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**Twenty-Third
Annual Conference**

Of the

PRESIDENTS

Of

**NEGRO LAND GRANT
COLLEGES**

October 23-25, 1945

Wabash Avenue Y. M. C. A.

Chicago, Illinois

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The Negro Land Grant College

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Full Post War Employment

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COLLEGES OF THE CONFERENCE AND THEIR PRESIDENTS

Alabama (Normal) A. & 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. & M. College.....	President W. H. Gray, Jr.
Georgia (Savannah) State College	President B. F. Hubert
Kentucky (Frankfort) State College	President R. B. Atwood
Louisiana (Scotlandville) Southern University....	President F. G. Clark
Maryland (Princess Anne) Princess Anne College.....	President R. S. Grigsby
Mississippi (Alcorn) A. & M. College	President W. H. Pipes
Missouri (Jefferson City) Lincoln University.....	President S. D. Scruggs
North Carolina (Greensboro) A. & T. State 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. & I. State College	President W. S. Davis
Texas (Prairie View) Prairie View State University.....	Principal 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
District of Columbia (Washington) Howard University	President M. W. Johnson
Georgia (Atlanta) Atlanta University	President R. E. Clement
Georgia (Fort Valley) Fort Valley State College.....	President C. V. Troup
New Jersey (Bordentown) Manual Training School.....	President W. R. Valentine
Ohio (Wilberforce) Wilberforce University ...	President C. W. Wesley
Virginia (Hampton) Hampton Institute.....	President Ralph P. Bridgman

REGISTERED ATTENDANCE

NAME	POSITION	ADDRESS
H. O. Abott		Chicago, Illinois
Joel G. Adams	Lieutenant	State Headquarters Selective Service System, Lansing Michigan
Bushrod Allin	Special Assistant to Chief, Bureau of Agricultural Economics	Dept. of Agriculture Washington, D. C.
R. B. Atwood	President	Kentucky State College Frankfort, Kentucky
W. R. Banks	Principal	Prairie View University, Prairie View, Tex.
Claude A. Barnett	President	Associated Negro Press Chicago, Illinois
L. Howard Bennett	Field Secretary	American Council on Race Relations
F. D. Bluford	President	A. & T. College Greensboro, N. C.
Horace M. Bond	President	Lincoln University, Pennsylvania
Harrison T. Brooks	Representative	Joint Council of Dining Car Employees (A. F. of L.)
Roscoe Brown		Public Health Service Washington, D. C.
James M. Burr	Correspondent	Chicago Tribune Chicago Herald-American
Ambrose Caliver	Specialist in Negro Education	U. S. Office of Education Washington, D. C.
Clifford J. Campbell		Dunbar Vocational School Chicago, Illinois
T. M. Campbell	Field Agent	Tuskegee Institute Tuskegee, Alabama
John L. Carter		
Felton G. Clark	President	Southern University Scotlandville, La.
Rufus E. Clement	President	Atlanta University, Georgia
Hubert B. Crouch	Instructor, Science	Tennessee State College Nashville, Tenn.
Lois H. Daniel	Instructor, Library Science	Tennessee State College Nashville, Tennessee
J. H. Daves		T. V. A. Knoxville, Tenn.
John W. Davis	President	West Virginia State College Institute, West Virginia
Lawrence A. Davis	President	A. M. & N. College Pine Bluff, Arkansas
W. C. Davis	Acting State Leader Negro Extension Work	Hempstead and Prairie View, Texas
W. S. Davis	President	Tenn. State College Nashville, Tenn.

NAME	POSITION	ADDRESS
J. F. Drake	President	A. & M. Institute Normal, Alabama
E. B. Evans	Director, Schools of Veterinary Medicine	Tuskegee Institute Tuskegee, Alabama
James C. Evans	On leave	West Virginia State College Institute, West Virginia
James G. Faustina	Health Education Consultant	Public Health Service Washington, D. C.
L. H. Foster	President	Virginia State College Petersburg, Virginia
E. Franklin Frazier	Professor of Sociology	Howard University Washington, D. C.
J. N. Freeman	Head, Department of Agriculture	Lincoln University Jefferson City, Mo.
George F. Gant	Director of Personnel	T. V. A. Knoxville, Tenn.
George W. Gore, Jr.	Dean	Tenn. State College Nashville, Tenn.
Steele Gow	Executive Director	Maurice & Laura Falk Foundation, Pittsburg Pennsylvania
William H. Gray, Jr.	President	A. & M. College Tallahassee, Florida
G. L. Harrison	President	Langston University Langston, Oklahoma
M. M. Hubert	Extension Agent	Jackson, Mississippi
Campbell C. Johnson	Colonel Executive Assistant to Director of National Selective Service	Washington, D. C.
William Johnson	Superintendent of Pub- lic Schools	Chicago, Illinois
Albertine P. Jones	Program Director of Industrial Women	South Parkway Y. W. C. A. Chicago, Illinois
Robert H. Jordan		Chicago, Illinois
T. I. Jordan	State Agent	Louisiana
Homer Lewis	Major	State Headquarters Selective Service System Springfield, Illinois
Shannon D. Little	Instructor, Physical Education	Tenn. State College Nashville, Tenn.
George Mitchell		Southern Agricultural Council, Atlanta, Georgia
John W. Mitchell	Field Agent	Hampton Institute Hampton, Virginia
Irvin C. Mollison	Judge	Chicago, Illinois
E. M. Norris	Assistant to Director of Personnel	Dept. of Agriculture Washington, D. C.
Jesse R. Otis	State Leader for Negro Extension Work	Tuskegee Institute, Tuskegee, Alabama

NAME	POSITION	ADDRESS
William Pickens		U. S. Treasury Dept., Washington, D. C.
W. H. Pipes	President	A. & M. College Alcorn, Mississippi
L. A. Potts	Director, School of Agriculture	Tuskegee Institute, Tuskegee, Alabama
Sherman D. Scruggs	President	Lincoln University Jefferson City, Mo.
Walter W. Sikes		American Friends Service Committee, Philadelphia
G. L. Smith	Director of Agriculture	Prairie View University Prairie View, Texas
M. D. Sprague	Librarian	Tuskegee Institute, Alabama
I. P. Trotter		
Cornelius V. Troup	President	Fort Valley State College Fort Valley, Ga.
Esalean Urback		Industrial Recreation Y. W. C. A., Chicago
G. L. Washington	General Manager	Division of Aeronautics Tuskegee Institute, Tuskegee, Alabama
L. J. Washington		Farm Credit Adm. Kansas City, Missouri
W. H. Williamson		Extension Service Nashville, Tenn.
H. Fred Willkie	Vice-President	Joseph Seagram & Sons Louisville, Kentucky
Benjamin F. Wilson	Chief	Minority Groups Service U. S. Employment Service Washington, D. C.
T. W. Winchester	Representative	United Transportation Employees of America (C. I. O.)
S. J. Wright	Dean	Hampton Institute Hampton, Virginia
F. A. Young	Sports Editor	Chicago Defender Chicago, Illinois

MINUTES

The twenty-third annual session of the Conference of Presidents of Negro Land Grant Colleges met at the Wabash Avenue Y. M. C. A., 3763 South Wabash Avenue, Chicago, Illinois, on October 23, 24, 25, 1945, with the general theme of the meeting being "The Negro Land Grant College and Full Post War Employment."

The Conference was called to order in the Club Room of the Y. M. C. A. on Tuesday, October 23, at 10:15 a. m., with Conference President, Dr. Horace Mann Bond, presiding. Prayer was offered by President William H. Gray, Jr. President Bond stated that he was presiding for the last time as a member of the Conference, in view of the fact that he had retired as president of the Fort Valley State College, a member institution, and had taken over the presidency of Lincoln University of Pennsylvania, a non-member institution.

The address of welcome was given by Mr. Irvin C. Mollison, a practicing attorney of Chicago and a recent appointee by President Truman to the position of Federal Judge in the Customs Court in New York City. Judge Mollison represented the Honorable Edward Kelly, Mayor of Chicago. He told of the greatness of the city of Chicago, of its being a center for transportation, and of its being one of the country's great educational centers. He extended a hearty welcome to the Presidents to the city.

Next was read the Message from the President of the United States. For a copy of this message see page 14. There next followed in order the reports of the Secretary, President R. B. Atwood, Kentucky, and the Treasurer, President Felton G. Clark, Louisiana. It was voted that both of these reports be referred to the Auditing Committee. President John W. Davis then gave the report of the Committee on Federal Legislation.

Dr. E. Franklin Frazier gave the report on the Social Studies Project. This report may be found on page 19. A motion passed that the report of Dr. Frazier be received for consideration. Following Dr. Frazier's report, there was discussion with questions from the floor. A motion prevailed that this whole matter of the project be referred to the Control Committee. President F. D. Bluford was asked to serve as Chairman of the Control Committee and President F. G. Clark to serve in the place of Dr. F. D. Patterson, who was absent.

Conference President Bond acknowledged the presence of President W. H. Pipes of Alcorn A. & M. College of Mississippi, and President Cornelius V. Troup of the Fort Valley State College, Georgia. Both of these men were recently elected to those positions and were attending the meeting for the first time in the capacity as college presidents.

Other visitors were recognized and presented by President Bond. Among them was Dean William Pickens, United States Treasury De-

partment, who made an appeal to the members for their support of the Victory Loan Drive.

With President F. D. Bluford of North Carolina presiding, there followed the morning session a memorial service for Dr. J. S. Clark, the late President-Emeritus of Southern University, and for Dr. W. J. Hale, the late President-Emeritus of Tennessee A. & I. State College. The memorial to Dr. Clark was given by President W. R. Banks of Prairie View, Texas, and the memorial to Dr. Hale was given by President W. S. Davis of Tennessee A. & I. State College. Copies of both of these memorials may be found in the proceedings on pages 25 and 27.

The afternoon session opened promptly at 2 p. m. with President L. H. Foster of Virginia presiding. Addresses were made as follows:

Mr. Benjamin F. Wilson, Chief, Minority Groups Service, United States Employment Service, spoke on the subject "The United States Employment Service and the Negro Worker." This address may be found on page 28.

Mr. Bushrod W. Allin, Special Assistant to the Chief, Bureau of Agricultural Economics, United States Department of Agriculture, spoke on the subject "Agriculture and Full Post-War Employment." Mr. Allin's remarks were encompassed in the bulletin entitled "What Peace can Mean to American Farmers," Post War Agriculture and Employment, Miscellaneous Publication Number 562, United States Department of Agriculture. His address is not included as a part of these proceedings but can be secured in the above bulletin.

The final address of this session was delivered by Colonel Campbell C. Johnson, United States Army, Executive Assistant to the Director, National Selective Service, on the subject "Employment Problems of the Negro Veteran." This address may be found on page 35.

Discussion was led by President L. A. Davis, Arkansas. Following President Davis' presentation, there was spirited participation in the discussion. When this program had been completed, a number of visitors were presented, some of them making remarks. Among them were Mr. Walter W. Sikes of the American Friends Service Committee who spoke to the Presidents on the question of "Peace Time Concription"; and Mr. George S. Mitchell of the Southern Regional Council who spoke on "Negro Veterans." Major Homer Lewis, J. C. Evans and Mr. Frank A. Young, and all the extension agents and agricultural directors were presented. A motion prevailed that an executive session of presidents be held on Wednesday at the Y. M. C. A. immediately following the tour of the Washburn Vocational School. A motion prevailed that the invitation to dinner extended by Mr. Frank A. Young on behalf of the **Chicago Defender** be accepted for 6 o'clock p. m., October 24, at the Morris Cafe, Forty-Seventh and South Parkway. The session adjourned.

Wednesday, October 24, the members met promptly at 8:15 a. m. at the Dunbar Trade School. Led by Principal Clifford J. Campbell, the men were conducted on a tour of the shops and were greatly im-

pressed upon the equipment and program of this institution. The morning session was conducted in the Library of the school with President R. B. Atwood, Kentucky, and President William H. Gray, Jr., Florida, presiding. The first speaker for this session was Mr. H. Fred Willkie, Vice-President, Joseph Seagram and Sons, Louisville, Kentucky, who spoke on the subject "New Aspects in Industrial Relations." Mr. Willkie's address may be found on page 41. Mr. Steele Gow, Executive Director, Maurice & Laura Falk Foundation, Pittsburgh, spoke on the subject "A Task for Education in a Free Society." This address may be found on page 51. Mr. Harrison T. Brooks, representative of the Joint Council of Dining Car Employees (A. F. of L.), substituted for Mr. Richard W. Smith, Secretary-Treasurer, and spoke on the subject "Full and Fair Employment." This address may be found on page 63. Mr. T. W. Winchester of the United Transportation Employees of America (C.I.O.) substituted for Mr. Willard S. Townsend and spoke on "Full Employment a Labor Point of View."

At this point, the members were escorted into the Dining Room of the school where they were served a luncheon that had been prepared by the students of the class in Foods. The discussions, lead by President G. L. Harrison and President J. F. Drake, were carried on at the luncheon. Immediately following the luncheon, the party was carried by a bus supplied by the Chicago Board of Education to the Washburn Vocational School. They were met by the principal and teachers of this school and escorted on a tour of the plant. The members were again impressed by the thoroughness of the vocational set-up being provided in the city of Chicago.

EXECUTIVE SESSION

At 4:45 p. m., the presidents met in Executive Session in the office of the Executive Secretary of the Y. M. C. A., Mr. O. O. Morris. Those present were President Horace Mann Bond, presiding; Presidents F. D. Bluford, S. D. Scruggs, J. F. Drake, G. L. Harrison, C. V. Troup, W. H. Pipes, W. H. Gray, Jr., R. E. Clement, W. S. Davis, W. R. Banks, F. G. Clark, J. W. Davis, L. A. Davis, L. H. Foster and R. B. Atwood; and Dr Ambrose Caliver, upon special invitation.

At the beginning of the meeting, the presidents listed 14 articles which they wished discussed. President J. W. Davis was named discussion chairman and was provided with the list of the articles. It was moved that a committee be appointed to promote a Negro person as executive assistant to General Omar Bradley, Chief of the Veteran's Administration. This motion carried with it that funds would be made available by the Conference for committee traveling expenses. This motion was carried. A motion was prevailed that a committee be appointed to promote a Negro person in the Division of Surplus Property Board of the United States Office of Education. Common consent was granted that the Conference Legislative Committee be in-

structed to make such contact as seemed desirable in the interest of the reorganization and appropriation for the United States Office of Education. There was some discussion on the matter of the distribution of Federal Funds. By common consent, President R. B. Atwood was appointed to explore possible approaches that are indicated in this question at this time. Associated with President Atwood in this matter will be Presidents S. D. Scruggs, H. M. Bond, F. D. Bluford and L. H. Foster. A motion prevailed that a committee be appointed to draft a code of ethics for the Land Grant Colleges. Motion was carried that a committee on the Elam Proposal be appointed to study the question and make recommendations to the general body on Thursday. The committee: President W. S. Davis, Chairman; Presidents L. A. Davis and W. H. Gray, Jr. The recommendations of this committee may be found on page 24. The Executive Session at this point adjourned.

At 6:00 p. m., the presidents assembled in the Morris Cafe as the dinner guests of the Chicago Defender, Mr. Frank A. Young, presiding. Following the dinner, speeches were made by President W. R. Banks, Prairie View University, Texas; Mr. T. M. Campbell, Field Agent, Tuskegee Institute, Alabama; Presidents F. D. Bluford, J. W. Davis, C. V. Troup, R. E. Clement; and Mr. Frank A. Young. Motion prevailed that the Conference extend a vote of thanks to Mr. Young and the **Chicago Defender** for the delicious repast. Motion also prevailed asking Mr. Frank A. Young to convey our appreciation to Negro sports writers for getting Negroes into organized Baseball.

The final session of the Conference was opened at 9:45 a. m., Thursday, October 25, at the Wabash Avenue Y. M. C. A., President S. D. Scruggs, Lincoln University, Jefferson City, Missouri, presiding.

The first address was made by Mr. George F. Gant, Director of Personnel, Tennessee Valley Authority, who spoke on the subject "The Educational Activities of the Tennessee Valley Authority." Next came the address of Dr. Ambrose Caliver, Specialist in Negro College Education and Consultant on Negro Education, United States Office of Education, who spoke on "Post War Higher Education of Negroes." Dr. Caliver presented a bulletin entitled "Post War Education of Negroes." Motion prevailed that the Secretary be instructed to write the Rosenwald Fund expressing our satisfaction at the contents of this bulletin and requesting that it be printed in large quantities and distributed among all the Negro colleges and other agencies working in this field.

Mr. G. L. Washington, General Manager, Division of Aeronautics, Tuskegee Institute, Alabama, presented a report—"Survey of Post War Aviation Possibilities in Negro Land Grant Colleges." This report may be found on page 67. Following Mr. Washington's paper, a motion prevailed that the Land Grant Colleges set up a standing committee on Aviation. There was next a presentation by Mr. James G. Faustina, Health Education Consultant, United States Public Health Service. Mr. Faustina had prepared an exhibit which portrayed the

status of health facilities, instructions and services in Negro colleges. Following the presentation, a motion prevailed that the Secretary address a letter to the Surgeon General, requesting that the exhibit be duplicated in miniature and sent to the Negro colleges in sufficient quantities for use by their faculties.

There was next a presentation by Dr. E. M. Norris, Assistant to the Director of Personnel, United States Department of Agriculture, on the subject "The Negro, the United States Department of Agriculture and the Negro Land Grant College." A copy of this presentation is included in the proceedings on page 78.

There came next a report of the Committee on Nominations. This report was adopted. A copy of it may be found on page 22.

Then came the installation of the new officers. President J. W. Davis, West Virginia, installed the officers, cited the work of the older presidents and praised the work of Conference President Horace Mann Bond. Motion prevailed that President Bond be made a Consultant of the Conference. There followed next the report of the Committee on Auditing. The report was adopted. For a copy of this report see page 23. There followed next a report of the Committee on Resolutions, President F. G. Clark presiding. During the course of this presentation, the following matters were transacted. That the presidents agree to offer scholarships in their institutions to national winners of the Four-H Club contest. It was also voted that after August 1 of each year, the presidents of our member colleges will not carry on negotiations looking to employment of teachers without ascertaining whether the teacher is already employed and if so employed the negotiations will not continue without the consent of the present employer. This motion was carried.

President J. W. Davis was named chairman of our Committee on Agriculture Extension and our representative with the special advisors named by the United States Secretary of Agriculture.

The meeting adjourned.

Respectfully submitted,

R. B. ATWOOD,
Secretary

THE WHITE HOUSE
WASHINGTON

October 19, 1945

Dear Dr. Patterson:

May I extend greetings to the Conference of Presidents of Negro Land Grant Colleges holding its twenty-third annual session in Chicago.

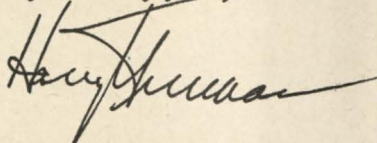
I note with interest that the theme of your meeting is "The Negro Land Grant College and Full Employment." The topic is a most important one for everybody.

There is no more critical test of our basic democracy than how effective we are in assuring employment to our minority groups on equal terms with our majority group. You may be assured that every effort of the Government will be made to bring about equality of opportunity for all races in this country.

In developing programs to assure equality of opportunity, education is the most important force. Your colleges which lead in molding programs of education among Negroes carry heavy responsibility in bringing to fruition these high hopes.

My best wishes attend your efforts.

Very sincerely yours,



Dr. F. D. Patterson,
President,
Tuskegee Institute,
Tuskegee Institute, Alabama.

REPORTS OF COMMITTEES AND OFFICERS

October 23, 1945

Conference of Presidents of
Negro Land-Grant Colleges

Gentlemen:

I am hereby submitting to you a report on the Cooperative Social Study Project for the period since its transfer to Howard University up to the present time. This report to you on the Cooperative Social Study Project will be presented under five heads.

I. Transfer of Project to Howard University

On November 27, 1944, I was notified officially by President Mordecai Johnson that The Land-Grant College Cooperative Social Study Project had been transferred to Howard University. This notification did not clear up immediately all matters connected with the transfer. There remained, for example, questions relative to finances, personnel, file materials, and working agreements which did not permit me to get started until January, 1945. When finally the major problems connected with the transfer of the Project were satisfactorily settled, I began the work of organization. On January 22, 1945, the presidents of member institutions were informed that all matters connected with the transfer of the Project had been cleared, and that we were ready to begin operations. It was requested of each president that a liaison official for his institution be named to serve for the school year. With one exception, all of the presidents responded to this request, although in two cases it was pointed out that the persons primarily concerned with carrying on the work for the institutions were absent and, as a result, there was some question relative to the degree to which these institutions could participate. It was fortunate for us, however, that the presidents indicated their continued interest in the project and their willingness to offer continued financial support. It was hoped that with the return of key personnel, these institutions could again participate fully in the work of the Project.

