Science at Hampton Institute. Miss Laws was already a former graduate of Hampton Institute. A number of county workers have also taken from a summer to a full year within the past five years in furthering their professional training.

6. **Negro Extension Workers Contact**—North Carolina has a very fine race relation in carrying on the extension service program. Each month the Negro State Staff of Extension Workers meet with the entire Extension Staff at State College in Raleigh to discuss recent occurrences and trends that effect the extension service program. Also the Negro State and District Agents, men and women, meet regularly with the white State Director, Assistant Director and District Agents.

The State Extension Conference is attended by all North Carolina extension workers regardless of race. This conference is held on the campus of State College in Raleigh.

Negro Staff workers and County Agents have attended and participated in the various state and district meetings held in recent months in connection with the Food for Freedom Program, Victory Gardens, Price Control, Scrap Iron Drive and similar war movements.

7. **State-Wide Agricultural Programs**—In spite of the grave National and Global Emergencies, there are three state-wide agricultural programs being carried forward in North Carolina concurrently. All three of these agricultural programs have for their objectives: the improving of the status of all farmers in the state.

The First Program: "A Decade Of Progress 1940-1950" is sponsored by Dr. Clarence Poe, Editor of the **Progressive Farmer**.

The Second Program: "The Million Dollar Educational Program among Negroes in North Carolina." This program was launched in 1941 by Negro Extension Workers and endorsed by State College, Negro Ministers and Negro Educators.

The third Program: The State-wide Neighborhood Delienation under the direction of Extension Service of North Carolina. This program has already attracted nation-wide attention.

Under the Delineation Program, the entire rural North Carolina has been mapped by neighborhoods and neighborhood leaders elected. More than twenty-eight thousand such leaders are now enrolled. Over five thousand of this number are Negroes. By this machinery the remotest section of the state can be reached through the leaders.

On the whole, as the reporting Agent surveys the expansion from 1917 to 1942, it is hopeful and inspiring. Not only the numerical and financial growth, but the splendid cooperative attitude of State and county white extension workers is most gratifying. The Assistant Director, Mr. John W. Goodman, often says: "There is but one Extension Service Program in North Carolina. Its purpose is to serve all the people of North Carolina to the last man down on the path."

THEME



TWENTY-FIRST CONFERENCE

**“Planning and Participation of the Negro Land Grant College in the
Post War Program”**

Wabash Avenue Y. M. C. A.

Chicago, Illinois

October 26-28, 1943

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OFFICERS OF THE CONFERENCE

President.....	G. L. Harrison, Oklahoma
Vice-President.....	Horace M. Bond, Georgia
Secretary.....	R. B. Atwood, Kentucky
Treasurer.....	Felton G. Clark, Louisiana

COMMITTEES**EXECUTIVE**

The President Ex-officio

John W. Davis, West Virginia, Chairman

W. R. Banks, Texas	*J. B. Watson, Arkansas
F. D. Patterson, Alabama	F. D. Bluford, North Carolina
J. R. E. Lee, Florida	**M. S. McLean, Virginia

Social Studies of The Negro Land Grant Colleges

Felton G. Clark, Louisiana, Chairman

R. B. Atwood, Kentucky	H. M. Bond, Georgia
F. D. Patterson, Alabama	John W. Davis, West Virginia
Rufus Clement, Georgia	C. A. Davis, Arkansas

Co-Ordinator

W. E. B. DuBois

Agriculture Extension

John W. Davis, West Virginia, Chairman

R. B. Atwood, Kentucky	C. H. Thompson, Washington,
F. D. Bluford, North Carolina	D. C.
F. D. Patterson, Alabama	O'Hara Lanier, Virginia
Clarence Davis, Arkansas	F. G. Clark, Louisiana
W. R. Banks, Texas	

Small Rural Industries

W. R. Banks, Texas, Chairman

H. M. Bond, Georgia	F. D. Bluford, North Carolina
J. C. Evans, West Virginia	G. L. Harrison, Oklahoma
A. G. Nathanson, Consultant	

Early History of the Conference

J. S. Clark, Louisiana, Chairman

R. R. Wright, Pennsylvania

C. H. Thompson, Washington,

J. R. E. Lee, Florida

D. C.

John M. Gandy, Virginia

G. L. Harrison, Oklahoma

R. B. Atwood, Kentucky

Research

Charles H. Wesley, Ohio, Chairman

F. D. Drake, Alabama

Luther Foster, Virginia

C. A. Davis, Arkansas

B. F. Hubert, Georgia

Findings

S. D. Scruggs, Missouri, Chairman

R. S. Grisby, Maryland

W. R. Valentine, New Jersey

W. S. Davis, Tennessee

Mordecai Johnson, Washington,

J. R. E. Lee, Florida

D. C.

M. F. Whitaker, South Carolina

*Deceased.

**Resigned.

Nominations

F. D. Bluford, North Carolina, Chairman

John W. Davis, West Virginia

L. A. Davis, Arkansas

Auditing

L. H. Foster, Virginia, Chairman

E. B. Evans, Texas

J. R. E. Lee, Florida

COLLEGES AND PRESIDENTS IN THE CONFERENCE

Alabama (Normal), A. and M. Institute; President J. F. Drake.
Arkansas (Pine Bluff), State College; President L. A. Davis.
Delaware (Dover), State College; President H. D. Gregg.
Florida (Tallahassee), A. and M. College; President J. R. E. Lee.
Georgia (Savannah), State College; President B. F. Hubert.
Kentucky (Frankfort), State College; President R. B. Atwood.
Louisiana (Baton Rouge), Southern University; President F. G. Clark.
Maryland (Princess Anne), Princess Anne College; Dean R. S. Grisby.
Mississippi (Alcorn), A. and M. College; President W. H. Bell.
Missouri (Jefferson City), Lincoln University; President S. D. Scruggs.
North Carolina (Greenboro), A. and T. College; President F. D. Bluford.
Oklahoma (Langston), Langston University; President G. L. Harrison.
South Carolina (Orangeburg), State College; President M. F. Whitaker.
Tennessee (Nashville), A. and I. State College; President W. S. Davis.
Texas (Prairie View), State College; President W. R. Banks.
Virginia (Petersburg), State College; President L. H. Foster.
West Virginia (Institute), State College; President John W. Davis.

Associate Members

Alabama (Tuskegee), Tuskegee Institute; President F. D. Patterson.
D. C. (Washington), Howard University; President Mordecai W. Johnson.
Georgia (Fort Valley), State College; President Horace M. Bond.
New Jersey (Bordentown), Manual Training School; President W. R. Valentine.
Ohio (Wilberforce), Wilberforce University; President C. H. Wesley.
Virginia (Hampton), Hampton Institute; Acting President R. O. Lanier.

Life Members

J. S. Clark, President Emeritus, Southern University, Louisiana.
J. M. Gandy, President Emeritus, Virginia State College, Virginia.
R. R. Wright, President, Savings Bank, Philadelphia, Pennsylvania.

Consultants

Ambrose Caliver, Senior Specialist in Education of Negroes, U. S. Office of Education.
Claude Barnett, Special Assistant to Secretary of Agriculture.
Robert C. Weaver, Chief of Minorities Section War Man Power Commission.

Charles Thompson, Editor, Journal of Negro Education.
T. N. Roberts, Personnel Division, U. S. Department of Agriculture.
T. K. Gibson, Acting Civilian Aide to the Secretary of War.
James P. Davis, Administrative Officer, Agricultural Adjustment Agency.

REGISTERED ATTENDANCE AT SESSIONS

1943

R. B. Atwood, President Kentucky State College, Frankfort, Ky.
W. R. Banks, Principal Prairie View State College, Prairie View, Tex.
Claude Barnett, Special Asst. to Secretary of Agriculture, Washington, D. C.
F. D. Bluford, President A. and T. College, Greensboro, N. C.
Horace Mann Bond, President Fort Valley State College, Fort Valley, Ga.
Herman Branson, Professor Howard University, Washington, D. C.
Reuben Brigham, Asst. Dir. Agri. Extension Service, Washington, D. C.
Aaron Brown, President Albany State College, Albany, Georgia.
Felton G. Clark, President Southern University, Scotlandville, La.
J. S. Clark, Pres. Emeritus Southern University, Scotlandville, La.
Rufus E. Clement, President Atlanta University, Atlanta, Georgia.
H. B. Crouch, Professor Kentucky State College, Frankfort, Ky.
John W. Davis, President West Virginia State College, Institute, W. Va.
Lawrence A. Davis, President Arkansas A. M. and N. College, Pine Bluff, Ark.
Walter S. Davis, President Tennessee A. and I. State College, Nashville, Tenn.
Earl E. Dawson, Dean Lincoln University, Jefferson City, Mo.
Edmund Day, President Cornell University, Ithaca, N. Y.
W. W. Dowdy, Prof. Lincoln University, Jefferson City, Mo.
W. E. B. DuBois, Professor Atlanta University, Atlanta, Georgia.
E. B. Evans, State Leader, Ext. Service, Prairie View State College, Prairie View, Tex.
James C. Evans, Professor West Virginia State College, Institute, W. Va.
Lillian Evanti, Opera, Radio, Concert Singer, Washington, D. C.
L. H. Foster, President Virginia State College, Petersburg, Va.
James N. Freeman, Professor Lincoln University, Jefferson City, Mo.
George W. Gore, Jr., Dean Tenn. A. and I. State College, Nashville, Tenn.
Richard S. Grossley, Consultant in Public Relations, Jamaica, N. Y.
Wendell E. Green, Judge of Municipal Court, Chicago, Ill.
B. T. Griffith, Professor Fort Valley State College, Fort Valley, Ga.
G. L. Harrison, President Langston University, Langston, Okla.
Judge William Harrison, Chicago, Ill.
James W. Hazard, Professor Southern University, Scotlandville, La.

C. O. Henderson, Personnel Dept., U. S. Dept. of Agriculture, Washington, D. C.
Emmer M. Lancaster, Spec. Adv. to Secretary of Commerce on Negro Affairs, Washington, D. C.
J. R. E. Lee, President Florida A. and M. College, Tallahassee, Fla.
Maurice A. Lee, Professor Florida A. and M. College, Chicago, Ill.
Louis Martin, Editor and Publisher, Detroit, Mich.
E. A. Miller, Professor Langston University, Langston, Okla.
Anthony Overton, Publisher, Chicago Sunday Bee Newspaper, Chicago, Ill.
F. D. Patterson, President Tuskegee Institute, Tuskegee Institute, Ala.
E. D. Peebles, Prof. Ark. A. M. and N. College, Pine Bluff, Ark.
R. P. Perry, Dean Langston University, Langston, Okla.
E. D. Raines, Professor Kentucky State College, Frankfort, Ky.
Grace G. Reeves, Professor Hampton Institute, Hampton, Va.
T. R. Reid, Dir. of Personnel, U. S. Dept. of Agriculture, Washington, D. C.
Thomas N. Roberts, Asst. to Dir. of Personnel, U. S. Dept. of Agri., Washington, D. C.
Cyrus B. Taylor, Prof. Lincoln University, Jefferson City, Mo.
Blanche Thompson, Grand Basileus of Zeta Phi Beta Sorority, Chicago, Ill.
Thomas W. Turner, Prof. Hampton Institute, Hampton, Va.
Claude R. Wickard, Secretary of Agriculture, Washington, D. C.
Frank A. Young, Chicago Defender Sports Editor, Chicago, Ill.

MINUTES

TUESDAY, OCTOBER 26, 1943

Morning Session

J. R. E. Lee, Presiding

The Twenty-first Annual Conference of the Presidents of Negro Land Grant Colleges was opened at 10:20 a. m. on October 26, 1943, in the conference room of the Wabash Avenue Y. M. C. A. with Dr. G. L. Harrison, President of the Conference, presiding. Prayer was offered by President-Emeritus J. S. Clark of Louisiana. After a few brief remarks were made by Dr. Harrison he presented President J. R. E. Lee who, at this time, took up the gavel as presiding officer for the opening session.

Because of business in court, the Honorable Wendell Greene, Judge of the Municipal Court in Chicago, was not present to deliver the Welcome Address; however he notified the president that he expected to deliver his address during the afternoon session.

The message from Franklin D. Roosevelt, President of the United States, was read by the secretary, R. B. Atwood. (See p. 66.) Mr. J. R. E. Lee asked if the message would be acknowledged. Secretary Atwood stated that it would.

Mr. J. R. E. Lee introduced and presented Dr. Edmund Day, President of Cornell University, and President of the Association of Land Grant Colleges and Universities, who made the first address of the conference. (See page 77.)

At the conclusion of Dr. Day's address, the presidents who had not attended this conference before were introduced to the group. Dr. L. A. Davis of Arkansas State College, Dr. W. S. Davis of Tennessee State College, and Dr. Luther Foster of Virginia State College.

The second speaker for the morning session was Dr. Horace M. Bond whose topic was "Education for Production as Operated in the Fort Valley Project." (See page 83.) In the absence of Dr. Charles H. Thompson of Howard University, Dr. W. S. Davis of Tennessee State A. and I. College, was chosen to lead the general discussion which followed Dr. Bond's address. (See page 88.)

After a brief discussion, the morning session was adjourned at 12:45; however, before adjournment Secretary Atwood made a few announcements and a motion that Dr. Bond's letter regarding a pro-

posed project near Ft. Valley be referred to the Executive Committee. It was seconded by Dr. G. L. Harrison and passed. A letter from Mrs. Ruby E. Stutts Lyells, requesting that librarians meet with the presidents at their next annual meeting was referred to the Executive Committee. The president of the conference appointed the following committees: Committee on Nomination, F. D. Bluford, Chairman; John W. Davis, L. A. Davis. Auditing Committee: Luther H. Foster, Chairman; E. B. Evans, J. R. E. Lee.

TUESDAY, OCTOBER 26, 1943

Afternoon Session

The afternoon session was opened at 2:20 p. m. with President Bluford presiding. The first speaker for the afternoon was Dr. F. J. Kelly, Chief, Division of Higher Education, U. S. Department of Education, who discussed "Higher Education and the Post War Period." (See page 89.)

A period of questions and answers followed Dr. Kelley's address after which Dr. J. S. Clark, President Emeritus of Southern University, read a report on the History of the Land Grant College Organization. (See page 68.) Inasmuch as there was considerable discussion as to the date this body was organized, it was moved, seconded, and passed that the report be referred to a committee for further study. President Davis of West Virginia stated that he had some of the papers that former President Prillerman had, and that he could find some of the early correspondence covering the whole issue.

Prof. J. C. Evans, Administrative Assistant, West Virginia State College, was the next speaker for the session, and he chose for his subject: "Adaptation of War Time Training Experience to Peace Time Program." (See page 94.)

At the conclusion of this address, President J. W. Davis asked that the members of the Executive Committee meet with him at the close of the session, and extended an invitation to Dr. Bond, Dr. Clements and Dr. Turner to be present at the meeting.

The general discussion which followed was led by Dr. F. G. Clark. (See page 92.)

President F. D. Bluford of Greensboro, North Carolina, introduced and presented Honorable Wendell Greene, Judge, Municipal Court, Chicago, who delivered the address he was scheduled to have given during the morning session. (See page 96.)

Dr. Dubois was then asked to make his report on the "Progress of Social Studies Project of Negro Land Grant Colleges" published as separate document, after which the session was adjourned.

WEDNESDAY, OCTOBER 27, 1943

Morning Session

Mr. W. R. Banks opened the Wednesday morning session at 10:45. President G. L. Harrison made a few announcements, after which Mr. John W. Davis called the following members of the panel to the front: Mr. T. N. Roberts, Special Assistant, Division of Personnel, U. S. Department of Agriculture; President F. D. Patterson, Tuskegee Institute; Honorable Claude A. Barnett, Special Assistants to the Secretary of Agriculture; Honorable Reuben Brigham, Assistant Director, Agricultural Extension Service. "A Report on Program of Providing Additional Agricultural Field Staff in States" was the first topic, and was discussed by the Honorable Claude A. Barnett. (See page 97.)

The other members of the panel made contributions, excerpts from which are printed on page 104.

Considerable time was given to raising and answering questions.

The Conference now turned its attention to hearing report of the Social Studies Committee.

Dr. F. G. Clark stated that at the meeting of the Social Studies Committee that they had met with the problem of the budget with which to carry on the project. He stated "It is quite probable that Atlanta University is going to continue to add approximately \$1,000 to the budget a year. Last year each of us was asked to make a contribution directly to Atlanta University to finance the study. Because a few of you responded and many of us did not, the committee felt this morning that it should ask each member of this Association to contribute or otherwise pay \$100 per year to the social studies project. It can come as supplementary dues, or any way you wish." After much discussion regarding this assessment, Mr. Foster made the motion that in addition to the \$20 membership fee an assessment of \$100 be made and that the money go through the regular channel. This motion was seconded and passed. Dr. Harrison asked if this additional assessment of \$100 were for the year 1943 or 1943-44. Mr. Atwood answered that it was for 1943-44.

President F. G. Clark asked that an Executive Committee of the Social Studies Committee be appointed, whose business it would be to draw up an budget for this Study. Dr. Patterson was appointed chairman of this committee. Other members of this committee were Dr. Bond, Dr. Clements, Dr. DuBois, and the Chairman of the Social Studies Committee. Dr. Patterson called a meeting of this committee immediately following this session. Dr. Clark next stated that it would be the business of this body to appoint a Control Committee of the Study. This committee would determine the general policies of the Study and approve recommendations, particularly related to finance. Mr. Banks made the motion that a Control Committee be appointed, and that it be appointed by the in-coming president. Sec-

oned by Mr. Atwood. The motion was carried. The Control Committee consisted of the following persons: Dr. R. E. Clement, Chairman; Presidents F. D. Bluford, F. D. Patterson, H. M. Bond.

At this point, the meeting was turned over to President G. L. Harrison, who made it emphatic that the members be present promptly at 2 o'clock because the Secretary of Agriculture would begin his speech promptly at 2 o'clock. He also requested the Science men to be present.

The meeting was adjourned at 12:45 p. m.

