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EXTENDING THE SERVICES

OF THE

**NEGRO LAND GRANT
COLLEGES**

TWENTY-FIFTH ANNUAL SESSION

OCTOBER 21-23, 1947

WASHINGTON, D. C.

■ ■

SPECIAL SESSION

FEBRUARY 21-26, 1948

ATLANTIC CITY, N. J.

■ ■

**PROCEEDINGS OF THE CONFERENCE OF THE PRESIDENTS
OF NEGRO LAND GRANT COLLEGES**

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**EXTENDING THE SERVICES OF THE NEGRO
LAND GRANT COLLEGE**

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REGISTERED ATTENDANCE

Name	Position	Address
James A. Atkins	Director, Racial Relations Division, Federal Works Agency Bureau of Community Facilities	Washington, D. C.
R. B. Atwood	President	Kentucky State College Frankfort, Kentucky
Martin G. Bailey	District Agent, Agriculture Extension Service	Baltimore, Maryland
W. R. Banks	President-Emeritus	Prairie View Prairie View, Texas
Claude A. Barnett	Special Assistant to Secretary	Department of Agriculture Washington, D. C.
J. W. Becknell	Manager, Veterans Housing	South Carolina State College Orangeburg, South Carolina
Mary McLeod Bethune		Bethune-Cookman College Daytona Beach, Florida
F. D. Bluford	President	A. and T. College Greensboro, North Carolina
H. M. Bond	President	Lincoln University Chester, Pennsylvania
William W. Boyd	Head, Social Science Dept.	Fort Valley State College Fort Valley, Georgia
Portia C. Bullock	College Women's Club, Adult Education Committee, Teacher, Francis Junior High School	
E. S. Burke	Director of Agriculture	Washington, D. C.
Ambrose Caliver	Specialist in Negro Education	Alcorn A. and M. College Alcorn, Mississippi
Cora P. Campbell	Supervisor, Adult Education	U. S. Office of Education Washington, D. C.
Walter R. Chivers	Chairman, Dept. of Sociology	Hampton Institute Hampton, Virginia
		Morehouse College Atlanta, Georgia

REGISTERED ATTENDANCE—Continued

Name	Position	Address
Felton G. Clark	President	Southern University Scotlandville, La.
Rufus E. Clement	President	Atlanta University Atlanta, Georgia
Courtlandt M. Colson	Head, Secondary Education Department	Virginia State College Petersburg, Virginia
James A. Colston	President	Georgia State College Savannah, Georgia
W. M. Cooper	Director of Adult Education and Summer Study	Hampton Institute Hampton, Virginia
H. B. Crouch	Director of Science	A. and I. State College Nashville, Tennessee
Mrs. Margaret G. Dabney	Supervisor, Project for Adult Education	Virginia State College Petersburg, Virginia
Lawrence A. Davis	President	A. M. and N. College Pine Bluff, Arkansas
John W. Davis	President	West Virginia State College Institute, West Virginia
Frank A. DeCosta	Chairman, Dept. Education	South Carolina State College Orangeburg, South Carolina
L. K. Downing	Dean of Education	Howard University Washington, D. C.
J. F. Drake	President	State A. and M. Institute Normal, Alabama
Alice A. Dunnigan	Washington Representative Assoc. Negro Press	1915 14th Street, N. W. Washington, D. C.
G. Franklin Edwards	Instructor in Sociology	Howard University Washington, D. C.
W. N. Elam	Federal agent for Agricultural education (Special groups)	U. S. Office of Education Washington, D. C.

REGISTERED ATTENDANCE—Continued

Name	Position	Address
E. B. Evans	President	Prairie View State University Prairie View, Texas
James C. Evans	Assistant Civilian Aide to Secretary of War	War Department Washington, D. C.
Lillian Evanti	Soprano	1910 Vermont Avenue Washington, D. C.
J. W. Fisher	Director of Agriculture	Southern University Scotlandville, La.
L. H. Foster, Jr.	Treasurer	Tuskegee Institute Tuskegee, Alabama
L. H. Foster	President	Virginia State College Petersburg, Virginia
W. A. Flowers		A. and I. State College Nashville, Tennessee
John Hope Franklin	Professor of History	Howard University Washington, D. C.
E. Franklin Frazier	Sociology Department	Howard University Washington, O. C.
J. N. Freeman	Head of Dept. of Agriculture	Lincoln University Jefferson City, Mo.
Warmoth T. Gibbs	Dean	A. and T. College Greensboro, North Carolina
George W. Gore, Jr.	Dean	A. and I. State College Nashville, Tennessee
L. C. Graves, Jr.	National Correspondent	Pittsburg Courier Washington, D. C.
Mrs. Mary C. Grayson	Francis Jr. High School	Washington, D. C.
Howard D. Gregg	President	Dalaware State College Dover, Delaware
S. A. Haley	Director of Agriculture	A. M. and N. College Pine Bluff, Arkansas

REGISTERED ATTENDANCE—Continued

Name	Position	Address
A. T. Harris	Director of Extension	Virginia State College Petersburg, Virginia
Mrs. G. L. Harrison		Langston University Langston, Oklahoma
Charlean Haywood	Student	Miner Teachers College Washington, D. C.
J. N. Herring		Howard University Washington, D. C.
C. A. Hicks	Assistant supervisor, Negro Education	State Department of Education Little Rock, Arkansas
James L. Hicks L. J. Horlacher	NNPA News Service Assistant Dean of Agriculture	Washington, D. C. University of Kentucky
Frank S. Horne	Special Assistant to Administrator Expeditor	Lexington, Kentucky National Housing Agency
W. C. Hueston J. M. Hunter	Commissioner of Education Director, Division of Graduate work.	Washington, D. C. Elks of America
W. H. Jernagin W. E. Johnston, Jr.	National Fraternal Council of Negro Churches Associate Professor of Education	Virginia State College Petersburg, Virginia
Ruth L. Kemp	Assistant professor of Education, College representa- tive in Adult Education project	South Carolina State College Orangeburg, South Carolina
Homer Kempfer	Specialist for general adult and post high school education	Miner Teachers College Washington, D. C.
Ruby M. Kendricks Cornelius King	National Association of Colored Women Assistant Director of Agriculture	U. S. Office of Education Washington, D. C.
		A. and I. State College Nashville, Tennessee

REGISTERED ATTENDANCE—Continued

Name	Position	Address
Emmer Martin Lancaster	Adviser on Negro Affairs	U. S. Department of Commerce Washington, D. C.
Louis Lautier	NNPA News Service	Washington, D. C.
J. L. Lockett	Director, Division of Agriculture	Virginia State College Petersburg, Virginia
B. T. McGraw		U. S. Housing Authority Washington, D. C.
J. A. McKenzie		Delaware State College Dover, Delaware
J. C. McLaughlin	Dean of Agriculture	A. and T. College Greensboro, North Carolina
J. B. MacRae	Director of Public Relations	Lincoln University Chester, Pennsylvania
J. J. Marks	Director of Agriculture	West Virginia State College Institute, West Virginia
V. G. Martin	Agriculture Education	Mississippi State College State College, Mississippi
John W. Mitchell	Field Agent U. S. D. A.	Hampton, Institute Hampton, Virginia
R. D. Morrison	Director of Agriculture	State A. and M. Institute Normal, Alabama
W. Tyce Nelson	Pastor	Theological Seminary Lincoln University Chester, Pennsylvania
Edwin H. Miner	Associate Commissioner	U. S. Office of Education Washington, D. C.
J. Oliver	Chairman, Division of Agriculture	Maryland State College Princess Anne, Maryland
S. J. Parker	Professor of Horticulture	A. M. and N. College Pine Bluff, Arkansas
W. H. Pipes	President	Alcorn A. and M. College Alcorn, Mississippi

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REGISTERED ATTENDANCE—Continued

Name	Position	Address
L. A. Potts	Dean of Agriculture	Tuskegee Institute Tuskegee, Alabama
Al Smith G. Kerry Smith	National Correspondent Chief, Information and publication	Chicago Defender U. S. Office of Education Washington, D. C.
G. L. Smith	Director of Agriculture	Prairie View State University Prairie View, Texas
Laura Smith		Miner Teachers College Washington, D. C.
C. L. Spellman	Acting Director of Graduate Division	Florida A. and M. College Tallahassee, Florida
Ida Mae Stewart		Miner Teachers College Washington, D. C.
R. M. Stewart	Professor Emeritus of Rural Education, Cornell Uni- versity, Director of Special Agriculture Project	Washington, D. C.
J. V. Strickland	In charge of Poultry	Lincoln University Jefferson City, Mo.
Frank E. Taylor Woody L. Taylor C. V. Troup	Associated Press Afro-American President	Washington, D. C. Washington, D. C. Fort Valley State College Fort Valley, Georgia
William J. L. Wallace	Professor of Chemistry	West Virginia State College Institute, West Virginia
Mrs. S. G. Washington	Director of Home Economics	Langston University Langston, Oklahoma
M. F. Whittaker	President	South Carolina State College Orangeburg, South Carolina
Mary G. Whiteside	Director teacher education	Alcorn A. and M. College Alcorn, Mississippi
J. T. Williams	President	Maryland State College Princess Anne, Maryland
W. R. Wynder		Delaware State College Dover, Delaware

COLLEGES AND PRESIDENTS OF THE CONFERENCE

Alabama (Normal) A. and M. Institute	President J. F. Drake
Arkansas (Pine Bluff) State College.....	President L. A. Davis
Delaware (Dover) State College	President H. D. Gregg
Florida (Tallahassee) A. and M. College....	President W. H. Gray, Jr.
Georgia (Fort Valley) Fort Valley State College	
	President C. V. Troup
Kentucky (Frankfort) State College	President R. B. Atwood
Louisiana (Scotlandville) Southern University	
	President F. G. Clark
Maryland (Princess Anne) Maryland State College	
	President J. T. Williams
Mississippi (Alcorn) A. and M. College	President W. H. Pipes
Missouri (Jefferson City) Lincoln University ..	President S. D. Scruggs
North Carolina (Greensboro) A. and T. State College	
	President F. D. Bluford
Oklahoma (Langston) Langston University	
	President G. L. Harrison
South Carolina (Orangeburg) State College	
	President M. F. Whittaker
Tennessee (Nashville) A. and I. State College	
	President W. S. Davis
Texas (Prairie View) State University	Principal E. B. Evans
Virginia (Petersburg) State College	President L. H. Foster
West Virginia (Institute) State College	President J. W. Davis

Associate Members

Atlanta University, Atlanta, Georgia.....	President R. E. Clement
Bordentown Manual Training School, Bordentown, N. J.	
	President W. R. Valentine
Georgia State College, Savannah, Georgia.....	President J. A. Coltson
Hampton Institute, Hampton, Virginia.....	President R. P. Bridgman
Howard University, Washington, D. C.	President M. W. Johnson
Tuskegee Institute, Tuskegee, Alabama	President F. D. Patterson
Wilberforce University, College of Education and Industrial Arts, Wilberforce, Ohio	President C. H. Wesley

Life Members

W. R. Banks, Director, Public Relations, Prairie View University, Texas.

Consultants

- James A. Atkins, Director, Race Relations Division, Federal Works Agency.
Claude Barnett, Special Assistant to Secretary of Agriculture.
Horace Mann Bond, President, Lincoln University, Pennsylvania.
Ambrose Caliver, Specialist for Higher Education for Negroes and Director of Project for Adult Education, U. S. Office of Education.
James C. Evans, Acting Civilian Aide to the Secretary of The Army.
R. M. Stewart, Director, Special Study in Agriculture for the Conference.
Charles H. Thompson, Editor, Journal of Negro Education.

Officers of the Conference

- Luther H. Foster, Virginia State College, Petersburg, Virginia
President
Lawrence A. Davis, Arkansas State College, Pine Bluff, Arkansas
Vice-President
Rufus B. Atwood, Kentucky State College, Frankfort, Kentucky
Secretary
Felton G. Clark, Southern University, Scotlandville, Louisiana
Treasurer

COMMITTEES

Executive

John W. Davis, West Virginia	Chairman
W. R. Banks, Texas	J. F. Drake, Alabama
F. D. Bluford, North Carolina	G. L. Harrison, Oklahoma
F. G. Clark, Louisiana	S. D. Scruggs, Missouri
The President Ex Officio	
The Secretary Ex Officio	

Adult Education

F. D. Bluford, North Carolina	Chairman
R. P. Bridgman, Virginia	L. H. Foster, Virginia
J. W. Davis, West Virginia	C. V. Troup, Georgia
Ambrose Caliver, Special Consultant	

Agricultural Extension Funds

W. S. Davis, Tennessee	Chairman
R. B. Atwood, Kentucky	E. B. Evans, Texas
F. D. Bluford, North Carolina	F. D. Patterson, Alabama
R. P. Bridgman, Virginia	C. V. Troup, Georgia
F. G. Clark, Louisiana	

Audit

J. F. Drake, Alabama	Chairman
J. T. Williams, Maryland	W. H. Pipes, Mississippi

Nominations

W. H. Gray, Jr., Florida	Chairman
F. D. Bluford, North Carolina	C. V. Troup, Georgia

Resolutions

M. F. Whittaker, South Carolina	Chairman
R. E. Clement, Georgia	H. D. Gregg, Delaware

Special Project in Agricultural Education

Control:

John W. Davis, West Virginia Chairman

John Dale Russell, U. S. Office of Education, Washington, D. C.

R. B. Atwood, Kentucky

L. H. Foster, Virginia

Felton G. Clark, Louisiana

W. H. Gray, Jr., Florida

Staff:

R. M. Stewart, Professor of Rural Education Emeritus,

Cornell University Director

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

L. J. Horlacher, Vice Dean, College of Agriculture, University of Kentucky.

V. G. Martin, Professor of Agricultural Education, Mississippi State College.

Social Studies

Control:

F. D. Bluford, North Carolina Chairman

W. H. Gray, Florida

F. D. Patterson, Alabama

Editorial:

F. G. Clark, Louisiana Chairman

J. W. Davis, West Virginia

W. R. Banks, Texas

Research:

C. H. Thompson, District of Columbia Chairman

E. Franklin Frazier, District of Columbia Director

MINUTES OF THE CONFERENCE

October 21, 1947

The meeting opened promptly at 10:00 a. m. with President L. H. Foster presiding. Prayer was offered by The Rev. Mr. W. Tyce Nelson, pastor at Lincoln University, Chester, Pa. President Foster then called for introductions of all present.

A motion was made by President John W. Davis and seconded by President Felton G. Clark that the program as printed be the guiding document of this session. This motion was carried.

An address was delivered at this time by Dr. Horace Mann Bond of Lincoln University, Pa. President Foster then called for reports of the Secretary of the Conference, the Treasurer of the Conference, The Social studies project, and the National Institute of Science. The reports of the secretary and the treasurer were referred to the Audit Committee by motion. Dr. E. Franklin Frazier, Director of the Social Studies project was absent. The report of the National Institute of Science was referred to the Executive Committee by motion.

The meeting continued with the memorial for Dr. John Manuel Gandy, the late President Emeritus of Virginia State College. President John W. Davis presided and President F. D. Bluford of North Carolina A. and T. College, Greensboro, N. C., gave the eulogy.

At this time Dr. E. Franklin Frazier arrived and gave the report of the Social Studies project.

The meeting adjourned.

Tuesday, October 21, 1948

Afternoon Session

The meeting opened with President Felton G. Clark presiding. The review of the Special project in Agricultural education was given by President L. H. Foster after he was presented by President F. G. Clark. Dr. Rolland M. Stewart, Director of the project delivered an address on the Special project in Agricultural education.

At this point a discussion was led by President John W. Davis. The meeting adjourned.

October 22, 1948

The morning session of the conference opened at 9:30 a. m. with President F. D. Bluford presiding. The topic for discussion was "The Obligation of the Land Grant College in the Areas of Adult Education." This discussion was opened by the introduction of Dr. Ambrose Caliver who talked on "The general problems of Adult Education with special reference to illiteracy and the project." This was followed by ad-

dresses by: 1. Dr. R. O. Johnson, Assistant Director of the project, "Finding and preparing teachers of adults"; 2. "Preparing and selecting instructional materials" by Miss Ella Washington Griffin, Editorial assistant of the project; 3. "The urgency of adult education in light of social, scientific, and technical developments" by Dr. Muriel Brown, Interdivision Committee on Adult Education, U. S. Office of Education—Social Developments and Mr. J. C. Evans, Acting Civilian Aide to the Secretary of the Army—Scientific and Technical Developments. The final topic for discussion was "What institutions and community groups can do in attacking the problem of adult education." This discussion was carried out by a panel of representatives from each college center.

THE PANEL

1. Walter R. Chivers, Chairman of Panel, Chairman, Department of Sociology, Morehouse College.
2. George W. Gore, Jr., Dean, Tennessee A. and I. State College.
3. C. A. Hicks, Assistant Supervisor, Negro Education, State Department of Education, Arkansas.
4. Margaret B. Dabney, Supervisor, Project for Adult Education, Virginia State College.
5. W. C. Hueston, Commissioner of Education, Negro Elks of America.
6. William M. Boyd, Head, Social Science Department, Fort Valley State College.
7. Cora P. Campbell, Supervisor, Adult Education, Hampton Institute.
8. A. T. Harris, Director of Extension, Virginia State College.
9. W. M. Cooper, Director of Adult Education and Summer Work, Hampton Institute.
10. R. O. Johnson, Assistant Director of the project.

Time was given here for questions and discussion by the entire conference. Announcements were made and the meeting was adjourned.

The afternoon session opened at 2:00 p. m.

A discussion of Federal aid available to Land Grant Colleges was led by Dr. Lloyd Blauch, U. S. Office of Education; who spoke on "Through the U. S. Office of Education"; and by Dr. H. C. Trelogan from the U. S. Department of Agriculture who spoke on "Through the U. S. Department of Agriculture." Mr. H. H. Williamson spoke at this time also. A free and full discussion of the topic as presented was led by President F. G. Clark of Louisiana. Announcements were made and the meeting was adjourned.