An initial concern was that of finding out the extent of progress made by the colleges on projects set up by previous conferences. The responses to inquiries indicated that most of the colleges had kept steadfastly to the work; but shifts in personnel and other dislocations occasioned by the war had prevented most institutions from achieving the goals which had been set. The problems confronting these institutions are well understood by all, and it is enough to state again that our institutions have been through a very trying period. It is to the credit of the institutions and to the founder of the Project that the goals which we set for ourselves have remained with us after the stresses of the past several years.

During the period of organization, it was necessary for me to have an assistant who could handle matters of detail and assist otherwise with the work of the Project. I had earnestly hoped to employ Mr. Smythe, who gave assistance to Dr. DuBois during much of the period he served as coordinator. This would have served the purpose of providing continuity for the work. Because of the confusion surrounding the transfer, however, it was impossible for me to make a definite commitment in this connection. As a result of the uncertainty regarding the prospect of continued employment on the Project, Mr. Smythe decided to continue his studies at Northwestern University. Since it was necessary to have a person who could work in close cooperation with me during this initial stage, I selected Mr. Edwards, a young man from my staff in the Department of Sociology at Howard. Mr. Edwards has worked with me throughout the period from my assumption of responsibility as Coordinator to the present time.

The period of orientation and organization consumed the better part of two months, so that it was not until March 31st that I was able to raise with the liaison officials the matter of the Annual Conference. The question of the desirability of attempting a conference during the remaining months of the school years 1944-1945 was raised, and it was specifically asked whether, in view of the fact that most institutions would close in May, it would not be better to defer the Annual Conference until an early date in the Fall. An overwhelming majority of the officials were of the opinion that a Fall date would be better, because of the special circumstances connected with the transfer of the Project and the preoccupation of most institutions with Commencement activities. Subsequent communications with the representatives of the colleges revealed it was their desire to hold the conference on November second and third. Plans have been made for this meeting at Howard University on the aforementioned dates, and a cordial invitation is extended to the presidents who may be able to attend.

II. The Setting Up of the Project at Howard University

The following concrete steps were taken in the organization and development of the Project under the leadership of Howard University:

A. A memorandum (See attached copy) was sent out under the date of July 31, to the liaison officials of all the colleges setting forth the general purpose and scope of the project as envisioned by the present coordinator or director. It may be well to point out two of the more important items set forth in this memorandum. It was felt that the time had come to focus attention upon some fundamental problem of Negroes. It was suggested that one of two problems be considered on which the group might focus its attention. The first problem was the study of land tenure among Negroes and the second problem was a study of health facilities available for Negroes.

B. We have developed at Howard University the necessary machinery in the Social Research laboratory for carrying on the Project. It is our plan, at the conference in November, to have representatives of the various colleges meet in the laboratory to consider further the development of these facilities. To date we have purchased relevant Census materials and working maps of the States and Counties in which the colleges are located. We have developed a master book containing information on the personnel and Social Science offerings of these Land-Grant Colleges.

III. The Financial Report.

Howard University made available its contribution of \$1,000 as soon as the project was transferred, but we did not receive the contribution from other schools until October 18, 1945. The following is a statement of income and expenditures as of October 22, 1945.

INCOME

Contribution by Howard University	\$ 1,000.00
Grant received Oct. 18, 1945	1,383.19
	<hr/>
	\$ 2,383.19

EXPENDITURES AND COMMITMENTS

Expenses, 1944-1945		
Salaries—G. Franklin Edwards	\$600.00	
Postage	15.00	
Printing	3.25	
Other Contract Services (Enlargement of map of states in which Land-Grant Colleges are located)	8.25	
Books and Periodicals (Census Bureau Publications)	51.00	
	<hr/>	
Total Expenditures for 1944-45	\$ 677.50	
Commitments, 1945-1946		
Requisitions submitted since July 1, 1945		
Requisition		
9 Maps	8.40	
10 Map Stand	270.00	
14 Travel advance to Dr. E. F. Frazier	100.00	
	<hr/>	
Total Commitments, 1945-46	\$ 378.40	
Total Expenditures and Commitments		<hr/>
		\$ 1,055.90
		<hr/>
Balance as at October 22, 1945		\$1,327.29

IV. Proposals for the Coming Year

1. At the conference to be held on November second and third, there will be a discussion of the memorandum which was sent out on July 31. It is hoped that an agreement will be reached to focus attention on one of the two problems stated above.

2. When the present coordinator took over the direction of the project, one of the first things he did was to have a conference with Dr. Carl Taylor of the United States Department of Agriculture. In the course of this conference, we discussed the possibility of securing Government funds for the carrying on of research in the colleges. It was found that in the Department of Agriculture there are a number of people who are enthusiastic about the project and would like to aid in every way possible. They realize, however, that the projects in the various colleges would have to be approved by the white land-grant college in the state. Therefore, it appears that one of the immediate objectives should be to work on projects which would meet the approval of the land-grant colleges in the various states. If this approval is obtained, then the Department of Agriculture is prepared to render assistance in the following four ways:

A. They would assist in regard to the procedure in setting up the projects.

B. They would render assistance in regard to the carrying on of field work.

C. They would provide money for personnel.

D. The Department would provide assistance in regard to the analysis of data.

3. It is planned to see that each of the land-grant colleges has a complete file of publications of the Department of Agriculture, and other basic statistical material necessary for carrying on of the cooperative research.

4. In order to carry out these plans, the following budget is proposed:

PROPOSED BUDGET FOR NEGRO LAND-GRANT COLLEGE PROJECT TO COVER PERIOD

January 1, 1946 to December 31, 1946

Assistant to the Coordinator	\$600.00
Travel	300.00
Conference	300.00
Publication	600.00
Secretarial Assistance	350.00
Materials, etc.	300.00
Total	\$2,450.00

V. It is expected that the coordinator will make visits to the individual colleges as often as necessary, to check with the officials the progress of the work.

Respectfully submitted,

E. FRANKLIN FRAZIER
Coordinator

MEMORANDUM

July 31, 1945

FROM: E. Franklin Frazier, Coordinator

TO: The Liaison Officials of Cooperative Social Studies in Land-Grant Colleges.

In the "Report of the First Conference of Negro Land-Grant Colleges for Co-ordinating a Program of Cooperative Social Studies," pp 11-18, the general purpose and the scope of the Social Study Project was set forth. From experience with the operation of the program during the first and second conferences, it appears that it is necessary to set forth in more concrete terms some specific aims of the Project for the immediate future. Therefore, as a part of my responsibilities as coordinator, I am sending you this memorandum.

I. Independent Research Carried On By Individuals

There is no intention on the part of those responsible for the Project to regiment the research which is being carried on by individuals in the colleges. It is quite conceivable that some individuals in the colleges are carrying on social research that is in no way related to the general aims of the Project. If such persons relate themselves at all to the Project it will be because of their interest in the Project aside from any research problems of their own. However, it is quite probable that many of those who are carrying on independent research will be dealing with problems that are more or less related to the general aims of the Project. Such persons, it is hoped, will be in position to make special contributions to the Project and the annual conferences. They may report on their own research activities or they may lend assistance in other ways to other members of the conference.

II. Collection of Demographic Material on the Negro.

As stated in the announcement of the general purpose of the Project, one of its primary aims was to carry on a continuing Project

which involved the collection of demographic materials on the Negro in each of the states. This should be continued for a number of reasons:

First, it will enable the less experienced members to cooperate in the collection of factual materials on the Negro.

Secondly, the materials themselves will be necessary in any study, however developed, of the Negro in the various states.

Third, it should be a part of the regular activities of the Social Sciences in the various colleges to assemble and classify the vast amount of materials which are found in government publications. For example, the Social Science teachers in each college should write to the Department of Agriculture and secure all of their publications containing any information on their State.

Fourth, this material should form an integral part of the teaching of Social Sciences in the various colleges.

III. Problems For Research

It is felt that the time has come for the Conference to direct its attention to a specific problem concerning the Negro. If cooperation on some specific problem is carried on over a period of time, the various members cooperating would have the feeling that they were working toward a specific end and when the research task was completed and published, they would have the feeling of having achieved something. In this connection it might be pointed out that although the T. V. A. is not located in all of the States in which there are Land-Grant Colleges, it touches many of these States. It should be one of the first tasks of the Land-Grant Colleges in the States in which the T. V. A. is located to assemble all of the information possible on the Negro in the counties included in the T. V. A.

In order to focus attention upon some fundamental problem of Negroes it is suggested that the Land-Grant Colleges undertake to study in a systematic fashion one of the two following problems.

A. The Study of Land Tenure Among Negroes

Each Land-Grant College would undertake as its task the study of land tenure among Negroes in the State in which the college is located. Some uniform plan for the study would be worked out at the annual conference. By attacking a single problem in this fashion there would be accumulated a body of fundamental knowledge in regard to the Negro throughout the South. As the study progressed reports could be made at the annual conferences until the study is completed.

B. Study of Health Facilities Available for Negroes.

This study could be carried out in a similar fashion. It might be pointed out in connection with a study of health facilities that it could provide factual materials for the various States in their programs for Negro Health. For example, at the present time North Carolina is working out a comprehensive plan for the health of the population of the entire State. However, one notes that the Negro aspect of such a program is only considered incidentally as a side issue. If the Land-Grant Colleges in their cooperative research had assembled a body of fundamental knowledge on health facilities available for Negroes, this knowledge could become the basis of a program which could be presented to the State.

IV. Cooperative Projects by The U. S. Department of Agriculture and Land-Grant Colleges.

It seems that the time has arrived when the Negro Land-Grant Colleges should carry on cooperative studies in connection with the U. S. Department of Agriculture. In the Department of Agriculture there are people who are sympathetic to such cooperative projects. They realize, however, that these projects have to be approved by the white Land-Grant College in the State. Therefore, it appears that one of the immediate objectives of the Negro Land-Grant Colleges should be to work on projects which would meet the approval of the Land-Grant Colleges in the various States. If this approval is obtained then the Department of Agriculture is prepared to render assistance in the four following ways:

- a. They would assist in regard to the procedure in setting up the projects.
- b. They would render assistance in regard to the carrying on of field work.
- c. They would provide money for personnel.
- d. The Department would provide assistance in regard to the analysis of data.

V. Institute and Journal

The next step in the development of the Annual Conference seems to be the holding of an institute of social research. This institute would achieve several purposes. First, it would link the interests of the individual scholars with the general aims of the project. Second, it would help to develop an esprit de corps among the men and women working in the various institutions and at the same time make available to all the knowledge and experience of individuals who have done considerable research. The more mature scholars could agree to undertake special research problems and those already engaged in re-

search could have the advantage of conferring with other scholars and securing assistance. Third, the general knowledge of research problems could be advanced through lectures and seminars dealing with problems of methods and techniques confronted by the scholars.

In time it is conceivable that a Journal might be established in which the members of the Social Science Divisions of the various colleges would make contributions from time to time.

The questions discussed in this Memorandum, it is proposed, will provide a basis for a discussion of the future of the Project at the forthcoming conference in the Fall.

REPORT OF COMMITTEE ON NOMINATIONS

For:

1. President—S. D. Scruggs, Missouri.
2. Vice President—L. H. Foster, Virginia.
3. Treasurer—F. G. Clark, Louisiana.
4. Secretary—R. B. Atwood, Kentucky.

For:

Executive Committee

1. J. W. Davis, Chairman, West Virginia.
2. L. H. Foster, Virginia.
3. F. D. Bluford, North Carolina.
4. F. G. Clark, Louisiana.
5. J. F. Drake, Alabama.
6. G. L. Harrison, Oklahoma.
7. W. R. Banks, Texas.

W. R. BANKS
J. W. DAVIS
F. D. BLUFORD

REPORT OF THE AUDITING COMMITTEE

To the Conference of Presidents of Negro Land Colleges:

Gentlemen:

The financial records of the Association have been examined for the period October 15, 1944, through June 30, 1945.

At October 15, 1944, the time of the last audit, there was a balance in the treasury amounting to \$ 1,081.80

Receipts through June 30, 1945 were transmitted by

A. M. & M. College, Alabama	\$ 120.00
Arkansas A. & M. College	120.00
Delaware State College	20.00
Florida A. & M. College	120.00
Georgia State College	20.00
Kentucky State College	120.00
Southern University, Louisiana	120.00
Princess Anne College, Maryland	120.00
Alcorn A. & M. College, Mississippi	80.00
Lincoln University, Missouri	120.00
A. & T. College, North Carolina	20.00
Langston University, Oklahoma	20.00
Tennessee A. & I. College	120.00
Prairie View University, Texas	100.00
Virginia State College	100.00
Fort Valley State College	120.00
Bordentown, N. J. Training School	20.00
Wilberforce University	120.00
Hampton Institute	120.00
Special from Tuskegee Institute	146.00

1,846.00

Making a total of

\$2,927.80

Expenditures for the period, as shown by the detail below, amounted to the sum of 1,984.92

19 Darlington Flower Shop, Design	20.98
20 Charles H. Brown, Exp. to meet	36.46
21 (Voided)	
22 R. B. Downs, Travel Exp.	7.45
23 Roberts Printing Co., Proceedings	241.30
24 C. A. Barnett, Banquet deft.	146.15
25 R. B. Atwood, Postage	14.41
26 R. B. Atwood, Telegrams, etc.	28.81
27 (Voided)	
28 Catherine Vaughan, proof reading	10.00
29 Pauline W. Gould, Secretarial	50.00

30 Eliza Gleason, Travel Exp.	85.59
31 Vivian Harsh, Exhibit	4.50
32 Roberts Printing Co., letter heads	7.50
33 R. E. Clements, Study Project	1,280.00
34 H. M. Bond, Travel Exp.	51.39
Bank Exchange	.32

Leaving a balance at June 30, 1945 of \$942.88

All of the above items of income and expenditure were cleared by the Secretary to the Treasurer and they are supported by proper vouchers and cancelled checks. An item of \$120.00 under transmittal No. 20, covering a payment made by Princess Anne College, was transmitted to the Treasurer after the close of the fiscal period. Also, an expenditure under voucher No. 34 for \$51.39, made payable to Dr. H. M. Bond for traveling expenses was carried as an outstanding item at June 30th. This check cleared the bank on August 3, 1945.

The report of the Secretary carried six items aggregating \$480.00, which were included in the records prior to October 15, 1944. These items are covered by transmittal No. 10 and they are thus excluded from this audit as they were carried in previous records of the conference.

The Auditing Committee recommends that the records of the secretary and the treasurer will be reconciled and a bank statement secured on the last day of the fiscal period. It is also recommended that deposits covering all payments for the fiscal period will be made in the year for which they are intended. This will facilitate auditing.

The Committee considers the records of both the Secretary and Treasurer to be in order.

Respectfully submitted,

LAWRENCE A. DAVIS
C. V. TROUP
L. H. FOSTER, Chairman

REPORT OF COMMITTEE ON ELAM PROPOSAL

That the Land Grant College Presidents consider the endorsement of the Elam plan—and recommend that the College presidents appoint a committee of three (3) to work with the directors of Agriculture for the purpose of considering the Elam plan—that the committee of presidents call a meeting of directors of Agriculture before Christmas to consider the plan.

Signed,

W. S. DAVIS
W. H. GRAY, JR.

MEMORIAL SERVICE

JOSEPH SAMUEL CLARK

1871-1944

By W. R. Banks, Prairie View University

Prairie View, Texas

It was the quality of character and soul force that sent Joseph Samuel Clark, born of slave parents, in Louisiana in 1871, from wretched environments to win a genuinely warm and cordial place in the hearts and lives of multitudes of citizens of every walk of life, to coveted respect and national honor, at the time of his death in 1944. This span of 74 years of living, covered one of the most significant and dramatic areas in American history. His advent was made just as racial segregation was making up its pattern—just when the many formulae for duality in American life were in the offing—patterns with penalties—patterns forged under the white heat of racial agitation and resultant bigotry because of the enfranchisement of newly emancipated slaves; because of the doctrine of white supremacy; all ending in a defining and a freezing of the scope and place of the Negro and limiting his participation in the life of democratic America.

Environmental factors, with their influence and impact, serve to refine and condition the spirits of men and thus give point, color and direction to their life activities and convictions. In consequence, Joseph Samuel Clark was truly tempered for the times and the region in which he lived and the tasks which claimed so much of his best, during the best years of his life. His greatest work and most fruitful contribution to human progress was made during the 27 years of his presidency at Southern University which was established in 1913 as a Land Grant College and enjoyed a remarkable growth and expansion under his guiding genius. He was one of the oldest, most faithful, and most loyal members of the Conference of Presidents of Negro Land Grant Colleges and there was never a meeting that "Joe Clark," as he was affectionately called, was not present and participating. He was a living exponent of the principles and actually radiated the spirit of the Land Grant College.

The person who heads and who successfully directs the development of a land grant college for Negroes for two decades or more, becomes a living expression and symbol of its peculiar character and unique spirit . . . for he must:

(A) Be sagacious, courageous, tactful, patient, long-suffering, persistent, judicious, and alert if he is to wrench from a stubborn, indifferent Legislature, sufficient funds for reasonable support of his institution.

(B) Work for and be a student of inter-racial co-operation, good will, and respect. He must be a master of this art to be recognized and to be respected by both races, for it is a most delicate and dangerous task to run interference for Negroes in time of bitter and acute racial tension and antipathy.

(C) Suffer the false accusations, malicious suspicions and slander, the inexcusable and selfish intrigues of his own people for whom he has sacrificed his all and "drink from the bitter cup."

(D) Forever point out to the masses of his people the rays of hope that occasionally penetrate and flicker through the black clouds of doubt, confusion, and insecurity that they may see dimly the path that leads to security and happiness.

These were the attributes which Joseph Samuel Clark possessed. These were in part some of his sufferings and experiences. This was ever his way of life. His great spirit of helpfulness and service, nurtured by a big, generous and sympathetic heart, "wrapped like the tendrils of a growing vine around the lives" of thousands and thousands of men and women of all classes and colors, inspiring and encouraging them as he grew and rose to the point where they could in some degree see the rewards for self-denial, industry, self-reliance, diligence and tact and truth.

The life of Joseph Samuel Clark is adequately epitomized in the words contained in the citation for the award of an honorary degree at Bishop College, Marshall, Texas, a short while ago as follows:

"Educator and race leader, whose achievements reflect rare social insights, exceptional executive ability, and effectiveness in the formation of inter-racial relations."

The Warrior, Our Good Friend and Colleague—fell last year face forward like the hero of a thousand battles. He now rests in a deep and eternal sleep on the banks of the Mississippi—the Father of Water—in the sight of that institution to which he gave the best of his life and to which we owe so much—the institution which symbolizes the spirit—"the only enduring thing on earth is SPIRIT, a breath to be sure, but the breath of life."

An institution is not buildings and equipment but a spirit, a **living spirit**, that is transmitted and incarnated in the lives of others as time marches on.

**THE ANNUAL SESSION OF THE CONFERENCE OF PRESIDENTS
OF NEGRO LAND-GRANT COLLEGES, WABASH AVENUE YMCA,
CHICAGO, ILLINOIS, OCTOBER 23, 1945**

**A Message in Memory of the Late Dr. W. J. Hale, Former President
of The Tennessee Agricultural and Industrial State College,
Delivered by W. S. Davis, President of the Tennessee
Agricultural and Industrial State College**

Today it becomes my duty to make a memorial statement regarding the late Dr. W. J. Hale. I was associated with Dr. Hale for fourteen (14) years and knew him and his family very well.

Dr. Hale was born in the mountains near Chattanooga, Tennessee. He spent his early life in the rurals of Hamilton county and in the city of Chattanooga. He received his education in Tennessee and spent his entire professional life in that state.

He had a physical body of that of a modern athlete and possessed a most unusual mind. In his state as well as throughout this country, he was known as an outstanding character in the social, economic, political, as well as in the educational life of his state and country.

During his professional career he became very wealthy and it is understood that he was one of the wealthiest men in Tennessee at the time of his death.

His unique position in political circles of Tennessee and the United States was respected by all concerned.