WEDNESDAY, OCTOBER 27, 1943

Afternoon Session

President G. L. Harrison opened the Wednesday afternoon session promptly at 2 o'clock by asking President F. D. Patterson to introduce the first speaker, the Honorable Claude R. Wickard, the Secretary of Agriculture. (See page 107.)

Mr. T. N. Roberts was next called upon to introduce the Honorable T. R. Reid, Director of Personnel, United States Department of Agriculture, who spoke on "Integrating the Work of the Negro Land Grant Colleges with the Department of Agriculture." (See page 110.)

Brief remarks were made by Honorable C. O. Henderson regarding "Participation of Negro Land Grant Colleges in the Post War Period." (See page 111.)

Dr. Harrison next introduced Dr. Louis Rohnaugh, Director of the Graduate School of the U. S. Department of Agriculture, who came to the session with Mr. T. R. Reid and Mr. C. O. Henderson.

Dr. Harrison called upon Mr. John W. Davis to present Mr. Truman Gibson, Acting Civilian Aide to the Secretary of War, who spoke on the subject: "Problems that Confront the Negro in the Army." (See page 112.)

Mr. John W. Davis expressed appreciation to Mr. Truman Gibson for expressing himself so frankly in his speech on the problems of the Negro in the army. Mr. Atwood made a motion that the Conference of Presidents of Negro Land Grant Colleges extend to Mr. Gibson a rising vote of appreciation for the forthright address he gave on the problems of the Negro in the Army. This motion was seconded by Dr. Patterson and carried.

At the request of Dr. Harrison, President L. A. Davis gave the report of the Committee on Nominations: Officers for the year 1943-44—F. D. Patterson, President; Horace M. Bond, Vice President; R. B. Atwood, Secretary, and F. G. Clark, Treasurer.

President John W. Davis made a motion that the report of the Nomination's Committee be accepted. This motion was seconded by Dr. Harrison and carried.

At this point, Mr. John W. Davis stated that he would make a partial report of the Executive Committee. Before beginning the report, Dr. F. G. Clark asked a question on procedure, "What will we do with a partial report?" President Davis said that the Executive Committee had never made a full report at any one time. Mr. W. R. Banks made the motion that the Conference accept the partial report with the hope that it will be completed. This was seconded and carried. (For Executive Committee Report by President Davis, see page 68.)

At this time, President Harrison announced that the President of the Chicago Defender would like to entertain the entire group on Thursday afternoon at one o'clock at Morris' Cafe. This invitation was accepted.

President Harrison suggested that the new officers be installed at this time. President W. R. Banks was called upon to install the new officers.

The Executive Committee for the ensuing year was appointed as follows: Chairman, G. L. Harrison, of Oklahoma; John W. Davis, of West Virginia; F. D. Bluford, of North Carolina; Luther Foster, of Virginia; J. R. E. Lee, of Florida; H. M. Bond, of Georgia, and W. R. Banks of Texas.

At this time, President Harrison asked Mr. Luther Foster to preside at the morning session on Thursday in the absence of President Drake of Alabama. He also asked Dr. R. P. Perry of Langston University to lead in the general discussion on Thursday morning.

President Atwood made a few announcements and the meeting was adjourned at 5:10 p. m.

THURSDAY, OCTOBER 28, 1943

Morning Session

The Thursday morning session of the Conference of Negro Land Grant College Presidents was opened at 10:15 a. m. with President G. L. Harrison presiding. Dean Gore, of Tennessee State College, led the group in a word of prayer. President Luther Foster, of Virginia State College, was called to the front to preside over this meeting. This session was given over entirely to addresses by men of science who met with the presidents. (See page 70 for summary report of activities of Science Teachers.)

Dr. Thomas W. Turner, Head, Unit of Natural Science, Hampton Institute, spoke on the subject, "Science Education in Negro Colleges." (See page 115.) After expressing to the Conference his appreciation of the group for permitting science men to come in and share space with the presidents at their conference, Dr. Turner made a suggestion for a Science Institute; that is, a chance to further the education of a

man after he attains his doctorate, along specialized lines. His discussion of the subject Science Education in Negro Colleges follows:

At this time, Madam Lillian Evanti was presented to the group. She expressed her great pleasure in being present at the meeting, if only for a few minutes, and stated that several of the men present were her very good friends whom she hoped to see again soon.

Mr. Lloyd A. Hall, Chief Chemist and Director of Research of the Griffith Laboratories in Chicago, spoke on the subject, "Negroes in Scientific Industries."

Because Mr. J. H. Birnie, of South Carolina, was not present to discuss the subject, "A Proposed Marine Biological Laboratory," Dr. Nabrit, Head, Biology Department at Atlanta University, was next called to give a "Summary of the Southern Group Research Study on Educational Problems and Science." (See page 124.)

President Atwood asked Mr. Lloyd Hall if he could be available to come to various institutions to speak to the student body. Mr. Hall stated that he would be glad to come providing his travel expenses were taken care of.

The discussion for this session was very brief because of the luncheon engagement.

President Harrison extended thanks to those men of science who were present at the conference. It was suggested that a statement of thanks be sent to Mr. Morris, Secretary of the Y. M. C. A., for use of the facilities and the building.

Honorable Judge William Henry Harrison, of Chicago, was introduced to the body. A little time was allotted him to speak a few words to the group.

At 12:55 p. m. President Atwood made a motion for the meeting to adjourn, since the luncheon by the Chicago Defender was scheduled at 1 o'clock. This motion was seconded and passed.

(Mr. Lucius Harper, Editor of the Chicago Defender, was master of ceremonies at the luncheon. Brief remarks were made by Mr. John A. Sengstocke, president of the Chicago Defender, and a member of the college presidents. In general, the idea was stressed that the work of the educational institutions and the press was similar, and that these two great forces should cooperate more in accomplishing their common goal.)

After the luncheon, the first item of business that was taken up was a partial report of the Auditing Committee, which was made by Mr. Luther Foster. It was common consent that the chairman of the Auditing Committee make a further study of the financial condition of the organization and make his report at the next meeting.

President Atwood then read a program for the improvement of science education which was composed by a committee consisting of

H. M. Bond, Chairman; R. B. Atwood, and F. D. Bluford. (See page 126.) It was moved and seconded that this report be approved.

President Atwood next read an invitation to come to Philadelphia for the next meeting of this conference. (See page 66.) This invitation came from Major Wright. President John W. Davis stated that there wasn't much to be gained by going to Philadelphia during this war period, and suggested keeping the meeting in the area where the white presidents met. President F. G. Clark made the motion that the conference should meet at the same time and place as the white Association of Land Grant Colleges and Universities, and to express appreciation to Mr. Wright for the invitation to Philadelphia. This motion was seconded and carried.

President Atwood stated that Mr. Wright also invited the group to attend National Freedom Day to be held on February 1, 1944. President Clark moved that we indorse the project and encourage each member who finds it possible to go. This motion was seconded and carried.

President F. G. Clark stated that the Social Science Committee asked that a Control Committee be appointed. President Patterson appointed the following Control Committee: Rufus Clement, Chairman; F. D. Bluford, F. D. Patterson, and H. M. Bond.

President Harrison asked if authorization had been made for the appointment of a committee to study and report on Federal Legislation. He named the following persons: John W. Davis, Chairman; R. B. Atwood, and Luther Foster. He stated that other members would be added after consultation with the new president.

(Note) After President Harrison communicated with President Patterson they agreed that F. D. Patterson and G. L. Harrison would be added to serve on the above committee. President Harrison also stated that President John W. Davis, Chairman of the Committee, would have the authority to name any person he desired to serve on the committee. Such a person did not have to be a member of the conference of Land Grant College Presidents.

President Davis stated that it was common consent of the group to express appreciation to President Harrison for what he did this year in directing a very fine program.

President Atwood moved that the secretary thank the Y. M. C. A., the Chicago Defender, and also the Mayor of the City of Chicago for appreciation of what they did in making the conference a success.

President Banks stated that appreciation should be extended also to President Edmund Day, Claude R. Wickard, and the remainder of the speakers who appeared on program.

President Atwood made the motion that the meeting adjourn. This motion was seconded and passed.

MEMORANDUM

This memorandum summarizes for you the more important actions taken at our 21st annual meeting, Chicago, Illinois, October 26-28, 1943.

1. Voted Atlanta University into associate membership of our body.
2. Received report from Dr. W. E. B. DuBois, Coordinator, Co-operative Social Studies.
3. Voted that Atlanta University be requested to continue as central sponsoring institution of above Studies. (Note: Atlanta University made \$1,000 available for the Study last year; continuing as central sponsoring institution anticipates a similar amount for the year 1943-44 (meeting to meeting).)
4. Voted that each member institution (other than Atlanta) contribute \$100 annually to the Study. (Note: This sum is now due; invoices for which are enclosed. Kindly advise me if the form of the invoice does not comply with your requirements.)
5. Appointed a Control Committee for the Studies: Pres. R. E. Clement, Chairman; Presidents, F. D. Bluford, F. D. Patterson, H. M. Bond.
6. Appointed Editorial Committee for the Study to pass upon manuscript prior to publication in line with land grant policy. F. G. Clark, Chairman; W. R. Banks, John W. Davis.
7. Elected the following officers for next year: F. D. Patterson, President; H. M. Bond, Vice President; R. B. Atwood, Secretary; F. G. Clark, Treasurer; G. L. Harrison, Chairman of Executive Committee.
8. Referred to Program Committee (F. D. Patterson, G. L. Harrison, R. B. Atwood) request from Mrs. Ruby E. Stutts Lyells, Librarian Alcorn A. & M. College, Alcorn, Mississippi, that librarians meet with presidents in the annual 1944 meeting.
9. Endorsed the filing of request to General Education Board to provide assistance through services of Dr. R. S. Grossley to our member institutions in establishing or strengthening the Department of Public Relations in our respective institutions. This aid would be provided to those institutions expressing desire for such, and Dr. Grossley's services would be paid for by the GEB. Should the request meet with approval, member institutions will be further advised.
10. Voted that our group of institutions set up the machinery to enable the members to keep abreast with and to have our common interests protected in the passage of federal legislation. Committee: John W. Davis, Chairman; R. B. Atwood, L. H. Foster. Others to be appointed by Chairman.
11. Heard reports from Hon. Reuben Brigham, Assistant Director, U. S. Extension Service; Hon. Claude Barnett, Dr. F. D. Patterson, Special Assistants to Secretary Wickard, and Hon. T. N. Roberts, Special Assistant, Division of Personnel, U. S. Dept. of Agriculture, on progress made in increasing the number of Negro extension workers,

and number of Negro workers in USDA voted to continue our efforts along these lines, expanding into all agriculture service agencies: AAA, FSA, Soil Conservation, etc. Voted to continue our committee, Pres. John W. Davis, Chairman.

12. Encouraged and assisted teachers of science in forming the National Association of Teachers of Science in Negro schools. Officers elected: Dr. Thomas W. Turner, Hampton, President; Dr. H. B. Crouch, Kentucky, Secretary.

13. After hearing an address by Mr. Lloyd Hall, (Negro) Chief Chemist and Director of Research, Griffith Laboratories, Chicago, a number of the Presidents were so impressed that they expressed desire that Mr. Hall come to their schools, speak to a general assembly, and meet with the students majoring in science. It was felt that Mr. Hall could inspire some of our better science students to select professional careers in industry. He expressed willingness to visit our institutions for expenses.

MESSAGES

The White House, Washington, D. C.,

October 23, 1943.

Dr. G. L. Harrison, Langston University, Langston, Okla.:

It gives me great pleasure to extend through you my cordial greetings to the Conference of Presidents of Negro Land Grant Colleges upon the occasion of its annual meeting in Chicago. The influences of Land Grant Colleges across the years has helped Negro farmers to be more effective today in the production of food for war. At the present time the entry of thousands of Negroes into war industry and particularly into the higher skills of industry gives added emphasis to the importance of technical college instruction in these and other phases of the pattern of practical education for which the Land Grant Colleges were designed. I trust you will have a successful conference fruitful of wise councils and constructive action.

FRANKLIN D. ROOSEVELT.

Philadelphia, Pa., October 22, 1943.

Dr. R. B. Atwood, President
Kentucky State College,
Frankfort, Kentucky.

My Dear Dr. Atwood:

I should be very happy indeed to attend the meeting of the Presidents of Negro Land Grant Colleges, but the invitation is a little late for me to arrange to be there on the 26th and 27th. I have an invitation just now to speak tomorrow night in Louisville, Kentucky, but I find that a bad cold will prevent my accepting the invitation. I am very much interested in the Land Grant College Presidents. I have just this morning received a letter from Dr. Clark, who suggests that I attend the meeting. I hope to have the pleasure of being with you at your next meeting.

Why not meet here in the city of Philadelphia? I do not know that you have had a meeting here in the East. The influence of the A. & M. College would be very interesting and very valuable here in this part of the United States.

By the way, I am extending to you and your association a very hearty invitation to be present at the celebration of our National Freedom Day, February 1, 1944. I think your Governor appointed you last year but we were not honored by your presence. Suppose you put this on your calendar and extend for me to the Association an invitation to our Association which will be two days, January 31st and Feb-

ruary 1st. All expenses of entertainment will be paid by our Association. They will only have to pay their railroad fare.

Again wishing you abundant success, I am

Very truly yours,

R. R. WRIGHT, Sr.,
President.

Orangeburg, S. C., October 26, 1943.

President R. D. Edward,
Secretary Conference Land Grant Colleges,
Y. M. C. A., 3763 South Wabash Ave.

Regret I cannot attend. Best wishes for the Conference.

M. F. WHITTAKER.

Alcorn, Miss, October 26, 1943.

President G. L. Harrison,
Conference of Negro Land Grant Colleges,
Care Wabash Y. M. C. A.,
38th St., Chicago, Ill.

My regrets that I cannot be present voting in favor of Librarians having place on some future program. Hope Extension Committee will consider policy of building future program around effectiveness of institution and range job opportunity in field of major offerings of Land Grant Colleges

WM. H. BELL, President,
Alcorn A. & M. College.

Philadelphia, Pa., October 27, 1943.

Conference of Presidents of Land Grant Colleges,
Care Dr. J. S. Clark, 3763 Wabash Ave. Y. M. C. A.

Thanks for your invitation. Had hoped take plane for conference this morning. Business interfered.

R. R. WRIGHT, Sr.

Hampton, Va., October 26, 1943.

G. L. Harrison, care of Conference of Presidents of
Negro Land Grant Colleges, Wabash Ave. Y. M. C. A.

Regret inability to attend meeting. Wish for you a successful meeting. Hampton will be represented by Dr. T. W. Turner and Miss Grace Reeves,

R. O'HARA LANIER.

REPORT OF THE COMMITTEE ON THE HISTORY OF THE CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES

To the President, Officers, and Members of the Conference of The Presidents of the Negro Land Grant Colleges:

Your committee appointed one year ago to study the history of the organization with the hope of finding the date of its beginning and tracing its work therefrom to the present recognized date, 1923, has attempted to comply with your request.

Upon the invitation of Major R. R. Wright, a meeting was held in Philadelphia, August 3, 1943. All members of the committee were urged to be present, but several found it impossible to do so; however, they expressed themselves as being willing to subscribe to whatever facts we might find pertaining to the study which we were making. The members who were present were Major R. R. Wright, Dr. John M. Gandy and the Chairman.

In the absence of records of the early organization, the committee had to confine itself largely to first-hand information obtained from those who were present when the conference was organized. According to Major R. R. Wright's statement, prior to 1913, the Presidents of the Negro Land Grant Colleges, usually met at the same time and place as the white presidents of the American Conference of Colleges and Universities in an unorganized manner. In fact they attended the meetings of the white association largely as observers with the hope of getting some information that would help them in the operation of their own institutions.

In November, 1913, while this group was in session in Washington, D. C. President Thompson of Ohio State University, who was, also, at this time president of the conference of white presidents suggested to one of our members, President Byrd Prillerman, then president of the West Virginia State College, the idea of organizing an association of Negro presidents similar to the one already existing for white presidents. Mr. Prillerman was assured by President Thompson that such an organization would meet the approval of the American Conference of Colleges and Universities and would be given due recognition. The group of unorganized presidents of Negro Land Grant Colleges who were present reacted favorably towards this suggestion; and proceeded immediately to affect an organization, consisting of the following persons as members:—namely, Presidents, Major R. R. Wright, of Georgia State College, James B. Dudley, A. & T. College of North Carolina, R. S. Wilkinson of South Carolina, Hugo Johnson of Virginia State College, Virginia, Byrd Prillerman,

West Virginia State College, Nathan B. Young, Florida A. & M. College, E. L. Blackshear, Prairie View College, Texas, and J. S. Clark, Southern University and A. & M. College, Louisiana. Of this group of organizers, only two are now living, Major R. R. Wright and the Chairman of this committee.

At this session the following named officers were elected: Byrd Prillerman, President, Major R. R. Wright, Vice President, James B. Dudley, Treasurer, and J. S. Clark, Secretary.

From this time on, the organization met and executed a regular program at the same time as did the conference of white presidents. The records for the first ten years of the Negro Land Grant Colleges Association that were kept by the various short-termed secretaries and passed down each year when a new secretary was elected, have not been found. Special efforts have been made by the Chairman to locate them, especially since they were concerned with the activities of the association during those first ten formative years. It was thought that they would, perhaps, be in the possession of Dr. Grossley who served continuously for several years as the secretary of the association since 1923. He writes and I quote, "Immediately following the close of my tenure as secretary of the association, I turned the record books and files over to my successor, President Atwood. As far as I recall, there were no permanent records compiled concerning the earlier years of the organization. If so, they did not come into my possession. I cannot say, therefore, who my predecessor in office was. Your committee should be able to get from the secretary's office a fairly complete and accurate record of the association, beginning with the meeting held at Hampton Institute, March 4, 1924, and following through to date. As to the previous records, perhaps Major R. R. Wright is about the only man who can give the answer."