October 23, 1948

The meeting opened at 9:30 a. m. with President S. D. Scruggs presiding.

The topic for discussion was "Federal Aid for Permanent Educational Facilities" which was led by Mr. George H. Field, Commissioner—Bureau of Community Facilities, Federal Works Agency, Washington, D. C. There was a discussion of the Special Project in Agricultural Education by Dr. Rolland M. Stewart, Director of the project.

There came before the conference at this time Mr. James Stillwell who appeared as a substitute for Mr. Charles Luckman, Chairman of The President's Citizens' Food Committee Program. This was to have been presented Tuesday afternoon but was not because of a misunderstanding.

The report of the Auditing Committee was presented by President Drake and the same was adopted. The report of the Committee on Nominations was presented by President Bluford and the same was adopted. The report of the Committee on Resolutions was presented by President Whittaker and the same was adopted.

U. S. Commissioner of Education John W. Studebaker entered the meeting and brought greetings.

Report of the Executive committee was made by President John W. Davis and the same was approved as a whole. The report of the Control Committee on Social Studies Project was presented by President Banks. The conference approved Dr. Frazier's report.

The conference instructed the secretary to bill Howard University for any unpaid balance on the part of that university to the project fund.

Dr. Lawrence, representative of the Pepsi-Cola Scholarship fund was presented for remarks. Dr. Frank Horne, U. S. Housing Authority, was presented for remarks. Dr. B. T. McGraw, U. S. Housing Authority, was recognized.

Mr. Banks recommended that state leaders of extension service be invited to our annual meetings.

President Foster made general remarks and Dr. Rufus E. Clement offered prayer.

Final Adjournment.

MINUTES OF THE EXECUTIVE COMMITTEE

October 20, 1947

The Executive Committee of the Conference of Presidents of Negro Land Grant Colleges met at 7:30 p. m. in the Card Room of Carver Hall, Washington D. C., with the following members present; John W. Davis, Chairman, presiding; W. R. Banks; J. F. Drake; F. D. Bluford; F. G. Clark; L. H. Foster and R. B. Atwood. Absent: G. L. Harrison and S. D. Scruggs. The reports of the secretary and the treasurer were presented first. These reports were submitted for information and advance copies were given to the chairman of the Audit Committee.

Next was discussion of the program, same being complimented for its timeliness and complete coverage, as arranged by President Foster.

Mr. Foster presented matter for Mrs. Helen Baker in regard to "A Labor Extension Service in the Department of Labor." The Committee voted that Mrs. Baker be advised to take this matter up with the president of each college, and that the whole question be referred in this meeting to the Committee on Resolutions.

The whole question of Federal funds was discussed, data was presented, studied, and a plan of strategy outlined for continuation of the struggle that inequalities be completely eliminated in the distribution of federal funds in the states maintaining separate schools for the races.

The Committee accepted for the body an invitation to dinner, extended by Mr. Stanton, secretary to President Johnson, at Howard University, Wednesday, 6:30, Frazier Hall.

Adjournment of Committee.

The Second Meeting of the Executive Committee

October 22, 1947

The meeting opened with President John W. Davis presiding. Present were Presidents L. H. Foster, F. D. Bluford, W. R. Banks, S. D. Scruggs, G. L. Harrison, and R. B. Atwood. Sitting in were Presidents Evans, Williams and Valentine. Proposals made in Dr. H. B. Crouch's report of the National Institute of Science were taken up at this meeting. The motion prevailed that proposals be received and basic principles approved, that finance and details be looked into.

Proposal No. 1 approved. Motion prevailed that \$250.00 be appropriated to the National Institute of Science for publication anticipated by that organization.

Dr. L. A. Potts, Director of Agriculture, Tuskegee, presented the idea that a third step, namely that of final implementation of the results of the agricultural study to the people. With the agreement of Dr. Potts the matter was referred to the Study Control Committee.

President James A. Colston pointed out his interest in keeping associate membership with the Conference even though his college is not land grant any longer. Associate membership and service of agricultural project unanimously voted.

Mr. W. C. Hueston, Commissioner of Education of the Elks of America invited the conference to attend an educational conference to be held by Elks on January 29, 30, and 31, 1948 in Washington, D. C. Motion prevailed that we acknowledge receipt of the invitation by Mr. Hueston and it was suggested that he contact each individual president.

Dr. Ambrose Caliver asked that the Conference assist in securing funds for the Adult Education program. Motion prevailed that we endorse proposal and pledge our support in such ways as desirable and necessary and that an appropriate committee be appointed to cooperate in this project. Motion carried.

Adjournment.

Subsequent Meeting

The conference named President R. B. Atwood as official representative of Land Grant Colleges to inauguration of President Johnson at Fisk University.

President Foster instructed each president to have director of Agriculture to submit travel expenses to Secretary.

The Secretary was authorized to draft a letter to The Federal Works Agency in appreciation of Mr. James Atkins' aid to our institutions.

President Foster expressed appreciation to Dr. Ambrose Caliver.

Motion prevailed that the 1948 meeting be held in Washington, D. C., at the same time and in the same place (Oct. 19, 20, 21, 1948).

President Foster reminded the members to cooperate with Dr. R. M. Stewart.

President Clark mentioned the matter of sub-collegiate curricula. This matter was left in the hands of the Committee.

Adjournment.

Minutes of the Executive Committee—Special Session

February 23, 1948

The Executive Committee met at Atlantic City, New Jersey on the above date in Committee Room 4 of the Atlantic City Auditorium. Present were John W. Davis, Chairman; L. H. Foster, L. D. Bluford, R. B. Atwood, J. F. Drake. President Foster carried the proxy of President Scruggs. There was a general discussion of the question of Reserve Officers Training Course in our colleges. Motion prevailed that the following telegram be dispatched immediately and the same was sent at 7:30 p. m. on the same date.

TELEGRAM:

Mr. Gordon Gray, Chairman
Committee on Civilian Components of the Army
Assistant Secretary of the Army
Pentagon Building, Washington, D. C.

We, the representatives of the Conference of the Presidents of Land Grant Colleges for Negroes in Seventeen States respectfully urge the establishment of Navy and Army R. O. T. C. units in Land Grant Colleges for Negroes now applying and which may apply for units and the extension and expansion of existing units in these colleges. This recommendation is submitted for your favorable action to increase the strength of the reserve components of our national defense.

Signd:

L. H. FOSTER, President of Conference
Petersburg, Virginia
R. B. ATWOOD, Secretary
Frankfort, Kentucky
JOHN W. DAVIS, Chrmn. Exec. Committee
Institute, West Virginia.

**REPORT TO THE CONFERENCE OF PRESIDENTS OF NEGRO
LAND GRANT COLLEGES FOR PERIOD OCTOBER, 1946
TO OCTOBER, 1947**

By E. Franklin Frazier, Co-ordinator

Since the time of our last meeting here, a number of things mentioned as being in process in the last report of the Co-ordinator have been completed. These refer to the distribution of materials among the co-operating institutions and to members of the wider community who have demonstrated an interest in the work in which we are engaged, and to the proposed plan of regional organization.

In more specific terms, I am pleased to report that the **Proceedings of the Third Annual Conference** which had just been received at the time of our last meeting, has been widely circulated. Copies of this volume have been sent to all of the participating institutions, to twenty-one agricultural experiment stations, to fifty-four libraries in American colleges and universities, to twenty newspaper companies, and to a number of individuals connected with important organizations. It is important to mention that a number of persons not officially connected with our institutions have requested copies of this report, and that such requests continue to be received at the present time.

The Co-ordinator's office has continued to take steps to assist the social science divisions of the Land Grant Colleges to obtain necessary materials for use in teaching and research. The social science documents, mentioned in the report of last year, have been sent without charge to all of the institutions connected with the Project. In view

of the favorable condition of the Project budget, it was decided that the expenses connected with the purchase and distribution of the documents be borne by this office, thus allowing individual institutions to use the funds allocated for the purchase of these materials for the purchase of other necessary supplies.

We have interceded with the United States Department of Agriculture to make certain that all of our colleges receive sets of the 1945 Census of Agriculture. We are informed that all of the institutions have been sent copies of these reports, although in some instances they have been sent to the Agriculture Departments of the colleges and in others to the college libraries. The important fact, however, is that our social science departments will have access to these materials for research purposes.

The Regional Plan of Organization

Considerable attention has been devoted during the past year to the development of the Project along regional lines. In the effort to translate what was a paper plan at the time of our meeting last year into a going concern, the Co-ordinator visited some of the institutions and talked particularly with the liaison officials regarding the work of their institutions and with respect to the plans for regional meetings. Last December visits were paid to our colleges in Oklahoma, Arkansas, Louisiana and Texas. In selecting colleges in this area for first visitation, the Co-ordinator was interested in getting this regional organization under way in order that a spring meeting might be held. On April 24th and 25th, the Co-ordinator attended the First Regional Conference of the Border Region at Institute, West Virginia, and on May 16th and 17th he was in attendance at the First Regional Conference of the Southeastern Region at Atlanta, Georgia.

The advancement of our work along regional lines may be regarded as the highlight of the past year's experience. Already, as you may note from the preceding paragraph, two of the three proposed regional divisions have held their first regional conferences. It is pleasant to report to you that these meetings were successful inasmuch as there was a studied effort on the part of those present to think through the problems of their areas and to develop plans by which the objectives of the Project might be met.

In the work of the two regional conferences the Co-ordinator was ably assisted by Dr. Harry Greene of West Virginia State College and Dr. Mozell Hill of Atlanta University who are serving as regional co-ordinators for the Border and Southeastern Regions, respectively. These gentlemen not only attended to the details connected with all such meetings, but they also assumed the initiative in organizing the conferences and of preparing the agenda. Needless to mention, the Co-ordinator is grateful for such valuable assistance without which our regional conferences could not have been held. The Co-ordinator takes this opportunity to thank the Presidents of those institutions which

made available their facilities for these meetings and to express his gratitude to those who were able to send representatives to the meetings. In order that you may become more intimately acquainted with the work of the regional conferences, copies of the reports sent to my office by the regional co-ordinators are included as Appendixes "A" and "B" of this report.

It is a matter of profound regret that the Southwest Region has not completed its organization. Ironically enough, major attention was given to the organization of this region prior to the formulation of plans for the other regions. As noted elsewhere in this report, the Co-ordinator visited all of the institutions of the Southwest area last December at which time he talked with the liaison officials and consulted with the regional co-ordinator regarding plans for a spring conference. There was every reason to expect that this region would be the first to operate as a unit. Despite our failure in this effort during the past year, there is reason to believe that the organization of the colleges in this section will be completed this year. The Co-ordinator's office is at work on this matter at the present time.

The Program For The Present Year

The program for the present academic year is set forth in a memorandum, dated June 4, 1947, from the Coordinator to all liaison officials. A copy of this memorandum is made Appendix "C" of this report. It becomes necessary, therefore, to add only a few explanatory paragraphs to the outline furnished by the aforementioned memorandum.

It is the conviction of the Co-ordinator that the study of demographic materials by the personnel of the social science divisions of our colleges represents an excellent beginning point for co-operative research. Several advantages of both a methodological and practical nature may be advanced for this selection. First, demographic materials are accessible to all of our colleges; secondly, the type of research proposed by our initial study does not entail more than simple operations and thus can be met by all of the institutions at this time; and thirdly, the type of knowledge yielded by such research effort is calculated to repay in practical values the effort expended.

In connection with this last point it should be observed that information on the Negro population of the states in which the Land Grant Colleges are located as outlined by our study, represents a body of fundamental knowledge which the social science divisions of our colleges should possess. It is expected that social scientists in our institutions will be in position to furnish information on these elementary but vital aspects of Negro life. It is interesting to note that your conference here is centered around the theme: "Extending the Services of Negro Land Grant Colleges." I venture to state that any expansion of the services of these colleges must be done on the basis of the fundamental knowledge we possess regarding what is happening to

the Negro population which these institutions serve. It is conceivable then that the type of work in which our Project is engaged will have a direct bearing on the formulation of whatever changes we develop in our educational programs and philosophy.

It is necessary to point out that many significant changes of a demographic nature have occurred during the past several years. These changes have resulted mainly from the impact of the War and have been most pronounced in those areas where most of our institutions are located. The migration of large number of Negroes from the South to the West represents but a single instance of what is referred to here. Though there is a tendency on the part of some persons to regard this shift as temporary in nature, the espousal of this belief is indeed tenuous. Already the Census Bureau through its preliminary studies of the broader aspects of this phenomenon has warned against such a position.

The importance of what is stated here is that through our demographic studies we should develop an intimate and detailed factual picture of the trends in the growth and distribution of the Negro population up to 1940. This information will then provide a background against which we may measure and interpret subsequent changes. Our studies should be so complete that by the time the next census is reported, we shall be in position to proceed with further analyses.

Regarding the decision to complete our demographic study during the present year, the Co-ordinator invites your attention to the fact that the demographic study of "The Negro in Oklahoma" by Drs. Moxell Hill and E. S. Richards, a part of which appeared in the **Third Annual Conference Proceedings**, has been circulated widely in the State of Oklahoma and has drawn favorable comment from members of the Oklahoma legislature.

It is our intention to hold an Annual Conference this year for the purpose of discussing and analyzing the data which our institutions are preparing. These materials will then be published in monograph form and thus be made available to the public. Finally, your attention is also called to the fact that Mr. Edwards has returned to Howard University and has resumed his work as assistant to the Co-ordinator, thereby replacing Mr. Fitchett who substituted for him in his absence.

Finances

In previous years the proposed budget for the Project was made in terms of the calendar year, January 1st to December 31st. The last report of the Co-ordinator contained a proposed budget for the period January 1, 1947 to December 31, 1947. Since the time of our last meeting, however, the Co-ordinator has been instructed that the fiscal year for the Project has been changed to correspond to the regular fiscal year, July 1st to June 30th. Accordingly, it became necessary to revise our original estimate and to prepare, instead, two budgets: one to cover the period October 1, 1946 to June 30, 1947, and another

for the period July 1, 1947 to June 30, 1948. The estimates are as follows:

	Oct. 1, 1946 to June 30, 1947	July 1, 1947 to June 30, 1948
Assistant to Co-ordinator	\$450.00	\$600.00
Travel Expenses	350.00	400.00
Printing of Conference Report	600.00
Honorarium: Co-ordinator	375.00	500.00
Cost of Conference	300.00
Postage	20.00	30.00
Supplies	120.00	150.00
Secretarial Assistance	250.00	350.00
Totals	\$1565.00	\$2930.00

The difference between the total of \$1,565.00 for the period between October 1, 1946 and June 30, 1947, and \$2,930.00 for the period July 1, 1947 to June 30, 1948, is explained in the following manner. The latter period is one-quarter longer and involves larger estimates for salaries, supplies and travel. Also, the latter estimate includes the expenses connected with the holding of an annual conference and the printing of the proceedings, items absent from the former estimate.

A statement of the present financial status of the project, involving expenditures and income for the past year, as prepared by the Treasurer's Office at Howard University, appears as Appendix "D" of this report.

Present Problems

One of the major problems facing the Co-ordinator is the uneven character of the support furnished by the participating institutions. Some institutions have been represented at all of our past meetings, while others have not sent a representative to any of the meetings. When it is recalled that one of the reasons for the development of the Project into regions with the provision of regional conferences was that the presidents thought that they could more easily release the liaison officials if the meetings were held at places nearer their institutions, then it was reasonable to expect that the representation at the conferences of the past year should show significant improvement over the annual conferences. Appendixes "A" and "B" will show that many of the institutions were not represented at these regional meetings.

It is unfortunate that in some instances liaison officials at several of our institutions do not report on the progress of the work being done at their colleges and, in a few instances, most of the communications from the Co-ordinator's office go unanswered.

In inviting your attention to these matters, the Co-ordinator solicits

your help for larger attendance at the meetings and urges the presidents to stimulate the work of the Project at their institutions in such ways as will be found feasible. Certainly, if we are to publish materials we should like to include the work of all of the participating institutions. Moreover, the advantages which derive from the type of work in which we are engaged should accrue to all of the colleges, to students as well as to teachers.

It is the considered judgment of the Co-ordinator that on the basis of our experiences of this year, some decision should be reached regarding the desirability of having certain institutions continue their identification with the Project. If the Co-ordinator's office were free to work only with those institutions which manifest a desire, willingness, and capacity to advance the work of the Project, then we shall complete our initial studies and proceed to engage in other significant work. Beyond doubt, we shall then be in position to produce substantial results and to complete within reasonable time periods the work which we have planned.

Respectfully submitted,

E. FRANKLIN FRAZIER

Co-ordinator, Co-operative Social Studies Project

A
REPORT OF THE FIRST SOUTHEASTERN CONFERENCE
OF
NEGRO LAND GRANT COLLEGES FOR CO-ORDINATING
A PROGRAM OF CO-OPERATIVE SOCIAL STUDIES

Convened at Atlanta University, Atlanta, Georgia

May 16 and 17, 1947

Participants

Dr. E. Franklin Frazier, Co-ordinator
Chairman, Department of Sociology, Howard University

Dr. William M. Boyd
Fort Valley State College
Fort Valley, Georgia

Mr. Fred Leven
Tuskegee Institute
Tuskegee, Alabama

Mr. John Alston
Atlanta School of Social Work
Atlanta, Georgia

Mr. David W. Hazel
Tuskegee Institute
Tuskegee, Alabama

Mr. W. P. Robinson
Alcorn A. & M. College
Alcorn, Mississippi
Professor Peacock
Georgia State College
Savannah, Georgia

Dr. M. C. Hill
Atlanta University
Atlanta, Georgia

Following an agreement reached at the Third Annual Conference, the initial Regional Conference of the Southeastern Liaison Officers convened at Atlanta University May 16 and 17, 1947. The decision to hold Regional Conferences came out of the suggestions of the Central Committee, that annual meetings be held for the purpose of stimulating research on a Regional basis. The major accomplishments of this first annual Regional Conference can be listed as follows:

1. The development of a program of strategy for social science research and teaching among the participating colleges in the Southeast.
2. The development of a functional organization which will be mutually beneficial to Liaison Officers, Departments of Social Science, and Colleges.
3. The delineation of the pressing problems to be studied and the focusing of research in the various colleges with regard to points of departure.