In 1912 the Tennessee Agricultural and Industrial State College was established by an Act of the Tennessee Legislature at an original cost of less than \$100,000 and Dr. W. J. Hale was elected as its first president in which capacity he served for thirty-two (32) years.

During his tenure as president of the college it grew from a plant evaluated at less than \$100,000 to a plant evaluated at more than \$3,000,000. Thus he laid a very good foundation for the structure of a strong university system. This elaborate physical plant and the thousands who were educated therein stand as a monument for him.

Dr. Hale was a pioneer in the field of higher education for Negroes in this country. Therefore, like the names of Washington, Morton, Wilkerson, Watson, Lee and Clark—to mention a few—the name of Hale will never be forgotten when thinking of or discussing the progress of Negro education. He had a wife who met all the standards of ideal American womanhood. He was the father of three (3) children whom he carefully reared and highly educated. He enjoyed his family. Often he spent much time kidding various members of his family. With different members of his family he engaged in many recreational activities.

Then, too, it was not uncommon to see him playing a game of tennis with a group of students or to see him laughing and talking on the campus with such a group. Although he would die by an opinion, he was a regular fellow.

ADDRESSES

THE UNITED STATES EMPLOYMENT SERVICE AND THE NEGRO WORKER

Speech to be delivered by Benj. F. Wilson, Chief, Minority Groups Service, United States Employment Service, before the Land Grant College Conference at Chicago, Illinois, October 23, 1945.

The United States Employment Service derives its authority from and owes its existence to the Wagner-Peyser Act of June, 1933, as amended by act of Congress, June, 1938, which created the employment service and established it as a bureau in the Department of Labor. Quoting from sec (3a) of the Act: "It shall be the province and duty of the bureau to promote and develop a national system of employment offices for men, women and juniors who are legally qualified to engage in gainful occupations."

Through several changes and organizational shifts, the Employment Service passed to the Social Security Board, the War Manpower Commission and now, by an Executive Order of September 19, 1945, back to its original agency, the Department of Labor.

Most important of its periods of transition and changes was from the Social Security Board to become the operating arm of the War Manpower Commission during the war years. This transfer was effected in order that the War Manpower Commission could better carry out its responsibility of assuring the most effective mobilization and utilization of the nation's manpower.

Following the transfer of the United States Employment Service from the Department of Labor to the Social Security Board, the Board issued a series of State Operations Bulletins containing policies for the guidance of State unemployment compensation and employment agencies. State Operations Bulletin No. 10, issued in October, 1940, incorporated in its section governing the placement process a clear statement regarding discrimination. This statement was reinforced by a general policy requiring local offices of the employment service to "exhaust all possible sources of local qualified workers before resorting to clearance." These policies enunciated in the early bulletins of the Social Security Board to state agencies were re-stated and re-emphasized in USES Operations Bulletins following the federalization of the employment service in 1942.

The War Time non-discriminatory policy of the employment service represented a re-affirmation and restatement of basic non-discriminatory policy with specific reference to the defense program. In fact, it is noteworthy that the President's Executive Order 8802, usually quoted as the source of policy concerning non-discrimination

in employment, is entitled "Reaffirming Policy of Full Participation in the Defense Program by all Persons Regardless of Race, Creed, Color or National Origin and Directing Certain Action in Furtherance of Said Policy," thus clearly indicating that the Federal Government had already expressed a non-discriminatory policy prior to the Executive Order whose primary objective was to emphasize and implement the accepted policy of non-discrimination, and establish the President's Committee on Fair Employment Practice.

The issuance of Executive Order 8802 became necessary when, with the inception of the defense program, and with the vital need for workers, it became evident that barriers were being erected against the acceptance of Negroes by industry, even in unskilled capacities. Except for a few who were scattered in so-called traditional occupations, the doors of industry were closed even to the *idea* of having Negro workers participate.

Up until the outbreak of the war, it is reported that 80 per cent of the Negro workers in the country were employed in agricultural, domestic and service trades. Of course, Negroes had made heavy inroads into the automobile industry during World War I and had held their places as foundry workers in this industry. In the New York area, we found some Negroes in the needle trades. Negroes were first employed in the most undesirable jobs in iron and steel, as they were in all industries where they were gaining entrance for the first time.

The beginnings of Negro workers in industry on mass production was certainly to be termed an industrial revolution. Many difficulties and barriers had to be overcome in integrating them into industry. Generally, employer resistance had to be overcome, and because of the absence of any legislative manpower controls, this was accomplished only by means of persuasion, and the acceptance of Negroes by management was purely voluntary.

Opposition of labor, employees and the community also proved an obstacle to the new worker. There was the intense fear of competition of Negro workers by the white workers and concern was expressed that the entrance of Negroes into communities not formerly occupied by them would cause a depreciation in the value of their property and would result in problems of housing, transportation, recreation, etc.

In many instances white employees resented the use of their sanitary facilities by the Negro worker and often the employer would be in position to deny the Negro worker employment on the ground that he was unable to obtain materials for the construction of new sanitary facilities. The same problem arose with regard to eating arrangements and locker room facilities, especially in states where segregation laws prohibited white and colored workers from using the same facilities.

Management opposed the entrance of Negro workers into their plants because of lack of training. In-plant and out-plant training was at first denied to these workers but gradually they were accepted; only, however, after a statement was issued early in 1941 by Com-

missioner Studebaker of the U. S. Office of Education that there should be no discrimination in defense training facilities. The National Youth Administration and the Vocational Education for National Defense Training course were primarily instrumental in giving to Negro workers the needed training which would enable them to compete with already-employed or newly-trained white workers for skilled occupations. Training was necessary since too often non-white workers were considered as only being able to take jobs such as porters, janitors, maids and domestic workers. It was imperative and important, therefore, at the beginning of this defense period to impress upon Negroes the advantages of training to properly equip themselves for openings in war industries.

So, the concern of government increased during these first years of the defense program when discrimination loomed as a detriment to adequate labor supplies and a threat to national unity. Those responsible for the development of labor policy immediately took the position that there should be no discrimination.

The first official step taken to correct these evils was the appointment in July, 1940, of a staff member in the Labor Division of the former National Defense Advisory Commission to develop policies for the integration of Negro workers into the training and employment phases of defense production.

At about the same time, the United States Office of Education, as we mentioned before, directed that in the expenditure of Federal funds for vocational training for defense, there should be no discrimination on account of race, creed, or color.

Outstanding among effective measures to overcome discrimination was Sidney Hillman's special letter of April 11, 1941, to all holders of defense contracts asking for the removal of all bans against qualified and competent Negro workers in defense industries. At the same time, Mr. Hillman created two units to deal with minority groups, i. e., the Negro Employment and Training Branch and the Minority Groups Branch in the Labor Division of the Office of Production Management, which later transferred to the War Production Board and then in April of 1942 to the War Manpower Commission by Executive Order 9139. The primary aim of the Negro Employment and Training Branch was to help Negro workers and other minority groups workers to participate in the training and employment opportunities of the National Defense program. These two branches worked closely with the President's Committee on Fair Employment Practice in investigating and certifying to FEPC cases which were not resolved by the two branches. The units were represented by specialists in employment who visited industrial employers for the purpose of facilitating the employment of qualified and available Negro workers. They surveyed training facilities in various communities to assure compliance with Federal policy on vocational training. They maintained contact with the Bureau of Employment Security and the United States Employment Service to secure the placement of Negro workers through ap-

proved governmental agencies, and they worked in communities to encourage Negroes to take training and to apply for skilled jobs in industry.

As a result of the efforts of these units, together with the President's Committee on Fair Employment Practice, national and local organizations and community leaders, there was a definite increase in the employment of Negro workers in war industries and after long and intensive persuasion, the acceptance of Negro women in some industrial centers became an accomplished fact. Negro workers were employed in more semiskilled and skilled jobs than they had ever held before and in a wide variety of occupations. Reports have indicated that the majority of plants in which they held responsible jobs reported generally satisfactory performance by these workers. Now the Negro worker is faced with the problem of holding on to the gains which he made during the emergency period. Now we are all faced with war production liquidation, and civilian production.

War time labor market controls are a thing of the past and complex adjustments will take place in a few labor markets. Millions of our men are being released from the armed forces. Some will have had their careers and intended life pursuits interrupted by military service. All will have matured while in the armed forces and many will have new skills and vocational interests. New workers will be thrown into competition with experienced workers. We know only too well that Negroes above all will encounter obstacles in their search for employment and in the retention of their newly-acquired skills.

Another factor which will complicate the industrial reconversion picture is the shuffling of our population which has occurred during the war years. During the war over 7,000,000 of our civilian population migrated from their homes to other communities in search of employment or as a direct result of recruitment drives for the transfer of workers. Practically every state has felt this sting. And, now, with fewer jobs, with demolition of war-time housing projects, with plant capacity far in excess of any immediate civilian goods and services requirements, these migrants are faced with either returning to their homes or remaining where they are and being dependent upon relief rolls, jobs with lower salaries or obtaining work on public construction, if and where it may be initiated.

During the war period, industrial activity has been established in areas where it never appeared before. Reconversion to peace-time production will gradually do away with these war time endeavors and as a result will throw thousands more out of work.

It has already been recognized by private enterprise and government that there is dire necessity for the development of positive programs to achieve a high level of economic activity and employment. Construction programs are being planned by federal, state and local agencies; employment must be created by manufacturing concerns to meet the civilian's goods and service needs; by the expansion of air-

plane industry for commercial use and by encouraging private industry to build.

This period is an inspiring challenge to the American Negro worker to strengthen his case, to prove and prove again his skills, his abilities and his energies in the era of reconversion. It is no secret that the Negro worker has proved his capabilities. He has earned the respect, not only of his employer, but of his fellow worker and of the community in which he has moved. He has learned new skills and trades. Not only have there been great numerical gains to unions by Negro membership, but some of these gains are reflected in better race relationships on the jobs, and in many respects in union attitude toward opportunity for advancement of the nonwhite worker.

All this and more constitute a challenge to post war American democracy. The Negro war workers, who has learned new skills in industry, and the demobilized soldier, who, in many cases, will bring home a skill acquired in the service, will be testing points of this new industrialized America. Here is where the United States Employment Service can be of inestimable value. It is the recognized responsibility of every related public agency to assist job applicants and to employ or refer them solely on the worker's ability to meet standard job qualifications.

One small, but important segment of post-war planning are the policies and programs of the United States Employment Service which are being reviewed and redirected to the achievement of the common objective of management, labor and government. The Employment Service maintains an active placement service for bringing the worker and the employer together promptly to their mutual advantage. Through labor market analyses and dissemination of labor market information, it renders a service to workers, employers and the general public in keeping them informed of job opportunities, availability of workers, and the status and trend of labor market developments. It counsels the worker directly and through other organizations as to the way in which he can best exercise his talents and ability in fitting himself into a job that will yield him the greatest return and satisfaction, and in which he can make the greatest contribution to our National Economy. In other words, the United States Employment Service is engaged in rendering assistance to workers, employers, community groups and the general public in facilitating the employment process.

All local employment office managers are directly responsible for assuring that all local office personnel perform their official duties in accordance with the policy and procedure governing operation of the program for service to minority groups. Where there is evidence of lack of cooperation in this effort, training programs will be introduced at all levels of operation.

Public opinion is currently giving approval and support to the concept of full employment as a requirement for optimum economic and social welfare of the nation. In view of this attitude on the part

of the public, the following assumptions form the basis for a public employment service program for service to minority groups:

1. Full employment means opportunities for the employment of all persons legally eligible for and seeking employment.
2. Under-utilization of either actual or potential skills is a deterrent to full employment.
3. The public employment service is responsible for equitable service to all groups in the population in applying policies of the federal government which have to do with employment.
4. The public employment service has an obligation to the individual worker to refer him to a job which best utilizes his highest actual or potential skill.
5. The public employment service has an obligation to the individual employer to fill his orders by referring workers who are best qualified to perform the job he wishes to fill.

With these assumptions in mind, the objectives of the public employment program for service to minority groups are as follows:

1. To promote full employment by persuading employers to eliminate non-performance factors from their hiring specifications.
2. To assure full service to members of minority groups in accordance with standards applicable to service given all workers.
3. To secure the understanding and support of the community, including organized groups and agencies within the community, for those activities required to realize full and equitable employment.
4. To obtain and provide, as an integral part of its over-all labor market information program, labor market information with specific reference to employment of minority groups.

In order to ensure proper understanding of the policies and procedures governing operation of the program for service to minority groups, the Washington office will require adequate installation and followup training of both supervisory and operating personnel at all levels of administration.

In order for us to reach our goal of full employment, it is essential that Negro workers be an integral part of this objective. They must be helped to find employment which will minimize wasteful job changing and promote productivity. This requires that the person be employed at work that he can best do, that he likes to do, and that gives him job satisfaction. To this end, the Employment Service is to provide in every community a two-fold program for employment counselling. One part of the program is the operation of an effective employment counselling service, available to all workers or potential workers who need the service. The other is the provision of assistance in strengthening the counselling services of other agencies, such as the schools, through cooperation and the interchange of materials and special methods which have proved successful in counselling.

Many public and private organizations provide certain types of guidance which may contribute to the occupational adjustment of the

worker. These agencies may cooperate through the establishment of councils, committees or other machinery for coordinating their activities, determining areas of urgent needs and planning programs to meet those needs. The USES participates in such programs and encourages their establishment where they do not exist.

The Employment Service will and does cooperate with schools, secondary and vocational colleges and universities to the extent of encouraging the expansion of their training opportunities. Occupational and labor market information needed for the planning and administration of training programs is provided in order that training may be directed toward existing or potential needs for trained workers.

The magnitude of the adjustment problems resulting from the war period will require the services of many more trained counsellors than are now available. We feel that more colleges will be making these courses available to students and those which already have vocational counselling schedules will be expanding them to meet the present need. All the materials of the Employment Service are made available to these institutions.

I urge, therefore, that you resolve yourselves in this important conference to bend your efforts to the task of informing your communities of the facilities of the United States Employment Service and use your respective influences to bring about an equitable administration of its policies and programs. Upon failure of proper administration of these policies and programs, it is your responsibility as American citizens to register dissatisfaction and disapproval. This must be done if Negro Americans or any other discriminated minorities are to escape the suffering and privation incident to unemployment.

EMPLOYMENT PROBLEMS OF THE NEGRO VETERAN

Delivered by Colonel Campbell C. Johnson

Executive Assistant to the Director of Selective Service

at the

Annual Conference of the Negro Land Grant College Presidents

Chicago, Illinois, October 23, 1945

The flow of Negro veterans back into our civilian life is rapidly increasing in volume. Eventually, it is expected that approximately 900,000 of more than a million Negro servicemen and women who have been inducted and enlisted in the armed forces since 1940 will be in the veteran category. This estimate makes allowance for war casualties and those who will remain in our peacetime military establishments.

A trickle of veterans has been returning to civil life since 1941. Their employment, however, has not presented a problem because our industries were operating full-blast in war production and there was need for all available manpower. Now, however, with the fighting over, war production at a stand-still, and reconversion of industry in progress, the problems attendant upon the readjustment of Negro veterans in our labor supply have begun to take shape. These problems are of particular concern to the Selective Service System.

The Selective Training and Service Act of 1940, which authorized the induction of men into military service, also made provision for their reemployment on return to civilian life. The agency which took them from their peacetime pursuits—The Selective Service System—is charged with the responsibility for replacing them in their former positions of employment or for aiding them to secure new jobs.

The Selective Service System has organized to meet this responsibility on three levels. First, at National Headquarters in Washington where policies and procedures are prescribed for carrying out the Veterans Assistance Program. Secondly, at State Headquarters of Selective Service in the various states where responsibility rests for organizing and supervising the program within the respective states. These Headquarters also maintain liaison with other government agencies so that all efforts to assist the veteran will be coordinated on the local level. The local boards of the Selective Service System comprise the third or operating level with responsibility for the operation of the program in local communities. Attached to these boards are reemployment committeemen whose job it is to see that every veteran applying to the local board receives personal attention to his employment needs.

It might be well to review briefly the basic facts in the employment rights of veterans. All persons, male and female, who entered upon active service in the armed forces after May 1, 1940, and who have satisfactorily completed this service, are entitled to aid under the Veterans Assistance Program of the Selective Service System. Upon separation from military service, each veteran is instructed to report to a local board of the Selective Service System and is further advised of his right to call upon its reemployment committeeman for information and assistance. If the veteran wishes to obtain replacement within 90 days after his discharge from the service, or after his replacement. If he wishes to secure a new position, the local board will utilize the services of the Veterans Employment Service Division of the United States Employment Service in the veteran's behalf.

Because of the wide discussion which the matter has received in the press and over the radio, it may now be considered a matter of common knowledge that a veteran is entitled by law to reinstatement in his former position or to a position of like seniority, pay and status if he meets certain reasonable requirements and applies for reinstatement within 90 days after his discharge from the service, or after his release from a period of hospitalization upon which he entered immediately upon discharge from the service.

If the Federal Government was his employer, this right has no qualifications beyond those stated. If he had a job with a private employer, replacement in his former position is assured the veteran by law if the employer's circumstances have not so changed as to make it impossible or unreasonable to reinstate the veteran. If former employment was with a state or political division within a state, there is less definiteness. The law states only that it is "the sense of the Congress" that in such cases the veteran should be restored to his former position or to one of like seniority, status, and pay.

If a private employer fails or refuses to grant the veteran his reemployment rights, the veteran himself may file suit in the United States District Court for the district in which his former employer maintains a place of business. He may employ his own attorney, or he may request a United States Attorney or comparable official to represent him without cost.

There are certain other provisions to which a veteran is entitled when he is restored to a position in the employ of the Federal Government or a private employer, but these have been so thoroughly discussed in recent weeks that it appears unnecessary to list them here. However, to complete the picture of what is provided generally to assure the veteran receiving a fair break in establishing himself economically after his war service, it should be noted that the Selective Service System operates through more than six thousand local boards located in every county in the country, and that the United States Employment Service has fifteen hundred local offices which maintain close contact with employers in all kinds of business and industries. The veteran's employment representative and other personnel of the

local offices of the Employment Service are instructed to find placement for the veteran on a suitable job as soon as possible. Arrangements are made to give special assistance to disabled veterans who are vocationally handicapped. And finally, the Selective Service System is not only responsible for seeing that these benefits are provided all veterans, but, under the law, it must be so without discrimination as to race or color.

It is against this background of legal provisions for his aid, and of elaborate machinery for carrying them out, that the Negro veteran is returning in large numbers to civilian life. Many veterans had never held a job before their induction into the armed services. This was particularly true of the 18 to 21 year old group who were the latest to go in. These younger soldiers have accumulated on the whole fewer discharge points and, therefore, have not yet begun to come back in appreciable numbers. When they do, it is expected that they will divide themselves into two major categories. First, those who will want to continue their schooling under the liberal provisions of the G. I. Bill of Rights, and secondly, those who have learned skills in the Army which they are anxious to sell on our civilian labor market. This much is indicated by the action of the relatively small number who have returned.

Practically all of our schools are attempting to find a way to serve the returning veteran who seeks to continue his education. Special speed-up courses are being developed, entrance requirements are being modified, and many other plans are being promulgated to help young Negro men capitalize on the opportunity which the Government is affording them to continue their education and training.

The principal factors that must be remembered in all of these plans are: (1) the young veteran has matured rapidly and the gap between him and his classmates may be even wider than the difference in years would indicate; (2) he is likely to be very anxious to get through with his education and begin to earn his living and establish a family, and, above all, there will be impatience in his temperament that will need to be recognized.

The other group of young veterans who have learned skills in the military forces which they desire to make use of immediately may be considered along with veterans of all ages who are now rapidly returning to civilian life flushed with the feeling that the war has meant a great deal to them in that it has given them skills which our peacetime economy should be willing to use. During the war, there has been a great deal of concern expressed because approximately two-thirds of the million Negroes in the armed forces were assigned to service units. As we contemplate the problem of readjusting these men to civilian life, this type of service presents distinct advantages.

The men in the service organizations were taught skills that are easily convertible to civilian occupations. Among these skills are carpentry, plumbing, welding, auto mechanics, winch operators, air plane mechanics, telephone linesmen, installers of switchboards, drivers of

bull-dozers, and all kinds of heavy transportation vehicles, radio operators and repairmen, radar operators, all types of railroad work, air field construction, bridge building, cooking, baking, personnel management, airplane pilots, navigators, merchant marine officers, and other skills to a total of approximately 800.