We realize that as we make this report to you that it is not as complete in history as we had hoped to make it, because of the fact the records for the first ten years of the organization were rather loosely kept either by young members who felt there was not enough honor in such an office, or by older members who could not read their own writing. (Chairman for example.) However, there are two persons to whom I have previously referred, still living, who can testify to the fact which we wish to have go on record in the proceedings that this conference was organized in November, 1913, in Washington, D. C. In view of the facts as presented above, the Committee recommends that the Association will accept and establish the year 1913 as the true date when the Conference of Presidents of Negro Land Grant

Colleges was organized and that all its past history will be so revised as to include the ten missing years.

Respectfully submitted,

J. S. Clark, Chairman
 R. R. Wright
 John M. Gandy
 R. B. Atwood
 Charles Thompson
 J. R. E. Lee
 G. L. Harrison

A SUMMARY REPORT ON THE PROCEEDINGS OF THE CONFERENCE OF SCIENCE TEACHERS

In Conjunction with the Twenty-first Annual Session of the Conference of Presidents of Negro Land Grant Colleges

Science teachers of several Negro colleges met during the Twenty-first Annual Session of the Conference of Presidents of Negro Land Grant Colleges in Chicago, October 26-28, 1943. This conference was arranged by the Land Grant group in order to provide opportunities for the science teachers to discuss among themselves, and with the college presidents, science problems and needs in relations to post-war planning.

The agenda of the science teachers' conferences included several group meetings for defining and consolidating some of the major science relations problems; and for planning courses of action to improve science education in Negro schools and colleges.

The science teachers' participation in the Land Grant Conference included meetings with committees of college presidents, and addresses by scientists during the final general session of the Conference.

I. Recognition of Major Science Problems

In summarizing the group discussions on local problems and needs in college science teaching, it became quite apparent that science relations in most Negro colleges are very similar, if not the same. This singular understanding suggested the listing of the following major problems:

- A. The adjustment of college science teaching to the trends in modern science developments.
- B. The development of the proper relationships in school science on all levels of training.
- C. Deliberate adaptation of college science to community services outside purely academic areas.

- D. Development of sympathetic understandings regarding science values in college education, and the needs for improving facilities for science training and professional growth.

The group recognized further, that any courses of action to improve science teaching will ultimately require courageous departures from many wide-spread practices and philosophies now accepted with much complacency. In most instances, these departures will demand the close co-operation of personnels and resources outside the science fields. The group adopted the plan, therefore, to develop its programs and projects through co-ordinate organization of the college and community resources.

II. Organization of the Science Teachers

The science teachers attending the conference organized an incorporate body, the "National Association of Science Teachers in Negro Colleges." This action culminated some years of planning by several scientists to fulfill one of the growing professional needs in Negro educational institutions. While Negro science teachers have become increasingly active in the various scholarly scientific organizations, their efforts have not developed any co-ordinate attacks upon the professional, economic, and inter-cultural problems peculiar to the Negro group in American life. This Association is designed to meet these important needs.

Cognizant of the indifference shown by some Negro scientists to such an organization, the group felt the necessity of emphasizing the following understandings: (a) That the major problems of Negroes are unique because of discriminatory practices in our democracy; and that such problems must not be disregarded in developing science for better living; (b) that the achievement of true democracy will depend heavily upon the united efforts of Negro leadership; (c) that science in Negro schools and colleges could and should render far greater services in helping to solve many of the pressing practical problems of the race, and American life in general; and (d) that the Association is in no way a substitute, collateral, or competing organization. It is dedicated to relentless searches for avenues through science to improve the standards of American life, by seeking to remove all conditions which might encourage deprivations and inequalities of opportunity.

A. Specific Objectives of the Association

With the ultimate goals of helping to attain a fully intergrated American democracy and better living through science approaches, the Association adopted the following areas of emphasis:

1. The development of appreciations for science values in education and resourceful living.

2. The development of proficiency in science instruction; particularly in the teaching of significant science facts, and improved methodology.
3. The promotion of scholarly production in basic research, science education, and in the applied sciences.
4. The development of more functional inter-relationships between school science and community problems and resources.
5. The promotion of unity and understandings toward the development of co-ordinate programs in the science areas in our schools and communities.

B. Plan of Organization and the Officers

The Association is patterned along the lines of most other organizations of similar nature. The offices and elected officers appear in the following list:

- President: Thomas W. Turner, Ph.D., Hampton Institute, Virginia.
 Vice-President: S. M. Nabrit, Ph.D., Atlanta University, Georgia.
 Executive Secretary-Treasurer: H. B. Crouch, Ph.D., Kentucky State College, Kentucky.
 Director of Eastern Region: J. M. Hunter, Ph.D., Virginia State College, Virginia.
 Director of Southeastern Region: B. T. Griffith, Ph.D., Fort Valley State College, Georgia.
 Director of Mid-Western Region: E. D. Raines, Ph.D., Kentucky State College, Kentucky.
 Director of Mid-Southern Region: J. W. Hazzard, Ph.D., Southern University, Louisiana.
 Director of Southwestern Region: R. P. Perry, Langston University, Oklahoma.
 Executive Committee: The above officers and James H. Birnie, M.S., South Carolina State College, South Carolina; H. Branson, Ph.D., Howard University, D. C.

A meeting of the Association is tentatively planned for April 9-10, 1944, Fort Valley State College, Fort Valley, Georgia. Announcements regarding further details will be made in the near future.

III. The Co-operative Science Programs and Projects

Some progress has been made recently in several co-operative science movements in Negro schools and colleges. One of the objectives of the science teachers' meeting in Chicago, was to call together the leaders and participants in several of these programs in order to consolidate the inter-related aspects of these movements under one co-operative plan. In carrying out this general objective, the science group agreed to direct its principal interests at the present time to the following three programs.

A. The Southeastern Study Group on Research in Science Education

This study was initiated during the spring of 1943, under the sponsorship of the Secondary School Study for Negroes, in co-operation with the Bureau of Educational Research in Science at Teachers College, Columbia University; with fellowship grants from the General Education Board. The college science teachers who participated in this study under the sponsorship of the Secondary School Study included James H. Birnie, South Carolina State College; James W. Hazzard, Southern University; S. M. Nabrit, Atlanta University, and H. B. Crouch, Kentucky State College.

A summary of this study was presented in an address by Dr. Nabrit to the Land Grant Conference during its final session in Chicago. The full text of this address appears in this issue of the Proceedings, page 124.

While this study originated in a few schools of the Southeast, it is planned through several co-operating agencies to extend the study to schools and colleges throughout the southern region.

B. The Fort Valley Co-operative Plan for a Research Station in the Biological Sciences

Several plans have emerged in the past few years for establishing research laboratories and stations in the biological sciences. Some of these include the plans from South Carolina State College, Hampton Institute, Fort Valley State College, and Tuskegee Institute.

Two such plans were brought before the Land Grant Conference in Chicago. One was presented in an outline sent to the meeting by Mr. J. H. Birnie of South Carolina State College. The other was en-couched in two letters presented jointly by Drs. H. M. Bond, President of Fort Valley State College, and B. T. Griffith, of the same institution.

Prior to the conference in Chicago, several colleges were approached regarding the development of the Fort Valley project on the co-operative basis. All responded favorably to the plan. During the conference, several other colleges became interested in the support of this project.

The station will be located at and around Camp John Hope near Fort Valley State College. It will be supported by a grant from the General Education Board, and co-operating institutions, using the facilities of Fort Valley State College. Plans are being made to open the station during the summer of 1944.

C. The Study on Science Education in Negro Colleges

During the school year 1942-43, Dr. Thomas W. Turner was granted leave from his regular duties at Hampton Institute to conduct a study on science education in Negro colleges. He made inspections of science facilities in a large number of Negro, and some white, colleges throughout the southern states. The data collected in this

study have provided very valuable resources for gaining a highly accurate picture of science education practices, and needs, in Negro colleges.

A report on this study was given in an address by Dr. Turner to the Land Grant Conference. The text of this address appears in this issue of the Proceedings, page 115.

The science teachers and the Land Grant Conference endorsed the recommendations which grew out of this study and both group pledged their support in so far as conditions will allow at the present time.

IV. Co-operation of the Land Grant Conference

The meeting of the science teachers was made possible by the Land Grant Conference and its member colleges. At the request of the science teachers, a letter was sent to the member colleges during the fall urging each college president to bring a science representative to the meeting in Chicago. Owing to the rather short notice of the science meeting, several of the colleges were not able to comply with that request. However, this unfortunate condition was overcome largely by the very fine co-operation the science group received from the attending presidents and other college representatives.

The Land Grant Conference expressed further the spirit of co-operation through its endorsements of all programs recommended by the science teachers. In order to insure continued co-operation with the science group, the Conference authorized a special standing committee on science problems to work with the science teachers in implementing their several programs. This committee is composed of Dr. H. M. Bond, Fort Valley State College; Dr. R. B. Atwood, Kentucky State College, and President H. D. Gregg, Delaware State College.

V. The Science Teachers and Colleges Represented

Eight colleges sent ten science teachers to the meeting in Chicago. These include:

- Dr. H. Branson, Physics, Howard University, D. C.
- Dr. H. B. Crouch, Biology, Kentucky State College, Kentucky.
- Dr. W. W. Dowdy, Biology, Lincoln University, Missouri.
- Dr. B. T. Griffith, Biology, Fort Valley State College, Georgia.
- Dr. J. W. Hazzard, Biology, Southern University, Louisiana.
- Mr. E. A. Miller, Physics, Langston University, Oklahoma.
- Dr. S. M. Nabrit, Biology, Atlanta University, Georgia.
- Dr. R. P. Perry, Chemistry (Dean), Langston University, Oklahoma.
- Dr. E. D. Raines, Chemistry, Kentucky State College, Kentucky.
- Dr. T. W. Turner, Biology, Hampton Institute, Virginia.

REPORT OF AUDITING COMMITTEE

May 15, 1944

To the Conference of Presidents of Negro Land Grant Colleges:
Gentlemen:

An examination has been made of the receipts and expenditures of the Conference of Presidents of Negro Land-Grant Colleges from November 10, 1942 to January 5, 1944. Also, a check has been made with the Louisiana National Bank of Baton Rouge, Louisiana, depository for the conference.

The receipts during this period amounted to \$1,904.00 and the expenditures \$471.60, leaving in the treasury at January 5, 1944, a balance of \$1,432.40. A detailed statement of these transactions is attached.

The bank balance of \$1,469.90 at January 5, 1944, will be reduced to \$1,432.40 when outstanding check No. 13 for \$7.50 to Roberts Printing Company and No. 14 for \$30.00 to Miss Theresa P. Hughes have cleared.

All expenditures are supported by satisfactory voucher and/or canceled check and the financial records examined are considered to be in good order.

Respectfully submitted,

E. B. Evans and L. H. Foster,
Auditing Committee,
By L. H. Foster.

Statement of Receipts and Expenditures**CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT
COLLEGES**

From November 10, 1942 to January 5, 1944

Receipts	\$1904 00
Atlanta University	\$20 00
Alabama State A. & M. Institute	40 00
Arkansas A. & M. College	40 00
Bordentown Normal Training School	40 00
Delaware State College	40 00
Florida A. & M. College	140 00
Fort Valley State College	140 00
George State Industrial College	40 00
Hampton Institute	140 00
Howard University	140 00
Kentucky State Industrial College	140 00
Southern University and A. & M. College	140 00

Princess Anne Academy	40 00	
Alcorn A. & M. College	40 00	
Lincoln University	40 00	
North Carolina A. & T. College	40 00	
Langston University	40 00	
South Carolina A. & M. College	140 00	
Tennessee A. & I. College	20 00	
Prairie View State College	140 00	
Tuskegee Institute	160 00	
Virginia State College	140 00	
West Virginia State College	24 00	
Wilberforce University	20 00	
		471 60
Expenditures		
Voucher No. 1, J. M. Gandy for Overdraft Deficit	\$132 17	
Voucher No. 2, W. E. B. DuBois for travel	76 41	
Voucher No. 3, Dr. M. S. McLean for telegrams	7 85	
Voucher No. 4, R. B. Atwood for telegrams	25 68	
Voucher No. 5, R. B. Atwood for postage	16 42	
Voucher No. 6, Roberts Printing Co. (stationery)	8 50	
Voucher No. 7, Geo. A. Nathanson for travel	80 00	
Voucher No. 8, Flora King (stenographic services)	15 00	
Voucher No. 9, R. B. Atwood for telegrams	22 70	
Voucher No. 10, R. B. Atwood for postage	8 07	
Voucher No. 11, R. B. Atwood for office supplies	5 30	
Voucher No. 12, Flora King, Stenographic services	35 00	
Voucher No. 13, Roberts Printing Co., stationery	7 50	
Voucher No. 14, Theresa P. Hughes, steno. serv.	30 00	
Debit Louisiana National Bank for service charge	1 00	
		\$143240
Cash balance, January 5, 1944		

ADDRESSES

ADDRESS BY DR. EDMUND DAY

President Cornell University, President Association Land Grant
Universities

After this introduction you are in for a let-down. I suppose some of you know more about the Land Grant Association than I. My official connections with it are of recent origin. I never had any connection with the Association until I went to this job at Cornell, and I have only been in this position for a couple of years, and found a lee-way to move in on this national connection.

Anyone in education in this country has long since come to respect the work of the Land Grant Association. I consider it a privilege to have an official connection with it. I have been privileged to have connection with Tuskegee Institute. I have known President Patterson of that institution for a number of years. It happens that he is a Cornell graduate . . . one of the graduates of our college of Veterinary Medicine, and some five or six years ago President Patterson prevailed on me to accept membership on his Board of Trustees. I found that an interesting experience. Some of you know that the institution has been having some very interesting experiences over the last three or four years, including a student strike. I have the impression that very great work is being done at Tuskegee, and I take great satisfaction in having some hand in it. The institution has one of the ablest administrators now engaged in educational work in this country. Tuskegee Institute is one of the best examples of Land Grant Colleges that I have found, despite the fact that it is not a Land Grant College.

On the subject of what a Land Grant College is, or what it is supposed to be . . . over the last few weeks I have been looking into that a bit because I thought I should be able to talk about it when I make my annual address, as I have to do this evening. It is a very interesting story . . . this evolution of Land Grant Institutions, that came out of that period of great civil conflict back in the sixties. The Founding Act on the Statute Books was July 2, 1862. That Act was the culmination of a revolt in American education, and there was a very striking social movement on in American life which had its original impulses in the Jacksonian leadership of the thirties . . . sometimes referred to as the movement for Jacksonian democracy. It was coupled with great changes which were occurring in an economic life . . . the appearance of some of the new industries . . . transportation having gone through great changes. At that time the rail-

roads first started in our country, and factories began to appear. We started the movement which has since taken a very striking form in what is referred to as Modern Urban Industrialism . . . the development of our great cities. You will recall that we started as a nation almost completely devoted to agriculture. That was true when the government was constituted. The Federal Government was constituted after the war of industrialism. Even in the time of the Civil War we were an agricultural people. It was this movement afoot which suggested that in time we might not be so completely agrarian. Industry was on the march and it was already affecting our national life profoundly. We were beginning to see an emergence of a labor class between the farmer and the mechanic . . . they were still in very close company.

The man who put the Land Grant Act on the books—Justin Smith Morrill of Vermont, at that time a member of the House, was said to have come of farmer-mechanic stock, and the founder of the institution with which I am connected—in 1865 having been attacked as being a founder of an aristocratic university, defended himself by saying that he was a farmer and a mechanic and his wealth was the fruit of those pursuits.

It is difficult in these days to think of a farmer and a mechanic in close company. In those days they were and, consequently, it was natural that they join their forces in the creation of the Land Grant Society of Education, which was set up to provide education, while not excluding the scientific and classical studies, but primarily concerned with agriculture and the mechanic arts. That was a movement which was not only in response to the agricultural and mechanical population; it was a part of a much wider educational revolt. The universities abroad had been in existence for centuries. They had developed what was strictly a classical tradition of higher education. The curriculum was made up largely of Latin, Greek and mathematics, and there was a completely prescribed curriculum—you had no choice about it. You might have an interest in French and some other modern language, but you had no opportunity to cultivate that interest. You did not study English or history. There had been a great deal of unrest about that situation, and there had been out-cropping of experiments, and during the first half of the nineteenth century there appeared the Lawrence Scientific School, the Sheffield Scientific Schools, and the Scientific Schools at Yale and Harvard. The sciences didn't "rate" very well in these institutions. The students in the science departments were reflected as a lower class. There was a tremendous revolt against it, and in the third quarter of the nineteenth century, led by White of Cornell and others, there was a revolt that had three drives which undertook to make higher education in this country scientific, or to re-organize education so that it would provide adequately for scientific work. It undertook to relate higher education to practical problems of life, to make it a less cloistered thing and bring it to a point where it could make contact with the people. It staged a drive against the aristocracy of the tradition. It

was felt that higher education was a privilege of the professional classes. It was essentially a service of the privileged classes, and that had to be broken down, and higher education made available to the people. Science probably has about the best station in the curriculum these days. It practically runs the show. Seventy-five years ago it was knocking on the door trying to get in. Today, it seems that we will become too practical in our education and lose track of the more directly applied material. That revolt has achieved so over-whelming a victory it is difficult to think of the desperate fight of the seventies and eighties of the last century. Now on the side of the educational freeing of a situation—the outcome is one of complete success. On the side of the specific content of the program launched in the Land Grant institutions the record is not so gratifying. Despite the fact that the general terms were laid down fully in the Land Grant Act of 1862, it became evident that the people did not know how to move in to teach agriculture and mechanical arts. Land Grant institutions were muddled for about twenty-five years. In 1890 the mechanical arts were ahead of agriculture in the Land Grant institutions. The most important development was the appearance of the experiment station in agriculture. It was started in some of the eastern states. It quickly spread. In 1887 Congress enacted the Hatch Act which provided funds for the agricultural experiment stations in all the states. That brought science to bear in the development of agricultural education, and about the same time the Federal Government created the Federal Department of Agriculture. And that department began to take a positive interest in Land Grant Colleges, and partly under the stimulation of the federal authorities an Association of American Agricultural Colleges and Experimental Stations was created. They have become a great power in this particular field. There are large internal problems in this association. It is easy to discern at least three. In the first place, we face the problem of the relationship of these institutions to the action programs of the Federal Government. Under the present administration the Federal Government has developed all kinds of measures in the field of agriculture. They have been designed to help the farmer in distress, and involve enormous sums . . . the extension service. Institutions have become rather seriously involved in a variety of measures which were not educational or scientific. These institutions are in danger of losing their integrity of educational institutions. That is a very serious threat and constitutes one of the most serious problems with which the association is confronted. Land Grant institutions face very important issues with respect to their responsibility for liberal education. These institutions are to be responsible for liberal as well as practical education. Liberal education in America faces difficult problems in my opinion. The farmers of this country cannot escape their individual responsibility for the participation of America in a great new world order, and I think these Land Grant institutions must shoulder some added responsibility, the like of which they have not