4. The development of basic frames of reference and methods of procedure.
5. The development of a division of labor among the colleges for an initial project.
6. The development of a spirit of collaboration, rapport, and a feeling of comaraderie between the persons attending the conference.

Proposal For a Cooperative Research Project In The Southeastern Region

It was agreed that the Liaison Officers will pursue two research projects during the 1947-48 academic year: (1) The compilation of bibliographies on published and unpublished materials by, and about Negroes in the respective States in the Region; and (2) A demographic study of each State in the Region.

The bibliographies are planned to be of use to teachers in the humanities and the social sciences; to librarians as ordering or surveying guides; and to researchers as source lists of available published and unpublished materials on Negroes in the Region. The choice of books, monographs, periodical releases, pamphlets, and unpublished materials should be controlled by the desire to accumulate the very best reference and collateral readings available on Negroes. Popular literature should be included in the listings because it reveals the current effort to interest broad segments of the public in the contemporary problems confronting Negroes. Also, it adds both content and color to class instruction. Research summaries will be of valuable use to planning local research programs; and furthermore, will be of inestimable value in reinforcing or amending textbook materials which usually are inadequate.

The demographic studies are intended to be exploratory, the major effort being to bring together ready demographic data dispersed in primary sources throughout the Region. No attempt will be made toward an intensive analysis of the data assembled. Rather, the reports of each officer will be a descriptive explanation of the data included in the report.

Since an exhaustive demographic study might extend the scope of the project beyond the time and facilities of the officers, it was suggested that the initial project would be delimited to include the most ready and pertinent data which would aid in revealing the outstanding social and economic problems confronting Negroes in the Region. Moreover, it was stressed that the various studies should be uniform and the data presented for each State should be of a comparative nature. Accordingly, the conference recommended that the tentative outline presented by M. C. Hill for demographic studies would be adopted for the Regional Project.

Some of the officers might find it difficult to complete all of the

categories included in this outline. Besides it would be a momentous task to publish the materials for all of the States in the Region. Therefore, the investigator might wish to limit the project initially to those categories which will give an overall picture of Negroes in the State. Selected demographic data should include, at least, the following items: (1) racial composition and trends of population; (2) distribution by rural-urban areas; (3) age distribution; (4) sex ratio; (5) housing (6) farms operated by Negroes; (7) occupational distribution, (8) vital statistics; (9) educational status; (10) marital status; and (11) summary and implications.

The bulk of the data can be obtained from the United States Census Reports 1790 to 1940. In addition to census reports, the published and unpublished records of State and Federal agencies might be examined. Also, documentary materials of counties and governmental units as well as relevant reports of private welfare agencies are easily accessible. Previous studies, especially Master's and doctoral theses, should be scrutinized carefully in order to avoid duplicating work already done.

TENTATIVE OUTLINE FOR DEMOGRAPHIC STUDY OF NEGROES

I

Population Trends

- A. Growth in state population by racial groups with maps and tables.
- B. Rural-urban sex-ratio for Negroes.
- C. State population in counties by racial groups with accompanying maps showing distribution of Negro population.
- D. Rural-urban age distribution of Negroes.
- E. Population (Negro) in urban area.
- F. Place of birth.
- G. Distribution of "native born" Negroes.

II

Family Relations

- A. Marital status by age and sex for rural and urban areas.
- B. Family size, number of persons per family for rural and urban areas.
- C. Median size of families by counties.
- D. Per cent of children under 10 years of age.
- E. Per cent of children under 21 years of age.
- F. Ages of family heads by sex.
- G. Gainful workers per family by sex and age.

- H. Gainful workers per family by homemakers.
- I. Lodgers and boarders in family for rural and urban areas.
- J. Rural-urban divorce rates for rural and urban areas.

III

Housing

- A. Home ownership and tenantry for rural and urban areas.
- B. Value of homes—farm and non-farm.
- C. Physical characteristics of households.
- D. Size of homes—owned and rented—for rural and urban areas.
- E. Monthly rents—farm and non-farm.
- F. Mortgage indebtedness—farm and non-farm.

IV

Occupation

- A. Gainfully employed by sex for rural and urban areas.
- B. Gainfully employed by age groups.
- C. Occupational distribution by sexes.
- D. Specific occupations of Negroes by sex for the State.
- E. Characteristics of agricultural population.
- F. Negro business enterprises—number and sizes.
- G. Kinds of business.
- H. Professional pursuits.
- I. Composition of gainful workers in each industrial division.

V

Elementary and Secondary Education

- A. Illiteracy by age and sex for rural and urban areas.
- B. School attendance by age and sex by county and urban areas.
- C. Per cent of population between 5 and 20 years of age attending school by county and urban areas.
- D. Number and type of Negro schools by county.
- E. Availability of high school education by county.
- F. Accredited and non-accredited high schools by county and urban areas.
- G. Enrollment.

VI

Higher Education

- A. Number of Negroes in college.
- B. Distribution of college students by counties.
- C. Feeder high schools for institutions of higher education.
- D. Distribution of graduates.
- E. Distribution of college students by urban areas.
- F. Occupation of graduates.

VII

General Implications, Summary and Conclusions

- A. Population in general.
- B. Education.
- C. The College.

REPORT ON THE FIRST CONFERENCE

of the

BORDER STATES REGION

of the

LAND GRANT COLLEGES SOCIAL STUDIES PROJECT

By

Harry W. Greene
Regional Director

FIRST CONFERENCE OF THE BORDER STATE REGION

Harry W. Greene

At the last National Conference held on November 2-3, 1945 steps were initiated toward formulation of a plan that would lead to regional organization of our Social Studies Project. The Border States Region began to take on some shape in the late fall of the same year, shortly after the Co-ordinator invited the present writer to organize this region and assume the directorship.

The first organizational conference was held at West Virginia State College on April 25, 1947. Included in this Region are the following institutions: Agricultural and Technical College of North Carolina; Hampton Institute, Virginia; Kentucky State College, Frankfort, Ky; Lincoln University, Missouri; Manual Training School, N. J.; Maryland State College, Maryland; Delaware State College for Colored Students; West Virginia State College, Institute, West Virginia; Wilberforce University, Ohio; and Virginia State College, Petersburg, Virginia.

In the attempt to organize the Region, the director invited Liaison officials to make suggestions in respect to (1) place where the first meeting should be held; (2) the nature of the program; (3) other matters of interest pertinent to the project. A tentative form of program based on suggestions submitted was put into shape and sent to the officials for critical examination, additional suggestions, and final approval.

Purpose

The purpose of the regional conference is to help to effect closer co-operative relationship between the colleges in order to promote scientific investigation of problems that are common to these colleges and to their communities. The problem inherent in a social study of the American Negro bulks so large that it eludes mere single efforts of individual colleges for real successful solution. To insure our finding reasonable solutions to crucial problems of community life, special competence resulting from specialized knowledge and experience is indispensable. If the foregoing statement is true, then, we have another argument for co-operative study and co-operative action on the part of the colleges in question. In situations, created for collaboration, opportunity is provided for interchange of specialized talent as well as for interstimulation. Importantly, the Project provides for purposeful student participation. In addition, it helps make students not only consumers of social knowledge but sensitive to their obligations as future producers of such knowledge.

The Program and Attendance

The fallacious idea that one must be fully equipped with all modern research tools before one can do research was exposed and discredited by Dr. Frazier. "If a person wants to carry on research, he will begin where he is regardless of the lack of modern facilities." All schools lack some modern research facilities, but this does not stop industrious individuals. Dr. Frazier, of course, was not trying to relieve college administrators of their responsibilities for securing within possibility first class research equipment and research funds, but rather he was attempting to show that research could not wait on adequate supply of materials, and that individuals must do all they can with what they have.

The address was provocative of much thought and discussion, and effected a smooth transition to the next phase of the program which related to the research done, and proposals for research, in the Land Grant Colleges of this region.

The program of the conference required three sessions. The first session was concerned specifically with the history and status of the total Project, as conceived and initiated by Dr. W. E. B. DuBois, and as recently carried forward by Dr. E. Franklin Frazier. The discussion, involving the history and present status of the Project, was related to a treatment of the subject: The relation of research to the program of teaching the social studies in the Land Grant Colleges. The entire discussion was projected under leadership provided mainly by Dr. Frazier who made the principal address of the conference.

The fact that research is basically essential, even indispensable, to a modern program of teaching, was given major emphasis by the Co-ordinator. He pointed out also the interrelatedness of research

with the educational program and the error in traditional thinking which makes research a discrete aspect of the educative process. These words, are not Dr. Frazier's but they represent the substance of what he said. There is a vast amount of unwritten history in the South relative to Negroes and race relations. A thorough-going social history of the Negro in the South, involving race relations, would satisfy a grave need by providing interesting and significant materials for a more enriched program of social teaching in our Land Grant Colleges.

The following institutions were represented at the Conference:

1. Lincoln University, by Mrs. Florence A. Brown, Department of Sociology.
2. Tennessee Agricultural and Industrial College, by Dr. Alvin Rose, Division of Social Science.
3. Agricultural and Technical College of North Carolina, by Dean Warmouth T. Gibbs, School of Education and Science.
4. Kentucky State College, by Mr. H. S. Smith, Department of Sociology.
5. West Virginia State College, by Dr. Grace I. Woodson, Mr. Harry W. Greene, Mr. Daniel L. Ferguson, and other members of the Division of Social Science.

Reports on research completed during the current year was made by Liaison Officials of the five institutions. As a result of these reports, stimulating discussions were provoked and problems of mutual concern identified and clarified. The atmosphere of freedom persisted throughout, thus creating the condition for frank speech and constructive criticism so essential to the rounding out of the good research job.

At the last session of the conference, thought was devoted exclusively to the kind of project the Region might undertake during the in-coming academic year.

One or two members of the conference expressed the opinion that some problem common to each college community should be sought out and attacked. For example, each institution would be working simultaneously on the social history of the Negro in its own state. And ultimately we would have a piece of research that would prove of inestimable value to modern social science instruction in Land Grant Colleges of this region. But the difficulties entailed in this proposal seemed insurmountable at the time, causing attention to be directed to other possibilities.

Next Step

In the course of a full, informal, explorational discussion, it was unanimously agreed that a Social Clinic would be highly desirable for the initial purposes of our Regional enterprise. As a consequence, the group voted to hold this Clinic at West Virginia State College in the latter part of April, 1948—the time set for the second conference of the Region.

CONFERENCE OF NEGRO LAND GRANT COLLEGES

For Co-Operative Social Studies

Washington 1, D. C.
June 4, 1947

Office of the Co-Ordinator
E. Franklin Frazier
Howard University

MEMORANDUM

To: Liaison Officials.
From: E. Franklin Frazier

At the Southeastern Regional Conference held in Atlanta, May 16th and 17th, it was decided that all the schools should undertake the following minimum program and have reports ready for the Spring meeting in 1948 when all three of the regional conferences could meet together. The publication which would be issued would contain the work of all the three regions. The minimum program agreed upon was as follows:

1. That each Land Grant College get out a demographic study for the State in which it is located, the same as that of Mozell Hill on Oklahoma which appeared in the Third Conference Report. As a part of this project it was agreed.
 - a. That as a project in which the students might participate, the Liaison Officials in each Land Grant College assemble the statistics on the growth of the Negro and white population in their State for the period of 1850 to 1940.
 - b. That the Liaison Officials make maps showing the percentage of Negroes in the population of each county of the State for the period 1850 to 1940.
2. That each Land Grant College work up a bibliography on the Negro in the State.

It was thought that if these 17 demographic studies were bound in a single volume and presented to the presidents of the Land Grant Colleges they would have concrete evidence of the work of the project and would be encouraged to give greater support to the research that was being carried on in their respective schools. Moreover, it might be pointed out that Dr. Hill's study has been circulated widely in Oklahoma and has made a good impression with the State Legislators. It could be arranged for the different colleges to secure separate reprints of the demographic studies of their State.

REPORT OF THE COMMITTEE ON NOMINATIONS

The Committee on Nominations submits the following report to the Conference of Presidents of Negro Land Grant Colleges:

Luther H. Foster, Virginia—President.
Lawrence A. Davis, Arkansas—Vice-President.
Rufus B. Atwood, Kentucky—Secretary.
Felton G. Clark, Louisiana—Treasurer.

EXECUTIVE COMMITTEE

John W. Davis, Chairman	Rufus Clement
W. R. Banks	J. F. Drake
F. D. Bluford	G. L. Harrison
F. G. Clark	S. D. Scruggs

The President Ex Officio

The Secretary Ex Officio

REPORT OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES

Mr. Chairman:

The Executive Committee begs to report now as follows: (a) On documents for the records and (b), on proposals, some of which require action and some which do not require action. The members of your committee, without a great deal of expense to you have been busy on many matters which have taken us to many sections of the country. We definitely feel that many of our needs can be realized through polite action and persuasion, while other major needs must be met through legislative and legal or court action. We are motivated by the thought that our colleges are exponents of our democratic pattern of government.

In the filing of documents for record and printing we mention and present the following:

Document No. 1—The technical agricultural situation and plan for improving it in the Negro Land Grant College.

Documents No. 2—Report of the meeting of the Executive Committee.

Document No. 3—Request to General Education Board for funds for Special Project in Agricultural Education.

Document No. 4—Report of Meeting of the Executive Committee, March 3 and 4, 1947.

Document No. 5—Correspondence relating to Federal Funds and Public Law 697.

Document No. 5A—Correspondence to General Education Board relating to special grant for Agricultural Education Project.

Document No. 6—T. V. A.

Document No. 6A—Minutes of the Meeting of the Executive Committee with the Officers of the T. V. A. at Knoxville, Tenn., April 4, 1947.

Document No. 7—T. V. A. Conferences.

Document No. 8—Correspondence relating to Special Project in Agricultural Education.

Document No. 9—Persons nominated to aid in the improvement of Agricultural Education in Land Grant Colleges for Negroes.

Document No. 10—Correspondence relating to Agricultural Extension Work and Agricultural Experiment Stations.

Document No. 11—Correspondence relating to Research and marketing Act, 1946.

Document No. 12—Equalization of opportunity.

Document No. 13—Federal Aid to Education.

ACTION:

- (1) Federal aid to education.
- (2) Matters presented by President Atwood.
 1. Adult education.
 2. National Science Institute.
 3. Advisory membership to State College at Savannah, Ga.

Respectfully submitted,

JOHN W. DAVIS, Chairman

DOCUMENT NO. 1

THE TECHNICAL AGRICULTURAL SITUATION AND PLAN FOR IMPROVING IT IN THE NEGRO LAND GRANT COLLEGE

To: Land Grant College Presidents' Association

From: Special Agriculture Committee

W. S. Davis, Chairman

William Gray

Lawrence Davis

At the 1945 annual session of the Negro Land Grant College Presidents' Association, the above mentioned committee was appointed to make a study of technical agriculture in Negro Land Grant Colleges, and on the basis of our findings, to make a report at the 1946 annual session of Negro Land Grant College Presidents. The appointment of this committee grew out of a study which had been conducted by Mr. W. M. Elam, U. S. Office of Education, and several of the Land Grant College Presidents who had assisted him for several months. The committee has investigated this matter and has further studied the technical agricultural work now existing in the Negro Land Grant Colleges. In order that this report would be more complete, Mr. Elam and members of the committee have explored the possibility of securing financial assistance for improving this situation, and in that con-

nection, have met with a great deal of encouragement, and on the basis of same have included a tentative improvement plan in this report. The committee, therefore, has prepared this report and is submitting it to you for your careful consideration.

The Agricultural Situation in Negro Land Grant Colleges

A study of the technical staffs in the Land Grant Colleges revealed that forty-one percent of the agricultural staff members of the Negro agricultural colleges do not meet the minimum requirements of a master's degree which is required in first-class colleges and universities. The study showed many of the individuals having advanced degrees had very excellent training in technical agriculture and, therefore, were doing an excellent job of teaching. There were others, however, who had received their advanced degrees in agricultural education or related subjects and were teaching technical subjects for which they had not been specifically trained. The study further showed that the majority of the colleges were greatly understaffed, making this situation all the more deplorable.

In an effort to determine a means of improving this situation, we found ourselves confronted with many problems which must be overcome. The one problem which stood out, perhaps, above all others was the shortage of men adequately trained in technical agriculture. The committee, therefore, has confined its work to this problem.

Realizing that in order to advance the Negro race and the total civilization of the various states, it will be necessary to carry on undergraduate and graduate instruction, including research work in agriculture of high caliber. In order to do this several things must be done, but it is our belief that the initial step is that of training competent men in technical agriculture. We, therefore, submit here a suggested plan for improving the above mentioned situation:

Scholarships and Fellowships

Elsewhere in this report a workshop is recommended which has as its chief purpose the immediate upgrading of the present college agricultural staffs. However, in the long-time plan, better qualified instructors must be secured. A certain educational foundation has encouraged the idea of giving as a minimum, one scholarship or fellowship per state for each Negro Land Grant College. These educational aids would be awarded to present or prospective Negro college agricultural staff members for a period of five or six years until the colleges become adequately staffed with well qualified personnel.

Workshops for College Agricultural Staffs

Tentative exploration has been made in regard to conducting a series of workshops dealing with technical agricultural subject matter as the initial device which can be effectively used in the further development of the agricultural colleges. From the exploratory work done with the educational foundations, it is evident that one foundation would be willing to underwrite a rather adventuresome project in workshops for college agricultural staffs, if a well developed plan is presented to them.