Some idea of what was found in the way of the skills in which we are now interested when our young men were inducted into the service can be gathered from the experience of the Corps of Engineers. This branch of the armed forces had great need for identical occupations that were essential to our civilian life. When these occupations could not be found in sufficient quantity among incoming soldiers they had to be produced through an intensive training program. For instance, among each thousand troops the Engineers needed each six months were 48 auto mechanics, 175 construction carpenters, 14 plumbers, 5 draftsmen, 8 machinists, and 8 welders. The Army found among each thousand Negro inductees $6\frac{1}{2}$ auto mechanics, $3\frac{1}{2}$ construction carpenters, less than one plumber and practically no draftsmen, machinists or welders. In the case of auto mechanics, then, it was necessary for the Army to train $41\frac{1}{2}$ or practically seven times as many as there were originally, construction carpenters were increased 50 times, plumbers 14 times, and so on. These figures represent the procurement objective for each six months. It is easily seen, therefore, how greatly the Army training program to provide for its own needs has increased essential peacetime skilled occupations among young Negro men and women.

A large majority of Negro servicemen had entered service from laboring and domestic service jobs and from the ranks of the unemployed. These new and important skills make them feel that they should have a new place in the labor market. Consequently, it is reported from one large labor area that only 17 per cent of returning Negro veterans want their old jobs back. The same pattern is found in other areas with the result that the employment program of Negro veterans becomes largely a program for new employment.

It is comparatively easy to protect the reemployment rights of returning Negro veterans, but the question of getting new jobs for them is a little more complicated. It would be unfortunate if the United States Employment Service, which is the principal agency through which the Selective Service System works in securing new jobs for veterans, should return to its order-taking and referral policy as in effect prior to the war when under state control.

Under this former policy, local offices were permitted to accept employees' orders containing discriminatory specifications. Such a referral policy would give aid and comfort to those firms attempting to get rid of Negro employees through direct and indirect methods.

The Selective Service System, however, would not enter this picture until cases were brought to its attention where the policy affected employment of Negro veterans.

It would appear to be extremely important that every effort be made to guarantee that both management and labor engage in fair employment practices toward minority groups. The employment future of Negro veterans is an inseparable part of this question. The firm which will not employ a Negro will not employ a Negro veteran. The determining factor is whether the applicant is a Negro, not whether he is a veteran.

There is a bright side to the picture. Many large firms which had their first experience with the use of Negro labor in a skilled capacity during the war emergency have expressed themselves as convinced that they can and should continue this policy. When it is realized that among these firms are some of the most highly skilled in the Nation with necessarily the most exacting standards of production, it becomes obvious that the Negro must be considered a competent and satisfactorily skilled workman, when properly trained and permitted to work under favorable conditions. That part of industry which would deny him his employment rights must find other grounds than the oft repeated and now thoroughly disproved assertion that Negroes do not make good skilled workmen. That they are not temperamentally suited to machine work. And that other employees will not work with them.

Some Negro veterans are coming out of the service with physical and vocational handicaps. Concern is felt because many of these men are entering the labor market prematurely. Provision is made by the G. I. Bill of Rights for medical care and the vocational rehabilitation of these men. There is a tendency on the part of some of them, however, to try to find lighter work rather than spend the time necessary for medical care or to become vocationally rehabilitated. There is need for community guidance in these cases. Where the veteran will permit himself to receive adequate medical care and spend the time necessary for vocational rehabilitation, he will find industry and government with a new attitude toward the employment of physically handicapped persons.

The Negro veteran will experience difficulty in securing employment in private industry, particularly at the level of the occupational advancement he achieved during the war years due to several factors:

1. Lack of seniority.
2. Relaxation of governmental control of employment policies and practices.
3. Development of new pressures between labor and management.
4. Cessation and or reduction of manufacturing in some industries having large percentages of Negro employment.

There are the same factors which will influence the employment of Negroes in industry generally. The problem of Negro veteran employment is to this extent identical with the common problem of Negro employment and must be dealt with accordingly. All movements and

trends which militate against the employment of Negroes threaten our objective of full employment of Negro veterans.

All Negro veterans are not returning to school or seeking employment in industry. Many who came from the farms are going back. Indications are that most of them will not be content with the tenant system under which they grew up, nor will they be satisfied to live under the primitive housing conditions from which many of them came. Farming in the South made great progress during the war. With revolutionary new farm machines affecting cotton, peanuts, and other crops becoming available almost immediately, Southern agriculture seems definitely on the upgrade. Many young Negro veterans have expressed their intention of throwing in their lot with Southern farming. This trend should be encouraged and, at the same time, every possible step should be taken to guarantee the Negro veteran interested in farming an opportunity to secure loans and other benefits due him under the G. I. Bill of Rights. The decentralization of the administration of these rights can be the cause of serious disadvantages to the Negro veteran.

Early studies of the post-war job objectives of Negro veterans indicated that a large number were interested in securing government jobs upon their discharge from the service. Reports show that this interest of the Negro in government employment is being confirmed by the number of inquiries being made regarding their opportunities for preferential employment in federal, state, county and municipal Civil Service jobs. Many Negro veterans are attempting to qualify and obtain appointment in government service. It appears that the possibility of government jobs being opened to Negroes is very slim except in those States where Negroes are a significant part of the voting population.

Many Negro veterans released prior to V-E Day elected to take the higher paid jobs in war industry and after 90 days automatically lost whatever reemployment rights they had. Some of these men now find themselves unemployed because of cut-backs due to cancellation or completion of war contracts. Although they no longer have reemployment rights under the law, Selective Service will give them every possible aid in securing suitable jobs.

The apprentice training program has offered a great deal of difficulty so far as Negro veterans are concerned. In very few places are they included in apprentice training programs. Continuous endeavor is being made to liberalize these programs so the Negro may have access to certain skilled occupations entered only through the avenue of apprenticeship. In some places where the battle for admission of Negro veterans to apprenticeships has been partially won, those who have been making the fight have become alarmed at the large number who have given up their training because of the lure of jobs which for the moment were more lucrative. The task of integrating young Negro veterans into the apprenticeship program obviously has two parts. Not only must acceptance be gained for them, but those se-

lected must be persuaded that it is worth their while to continue to the completion of their training program.

The anticipated migration of Negro veterans to areas which they feel offer them great economic and citizenship advantages appears to have begun. One large midwestern industrial area reports that one-third of its Negro job applicants are "out of state" veterans who plan to make this area their new home. The report continues with the comment that this influx of "out of state" Negro veterans brings to the front another problem, namely, housing. Negro housing which was never adequate became even more acute during the war years. Emergency housing programs were instituted and pushed, but the Negro veteran will find as he moves to new areas that he will have a housing as well as an employment problem to face.

What I have said represents only an effort at pointing to early trends in the problem of the employment of Negro veterans. The major part of the work of demobilizing Negro veterans still has to be done. Labor unrest, reconversion problems and even the transportation situation prevent the picture from being clear and make it difficult to recognize trends with much certainty. This much, however, I can say with regard to the contribution which the selective Service System will make towards meeting the employment problems of Negro veterans. It will make every effort to carry out the letter and spirit of the law which means that it is its purpose to make its Veterans Assistance Program function at all levels without discrimination because of race or color.

A NEW ASPECT IN INDUSTRIAL RELATIONS

(An address before the Conference of Presidents of Negro Land Grant Colleges, Chicago, Illinois, October 24, 1945)

H. F. WILLKIE

It has been just a year since a peculiar conjunction of events took place that finally brought me before this group at the request of Dr. Rufus B. Atwood. As I look back on these events, apparently unrelated in design, I wonder at the completeness with which they fit together to form the basis of a new movement in industrial and inter-racial relations.

The first event was my inner and personal recognition of the inter-racial problem in industrial vocation. Naturally I had been keenly aware of the distinctions and struggles of the Negro people for many years, but I had seen no method toward a promising solution except that I recognized the Negroes would have to furnish it out of themselves. It could not be given by legislation alone, nor by pressure. The challenge to act came when several of us sought to intro-

duce the problems of interracial accord into the agenda of the postwar planning commission of our state. It was promptly and not too politely thrown back at us with the excuse that our Governor already had created a special commission on Negro affairs which should be competent to handle the problem.

However, I had begun a study of Negro affairs in Kentucky, and I found that because of the lack of educational facilities and vocational opportunities we had lost by emigration over half the Negro population by per cent in the last fifty years. At the same time I became aware of the substandard farming, housing, and health facilities which existed in the Commonwealth of Kentucky, and so it seemed natural and desirable to focus particular attention on those problems. Dr. Atwood will bear me out when I affirm that we made an earnest effort to interest our colleagues in a method of approach. We described briefly a new movement in industrial sanitation which we believed would lead to the upgrading of some six or seven hundred thousand jobs held by Negroes in this country.

The subject was especially of concern to me because the chronic problems of sanitation in the fermentation industry have been a source of irritation for many years. In the plants with which I am associated we had experimented ever since Repeal with the administrative and technical aspects of industrial dirt and infection. Only this last year had we really made outstanding progress.

The two members of the Negro race who served on this Commission questioned us closely on the subject of industrial sanitation. Naturally enough, seven hundred thousand jobs offering security and opportunity was a lodestone to general racial improvement. That is what I have been asked to describe to you today.

Methodology is always interesting because it sets forth the way in which an end is to be accomplished; it lends reality and fact to our purposes. But principle is even more important because it is the seat of intelligence and integrity upon which method acts. Therefore, before entering upon a description of the method of this new industrial and interracial relations program, I shall introduce a number of concepts which led us to find out the method we now utilize in our company. If we can demonstrate this principle in a segment of employment, we should also be able to extend it generally.

This brings me to the second event which crystalized our purpose and showed us our approach. Again it has to do with postwar planning. We were looking for a means to provide an economic cushion against inflation and subsequent depression by holding basic hourly wages at a reasonable level without incurring the shock to the employee of losing the returns of overtime pay. That is, we sought some definite method of providing job opportunities by cutting back to forty hours without causing a critical drop in income and also without taking the first step towards inflation by acceding to the demand of fifty-two hours' pay for forty hours' work.

At the same time we were determined to fulfill a primary thesis of our report; namely, that it is jointly the responsibility of labor and management to provide a means of continuously upgrading employees so that they increase in economic and intellectual value rather than deteriorate as has been the case universally ever since men worked collectively in enterprises. Again, we were seeking to expand and implement the educational activities of our state so that our unenviable rank in educational and economic indices should be rapidly improved.

Consequently, we brought into our report on industrial relations the recommendation that employers limit productive hours to forty but supply an additional four hours' educational and training opportunity for each employee at time and one-half. In this way base wages could be held at a normal value, productive hours could be reduced, gross pay would remain at a substantial level, and both the employer and the employee would derive the obvious benefits of a stabilized, alert, well-educated citizenry in the industrial framework. As an additional and no less important benefit, the schools and universities would be able to expand their services to meet this potentially vast need and thus secure wide moral and financial support from the adult population.

The principle rather than the details of this program were accepted by the Commission after serious consideration. I believe it is unique in the history of a free society that education should be placed on a recognized economic basis and that it should be encouraged and coordinated in the adult earning period. There was doubt expressed as to whether any employer would voluntarily embrace a program which would increase his apparent labor cost for non-productive work. However, that is an old story in our company, and experience has shown that such an expenditure is amply repaid in productivity. It is a matter of record now that during the war one company which operated a program along these lines to a limited extent produced over two hundred per cent of its peacetime capacity (as determined by federal authorities) while the rest of the same industry produced less than one hundred per cent on the same basis. This was accomplished in spite of the fact that the high producer freely released his processes to all competitors and did not himself engage in any particular expansion of manufacturing facilities.

I bring this case to your attention because it substantiates the value of an advanced principle of industrial relations—the intellectual upgrading of employees by general education. Indeed, I cannot think of any other way by which anyone can be permanently upgraded, and I think that upon thoughtful reflection you will agree.

If we accept this hypothesis, it becomes a vital, pressing challenge demanding verification as a true principle. We determined to test it in a closed system after the manner of physicists, and if it should prove out, we would extend our system at least to our corporate limits.

We decided to take the most unpromising job we had—the one that gave us the most trouble—to put our theory to the test.

The job we selected was janitoring!

Can you think of a less enterprising, unenviable place to start? Janitoring is at the bottom. Worse, the industrial index has it that the job is already overpaid and that the caliber of employee required is something slightly less than feeble-minded!

Yet I cannot gainsay that we already had intimations of success, because we did not look upon janitoring in that light and because we had had the experience of upgrading an entire industry from the Slough of Despond after Repeal to a very well-respected, technological sector, all in less than a decade. Consequently we already had a method at hand and experience in using it. All we had to do was focus it on this chronic offender—the janitor.

It is true that the service employee is only one part of the vast field of industrial sanitation, but he is a very important one. He is the human being, the brain, through which all technology in the field is actuated. Thus if he fails, all fails. As always, we sought a scientific approach. First we defined the problem: the relation of successful sanitation to the employee engaged in it. Then we sought out the variables: wage structures, incentives, methods, nomenclature, types of employees, etc. Next we marshalled all known facts about industrial sanitation. Finally we determined the most likely point of attack. In doing this we found it necessary to establish a research foundation in sanitation and to write the first textbook on the subject. We made a nationwide tour to survey the problems and methods of a representative cross-section of industry. This tour didn't teach us anything we did not already know, but it substantiated our intuitive estimates of the low sanitation levels in even the most modern plants.

In studying our variables, we were not long in coming face to face with the fact that Negroes are and always have been associated with janitoring. The interracial employment problem, therefore, presented itself at the outset and became for us a problem to be solved before we could proceed. It was about this time that the aforementioned post-war planning program for the state was upon us, and so the problem had a double emphasis—a technological aspect and a sociological one. It is with the latter that we are concerned today, although as you will see, they are mutually dependent.

The peculiar heritage of the Negro gave us a start. He was already accepted in this sector of industry. True, he did and does not accept the role enthusiastically, and with good reason; it lacks opportunity and it does not meet his concept of security. Yet we were encouraged to try a sort of homeopathic treatment because fewer barriers and complications are involved when you deal with familiar facts in a familiar environment. Our approach, therefore, was to upgrade the job of janitoring and imbue it with characteristics that lend both opportunity and security. We felt that this would be not only a con-

servative means but a promising one. It did not call for persuasion, pressure, or legislation. It would live or die purely on its own economic merit.

There have been many attempts by Negro educators, labor leaders, and interracial organizations to broaden the horizon of employment for the race. Educators have built and operated technical and vocational schools under extreme difficulty only to find that a majority of their graduates could not secure employment in their professions or advanced skills. Labor leaders have found their constituents blocked from representative union membership by innuendo or exclusion clauses. Interracial organizations have sought to enlist publicity and pressure to force the issue of fair employment practices without general success.

Recognizing that these attempts toward liberalization and economic rehabilitation would continue in hands more experienced than ours, we limited our development to the already accepted industrial area of sanitation. We followed the adjuration of Booker T. Washington "to drop your bucket where you are," in short to develop the territory in which Negroes already were working and earning—some six or seven hundred thousand of them. To put it another way, we thought it well to take Andre Gide's advice: "Follow your bent—but in an upward direction."

One occurrence which some of you will remember shows how unprepared the Negro race is to take advantage of a field in which its members have labored for hundreds of years. When we established the Industrial Sanitation Research Foundation this spring, we sought the services of a chemist trained or experienced in the production and testing of sanitation chemicals—waxes, detergents, insecticides, and so forth. We wished to make the opportunity available to a Negro, and through the efforts of Dr. Atwood, the Negro colleges and industrial people were contacted by a wire explaining our needs and offering an attractive salary. Although many answers were received, **not one** prospective person had the simple prerequisites we sought! I am at a loss to explain this deficiency just as I am at a loss to understand why all the most modern laundries are not owned and operated by Negro business men since that line of work has been the prerogative of the race since the birth of this Nation.

Despite this initial setback, we concentrated on an employment campaign to hire qualified men from industry or colleges to take part in a training program for the new professions in sanitation. The joint efforts of our Research Foundation, Negro citizens in Louisville, the Urban League, and the Louisville Municipal College led to the organization of the first class of Negro college graduates in industrial sanitation ever to be formed.

Before presenting the method and principle of this special in-service educational experiment, it is necessary to define the field we are discussing. The background you have heard so patiently thus far has been dealt with in this expository manner because it is important

that you see clearly the elements and circumstances which gave rise to this undertaking and because in the near future it will become your responsibility as educators to appraise the outcome of our work. I think we are writing a few significant paragraphs of history in inter-racial relations and more broadly in industrial relations. Consequently, it seemed well to set forth our purpose before the certain growth of ramifications confuses our perception of the main stem.

It will add clarity of understanding to the description of the program to say something about the subject with which it is concerned, namely, Industrial Sanitation. This concept comprises a new force, or at least a latent one awakened, and a new profession. To define Industrial Sanitation is virtually impossible at this time because we are familiar largely with its negative aspects—the neglect within industry that leads to loss of productivity, efficiency, morale, character, health, and money. The reason that Industrial Sanitation has not been well understood in the past is because it has never been **measured**. Even with our meager store of data in this field we already know that the expense of neglect of sanitation is many times higher than even the neglect of safety, and as soon as management realizes this non-productive cost, it will act rapidly to check the losses. At that time—and it is not far away—there must be a large staff of men ready to respond to management's summons. Such a staff exists nowhere today, and with the one exception which I will take up subsequently, no attempt is being made to create one.

Industrial Sanitation calls first for the exclusion of dirt—that is preventive sanitation. Failing that, in certain cases, it requires the elimination of dirt—a corrective practice. In either case, architects, engineers, chemists, bacteriologists, physicists, administrators, artists, writers the whole catalogue of professions—are needed in great numbers. The sources and carriers of dirt are legion: dust and fly-ash; industrial wastes; process material spillages; bacteria; food, garbage, and sewage; ambulatory dirt—cockroaches, flies, and rats; gases, fumes, and occupational diseases; the detritus of human beings such as cast-off clothing, locker room trash, food and tobacco, odors, insect infestations, trash, excretions, and other excreta.

For none of these dirt sources has industry provided adequate preventive or corrective facilities. Let me offer an example from life. The scene is laid in a large plant in the north. It is famous for its modernity and for its management's recognition of sanitation. In fact, it employs nearly six thousand janitors! During wartime the weekly payroll of that force must have approximated two hundred and forty thousand dollars! A quarter of a million dollars a week for valet service! But is that plant clean? Most certainly not. And for many reasons, among which are the facilities of this "luxury" service staff. Although sanitation supplies amount to only ten per cent of the total cost of keeping clean, they must be purchased to chemical, physical, and performance standards if they are to be effective. In this plant there was no such purchasing practice. All kinds and qualities of

chemicals, brushes, machines, and containers were apparent, some deteriorated with age, or ruined by indiscriminate mixing; some unopened and dust-laden, all dirty beyond belief. The staff was untrained, unscheduled, and virtually unsupervised—three serious deficiencies. The sanitation supply rooms approximated the average in industry—a few crowded, dark, unventilated closets under stairs and among process equipment. There were no facilities for changing scrub water or securing supplies near the actual working areas. I would like to tell you how we took two of our own trained sanitors—not janitors—into that plant and gave a demonstration of proper practice. We began in the supply rooms; cleaned them out, eliminated the junk; built storage racks, installed light; applied paint; and set up a tentative inventory. The movement caught on immediately with the formerly apathetic janitors. They begged us to leave our white and red uniforms with them which to me is evidence that there needs to be pride in the job. That is an essential ingredient if it is the right kind of pride—confidence to work and grow and experiment, but not the kind of pride that excludes others from the growing and sharing. Machinists, engineers, chemists, and clerks talk with pride about their jobs when they go home at nights. I don't know what a janitor talks about, but you can be sure it's not about mopping the office or warehouse.

So you see the employment phase of Industrial Sanitation is in chaos. Industry already is everpaying its janitor staff for the quality of work it is doing, but is getting no results because on the one hand no research has been expended on the job and on the other no facilities or opportunities are made available through which a natural upgrading might occur. The best thing a janitor can hope for is transfer to a higher rated job in another department—a poor incentive to good work but an excellent one for day-dreaming.

Industrial Sanitation, like any powerful movement, does not stop in the factory. It has wide sociological significance. A clean factory militates toward a clean personnel, and that in turn toward a clean community and a clean city. On this count alone it holds much promise for the Negro people in less comfortable circumstances because if they learn the principles and methods of industrial sanitation, they will be able to advise city managements how to deal with problems of insanitation in their areas. The experience of advanced work in this field will kindle the desire to improve home circumstances by applying the same facilities and standard methods learned in the vocation.