up to this time developed. In the third place these institutions have an obligation to this order . . . they've got to restore the close connections between agriculture and the mechanical arts which prevailed seventy-five years ago, as far as that is possible. There are obvious reasons why the relationship of these institutions to agriculture is different from the relationship to industry. Industry has largely gone its own way and done its own job. I suppose the total funds put into agricultural research in this country probably run to forty or fifty million dollars a year, and not more than a quarter or a fifth of what goes into industrial research by the appropriations of great industrial concerns. It is estimated that 6 percent of the net income of industry in this country is put into research this year. If this is correct it amounts to something like two hundred forty million dollars a year that industry is putting into research. There is no getting away from the fact that there is no way in which you can make industry depend upon Land Grant Colleges for progress as agriculture has done. Land Grant institutions are in a very favorable condition if there is an attempt to draw industry and agriculture more closely together, and it must be so in order to preserve our common interest of equity holdings in the country. The people who believe in helping enterprise to make it go had better get together and not fight each other so that I believe that it is of the utmost importance that we effect a closer union of agriculture and industry, and in that respect get back to where we came from when these institutions were founded. There is another issue that concerns these Land Grant Colleges that I think is on the way back. It is a part of the issue that lay in that revolt of the third quarter of the nineteenth century. There is a growing conflict between vocational and liberal education. If you watch the articles and books that bear on the organization of American higher education you will see signs that there may be a renewal of that old battle. We have right here in this city one of the most able defenders of the idea that vocational education has no place in the life of a great university . . . it is something you take on after you get an education. You will find that a lot of spokesmen of liberal arts colleges will discuss education as if it were vocational and unworthy of a serious educational program. I think that is a mistaken approach that we face in American education. A very sagacious observation was made by a French observer of American life who traveled in this country in the early eighteen thirties, and wrote a notable book on "Democracy in America." It was a book that made a great impression at the time and it is still interesting reading. He said: "It is evident that in democratic communities the interest of individuals as well as the security of the commonwealth demands that the education of the great numbers should be scientific, commercial, and industrial, rather than literary." Well, I think that is about right. I believe that work and education must be held together if we are going to save our society. This does not mean that we are not responsible for liberal elements of education, and the very wording of the Morrill Act dealt

with liberal and practical education of the industrial classes, and one of our great responsibilities in education is to make this practical approach to education and demonstrate that it can be coupled with the literary tradition in such a way as to give to our youth as they go through these institutions, and at the same time competence for the job and an understanding of the world in which they live. Some sense a responsibility for doing both tasks well—the individual job and sharing in the commonwealth of their fellow-man. That seems to be the challenge for Land Grant institutions. I think one of the difficulties that the Land Grant institutions of this country have experienced over the years is the fact that they have not had the same opportunities that some other institutions have had to move into agriculture and mechanic arts effectively. In a sense, some of these problems do not loom as large in your affairs as they do in the affairs of some other Land Grant institutions. In setting up your objectives I am convinced that you find in the great tradition of Land Grant colleges ideas that are essentially sound for Negro institutions, and I think that has been amply demonstrated at Tuskegee Institute, as I regard it as one of the noblest institutions of this country."

Dr. Felton Clark of Southern University: "How has Cornell been able to go far on this practical approach and still maintain its academic status? Cornell has been a bulwark for other colleges, and if you will give us an idea I think it will help us."

Dr. Day: "That is an interesting question and I suppose it is a combination of two or three elements—the excellent leadership which was available at the outset of setting a status of performance at Cornell. Andrew Dixon Wright was a great scholar. The statutes he laid down were of the very highest. He was a Yale graduate and had European training and cultivation. He imported from England and Scotland two great men to head two departments. Those were the two men he brought first. He insisted upon high talent . . . he made the combination of the cultural and practical, and did not let either side down to the other. He protected the quality of performance on both sides. He insisted upon backing the practical with the scientific. I think the whole structure of the University has contributed to this outcome."

President John W. Davis: "I think that the American Council's Committee has done its work so well; it has cleared all of the problems between this Federal government, the Army and the Navy. Have you cleared all of the problems related with the colleges and universities, or do you still have some problems?"

Dr. Day: "I think Dr. Patterson knows a lot about that. The big struggle is over, at least we thought it was over—the struggle which ended in the final adoption of the Army and Navy programs. There's a very interesting story back of that final issue of approved plans. There have been a lot of administrative complaints since that time. The Army adopted an impossible time table for instituting its plan.

We pleaded that the time table was impossible; they couldn't believe it until they found it was impossible. The Navy introduced its program the first of the summer. Anything earlier than that couldn't be worked out. Since the first of last July the problems in those two programs have been largely of administrative detail. I had assumed until very recently that from now on it would be largely a matter of smoothing out difficulties here and there; that there would be no major disturbances. Reports have been that programs have been going forward satisfactorily and all expected results seem to be coming through, and that particular part of the war effort need not have any more attention from the Council's Committee. We are now concerned with the educational support of the returning veterans. There are reports coming through that the Army may contract its present Army Specialized Training Program. Just what's entailed in that I do not know. There has been a re-organization. General Dawton, who has been in charge of the Army Specialized Training Program, has been relieved of the responsibility for the A. S. T. P., and the program has been assigned to a brigadier general directly under General Summerville. The brigadier general has been very critical of this Army Specialized Training Program from the beginning. If he had his way there would not have been such a program. What he will do with it now I do not know. There is information that some of the elements will be cut back. We may be in for another battle in connection with this training program. I would have said a month ago that it was settled for the duration. Prior to this development I would have answered your question by saying that the thing is in the hands of the individual institutions."

At this point, Dr. Clement, of Atlanta, mentioned several facts about the selection of Negro colleges for this type of program. He felt that much unfairness was exhibited in the selection of the colleges for the Army Specialized Training Program, to which Dr. Day replied that he was glad to have that information, and that his committee had nothing to do with the selection of the institutions; that it was done largely by a committee of six composed of army and navy men. Dr. Patterson interrupted, stating that in every conference that Dr. Day's committee had with McNutt's committee, the inclusion of the Negro colleges was given a great deal of consideration.

President J. R. E. Lee: "Do you think we can strengthen agricultural work in our institutions by larger attention to Negro colleges in relation to experimental stations. I think we lack enthusiasm because so little has been done in the direction of the experiment station in the Negro college. Whether that is because we haven't had the material I do not know. I think some emphasis from a scientific point of view should be placed on agriculture." Dr. G. L. Harrison interrupted stating that his Legislature had passed on an act granting him permission to set up an experiment station at Langston University, but at that time had given him no money to operate it. At the next meeting of the Legislature money will be appropriated to operate this station.

Mr. J. R. E. Lee continued, "I happen to be in the State where we have to furnish all phases of education. If we can get an experimental station branch it would strengthen the agricultural interest and strengthen the men and give them standing—who are in charge of agriculture.

Dr. Day: "There should be a great strengthening of extension service in these institutions. The development of a good strong extension service in connection with white institutions and Negro service is desperately needed in the South. I believe a movement was made to get a grant along that line but it got caught in a jam."

EDUCATION FOR PRODUCTION AS CONDUCTED AT THE FORT VALLEY STATE COLLEGE—A REPORT

Horace Mann Bond

President of Fort Valley State College.

The program of teaching which, at Fort Valley, we call "Education for Production," traces back to that very stimulating visitor introduced to this conference two years ago by Mr. MacLean at Hampton. I refer to Mr. Nathanson, well known to many of you.

Mr. Nathanson is a man of fertile ideas. Some of you may have reason to feel that at least some of his ideas were impracticable in application. He was kind enough to spend a very long time at Fort Valley; and, isolated as we are from the world, we listened to him at greater length, perhaps, than was possible at larger and busier institutions.

You will remember that the root of Mr. Nathanson's proposal was that the Negro colleges should stimulate productive ambitions and energies on the part of the rural populations which we serve. Mr. Nathanson had the advantage of being naive about the South, and the Negro question, and Southern agriculture. I say it is an advantage in some circumstances to come, fresh, **naive**, and slightly ignorant, into a new culture; and I think it is not injustice to say that Mr. Nathanson came both fresh, **naive**, and ignorant into the realm of the South, of Southern agriculture, and of Negro education.

We who have been dealing with the problems of the South for many years are neither fresh, nor **naive**, nor ignorant. On the contrary, we are sophisticated, we are cynical, and we are informed as to all of the pitfalls and difficulties of the culture in which we live. We know already all of the answers; and we are likely to feel impatient when a newcomer immediately spots the causes for our difficulties, and moves immediately to their solution by some proposal that has every evidence of being logically correct. I say this tendency on the part of our visitors, not only to diagnose properly our difficulties, but

also to be tempted to make immediate prescriptions to cure the situation, is likely to annoy us who live and work in the South a great deal.

Now, that is what Mr. Nathanson did; and of course he was not too original in his analysis, or in his prescriptions. He came to visit us, and was immediately struck with the abysmal poverty of the Negro and the white people in the South. As with many other visitors, he made his analysis and moved immediately to a solution. The line of reasoning runs like this; the South is poor; it is poor because it is, by comparison with other sections of the country, non-productive; ergo, a sure cure for its poverty is to encourage production; and it is the function of the school to lead the people to produce. Why? Because production is wealth, and non-production is poverty.

I say this is a simple analysis, and one that annoys us when made by a newcomer as though he had discovered an entirely new system of politics or economics. It annoys us because we knew it all along; but we have lived in the culture so long, and we know it so thoroughly, that at the same time we know all of the difficulties inherent in the situation.

For example, we see also not the present plight of the people; we see also the immense accumulation of habits and attitudes which help explain the low productive level of the people. We have threaded our way through the mazes and intricacies of race relations in each of the communities we represent; and we therefore know the strength of old stereotypes, the indomitable rigidity of old structures, the whole sectional as well as racial psychology of defeat and frustration; and we know that the problem is more complicated, and the solution more difficult, than the clear, simple, logical analysis of the visitor who dashes in, gives his verdict, and dashes away satisfied that at the end we are poor, and trifling, and stupid, because we must have been born that way; and there is no hope for the South, or for the Negro, or for the white person, because of our unconquerable sloth and unwillingness to face the facts.

I give these preliminary thoughts because I think it important to remember that poverty is a complex; that the apparent laziness and inertia of Southern rural people is not as simple as the casual visitor may believe. But I mention it also to suggest that the simple explanation and analysis also has its psychological advantages. It is the old story of achievement; the cynic who never achieves anything because he knows too much, the naive person who does achieve a great deal because he is too ignorant to know the difficulties he faces.

Now let me recapitulate our argument. Like the casual visitor, we admit that the paramount problem of the Southern and the Negro people, is that of poverty. With him, we admit that this poverty is basically due to a low productive level. We agree with our visitor that what needs to be done is to increase the productive level of the people; but here we part company.

Our casual visitor thinks that it is all a matter of fiat; that once

we are convicted of sin, all we need to do is to live right. That means that once we knew our problem, which is non-productivity, we need next to move into productive enterprises. Now in the South we have known this, I say, for many generations; this was precisely the analysis given by Henry Grady, by Booker T. Washington, by every sensible analyst of the economic problem of the South in times past.

Now here is where, I hope, we will part company both with the too-naïve and the too-cynical. When our visitor, for example, tells us that we need, in the South, to stop being a colony; that we need to stop being consumers of finished products, and exporters of raw products; that we need to transform the unused raw labor of our surplus populations to the production of wealth, our knowledge of the difficulty might enter the picture; and not so as to destroy all action intended to reform our plight, but to implement behaviour and corrective techniques with intelligence.

Hence the program, **Education for Production**. Such a program is the old, old program advocated by Henry Grady, by Booker T. Washington, by our friend Mr. Nathanson; it is also a program fortified against easy disappointment by a recognition of the entire complex. It is a program that says: we do not believe that human nature can not be changed; but if it is to be changed, it must be by affecting human nature with the same processes for changing habits and attitudes that were used in building them up. The program says: yes; the Negro people and the white people in Fort Valley are poor; they are poor because they have neither the habit nor the skills nor the capital for production; but these habits are so deeply rooted in the culture that they must be attacked at the roots and not at the branches.

Let us cite an example. A visitor to Fort Valley will look at the apparent ample leisure time enjoyed by the Negro population. He will see them sitting on the front stoops for long periods; he will see them in the most abject poverty; he will see them under-nourished, ill-fed, begging themselves by buying at the stores in town when they could be canning foods of all sorts, raising poultry, having gardens; and the visitor will reflect what another population would be doing; another population, say, the Japanese, or Polish peasants, would be grubbing in the soil, exercising a tremendous and sacrificial thrift, making our Georgia landscape bloom like a garden instead of decaying into gullies.

Let me repeat; we are faced with a culture; a culture which has made men and women and children, of both races, fit its history. The whites and the blacks are the products of an agricultural system which has cultivated habits of non-productivity. They are equally the products of a culture which had discouraged the individual will to produce; and, indeed, has made individual will and effort and ingenuity a mockery in the face of a purely exploritative system. You will understand that I am admitting the bad things that might be said about the improvidence, the thriftlessness, the laziness, of the Southern—the non-productive—black and white people; but I am saying it is not because the white people are the descendants of convicts;

nor because the white people and the black people all have pellagra and malaria; nor because the black people are just naturally born lazy. No: I am saying that these non-productive people are the products of their environment, their culture; and that what needs to be done is to remake that environment, that culture, so as to make new people.

Now, this is a hard job. But it is a job for the schools to do. Non-productivity is not to be cured by dashing out immediately to establish part-time industries and the like, as Mr. Nathanson believed; it is a job for the schools.

It is not a job for the high schools; our constituted agricultural teaching agencies have missed the mark there. It is not their fault; but we know particularly with our Negro population that we never reach the masses in our vocational teaching of agriculture and home economics.

What is therefore proposed is a program of education which will work through elementary schools and community resources to educate for productivity. The time is the ripest of all; the exigencies of the war have for the first time taken the brakes off of production; and a powerful propaganda is being carried on everywhere to encourage the people to produce.

This, then, is what we are doing. In the summer of 1943 we developed a workshop for elementary teachers in three counties adjoining Fort Valley. This workshop for elementary teachers had the cooperation of all existing agencies in the county; we brought in as at least part-time instructors, the teachers of vocational agriculture and home economics; the home and farm demonstration agents; the principals and supervisors; and we had additional expert advice.

In this workshop we tried to inform the teachers of certain basic facts regarding production and conservation. We tried, for example, to make them intelligent about the facts that a farm demonstration agent, or an FSA supervisor, has been using as his teaching materials with his clients. We had each teacher conduct surveys of current production levels in their respective communities; and we are now making charts to be distributed to each family and school. These charts show what each family in the county has produced for consumption; how much it needs to produce and conserve for basic health needs; and let me tell you that these rural elementary teachers are learning the facts of rural life for the first time.

We have projected fairs, exhibits, and rallies, based on these programs; we have set quotas for school and home gardening and conservation.

A most interesting part of the program is the production of textbooks. This is a part of a unified program for stimulating the will to produce. During the summer we had the teachers in the workshop produce a number of textbooks in preliminary form, for use in the early grades; we are now refining these for publication, and we

have the money with which to publish them. They will be local textbooks, based on the theme of production.

We are carrying on a propaganda through the local county paper, the churches, and the radio, to reach all of the people. In a sense, we are aiming to make the content of instruction the facts of nutrition and production that we might change the habits of the people—the **non-productive** habits of the people. If we did no more than bring the level of vegetable production up to a minimum nutrition needs, we should have done a good and a great thing.

May I say, incidentally, that we are aided by a grant of \$9,800.00 from the General Education Board. The money is to provide for secretarial assistance, and for guarantees—the largest amount—for publication of the readers we hope to get out of the project. We have also set up money for a workshop for each of three years, at which will be enrolled our local teachers.

Let me say also that similar projects are being carried on elsewhere. During the past summer I had the stimulating experience of working with two workshop groups in Louisiana; at Donalsonville and at Grambling. Programs with white teachers in Louisiana and Kentucky are also in process.

A final word about the content of instruction, especially in summer schools. I suppose all of you gentlemen know how much irrelevant information now characterizes summer school instruction. As an instructional program, **Education for Production** permits social studies to be taught; the psychology of reading to be taught; child psychology to be taught; and in other ways, permits the pedagogical machinery to operate for the benefit of credits and certificates.

But it also permits the institution to bring into its program living, vital facts; and to make a frontal attack upon the deficiencies of the culture in which these teachers, and their students, live. I have taught, I suppose as much "buncombe" as any pedagogue of my day; but I have also lived to have the happy experience, this past summer, of working on materials which were of vital interest to the students who were in our workshop, and of vital concern to the day-by-day living of these teachers, and of their students.

Our troubles are not simple; they will not be solved by immediate analysis. They can be touched, I feel, through using our schools to reach directly the man lowest down, and his problems. I therefore commend to you as a project of fundamental importance, the slogan and the practice of, **"Education For Production."**

GENERAL DISCUSSION

TUESDAY—MORNING SESSION

Leader—Dr. W. S. Davis

Tennessee A & I State College.

Dr. J. S. Clark: "How wide do you go in this production?"

Dr. Bond: "We have decided to stress agricultural production for the next three years. People need it, and we propose to do it on vegetable production this year, meats next year, and maybe milk the third year. There is no reason why a program of this sort shouldn't extend itself to all industries."