It is recommended that the workshop program be conducted by two co-directors, namely, Dr. R. M. Stewart of Cornell University and Dr. W. R. Banks of Prairie View University. These two men are nationally recognized leaders in the field of agriculture and it is our belief that they would do an excellent job if their services could be secured. It is noted here that both have been recently retired, which places them in an excellent position to perform this service.

Tentatively it has been planned to conduct first one major workshop for two weeks, to which will be brought a representative group from the technical personnel of the land-grant colleges.

The purpose of this workshop would be to unify the group on the major objectives to be reached and to develop the content of the basic training needed by agricultural leaders. After the groundwork has been laid in the major workshop, subsequent workshops dealing with the specific technical agricultural fields would be conducted over a period of several years.

A special five-day school would be held prior to the workshop program for the purpose of training and unifying the leaders and conductors of the workshop.

Summary of the College Workshop Plan

Basis of Organization:

1. A (one-week) workshop to train the leaders and directors.
2. A (two-week) workshop for all agricultural personnel of the Negro land-grant colleges.
3. A separate workshop to be conducted for each major field of technical agriculture at the Negro Land Grant Colleges.

Workshop Personnel:

1. Ten to fourteen agricultural instructors who are engaged in teaching a specific phase of agriculture.
2. Two to three Negro teacher trainers and four or five vocational agriculture teachers.
3. Workshop director who is an outstanding leader in agricultural education.
4. Outstanding authorities in technical agriculture.
5. Deans and presidents of the Land Grant Colleges for occasional consultants.

Plan of Organization:

General workshop committee composed of:

1. Two presidents of Negro Land Grant Colleges.
2. Two Negro teacher trainers.
3. Two agricultural college staff members.
4. One state director of vocational education.
5. One state supervisor of agricultural education.
6. One dean of an agricultural college department.

Responsibilities of the Committee:

1. To prepare and present the plan for the workshop to the educational foundations with a request for adequate funds for financing the workshops.
2. To administer the funds for college workshops after consulting the administrative officers of the educational foundation.
 - a. Select the place for holding the workshops after considering the facilities and a centrally located place.
 - b. Select the personnel for the workshops.
 - c. Select the dates for holding the workshops.
 - d. Determine the length of each workshop.

Estimated Cost of a Six-Year Program for Strengthening and Improving the Technical Agricultural Staffs of the Negro Land Grant Colleges:

Co-Directors—

- | | |
|------------------------------|-------------|
| 1. Salary—6 months | \$ 6,000.00 |
| 2. Travel and expenses | 2,000.00 |

Workshop for 14 leaders—

- | | |
|------------------------------|----------|
| 1. Salary—1 week | 2,100.00 |
| 2. Travel and expenses | 1,400.00 |

Major Workshop—125 people—2 weeks—

- | | |
|---------------------------|-----------|
| Travel and expenses | 20,000.00 |
|---------------------------|-----------|

Seven technical agriculture workshops—

- | | |
|---|-----------|
| 1. Salary and travel—14 leaders | 10,500.00 |
| 2. Travel and expenses for 25 conferees | 36,400.00 |

Scholarships and fellowships—

- | | |
|------------------------------------|-----------|
| Fifteen per year for 6 years | 90,000.00 |
|------------------------------------|-----------|

Total	\$168,400.00
Average cost per year	\$ 28,066.00

It is our belief that at least the following advantages may be derived from this program:

1. More efficient leaders in vocational agriculture teachers, extension agents, FSA workers, and other related personnel.
2. It would promote and strengthen graduate work in technical agriculture work in the Land Grant Colleges.

3. It would make available graduate instruction in technical agriculture to a much greater number of Negro men desiring to do graduate work in agriculture;
4. It would expand the curricula offerings as well as the total educational program of the Land Grant Colleges.
5. It would lead to an ever increasing number of Negroes trained for special agricultural pursuits which are now negligible in the race.
6. It would enable southern agriculture to benefit on the research level from the better minds of the Negro race. This would lead to the extension of scientific agricultural knowledge and leadership to all the people, which would enrich the farm life of all the people.
7. It would advance the Negro race as well as the total population of the states.

This committee is convinced that it would be difficult to find a project that would be so far-reaching in its results.

We, therefore, respectfully recommend:

1. That the Negro Land Grant College Association endorse and sponsor the program for improving and strengthening the instruction in technical agriculture.
2. That the Association select a steering committee to present the plan to the educational foundations, secure the funds, and put the plan into effect as soon as possible.

Respectfully submitted,

COLLEGE WORKSHOP COMM.
W. S. DAVIS, Chairman

DOCUMENT NO. 2

REPORT OF THE MEETING OF THE EXECUTIVE COMMITTEE

December 12, 1946

Report of the meeting of the Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes as held in the Offices of the United States Office of Education at 2:30 in the afternoon of Thursday, October 24, 1946.

The 24th annual session of the Conference of President of Land Grant Colleges for Negroes was held in Washington, D. C. on October 22, 23, 24, 1946. The theme of the Conference session was "Effective Administration and Instruction in Negro Land Grant Colleges to Achieve the Educational Objectives for these Times." At the general session as held on Wednesday afternoon, the conference gave attention to a report of the committee on the Elam Proposal, mimeographed copies of which were distributed to all presidents attending this session of our annual meeting. The particular report, now mentioned,

was presented by Dr. H. B. Crouch who represented Dr. W. S. Davis of Tennessee A. & I. State College. After 20 minutes of discussion of Dr. Crouch's presentation of the Elam Proposal, the matter, on motion of Dr. W. H. Gray of Florida, was referred to the Executive Committee of the Conference, of which President John W. Davis of West Virginia is Chairman. By common consent the members of the Executive Committee agreed to meet on the Elam Proposal in the offices of the United States Office of Education at 2:30 in the afternoon of Thursday, October 24, 1946.

Committee Meeting in Conference Room of the United States Office of Education

At the call of John W. Davis, Chairman of the Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes, the following persons met at 2:30 o'clock in the afternoon of October 24th in a conference room of the United States Office of Education to consider the merits of the Elam Proposal. Said Executive Committee was given power by the conference group of presidents to take final action on said Elam Proposal.

Persons attending the meeting of the Executive Committee, now referred to, were:

1. Mr. W. N. Elam, Federal Agent for Agricultural Education.
2. Dr. R. M. Stewart, Prof. Emeritus, Agricultural Education, Cornell University.
3. Dr. Lloyd Blauch, U. S. Office of Education, Senior Specialist.
4. President S. D. Scruggs, Lincoln University and retiring President of Land Grant Conference.
5. President R. B. Atwood, Kentucky State College and Secretary of Conference.
6. President W. H. Gray, Florida A. & M. College.
7. President J. W. Davis, West Virginia State College.
8. President Emeritus W. R. Banks, Prairie View University (Presently, Director of Public Relations).
9. Commissioner John W. Studebaker, U. S. Office of Education.
10. President G. L. Harrison, Langston University.
11. President F. D. Bluford, A. & T. College.
12. Dr. Ambrose Caliver, Specialist, U. S. Office of Education.
13. President F. G. Clark, Southern University.
14. Dr. F. W. Lathrop, Specialist, Agricultural Education U. S. Office of Education.
15. Dr. H. B. Crouch, Tennessee A. & I. State College (Representing Dr. W. S. Davis).

Following a brief statement on the purpose of the meeting of the Executive Committee then in session, statements were made on the Elam Proposal by the following:

Messrs. Elam, Davis, Scruggs, Atwood, Studebaker, Stewart, Lathrop and Caliver.

The trend of the discussion seemed to point to the following considerations upon which final action on the Elam Proposal would be taken:

1. A workshop for heads of departments of agriculture in the Land Grant Colleges in the 17 states seemed to be desirable and advisable.

2. Fellowships and/or scholarships were given high priority over the numerous workshops which were given considerable emphasis in the Elam Proposal.

3. A team of experts in agriculture was thought to be meritorious, if arrangements were made for such a team to work in the various Land Grant Colleges concerned with the members of the agricultural faculties in the Land Grant Colleges.

4. On a fellowship and or scholarship basis, it was considered highly desirable to send members of the agricultural faculties of the colleges, now referred to, to established workshops in accredited colleges or universities.

The general considerations indicated above seem to represent the wishes of the Land Grant College presidents who were present for the Executive Committee meeting, now reported, and also the point of view of persons who sat in conference with the presidents who were members of said Executive Committee, in order to accomplish the following:

1. Improve the technical staffs in the Land Grant Colleges for Negroes which now seem to show a 41% deficiency in meeting the minimum requirements of a master's degree which is required in first-class colleges and universities;

2. To increase the opportunity for these colleges to increase their agricultural faculties to the point of needs and requirements;

3. To enable the members of the agricultural faculties of these Land Grant Colleges to be trained specifically for their tasks;

4. To offset the shortage of men adequately trained in technical agriculture.

Conclusions

After two hours of fruitful discussion, the following conclusions were reached:

1. That the support of the United States Commissioner of Education, Dr. John W. Studebaker, and the sponsorship of the United States Office of Education be secured in improving the agricultural situation as herein set forth, and that the aid of Dr. Studebaker and the Office of Education be secured in implementing any program which would look to the correction of deficiencies on the one hand and the general improvement in the field of agriculture on the other hand in the colleges, now referred to.

2. A sub-committee with power to act was appointed to work with staff members of the United States Office of Education and the General Education Board in improving the agricultural situation in Land Grant Colleges for Negroes. The sub-committee appointed by Dr. Scruggs follows:

John W. Davis, West Virginia.
W. H. Gray, Florida
L. H. Foster, Virginia, Chairman
Ambrose Caliver, Consultant
W. N. Elam, Consultant.

Funds from the United States Office of Education might be provided to sponsor a meeting of this committee, named by Dr. Scruggs to draw up final plans for submission to the General Education Board.

The Conference closed at 4:30 P. M.

Signed,

JOHN W. DAVIS, Chairman

DOCUMENT NO. 3

December 23, 1946

REQUEST TO GENERAL EDUCATION BOARD FOR FUNDS FOR SPECIAL PROJECT IN AGRICULTURAL EDUCATION

Mr. Jackson Davis,
Vice-President and Director
General Education Board
49 West 49th Street
New York 20, N. Y.

Dear Mr. Davis:

The Conference of Presidents of Negro Land Grant Colleges, in collaboration with Mr. W. N. Elam and his associates in the United States Office of Education, have conducted during the last two-year period a special study of agricultural facilities, offerings, and needs in each of the member colleges.

This study reveals serious deficiencies in the following areas:

1. The facilities—including land, buildings, equipment, and livestock—are woefully inadequate.
2. The salaries are generally too low to attract and make possible the holding of men who have qualified or will arrange to qualify for work in this field.
3. The operating budget allowances are insufficient to make possible the placing and continuing of this work on a sound and constructive educational basis.
4. These colleges are without research funds and they are not provided with essential experimental facilities and experiences which might readily be made available on the campuses of these colleges by the Federal and State governments for the training, encouragement and inspiration of Negro students who are un-

able to use similar facilities at other points within the several southern States.

5. Forty-one percent of the technical staff members do not qualify for the masters degree and their training is below that considered to be the minimum standard for first-class colleges and universities. Also, many of these men have been trained in Negro colleges which are deficient in staff and facilities.

At the last Land Grant College meeting held in Washington on October 22 to 24, 1946, a special committee was appointed, with power to proceed in the name of the Conference, to seek adjustment and improvement in all points of deficiency in the field of agriculture in these colleges. This committee is continuing its collaboration with the United States Office of Education and it has reached agreement in the following matters:

1. That the deficiencies set forth in items one, two and three next above are clearly the responsibility of the several States in which these colleges are located, and that appropriate representation and request for improvement should and will be made to the State educational and governmental officials responsible for this work.
2. That item number four, the research and experimental deficiencies for Negro students in Land Grant Colleges continue largely because of the lack of interest and action on the part of the United States Department of Agriculture. It is proposed that funds in reasonable amount will be made available either from existing appropriations or that a special Federal appropriation for agricultural research and the training of students in agriculture in Negro Land Grant Colleges will be made by the next Congress.
3. The matters of improving the quality of training and affecting appropriate adjustment for the personnel now engaged in this work and those who will be added give our committee and the presidents of these colleges very serious concern. It is our opinion that if the following course is pursued satisfactory results in this area will follow:
 - a. Better salaries must be provided. This matter should be recognized and dealt with as a State responsibility.
 - b. The college presidents can and should avoid employment of additional staff members who do not meet full minimum requirements.
 - c. The immediate serious problem which these institutional budgets and possible State appropriations cannot meet in the next four or five years rests with the forty-one per cent of inadequately trained personnel. It is in this connection that the Negro Land Grant Colleges seek the assistance of the General Education Board, and the financial aid in a sum

not to exceed one hundred sixty-five thousand dollars (\$165,000) is requested for the following purposes:

I	Scholarships and/or fellowships in the field of agriculture not to exceed three each for twenty member colleges or a total not in excess of sixty scholarships or fellowships for a three-year period beginning July 1, 1947, at \$200 per person per month on a twelve-month basis	\$144,000.00
II	One meeting of agricultural directors not to exceed a ten-day period for each of the three years beginning in the summer of 1947. These conferences, to include twenty directors and approximately six consultants at a total cost not to exceed \$2,000 each year	6,000.00
III.	Services of a group of five competent persons drawn from the best agricultural institutions and/or situations in America with whom three carefully selected Negro Land Grant College presidents will be associated for the purposes of orientation and assisting in maturing annual summaries and final reports. These five outside experts will visit singly each college and spend at least one week during each year of the three-year period in conference, study, evaluation and cooperation with the faculties in bringing about the desired agricultural improvement. It is estimated that the salaries of these five persons and travel will cost \$5,000 per year or for the three-year period	15,000.00
	Total	\$165,000.00

Should the Board find it possible to act favorably upon this request we hope that a committee to study, direct, and report progress each year will include a representative of the General Education Board, the U. S. Commissioner of Education, or some one designated by him, and not more than three persons to be named by the Conference of Land Grant Colleges.

We express deep appreciation for all the encouragement and assistance which the General Education Board has given these colleges in the past. These institutions will seek more and more to merit the confidence and support needed for the expanding program which they have in hand.

Very sincerely yours,

Wm. H. Gray, Jr., (Florida)
John W. Davis (West Virginia)
R. B. Atwood (Kentucky)
L. H. FOSTER, (Va.) Chairman

REPORT OF MEETING OF EXECUTIVE COMMITTEE

March 3 and 4, 1947

Institute, West Virginia
March 12, 1947

To: Members of the Conference of Presidents of Land Grant Colleges for Negroes.

From: John W. Davis, Chairman, Executive Committee.

SUBJECT: Report of Meeting of the Executive Committee as held in Atlantic City, New Jersey on March 3 and 4, 1947.

The Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes met in Atlantic City, New Jersey on March 3rd and 4th, 1947. The following were present:

President L. H. Foster, Virginia

President F. D. Bluford, North Carolina

President John W. Davis, West Virginia

(President G. L. Harrison wired at the last minute his inability to be present for the meeting)

Mr. Daves of the Tennessee Valley Authority

Items considered, and actions or recommendations as made concerning the items, were as follows:

A. Mr. Daves of the Tennessee Valley Authority was invited to appear before the members of the Executive Committee to make a statement concerning possible co-operation between the organization which he represents and Land Grant Colleges on items of research in which the Tennessee Valley Authority is interested.

(1) Mr. Daves reviewed approaches of the TVA through him and Mr. Gant to our Land Grant Colleges on the subject of possible co-operative working relationships.

(2) Mr. Daves indicated that the Tennessee Valley Authority is spending a considerable sum of money for research (TVA has a research project with Tennessee A. & I. College which was worked out through the University of Kentucky and one with Tuskegee Institute which was worked out directly with Tuskegee Institute and not through the Alabama Polytechnic Institute).

(3) TVA has a research interest in agriculture and extension work (soil conservation, improved farming, reforestation, improved farm living and irrigation), and training of teachers in general education.

(4) TVA will set up demonstrations with its own newly invented equipment (example: hay dryers and improved equipment for food preservation).

(5) TVA money now clears through the white Land Grant Col-

leges for agricultural and experimental purposes. The organization is now working in 29 states.

(6) TVA can work directly with a given college on (a) research (b) equipment and (c) general education.

(7) It will not be a difficult matter for TVA to furnish fertilizer for the agricultural extension workers of our Land Grant Colleges.

(8) TVA can place a man on a given college staff for work in which the college and TVA would be mutually interested.

Conclusions From The TVA Discussion

After considerable discussion of the TVA questions as outlined above, it was suggested: (1) that our Land Grant Colleges would send a committee to Knoxville, Tennessee to talk with TVA officials and to learn more about the TVA program; (2) and, to see how our Land Grant Colleges may work with and in the TVA program. The following committee was named to go to Knoxville, Tennessee for the purpose above indicated at a time to be suggested by Mr. J. H. Daves of the Tennessee Valley Authority, Knoxville, Tennessee, after Mr. Daves has had an opportunity to consult with proper officials of the TVA. It was considered advantageous for the committee to go to Knoxville, Tennessee immediately after the educational meeting which is to be held in Chicago March 31 - April 3, 1947. Said meeting will call many of our Land Grant College presidents to Chicago. The committee named for the purpose, now indicated, is as follows:

Dr. L. H. Foster, Chairman, Virginia.
President R. B. Atwood, Kentucky
President F. D. Patterson, Alabama.
President F. D. Bluford, North Carolina.
President G. L. Harrison, Oklahoma.
President John W. Davis, W. Virginia.
President Felton G. Clark, Louisiana.
President J. F. Drake, Alabama.
President S. D. Scruggs, Missouri.

The exact date for the meeting, now mentioned, will be communicated to the members of the committee just as soon as same is decided upon.

B. Elam Report

President Foster made a progress report on the Elam matter as considered and presented to the General Education Board. In this connection, President Foster indicated that to date no official communication had been received from the officers of the G. E. B., but that the matter is being sympathetically considered by officers of the General Education Board.