Industrial Sanitation also opens important opportunity to the Negro of advanced education in that it creates a new profession, that of sanitationist, and utilizes many of the others in which Negroes are trained but for which they have found no outlet. The plant sanitationist will be on a par with the safety director—a responsible, well-paid job. There are associated with him the supervisors and foremen in sanitation, the laboratory personnel, and the sanitors themselves.

Thus a continuous upgrading of the service staff is possible and desirable.

Furthermore, this profession will extend itself into many other opportunities outside of industry proper. It will be a necessary adjunct in upgrading the position of the domestic. Normally the domestic is in the same economic position as the janitor has been—a limited skill, menial work, disproportionate hours and pay, and little opportunity in a given job. Nor do most domestics deserve more than they receive. They frequently mistreat the properties of a residence by the use of strong detergents, cheap oils and waxes, and drastic save-work methods. The condition of their mops, pails, washing machines, vacuum cleaners, and storage closets is deplorable. These make-shift, non-standard methods lead to slatternly habits which in turn effect the economic welfare and health of the employer's family. Here again the Negro is in an accepted role and has an opportunity to make himself more effective and valuable to society. It is not enough to organize a union of domestics, to seek social security, insurance, and like benefits. The bargaining power of the domestic is vastly more limited than that of the industrialist, just as the economic rating of the householder is limited compared to that of the industrial employer. Improvement, therefore, will be most feasible through upgrading the job to a true profession with apprenticeships in households of limited means.

This new work will provide jobs for many teachers, a walk of life which is overcrowded in Negro affairs. It is here that you educators can make direct use of the movement. Numerous schools covering a wide range of subjects will be required to train men and women for the jobs that are waiting in Industrial Sanitation. In order to acquaint you with the scope of this educational program, I shall conclude with a description of the one we are now conducting in the Louisville plant of Joseph E. Seagram & Sons, Inc., through the Industrial Sanitation Research Foundation. This description will not only give you insight into the subject matter to be treated but will offer a substantiation of the general method of improving industrial relations remarked upon earlier.

In September, 1945, through the efforts of Reverend W. P. Offutt, Dr. R. B. Atwood, the Louisville Urban League, and the Industrial Sanitation Research Foundation, we were able to interest twelve college-trained Negro men in the first course in Industrial Sanitation ever to be offered to such a group. Selection was made carefully with a view to including only those who are potential leaders of the race on the industrial scene. For the most part, they were rather mature men—chemists, biologists, mathematicians, etc., who had worked in laboratories in war plants and whose jobs were beginning to become insecure.

We put the proposition to them plainly: they would work forty hours a week in our plant as janitors, learning the newly-developed practices used on the job. An additional four hours a week, at time and one-half pay, would be spent in academic study and field work. The

program was to be of eight months' duration, after which time the successful members would be placed in advantageous positions in business, universities, or industry. The most outstanding person would receive a fellowship toward an advanced degree in industrial sanitation at an accredited school. The only obligations on each student were to do good work and to replace himself with a candidate having superior qualities to his precursor.

The purpose of the course is to give the men a thorough practical and administrative training in this new field. At its conclusion they should be able to sell themselves and their profession to any intelligent group. Toward this end a part of their training comprises a series of related courses in Business Correspondence, Public Speaking, and Technical Report Writing. We expect each of these men during his training period to appear before public groups, church societies, and educators to present his viewpoint. We expect them to write popular and technical articles for publication under their own names. We hope they will make inventions, suggest improved methods, and work out job analyses. They are to revive the Sanitation Society, a spontaneous pre-war social group for morale building, and to add to it a Technical Section, making the first step themselves to further their professional status.

A second hour each week is devoted to the principles of supervision and industrial management. It is supplemented by the best sound-film strips obtainable and is conducted by Seagram's education director. This training not only will improve their future relations with industrial personnel but will go far to make them acceptable prospects for other employers.

The third hour each week of training is devoted to the theory of industrial sanitation. It comprises the study of physical chemistry, the nature and composition of detergents, disinfectants, and waxes; the principles of manual and machine cleaning; the measurement of cleanliness—all the innumerable elements that research is discovering to rehabilitate this neglected sector of industry.

Here it is worth mentioning that our Sanitation Consultant is preparing the first textbook on Industrial Sanitation to be written. It is nearly ready for publication, and in the meantime its contents are being used experimentally in this class. I hope it is clear to you that this study has nothing to do with what is known as Sanitary Engineering; the latter concerns itself largely with the elements of public utilities and public health—it is just a segment of the entire image of Sanitation.

The fourth hour of study involves practical studies in Industrial Sanitation. It covers the origin of dirt—why man is dirty; the economic geography of supplies such as bristles, pyrethrum, fibers, resins and synthetics, carnauba wax, squill—all the elements of sanitation supplies. This study develops an appreciation of the complexity and financial values of supplies, lends a sense of romance to the job, and

teaches the student to be conscious and intelligent toward the purchasing problem.

Field studies and trips, experiments on the working site, the preparation of articles and brochures also are scheduled for this hour.

At the end of thirty-six weeks a final examination will be used to gauge the success of our instruction. As in the case of academic practice, weekly tests and periodic reviews are given for guidance of both instructors and students. Upon successful completion of the course, a diploma or certificate will be awarded individually. Then the graduates are ready to win their spurs in the new profession.

What prospects await the successful individuals? Several lines of progress are indicated:

Two or three definite plant supervisory and laboratory positions are ready at this time.

The fellowship previously mentioned is assured.

Tentative dealerships in sanitation supplies appear to be ripe for qualified personalities.

Associate members of the Industrial Sanitation Research Foundation are about to be canvassed for commitments to their avowed needs.

Teaching jobs—there should be dozens of advance opportunities to train thousands of men professionally and vocationally. Much of that is up to you. The colleges, neither white or Negro, are prepared to handle a program of the caliber we are carrying; yet we certainly cannot ourselves expand much more. We are not impelled to carry the load purely out of altruism. We are not reserving the program exclusively to the Negro candidate. It is simply a method that we have used before successfully to secure job improvement and through this, production and corporate improvement. We have done it in laboratories, offices, the distilleries, the utilities and maintenance departments—all throughout our operations and services. We find that to improve a job, we must bring trained intelligence to bear upon it, not through the analysis of an expert, but by the worker himself. To place such intelligence at work presupposes a high standard of education in personnel selection—preferably college graduates. This, in turn, implies that opportunity must be inherent in the job, else the college graduate will look elsewhere. It means paying a premium for education. But how else can we as a free democratic nation foster general education?

Well, we have done it before, and we are doing it again. But because of the sociological importance of this particular application, we need help in extending the values we have generated and which we cannot continue to generate indefinitely unless there is a guided demand for the products of our work.

And so I pass on to you your share of this new profession, this new force, this new method, this rising star of opportunity for your race and for industrial relations throughout the nation.

A TASK FOR EDUCATION IN A FREE SOCIETY

By Steele Gow

After many months of careful study and thoughtful conference, a distinguished committee of the Harvard faculty has recently published its report¹ on the objectives of a general education in a free society. Stressing the importance of a nice balance between the individual and society and endorsing democracy as an instrument to achieve and maintain such balance, the report says:

"Democracy is the view that not only the few but that all are free, in that everyone governs his own life and shares in the responsibility for the management of the community . . . Democracy is a **community** of free men . . . democracy must represent an adjustment between the values of freedom and social living . . . Democracy is the attempt to combine liberty with loyalty; each limiting the other, and also each reinforcing the other . . . The quality of alert and aggressive individualism is essential to good citizenship; and the good society consists of individuals who are independent in outlook and think for themselves while also willing to subordinate their individual good to the common good. But the problem of combining these two aims is one of the hardest tasks facing our society."

There could scarcely be a better time, in my judgment, for this emphasis on the importance of a nice balance between the individual and society, or for the identification of democracy as the best suited of all political systems to make that balance its special concern.

Democracy has served America well. It has given us sufficient strength of social organization to create an enduring government and promote it to a place of importance in the councils of the world. At the same time, it has given each citizen full title to freedom of worship, freedom of speech, the right of assemblage and petition, and other freedoms and rights which protect him, as an individual, against the power of the state.

But because democracy has served us so well for so long, we are in some danger of taking it for granted, of becoming casual in our defense of it. The price of democracy—let me underscore the point—is eternal vigilance that the freedom of the individual in all its forms and manifestations be safeguarded against inroads by the state beyond the point necessary to effect a cohesive society. It is wise, therefore, that we take stock from time to time of how the freedom of the individual is faring. And in the stock taking it is important to recognize that freedom is indivisible—that if it is threatened on any front of the individual's life, it is in danger on all fronts.

Is there, then, a threat to freedom on any front? To ask the question is to answer it. On the economic front the freedom of the indi-

1. **General Education In a Free Society**, Harvard University Press, 1945.

vidual has obviously been losing ground at a rapid rate in the past decade and a half.

Through the long period of the growth of our nation from a collection of a few frontier settlements along the Atlantic Seaboard to a powerful union of forty-eight states reaching from the Atlantic to the Pacific and from Canada to Mexico, we put our trust in an economic system which afforded each of us the largest measure of freedom for initiative and enterprise consistent with the rights of others. This freedom proved to be a stimulus to creative ability, and from that creativity our society drew a material sustenance which made America the goal of impoverished people from all the world. Our standards of living reached higher and higher levels. Our wealth was distributed more widely than that of any other nation. True, we suffered depressions from time to time, but in each instance we recovered to attain a higher plane of national well-being than we had ever before enjoyed.

Such was our economic history until the 1930's. Then the nations of the world—almost all of them, one after the other, found themselves in the grip of a depression which, it gradually became clear, was the result of deep-cutting regional and international maladjustments created by World War I—maladjustments which were long obscured from view and failed of attention because of the world-wide prosperity of the '20's.

The depression, beginning in Europe, hit the United States with its fullest force in 1932. In that year a new Administration came into office in Washington and immediately took action—vigorous action—to come to grips with depression problems. Many of the measures it employed, it became clear in time, operated to change the fundamental pattern of our country's economy, whether or not they were so intended. By legislation, the gold value of the dollar was reduced in the hope that a rise in prices would result and that this in turn would stimulate production. By legislation, a National Recovery Administration was created to enforce a balance between production and consumption by direct means of control. By legislation, an Agricultural Adjustment Administration was created as an attempt to raise agricultural prices by means of a curtailment of farm production. By legislation, a new code of employer-employee relationships was devised and a National Labor Relations Board set up to apply it. By legislation, conditions were prescribed for the floating of security issues and a Securities and Exchange Commission empowered to enforce the conditions. By legislation, a floor was put under wage rates and a ceiling placed on the length of the work week within which standard wage rates would prevail and beyond which higher rates would operate—this in the interest of spreading work and sustaining the income of the worker. By legislation, a Public Works Administration, a Work Progress Administration, a Civilian Conservation Corps, and other organizations were formed to provide employment at government expense.

The list of legislative enactments and Executive edicts employed by the Government of the '30's to gain power over the economic forces of the day is too long to complete. But even the partial list I have just given is sufficient to establish the conclusion that the economy of the '30's came more and more under the Government's direction, and that step by step the range of freedom for individual initiative and enterprise was thus circumscribed. This conclusion does not require that the Government be charged with a fore-planned program to change the fundamental pattern of our economy in the direction of state control. Indeed, a good case can be made for the view that the Government itself did not know from time to time what its next step would be. But that the Government did acquire a substantial dominance over the economy was, beyond doubt, the end result.

When this great economic power finally became obvious for all to see, some public officials felt it necessary to step forward in defense of the Government's new stature. None claimed that the full collection of depression measures were justified because they had succeeded in conquering the depression. Very obviously the measures had not had that result. Many of the officials did claim, however, that the Government's position had been acquired with the people's ready consent. Personally, I very much suspect this interpretation of events. I incline to the view that if the people could have foreseen the total pattern of controls which were finally effected, they would have stopped the development far short of its completion. I believe that insofar as the people gave ready consent to the measures, one after the other, they did so in the hope that each would be the one to bring the depression to an end. And I am quite certain the people anticipated that, inasmuch as the controls were acquired under the pressure of an emergency, the end of the emergency would bring the end of the controls.

But the depression had not ended when we became involved, late in 1941, in World War II. The Government then quickly added many new controls in the interest of throwing the full force of our economy against the enemy. Patriotically, the people showed a ready willingness to be led along whatever economic path would help most to bring quick victory. Patriotically, they accepted controls over prices, salaries, wages and rents; rationing; priorities; and a long list of other restrictions. By law, these new government powers were, in most cases, to end six months after the emergency or at other specified times. Now that the victory has been won, the time should be close at hand when the Government will declare the war emergency at an end, shed its war-born powers and give the individual enterprise system clearance to flex its muscles and revitalize the strength that is inherent in the creative energy of free American workmen and businessmen.

But there still remains the question of the permanence of the powers the Government acquired under the emergency of the depression. Here there is no legal obligation to terminate the powers. And I am quite sure that they will be retained indefinitely unless the people

come to the conclusion that they exact a too-high price of the individual's freedom in his economic relationships. For history shows that seldom do governments voluntarily surrender emergency powers once they become practiced in their exercise. Rather, governments tend to integrate the powers into the permanent structure of government where efforts to remove them meet the stiffest resistance.

Great as is the threat to the individual enterprise system from the powers already possessed by the Government, perhaps an even greater threat lies in two economic philosophies which claim to be making appreciable headway in the thinking of America. One is a philosophy which boldly charges that the individual enterprise system stimulates economic freedom to become economic license until it reaches a point where chaos runs riot. The only way, it says, to prevent this dire result is by government ownership of the means of production. This is not a new doctrine. It was preached by Karl Marx and is currently in practice in Russia. What is new is the strategic timing of the arguments its advocates are now advancing for America's acceptance of it. They argue that since we have, because of the depression and then the war, already made a wide departure from the individual enterprise system as we knew it before the '30's, the times are ripe for a complete break with the past by full repudiation of free enterprise.

The advocates of the doctrine claim for it, as I have said, a substantial number of American adherents. If this claim is valid, it is so, I suspect, because the preachers of communism dress the problems of a free economy in high colors and picture as futile all attempts to deal with them, while they tone down if not hide the problems which beset a communistic economy. No economic system can be free of problems. There is good reason to suspect that Russia found out that communism produces a rich crop of economic problems and that for some the solution can be found only by recourse to basic principles of the individual enterprise system. Shortly after Mr. Joseph Davies returned to the United States from his post as our Ambassador to Russia, he reported that an official of the Soviet Union had admitted to him that, contrary to the tenet of communism which holds that workers should be paid in accordance with their needs, many workers in Russia were in fact being paid in accordance with their ability to produce. "We found out," this official is said to have confessed, "that we had to make a concession to human nature."

Personally, I am not greatly concerned about the spread of communism in America. I am confident that when spokesmen for it appear in public to present their doctrine, they can be answered effectively. But I confess the difficulty of dealing with those who are said to have come to our country to work under cover at subversive activities calculated to create unrest and dissatisfaction with our way of life. Perhaps the method employed by the Order of St. Benedict in dealing with trouble makers in its midst may be the only course open to us. The Rule of St. Benedict contains this pungent directive:

"If any pilgrim monk come from distant parts, if with wish as

guest to dwell within the monastery, and will be content with the customs which he finds in the place, and do not perchance with his lavishness disturb the monastery, but is simply content with what he finds, he shall be received, for as long a time as he desires. If, indeed, he find fault with anything, or expose it, reasonably, and with the humility of charity, the Abbot shall discuss it prudently, lest perchance God had sent him for this very thing. But, if he have been found gossipy and contumacious in the time of his sojourn as guest, not only ought he not to be joined to the body of the monastery, but also it shall be said to him, honestly, that he must depart. If he does not go, let two stout monks, in the name of God, explain the matter to him."

To those of our citizens who are tempted by the Utopia which communism is pictured to be, the common-sense realism of Abraham Lincoln needs strongly to be recommended. Said Lincoln:

"Property is the fruit of labor; property is desirable; it is a positive good in the world. That some should be rich, shows that others may become rich, and hence is just encouragement to industry and enterprise. Let not him who is houseless pull down the house of another, but let him work diligently and build one for himself, thus by example assuring that his own shall be safe from violence."¹

The second economic philosophy is one which stops short of completely repudiating individual enterprise but argues that we can only partially depend upon it in the future. Preachers of this philosophy claim that since our geographical frontiers are now settled and since our population growth is declining in rate, we have reached economic maturity and will stagnate unless large-scale government spending is employed to bolster the private enterprise system. They contend that however well private enterprise has served us in the past, it can no longer achieve high-level employment with sufficient consistency to meet the requirements of the day. They therefore advocate more or less continuous large-scale programs of public works and other activities to disperse government funds as props to purchasing power. They would not hesitate to have the Government borrow funds for such spending and they wouldn't be much concerned about the growth in national debt which would result. "The debt is no burden," they say, "since we owe it to ourselves."

Dr. Harley L. Lutz, Professor of Public Finance at Princeton University, has effectively answered that debt philosophy. Stressing the relation between taxes and debt, he says:

"In the sense that taxation and debt payment occur within the country, the effect of an internal debt is different than would be the case if large foreign remittance had to be made to service a foreign-held debt. But it is pure sophistry, or rather a very impure sophistry, to say that because the bondholder receives cash payments in settle-

¹Message to Congress on December 3, 1861.

ment of interest or principal obligations, the taxpayers do not experience a burden in paying taxes, or that they have no ground for being disgruntled. The unity of our common social interest does not go that far. By such logic there can be no case against any kind or degree of taxation whatever, for what is taken from some is at once paid out to others. Hence taxation should be no burden to us since we are paying the taxes to ourselves."¹

Dr. Lutz gives an interesting review of the history of this country's attitude toward deficit finance from the days it first used deficit spending as a pump-priming device. "When the Federal deficits began, they were hated," he reports. That was the period when President Roosevelt was saying "Too often democracies have been wrecked on the rocks of loose fiscal policy." "But in time," says Dr. Lutz, "the face became familiar. The deficits were endured for a time as a necessary evil, but we apologized for them and promised to end them soon. The next stage was pity, because the national income had not gone up enough to enable us to get rid of the deficits that had been incurred in the effort to boost the national income. In other words, we felt sorry that we could not lift ourselves by the boot straps. At last, deficit spending was embraced as a good thing in itself."²

The brief time I have on this platform does not permit a full recital of the deficit spending thesis or a complete marshalling of the answer to it. Two recent publications will give you the full thesis and the complete answer. One is "The New Philosophy of Public Debt" by Harold G. Moulton, president of the Brookings Institute;³ the other is "The Bogey of Economic Maturity" by George Terborgh.⁴ I should, though, like to stress this one point: deficit spending is a practice that easily becomes chronic, and it is certain that chronic deficit finance will mean a larger and larger national debt requiring higher and higher taxes, which can easily reach the point where they strangle individual enterprise. Or, a growing debt will create more and more inflation, which will require more and more government regimentation of our economy to prevent a national collapse.

This new philosophy has great appeal to many people because it is presented as a means of saving the individual enterprise system. As one critic of it has said, "It works both sides of the street. It begs the approval of those who think that the Government should have the dominant role in the economy, by claiming that deficit finance is the modern way to achieve that end. And it begs the approval of those who want the individual enterprise system to survive, by claiming that deficit finance is the only means of saving it."

¹Guideposts To a Free Economy, McGraw-Hill Book Co., Inc., 1945.

²Ibid.

³The New Philosophy of Public Debt, Brookings Institution, 1943.

⁴The Bogey of Economic Maturity, Machinery and Allied Products Institute, 1945.

And so we see that not only have government controls actually made substantial inroads into our individual enterprise economy during the past decade and a half of depression and war, but that two prominent schools of economic thought make proposals for our future which would lead us farther and farther away from the system by which we built the great material strength that is the envy of all nations.

When we look abroad, we there see developments which are not reassuring as to the future of individual enterprise. In England, Harold Laski, the mentor of the British Labor Party, is reported to have proclaimed that the time is at hand to blast the foundations of the existing economic order. Geoffrey Crowther, editor of the **London Economist**, recently advocated a "mixed economy" which would give government a larger economic role than it has hitherto enjoyed in his country or ours. And the immediate predecessor of the present incumbent of the Archbishopric of Canterbury advocated state ownership of mines, communications, the Bank of England, etc. Shortly after it came into power recently the British Labor Party reaffirmed its intention of nationalizing the Bank of England, the British steel industry and mines as a forerunner to similar treatment of other segments of the British economy. British policy, it is to be remembered, frequently exercises great influence on American policy.