Dr. Clark: "How do you relate it to the college program at Fort Valley?"

Dr. Bond: "Our teachers do practice teaching and observation in the rural schools and they are being brought to light in instruction of these things. We have some students in our department of sociology who are making some research now. Students are much more interested."

Dr. Clark: "Your main idea is just attitudinal is it not?"

Dr. Bond: "Not only attitudinal but also results, Dr. Clark"

Dr. Banks: "What system do you have as a follow-up?"

Dr. Bond: "Teachers meeting every month, at which time we are going to have service reports tabulated. We also have an annual ham show in March and April, plus the monthly meetings of the teachers, and the communities hope to use the newspaper as a means of knowing what has been done. We all know people will lie. I have never been suspicious of agricultural agents, but that is one of the problems we run into in regard to statistical studies."

Dr. Banks: "How far does the college supervise the activities?"

Dr. Bond: "The supervisor of the project is on our staff and the school board is sold on the idea. Our teachers of agriculture are supposed to take part in the project. I think the biggest thing is getting all these people in on a program like that, because usually they are cutting each others throats."

HIGHER EDUCATION AND THE POST WAR PERIOD

Dr. F. J. Kelly, Chief,

Division of Higher Education

U. S. Office of Education.

I wouldn't have asked to have this shift in the program if it had not been for the fact that they have planned a discussion at the other Association which they did not have planned earlier, and asked me if I couldn't participate in it this afternoon. I told them that I would come here and make the address and come back and participate in their discussion. As you know, for nearly a year beginning about a year ago, I held a double job in Washington without giving up the job that I have as Chief of the Division of Higher Education.

"Congress has enacted a law (Public Law No. 16) which provides for vocational rehabilitation to those men under the Veteran's Administration. Not all those coming back will come under this heading. There are a hundred reasons why there are about thirty thousand boys who are being discharged from the service now, and for them it is 'Post War' now. There are two related aspects to the program for returning soldiers. One has to do with what we ought to be doing now in preparing our people in this country to meet the problems of the post war period in relation to returning men and women. I am not talking about anything that defends the Negro and white—for the kind of peace that we are going to expect the Peace Congress to develop, and we are going to hope our Senate will approve—I think this peace treaty will be the most tremendous document that has yet been put on paper in the history of the world. It will mean that we are going to use this time to get ourselves so organized that we can go in the direction of permanent peace or else we are going to still leave our peace treaty to sow the seeds of another struggle twenty-five or thirty years from now. And what are we doing for it? It is fair to say that this country is more responsible for the fact that the peace treaty did not succeed last time. I don't claim to be a statesman; I think the people in this country who were opposed to American participation in this world situation have come to believe now that we made a great mistake. I say that the first thing I am interested in in the post-war period is that all the colleges (but I think it might well center in the publicly controlled colleges) both white and Negro the responsibility they might feel in organizing a program for adult education, to get a public opinion in this country ready to support a necessary kind of peace. I just want you to know that there is nothing more challenging to the colleges of this country. After all, the world is going to look to the United States. We are going to play such a dominant place in this treaty deliberation, and we must understand that we have more of a re-

sponsibility than any other country in getting our people ready for that peace. The second post-war thing is that the colleges are going to have, even in their regular students, eighteen, nineteen, twenty to twenty-five years old students—people who are going to want or demand a new kind of educational pattern in a number of fields. For example, I think they are going to say 'If I am going to devote time to Spanish I want to know how to talk it'; . . . if history 'I want to know something about the history of Latin-America, India, the Far East'; 'When we study economics I don't want to devote our time too much to these pet theories of economics, I want to learn the facts—what kind of transportation system will be necessary; what part the air-force is going to play. I want the kind of economics that will make us understand what part the United States must play . . . how we must relate ourselves to Great Britain, Asia, Africa . . . from the standpoint of economics. Our sociologists will want to get down to the real problems of sociology . . . What are the basic issues with respect to race relations? I would like to have our white folk come to understand that if it comes to race majorities, we stand in the minority.' We are going to have the yellow races which outnumber us playing a great part in the world. We are going to have to learn what it has been back in history in an effort to get races to live together. Now just take a single situation which we have in this country. In undertaking to make our decisions we need to know basically what is necessary to enable these children of people in this world to come into a brotherhood relationship with each other. I think our college people have a right to demand of our sociologists that that kind of discussion is not merely theory but fact. We have to re-organize those courses of study in our colleges to suit not only the returning soldiers, but our regular college students who come to us. They should be expected to get something in a very different kind of form. Those two things in the post-war period I think are pretty definite, and yet it is going to take a lot of thinking to work out the part we need to play. The third is . . . what is in store for us in relation to the training of soldiers when they come back from the front? When the president of the United States signed the law lowering the draft age to eighteen he made a public statement over the radio in which he pledged that so far as he could find it possible to do so he would assure these young men whose education was interrupted by the call of the draft an opportunity to resume their education after they had completed their war service, and he appointed a committee the very next week, I think, that came to be known as the Committee on Post-War Educational Opportunities for Ex-Service Personnel. The chairman of that committee is now Major General Osborn, who is in charge of that section of the army having to do with education and morale. A co-chairman was named—Captain Bower of the Navy; Dr. Studebaker, Commissioner of Education, was also appointed. That committee was appointed by the president to

work out the program to carry out the pledge of the president to provide educational opportunities for ex-service personnel. They have been meeting regularly. They submitted their report to the president with the hope that he would release it at the time, but he thought it better to release it at the time he made his own specific recommendation. We are expecting any day that the president will report to Congress a recommendation for an educational program for ex-service personnel and then release the Osborn Committee Report as basic support for his proposal. The thing is so pressing because the sentiment in Congress is so unified behind some kind of a program for soldiers. I have chosen to analyze what seems to be the issues that are involved in what this legislation will turn out to be. In the meantime, you can have a great influence in Congress when the bill is given publicity. If you do not believe in the issues, it is at that time that you should state them. I can isolate three: The first is how it will be financed from the standpoint of whether or not the money will be paid directly to the soldier, and the soldier will then choose any institution he may wish and pay his own way, his fees, his living, etc., out of the scholarship. Will it be that or will it be some uniform sum which the government will pay each student with the idea that he will pay the cost of his living, or a sum so-called maintenance stipend and in addition pay something to the institutions that are carrying on the program, and how much will the institution get? Will it be the annual fees or will it be some other kind of fee basis that will be calculated on the kind of course, or will it be the actual calculated course such as takes place in the ESMWT? I think this has a definite value upon one very important trend with which you are particularly concerned. Suppose, for example, that the recommendation is paying a fixed sum to the student and then pay each institution the amount of the fees of that institution. Suppose the fees are high in a given institution, the remainder of that education has to be paid by someone—either the State in which the land grant college is located, or the federal government. The federal government pays the larger stipend, the state pays it to the low tuition school. The tendency there is for the state to raise the fee of the students in order that they may get the larger slice of the money. When they once get the fee raised it will be raised for good. I believe in keeping the schools on a low fee basis in order that higher education may be a part of the public education in this country. When the time comes for this bill to be discussed I hope that you will have your mind somewhat made up as to the way that money should be distributed to the students. Another issue I think is important—it is assumed that all veterans will be authorized to take, let us say, up to a year to complete their vocational training. After that, they are to alter. The question will arise: Shall the number permitted to go beyond that first vocational training period be limited to a certain quota or shall it be open to all sol-

diers who are qualified to get further education? If we should say that after the first year we will have to limit the number of men to take the second year, I think you can see the implication. You can see the possible issues that would arise in how to determine the number from a state. If it comes to be limited to a certain quota after the first year, I think you ought to be clearly aware of some of the possible implications if that turns out to be the case. I don't think a quota is workable under any circumstances, unless the quota is determined by the number who can meet the qualifications for continued education. This educational program should be available to all ex-service personnel who meet the standards. The third serious issue I think we need to keep in mind has to do with its administration. The American Council on Education recommends that there be set up in each state a commission or a committee or whatever it might be, if it is not already established, for a group to administer this program for the institutions within that state, and in Washington there should be a special committee appointed by the president to handle the Washington end of it. If we expect to have an administrative group in each state for this purpose, it has to be a new group because in most of the states the State Department of Education has relatively little to do with the colleges and universities. If you undertake to get something set up in these various states now, they will handle the whole program. If not, I think you can see that it is going to be some hurry-up-kind of relation that may enter in setting up a Board that can do fairly by you. Those are the three issues that seem to be outstanding and I leave them with you for whatever you may care to do with them."

GENERAL DISCUSSION

Tuesday—Afternoon Session

Leader—Dr. F. G. Clark

QUESTIONS AND ANSWERS

President Atwood: "I was interested in what Mr. Kelly had to say about adult education. Is there any hope for a federal bill on that?"

Dr. Kelly: "I am not too certain that there will be such a prompt passage on such a law. There is being worked up by the National Association of Universities a measure asking for assistance to carry on an adult education program involving just what we are talking about. It makes me feel that it may not get through promptly. It is an attempt to do for people outside of agriculture what the agricultural service does for people on the farms."

Dr. Patterson: "On the fee question. Can it be so worked that

the Federal Government instead of recognizing tuition will make some effort to meet the actual costs involved?"

Dr. Kelly: "That is the issue. It should. I think it would be an extraordinary practice to pay students and then pay the school."

E. D. Peebles: "Don't you think there is a possibility of turning the war training program into a post-war training program? The money that has already been appropriated, just turn it into a post-war training program."

Dr. Kelly: I think that can be done for returning soldiers. There have been those who thought we should have a program for re-training those in industry. I do not think we will get federal funds to retrain people who have been drawing good salaries in this war."

President Atwood: "Would it be beneficial if our organization pass a resolution on adult education?"

Dr. Kelly: "I think it would be distinctly advantageous."

President Atwood: "Do you think we will be wise to try to formulate a policy on the fee issue?"

Dr. Kelly: "I think the principle is clear. It seems to me that on the three issues you will come to a definite conclusion with reference to each of them."

J. R. E. Lee: "Professor Evans said that in the first world war twenty percent were technicians but in this war eighty percent were technicians and only twenty percent were non-technicians. That's one thing I didn't know." "Is this percentage for colored?"

J. C. Evans: "That is not true. Those are War Department figures without regard to race. You notice that a large number of Negro boys have flying insignia on their arms. They are not fliers, they are technicians. Today eighty percent are given some specialty, and that is what we mean by technicians."

Frank A. Young (Chicago Defender): "In the last war we had Privates, Corporals, and Sergeants, but now forty percent of the soldiers are better than that; they have "T" on their arms and are regarded as technicians."

At this point, a lengthy discussion ensued between Mr. H. Branson of Howard University, and Mr. J. C. Evans of West Virginia regarding liberal arts students and engineers. Branson said: "As far as data is concerned on engineers it is proved that engineers, when trained properly, always excel those students trained in liberal arts."

President Atwood: "I was wondering about the issues raised by Dr. Kelly—what we ought to say about the matter of fees. That thing is going to affect us and it seems that as an Association we ought to say something about this matter and to say something about this bill for adult education."

Dr. G. L. Harrison: "I had planned to name a committee to draw up a resolution on this point, and had hoped to do so at this time. I feel it can be done better by a committee than it can be formulated at this meeting."

W. R. Banks: "Can that go before the Executive Committees?"

Dr. G. L. Harrison: "Mr. Davis is chairman of the Executive Committee and I was wondering if he had so many things on docket that he would rather refer that to another committee."

(Banks made a motion that the Executive Committee take care of that item. This motion was passed.)

ADAPTATION OF WAR TIME TRAINING EXPERIENCE TO PEACE TIME PROGRAM

Prof. J. C. Evans

Administrative Assistant

West Virginia State College

"I don't want to be accused of starting a discussion, but participating in a discussion of the Adaptation of Some of Our War Time Training Experience to Peace Time Program, I want to present three items, the first of which is: 1. Characteristics of our present war time training program; 2. The objectives of this present program, and 3. An indication of some of the area problems. The first war was characterized by twenty percent or less of the people being technicians. By this, much is certain that if twenty percent of the people were specialists, only twenty percent of the people in the present war are not specialists. Eighty percent of the soldiers were non-specialists in the first war; eighty percent of the soldiers in the present war are specialists. The first characteristic is the type of war we are fighting and our present war emergency programs. The programs which we are now operating in the Land Grant Colleges and out of the Land Grant Colleges are characterized by high speed, and is probably a part of our problem in West Virginia. It isn't that anybody is wrong, but things are moving too fast. High speed is an item that is taxing the institutions that may or may not carry over into the post-war period. Another characteristic is high salaries. It is easy to get a salary of \$3,000 per year for just anybody, but for the first time it is difficult to find men who will accept positions at \$3,000. Maybe that will carry over and maybe it will not. The rate of pay has risen, but not as rapidly as in war industries. Another characteristic of our present training program is the vast amount of equipment and supplies. Long since the day has passed that we can go in and ask for one small lathe and think we can run a machine shop. Unless you have a car-load of lathes the government is not interested. A great tribute was paid to Tuskegee as being the greatest of Land Grant Colleges, but even Tuskegee wasn't ready; they did not have enough technical equipment. So that the present program is characterized by vast amounts of equipment and supplies.

Mass education is another characteristic. The final characteristic which I think is worthy of a great deal of study is the fact that most of this training has only a single objective. This is not education in its strictest meaning. The single scale has been developed for mass production and stream-line production, but now education has taken that over. We should see to it that we do not mistake unit training and unit operation as education—just forty-eight hours work for a job. . . Production where the sole objective is not to produce a man nor a scholar, but to produce a radio, a battleship. All of this is training we had better divorce from the term of education and decide that while this has a number of characteristics of education and a number of objectives which might be taken over into the field of education, it is very largely a matter of ascertaining certain skills. If you will permit me I will talk a little about the areas which are upon us and will be more upon us after the war. 1. Communication—radio. In this there is new life and new hope for Negro women. We have also broken down barriers for Negro women as well as barriers that have been broken down for white women. Dr. Harrison has instituted something new by bringing his secretary to help with this convention. Negro women are breaking into radio. It is my hope—having worked in that field, that we will make every possible educational use of radio in the post-war period. Communication is now linked up with transportation. The airplane has now shrunk the globe whereby it can take sixty hours and carry you to any place in the world. I was told that Negroes could not fly or attempt to fly in combat, and now the 99th Pursuit Squadron has accredited itself so well that it will now become a bomber squadron.

In the matter of military training; to me it seems that whatever happens during this war our colleges will no longer be denied military training. I don't think we will be caught any more without compulsory military training. Compulsory military training is going to bring in a problem of which we must take advantage. Our present effort is to see to it that everyone of our institutions gets its military units of ROTC. Only one out of six young men is able to pass examinations to get into the service. There is a question of guidance that will come out of this problem. There is much yet to be done, even if we get all of these advantages out of our participation in the war—if youth can be put in a place to make use of the best of his training. Now Mr. Chairman, I would like to go into the matter of liberal education. I feel that I am in a position to see both sides of the situation. I am convinced that we do have need of a revival of the liberal arts education, providing we can put into it some of the backbone that is necessary for us to put into vocational and occupational training. In the liberal arts field I have a big fight continuously with a number of my colleagues. I am convinced that we need a good, solid, foundation in our liberal arts. I am not convinced that Dr. Kelly seemed to allude that we need a liberal

arts education and then maybe something else. It has been my conviction all along that for Negroes, particularly, we need along with our freshman mechanic arts, history, English, mathematics, and other fundamentals . . . maybe some Latin. Above all things, we need some broadminded people who can see both here and there and can see over seas and bring together a sufficient concept of education without infringing upon the prerogatives of the old reliable liberal arts."

WELCOME ADDRESS

Honorable Wendell Greene
Judge, Municipal Court, Chicago

Mr. President, and presidents of the Negro Land Grant Colleges, I come at this hour representing the Mayor of the City of Chicago. I wish to give you just one or two thoughts that he had in mind when he was privileged to receive your invitation. He was deeply concerned about this conference as he is about all conferences which have a tendency to bolster up, if need be, a great fight for the democracy that we hope is to come. He is very much interested in having conferences of this kind to come to Chicago because he is the type of mayor who is not concerned with the color, race or creed of educators and men who have something to offer for the betterment of our country; and it seems to me at this time it would be appropriate for me to say what kind of a man is sending you greetings to this conference. He was very much interested in the condition of labor here in Chicago, and I have in my possession at this time a statement from the Mayor of the City of Chicago in order that you might know his attitude.

When he was appointed National Coordinator for Civilian Defense just before the war there appeared in the daily paper this statement: "Mayor Kelly to head Civilian Defense here." "Kelley's first act in the new position is to appeal to find jobs for Negroes, and in part he says this: 'It is my firm opinion that the drawing of racial lines in a defense activity tears down the whole defense effort . . . our defense program was undertaken to defend democracy . . . opportunities for all classes and creeds to earn a living. A successful defense program depends upon the full cooperation of all classes of people . . .'" The statement the mayor made on that very first day was one of the great contributing factors in bringing about the President's FEPC. In carrying out this defense program the City of Chicago is looking forward to a great post-war program. They are expecting to find a real place for the American Negro in our post-war activities. There has been created in Chicago what is known as the International Committee for the purpose of keeping down racial

tension. Its objective is to find out what is the real situation as far as the employment situation is concerned, and find out something about the housing problem that affects us here in this great metropolitan area. So when he sends his greetings to a great body such as this, we can say that it comes with deep sincerity and we want you to bring to Chicago the benefits of your vast understanding and knowledge of the affairs of our people throughout this land. We have recognized that for too long there has been a tendency to tear down the philosophy of Booker T. Washington, and when this great defense program began here in the North, and particularly in Chicago—when we found openings for these boys and girls, we found that they were unable and untrained for the task that we had been fighting for. So the Chicago Board of Education has organized a campaign for vocational education, covering the entire city. We have a vocational department in a Negro section where more than three hundred and twenty-five thousand Negroes live, and in this immediate ward there are more than ninety thousand Negroes in one square mile. This school has its tie-up with the unions whereby when these young men and women get this vocational education they may be employed in the vocational field. I want to say this to you. It seems to me that there is no better time than now to sit down and draw up a post-war program for the Negroes of America where we have our best trained minds, for when this war is over and when the battle drums cease to beat it seems to me we are going to hear the tom toms beating all over Africa . . . the answer is going to be that the people of Africa are alive. We are going to hear the shuffling of feet in Japan and China, and the thirteen million Negroes in America . . . and these boys, when they come back want a program, and when I bring you greetings from the Mayor of the City of Chicago we hope that out of this conference there may come something that we can benefit from in Chicago. I am grateful to be privileged to come here representing the mayor of Chicago. I can say without fear of contradiction that he is one of the great men of America who is fighting and trying to give the Negro a better place in our American scheme of life. May I again bring you greetings from the mayor of the city of Chicago."