C. Financing Study on Federal Funds which are being received by the 17 Land Grant Colleges.

Considerable attention was given to the subject of financing a study on federal funds which are now being received by white and Negro Land Grant Colleges in America. An off-the-record suggestion has been made for our conference group to provide President Truman with a factual statement of federal monies which are now being received by Land Grant Colleges for Negroes. The members of the Executive Committee desire to secure a factual statement in this connection. It has been thought advisable to work out ways and means to secure funds to finance such study. Discussion of this topic may be summarized as follows:

(1) It was considered expedient and necessary to show the amount, source and variety of all funds, now being received and all funds now being proposed for Land Grant Colleges—Negro and white.

(2) It is considered important to make a comparative statement of all monies being received by Negro and white Land Grant Colleges. With respect to information on such funds the presidents of the Land Grant Colleges for Negroes are urged to see the Miscellaneous Publication by the U. S. Department of Agriculture, No. 515, as issued originally in 1943 and as revised in September, 1946.

(3) The study of federal monies as now contemplated would in the end strengthen our current social studies project even though the immediate prosecution of the new financial study might draw some money from the social studies project.

Conclusions on Proposed Study of Federal Finances

On the subject of the proposed study of federal monies now being received by Land Grant Colleges for Negroes there seemed to be unanimous agreement on the following:

(1) The financial study, now contemplated, is immediately necessary.

(2) The social studies control committee should be approached by President Foster on the status and progress of the social studies project.

(3) Request should be made of the U. S. Commissioner of Education to make for the Conference of President of Land Grant Colleges for Negroes a definite report on all funds, now being received by the Land Grant Colleges for Negro and white students. It is hoped that such a financial study will show the educational disadvantage now suffered by students and teachers of the Negro race in Land Grant Colleges for Negroes.

4. President Foster was authorized to sound out a few capable and available men who might be engaged to make this financial study if the U. S. Commissioner of Education cannot immediately make the study for us. President Foster will also find out the approximate cost to have the study made independently. President Davis was

authorized to approach the U. S. Commissioner of Education on this matter (see copy of letter herein as addressed by President Davis to Dr. John W. Studebaker on this subject).

D. Topics for the October, 1947 meeting of the Conference of Presidents of Land Grant Colleges for Negroes.

President Foster respectfully suggests that Land Grant College presidents think out and send to him as soon as possible suggested topics for the meeting of our Conference of Land Grant College Presidents which is to be held in October, 1947. He would like for the college presidents to indicate also time and place suggestions for said meeting. Please know that on the subject matter treated in this point D, President Foster would like to have the reaction of all Presidents so that same may be summarized for the meeting of the Executive Committee which is now tentatively scheduled for Knoxville, Tennessee early in April, 1947.

E. At the meeting of the Executive Committee which is tentatively scheduled for Knoxville, Tennessee, President Foster hopes to make an important announcement concerning the project for the Adult Education of Negroes of which Dr. Ambrose Caliver is the Director.

Respectfull submitted,

JOHN W. DAVIS, Chairman

DOCUMENT NO. 5

**CORRESPONDENCE RELATING TO FEDERAL FUNDS AND
PUBLIC LAW 697**

March 22, 1947

MEMORANDUM

To: Land Grant College Presidents

From: John W. Davis, Chairman, Executive Committee, Conference of Presidents of Negro Land Grant Colleges.

Subject: A. Study of Federal Funds which are being received by Land Grant Colleges for Negroes.

B. Telegraphic support needed to implement Public Law 697.

I was asked by Dr. Foster to approach the United States Commissioner of Education on the subject of a detailed and comparative report on federal funds now being received by Land Grant Colleges for white and Negro students. In this connection please find herein copy of Dr. Studebaker's reply on this important subject. The same is self-explanatory.

Each Land Grant College president has been asked to have telegrams sent to Senator and Congressmen from their respective states, urging the support of Public Law 697. It will be necessary to secure from Congress additional \$20,000,000 if our colleges are to continue to

receive unused government buildings and equipment. In this connection, see herein copy of telegram just sent by Dr. R. B. Atwood, President of Kentucky State College.

Have you sent your message to your Senators and Congressmen? If you have not done so, let me urge that you take action in this connection without further delay.

FEDERAL SECURITY AGENCY, U. S. OFFICE OF EDUCATION

Washington 25, D. C.

March 19, 1947

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

Dear President Davis:

This letter is in reply to yours of the 11th.

I presume you refer to the regular annual appropriations for the Land Grant Colleges—(1) For instruction and facilities; (2) for agricultural and home economics research; and (3) for co-operative extension work—and that you do not have in mind funds for veterans' facilities, for the training of vocational teachers, and for the vocational rehabilitation of physically handicapped persons, nor payments for the education of veterans.

In accordance with your request, I am asking Dr. Lloyd E. Blanch, Specialist for Land Grant Colleges and Universities, to prepare the information you desire. You may expect to hear from him in a few days.

Sincerely yours,

J. W. STUDEBAKER,

Commissioner

TELEGRAM TO:

Congressman Joe B. Bates
House Office Building
Washington, D. C.
Congressman Virgil Chapman
House Office Building
Washington, D. C.
Senator John Sherman Cooper
Senate Office Building
Washington, D. C.

Respectfully urge your support twenty million additional appropriation to implement Public Law 697, under which the Federal Works Agency is authorized to transfer unused Government buildings and equipment to institutions educating veterans. This college is very greatly in need of these additional facilities which will become available if appropriation is granted.

R. B. ATWOOD, President
Kentucky State College
Frankfort, Kentucky

**CORRESPONDENCE TO GENERAL EDUCATION BOARD RELATING
TO SPECIAL GRANT FOR AGRICULTURAL EDUCATION
PROJECT**

May 19, 1947

Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York 20, New York

Dear Sir:

On May 14, the following named persons assembled in the Conference Room of the United States Office of Education in Washington, D. C.:

John W. Davis, President, West Virginia State College.
F. G. Clark, President, Southern University.
L. H. Foster, President, Virginia State College.
R. B. Atwood, President, Kentucky State College.
Ben W. Frazier, Specialist for Teacher Education, Division of Higher Education.
W. T. Spanton, Chief, Agricultural Education Service, Vocational Division.
William N. Elam, Specialist for Agricultural Education (Program Planning), Vocational Division.
Herbert B. Swanson, Specialist in Agricultural Education (Teacher Training), Vocational Division.
R. W. Gregory, Assistant U. S. Commissioner for Vocational Education.

This group had assembled to study the grant recently made by the General Education Board for the improvement of Agricultural instruction in the Negro Land Grant Colleges and to plan its expenditure as wisely as possible.

As the group began its task, and the name of Jackson Davis was mentioned, it became immediately evident to all that the life of this project owed its being to him more than to any one else.

It was unanimously agreed that the Secretary express, as best he could, this deep feeling of reverence, respect and appreciation which all those assembled felt for Dr. Davis and all that he stood for, while yet he lived, and that this information be transmitted to the General Education Board and to Mrs. John B. Lynch of Richmond, Virginia. It was sincerely hoped that this project may be carried forward in as much of his spirit as possible.

Very sincerely yours,

R. B. ATWOOD,

Secretary

**T. V. A. CONFERENCES WITH PRESIDENTS OF NEGRO LAND
GRANT COLLEGES**

Conference Room—New Sprankle Building

April 4, 1947

10:00 a. m., Mr. George F. Gaunt, General Manager, presiding.
A general discussion period will follow Mr. Gant's initial statement.

Other TVA representatives will be:

Mr. Willis M. Baker, Forestry Department.

Mr. H. K. Menhinick, Regional Studies Department.

Mr. George E. Henderson, Commerce Department.

Mr. C. F. Clayton, Correlating Committee, Land Grant Colleges,
U. S. Department of Agriculture.

Mr. E. H. White, Agricultural Relations Department.

It is assumed that discussion will follow question brought up by representatives of the visiting group.

12:00—Lunch.

1:30 P. M., Mr. Harry L. Case, Director of Personnel, presiding.

Representatives from appropriate departments will be present to outline briefly the program objectives of their respective departments:

Mr. Kilburn, Forestry Department.

Mr. H. K. Menhinick, Regional Studies Department.

Mr. George E. Henderson, Commerce Department.

Mr. C. Neil Bass, Chief Conservation Engineer.

Mr. W. M. Landess, Agricultural Relations Department.

About 3:30 p. m. Mr. Gant and Mr. Gordon R. Clapp, Chairman of the Tennessee Valley Authority, will join the group to conclude the program.

DOCUMENT NO. 6A

**MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE
OF THE CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT
COLLEGES WITH THE OFFICERS OF THE TENNESSEE VALLEY
AUTHORITY AT KNOXVILLE, TENNESSEE ON APRIL 4, 1947**

In response to an invitation that had been extended to the Conference of Presidents of Negro Land Grant Colleges by the Tennessee Valley Authority, the Executive Committee of the Negro Land Grant Colleges assembled in Knoxville, Tennessee on April 4, 1947. Invitations for the gathering had been issued by Mr. George F. Gant, General Manager, of the T. V. A. Promptly at 10:00 a. m., the following persons assembled in the conference room of the New Sprankle Building.

From the Land Grant Colleges, these were the persons that were present:

- L. H. Foster, Conference President of Negro Land Grant Colleges, and President of Virginia State College.
- John W. Davis, Chairman of Executive Committee and President of West Virginia State College.
- F. D. Bluford, President A. & T. College, North Carolina.
- J. F. Drake, President A. & M. College, Alabama.
- G. L. Harrison, President Langston University, Langston, Oklahoma.
- R. B. Atwood, Secretary of the Conference of Negro Land Grant Colleges and President of Kentucky State College.

Representing the T. V. A. were the following:

- Gordon R. Clapp, Chairman of the T. V. A.
- George F. Gant, General Manager.
- Willis M. Baker, Forrestry Department.
- George E. Henderson, Commerce Department.
- H. K. Menhinick, Regional Studies Department.
- C. F. Clayton, Correlating Committee.
- E. H. White, Agriculture Relations Department.
- C. Neil Basé, Chief Conservation Engineer.
- W. M. Landes, Agriculture Relations Department.
- Richard Kilborn, Forrestry Relations.
- J. H. Daves, Specialist in Negro Education.

At the morning session and at the afternoon session, information was presented to the committee on the work that is being carried on by the Tennessee Valley Authority and the opportunities available for institutional co-operation with the agency. Many questions were asked there were very interesting discussions and exchange of ideas during the entire conference. The following items summarize the situation and its possibilities:

1. The Presidents of the Negro Land Grant Colleges gained valuable information on the work of the Tennessee Valley Authority and the possibilities for institutional cooperation with the agency.
2. The presidents made it clear that they desire greater cooperation between the T. V. A. and the colleges than has existed heretofore.
3. The Officials of the Tennessee Valley Authority expressed their desire for this institutional-agency cooperation.
4. Negro Land Grant Colleges that have qualified, trained personnel, and scientific equipment may request that their facilities be used for educational research projects in which the T. V. A. is interested. In event that these projects are approved, it would be expected that the T. V. A. and the Colleges would jointly finance the cost of such projects.

5. Since the T. V. A. manufactures fertilizer, the agency has the authority, under law, to distribute this fertilizer for educational purposes. Negro Land Grant Colleges and interested Negro Farmers would do well to make requests to the T. V. A. that their farms be used as **TEST DEMONSTRATION FARMS**, thereby becoming eligible for competent advice on farm improvement as well as large quantities of fertilizer without cost.

The time spent at the T. V. A. was both profitable and enjoyable.

Respectively Submitted,

R. B. ATWOOD, Secretary

DOCUMENT NO. 7

T. V. A. Conference

April 4, 1947

The Executive Committee of the Conference of Presidents of Negro Land Grant Colleges met at the noon period in the Conference Room of the New Sprankle Building at Knoxville, Tennessee, with the following members present:

President John W. Davis, Chairman.

L. H. Foster

J. F. Drake

F. D. Bluford

R. B. Atwood

G. L. Harrison

President Davis, Chairman, presided.

President Foster reported on the application for funds that had been filed on December 23, 1946, with the General Education Board. This application was for a total of \$165,000.00 to be used for the general improvement of agricultural instruction in our member colleges, and the filing of said application had been authorized and a Committee appointed at the annual meeting held in Washington, D. C.

President Foster reported that he had received communication from the General Education Board approving the application in full, that the scholarships (\$144,000.00) provided for in Section I would be handled through customary channels and under regular procedure, that the \$6,000.00 provided in Item II, and \$15,000.00 in Item III, were approved and said sums would be sent to our organization for the purposes indicated.

Motion prevailed that the Committee accept President Foster's report and that same committee, with R. B. Atwood added, continue in control of project for the improvement of agricultural education in our member colleges.

Motion prevailed that President Foster send proper expression of appreciation to the General Education Board. President Foster was also requested to circularized the entire project just as soon as possible.

Chairman Davis reported on his request to the U. S. Commissioner of Education, J. W. Studebaker, that a study be made on the distribution of Federal funds for education. The Chairman stated that Commissioner Studebaker had appointed Dr. Blauch to make the study.

Presidents Foster and Drake provided information relative to a resolution on equalization of educational opportunity that had been reported and passed by the Department of Higher Education of the National Education Association.

Motion prevailed that next regular meeting of the Association be held in Washington, D. C., on dates similar to those usually selected, and that the first choice of a meeting place is the Department of Labor.

It was further agreed that Chairman Foster of the Committee on Improvement of Agricultural Education will call a meeting as soon as possible.

Adjournment.

R. B. ATWOOD, Secretary

DOCUMENT NO. 8

**CORRESPONDENCE RELATING TO SPECIAL PROJECT IN
AGRICULTURAL EDUCATION**

General Education Board

49 West 49th Street, New York 20

April 17, 1947

My dear President Foster:

As to the possibility of aid to the Conference of Presidents of Negro Land Grant Colleges in the form of fellowships for the improved training of agricultural extension personnel, we shall be glad to consider individual recommendations in the light of the principles governing the Board's regular fellowship program. Consideration of proposals that do not fall within the scope of this program will probably have to be deferred until there has been opportunity for your committee and its special consultants to give intensive study to the needs of the various colleges for the upgrading of personnel and available training facilities.

Sincerely yours,

W. W. BRIERLEY

President L. H. Foster
Virginia State College
Petersburg, Virginia

April 12, 1947

Mr. W. W. Brierley, Secretary
General Education Board
49 West 49th Street
New York 20, New York

Dear Mr. Brierley:

Significant improvement in the field of agriculture in the Negro Land Grant Colleges is made possible through the Board's grant, as indicated by your letter of April 7th. The presidents and other officers of these colleges are deeply grateful for this evidence of the Board's interest and faith in the programs for which these colleges are responsible.

The names of the officers of the Conference of Presidents of Negro Land Grant Colleges are listed in this letter. It will be appreciated if you let me have official notification of the grant and send a copy of your letter to President R. B. Atwood, Kentucky State College, at Frankfort, Kentucky.

Very sincerely,

L. H. FOSTER, President

GENERAL EDUCATION BOARD

49 West 49th Street

New York, New York

April 28, 1947

Dear President Foster:

Since my recent conversation with you I have talked with Mr. Calkins about your interest in having someone from the staff of the General Education Board serve on the special committee that will direct the study provided for under the Board's grant to the Conference of Presidents of Negro Land Grant Colleges. Mr. Calkins has asked me to assure you of our willingness to be of any possible assistance to this committee. On the other hand, in the light of the Board's policy not to participate in the direction of any project for which it has provided funds, he thinks that it would be undesirable to have a member of our staff serve in the capacity you have suggested. We hope, however, that you will let us know from time to time of the progress of the committee's work, and if at any time any one of us can be helpful, please do not hesitate to let us know.

Sincerely yours,

FLORA M. RHIND

President L. H. Foster
Virginia State College
Petersburg, Virginia

GENERAL EDUCATION BOARD

49 West 49th Street, New York 20

April 17, 1947

My dear President Foster:

I have the honor to notify you that at the meeting of the Trustees of the General Education Board held April 3, 1947, the sum of \$21,000, or as much thereof as may be necessary, was appropriated to the Conference of Presidents of Negro Land Grant Colleges for support of conferences of agricultural leaders and special consultants with a view to upgrading the teaching staffs of land grant colleges for Negroes, the appropriation to be available during the period ending June 30, 1950.

The appropriation was voted pursuant to recent correspondence and conferences the officers had with members of the Conference's special committee and representatives of the United States Department of Agriculture, and is for use approximately as follows:

For conferences of agricultural directors—	
\$2,000 annually for three years	\$ 6,000.00
For special consultants to work with a small committee and to visit member colleges for the purpose of studying, evaluating and cooperating with the faculties in bringing about desired improvement in their agricultural work \$5,000 annually for three years	\$15,000

Please notify us when you are ready to proceed with the project and our Comptroller will arrange for semi-annual payments. An accounting of sums expended under the appropriation should be submitted annually. Any part of the appropriation remaining unused on June 30, 1950, will revert to the Board.