But is it, you ask, really so important that we save the individual enterprise system? I ask you: Is it important to preserve the freedom of the individual? As I see the issue, the importance of preserving the individual enterprise system lies not so much in the superior living standards it produces as in the role it gives freedom. For freedom is, as I have said, indivisible; if a man be denied freedom in the way he makes his living, can he long remain free in the way he lives?

Of all the freedoms, loss of economic freedom is especially crucial because it is but a step removed from loss of political freedom. For a government that manages the economy is in a position to manipulate more and more of the expenditures of the economy to prolong, if not to perpetuate, its political power. Spending and spending can mean electing and electing. Once this happens, those in office feel a scurity of position that emboldens them to rule with a high hand. They become progressively intolerant of one form of individual freedom after another.

Lovers of freedom should take timely warning, I suggest, from John Stuart Mill, who wrote in his **Essay on Representative Government**:

"A people may prefer a free government, but if, from indolence, or carelessness, or cowardice, or want of public spirit, they are unequal to the exertions necessary for preserving it; if they will not fight for it when it is directly attacked; if they can be deluded by the artifices used to cheat them out of it; if by momentary discouragement, or temporary panic, or a fit of enthusiasm for an individual, they can be induced to lay their liberties at the feet even of a great man, or trust

him with powers which enable him to subvert their institutions; in all these cases they are more or less unfit for liberty; and though it may be for their good to have had it even for a short time, they are unlikely long to enjoy it."

And now—perhaps you will say "At long last!"—I come to that task of education in a free society about which I wish to speak today. What is that task? The answer can, I think, be put in a single sentence. One of the greatest of the tasks of education in a free society is to preserve, protect and promote freedom itself. This is not to say that it is not a task of education to promote strength of social organization; but it is to say that in terms of the trends of the day, promotion of freedom is the more urgent task if a sound balance between the individual and society is to be maintained. It is not to say that the promotion of freedom is a task for education alone; but it is to say that of all the instruments which can be employed for freedom, none surpasses education as a means of reaching all the people and equipping them for intelligent action in behalf of freedom.

First, education must arouse the people to a love of freedom that will make it the very foundation of the society they compose. If it be charged that this would be to have education engage in propaganda for one way of life as opposed to another, the reply is that unless education does more than merely identify the values for which men may strive, unless it shows what values are most worthwhile and stirs men to achieve them, it will be a sterile thing, impotent in its neutrality.

Education must, in the second place, teach the people to realize that freedom is not so much something they **have** as something they **make**. Speaking at the 1945 summer commencement exercises of Ohio University on the subject "Making Liberty" (which is another name for **freedom**), President Kenneth Irving Brown of Denison University began his address this way:

"A letter from a navy friend in service recently brought me a new phrase: 'I'm making liberty Saturday night with two fellow Denisonians.'"

"'Making liberty': I know, of course, the practice of servicemen of calling free time 'liberty'; a serviceman gets his 'week-end liberty.' But my friend said he was 'making liberty.'"

"I know what my correspondent meant: he was spending his leisure time with some friends. But the phrase 'making liberty' has additional implications. I have heard often of the 'right to liberty,' of 'fighting for liberty,' of 'winning liberty'—all of them common enough expressions suggesting that liberty is something complete, an entity; you either have it or you don't have it. But 'making liberty' suggests that liberty may be something to be built, to be constructed, painstakingly and laboriously and lovingly . . ."

Freedom, we must learn, is not an endowed bank account. We can draw on freedom only as we make deposit to its account.

Not only must education imbue our people with a loving loyalty to

freedom, and stir them to build freedom and build and build and keep on building it; education must also teach them the high necessity of never surrendering one's own freedom or violating that of another under any pressure, however heavy—in short, the necessity of giving freedom the force of a moral principle in human relationships. Too often believers in freedom are easily frightened to forsake it in an emergency; too often they deliberately infringe the freedom of their fellows for a selfish end or in the interest of expediency. The best way to build freedom is consistently to put freedom into practice under all conditions and in all circumstances. Education must teach this lesson to all of us.

And so, it seems to me, the dangerous losses the freedom of the individual has suffered in recent years on the economic front are warning that if freedom everywhere is not to be in jeopardy, those who have education in our society in their charge must address their efforts vigorously to three objectives: first, the enthroning of freedom in the hearts of the people; second, the stirring of the people to build freedom into a stronger and stronger force in society; and, third the inciting of each of us to activate freedom in his own life and to honor it in the life of his fellow man.

In charging education with the achievement of these objectives, I am conscious that education to these ends is not a function of our schools alone. It is also a function of the older man to the younger man, of father to son, of the man of wisdom to the ignorant man, of the man of good will to the man of ill will, of the strong man to the weak man. It is a function of you and me. It is a function of America, for America is only you and me. Walt Whitman truly said:

“Oh I see now, flashing, that this America is only you and me,
 Its power, weapons, testimony, are you and me,
 Its crimes, lies, thefts, defections, slavery, are you and me,
 Its Congress is you and me—the officers, capitols, armies, ships,
 are you and me,
 Its endless gestations of new States are you and me,
 The war—that war so bloody and grim—the war I will henceforth
 forget—was you and me,
 Natural and artificial are you and me,
 Freedom, language, poems, employments, are you and me,
 Past, present, future, are you and me.”¹

However, education in the formal sense, in the “school” sense, has a special responsibility for aggressive action in behalf of freedom, for the school is society's organized way of effecting personal and social betterment. Time beyond your patience would be required for an attempt by me to sketch even an outline of a “freedom program” for the school. Let me, rather, bring my thesis to sharp focus on a particular category of school and there attend to a single specific issue as an

¹Walt Whitman, “As I Sat Alone By Blue Ontario's Shore.”

illustration of organized education's task. The schools are the schools for colored people, and the issue is how these schools can help their people find places in our postwar economy. A reason, among others, why I choose the economic phase of society is because the toughest testing-ground for freedom is to be found there, if my general thesis is correct.

First, let us examine the prospects in general for postwar prosperity. Then we shall have a measure of employment opportunity. Our postwar economic prospects are good. They can be better than good if some of the impedimenta in the path of free enterprise are removed. But they are good—and for clear reasons. The American people and American business firms accumulated something like \$200 billion of savings by the end of the war. They hold these savings in sufficiently liquid form to make them readily available as purchasing power. Savings accumulated to this huge total because wartime restrictions on the production of civilian consumer goods and civilian capital equipment denied both individuals and business firms a normal opportunity to spend the large income accruing from the war-inflated economy. Shortages of civilian goods meant, too, the building up of a backlog of consumers' and producers' demand. Thus we have both a piled-up demand and a piled-up purchasing power. The coincidence of these two makes for prosperity, and we can have a reasonably durable prosperity if enterprise is given a favorable environment. Prosperity means high-level employment.

What are the colored man's employment prospects? Here we come face to face with factors which it is well we should discuss with complete candor, for the indications are that the colored man's employment prospects will be about the same in relation to the general postwar level of employment as they were to the prewar level and no better unless certain obstacles are overcome.

Evidence abounds that the greatest advances immediately ahead for our economy are in business based on technology. These are therefore the businesses that appear likely to undergo the greatest expansion of employment and thus offer the best opportunity to newcomers to industry. Employment—at least the better employment—in the trade and service as well as the manufacturing aspects of such businesses usually requires specific vocational training in some degree. By and large the colored man does not have that training. Why? Certainly he is not incapable of it. The hard fact is, I strongly suspect, that the training has not been acquired by any substantial number of colored people because it could not be used. Frankness compels the answer that in too many places in industry there has been an active prejudice against the colored man. Both management and labor have been guilty of the prejudice. Although the charge may be denied, many labor unions are strongly suspected of barring colored people from their membership in the interest of keeping the supply of organized skilled workmen short in relation to the demand and thus pressuring wage rates upward. Similarly, there is evidence that many employers

have bypassed colored people in their hiring practices. Sometimes outright prejudice appears to have been the reason. Sometimes expedient avoidance of trouble with their white employees if colored people were hired was apparently the motive.

Just as we can trace a circle in two directions, so we can argue that there has been little employment of colored people in industry's skilled and semi-skilled jobs because they lacked the necessary training, or we can argue that colored people were not trained in large numbers for skilled operations because there was a scarcity of jobs available to them. In my judgment, the cause and effect sequence is "few jobs available" and therefore "few were trained."

To break the cycle is no easy task. However, the breaking of it has to be undertaken. Legislation compelling what has come to be known as "fair employment practices" is one way. If recourse is taken to this solution, then the fair practices should be made mandatory on labor unions and all other organizations whose power influences employment practices, as well as on employers. But my thesis has to do with education, and hence I should like to examine the task which schools for the Negro face in integrating their people into American industry. The first step should be a joining of the leaders of the schools for the Negro with the leaders of all other schools to form a united front of educators to energize education for progress toward the three basic "freedom objectives" I listed earlier. Achievement of these objectives would mean a general atmosphere favorable to freedom and a strong public support behind the efforts of Negro educators to deal with the particular problem we are now discussing.

Another step for the leaders of Negro schools is to reach the leaders of American industry for a joint consideration of the problem of economic opportunity for the colored man and woman. These industrialists can be made more fully to realize that employment practices which draw a color line are an infringement of the freedom of the individuals discriminated against and therefore weaken confidence that American industry really believes in freedom. Moreover, they can be shown that the infusion of more colored men and women into America's industrial personnel would fortify the individual enterprise system's defenses against government restrictions on economic freedom because the colored man has lived a history that has conditioned him to love his freedom with a full ardor.

A third step is to make contact with a new movement in education which appears to have great promise for the training of leaders of organized labor. Cornell University has recently set up a school to teach present and prospective labor leaders the application of the principles of economics, sociology, political science and other disciplines to the labor movement and its problems to the end that enlightened leadership may guide the movement not only to serve the welfare of those who belong to its organizations but also to make these organizations a more constructive force for economic progress in general. Harvard University has for some time been developing a similar educa-

tional program, although it has not yet, I think, given its courses the status of a school within the University. It seems to me reasonable to hope that such educational efforts can promote a full realization on the part of labor that in the long run it hurts its own cause when its organizations follow an "exclusion" policy. An "exclusion" policy is an infringement of freedom and when labor compromises the freedom of others, it encourages the compromise, sooner or later, of its own freedom. I anticipate that the type of labor education pioneered by Harvard and Cornell will spread to other colleges and universities, and I would suggest it to be of the first order of importance that the leaders of Negro education not neglect to communicate with this new force in American education.

Full-blown freedom requires full equality of economic opportunity. A united front of leaders of education and of industry and of labor can be a fortress against which the waves of race prejudice that make for denial of equality of economic opportunity will break more and more as time goes on.

The task ahead is hard. Let us not lose faith. We strive for a worthy goal, for a condition in which the colored people of America are judged by their worth and by no lesser standard. Then they can chant with glad pride the Whitmanlike words of Langston Hughes:

"I, too, sing America
I am the darker brother
I, too, am America." ¹

¹Langston Hughes, "I, too."

FULL AND FAIR EMPLOYMENT

Harrison T. Brooks

This issue is just as simple and important to the American people today, and, yes, the peoples of the world, as is a lasting peace to a world confused from the throes of war.

THE ONLY THING NECESSARY IN MY OPINION IS FOR THE PEOPLE TO UNDERSTAND THAT WE MUST HAVE FULL EMPLOYMENT, AND DEMAND THAT ALL THOSE WILLING AND ABLE BE PROVIDED WITH JOBS. Yes, it's just as simple as that.

If a nation can gear its machinery, in the time of war, to produce jobs for millions, including women and men past forty, with the productivity culminating in weapons of destruction, then, by the grace of God, it can find ways and means of producing those 60,000,000 jobs that some sections of the industrialist group—the N. A. M., Chamber of Commerce, and others, have termed impossible . . .

BUT BEFORE EVEN THIS IS POSSIBLE, WE MUST HAVE FAIR AS WELL AS FULL EMPLOYMENT. FAIR EMPLOYMENT IS ESSENTIAL.

Recent enactment of Senate Bill S.380 by a vote of 71-10, carried with it certain crippling amendments, to the extent that charges of emasculation are now in order. As passed by the Senate the Bill itself doesn't ". . . make jobs, nor guarantee jobs." Here is what Senator Taft has to say about it, ". . . full employment couldn't be achieved in a democracy . . . only a totalitarian nation—communist or fascists, could reach that objective." He has been seconded in such a scare by Senator Ball, Minnesota, who stated ". . . the idea of guaranteeing economic securing for the people of Germany and Italy, led straight to fascism and nazism." Ball must have been in a tough spot when he made such a statement—as to Taft, well, you draw your own conclusions.

Let me state here and now that I was substituted at the eleventh hour for Mr. Richard W. Smith, Sec-Treas. of the Joint Council Dining Car Employees, and far be it from me to throw a monkey wrench into a well planned program. I am vitally concerned with the subject of full employment. After reading statements similar to those just quoted I know only one way to tackle the problem—that is straight from the shoulder. So, if I'm too blunt, excuse please.

The stuff I read by Senators Taft and Ball is so much hogwash—in fact, coming from representatives of the people, it doesn't make sense—they doubt the intelligence of the American people. Ball and Taft, in this instance, do not speak for the American people. Strip

the full employment measure of political intrigue, and what have you? Just one of the points laid out in the second Bill of Rights, as advocated by Franklin Delano Roosevelt, which was very simple—"The Right To Work."

What was expected of Truman and the administration? Nothing less than carrying out the Roosevelt policy based on the mandate of the people in the '44 elections. Those of us who realize and fight for full and fair employment don't want communism, we don't want idealism or utopianism. However, if we can't have full employment without 'isms', then I say bring on all the 'isms' with the exception of fascism. We only want AMERICANISM as it pertains to democracy.

We only say, if we may without being termed radical, that, if private enterprise can't make for full employment (and the 1930s proved that it didn't know the score, and at that time didn't care) if big industrialists can't provide it (and they can't, because General Motors, Montgomery Ward and others, to mention a few, are crying to high heaven now) then government must provide jobs for all. Isolationism, a concept far more dangerous than communism, as has been proven, yet as destructive as fascism, all but wiped out our way of life. During this period industrialists only brought to the masses of people cartels, monopoly, and more cartels—all without full employment. If these forces had been able to gain control, instead of fighting a war of liberation for the oppressed peoples of the world, we probably would have been stalemated, or defeated in our isolationist cell, solely for the lust of power, and the refusal of economic justice, which is tantamount to full employment.

If Senators Taft and Ball and others are opposed to giving GIs, women, and mankind in general a guaranteed livelihood, why are they prepared and showing willingness to cut the internal revenue collections some \$2,555,000,000 by kick backs to industry and big investors?

In view of the fact that the government has subsidized these people during the time of war, through priorities, land grants to railroads, etc., and, I have it from no better authority than the war labor board, that, after Pearl Harbor, although we were guaranteed that no millionaires would be made out of this war, profits, in some instances, rose to the astounding figure of 360 per cent. Yet, we do not allow the same 'great white father' the privilege of taking care of his brown, white and black children.

I have quoted a few figures—something, as a rule with which I am not concerned, but speaking before an audience like this, I thought it would be expedient to back up my argument with a few figures. But, speaking practically, in the common vernacular of the street, the way to get full and fair employment is

"Jack, if it ain't fair employment, then it ain't right, and, if it ain't right, we gotta fight to make them cats give it up."

This may sound strange to you, but go into negotiations for better working conditions less full employment and you'll understand what

the 'hep cat' means. We must mobilize through the school, the church, the community, and every other organized group, taking for granted that the opposition forces on this issue are so wrong it's pitiful. We must expose the issue and demand that the government not only allocates jobs in time of war, but in time of peace as well. We should receive the same guarantee as that given to the railroads, the automobile industry and big business in general in order that we can be assured of a decent living.

Some would have us believe that the problem confronting us is a Negro problem, and we should come in only for a proportionate share—possibly based on population percentages. In other words, since we are one-tenth of the population we should expect a ratio of unemployment in kind. Such idiotic thinking is out of date. WE ARE AMERICANS FIRST, NEGROES SECOND. WE HAVE NO PROBLEM; AMERICA HAS A PROBLEM. So we lend the lie to the opponents of full and fair employment who use as a subterfuge the 'isms', because when the Red Army was beating a tattoo on the heads of the master race at Stalingrad—the philosophy of "it can't be done" faded. The same forces had nothing but praises for these gallant people.

The school, the church, and women must form the vanguard for action on this vital problem. Supplementing these forces is the labor movement, influential and active, waiting to throw its full strength behind this all out struggle for justice and economic liberation. Not because I am a representative of labor do I say all labor, both CIO and AFL have a program—a program which gives real meaning to full and fair employment. Organized labor is in complete support of the FEPC, the minimum wage law, a guaranteed annual wage, a 36-40 hour work week, the complete integration of women into industry, adequate low cost housing and health programs, full eradication of restrictive covenants, equal pay for equal work, unity between majority and minority groups and other progressive measures.

When we speak of labor we do not limit our scope of thinking to the people who work in steel, auto, or railroad industries, but we include the white collar worker, the professional doctor, lawyer, school teacher, and, above all, that twisted and misguided fellow known as "the small business man." All are laboring people, dependant upon one another and must not fall victims to exclusionism, which eventually leads to mass unemployment. They must realize and realize now that what affects the forces of organized labor will have definite repercussions on them. They can no more turn their back on labor without fear than politicians today can ignore the atomic bomb.

We have reached the age of "atomic understanding," where any issue, whether it be wage increases or full employment, must be understood by the people, so that the people—all people—can unite to make for the youth of America and the world a better place in which to live.

Systems of education must be revised, especially that phase of it dealing with economics and political science, because mis-education is

worse than lack of education. The colleges of today have a definite rule to play in equipping the youth for this gigantic struggle—the struggle that begins and ends with the individual's economic welfare. Youth must be educated and prepared to lead on the economic as well as on the spiritual and moral fronts.

Who should be better suited to bring about leadership of full and fair employment than the Land Grant Colleges of America? Their very existence typifies the spirit by which such a measure of full employment ever became an idea. For instance, you hold one-fifth of the Negro students of the United States, and they know that it was back on July 2, 1862, that the date was set to establish colleges for agricultural and mechanical arts. The bill itself granted federal land to each state "for the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding scientific and classical studies, and including other vital schools of learning" (of which labor education is a part) ". . . in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." Each state received an equal to 30,000 acres of land for each Senator and Representative in Congress.

In all fairness the legislators of that day were far ahead of our present day Tafts and Balls, not to mention the renegade Rankins and Bilbos. The fact that they legislated then a measure, which, in their day, must have been progressive or radical, in order that you gentlemen might sit here today proves that progress can be legislated into law, that, were they sitting in the Senate or House of Representatives today, the score might have been 81-0 for the full employment bill without crippling amendments.

Therefore, it is incumbent upon you, the recipients of this gift, to carry it on in the name of the people, and broaden its scope to include the problems of the people. To this end we should work unceasingly toward the goal of full integration of the Negro into the whole of American life—full and fair employment being no exception.

SURVEY OF POST WAR AVIATION POSSIBILITIES IN NEGRO LAND GRANT COLLEGES

Made by request of and delivered

at the

Twenty-Third Annual Session of the Conference of Presidents
of Land Grant Colleges

October 25, 1945, Chicago

By G. L. Washington, Tuskegee Institute, Alabama

At the request of your executive committee, I have given some study to post war aviation possibilities in your colleges. What I shall say will apply equally to other colleges not represented in your conference. In fact, the major portion of my remarks might be considered as being addressed to educators of Negro youth in general.

Aviation is a large and ramified subject and, as you doubtless know, it lends itself rather easily to far-flung speculations and to broad and breath-taking vistas of what the immediate future has in store for us. Aviation, I believe, is everybody's business. It is properly the concern of not only aviation enthusiasts but of the community as a whole, civic leaders, business men, educators, parents, and of all who are alive to the needs of the day.

There is one large and important group in the country whose interest in aviation is already such that it needs no stimulation. I speak of the younger generation in the land. It is primarily in the interest of this most important group that I have devoted time and thought resulting in this report. All children, even the youngest, are interested in planes and what makes them go. From our observation, they already "live" aviation and we could all use some of their enthusiasm and imagination. I once heard a prominent college president state that aviation instruction in public schools stands alone in having been introduced as result of demand on part of the pupils.