REPORT

Claude A. Barnett

Special Assistant, to the U. S. Secretary of Agriculture

The report which I bring to you today is one which is not totally satisfactory to me nor do I expect it to be to the members of the Conference of Negro Land Grant College Presidents. It is more or less in the nature of a report on progress when actually the hearts of Dr. Patterson and myself were set upon a statement of accomplish-

ment. It seems important, however, for you to be in position to know just what we have been doing this past year, during which we have served as assistants to the Secretary of Agriculture, in attempting to go forward on a program which has been very close to the Conference of Negro Land Grant Colleges and toward which this organization has made so great and so definite a contribution.

I refer, of course, to our effort to obtain a larger and more adequate number of extension agents and home demonstration agents, to operate in the field in the various states in which your institutions are located.

You will recall that when we appeared here last year, Dr. Patterson and I had just concluded a tour of all the Southern States. During the various trips required to complete the survey in which we were engaged, we had conferred with most of you with a large proportion of the agricultural field force, with county agents, white and black, with all of the state Negro agents, with white state extension directors as well as state and regional administrators in Farm Security, Soil Conservation and the Agricultural Adjustment Administration.

In the extension field we had surveyed the work which was being done, had tabulated those counties where there was either insufficient help in man and woman power and had proposed a program to the Director of the U. S. Extension Service and his staff. We had developed a program which was approved in principle by the Department of Agriculture, one which called for the selection and appointment of 580 field persons, 293 county extension agents, 327 county home demonstration agents, 29 state and district supervisors, 16 state and assistant 4-H club specialists, 50 state subject-matter specialists, 2 regional assistants, 2 regional home demonstration agents and 1 national agriculturist.

This would have doubled the number of county agents and home demonstration agents and set up an adequate supervisory force. It would have established at the Land Grant schools subject specialists whom we hoped would work in close conjunction with the state experiment stations. These workers we regarded as a vital need if Negro farmers were to carry a fair share of the tremendous production needed for food for war.

Our expectations of accomplishing this aim were high because that had not only the approval of the Secretary of Agriculture but of the entire extension staff in Washington. In addition we had enlisted through the cooperation of Assistant Extension Director, Brigham, the support of the standing committee of Southern State Extension Directors, white, as well as that of the Association of Land Grant Colleges, through their Washington representative and lobbyist, Mr. Lloyd, who described to us the methods used by the white land grant schools in getting additional extension appropriations and agreed

they would aid and abet and not attempt to block our efforts to improve the situation surrounding Negro farmers.

We had the advantage and counsel of President John W. Davis of West Virginia State College who served with us on the committee and sat in on some of the conferences.

An agricultural department deficiency budget was in course of preparation for presentation to congress. It was necessary to add the cost of these new agents to the deficiency budget which the department was presenting. (In order not to mitigate against our chances, the extension bureau agreed not to ask for any funds in the deficiency budget and true to their promise included our proposal by itself in their estimate of necessary funds.) The program would have cost \$1,500,000.

When the item came before the budget committee it was questioned. Dr. Patterson and I on short notice were given an opportunity to appear before the Committee on the Budget and defend our proposal. This we did accompanied by Mr. Hathcock, the person who had charge of preparation of the budget in the Department of Agriculture and Mr. Reuben Brigham, assistant director of the Extension Bureau so that we might be fortified and have department backing in any claims which might be made.

The Budget Committee listened attentively, asked numerous questions, all in a most sympathetic manner so that we left with our hopes still undimmed. During the weeks which passed Congress began the assault upon the Department of Agriculture with which you are still familiar. Just what effect that had we have no means of ascertaining but after a period of several months and before the deficiency measure went before Congress our proposal was eliminated, i. e., it was not approved.

Disappointed but not totally discouraged even though we knew that the Extension Service had had its requests for additional funds for general extension service work thrown out for three successive years, we went to work aided by the Department, to try for the next deficiency measure again. That is the only manner, we have been advised, that it is possible to get an appropriation for additional funds through since extension in particular for a considerable time has not been able to increase its requests for funds above the basic figures granted the year before.

We went to work again.

Our program was prepared carefully anew but this time, some two months ago now, we sought to bring additional pressure. We enlisted the support of one of the President's secretaries, went to the White House, laid our plan before him and won his consent to take a brief supporting our program and lay it before the President.

We recognized the fact that our proposal this last time had one weakness. The Extension Bureau included our request for funds earmarked for Negro agents along with its own deficiency requests

amounting to some five or six million dollars, their programs being for a decided increase in agents and home demonstrators in counties not well manned and in 4-H work for boys and girls. This was the fourth year the Extension Service had asked for deficiency funds in vain, and our hope was that even though they had been turned down three times, that on the basis of averages alone, they ought to have a chance for success this year.

Just two weeks ago we received word that the budget committee had reconsidered our request, had debated it at length but then had turned down not only our request but the five million dollar request of the Extension Department but our program as well.

We have no official explanation for the failure of budget to allow these items. We are of course confident that this money would permit the furtherance of one of the finest programs being carried on within the Department of Agriculture. Secretary Wickard has expressed himself as being chagrined at his inability to get this measure through.

There are suggestions, unofficial, for the reasons for this failure. These seem for the most part to stem back to the Farm Bureau and its reported close affiliation with the extension service in some areas. The Farm Bureau has been notoriously out of sympathy with the administration's farm programs and it is said, has used its influence with the extension service to hamper and slow up those programs wherever possible. It is conceivable that a \$6,500,000 appropriation to extension might be regarded as strengthening very measurably the influence and programs of the Farm Bureau. In such a struggle the Negro farmer is a bystander and innocent victim. All hope is not lost. We still have the interest and cooperation of many elements in the department. It will be necessary to be on the alert to take advantage of every kaleidoscopic governmental situation in Washington. If the time ever seems ripe for organizational or mass cooperation from outside, we would turn first to this conference for it.

Our experience with the AAA has been somewhat similar although for different reasons. In addition to the men and women who were to be integrated into the Extension Service, we called to the attention of each of the state administrators of the Agricultural Adjustment Agency, the importance of adding to their staffs a colored assistant to the state administrator. We pointed out that in many of the areas heavily populated by Negroes, since the separation of the AAA offices from those of the county agent, information regarding AAA practices and procedures was not reaching those farmers effectively. Our tours of the counties and our reports from county AAA administrators, many of whom at first were startled by our suggestions, revealed in each instance an agreement that a colored assistant would be of great service to them.

Armed with these reports we were able to secure the agreements

of the various state administrators of AAA to the effect that if we were able to have provisions made for a Negro assistant they would accept them. We pointed out that a Negro assistant working in this field would practically insure an absence in the future of complaints of diverted checks or any other malpractice affecting Negro farmers because this assistant could be dispatched to the trouble centers, would more easily secure information from aggrieved tenants and could place the facts before the state administrator.

There was some hesitation upon the part of the Southern Division officials of AAA at the onset. AAA, as you know, had only three Negro employes, James Perry Davis, A. L. Holsey and the late Mrs. Robert R. Moton. The secretary of Agriculture, Mr. Wickard, gave his unqualified approval, however, and Administrator I. W. Duggan set the wheels to rolling by asking each state administrator to appoint a Negro to his staff. The title was changed from assistant to Information Specialist.

Those of you who follow the actions of Congress relating to agriculture, know what happened. Twelve states were in the process of appointing men to this new post when Congress vigorously attacked the AAA. The legislative body stripped AAA of much of its funds and wrote into its appropriation bill that none of the money voted was to be spent for information or educational services. Congress said Education or Information was the function of the Extension Service. It likewise required a drastic reduction in AAA personnel. The freeze came just as the state administrators were selecting these Negro employes whose function was to give out information.

Two states, Mississippi and Oklahoma, had appointed their men before the ban fell. In spite of the fact that the law now bans information workers these men have been retained. A letter dated October 7 from State AAA Administrator T. M. Patterson, reads as follows: (read letter)

You will note that Mr. Patterson has gotten around the information angle by appointing Mr. Ammons as "contact representative." Hitting upon this title as a new approach we are renewing our efforts with the Southern Division to secure the appointment of "contact representatives."

In other fields within the department considerable growth has occurred since the appointment of Dr. Patterson and myself to the staff of the Secretary. During our early explorations we reported upon the scarcity of Negro employes in the department offices in Washington. It was suggested that we secure for appointment a qualified person who could fit into the Department of Personnel, get into the various bureaus, discover where help was needed and keep his eye upon trained men and women about the country who might be suitable persons for a career within the department. We selected Thomas N. Roberts who became a special assistant to the Director

of Personnel and who has done an outstanding job. Negro employees in the Washington office have increased from a total of 275 to something over 500. There have been upgrading improvement in positions and in grade since Mr. Roberts' accession and from all reports these employees are making good.

Another field which has had our attention is that of the Office of Labor in the War Food Administration. There are two aspects to this. First, there is the matter of domestic labor. It has been apparent that in too many instances Negro landowners, frequently because they did not understand how to present their claims to local draft boards, have had essential labor taken from them in the shape of sons or of hired help. On the other hand, there has been the suspicion that in some of the states there has been a hoarding of labor in areas where it was not totally necessary. These workers have been prevented from moving into defense industries thereby losing economically and in states where "fight or work" laws have been enacted have been subjected to local discriminatory activities which appeared pernicious.

As soon as this office was established we were called into consultation by the then head, Major Walker. He agreed to appoint a Negro of top ability as one of his assistants. A week later he was transferred. He was succeeded by Wayne Darrow of the AAA, a man whom we knew well and favorably and he accepted Major Walker's commitment. These have been, however, the days of rapid change in government, as you well know, and in agriculture particularly. Mr. Darrow stayed in office a month but never got to function. He resigned and in his place came Colonel Taylor of Texas.

We began at the beginning and about had Colonel Taylor converted when Senator Smith of South Carolina, affectionately known as "Cotton Ed" sent a colored man over to Colonel Taylor with the request that he be given a job. Senator Smith is chairman of the potent Senate agricultural committee. We had never heard of the man, whose name was Wells and were not impressed with either his experience, his references, or his personality. However while we preferred not to accept any responsibility for the appointment, we recognized the potency of Senator Smith's influence. The man was put to work tentatively in the field, to investigate complaints arising in the area of farm labor but did not last long because an investigation of his past showed he had been a labor agent and one or two other things.

By this time Colonel Taylor was out as labor administrator and Colonel Bruton was in. Again we went through our program of education of an administrator. Six months had now passed. Already several thousand Bahamians and Jamaicans had been imported. Various stories were circulating about their treatment and about the working conditions surrounding them. We made a series of suggestions to Colonel Bruton. The result is that he has appointed

Frank E. Pinder, a graduate of Prof. J. R. E. Lee's school, a crack former county agent, now holding an important position with FSA to his staff. Mr. Pinder has made a survey of all the camps, and made recommendations which will lead to important improvements in the handling of these important workers. His survey showed that these people on the whole are doing acceptable work. So much is this true that concerns like Heinz Packing Company and Snyder Catsup Company which have never used colored workers in their processing plants before, have told Mr. Pinder that in the future after the war their plants will be open to American Negro labor.

In the domestic labor field we are hoping soon for the appointment of a man to make over all inquiries into situations surrounding Negro farm workers. Deputy M. C. Wilson in charge of this phase, impressed with the remarkable job on labor in Georgia which has been done by P. H. Stone, Negro Extension leader located at Georgia State College in that state, offered the post of assistant in his office to Mr. Stone. State Extension Director Brown, approached several times, has refused to release Mr. Stone saying he was too important to Georgia. We are hopeful, however, that Deputy Wilson will make an appointment within the next week or two.

Recently we called the attention of the Secretary to the reported programs being formulated after the Food Conference at Virginia, Hot Springs, to send American agricultural experts to various foreign countries to help those nations develop new and more effective methods of producing food so that the total burden of helping to feed the world might not fall upon the United States. We pointed out to the Secretary that our country failed to take into consideration the fact that many of the countries with which we will be dealing have populations either totally or partially colored. We insisted that nothing could prove a more effective guarantee of the democracy which we are preaching than the use of a few of the trained Negro experts in our Land Grant colleges and in the Extension Service in some of these fields, pointing out that it would be good diplomacy as well as good practice. We asked the Secretary to take the matter up with the War Mobilization Board which will doubtless have some say in these matters and he has agreed to do so.

On the whole we have felt greatly encouraged by our efforts. We have felt that we had the sympathetic cooperation of officials. Secretary Claude R. Wickard has never failed to go forward on any request we have made of him. The Extension Service through Director M. L. Wilson and Assistant Director Reuben Brigham, have been uniformly and consistently helpful. Even the Bureau of the Budget, as hard as it is to get into, unbent, gave us time and appeared sympathetic to our problems.

Tomorrow, Dr. Patterson and I, who have to sandwich these efforts in between our regular jobs, are leaving on a trip to talk with the head of the Farm Credit Administration. From his office we will

visit each regional Farm Credit office. It is our belief that Negro farm ownership can be greatly increased and Negro farm operation made more secure if Negro farmers have better knowledge of the credit facilities available to them. We believe that if each of these regional offices in the deep south and the border states have on their staffs a Negro representative whose business it is to get out and show Negroes how to form borrowing cooperatives or to urge them to get into those already established by white farmers, to instruct them in the methods of securing more ample credit when it is needed from the sources of cheap money rather than dealing only with their local banks which charge from the time the note is made until it is paid rather than while they are using the money, a great field of service can be opened. On the same tour we are to visit the Soil Conservation regional offices of which there are two, one in Fort Worth, Texas and one in Columbia, S. C. There we are to discuss the using of graduates of Negro Land Grant colleges in a greater degree as specialists in soil conservation. Many of the most eroded farms and much of the unproductive land is being farmed by Negro farmers. For the sake of the farmers and their families, for the sake of the country, it is important that our farmers have these lessons brought home to them and be instructed in the best methods and in the use of government cooperation and instruction.

We have been convinced that a great area of good for a large segment of the Negro population of the country lies in this work of attempting to gain greater opportunities for Negro farmers. Whatever it has taken of time and effort and in some cases of sacrifice, the opportunity to tell you of our efforts, of our difficulties, of our achievements served to encourage us to keep on. We are happy to have this opportunity to tell you of our efforts, of our difficulties, of our achievements and our hopes.

Thank you!

RECORDS OF MEMBERS OF THE PANEL ON AGRICULTURAL EXTENSION

Reuben Brigham, F. D. Patterson, T. N. Roberts

(Mr. Brigham pointed out that Mr. Barnett had raised all of the issues which he had in mind, and that he did not have a prepared speech, but that he would supplement Mr. Barnett's speech by discussing the matter of getting additional federal funds.)

I would like to say that I have appreciated very much the opportunity of working with President Patterson and Mr. Barnett. Mr. Barnett has said I have had the privilege of being in on most of the contacts in relation to this matter of funds. I am going to mention some of the things that have been in the picture. There has been

indicated that this matter of emergency appropriation has been brought up a number of times since the beginning of the war and there has not been much progress made. In the last session of Congress there was a bill introduced which proposed an amendment to the Bankhead-Jones Act, which added eight million dollars to the twelve million for extension work. I think what motivated that eight million was the Senator's personal interest in that work and that the work was being carried on at a financial sacrifice. Six and a half million dollars was appropriated for this fiscal year. We are trying to get this agricultural extension program through to every farm home. Efforts are being made to obtain state funds to employ Negro agents. The figures on what has happened in the way of additional Negro agents are as follows: For the year 1941-42 there were eleven additional agents; 1942-43 there were three additional agents. The net increase in women agents is: 1941-42, eight; 1942-43, seventeen, total twenty-five for the two-year period. There were four additional supervisors appointed during this period, which made a total increase over two years of forty-three Negro agents. Forty-three against four hundred and some is not a large amount, but we must remember that there was no great increase in funds; what increase there was came primarily from State funds. The total increase in Negro Agricultural Agents was forty-three as compared to forty-eight for whites. The total funds used for the employment of Negro agents out of federal money was \$47,706; from state funds \$47,447.

General Comments

Mr. John W. Davis asked Dr. Patterson to give a picture of his findings, as he has gone around from state to state. Dr. Patterson stated that Mr. Barnett had given a running record of the entire experiences they had had, and he probably would attempt to supplement what he said with a few experiences which were common to both of them as they attempted the surveys and the conferences they had in Washington. Said Dr. Patterson, "I would like to endorse what he said about the experiences we have had both in the field and in Washington in terms of what seems to me an entirely reasonable attitude on the part of most of the major officials we have had the opportunity to contact. We have found an attitude of willingness to almost a surprising degree. I don't want to say that there were no reverses; there were a few, one was with the AAA. It would become tense at times, and then amusing. When we went on the field we tried to approach this matter with some attitude which we felt would make sense to the Southern Directors. Naturally, going out as the representatives of the Secretary of Agriculture entitled us to some of the consideration that was received. But we felt that the job was bigger than that and we wanted action to be taken along the line of reasoning, consistent with the program of the South, so we

attempted to point out that we were not approaching this matter from a selfish point of view, and we felt that what we recommended would increase participation from the humblest share cropper. We had conferences with Land Grant College presidents and found that with the exception of Extension there are no significant numbers of Negroes in any of these agencies. Mississippi surprised us with a beginning of soil conservation service. They had taken on a young fellow and were giving him an apprenticeship with a mature county agent and the men were enthusiastic over the possibilities of this young man and expressed a desire to have many more of these young people to come out of our Land Grant schools in order to meet the great need. That is one of the post-war possibilities that I think needs to be stressed and developed. We found in extension surprising needs—where you have one agent trying to serve one or more counties with so many Negro farm families that they had to admit the only thing they could do was to write to them. As a direct service agency the Experiment Stations do not do much for Negro farmers. We found these farm credit agencies not having a breakdown on whether there were Negro or white borrowers, and a very few Negro farmers were receiving this credit. In the limited contact we had we attempted to stress the importance of farm credit representatives over the Negro group. In general, I think that covers some of the things we thought seemed most interesting. We also made observations regarding the effectiveness of the various extension directors. Some were not too potent, maybe because of advanced age or having been given the run-around for so long were not doing important work. Some states have made county agents and home supervisors directly responsible to the white agents. This tends to block out the influence of the state agents. I think more Negro supervisors on those levels is the only answer. There is an amazing need for club workers. One of the things blocking the appointment of more Negro county agents is the fact that it is required in a number of states that the local county put up funds. Where you have to take a county group in a reasonably hostile community and say "you must put up county funds first" . . . in a lot of instances nothing happens. We recommend that that practice be discontinued. I believe this represents the comments I wanted to make at this time.