Sincerely yours,

W. W. BRIERLEY

President L. H. Foster
Virginia State College
Petersburg, Virginia
cc: President R. B. Atwood

DOCUMENT 9

**PERSONS NOMINATED TO AID IN THE IMPROVEMENT OF AGRICULTURAL EDUCATION
IN LAND GRANT COLLEGES FOR NEGROES**

Compiled by President John W. Davis, Institute, West Virginia

6-5-'47

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
1. Dr. Raymond W. Heim	Supervisor of Vocational Agricultural Education in State of Delaware	Newark, Delaware	Dr. George L. Schuster, Dean and Director, School of Agriculture, University of Delaware, Newark, Del.
2. Mr. R. E. Cammack	Director, Vocational Education, State Department of Education	Montgomery, Alabama	Dr. J. F. Drake, President, A. & M. College, Normal, Alabama.
3. Mr. F. M. Staley	U. S. Department of Labor	P. O. Box 23, Americus, Ga.	Dr. M. F. Whittaker, President, A. & M. College, Orangeburg, S. C.
4. Dr. L. J. Horlacher	Assistant Dean, Department of Agriculture, University of Kentucky	Lexington, Ky.	President H. L. Donovan, University of Kentucky, Lexington, Ky.
5. Dr. R. B. Atwood	President, Kentucky State College	Frankfort, Ky.	President H. L. Donovan, University of Kentucky, Lexington, Ky.
6. Dr. Lyman E. Jackson	Dean of Agriculture, Pennsylvania State College	State College, Pennsylvania	Dr. Walter S. Newman, Acting President, Virginia Polytechnic Inst., Blacksburg, Virginia.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
7. Mr. H. W. Sanders	Head, Department of Vocational Agriculture, Virginia Polytechnic Institute	Blacksburg, Va.	Dean T. B. Hutcheson, Dept. of Agriculture, Blacksburg, Va.
8. Mr. Alva Tabor	State Itinerant Teacher Trainer in Agriculture	Ft. Valley, Ga. Box 488	President Elect J. A. Colston, Georgia State College, Savannah, Ga.
9. Professor R. W. Heim	Supervisor Vocational Agricultural Education	Newark, Delaware	President William S. Carlson, University of Delaware, Newark, Del.
10. Dr. S. D. Scruggs	President, Lincoln University	Jefferson City, Missouri	President Frederick A. Middlebush, University of Missouri, Columbia, Missouri.
11. Dr. E. M. Norris	Professor, Agricultural Economics	Prairie View University Prairie View, Texas	Dr. E. B. Evans, Pres., Prairie View University, Prairie View, Texas
12. Dr. W. R. Banks	President-Emeritus, Prairie View University	Prairie View, Texas	Dr. E. B. Evans, Pres., Prairie View University, Prairie View, Tex.
13. Dr. J. J. Mark	Director, Department of Agriculture, West Virginia State College	Institute, W. Va.	Mr. L. A. Toney, State Leader, Negro Extension Work in W. Va., Institute, W. Va.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
14. Mr. D. C. Jones	Director of Agriculture and State Supervisor of Vocational Agriculture in Okla.	Langston, Okla.	Dr. G. L. Harrison, President, Langston University, Langston, Okla.
15. Dr. Ralph H. Woods	President,, Murray State Teachers College	Murray, Ky.	Dr. R. B. Atwood, Kentucky State College, Frankfort, Kentucky
16. Mr. R. E. Jones	State Agricultural Agent in North Carolina	A. & T. College, Greensboro, N. C.	Dr. John L. Mitchell, Knoxville, Tennessee
17. Mr. F. M. Staley	U. S. Department of Labor	P. O. Box 23 Americus, Ga.	Dr. John L. Mitchell, Knoxville, Tennessee
18. Mr. Reuben A. Munday	Department of Agriculture, Tuskegee Institute, Alabama.	240 N. Hampton Road, Amherst, Mass.	Mr. T. M. Campbell, Field Agent, U. S. Department of Agriculture, Tuskegee Institute, Alabama.
19. Mr. F. M. Staley	Regional U. S. Farm Labor Supervisor and Georgia Extension Service.	P. O. Box 23 Americus, Ga.	Mr. T. M. Campbell (Address above No. 18)
20. Mr. Gould Beech	Editor, The Southern Farmer, Inc.	Montgomery, Ala.	Mr. T. M. Campbell, (Address above—No. 18)
21. Dr. Lenard D. Baver	Dean, School of Agriculture, State College	A. & E. Raleigh, N. C.	Dr. F. D. Bluford, President, A. & T. College, Greensboro, N. C.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
22. Dr. J. F. Drake	President, State A. & M. College	Normal, Alabama	Dr. L. N. Duncan, President, Alabama Polytechnic Institute, Auburn, Ala.
23. Dr. H. N. Young	Director, Agriculture Experiment Station, Virginia Polytechnic Institute	Blacksburg, Va.	Dr. L. H. Foster, President and Agricultural Staff, Virginia State College, Petersburg, Va.
24. Dr. W. I. Myers	Head, Department of Agricultural Economics, Cornell University	Ithaca, N. Y.	Dr. L. H. Foster and Agricultural Staff, (See address above—23)
25. Dr. Fred F. Lininger	Director, Agricultural Experiment Station, Pennsylvania State College	State College, Pa.	Dr. L. H. Foster, President and Agr. Staff (See address above—No. 23)
26. Mr. H. H. Kildee	Dean, Division of Agriculture, Iowa State College	Ames, Iowa	Dr. L. H. Foster, President and Agr. Staff (See address above—No. 23)
27. Dr. Chris L. Christensen	Dean, College of Agriculture, University of Wisconsin	Madison, Wis.	Dr. L. H. Foster, President and Agr. Staff (See address above No. 23)
28. Dr. C. H. Bailey	Dean, Department of Agriculture, University of Minnesota (University Farm)	St. Paul Minnesota	Dr. L. H. Foster, President and Agr. Staff (See address above—No. 23)

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
29. Dr. M. J. Funchess	Dean, School of Agriculture, Alabama Polytechnic Institute	Auburn, Alabama	Dr. L. H. Foster, President and Agr. Staff (See address above—No. 23)
30. Dr. I. O. Schaub	Dean, School of Agriculture, North Carolina State College	Raleigh, N. C.	Dr. L. H. Foster, President and Agr. Staff (See address above—No. 23)
31. Dr. S. M. Stewart	Retired, Professor, Rural Education, Cornell University	Ithaca, N. Y.	Dr. L. H. Foster, President and Agr. Staff (See address above—No. 23)
32. Dr. M. C. Gaar	Professor of Agricultural Education, Louisiana State University	Baton Rouge, La.	Dr. J. O. Knapp, Director, Co-operative Extension Service, Morgantown, West Virginia.
33. Dr. O. C. Aderhold	Dean, College of Education and formerly of the Vocational Education Department of the University of Georgia	Athens, Georgia	Dr. Harmon Caldwell, President, University of Georgia, Athens, Ga.
34. Dean Paul W. Chapman	Dean, College of Agriculture, University of Georgia	Athens, Georgia	Dr. Harmon Caldwell, President, University of Georgia, Athens, Ga.
35. Dr. John T. Wheeler	Head, Department of Vocational Education, University of Georgia	Athens, Georgia	Dr. Harmon Caldwell, President, University of Georgia, Athens, Ga.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
36. Dr. M. C. Gaar	Professor of Agricultural Education, Louisiana State University	Baton Rouge, La.	Dr. C. R. Orton, Dean and Director, College of Agriculture, Forestry & Home Economics, West Virginia University, Morgantown, W. Va., and President Irvin Stewart, W. Va. University, Morgantown, W. Va.
37. Dr. P. H. Easom	Supervisor, Negro Education in Mississippi (State Department of Education)	Jackson, Miss.	Dr. Fred T. Mitchell, President, Mississippi State College, State College, Mississippi.
38. Professor A. D. Fobbs	Teacher, Trainer in Vocational Agriculture and Instructor of Vocational Agriculture in Alcorn A. & M. College	Alcorn, Miss.	Dr. W. H. Pipes, President, Alcorn A. & M. College, Alcorn, Miss.
39. Mr. J. H. McLeod	Vice director of the Agricultural Extension Service, College of Agriculture, University of Tennessee	Knoxville, Tenn.	Dr. C. E. Brehm, Dean and Director, Co-operative Extension Service, University of Tennessee, Knoxville, Tennessee.
40. Dr. Oliver S. Willham	Vice-Dean of the School of Agriculture, Oklahoma A. & M. College	Stillwater, Okla.	Dr. Henry G. Bennett, President, Oklahoma A. & M. College, Stillwater, Okla.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
41. Dr. E. M. Norris	Professor, Agricultural Economics	Prairie View University Prairie View, Tex.	Dr. D. W. Williams, Vice President for Agriculture, A. & M. College of Texas, College Station, Texas.
42. Mr. W. N. Elam	Federal Agent for Agricultural Education (Special Groups) U. S. Office Education	Washington, D. C.	Dr. D. W. Williams, Vice President for Agriculture, A. & M. College of Texas, College Station, Texas
43. Mr. J. O. Knapp	Director, U. S. Co-operative Extension Service in West Virginia (West Virginia University)	Morgantown, W. Va.	Dr. W. W. Trent, State Superintendent of Schools, State Capitol, Charleston, W. Va.
44. Dr. Paul Chapman	Dean, College of Agriculture, University of Georgia	Athens, Georgia	President-Elect J. A. Col- ston, Georgia State Col- lege, Savannah, Ga.
45. Dr. L. A. Potts	Dean, School of Agriculture, Tuskegee Institute	Tuskegee, Ala.	Dr. F. D. Patterson, Pres- ident, Tuskegee Institute, Alabama.
46. Dr. H. C. Sanders	Director, Agricultural Extension Service, College of Agriculture, Louisiana State University	Baton Rouge, La.	Dean J. G. Lee, Jr., Col- lege of Agriculture, Loui- siana State University, Baton Rouge, La.
47. Mr. J. G. Richard	State Agent, Agricultural Extension Div. Louisiana State University	Baton Rouge, La.	Dean J. G. Lee, Jr. (See address above—45)

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
48. Mr. Claude W. Davis	District Agent, Agricultural Extension Division, College of Agriculture, Louisiana State University	Baton Rouge, La.	Dean J. G. Lee, Jr. (See address above—45)
49. Mr. C. E. Kemmerly	State Supervisor, Emergency Farm Labor Program, Agricultural Extension Division, College of Agriculture, Louisiana State University.	Baton Rouge, La.	Dean J. G. Lee, Jr. (See address above—45)
50. Mr. J. L. Lee	District Agent, Agricultural Extension Division, Louisiana State University.	Baton Rouge, La.	Dean J. G. Lee, Jr. (See address above—45)
51. Dr. R. H. Woods	President, Murray State Teachers College	Murray, Kentucky	Dr. H. G. Canady, Chairman Research Council, W. Va. State College, Institute W. Va.
52. Dr. E. M. Norris	Professor, Agricultural Economics	Prairie View University Prairie View, Tex.	Dr. H. G. Canady, Chairman Research Council, W. Va. State College, Institute W. Va.
53. Dr. L. A. Lancelot	Director, Vocational Education, Iowa State College	Ames, Iowa	Dr. H. G. Canady, Chairman Research Council, W. Va. State College, Institute W. Va.
54. Dr. C. V. Noble	Department of Agriculture, University of Florida	Gainesville, Fla.	Dr. John J. Tigert, President, University of Florida, Gainesville, Fla.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
55. Dr. Paul Chapman	Dean, College of Agriculture, University of Georgia.	Athens, Georgia	Dr. John W. Davis, President, West Virginia State College, Institute, W. Va.
56. Dr. John L. Lockett	Director, College of Agriculture, Virginia State College	Petersburg, Va.	Dr. John W. Davis, President, West Virginia State College, Institute, W. Va.
57. Dr. S. M. Stewart	Professor (Retired) Rural Education, Cornell University	Ithaca, N. Y.	Dr. John W. Davis, President, West Virginia State College, Institute, W. Va.
58. Dr. L. J. Horlacker	Assistant Dean, Department of Agriculture, University of Kentucky	Lexington, Ky.	Dr. John W. Davis, President, West Virginia State College, Institute, W. Va.
59. Prof. L. J. Horlacker	Assistant Dean in Resident Teaching, College of Agriculture, University of Kentucky	Lexington, Ky.	Dr. John Dale Russell and others, U. S. Office of Education, Washington, D. C.
60. Prof. William Albrecht	Chairman, Department of Soils, College of Agriculture, University of Missouri	Columbia, Mo.	Dr. John Dale Russell and others, U. S. office of Education, Washington, D. C.
61. Dr. R. M. Stewart	Professor Emeritus of Rural Education, Cornell University	Ithaca, N. Y.	Dr. John Dale Russell and others, U. S. Office of Education, Washington, D. C.

DOCUMENT 9—Continued

Person Nominated	Position	City and State	Name of Person or Persons Making Nomination
62. Dr. O. C. Aderhold	Dean, School of Education, University of Georgia	Athens, Georgia	Dr. John Dale Russell and others, U. S. Office of Education, Washington, D. C.
63. Mr. H. C. Sanders	Director, Agricultural Extension Division, Louisiana State University.	Baton Rouge, La.	Dr. Fred C. Frey, Acting President, Louisiana State University, Baton Rouge, La.

**CORRESPONDENCE RELATING TO AGRICULTURAL EXTENSION
WORK AND AGRICULTURAL EXPERIMENT STATIONS
DEPARTMENT OF AGRICULTURE, WASHINGTON**

May 10, 1946

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

Dear Mr. Davis:

I requested Dr. M. L. Wilson, Director of Extension Work, Department of Agriculture, to keep me informed regarding matters brought to the Department's attention recently at the Conference of Presidents of Negro Land Grant Colleges.

Dr. Wilson sent me a memorandum on April 8 relating to the conference which you had with him and later he also sent me a list of some questions and answers pertaining to matters discussed.

I am sending a copy of these on to you and I believe that they reflect a co-operative and sympathetic attitude on this problem. I want you to know that we are all interested in working out a satisfactory solution.

Sincerely yours,

OWEN ANDERSON, Secretary

Enclosures.

UNITED STATES DEPARTMENT OF AGRICULTURE

Extension Service

Washington 25, D. C.

April 8, 1946

To: The Secretary of Agriculture

From: M. L. Wilson, Director of Extension Work

J. T. Jardine, Chief, Office of Experiment Stations

Subject: Visit of Representatives of Conference of Presidents
of Negro Land Grant Colleges Regarding Pro-
visions for Research and Extension Work.

In compliance with your request to keep you informed regarding several matters brought to your attention recently by representatives of the Conference of Presidents of Negro Land Grant Colleges, we desire to submit the following:

These matters relate themselves to the research work carried on in the State agricultural experiment stations with the aid of Federal appropriations, and to Co-operative Extension Work conducted jointly by the State Land Grant institutions and the Department. As you know, the question of adequate funds and their equitable distribution

for teaching purposes available from Federal sources lies in the jurisdiction of the Office of Education, of the Federal Security Administration.

The desire of the Negro Land Grant Colleges for greater participation in the research programs of the State agricultural experiment stations has received careful and sympathetic study and consideration by the Department of Agriculture on previous occasions, especially in 1939. At that time a thorough review and analysis was made of the provisions of the Federal grant acts and of the work of the experiment stations in the 17 states where separate land grant institutions are maintained as related to the problems which the representatives of the Negro Land Grant Colleges discussed during their recent visit.

The Federal grant acts leave the Department no discretion as to the manner in which the Federal grant funds for research are distributed or the institutions that receive them. Under the provisions of the Hatch Act of 1887 and the other acts which are supplementary thereto, Congress directed that these funds be distributed to the agricultural experiment stations designated by the legislatures of the respective States to receive them. The Department is without authority to change this designation by the States or to certify institutions to receive the Federal grant funds other than those that have been designated. Throughout the 59 years' history of this legislation this principle has been adhered to without exception. There could be no exception unless Congress should change the law.

Apart from any restrictions imposed by legislation on the distribution of funds, the Department is interested in rendering service to all rural groups of the Nation through agricultural research. It is our impression that those who administer and conduct agricultural research in the States of large Negro population have considered the Negro an integral part of the farm community and not an isolated group. A very large part of the research work of the experiment stations has no racial significance but applies to the welfare of all rural groups in the State. Rarely, if ever, are research projects built around the problems of any racial group. In States having large Negro populations the sampling in any social or economic study would naturally include large numbers of Negro families, in order to obtain a reliable cross section of the population. The experiment stations in such States report that Extension workers and teachers of vocational agriculture of the Negro race are quite active in availing themselves of research information developed by the stations.

In this connection, it should be noted that in addition to the Federal-grant funds the States, as a rule, have provided rather liberal support for agricultural research. On the average, this support is about \$3 of State origin to each \$1 of Federal grants. Some of this State money, according to our information, has been designated specifically for work with the Negro Land Grant Colleges. In Virginia, for example, we understand that a special State appropriation has been made available for use by the Virginia State College for Negroes and the

Virginia Experiment Station for field crop studies conducted on the farm of the Virginia State College. Similar cooperative work has been carried out, we believe, in Georgia, South Carolina, and perhaps other Southern States. Our information here is not complete, since the expenditure of these State funds does not come within the jurisdiction of this Department. Perhaps there may be opportunity through appropriations of State funds to expand research activities at the Negro Land Grant Colleges.

Co-operative Extension work in agriculture and home economics in the 17 States where rural Negro families are to be found in substantial number, is conducted jointly by the State Land Grant institutions for whites and the U. S. Department of Agriculture. In accepting the Federal funds authorized by the several acts of Congress for use in conducting Extension work, the State legislatures in each of these 17 States designated the State Land Grant Colleges for whites to represent the States in the conduct of Co-operative Extension work. Consequently, Negro Extension workers employed in these States are regarded as a part of this unified service and are not segregated under separate administration and supervision. It is true that Negro workers, who are part of the State supervisory staff, usually are located at the Negro Land Grant institution, but this has been done in the interest of closer relations with such institutions and with their facilities for training new Extension workers.

Both the white and Negro Extension workers in these 17 States have available to them such helps and services of an administrative, supervisory, subject matter and teaching character as are available from the State Land Grant institution for whites and the U. S. Department of Agriculture. Since this is the case, we cannot accept as valid, statements that assume that appropriations available for the conduct of Extension work should be divided in the employment of white and Negro workers in proportion to the respective white and Negro populations involved. The State and local viewpoint, and practice in these States has dictated that the first Extension worker located in a county be a white agricultural agent supplemented by the employment of a white county home demonstration agent where local interest in having such an agent is evidenced. These two white workers are supplemented in many counties by the employment of assistant agents, or special agents, as is warranted by the interest or demands of the local people.