Early in 1944 more than half of the 28,000 high schools in the country had introduced pre-flight aeronautics courses as an integral part of the curriculum. These studies have not supplanted existing courses. They have supplemented them, enriching their content and giving them a new focus and relevance. It is important to note further that such courses have not been offered as a part of a vocational training program. Their aim is not primarily to produce pilots and other specialists in aviation. Undoubtedly many of these will result as a by-product. However, these courses are offered as part of the

general cultural program, to enable the student to understand and orient himself more easily in the world in which he will live.

The world of the younger generation will doubtless eventually shrink to a greater extent than it has done in our thinking. This shrinkage has been wrought by the airplane. The true measure of distance today is not miles but time. Transcontinental and other commercial air travel is not now new to us but continues to be the subject of marvel. But such commercial air travel, though highly important and subject to greater expansion, will account for but a small percentage of our post-war civilian airplanes.

It is reliably predicted that within three years from today some 300,000 civilian planes will be in active service. You will appreciate the significance of this when it is remembered that at the time of Pearl Harbor the total number of licensed civilian aircraft numbered 25,000. Ninety-five per cent of the 300,000 civilian aircraft will be small planes flown by private flyers for pleasure or business, or both. Those who had their own planes before the war, many thousands of pilots and aviation specialists returning from the armed forces, and our own sons and daughters will fly these planes. Most of the younger generation is going to fly whether we like it or not. You can remember, or possibly have heard older people relate, how some years ago children were forbidden to drive or have anything to do with a contraption capable of speeding at twenty miles per hour. The story of the automobile is well known to us. Young and older people are flying now and the numbers will soar as light plane production hits its stride.

Negro youth and citizens want to understand about the airplane, what effects it has brought nationally and internationally, and how to fly just as any other people. Their interest and aptitude for flying is equal to any others. This has been clearly demonstrated under civilian and military training programs over the past six years and has been the experience of the speaker in training Negro and white students to fly, as well as in supervising efforts of both Negro and white flying instructors in our organization. Wherever the opportunity is given Negroes, young and old, will fly and show the same interest in aviation developments as any other group.

EDUCATIONAL RESPONSIBILITIES

You are presidents of a most important group of institutions of higher learning for Negroes. Upon you, just as upon presidents of other colleges, rests a unique responsibility occasioned by the world's entrance into the air age. The impacts of aviation have branched out in countless directions, and these trends must be followed and understood by an educational system which is adjusted to the times. The present obligation of schools to educate youth for life in a shifting era is not the simple task of merely re-applying conventional educational

procedure. Ultimate adjustment of schools to the air age involves a clear recognition of both the immediate effects of swift transportation and the long-term adjustments in society to be worked out over a long period. The first of these tasks consists of aiding both children and adults to appreciate the fast transportation and communication created by planes. Reference here is to peace-time applications primarily.

The adjustments in society present a problem of great magnitude and one that cannot be met in a month or year. Progressive school people even now are seeking perspective and attempting to catch at least the major outlines of aviation's long sweep into the future, for the changes to come may finally be faster than any yet seen, or even imagined, and the air age may well offer man a challenge so powerful and insistent as to shake his faith in many of his present fundamental concepts. In fact, our generation may be forced to a major reinterpretation of our physical world, our key social ideas, and finally our educational plans for youth.

STUDY OF COLLEGES—AVIATION

Returning to the matter of post war aviation possibilities at land grant colleges, the writer regrets that he was unable to personally visit each college in the group. A questionnaire designed to furnish basic information was reluctantly submitted to the presidents upon which a 50 per cent return was realized. In addition it was thought wise to visit just a few colleges, feeling that the findings thus might be representative of the group. The state colleges of Virginia, North Carolina, South Carolina and Hampton Institute were visited. In each case a conference was had with the president and certain educational officials on the subject. In many cases of the institutions from which we did not receive questionnaires it is felt that the speaker is acquainted with aviation history and possibilities resulting from several years of correspondence and contact with officials thereat and, in cases, visits made prior to this study.

Basic observations may be briefly summarized as follows:

1. In every instance it was definitely indicated that the student body is interested in learning to fly, taken as a group.
2. With the exception of three colleges, there is no history of teacher education offerings in aviation education.
3. With the exception of six colleges, no flying training on an organized basis has ever been afforded students at the college. All flying training ceased with conclusion of Civilian Pilot Training.
4. The combined reports indicate knowledge of the following courses in aviation being offered within the state:
 - a. Flight Training.
 - b. Subjects allied to flight training.
 - c. Teacher education courses in aviation for elementary school teacher-trainees.

d. Teacher education courses in pre-flight aeronautics for secondary school-teacher trainees.

e. Aviation instruction in elementary schools.

f. Pre-flight aeronautics in high schools.

5. Twelve colleges indicated their interest in aviation development as follows:

a. Flight & Allied Ground Subjects.....10

b. Aviation Education Course11

c. Vocational Aviation Courses10

6. An Aviation Committee existed at one college.

7. The twelve institutions represented approximately 3,500 male and 7,000 female college students.

8. 175,000 Negroes resided in the same town or city in which the twelve colleges reporting were located, while 300,000 resided within a radius of fifteen (15) miles.

9. Seven of the colleges were within ten miles (10) of existing airports where flying training of civilians is in progress. However, half of the colleges indicated that flight training of Negroes was not the policy of the operator.

10. The majority (7) of the colleges indicated that suitable site for a landing field for light aeroplanes existed on college property. This was observed to be true at three of the four colleges visited.

11. Six of the colleges indicated a desire to operate its own flying school. Two indicated no desire to do this but indicated a willingness to aid a Negro operator to gain a start even to the extent of a reasonable financial outlay on landing field construction.

The picture would indicate that Land Grant Colleges are ripe for aviation developments from the ground floor. In view of the present challenge of the air age and believing that each college earnestly desires to initiate steps leading to such training, I am venturing some recommendations which I feel would be basic. These recommendations are stated in general terms but are supplemented later with more specific and detailed discussion. The supplement may be studied or reviewed at some later time, especially when officials and committees may be in the process of planning. The general recommendations follows:

1. It is recommended that Aviation Education courses be given immediate study and planning with a view to early introduction at the college. The courses recommended comprise (1) a collegiate course in the Science of Aeronautics, (2) a collegiate course in Aviation for Elementary School Teachers, and would be offered for the following purposes:

a. General, cultural education for students and faculty at the college.

b. Preparation of teacher-trainees to introduce aviation material into curricula of elementary and secondary schools.

c. Preparation of science and mathematics majors to introduce pre-flight aeronautics or science of aeronautics in secondary schools.

d. To augment flying training, particularly in the cases of those students, faculty and others who anticipate obtaining the private pilots' certificate.

2. It is recommended that every possible arrangement or plan whereby flying training may be made available to students, faculty and community people at the college be immediately explored with a view to

a. Encouraging students and others to begin such training who are now able to pay the cost of same.

b. Anticipating possible re-institution of flight scholarships under a Civil Aeronautics Administration program similar to Civilian Pilot Training of some years back.

c. Any future state agency flight scholarship program.

d. Any plans involving flight training in connection with the R. O. T. C.

3. The appointment by the president of an Aviation Committee at the college, comprising representatives from the major areas of instruction—including Science and Education, to plan and promote aviation instruction at the college and stimulate same in public schools throughout the state is recommended to facilitate fruition of any recommendations herein accepted. Such a committee should give early attention to submitting a program to the president and faculty involving:

a. General education and/or vocational education courses in aviation at the college, including flying training.

b. Means and plans for popularizing aviation instruction among public school officials and teachers to the extent of introducing same into elementary and high school curricula.

c. Enlightenment of citizens of the community regarding aviation and its effects upon civilization and present and future living.

d. Keeping abreast of educational developments in aviation both within the state and nation.

e. Engineering the accomplishment of a State Plan of Aviation Education for Public Schools, particularly for Negroes and effecting the inclusion wherever possible of plans for Negroes alike for whites and preferable one single plan for all schools.

4. In order to facilitate the introduction of a program in aviation instruction in colleges and public schools for Negroes, and in the interest of preparation of initial teachers, it is recommended that the Land Grant Colleges as a whole sponsor an aviation instruction workshop course for the summer of 1946. The interest and representation of college, public school, state department of education and federal education representatives should be solicited in promoting and encouraging enrollments in the course.

5. It is recommended that wherever possible the college provide airplane landing facilities on its own property and in any event lend tangible encouragement to Negro instructors and operators in the training of Negro students and citizens.

6. It is recommended that the qualifications of the many military and civilian pilots being released for civilian service be reviewed in the light of present college needs for services and for possible service in connection with promotion of aviation instruction.

7. Inasmuch as even the smaller communities are now giving thought or planning for landing facilities and/or airparks for the host of future transient flyers and citizens desiring flying training or field facilities, it is recommended that college officials assume responsibility for leadership to assure that Negroes are included in any such plans involving expenditure of public funds. To this end, the cooperation of civic and business leaders, both white and Negro, should be solicited.

SUPPLEMENTARY TO RECOMMENDATIONS

Report to

Conference of Land Grant College (Negro) Presidents

October 25, 1945

G. L. Washington

1 AVIATION COMMITTEES

The appointment by the President of an Aviation Promotion Committee for his college would seem a logical first step. Those comprising the committee should have an interest in the subject. However, such a committee should definitely comprise representatives from the departments of Education and Science and should, if possible, have representation from all major departments of instruction. This committee, with the active support of the president and other college officials, should be assigned the task of popularizing aviation at the college, in the community and throughout the state. It is likely that the following tasks would be included in its assignment:

a. **The working out of at least tentative plans for development of aviation instruction at the college** in one or more of the following phases: (1) Aviation Education, (2) Flying Instruction, and (3) Vocational aviation instruction. In the case of aviation education instruction, the schools or divisions of Education and Science should definitely participate in the planning.

b. **Assuming leadership at the college, in the community and in the state in the matter of popularizing aviation.** Speakers on the subject at college assemblies, public meetings, county teachers' meetings, state teachers' meetings, etc., may be drawn from active and discharged military pilots, civilian pilots, airport officials, representatives in the Aviation Education Services of the Civil Aeronautics Administration in

Washington, D. C., and other specialists in the field. The interest of elementary and high school principals throughout the state should be created in the subject.

c. **Taking the initiative in effecting a State Plan of Aviation Education** through joint efforts in planning of representatives of the State Department of Education, college, high schools and elementary schools. "**Aviation Education in Wisconsin Schools**" may be secured by addressing the State Department of Instruction, Madison, Wisconsin. This publication is basic to this consideration as well as considerations in general on aviation education.

d. **Encouraging and assisting public schools in introducing aviation material into their curriculum.**

e. **Seek to initiate flying training for students and faculty and community people.** In this consideration, study might be given to one or more suggestions included in this supplementary information.

This committee should early establish contact with the Aviation Education Service, Civil Aeronautics Administration, Washington 25, D. C.

2. COLLEGIATE COURSES

There are two collegiate courses which should be considered for early introduction. They should be offered both in summer school and during the regular term.

Science of Aeronautics for Secondary School Teachers:

This course generally occupies from 90 to 120 class periods of 50 to 60 minutes. Appropriate undergraduate and graduate credit has been given for this course by many of the country's most reputable institutions of higher learning. Study units embrace: Orientation and History, General Servicing and operation of aircraft (including Aerodynamics), Meteorology, Communications, Navigation, Civil Air Regulations, Materials and Methods of Teaching Aeronautics in the Secondary Schools. Outline of this course may be secured from: Civil Aeronautics Administration, Aviation Education Service, Department of Commerce, Washington 25, D. C.

In addition to the outline there is included in the above monograph (A) a suggested bibliography of books and materials, (B) a list of aviation magazines, (C) a list of visual aids, and (D) a list of sources from which the teacher may obtain free or low-cost materials to use in teaching aviation to pupils.

This course would enable graduates of the college to initiate or teach **Pre-Flight Aeronautics in high school**. It would be of general interest to students and faculty in all areas of study, particularly those interested in learning to fly and obtain a **pilot's license**.

Aviation for Elementary School Teachers:

This course is designed to enable the elementary teachers to find the information they need in order to converse intelligently with their

pupils about aviation and to build instructional units on various aspects of aviation to use with their pupils.

The syllabus for this course may be obtained from the same government agency indicated above. The syllabus, in addition to study units, includes: (A) a suggested bibliography of books and materials, (B) a minimum list of books upon which the course may be based, (C) an annotated bibliography of recent aviation story books for children, (D) a list of sources from which teachers can obtain free or low-cost materials to use in teaching aviation to pupils, (E) a suggested list of visual aids, and (F) a list of aviation magazines.

The questions or problems included in each unit were chosen in light of Children's queries, Teachers' Judgements, Available Reading Material, and The Science Background of Probable Students and Instructors.

The study units include: History of Aviation, The Structure of Airplanes, Identifying Airplanes, Airways and Airports, Civil Air Regulations, Communications, Meteorology, Theory of Flight (Aerodynamics), The Power Plant, Air Navigation, Workers in Aviation, and Social Significance of Aviation.

3. TEACHER CONSIDERATIONS

Collegiate Courses. Any good, interested teacher may easily prepare himself or herself to teach the Aviation for Elementary School Teachers course. The Science of Aeronautics course is readily handled by science and mathematics teachers.

Teacher-trainees. Science and mathematics majors are the logical ones to elect Science of Aeronautics for the purpose of teaching Pre-Flight Aeronautics in high schools. No such stipulation would necessarily obtain in electing Aviation for Elementary School Teachers.

Public Schools. Until such time as the colleges graduate students prepared to introduce aviation material and courses into elementary and secondary school curricula, the colleges should offer and emphasize collegiate courses in the summer sessions for in-service teachers. Likewise, public school officials should encourage teachers to pursue such instruction in summer sessions. Reference here is to Science of Aeronautics and Aviation for Elementary School Teachers.

Note: In the matter of teacher material for both colleges and public schools, consideration might be given to released military and civil pilots who otherwise qualify as teachers.

4. SUMMER WORKSHOP

The task of popularizing aviation, initiating collegiate courses in the college, training in-service teachers, aiding public schools to introduce aviation material into existing courses and institute pre-flight aeronautics, working out specific programs for the college, and engineering the establishment of a State Plan for Aviation Education might be greatly facilitated if the colleges would agree to sponsor a workshop course for the summer of 1946.

It is certain that the Aviation Education Service of the Civil Aeronautics Administration could be relied upon to assist and render valuable aid and suggestion in planning for such a workshop. Specialists in the field could be relied upon to assist.

While this movement might be sponsored by the Land Grant Colleges, registration should be encouraged from other colleges.

5. FLYING TRAINING

Colleges can hardly overlook early provision of flight training for students and faculty. Many students are able to pay for such instruction. CAA is likely to reinstitute flight scholarships during this present school year. There are possibilities in connection with the R. O. T. C. High Schools should not view flying training as being remote. Four (4) hour flight scholarships are already being offered by certain states to high school pupils. The faculty and community people want this instruction. Last summer the Tennessee Bureau of Aeronautics awarded twenty (20) scholarships to Negro in-service teachers pursuing aviation education courses at Fisk University, comprising subsistence and ten (10) hours of flight instruction.

Presidents, officials and aviation committees might consider the following suggestions in initiating flying training:

a. Present Operators at Nearby Airport.

Existing operations at nearby airports present possibilities for immediate flying training of students. Owing to transportation difficulties and time consumed, the airport should be fairly near the college. In at least half of the cases of Land Grant Colleges returning questionnaires, it was stated that the white operators at nearby airports want to train Negro students and invited the trade. This should be particularly true now when operators need all the income possible and while the industry is getting an initial hold. Students and faculty, and community people, able to pay should be encouraged to start now. When a few start, many more will follow.

Under this arrangement, there would be no financial liability to the college for flight training. The college might be called upon to furnish transportation to the fliers at a reasonable cost. Where possible, schedules and other appointments should be arranged in order that the student might meet the airport schedule.

In case of CAA scholarships and/or flight courses in connection with the R. O. T. C. the local operator might be designated to conduct the flying under contract with the government.

Officials should be sure that proper rest and lounge facilities are provided by the operator and that reasons for any embarrassment are guarded against or removed.

b. Obtaining Rights for Negro Operator to Operate on Nearby Airport.

In some instances, it was reported that the operator on the nearby

airport was not willing to train Negro students. College officials might secure rights for a Negro operator to train from the airport, paying a reasonable fee. There are available pilots in the race with experience. The immediate problem would be securing aeroplanes. In some cases rentals from the white operator might be possible. Most operators are short of planes just now and are awaiting new deliveries. A private group at Tuskegee could furnish instructors and aeroplanes to a limited extent at present.

The Negro operator would have whatever expenses involved in flight training. He would expect to cover same and make profit by income from not only students of the college but faculty and citizens of the town. In the beginning, the college might engage part-time services of the pilot in some needed capacity on the campus and to assist in aviation education instruction.

It is very likely to be found that flying of Negroes will develop more rapidly and satisfactorily under a Negro pilot and operator.

c. Providing a Landing Area on the Campus and Operating Flying as a Part of the College or Permitting a Negro Operator to Conduct Flying Therefrom.

It goes without saying that flying would develop more rapidly if the training were done on college property and in close proximity to the main campus. Many would fly from seeing others fly and who would not otherwise journey out to the city airport to engage in such instruction.

A number of the colleges have excellent sites for a landing area for light airplanes already on its property. At little expense, such sites could be placed in flying shape. Technical advice would be readily available from CAA representatives, state aviation engineers, or other specialists.

If the college purchased flying equipment it could readily obtain pilot instructors who might serve part-time in other capacities until such time as flying would engage his full time.

On the other hand, the college might make its landing area available to a Negro operator who would be responsible for furnishing all equipment and instruction. This operator would depend upon students, faculty and citizens for income. The college at the start might subsidize the operation by using the pilot in some needed capacity part-time.

Colleges having suitable sites and an interest in this particular plan should secure advice and guidance of someone familiar with CAA regulations and airport requirements. The field would not require any runways such as asphalt or concrete. The field might be square or comprise one or more landing strips.

The college (or high school) officials should protect the school's interest as follows in dealing with operators or in conducting flying under the college's auspices:

(a) The flying operation should be rated by the Civil Aeronautics Administration as an approved flight school.

(b) The operator should maintain an insurance policy to cover public liability and property damage which will hold and save harmless the flight school instructor, the school and its board, and the trainee. The minimum limits of this policy should be \$50,000/\$100,000 public liability and \$5,000 property damage.

(c) Provision of insurance for the trainee in the amount of \$3,000 in case of death and \$500 hospital and medical expenses for injury.

(d) Provision of a proper number of flight instructors and of aeroplanes to maintain an approved instructor-student ratio.

(e) To refuse a further flight experience to students when they become hazards to persons and property.

6. HIGH SCHOOLS

Aviation education has been introduced into the curriculum of high schools in two ways—through a full-year course in pre-flight aeronautics (science of aeronautics), and through introducing aviation material in other existing courses.

In corporation of aviation material into the following courses has been successfully accomplished: Geography, Biology, General Science, Social Studies, English and Language Arts, Fine Arts, Industrial Arts.

"Aviation Education in Wisconsin Schools" is highly recommended for study in connection with high schools. A copy may be secured by writing the State Department of Instruction, Madison, Wisconsin.

7. MISCELLANEOUS

a. The interest of Negro citizens of the community should be kept in mind in developing aviation at the college. The college should take leadership in requesting county and city officials to include provisions for Negro citizens in any airparks and other landing facilities to be built from public funds in the interest of the private flier.

b. Officials and committees at colleges and schools having to do with aviation development should secure all information possible from the Civil Aeronautics Administration, Aviation Education Service, and from any other sources possible.

c. Officials and committees should keep abreast with aviation developments in their state designed for whites. Every effort should be made to have programs for Negroes made identical. In cases where the state does not have a State Plan for Aviation Education, advantage should be taken of becoming a part of the initial study and planning.

d. Elementary and high school interests should be taken into account in any comprehensive planning at the college for development of aviation instruction.

e. Following the example of Tennessee, a number of southern states will probably soon offer flight scholarship to in-service teach-

ers undergoing instruction in aviation education in summer school and to teacher-trainees undergoing such instruction during the regular term. This development should be watched and in the meantime instruction introduced at the college in such manner as to qualify for participation herein.

f. A similar advice might be given to high school officials with respect to flight scholarships for high school pupils undergoing study of science of aeronautics.

g. Colleges should keep in close touch with developments of the Civil Aeronautics Administration's Aviation Education Service.

h. Colleges should keep in close touch with flight training developments under CAA. In the meantime it should anticipate the manner in which ground and flight training would be conducted in the event that flight scholarships are offered during this term.