Mr. T. N. Roberts: It is the belief in the office of the personnel that the success or failure of any program depends on the quality and caliber of the personnel. We have tried to keep the Negro personnel on a high level. I think it has been significant because first it has convinced some people who were unconvinced. For instance, let me mention a punk who had slipped into the Department and was slipped out very ingeniously. He appealed his case to the FEPC for final decision. The decision was—since he was unfairly employed he was unfairly removed. . . . Some bureaus that did not have any Negro

employees now have them. The question of follow-through is highly important in personnel work. The door has been opened wide; the picture is not too dark, in spite of the temporary set-back. If people are persistent and will continue to follow-through, the battle over extension will soon be won—then there will be some thirty or forty other battles. Since we represent the over-all viewpoint I do not think we should concentrate too much on a one-bureau approach. I think it is highly important that we acquaint ourselves more with the service of the Department of Agriculture instead of the Extension service. I am surprised to find some directors of agriculture who have never heard of but two bureaus—FSA and Extension. I think until we get the over-all picture and over-all approach we shall still have to depend entirely on the Extension Service. I think as a teaching function, the problem of human relations with respect to job opportunity is highly important. We need the support and cooperation of the Land Grant colleges and we are going to visit more and more and work with you in order to improve the caliber and quality of the material coming to us, and ask you to follow through in helping us to maintain high standards.

ADDRESS

Hon. Claude R. Wickard

Secretary of Agriculture

I guess we are all vain enough to have nice things said about us, and I am happy to know that Mr. Barnett spoke in a complimentary manner about my interest in the Negro's agricultural activities. Of course my interest may stem from many things, but basically it comes from the fact that I do have an interest in all people who live on the land. That is quite understandable because I have spent all but the few years that I have been a bureaucrat as a man who lived on the land, and I think I have some understanding of the people's problems who live on the land. I suspect I wouldn't be at all happy if I were divorced from the land, because I can get more satisfaction by either working on the land with my own hands or associating with the people who live on the land. There is something about working and associating with people who live on the land that I can't quite describe. That is the most important element in our human relationships, in our national welfare in my opinion. I can say this, if the people who till our soil are given sufficient opportunity to produce a living for themselves and family, and are provided with the security they deserve we need not worry too much about the food for America because that group of people will act as a balance for the rest of the nation. I would just like to make a few remarks about some of the

things we are doing so far as agriculture is concerned in the war effort, and the problems we are going to have to face when the war is over. In these days we tend to become over-optimistic about what is going to happen after the war. Today, I believe too many people are doing too much thinking that the war may soon end, with a little sacrifice on our part. This is no time for over-optimism. Let us not be inclined to think that this war will be won without a lot of bloody battles. It has an important bearing upon the work of what you people are doing. Do not relax for a minute in the war effort. Remember that we still have a great job ahead in agriculture, and we have to maintain that production because we are different from industries. The demand for agricultural products may expand as quickly as the war is over. We may be holding men back and sending food over. The responsibility of the agricultural leaders of this country is to keep the people working hard. People who work on the land are getting a little tired, and this disturbs me greatly. One of the most important things in this war is to keep up the morale, the drive. You people who represent these institutions—you are in a position to improve and step up production. I am appealing to you people not to relax for a minute. We have made a record of which we are all proud. We have increased our production enough in the last three or four years to take care of our armed forces—making them the best fed soldiers in the world. We have furnished our allies with a lot of food, enough food to keep them from breaking, and we have actually improved the diet of the American people. On the average, we are better fed now than we were before this war started. There are less people under-fed in the United States now than there were before the war. I made this statement in Pittsburg last week: "Doctor, what is your observation concerning the health of our people in relation to malnutrition?" The doctor said: "You know I make a study of pellagra and I am having trouble getting people for my clinic. Pellagra is disappearing." I told the doctor that was the best news I had heard for a long time. It almost seemed impossible to me that a man like he would make that statement. Here is the thing. Do we have to go to war and kill people in order to bring about a condition like this? I think that is something that gives us cause for thought. I hope we have learned one lesson out of this war, that it simply cannot be tolerated to have hungry, ill-nourished people in this country when we have the power and ability to take care of this. So after all, even though there may be certain things that indicate to us that war itself is a very serious matter, there are certain lessons we can learn that will provide for a better peace; one is—better food production on the farms, the gardens, and the preservation of foods.

Now in speaking of the post-war problems, I am at a loss to know whether I am pessimistic about the outcome of peace. Some days I feel cheerful, other days I don't at all. It depends on what

you are thinking about. If you start thinking about most difficult problems—that is, finding a place in peace time for the ten million men in our armed service and those who are making war materials, then you become worried. What can you do with all those men? That is one of the most difficult problems that faces the nation. There are at least two important ways in which this has a bearing on agriculture. If we are going to have twenty million men who are partly employed, you know they are not going to be in a position to pay good prices for agricultural products. In spite of all we can do there will be a great number of those men who have no other place to go but back on the land. We are going to have a lesser income to divide among more people. This means an increase in problems that grow out of the rural slums of America. These people will go back to where there is a bare opportunity for eating out an existence where land is over-crowded. You won't be able to give proper guidance on care and health. They will make for themselves and their community a problem which is one of the most serious in America, and I do hope that that is one thing we want to prevent—the return of the condition which makes for these rural slums. We want to go ahead with the plans you people are doing in bettering the conditions for the people who live on the land. I am sure that the average person who finds himself in a position, who is given the proper guidance can do a lot to work out his own salvation on his farm, but that is where your responsibility starts—helping people to maintain a good live-at-home program on the farm. I am not going to say that people who live on farms should not be expected to have a good cash income. You people may get the idea if you had a cow, horse, and garden your problem would be solved. You have got to have some cash income. You've got to have money to buy things. This seems to be one of the other things that I hope you people in the Land Grant Colleges can do—keep abreast with the scientific developments in agriculture so that we can all become better producers.

The most important thing of all, as I see it, in this whole war picture—most important is we can continue to develop rural leadership. Get a few people who have taken work at your institution—get them trained, get them to know about the better methods and better living, get them to go home—to their own home areas and serve as leaders in that community. That is the most important thing of all; not only from the standpoint of the people themselves, but from the standpoint of our being able to approach the problems in the post-war period with a view not only in working out our own salvation, but helping to make national decisions; helping us to see other people's troubles. We work in a democracy with an eye always toward the future; with an eye working toward a greater good.

I am glad to have had this opportunity of talking to you and bringing you things which I hope you will think and talk about to

He was able to get quite a few of the tenants to the point where they could support themselves on a farm of their own. These are three cases; they all went through the depression. These three people had ability and were well placed in the field of Vocational Agriculture. Colleges prepare these men well for these positions. I am wondering if there is anything better than building up a good stock pile of trained men for the post-war period. You will probably see that we don't have any men. Our men are in the armed services. There are men in your states now that are potential for these types of positions, and certainly I am wondering if all of us shouldn't do some thinking in terms of planning to train men when they do come back as quickly as possible so that we can be in a position to prevent that lag that Mr. Reid pointed out. Everyday that is spent in training men to do this work in the Department of Agriculture is a day lost for production. We are asking you to find ways and means of reducing the necessity of service training. We want you to think in terms of finding the quickest way of planning and training good leadership when it is needed. The first thing is to find the right man for the right position. Where does that begin? In the colleges or maybe in the high school. Help those men to come to your college—those men with outstanding leadership ability, to prepare themselves with those things they need to do. If these men have been properly trained, they will do exceptionally well.

We are particularly interested in the Land Grant Colleges because it is your colleges that are training the men for service in the government, or in the Department of Agriculture. I believe, as a man can produce he will certainly be paid."

PROBLEMS THAT CONFRONT THE NEGRO IN THE ARMY

Mr. Truman Gibson

Mr. Gibson: I want to discuss some rather unpleasant things with you frankly, to give you the benefit of my experience in the War Department for the past three years and to answer any questions you might have when I have finished.

It might seem that my discussion on the Army will be a little afield, when you are talking about the problems of Agriculture and post-war problems, etc. The matters with which I have been concerned have been much more immediate than post-war questions. You gentlemen, as heads of Land Grant Colleges, are immediately concerned with what happens in the President's Fair Employment Practice Committee. Your problems as Land Grant College presidents will be immeasurably increased.

I don't believe the war can be measured in terms of months. It must be thought of in terms of years. The attitude of all soldiers

plays a tremendous role in determining what we hear at home. No soldier, white or black, going into the army can be expected to like military life. No person could be expected to like totalitarianism—to be told what to eat, what to wear and when to go to bed. That means then, that any man who goes in will have a tremendous problem of re-adjusting himself to army life. When our men enter the army, they have not only the attitudes and fears and trepidations with which all men enter the army but they have an additional fear—that of being a Negro first of all. They enter with a definite attitude of how they are going to be treated in the army. These attitudes color everything they will write home about and everything they will talk about. Their attitudes are influenced by the conditions that surround Negroes in all the communities in this country today. To say that we as Negroes are in a turmoil is putting it mild. Progress will be measured in terms of the effort that we as individuals expend, and certainly during these days we expend a lot of effort. With respect to the army, bearing in mind the turmoil of the civilian population and of the Negro soldier, we have got to look at where we are in the light of the distance over which we have come. During the first World War I there were 404,348 Negro soldiers, of which 13,053 were commissioned officers. Since the beginning of the current war we have had inducted into the army more than a half million Negro soldiers. By the end of this year there will be more than 700,000 Negro soldiers on active duty. We have already passed the half-million mark. Those figures indicate a part of that picture.

There are certain other problems with which we as Negroes are confronted . . . the attitude of the army . . . that of segregation of white and Negro soldiers. Negro soldiers are segregated in troop units; Negro officers are confined to those outfits where there are Negro soldiers, etc.

There are certain important factors that play a decisive role—war and venereal diseases go hand in hand. Forty-six thousand men in each million have been rejected for military service on account of syphilis. The army, as you know, is now accepting men with venereal diseases.

The Negroes coming into the army come from sixteen southern states. More than 75 per cent of the Negroes in the army are from the South. Of all the Negroes coming in the army under the army general classification test (which is not an intelligence test) 65 per cent of the Negro soldiers are in inferior classes (Grade 5), and 35 percent are in Grade 4, as compared with the whites—4 percent in Grade 5 and 14 percent in Grade 4. A large percentage of our men in Grade 4 and 5 the army stated they could not use. There were certain problems presented because of this fact. The very persons who two years ago didn't want the Negro in the army are now saying put these Negroes in the army because the flower of the white race is being killed off. By taking these men in the army, the army

had to do something to take care of these men. Therefore, today they are getting the same training as the whites. The army developed special training units for Negroes. The present army system is to train every man who registers in Class 5. The men will be kept in that class for three months; if in that time they do not show enough aptitude they will be given honorable discharges from the army.

The army has had to do something about the venereal disease problem. It is certainly not the exclusive possession of the Negro. Our soldiers don't have the opportunity for decent recreation. They go into communities where only houses of prostitution are open to them. The white soldiers have greater opportunities to get into places where they won't get into too much trouble. That is part of the problem the army has to deal with in the case of Negro soldiers. On a recent trip with General Davis to find out some of the problems with which Negro soldiers are faced, we found that Negro soldiers enter the army with very definite attitudes of what they are going to meet, and in not too many cases they are not disappointed. They meet with ignorance, stupidity and attitudes on the part of the officers. These attitudes reflect to a considerable extent the attitude of America. The discouraging fact is that Negro soldiers do not see any way out. They are impressed with the dire hopelessness of the situation; they are convinced that they do not have a great deal to fight for. Reports indicate that the men take the same attitude when they go over-seas. This imposes a lot of responsibility on our leadership. It is a fact that Negro soldiers have been killed and beaten in civilian communities. Officers have not had the proper attitude toward Negro soldiers. There is an Act in Congress now whereby any acts of violence inflicted upon Negroes in army clothing is considered a federal offense.

An educational program is getting underway to let white officers know what problems they will have to face in dealing with Negro soldiers. A full length motion picture will soon be released to have a general showing, which presents a good over-all idea of the role the Negro soldier is playing in the army.

The soldier has tended to forget his responsibility. A large number of Negro officers have forgotten theirs. We as Negroes can understand. We know that Negro officers don't get promotions because of War Department policies; we know what's done to the individual who wears a uniform. Being a Negro has never been easy. It has always carried with it tremendous obligations. When we find Negro officers as we found them at one camp . . . out of three hundred seventy-five soldiers, seventy-five had accepted punishment for drunkenness, and as far as other things go—it does not help the three hundred other officers who want to be good.

The great responsibility on our leadership is to continue to protest about those things that are wrong. It puts a tremendous re-

sponsibility on you as college presidents who hear from a great many of your men in the service. A great responsibility is put on our Negro press. It seems that if we ourselves intelligently resolve what we want and where we want to go, considerable progress can be made. Do not think that one single act will solve the solution. We should disregard carefully all the atrocious tales we hear coming from army camps; give them serious consideration. Don't be guilty of contributing to the death of American Negro soldiers by repeating incidents based on rumors. It becomes tremendously important to be as certain as you reasonably can that the matters you are talking about have some basis. There are matters for which something can be done and should be done.

SCIENCE EDUCATION IN NEGRO COLLEGES

Presented at Conference of Land Grant Colleges
Chicago, October 26-28, 1943

Thomas W. Turner

Areas of Study

Negro colleges range in enrollment from less than one hundred to something more than fourteen hundred students. They are the Universities for the masses of Negroes in the country.

The offerings in the Natural Sciences, for the most part, cover the areas Biology, Chemistry, Physics, and Mathematics. Geology and Astronomy are generally omitted. The teaching carries very little or no experimental opportunity beyond the exercises of the laboratory period. The student has little chance to learn what productive work in the fields of his school activities means. Further, the narrow range of the courses in the areas of the sciences falls far short of presenting an all-round basic preparation for the varied occupations which the average civic community or the civil service is found to require.

In many cases, these few areas are maintained as distinct units which prevent greater coverage of the related subjects than might be accomplished if organized more comprehensively.

Aims and Objectives of Introductory Science Courses

In requesting my institution for a leave to make a brief study of science education in a selected number of our colleges, I made the following preliminary statement: "From an experience of many years of teaching science in our Negro Schools, and of association with teachers in these and other institutions throughout the country, I am convinced that there has been little or no clear, purposeful aim to-

ward which the work being done in Science classes is leading, nor have the teachers, in general, any serious convictions of the importance of Science in the scheme of living, or of the need of making youth especially skilled in the various areas, a knowledge of subject matter which is essential to successful living."

A summary of answers to a brief questionnaire, secured from personal visits, indicated that Negro teachers are emphasizing in their introductory courses general principles as the first and most important objectives; scientific attitude takes the second place; skills and techniques third; and lastly come human life relationships.

Answers summarized as to the aims of advanced courses placed the preparation of the student for later professional courses in the first place; the aim of giving a knowledge of general principles second; and the making of skill technicians in their particular fields last. It is interesting to note that this predominant emphasis upon general principles and The Preparation for Later Courses, in the introductory, as well as, in the advance work, even in Vocational or Technological institutions show that most of these colleges are now offering Curricula designed to satisfy the needs of general education rather than to develop technical skill or to impart occupationally functional education. It appears that all of these institutions are putting forth great effort to carry on at the college level, but that effort is spent chiefly in the liberal arts college pattern.

Scattered through the several departments or divisions in most of the Institutions, there are well-trained persons whose cooperative activities might give results of markedly superior quality. Certain Institutions have green houses, for instance, which are well-nigh indispensable for collegiate work in plant science but which may or may not be available for such, with the result that the plant science teacher may have little opportunity for a share in this along the division of Agriculture or Horticulture, so as to give a realistic tone to this work.

The student taking courses in plant physiology or plant disease or economic entomology, areas in which millions of dollars are lost annually to Agriculture, Pomology and related industries, might with much profit spend part time in connection with field crops and animal industries under the joint supervision of heads of the areas concerned. The work done could be evaluated in conference by the respective heads. (Illustrations are given where botany teacher and classes aided in identifying plants responsible for poisoning and killing cows.)

Much high grade talent from the teachers' standpoint appears to be dissipated and arrested through the absence of a cooperative or articulated program. My attention has been directed to certain teachers of Home Economics, zealous, but not specially prepared to manage a nutrition laboratory, attempting to conduct deficiency experiments (Vitamins) on rats without the cooperative assistance of the

teacher of animal biology who was a fellow member of the staff and had at his command much valuable information and many helpful techniques of a theoretical and practical nature along the particular line.

It would seem imperative that the Negro college with its small enrollment and its large educational demands—for they must increasingly meet the total needs—should shape its curricula so as to use more effectively its available staff.