The desirability of employing Negro Extension agents to work more intensively with rural Negro families where these are to be found in considerable number has long been recognized. From the standpoint of general policy, we favor employing a Negro agricultural agent and a Negro home demonstration agent whenever there are as many as 450 Negro farm families in a county. We regard the employment of additional Negro assistants in counties having still larger numbers of Negro families as highly desirable. It should be borne in mind that the employment of any and all county Extension agents depends def-

initely on obtaining the interest and support of county governing bodies and of the people of each county. It is not our policy to finance through the use of either State or Federal funds the location of an Extension agent in any county where such service is not acceptable. The location of an agent or agents in any given county, therefore, is not merely a matter of the availability of State or Federal funds. It is a matter as well of negotiation with the county governing bodies. For this reason, progress and employment of additional Negro agents has been necessarily slower in some counties and in some States than in others.

During the past several years, this matter of more effectively serving rural Negro farmers through the Co-operative Extension Service has been a subject of active discussion between representatives of the Department and the State Extension directors in the 17 States concerned. In a conference of this character some three or four years' ago, each State director indicated his willingness to make an extra effort to maintain systematic contact with the president of the Negro Land Grant College in his State. This was with the thought that as State Extension director he would consult the president of the Negro Land Grant College and his associates with regard to (1) the program of offered rural Negro families in the State; (2) the availability and suitability for certain vacancies of graduates of the Negro Land Grant College who were qualified to do Extension work in agriculture and home economics; and (3) the improvement of training facilities for Negro students at the Negro Land Grant College desiring to become Extension workers. Of course the degree to which it has been possible for each State director to carry out his part of this program has varied from State to State. We believe, however, that the way to make progress in rendering more effective service to rural Negro families will be through such a program of co-operation between the State director of Extension and the president of the Negro Land Grant College.

In 1932, there were 339 Negro Extension agents employed, which included 37 workers engaged in supervisory and specialist work, and 302 employed in the counties. Ten years later, in 1942, the number of Negro Extension workers employed had increased to 570. Today the number is 778, or considerably more than double the number that were employed in 1932. In the fiscal year 1944, War Emergency Funds amounting to \$4,000,000 were made available by Congress to the Co-operative Extension Service. Of this amount \$383,062 were utilized in the employment of emergency Negro War Food Extension workers. During the current fiscal year ending June 30, 1946, the first increment of the appropriation authorized by the Bankhead-Flannagan Act amounting to \$4,500,000 was made available. Of this amount \$463,810 was allotted in the 17 states for the employment of Negro Extension workers. This is a little better than 10 per cent of the total fund available to the whole country and approximately 20 per cent of the fund allotted to the 17 States which we have had under discussion in relation to Extension work with Negroes. We do not know whether or

not it will be feasible to maintain this ratio of expenditures for the employment of Negro Extension workers with the additional increment of Bankhead-Flannagan funds if these are made available during the coming two years. It would seem probable, however, that we should have by July 1, 1948, in all counties with 450 or more Negro families, at least one Negro agricultural agent and one Negro home demonstration agent, provided the viewpoint and interest of the local people in these counties is such that the employment of Negro Extension agents can be approved by the county governing bodies. Such results, in our judgment, will be obtained if the issues involved are not forced and the conduct of the work by these Negro agents is uniformly acceptable.

Certain questions were raised by the group with reference to the salaries paid Negro Extension agents and funds available for financing essential travel within their counties. These matters have been under repeated discussion between Department representatives and the State directors of Extension. The improvement of both salaries and facilities for travel are being given continuous study and thought, along with provisions that should be made for professional improvement, and a satisfactory basis for retirement. All Extension workers in the 17 States concerned will be benefited by whatever can be done to improve the situation with respect to these matters. Probably one of the most difficult obstacles to obtaining uniformly satisfactory adjustments is the fact that in some counties and in some States salaries and other financial provision for Negro workers is locally such that any radical change in the prevailing ratio of compensation between whites and Negroes is likely to subject the worker and the Extension Service to hurtful criticism and opposition.

NEGRO EXPERIMENT STATION AND CO-OPERATIVE EXTENSION WORK

Questions and Answers

1. Has the Secretary of Agriculture been granted powers under Federal statutes which are sufficiently broad to eliminate alleged disparities being practiced in Southern States in distributing Federal grant funds to State agricultural colleges for agricultural experiment stations and co-operative agricultural extension work?
Answer: No, the Federal grant acts for research and extension work direct that the Federal funds be distributed to the agricultural experiment stations and to the agricultural colleges designated by the legislatures of the respective States to receive them.
2. Have the legislatures of any States designated the Negro Land Grant Colleges to receive such Federal grant funds?
Answer: No.
3. Under what authority is co-operative extension work carried on by this Department in co-operation with State agricultural colleges?

Answer: Smith-Lever Act of May 8, 1914 and acts supplementary thereto.

4. When did the provisions of the Bankhead-Flannagan Act of June 6, 1945 become effective?

Answer: On July 1, 1945.

5. Will extension work with Negro rural people be expanded with Bankhead-Flannagan funds?

Answer: Yes, \$463,810 of these funds were allotted for Negro work in 1946, or about 20 per cent of the total fund allotted for extension work in the 17 States.

6. Has Negro extension work expanded in recent years?

Answer: Yes, in 1932 there were 339 Negro technical extension workers employed, in 1942 the number of such workers had increased to 570 and in 1946 there are 778 Negro technical extension workers employed.

7. How much money will be spent for Negro extension work in 1946?

Answer: The estimated total expenditure for employment of Negro extension workers is \$1,832,973, of which \$1,395,565 will be Federal funds, and \$437,408 will be State and County funds.

8. Do Negro rural boys and girls participate in 4-H Club Work?

Answer: Yes, 277,563 Negro boys and girls enrolled last year made an outstanding contribution to the war effort in food production and conservation, salvage, victory bond sales, etc.

9. Is further expansion of extension work with Negro rural people contemplated?

Answer: Yes, plans contemplate employment of 50 additional Negro county agricultural agents and 80 additional Negro home demonstration agents during the fiscal year beginning July 1, 1946, provided the increment of funds authorized under the Bankhead-Flannagan Act is appropriated.

10. How do salaries of Negro county agricultural and home demonstration agents compare with salaries of White county agricultural and home demonstration agents?

Answer: The 1946 average annual salaries are:

\$3,420—White county agricultural agents.

\$1,969—Negro county agricultural agents.

\$2,586—White home demonstration agents.

\$1,752—Negro home demonstration agents.

11. Do the counties contribute toward salaries of extension agents?

Answer: Yes, many States require the counties to share in the cost of county extension agents. This is a limiting factor in some States where county appropriations for Negro workers are low.

12. Is the U. S. Department of Agriculture trying to raise the salaries of Negro co-operative extension workers and improve their working conditions?

Answer: Yes, the director of extension work of the department and members of his staff are working with State extension directors in the 17 States to raise salaries of Negro workers, to provide them with adequate travel funds, clerical assistance, equipment and supplies, and to improve their general working conditions.

13. Do Negro rural people receive the benefits of extension work carried on by White extension workers?

Answer: Yes, the subject-matter specialists and State supervisors work with and assist Negro county extension agents, and White county agricultural and home demonstration agents carry on work with thousands of Negro farmers and their families who are not reached by Negro extension agents.

14. What are the prospects for expanding Negro extension work?

Answer: Very good. Should Congress appropriate the funds authorized in the Bankhead-Flannagan Act, it is expected that each of the 420 counties with 450 or more Negro farms will have a full time Negro county agricultural agent and a full time Negro home demonstration agent, and that assistant Negro agents will be added in many of the larger counties by 1948.

DOCUMENT NO. 11

**CORRESPONDENCE RELATING TO RESEARCH AND
MARKETING ACT, 1946**

DEPARTMENT OF AGRICULTURE
Washington 25, D. C.

November 8, 1946

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

Dear Mr. Patterson:

Your letter of October 18 to the Secretary points out the lack of resources available to the Negro Land Grant Colleges for research and suggests the desirability of the Secretary's making allocations to these institutions from research funds now available. We assume that you have in mind the funds that may become available under the Research and Marketing Act of 1946. No appropriations have yet been made under the authorizations of this Act.

The chief source of funds for State Experiment Stations under this Act is the authorization in Section 9 of Title I for additional appropriations for allotments for State Experiment Station work. Such allotments, however, are on the same basis regarding allocation between institutions within a State as are the allotments under the Bankhead-Jones Act of 1935 and earlier Acts. The Hatch Act of 1887, the

original Federal grant to the States for agricultural research, provides that the legislatures of such States shall designate the colleges to receive these grants.

The remaining appropriations authorized in the Act are largely for work in the Department. Funds provided for utilization research (Section 10(a), Title I) and for marketing research and service (Title II) may be used for work done under contract with State or private agencies where this will permit the work to be done "more effectively, more rapidly, or at less cost." Title II funds may also be allotted to State agencies, subject to the matching of such allotments by the State agencies with funds not now available for marketing research and services. It is required that such allotments "shall be made to the agency or agencies best equipped and qualified to conduct the specific project to be undertaken."

While we appreciate the needs of the Negro Land Grant Colleges and the opportunities for service through research, the Department does not have authority to make allotments to them under the provisions of Section 9 of this Act. In some of the States the State Experiment Station and the Negro Land Grant College have co-operated in the study of problems in which the Negro has special interest. New appropriations will undoubtedly strengthen this co-operation.

The Negro Land Grant Colleges would be equally eligible with other institutions to receive consideration in the awarding of contracts or allotments for agricultural research under other Sections of the Act. In making such allotments the Department is required to select the agency or agencies best equipped and qualified to conduct the specific project to be undertaken.

We will appreciate any suggestions the Negro Land Grant Colleges may make regarding research which should be done under the Act, for which they are particularly qualified. Such suggestions will be given equal consideration with others in the development of a program to carry out the purposes of the Act.

Sincerely yours,

W. A. MINOR,

Assistant to the Secretary

GROUP II

DOCUMENT NO. 12

EQUALIZATION OF OPPORTUNITY

Lloyd C. Emmons, Chairman

Our free public schools have traditionally been thought of as indispensable to the welfare of our democracy. The facts revealed by World War II, however, give evidence of many inequalities and general weaknesses due to the variance of educational opportunities in

the states which control education. Victory in World War II would have been impossible if we had not extended educational opportunities of general and specialized training to all persons regardless of race, creed or economic status. Our survival in time of peace calls for similar effort.

With the ever increasing mobility of population, there are no longer reasons for thinking solely in terms of our community or state. The problem of education is national in character. Our Nation and the U. S. S. R. are now considered the leading world powers. Each represents a radically different ideology. Whether our American way of life with its emphasis upon personal liberty, or whether communism with its subservience of the individual to the State, becomes the prevailing form of government in various areas of the world, presents a problem our Nation cannot evade. Our democracy cannot afford to continue the present inequality of opportunity in education and our disinterested national viewpoint regarding education in the face of the world situation.

In any government such as that of the United States, where powers are derived from the consent of the governed, the security of the Nation and the welfare of the individual are responsibilities of the State. These responsibilities combine to make it mandatory that the State provide for the education of its citizens. Education of the citizen is essential if the Nation is to maintain the capacity to govern itself with a satisfactory degree of effectiveness. Thus, the equality of educational opportunity is not only implied but required. We must move toward this goal.

Equalization of educational opportunity means free access to the processes of learning continuously through all levels so that every individual is given just as much chance as every other individual to develop himself, unhampered by social, racial, economic, political, geographical, physical or any other limiting factor outside the individual. The only tolerable limitations are those of individual ambition or capacity.

Equalization of educational opportunity implies equitable distribution of facilities in keeping with discovered needs which necessarily vary by regions.

The committee recommends that a national survey be made on the state, regional and national level of specialized facilities which exist in America at the present time, to avoid unwarranted duplication of services and facilities and a waste of funds.

The committee further recommends that shortages be remedied through additional facilities made available by the State and Federal Government of other agencies.

It is recommended that the several states re-study the effectiveness of their educational systems and provide funds for equalizing education at a final level which the representative states can support.

It is further recommended that the Federal Government provide funds for the equalization of educational opportunity among the sev-

eral states. It is suggested that Federal assistance be provided to the states equal approximately to the difference between 3.5 per cent of the state income for the preceding fiscal year and the amount determined by the number of children from **five to nineteen years of age** multiplied by a minimum of \$80.00. Such funds as are allotted to each state to bring the school income per child to a minimum of \$80.00 would be placed with the state treasury and be distributed to the various school units on a plan devised by the State Board of Education or corresponding legal agency, in accordance with the fiscal regulations of the Congress and based upon the counsel of the broad educational interests of each state.

It is further recommended that Federal assistance to the states in the form of scholarship aid be provided any student whose capacity and objectives make further training or education worthwhile and who enters an accredited institution above twelfth grade level. These scholarships would cover tuition and fees not to exceed \$500 per person per academic year, and an allowance toward other costs of \$40 per person per month. These sums would be in addition to any scholarship available to the students from other sources, but would not run concurrently with allotments under the Serviceman's Readjustment Act. The funds allotted for scholarships would be placed with the state treasury and be administered by the State Board of Education, under regulations set up by the Congress.

The responsibility for providing training to Negro students in higher education in the Southern states has been placed by state and federal laws very largely in the hands of Negro Land Grant Colleges. In seventeen states these institutions are separate by law. Provision made for plant facilities and operating purposes has been exceedingly limited, and there has been practically no provision made for purposes of experiment and research. These deficiencies result in handicaps which only Federal assistance can adjust.

We recommend that the Congress appropriate to each of the states in which these colleges are located the sum of \$2,000,000 for the specific purpose of improvement and extension of the educational plants of each of these institutions, and for the acquisition of scientific and other equipment, this sum to be paid in equal installments over a three-year period. We urge that the states in which these separate colleges are located will, in the future, provide for appropriate apportionments of specific Federal funds appropriated for research and experiment purposes of Land Grant Colleges, and that allocation of state funds for the ongoing of these institutions will be made on a more equitable basis.

We recommend further that if Federal funds are provided for the equalization of educational opportunity, there be set up a joint Federal-State Commission to study, continuously, the operation of the plan and to determine the degree to which it serves its purpose.

Your committee feels that the carrying out of these several recommendations will greatly advance the cause of education within our

Nation and will strengthen our democracy as it progresses toward the ideals set forth in the Federal Constitution.

Note: The above is taken from the report of National Conference on Higher Education of the N.E.A. held at Chicago, Illinois, March 31-April 3, 1947.

DOCUMENT NO. 13

FEDERAL AID TO EDUCATION

October 17, 1947.

MEMORANDUM Dr. Davis

Attached are two suggestions for your consideration. The one statement would be appropriate for House and Senate leaders; the other would be appropriate for transmission to the President.

It seems to me that these statements, if approved by the Conference, should be transmitted with letters that are vigorous in amplifying the resolutions, with particular reference to action. The President, for example, has not given us any help beyond lip service. I think that Joe Martin, Charles A. Halleck, and some other members of the House opposition are selling both their party and our country short. I wish it were possible for you and a small group of your co-workers in the Conference to sit down with Martin and Halleck to make that point clear. I think that incidentally you would enjoy the experience.

R. B. MARSTON

Federal Aid To Education

2. The need to establish a foundation school program for the youth of the nation is both critical and urgent. The 1940 U. S. Census is authority for the fact that approximately 5 million children, 5-17 years old inclusive, are not enrolled in any school. There are other millions in schools where the educational offering is shockingly sub-standard. This inexcusable neglect handicaps American business, weakens the national defense, and in significant ways disqualifies those who lack basic educational opportunities for the proper discharge of the duties of citizenship in a society of free men.

The inequities in educational opportunity weigh heavily upon the Negro youth of the nation. A vast majority want to become educated. Nevertheless they are, through no fault of their own, denied a fair chance to get an education in many parts of the nation.

The Conference of Negro Land Grant College Presidents respectfully requests the Second Session of the Eightieth Congress to enact appropriate legislation in 1948 more nearly to equalize educational opportunity through public elementary and public secondary schools in the United States. This is in the judgment of the Conference one of the

most important issues pending in the Congress. The Conference endorses Senate Bill 472 and House Bill 2953 and urges favorable action thereon at the earliest possible date.

TENTATIVE SUGGESTIONS FOR A STUDY OF TECHNICAL AND PROFESSIONAL EDUCATION IN AGRICULTURE UNDER THE AUSPICES OF THE CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES

By R. M. Stewart

Suggestions for Interviews and Study

I. Relating to the Students:

1. Size of the student body in agriculture and relation to the total.
2. Source of agricultural students by areas of the state, and by schools within the state; how many and what states outside.
3. What areas of the state having large Negro population are not represented in the student body.
4. What vocational opportunities compete for rural farm boys in this state.
5. Perhaps a "spot" map of Negro rural population and another of students at the college can be gotten later if not available at the time.
6. Get as much as possible on 5 by verbal reports, particularly as to the "unreached" population.
7. Analyze the agricultural students for educational status, schooling and curriculum followed to date.
8. Study specimen student transcripts of record in registrar's office, if possible, for courses taken, sequence, and competence. Note grade scale used.
9. In connection with 8, note practical and vocational experiences, or kinds of work done by these students, as evident in their records, particularly actually farming experiences.
10. Guidance and counseling system in practice, and relationship to placement and placement opportunities.
11. Evidence that abilities of graduates are adequate to meet the requirements of employers. Draw upon people who are competent to know. Note acknowledge of distribution of graduates and former students.

II. Relating to the Teaching Staff

12. Evidences of satisfactory teaching personality and abilities which are suggestive of what good staff members should be.
13. Teacher's age, vocational experience—check schooling, professional experience, graduate degrees, etc.