THE NEGRO

THE UNITED STATES DEPARTMENT OF AGRICULTURE AND THE NEGRO LAND GRANT COLLEGE

By E. M. Norris

October 25, 1945

For three and a quarter centuries, the Negro has been an important segment in American agriculture. First a slave and then free, he helped to push back the frontier, fell the trees, plow the soil, hoe the crop, reap the harvest, hew the wood, draw the water, for a young and somewhat inarticulate nation of vast resources in its struggle for a new way of life called "Democracy."

According to the 1940 census of agriculture, 964,100 Negro families totaling 4,502,300 persons lived on farms in the United States. They represented 14.9 per cent of the total farm population of the nation. They operated 46 million acres of land, 16 million of which were in cultivation. During the recent war years, it is estimated that Negro farmers produced annually from 500 million to 750 million dollars worth of food and feed for the allied cause. Their food fight for freedom makes a striking parallel to valor upon the battle field and toil in shops and factories.

At the center of our national concern about the many and varied problems of the farmer and the general welfare of agriculture is our United States Department of Agriculture. This concern reaches out for scientific information on how to combat pests and diseases, how to increase the soil fertility, how to grow two blades of grass instead of one, how to improve seed and sire, how to market advantageously, how to live harmoniously and happily upon the land, and how to improve generally the agricultural economy.

Oddly enough and yet not so odd, the Department of Agriculture was born of war. When President Lincoln signed the Act establishing Agriculture as an independent Bureau, May 15, 1862, the same as during World War II, there was a shortage of farm labor and an unprecedented demand for production. The Civil War Congress opened Western farm lands to settlers on comparatively easy terms through the Homestead Act and opened the way to agricultural training through the Land Grant College Act. The U. S. Department of Agriculture and the Land Grant College, born of the same War Congress, find close kinship of interest in agricultural problems and in the ultimate purposes and techniques for the solution of these problems.

The United States Department of Agriculture is a huge agency of the government having 96,476 employees, as of August 31, 1945, 66,-289 of whom were employed full time. Since the Negro is so important to American agriculture and since the Department of Agriculture and the Land Grant Colleges are jointly interested in the agricultural welfare of the nation, I have chosen to discuss with you "The Negro, The United States Department of Agriculture and the Negro Land Grant College." We are now in the process of getting from each bureau and office of the Department a list of Negro employees showing classifications, grades and locations of their employment. As soon as this process is completed and we have compiled and analyzed the available statistics, our information will be as of September 30, 1945. Our compilations to date in the main are for September 30, 1944.

Table I shows the status of Negro employment in the Department as of September 30 for the years 1941, '42, '43 and '44.

TABLE I

NEGRO EMPLOYMENT IN THE U. S. DEPARTMENT OF
AGRICULTURE AS OF SEPTEMBER 30, 1941, '42, '43, '44

Employment Type	For Year:			
	1941	1942	1943	1944
Departmental	275	384	706	859
Field	1025	1136	1001	1044
Total	1300	1520	1707	1903
Agricultural Extension Agents	550	574	583	600
GRAND TOTAL	1850	2094	2290	2503

During that period, the departmental employees increased from 275 in 1941 to 859 in 1944. The number of field employees remained fairly

constant with 1,025 in 1941 and 1,044 in 1944. The total increase was from 1300 in 1941 to 1903 in 1944. There were 550 agricultural extension agents in 1941 and 600 in 1944, giving a grand total of 1850 in 1941 and 2503 in 1944. These figures show an increase of 213 per cent for departmental employees and 1.7 per cent for field employees and 9 per cent for agricultural extension agents.

For this same period, there has been a tendency toward reduction of the total force by the Department, as shown in Table II.

TABLE II

TOTAL FULL TIME EMPLOYMENT IN THE U. S. DEPARTMENT OF AGRICULTURE AS OF JUNE 30, 1941, '42, '43, '44, '45

Employment Location	For Year:				
	1941	1942	1943	1944	1945
Departmental	13,041	11,913	11,063	10,374	10,315
Field	106,279	101,618	95,861	68,347	70,242
TOTAL	119,320a	113,531a	106,924a	78,721	80,557

a. Includes Letter of Authorization Employees approximately 20,000 or 30,000 a year.

Table III shows the Negro percentage of all employment in the Department for the period under discussion.

TABLE III

RATIO OF NEGRO EMPLOYEES TO ALL EMPLOYEES IN THE U. S. DEPARTMENT OF AGRICULTURE FOR THE YEARS 1941, '42, '43, '44

Group	1941	1942	1943	1944
All	119,320	113,531	106,924	78,721
Negro	1,300	1,520	1,707	1,903
Negro Percentages of All	1.1	1.3	1.6	2.4

In 1941, the Negro represented 1.1 per cent of all full time employees. Over the period, there was a small but constant increase to 2.4 per cent in 1944. It is interesting to note the difference in racial ratios for departmental and field employees.

TABLE IV

RATIO OF NEGRO EMPLOYEES TO ALL EMPLOYEES IN THE U. S. DEPARTMENT OF AGRICULTURE, BY DEPARTMENTAL AND FIELD ASSIGNMENTS FOR SEPTEMBER, 1944

Employment Type	All Employees	Negro Employees	Negro Percentage of All Employees
Departmental	9834	859	8.7
Field	51224	1044	2.0

In September, 1944, 8.7 per cent of the agricultural employees stationed in Washington were Negroes while only 2 per cent of those outside of Washington, or in the field, were Negroes.

Table IV (a) shows a wide range of racial ratios of employment—from 35.5 per cent of Negro employees for the Office of Secretary to 0.2 per cent for the Federal Crop Insurance Corporation. The Beltsville Research Center, the Bureau of Human Nutrition and Home Economics and the Library are above the population ratio for Negro employment. Agencies showing less than 2 per cent Negro Employment are:

- Foreign Agricultural Relations
- Farm Credit Administration (and associated agencies)
- Forest Service
- Commodity Credit Corporation
- Federal Crop Insurance Corporation

TABLE IV (a)

RATIO OF NEGRO EMPLOYEES TO ALL EMPLOYEES BY OFFICES AND BUREAUS IN THE U. S. DEPARTMENT OF AGRICULTURE AS OF SEPTEMBER, 1944

Office or Bureau	All	Negro	Negro Pct. of All
Office of the Secretary	518	174	35.5
Research Center (Beltsville)	214	58	26.1
Bureau of Human Nutrition & Home Ec.	189	43	22.0
Library	195	29	14.9
Bureau of Dairy Industry	204	15	7.3

TABLE VI

RATIO OF NEGRO EMPLOYEES TO ALL EMPLOYEES IN THE
U. S. DEPARTMENT OF AGRICULTURE, BY CLASSIFICATION
GROUPS

Classification Group	All Employees	Negro Employees	Negro Pct'age of All Employees
CPC	3,789	962	25.9
SP	13,010	268	2.0
CAF	34,748	604	1.7
P	16,668	33	0.2

a—For August, 1945. b—For September, 1944.

The question arises how well are we training or qualifying persons to fill positions in the professional and scientific classifications. In a handbook issued by the Department April 5 of this year on "Qualification Requirements of Some Professional, Scientific and Other Specialized Positions," the following P-1 positions are listed:

- Agricultural Economist
- Agricultural Statistician
- Agronomist
- Animal Husbandman
- Chemist
- Agricultural Engineer
- Cartographic Engineer
- Chemical Engineer
- Civil Engineer
- Construction Engineer
- Hydraulic Engineer
- Mechanical Engineer
- Entomologist
- Farm Security Administration Supervisor (Farm)
- Farm Security Administration Supervisor (Home)
- Forester
- Horticulturist
- Librarian
- Plant Pathologist
- Plant Physiologist
- Range Examiner
- Sociologist

Social Science Analyst
 Soil Conservationist
 Veterinarian

P-1 grade of employment carries a base salary of \$2320 per year and the training qualifications are at the level of or equivalent to the baccalaureate degree. The training qualifications for some of these jobs read as follows:

AGRICULTURAL ECONOMISTS, P-1

Training or experience equivalent to that represented by graduation from a college or university of recognized standing. College training should include major study in agricultural economics, with supporting courses in such subjects as: economics, agricultural marketing, rural sociology, farm management, statistics, vocational agriculture, public finance and price analysis. Emphasis in choosing electives should be placed on agricultural sciences. Courses in journalism and report-writing are desirable.

AGRONOMIST, P-1

Training or experience equivalent to that represented by graduation from a college or university of recognized standing. College training should include at least 20 semester hours in agronomy and soils. Electives should be chosen from related agricultural sciences.

ENTOMOLOGIST, P-1

Training or experience equivalent to that represented by graduation from a college or university of recognized standing. College training should include at least 20 semester hours in entomology and its supporting subjects. Emphasis in choosing electives should be on botany, biology, bacteriology and chemistry.

FORESTER, P-1

Training or experience equivalent to that represented by graduation from a recognized school of forestry.

HORTICULTURIST, P-1

Training or experience equivalent to that represented by graduation from a college or university of recognized standing. College training should include at least 20 semester hours in horticulture.

SOCIOLOGIST, P-1 (Alternate Title: SOCIAL SCIENCE ANALYST, P-1)

Training or experience equivalent to that represented by graduation from a college or university of recognized standing. College training should include a major in sociology, rural sociology, psychology or agricultural economics, with a minor in public administration, political

science, statistics, or economics, and some training in anthropology. Electives should be chosen from the following: public speaking, discussion methods, social theories, comparative cultures, community organization, social psychology, social disorganization, social movements, social control, government, research methods.

SOIL TECHNOLOGIST, P-1

Training or experience equivalent to that represented by graduation from a college or university of recognized standing. College training should include at least 20 semester hours in social science. Emphasis in choosing electives should be placed on courses in geology, physical geography, ecology, plant physiology, and research methods.

Unless we are teaching more than the catalogues of our colleges indicate, the graduates from our agricultural colleges generally are not qualified, from the standpoint of training, for those positions. Of course, there are a few among us who do finally qualify after doing post-graduate or graduate study in these fields but it does not seem reasonable to expect our young people to invest in graduate education which ends in \$2300 jobs and puts them in competition with those whose more appropriate baccalaureate training fits them for these jobs.

In the past, we have trained primarily for the fields of agricultural extension service and vocational agricultural teaching. We might easily contend that with our limited staffs, facilities and number of persons choosing these educational fields, training programs along these lines in our colleges cannot be provided. This, I would call the easy answer or exception. I am of the opinion, however, that we can do a better job than we are now doing. With a limited staff of well-qualified persons, a fairly broad agricultural curriculum or two or three specialized curricula in agriculture, with more emphasis placed on alternate offerings and electives and more flexible requirements for graduation and greater accentuation of course content embellishments for the unusually alert and aggressive student and greater emphasis on guidance of the more individual type, we might still get the job done. In this way, we may satisfy both our orthodox requirements for the positions for which we have trained in the past as well as for these professional or scientific positions of agriculture in the government. I realize that a full appreciation of this suggestion calls for more discussion and detailed analysis than we now have time for.

In all of this, however, we want to place emphasis on three factors: (1) a well-qualified staff; (2) flexible curricular offerings and requirements for graduation; and (3) careful guidance of the individual student and more concern about individual differences. Also, some of our institutions are in a better position than others to emphasize concentration of studies in the technical lines of agriculture. Maybe these few should do the pioneering. Especially does it seem that this might apply to institutions like Tuskegee and Hampton and the

Land Grant Colleges in the border states that are not greatly burdened with the training of agricultural extension agents and agricultural teachers.

As we swing from a war era to peace with reversion on all fronts moving full speed ahead, we shall have more and more problems of employment to contend with, also more cases of discrimination because there will be more opportunities for it to be exercised. We shall find rapid formations of an organized alert for every sign of discrimination.

The other day in talking with a Chief of a bureau who is in position to know generally about the complaints of employees and of supervisors of employees in the U. S. Department of Agriculture, I raised the question "What is the nature of the majority of complaints registered against Negro workers?" The answer resolved itself into two parts—first, the complaints against Negro employees are of the same complexion as those registered against employees generally; the second part of the answer tended to indicate a difference in degree rather than kind along the line of all too frequent indulgences in unexcused absences and unwarranted sick leave. We must remember that these can easily form grounds for first separation when an agency finds it necessary to reduce its force. It is detrimental for us all for this condition to resolve itself into a racial stereotype. This condition holds an implication for our training program along the line of health and physical fitness as well as, perhaps, along the line of character training.

Now to recapitulate, it seems that as we look forward to fuller integration of Negroes in the U. S. Department of Agriculture, emphasis should be directed along these seven lines: (1) a general increase in the ratio of Negro employees in the Department; (2) a wider distribution of Negroes in the various offices and bureaus of the Department; (3) an increase in the grade level generally where qualifications and work efficiency justify; (4) greater representation in the SP, CAF, and P classifications, especially P classification; (5) more emphasis on placement in field agencies; (6) a general upgrading on the basis of certain strategic salients in key positions; (7) developing training programs in our colleges which will tend to qualify Negroes for the types of expansion indicated in numbers "(1)" through "(6)."

We should get some encouragement from the figures which show an increase in the number of Negroes employed by the U. S. Department of Agriculture and a general rise in the level of employment. We can see in this a kind of mass movement upward which is just as significant as an occasional placement of an occasional Negro in an occasional key position in the Department. Each of these tendencies has its place. We look to the latter to set the stage and prepare the way for general integration of competent and qualified Negro personnel in the Department and to the former for closing in on salients strategically gained. All in all, we must work toward the general improvement of our total farm population and the uplifting of the agri-

cultural interest and welfare of our people and of the nation. Only by keeping in mind unselfishly and without racial bias the basic philosophy of using to the maximum the several abilities of the manpower resources of the nation and the ultimate ideal of "the greatest good to the largest number" can we press our claim for fuller integration into this agency of our national government.

REPORT OF
THE RESOLUTION COMMITTEE OF THE CONFERENCE
OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES,
CHICAGO MEETING, 1945

Agricultural Extension Service

Through its direct service to rural people and through its promotion of goodwill towards the colleges, agricultural extension service is a valuable aspect of the Land-Grant college program. This effectiveness will be increased in its desired proportions when significant progress is made in three phases of its work, namely, (1) increase in Negro personnel, (2) increase in funds for work among Negroes, (3) larger participation of Negroes in the administration of services among their own people. Increasingly, qualified Negroes are becoming available for all phases of agricultural extension activities. Their training and ability fit them for salaries and status equivalent to all others in the agricultural extension forces. Their heavy responsibilities among Negro rural people, and not infrequently among others is a matter of common knowledge and of record.

Until real progress is made in significantly improving these three aspects, the potential human resources of southern rural life will remain as barren as the land upon which they have grown-up. Too, like it they will invite constant exploitation.

Many of the discrepancies and undesirabilities of agricultural extension work among Negroes can be corrected at the source by the Department of Agriculture through its annual approval of State plans, and by the activity of State Directors. We call upon the Department, and the State Directors to take such action as will correct the situation.

Aviation

Efforts should be made to assure the continuance of Negro pilots in the air. The records and citations of Negro Army aviators justify the beginnings of these units as made on a civilian basis at institu-

tions here presented, and argue for attention to further training in the science of aeronautics with the return to peace-time status.

Federal Aid To Education

Cessation of war economy, especially in the areas served by our member colleges, accentuates the need for Federal aid to education. The South, supporting two independent systems of education on half the per capita wealth of the country cannot do an effective job without Federal assistance. Moreover, the interdependence of all sections of our country implies that the weal or woe of each is conditioned by the success or failure of the other. Since Federal aid is sought only to equalize educational opportunities for **all** persons, the principle when effected should guarantee that all individuals, regardless of race, creed or origin share equitably in the enterprise.

Full Employment

Full employment, defined in terms of the democratic principle, is essential to the economic well-being and the highest spiritual good of all inhabitants of our land. Ability should be used to the utmost extent regardless to the racial, religious, or social status of its possessors. Such use, not only adds to the total wealth of all individuals of society, but brings personal satisfaction making for a peaceable and stable citizen.

Our colleges must emphasize that all productive labor is dignified as long as it is not anti-social. Ours is the further responsibility for engendering at the college level whatever attitude and skills will contribute to the earning of an honest living. Especially should we teach the proper place of collective bargaining as a means whereby the voices of those whose labor service is so necessary in production may be made manifest.

Improving Intergroup Relationships

The Atomic bomb, the airplane and the radio, in their masks of death have unquestionably verified the principle of "the Man from Nazareth" that "we are our brothers keeper." Now more than ever before we see that all human beings are essentially the same in mind, body, and spirit. Differences such as do exist are ascribable primarily to external factors which is an index of their transitory status.

Because of the social lessons learned from the war, because of the philosophy of Land-Grant education, and because Negro Land-Grant colleges are located in a section of our country where inter-group relationships are most unsatisfactory, it is a moral responsibility of the Negro Land-Grant college to work actively toward improving human

relationships. It is important to remember that human relationships are adjusted satisfactorily only when governed **practically** by the principles of justice and decency.

National Security

The wish for national security dominates the thinking of all Negro Land Grant colleges. Toward this end, we suggest that standard **Reserve Officers Training Corps** units and other Federally supported training programs be established in all member colleges whose memberships, when merged with similar units and voluntarily recruited personnel in all other branches of our Armed Forces, should constitute the necessary man-power need. As a further step toward national security, we believe it strongly advisable to encourage all efforts toward making effective a world political organization based upon justice and law in which nationalistic military establishment can be superseded by an international security force and a spiritual union of mankind. Peace must be planned even as we do in the case of war. Moreover, there will never be a peace between nations until there is a peace within nations. As justice and law are the indispensable requisites for peace between nations, so are they the essentials for peace within.

Participation of Negro Land-Grant Colleges In General Fund

Although Negro Land-Grant colleges are receiving larger funds for their support, generally greater racial inequalities exist now than did in the past. Of these original, **permanent** Federal funds designated for Land-Grant institutions, currently, only four are shared by Negro colleges; in the case of one of these funds only three Negro colleges participate. Although Negroes comprise twenty-five per cent of the total population aged 18 to 21 in the states in which their Land-Grant colleges are located, these institutions receive only five per cent of the funds. Apparently even this disproportionate percentage would be denied had not the wording of laws, relating to the four funds in question made it mandatory that Negro colleges be provided for equitably.

The United States Office of Education and the governing officials of Non-Negro Land-Grant colleges of the south could greatly increase the good of Negro Land-Grant colleges as well as improve the morale of America's Negro citizenry by arranging for a democratic distribution of Federal funds for all Land-Grant education.

Preserving The Integrity of Our Institutions

Problems and proffered solutions in economic, social, political, and racial realms are constantly being directed toward Negro Land Grant colleges. Because of the gravity of the issues involved, they

should not be dealt with in haste. Techniques of expediency, evasiveness, subterfuge, immediacy, and ignoble compromise should not be substituted for approaches based upon true educational statesmanship. In education, as in every other enterprise, the only basis of complete effectiveness are the principles of righteousness, justice, and fairness.

Negro Land Grant colleges should weigh every suggested change in curriculum and every proposed innovation in their programs in the light of these principles.

Provisions For Veterans

Of the millions of people participating in and affected by World War II the Negro veteran stands on the brink of being the most frustrated. His is a heritage of having fought before for a democracy in which he never fully shared. His is a knowledge that he has engaged in a second crusade for the preservation of the democratic way of life. Now, as before, in his native land he feels flagrant denials of benefits for which he fought for himself and for others abroad. Though he helped free others, he himself is bound; though he brought to them hope, his is a life of despair; though he loosed their tongues, his is a muffled voice. Involved is not only the emotional health of millions of true Americans but the prevention of the development of those states of mind which logically would be fertile soil for ideologies inconsistent with American Democracy.

Our colleges have the sacred responsibility of keeping high the hopes of these men and women who with their lives have underwritten the cause of this democratic ideal. These veterans should be given wisest and most exceedingly sympathetic council integrated with the most effective training leading to placement which itself is continuously checked upon to insure greatest possible adjustment to life.

Reorganization of The United States Office of Education

We look with favor on the plan of the Office of Education to improve its organization, and believe that it will place the office in a position to serve the States and local communities more effectively, and to provide the kind of leadership required of the educational arm of our Federal Government. Thus, this Conference urges that Congress appropriate adequate funds to the Office of Education to carry out its plan of improvement.

Surplus Property

The presence of a huge stock pile of Federal property accruing in connection with World War II affords an excellent opportunity to provide educational institutions with adequate quantities of supplies and