Integration

The question as to whether or not there was integration among the separate divisions in the 32 institutions visited receives an overwhelming affirmative from those in charge of the science departments. However, when we consider a definition of integration as being the provision by which students are led to discover the inter-relation of the various branches and fields of knowledge that have usually been sharply separated, we see in many cases that the affirmative was rather a wish than an accomplishment and that the total program looking toward more effective integration might be materially strengthened without increasing the personnel.

For What Areas are Science Departments Preparing Students?

Twenty-four Departments are listed as preparing students for Medicine; nineteen for Dentistry; eighteen Science Teaching; fourteen Home Economics; thirteen, Agriculture; nine each, for Civil Service and Pharmacy; eight each for Research and Nursing; seven for Technical Workers; six for Chemistry; five Industrial Arts; four Engineering and two Physics.

The terminal fields in the institutions to which the Science departments are contributing, gave a different order, Science Teaching being by far the most numerous, followed by Home Economics and Agriculture third, Chemistry being a poor fourth. Thirteen others were mentioned. While Home Economics and Agriculture are the most numerous areas after science teaching served by the science departments in most of the greater number of institutions it was noted that the required basic science foundation courses in these curricula would qualify the student only for the general or teaching phases of the subject.

Survey Courses

As survey courses have been placed in many curricula to satisfy a minimum, but adequate offering in the field of the sciences particularly for non-science students, it is important to examine the occurrence of these courses in the curricula. The minimum number of hours of Natural Science required of students before graduation

varies in the colleges very widely. This variation, is no indication that the needs of the student fluctuate in any such way, either during in-college training or post college life. There seems to be but little logic or educational warrant for much of the labored effort which is passing today under the name of General Education and particularly for the way it is being exploited at the college level, sometimes definitely at the expense of the students' later career.

There is some lack of agreement concerning the standard introductory courses, but the survey courses are without any general unity of approach either as to aim or content. It is evident that too many of these have come into the curriculum on a wave of the present day trend toward generalization in education and because of the apparent economy in personnel and equipment are accorded places in Negro institutions out of all proportion to their value in relating the student to the larger life into which he is to go.

It should not be left unsaid, however, that certain presidents of our colleges are strongly opposed to the present types of survey courses regarding them as superficial, smattering attempts.

Now, there are undoubtedly valid reasons for the desire to improve instruction by introducing college students to the major areas of science and to the implications of the same for his own future good. The science teacher should be, and is, deeply interested in finding a way to make this instruction more effective. As a step toward this end, it is suggested that a committee of certain key science teachers along with selected administrative officers be authorized by this Conference of Land Grant College Presidents to study needs and outline a course which may satisfy the demands of the student's general education. It is not intended that any such outline should be obligatory. It is hoped that the results of this study, be submitted to the next Annual Conference of the Land Grant College Presidents, in case a committee is appointed.

The Problem of the Teacher

The problem of teaching at the college level is one of utmost importance, but is one to which insufficient attention is being seriously given. In fact, the teacher's success in putting his work over at the college level involves many other factors than his special training or his own immediate group of courses.

It was encouraging to note as compared with the situation a few years ago, the increase of persons with the highest academic degrees among the teachers of Science in the colleges. The doctor's degree in Science carries with it a large measure of intensive specialization and sometimes a minimum in breadth of approach; if one who goes in for teaching has not fortified his own special problem by broad contacts with the other problems facing his future charges, he will very soon find himself in a sort of a static, bottle-neck position, par-

ticularly if facilities are limited. This is particularly true of the Negro scientist at the present time.

Many doctors of philosophy are being employed where it is exceedingly difficult from lack of facilities to continue the kind of work for which they are prepared. Their growth and the growth of the department and institution with which they are connected, depend more upon the way in which the institution capitalizes his potential growth capacity rather than his doctor's degree. It depends further, upon the teacher's good sense in discovering what sort of activities one should make most of when facilities are limited.

While functional science teaching will, in general, carry with it enough experiment to fix the idea that a scientific job requires precision and skill, it should not be assumed that one's effectiveness as a teacher and as a helpful, inspired youth is necessarily correlated with carrying on original research in the laboratory. Please note that the expression **original** research is used.

Our science teaching must lead to occupational competence; it must prepare the student, in addition to being a healthier, more balanced human being, to become a producer and a creator, or it will end in making him a complacent, amateurish member of society. Without the mature, professional approach the teacher is hardly qualified for the deep responsibilities of the job.

The Library and Periodicals

It was mentioned above that other factors than one's own subject matter are essential for adequate instruction at the college level. The library holdings are to be regarded among the most important of these other factors.

In attempting to reach some opinion of the effectiveness of the library facilities in the field of science, I had the help of the librarians in checking the science periodical holdings in the thirty-two colleges against a recent list of the North Central Association containing one hundred and twenty-six items. (The science book list of the North Central Association was not used because it was not well suited.) Much can be learned of the alertness of a department or an institution from the kind of current literature it subscribes for and the use it makes of the same.

The following is a brief summary of the library holdings.

No. of Institutions	No. of Periodicals
2 take	0-9
10 take	10-19
10 take	20-29
4 take	30-39
4 take	40-49
1 take	50-59

No. of Institutes	No. of Periodicals
0 take	60-69
0 take	70-79
1 take	80-89
0 take	over 90

Twenty-two of the thirty-two institutions show less than thirty of the one hundred and twenty-six items listed by the North Central Association. There were only eight replies of the institutions visited which stated that the library holdings were inadequate and some of those with very few periodicals answered in the affirmative.

In certain cases in the midst of a rich flora and with a doctor of philosophy teaching plant science, the library did not possess a single manual or key for identification of the interesting plants all about the place.

RECOMMENDATIONS

Presented at Conference of Presidents of Negro Land Grant Colleges in Chicago, October 20-28, 1943 by T. W. Turner.

Inferences from my discussions with teachers of Science in Negro colleges lead me to propose the following recommendations:

1. For the sake of securing larger coverage of the Natural Sciences in Negro Institutions, it would seem wise to merge the various subject matter departments into one comprehensive division, under a chairman who might be elected from period to period. This may, with wise guidance, lead to greater efficiency in the teaching and may bring about more effective instruction in the various areas.

2. That the problems of production or occupational competence be given greater stress and emphasis in the teaching of the courses, particularly of the advanced courses.

3. In view of the lack of unanimity as to the aims and materials in connection with the so-called survey courses, it is urged that a competent committee of science teachers be selected or appointed along with certain interested administrative officers, with the special charge to study the needs, aims and materials of a survey course which might serve the purpose of general education in the Natural Sciences in Negro colleges. This committee might suggest outlines and other data which may be considered of marked value. It is not implied here that any suggestive outline should be obligatory upon any institution.

4. Science Institute. At present, there is no real opportunity for the continued growth among science teachers in Negro colleges. When they have secured their Doctor's degrees, they do not have the same chance for associations and cooperative work with other science groups of the country. It is recommended, therefore, that the Conference of Land Grant College Presidents sponsor a movement looking forward to a Science Institute as an annual gathering of science

teachers, convening two or three days annually and having the following among its objectives:

(a) To orient the Negro teachers toward the spirit, the techniques and economic needs of productive teaching.

(b) To discuss science problems of special interest among Land Grant and other colleges.

(c) To enhance the functional and continued preparation of the teacher for the job.

(d) To discuss incentive for stimulating students in the areas of science, particularly through such agencies as Science clubs; collecting of herbaria and animal specimens; and modeling of organs and tissues.

(e) To bring together outstanding authorities for lectures and demonstrations as to the latest techniques, advances and applications in the various areas of the Sciences.

NEGROES IN SCIENTIFIC INDUSTRIES

Lloyd A. Hall

"I have spent my time trying to do what I can do in the chemical profession—trying to produce those things that are needed by all the people in the United States and of the world. There is a great deal to say about the education for the scientific professions. I propose to discuss not only some of the things Negroes are doing in industry, but also to suggest to you with an open mind concerning what may be done to improve and to accentuate the scientific programs that your colleges are projecting. Most Negro boys and girls who enter into the chemical profession not only have a comparable job to do with the white girl or boy; they are on the spot so to speak; they have to represent a group of people who don't have the finest reputations among the industrialists they are going to come in contact with. There is more to it than simply doing the job. It means he is representing in a small way a whole racial group; that he is a college graduate upon which they are going to base a definite opinion of the racial group of which he is a part. The colored boy or girl going into industry has a double job to perform. He not only must be comparable, but he must also have personality. You have got to conduct a type of training that will fit him into a certain situation without developing friction among college men and professions. One of the things we must teach these boys and girls is something about tact—how to get along; diplomacy; how to make friends without falling over somebody, so to speak; how to be a man and woman, and how to do your job in the best possible way.

One of the main things we must consider, also (for this has to do with men who are conducting schools) there must be a keen ap-

preciation for those men who are teaching these boys and girls in college.

There is only one colored technical association. It has been in existence about eight or ten years, but it is not recognized much by the men who are executives of colored colleges. I want to get over to you to have those men who are teaching in your schools to join these associations.

Let us find out what a chemist is and what he does. Most of you know of the importance the chemical profession holds today. In 1916 the United States wasn't giving much thought to chemistry. It began at the start of the World War. Now, the American chemical profession is the leading profession in the world today.

There are one hundred and forty colored chemists in the chemical industry. In 1916 the first PhD was gotten by a colored man. Of the one hundred and forty colored men—there are one hundred forty thousand total chemists; thirty-two thousand are members of American Chemical Societies. There are about fifteen colored out of one hundred and forty who are members of the American Chemical Society. Try to get these colored men to affiliate with chemical societies. I am trying to bring out the point of what contacts mean.

The salary range of Negro Chemists is from \$2500 a year to a top salary of \$20,000 a year. There are several colored men in industry today who are making a salary as chemists with white concerns whose salaries run in the five-figure class. It is interesting to know how they were able to get in the higher bracket class. They have done it by the work they have done; by the scientific organizations they have been able to create; the value they have been to the particular industry; the number of patents they have been able to secure; the number of licenses that company has been able to make from these patents, etc.

In Chicago there are more industrial chemists than any similar territory in the United States. An industrial chemist is a man in a laboratory who has to do with complete production in a particular factory. He collaborates with the sales department relative to the truth of the product that is being put out on the market to sell; he has to do with activities concerning the building of new factories and process plants; he discusses with sales organizations about the products they are buying from his company; he has to do with building up the scientific prestige of the institution he is a part of. It is a pretty big job. He takes care of research—new products that are being developed. A chemist has to be a good business man. He has got to know how to evaluate the cost of the products that are being produced.

The attitude that the white employee in the plant has toward colored people has largely been based upon his contact with the right type of colored laborer in those plants. The ideas the executives have about colored people have been largely based on contact

with me. I believe there are great opportunities for Negroes in the chemical industries. Since the war has started, twenty-five Negroes have been put on in Government Ordnance Plants. They have had an opportunity to know what is necessary for big scale production—how the stuff must be turned out; how it must be done quickly. I believe if we get the proper trained boys and girls from our schools we will have an opportunity to place them. I believe the impression of those men and girls who are a part of industry today in scientific professions has been very good. They have developed friendship and respect that did not exist before their employment.

If you as college presidents were to inspire or give the right sort of interest to your heads of your science departments, to call your men for seminars, to get them to the bed-rock on what their ideas may be in teaching boys and girls going into industry, eventually we will develop a fine group of chemical and scientific executives, and in time to come—develop our own industries on a good, sound, scientific basis.

You Land Grant College presidents ought to be careful about the types of students who go into a scientific department and want to start out on a career as chemists. You have to be discriminatory. Discourage those who will not make the right sort of person. You should have a qualified teaching staff; it should be picked and chosen with a great deal of attention. It should be decided whether they will give an ordinary general course in science or whether or not you will have a course in your school that will train men and girls who will go into science as a profession. Your scientific staff as well as the presidents should make employment contacts for the boys and girls who plan to go into industry; teach a student how to present himself, how to sell himself to the man he wants a job from; make employment opportunities for the chemists. This has a great deal to do with whether or not the girls and boys who are going to train will be placed fairly easy or not.

There is one thing that colored colleges have been lax in—they have never thought of granting a man an honorary degree to inspire students to do something, or inspire a man to do something great. When a chemist or engineer has accomplished in spite of handicaps, that little bit of recognition and prestige you give to those men who deserve that recognition would make them become interested in that particular school and they could do you a great deal of good if they are in industry, and could inspire the boys and girls coming out of school. A good many men in the scientific field have discussed this very thing. Now that I have had the opportunity to bring this up to you esteemed gentlemen, please give it a little thought to see if you have been quite fair with these colored men in industry.

SUMMARY OF THE SOUTHERN GROUP RESEARCH STUDY ON EDUCATIONAL PROBLEMS AND SCIENCE

Dr. S. M. Nabrit

In the spring of 1943, a group of science teachers from the southeast received fellowships from the General Education Board for study with the Bureau of Educational Research in Sciences at Teachers College, Columbia University, through a request of the Secondary School Study for Negroes.

The group made a preliminary perusal of the reports and publications of the Bureau in order to become acquainted with the work of the five years of its existence.

In conference with Dr. S. R. Powers, Director of the Bureau, a tour was arranged for visitation to the cooperating high schools. These visits included Indiana, Illinois, Ohio, New Jersey and New York. In the tour were included visits to two teachers' colleges, one in Trenton and one in Albany.

On the whole, these high schools had excellent equipment and unusually well-prepared faculties, yet they were not satisfied with the achievements of their science instruction.

Following the visitation we joined in a summer workshop with many of these teachers to study further the problems and objectives of secondary school science instruction and methods of improving that instruction.

The institutions primarily interested in preparing students for college felt that they met that objective adequately if students did well on Regents' tests or college entrance examinations. This could be assured if two or three weeks were used in drill to pass the tests at the end of the year. In spite of this, however, the State of New York had to lower its passing score this year.

Schools felt that college entrance requirements prevented departures in physics and chemistry, even though the chemistry as taught usually has no value for college chemistry four months after completion.

Training in vocationally directed skills, either for industry or for pre-induction, appeared to attain its goal. The trainee left high school prepared to weld, repair a radio, or receive Morse Code.

By far, most of the students would pursue careers in neither pure nor applied science. It is for this majority of students exposed to the science program that we have the most concern. It is with this group that most, if too little, experimentation has been done. Yet the most comprehensive program for functional use of science in the problems of living was being carried out in a science-centered, highly selective high school.

In the secondary schools of the southeast there is little laboratory equipment and a third of the science teachers are neither college

majors nor minors in science. Most of the schools have science curricula designed to impress the colleges where a small percentage of their students may matriculate.

Certainly if the well-equipped institutions are beginning to re-think their science programs, it is necessary for the poorer schools to re-examine their objectives and achievements.

In a recent principals' conference, one principal argued that his school should be accredited because the students had succeeded in out-of-state colleges. Does this not also argue that the colleges did not consider this preliminary science exposure as college preparatory?

We feel that high school chemistry and physics in those institutions with adequate facilities and personnel could be made functional in the lives of the students in respect to the peculiar problems of any given community. Inasmuch as these courses are not college preparatory and only a small number of students elect them, it might serve the purposes of the intermediate and poorer schools much better if a general science program, including biology, were substituted for the more specialized courses.

For the problem approach method through community resources for science instruction, it is quite essential that the teachers be strong science majors. A divisional major would be preferred to one whose training was limited to physics, chemistry or biology. In addition to factual content of the subject field the teacher should have training in methodology of a secondary school science teacher.

Since we expect to have every student appreciate the attitude and spirit of science and to acquire the scientific method of approach to individual problems of living, the teacher needs that same experience. To learn the scientific method by employing it with an experienced science person is the chief objective. Such knowledge as can be accumulated and as is considered basic to the procedure is to tool in this method. Since the principles of science are mutable, the method is more important for general education.

It may be that in human ecology of the region and the world, one has a broad enough subject for a general science program which could be offered from the elementary school through the university. For man in his evolution, variation and genetics and the mutual impact of man upon the environment and environment upon man, we are faced with the basic facts and principles of all the sciences. Further, such an interplay of knowledge by this method of approach would tend to break down the rigid departmentalization of institutions and, more, the type of thinking now segregated to areas of living.

To this end the southeastern group for educational research in science has begun to collect regional data which might be utilized in revealing the science implications in the constant or transient problems of the southeastern region.

In addition to this we feel that the colleges and universities in

this region should make such curriculum adjustments as would provide pre-service teachers with this type of training and philosophy.

And finally, we feel that through institutes, workshops and visiting consultants, the institutions of this area should take the leadership and responsibility for upgrading the content experience, developing philosophies and improving the skills of the in-service secondary school teacher in science.

PROGRAM FOR THE IMPROVEMENT OF SCIENCE EDUCATION

Presented to the

Committee on Science Problems of the Land Grant Conference

The problems confronting the Negro college demand action on two fronts: we must continue to improve science instruction on all levels and we must encourage and seek aid for productive scholarship not related directly to problems of instruction. We therefore propose:

1. Re-examination of science content and method for improvement of instruction in colleges, secondary, and elementary schools.
 - a. College science curriculum
 - (1) Kinds of courses
 - (2) Adaptability of content to general objectives
 - (3) Methods of conducting instruction in the sciences
 - b. Secondary and elementary science
 - (1) Courses and grade levels
 - (2) Objectives and content
2. Studies on teacher preparation and procedures.
 - a. Criteria for attaining the goals of science instruction.
 - b. Facilitation of the goals of instruction.
3. The functions of science in the problems of living.
 - a. The responsibility of the scientist in a science-centered world.
 - b. Analyses of resources and problems which may be approached through procedures in the instructional fields of the sciences.
 - c. Co-operation and collaboration with other training areas and agencies.
4. Development of an institute for science teachers for the purposes of
 - a. Dealing with specific problems relating to teaching procedures and related factors.
 - b. Refresher seminars for science teachers.
 - c. Development of experimental procedures.
 - d. Planning for approaches to problems of living.

5. Endorsement of the Fort Valley Laboratory plan, and to cooperate in the development and propagation of the plan to the extents determined by the co-operating institutions.
6. Improvement of productive scholarship on problems not related to instruction. (A committee to explore this area is recommended.)

Submitted by the Science group in attendance.

THOMAS W. TURNER

H. B. CROUCH