14. The teacher's objectives as expressed in his agricultural courses; the institution's objectives as the teacher sees them.
15. His teaching schedule and the subject matter spread of his teaching.
16. His teaching load; other duties not regarded as instruction (e. g. caring for a poultry flock), unskilled tasks, machine labor. Extent.
17. His classroom teaching observed—preferably in each area of subject matter in which he teaches student; including inside laboratories and outside laboratories.
18. Evidence of his courses of study and course plans.
19. His use of objectives and practical procedures in his plans and teaching, as they relate to the agricultural resources on the college farm or on the farms and other areas outside.
20. His use of books, bulletins, and the like—use of the library.
21. His use of the college farms for instruction purposes; other farms; agricultural industries (industrial plants); homes and business. Particularly in connection with the appropriate farm enterprises of the state.
22. Responsibility, required or chosen, for enrollees outside of class hours—social welfare, guidance and counselling, parental relationships if any, and similar duties.
23. Field or extension work done during the current year, or usually done.
24. Surveys or special studies done out on farms; for improvement of teaching, as a research project or for any other purpose. List any and pick up samples if available wherever possible.
25. Leaves of absences from teaching for physical recreation, study; or special modification of schedule to do work with students on the farms, or for other research studies.
26. Need for professional improvement—specific evidence.
27. Relationships with other members of the agricultural staff on special problems relating to the welfare of agriculture—specific evidences.
28. Professional relationships with other divisional staffs within the general staff; in science; in language and literature; social science; health and hygiene staff—specific evidence on any and all.
29. The place of participation for the learners (i. e. learning by doing) in the teacher's plan for his teaching—provision for attainment of skills and comprehension; off-campus trips; outside laboratories.

III. Relating to Objectives:

30. Review numbers 1, 4, 5, 7, 8, 9, 10, 14, 19, 22, 27, 28, 29, 36, 37, 38, 39, 40.
31. Evidence that there is an "urge" on the part of students and staff for agricultural education for technical and professional purposes.
32. Advise with faculty members note catalogues and magazines to discover what the principal objectives are.
33. Effects observed of migration trends from state to state, from rural to urban areas within states—causes.
34. Certain trends that suggest change of objectives—effect of the educated portion of the population upon others as to competency in abilities at work and as to improved conditions of living; increased yearnings and convictions of the social and economic leaders; and improved placement in employment; increased competencies based upon abilities of educated persons.
35. Agricultural education as part of education for vocational competence meets public demand—for balanced individual growth and development; for improvement of family life, and for social responsibility.

IV. Relating to Curriculum and Course Making:

36. Find out how well the institution is in touch with its agricultural and related resources—farms and farm homes; agricultural and home industries; industrial plants dependent on agriculture; processing plants for farm products; marketing organizations and markets; and other economic organizations—how these provide important content for curriculums and courses. Evidence in course plans—see No. 18.
37. Social and economic issues affecting the areas as wholes (or as regions)—such as availability or lack of marketing centers nearby, or banks, or agencies of community welfare.
38. Studies of farm enterprises on individual farms, by regional areas—as they affect the plans of the states, e. g. where dairy, poultry, fruit and vegetables constitute 90% of farm income. Note contributory enterprises, farm appraisals, analysis of farm businesses for the area served as a whole, or in regions.
39. Relation of 36 to 38 inclusive to objectives.
40. Placement opportunities as a factor in curriculum and course making, as suggestive of objectives and competencies—the vocational-technical approach for all content.
41. Whether or not the agricultural purposes with their related studies are focal in the curriculum—related agriculture, science, etc., being contributory or minor.
42. Whether the selection of content and groups of studies for the agricultural part of the curriculum are grouped for psychological symmetry—i. e. major objective basic, minors including

science, etc., all integrated on an integrated basis; flexibility secured through contributory and related courses to meet individual needs, and yet supporting the major.

43. Evidence of at least a two-day channeling of students through the freshman and sophomore years to accomplish the integration of agricultural courses as suggested in 42.
44. Availability of individual counseling and study for remedial and elective courses.
45. Evidence of the effect of selected teaching procedures upon the amount of time required in curriculums and courses—extent of participation, demonstrations, outside laboratories, and how these relate to teacher's time for preparation.

V. Relating to Teaching:

46. Teacher's farm experience, including managerial responsibilities.
47. Teacher's technical preparation in the enterprises and the content applicable to his teaching; what he is doing to improve himself.
48. Nature of his experience, promising features—note record at hand.
49. Experiences contributory to teaching.
50. Human and public relationships that have helped—activities now.
51. Note: teacher's planning of units, how course content is selected; teacher's approach in teaching, how he directs learners in the teaching act, methods of instruction used, outcomes anticipated, utilization of experience, providing for individual differences.
52. Handling of the class, including handling and utilizing of physical facilities. How adequate the facilities were.
53. Evaluate the teaching by pointing out especially good points. Rate the teacher's potential for profiting by professional improvement in the teaching act.

VI. Relating to Facilities Available for the Program:

54. The college farm (or farms)—their adequacy, how used for food supply, for farm experience, a self-labor program, for outside laboratory experience and instruction, and for other purposes.
55. Use of facilities for instruction particularly.
56. Optimum supply of farm machinery and equipment available for institutional purposes.
57. Evidence of proper care of physical plant, including farm machinery, equipment, and special housing.
58. Facilities of communication and transportation and relationships to the agricultural functions of the college.
59. The library—its adequacy, management, conveniences, its personnel and services.

60. Use of facilities off campus—other individual and regional farms, pattern farmers, farm inventories and records, production practices, plants for processing experience and study (scope of information and use) extension trips, etc.

VII. Priorities of Needs Within an Action Program. (To be discovered and determined).

61. **First** problems as to what types of leaders should be prepared in the institution for their satisfactory placement in the services of the state, or patronage areas—based on available positions, objectives of the institution, and adequacy of the staff and facilities.
62. **First** problems in determining the success of former students—what features of their preparation were most valuable for success, based in part upon contracts with their employers.
63. **First** problems that are immediate and soluble—as they relate to the objectives of the institution, as to the teachers who constitute the staff, and as to the persons who are current students or eligible for entrance.
64. **First** problems in the evaluation of the success of students in their resident work—gained from transcripts and other related information.
65. **First** problems as they relate to what changes can be made in the curriculum and courses of study, in curriculum and course organization, and in the quality of the teaching.
66. **First** problems in agricultural production of animals and plants as a principal objective in farming—in the light of state resources.
67. **First** problems in agricultural processing and disposal of farm products—in the light of state industries and marketing opportunities.
68. **First** problems in the elimination and control of pests and diseases—affecting production and disposal; protective and preventive measures for human welfare.
69. **First** problems in essential facilities required to make the various functions of the institution effective and especially the teaching functions—implementation of all functions.
70. **First** problems in the services of the other divisions of the college to the success of the agricultural division—science, social science, language and literature, and similar subjects of study.

SPECIAL PROJECT

IN

TECHNICAL AND PROFESSIONAL AGRICULTURE

Tentative Questions Proposed

- I. What are the objectives within the agricultural divisions of the colleges, that are effective at the present time?**
 1. Who are the persons (i. e. human resources) to whom the objectives apply? How do these resources affect the policies and programs of the colleges?
 2. What natural resources within the given states are effective means of development of these institutions?
 3. What do institutional history and trends in agriculture contribute to the total objectives of education in these institutions?
 4. What effects are derived from the different types of institutions and their articulation within public school systems?
 5. What facilities are now available to implement to an optimum degree the educational programs of the institutions?
 6. How public relationships involve the colleges and college people?

- II. Who are the persons to whom the objectives apply?**
 7. Who are now enrolled and how do they classify?
 8. Who are not enrolled, who should be alerted for college education?
 9. What would a "spot" map show as to the schooling of these people in the states?
 10. What is the present educational status, schooling and curriculums followed?
 11. Are there others entitled to similar privileges?
 12. What practical and vocational experience, or kinds of work done by these people is evident in their records?
 13. How does desire for placement and opportunities for work affect guidance and counseling here?

- III. What factors and trends create need for varying types of education at college levels?**
 14. What effect do state and local resources for production on farms and in related industries have upon types of education needed?
 15. What evidences are there that present students are getting now the types and quality of instruction to insure competence?
 16. What first-hand experiences do members of staffs possess that promote good teaching?

17. What evidence are there that land, buildings and equipment meet optimum requirements for the educational purposes involved in instruction?
18. What are the bases for increased public financial support of these institutions? Relation to minimum standards?

IV. What is the relationship of the teacher to the curriculum?

A. Who should teach on college staffs?

19. What qualities of personality and abilities should require careful selection of new staff members?
20. How effective are the teachers' school, and other public relationships to the success of teachers?
21. How wisely do teachers use their time and evidence of such effective use?
22. How well do teachers teach and how can you tell?
23. Are administrative relationships in good order and improving?

B. What should be taught and to what channels should students be directed?

24. What the courses of study and their determinants are?
25. What constitutes the total content of courses and curriculums, and their determinants?
26. How are teachers affected by courses of study and curriculums and their organization?
27. How should courses be organized?
28. How do the questions 19-27 relate to objectives of the teaching, the teaching itself, and to facilities?

V. What facilities are now available to implement the programs satisfactorily?

29. What detailed contributions do the college farm and other farms make to food supply, to farm management experience, to a self labor program, and to outside laboratory experience for instruction purposes? Any other?
30. How can an optimum supply of farm machinery and equipment for institutional purposes be determined? How can priorities be established?
31. How can housing, farm machinery, shops, greenhouses and the like be cost-accounted with regard to commercial and education uses?
32. How can agricultural plants within the several states be utilized as facilities for competence in instruction, for general participation and for skills?
33. What evidence is there of the efficient uses of communication and transportation in the educational administration of the institutions.

34. Are laboratory facilities available according to need, and used efficiently? Library and library service?
35. What is the status of housing for students and staff?

VI. What are the priorities of agricultural services within states?

36. Production—what specific animals and plants?
37. Processing and marketing—what products and servicing, what machinery and equipment?
38. Eliminating and/or controlling—what diseases and pests?
39. How arrive at optimum implementation of what facilities for the promotion of college objectives?
40. What types of leaders should be prepared? And in what priorities?

VII. What special studies should be undertaken?

See separate list.

PROPOSALS FOR FURTHER CO-OPERATION BETWEEN THE CONFERENCE OF PRESIDENTS OF NEGRO LAND GRANT COLLEGES AND THE NATIONAL INSTITUTE OF SCIENCE

By H. B. Crouch

The following proposal is intended to include the essential activities in selecting, financing, and conducting co-operative research projects in science in Negro colleges under the joint sponsorship of the NIS and the Land Grant Conference.

PROPOSAL I: Co-operative Research Projects in Science Among Negro Colleges.

1. To take inventory of scientific research personnel in Negro colleges, to determine their locations and qualifications for conducting specific researches.
2. For the institutions to make assays on facilities and to determine the type of research to which they are best adapted.
3. To make estimates on outlays for additional facilities that may either complete a research set up for a specific purpose, or to accommodate the training and interest of the research personnel.
4. To hold a meeting of a committee of scientists from the several participating colleges to consider the selections of group researches that could be allocated in parts to the institutions having the best qualified personnel and facilities.
5. To draw up proposals for co-operative researches, and present them to a committee of the Land Grant Conference, for approval.
6. A joint committee representing the Land Grant Conference and

the NIS will present the proposed projects to a research grant-in-aid agency for funds to support the investigations.

7. To make a joint committee the administrator of funds.
8. To make a science committee responsible for the actual conduct of research.

Research projects conducted under the above joint sponsorship would be intended primarily to lend facilities and support for graduate studies and staff improvement. The investigators will claim full ownership to their findings. Collaborate publication of such researches would be recommended but not mandatory.

Applied researches might be conducted jointly between the sciences and the applied fields of agriculture, home economics, engineering, and health. The fact that Negro Land Grant Colleges do not presently share in Experiment Station funds for the several States should strengthen the needs for combining the researches of the pure and applied scientists and should serve as a cardinal reason for requesting large grants for research.

PROPOSAL II: Support of Periodic Scientific Publication for the NIS.

The NIS is in need of a periodic publication for recording the transactions of the organization, and especially to give priority status to the researches reported by the members of the Institute. The present nor the "foreseeable" individual memberships in the NIS will be sufficient to support a publication except by increasing individual dues. The member institutions of the Land Grant Conference are requested therefore to pay an institutional fee of \$10.00 per year in support of a publication. One hundred percent co-operation of the colleges and individual dues will supply the needed financial resources for a publication.

THE NATIONAL INSTITUTE OF SCIENCE AND ITS OBJECTIVES

H. B. CROUCH

Executive Secretary-Treasurer

The National Institute of Science was organized as the "National Association of Science Teachers in Negro Colleges" by a group of science teachers who met in conjunction with the Twenty-First Annual Session of Presidents of Negro Land Grant Colleges that was held in Chicago, October 26-28, 1943. The science teachers' meeting was called at the invitation of the present executive secretary in order to discuss common problems, and to make plans for the improvement of science teaching and research in Negro colleges and universities. After several sessions were held among the science teachers and with the col-

lege presidents, it became quite evident that the major science problems in the several schools represented were very similar, if not the same. This singular understand suggested that the following major needs existed in at least the most of the colleges:

1. The revision of the college science programs in keeping with trends in modern science development and discovery.
2. The unification of science teaching on all levels by establishing certain common goals, and by setting up co-ordinate agencies for the achievement of the common objectives.
3. The upgrading of scholarly production and science research in the Negro institutions of higher education.
4. The improvement of facilities for teaching and research.

While the primary purpose of that meeting was not to form a science organization, it was felt, however, that the major problems, as defined by the group, could be attacked best through organized effort. Thus, in order to give posterity to such efforts, the Association was founded. The objectives set forth for the organization at that time were:

1. To develop appreciations for science values in education and resourceful living.
2. To encourage proficiency in the teaching of significant science facts toward the fulfillment of goals in general education, and in preparations for specific vocations and professions.
3. To promote scholarly production in basic science, research, science education, and in the allied fields.
4. To develop further the inter-related aspects of school science and the community.
5. To promote unity and understandings toward the development of co-ordinated programs in science.

The roster of the organizing body included:

President: Thomas W. Turner, Hampton Institute.

Vice-president: S. M. Nabrit, Atlanta University.

Executive Secretary-Treasurer: H. B. Crouch, A. and I. State College.

Regional Directors:—

Eastern: J. M. Hunter, Virginia State College.

Southeastern: B. T. Griffith, Fort Valley State College.

Mid-Western: E. D. Raines, Kentucky State College.

South-Central: James W. Hazzard, Southern University.

South-Western: R. P. Perry, Langston University.

Executive Members:—

J. H. Birnie, South Carolina State College.

Herman Branson, Howard University.

Members-at-large:—

W. W. Dawdy, Lincoln University, Missouri.

A. E. Miller, Langston University.

The First Annual Meeting of the Association was held at Fort Valley State College and Camp John Hope on May 12-13, 1944. In attendance at that meeting were 36 science teachers representing 21 colleges and 2 high schools. The most significant transactions at that meeting were the expansion of the objectives of the Association to include the reading of papers on scientific research, and proposals for changing the name of the organization. Dr. J. M. Hunter, Virginia State College was elected president for 1944-45.

At the second annual meeting of the Association at Livingstone College on May 4-5, 1945, 56 science teachers representing 24 colleges and 4 high schools were in attendance. The name of the organization was changed to "The National Institute of Science." The body approved the plan for having sectional sessions for the several science fields at subsequent meetings; and the plan for the reading of the "Annual Honor Paper" was adopted. Dr. S. M. Nabrit, Atlanta University, was elected president for 1945-46.

The Third Annual Meeting was held at Tennessee A and I State College on May 1-3, 1946. This meeting was attended by 71 science teachers representing 31 colleges and 2 high schools. During the sectional meetings, nine research papers were read in the biological sciences, ten in chemistry, two in mathematics, one in physics, one in astronomy, and three in science education. The first Honor Paper was presented by Dr. H. E. Finley, Morehouse College. Eleven scientific establishments had exhibits at the meeting.

The address of the retiring presidents and the guest addresses at the annual dinner sessions have also been outstanding features at the meetings of the organization. Perhaps the most outstanding achievement of the National Institute of Science in its four years of existence is the fact that it has brought together at its annual meetings more scientists in Negro colleges than have ever assembled at one place in the history of higher education. Such professional fellowship has been both educational and most inspiring to all of its members.

**DISTRIBUTION OF MEMBERSHIP IN THE NATIONAL
INSTITUTE OF SCIENCE**

State	College or University	% State Total	Total Members	Total Science Faculty	% NIS Members
ALABAMA (8)		37.5			
	A. & M.		1		
	State Teachers		4		
	Tuskegee		12		
ARKANSAS (5)		40.0			
	A. M. & N.		2		
	Philander Smith		1		
DELAWARE (1)		00.0			
	X		0		
DIST. OF COLUMBIA (2)		100.0			
	Howard		20		
	Miner		1		
FLORIDA (4)		50.0			
	Florida A. & M.		5		
	Bethune-Cookman		3		
GEORGIA (11)		54.5			
	Atlanta		5		
	Clark		2		
	Fort Valley		1		
	Georgia State		2		
	Morehouse		2		
	Morris Brown		3		
KENTUCKY (2)		100.0			
	Kentucky State		4		
	Louisville Municipal		2		
LOUISIANA (5)		40.0			
	Dillard		3		
	Southern		3		
MARYLAND (4)		50.0			
	Morgan State		6		
	Princess Anne		1		
MISSISSIPPI (7)		14.2			
	Tougaloo		1		
MISSOURI (3)		66.6			
	Lincoln		4		
	Stowe		1		

**DISTRIBUTION OF MEMBERSHIP IN THE NATIONAL
INSTITUTE OF SCIENCE (Continued)**

State	College or University	% State Total	Total Members	Total Science Faculty	% NIS Members
NORTH CAROLINA (11)		45.4			
	A. & T.		2		
	Johnson C. Smith		1		
	Livingstone		7		
	Nor. Carolina College		3		
	Winston-Salem		1		
OHIO (1)		00.0			
	X		0		
OKLAHOMA (1)		100.0			
	Langston		1		
PENNSYLVANIA (2)		50.0			
	Lincoln		1		
SOUTH CAROLINA (12)		33.3			
	Allen		1		
	Benedict		1		
	Friendship		1		
	State A. & M.		1		
TENNESSEE (8)		50.0			
	A. & I. State		9		
	Fisk		4		
	LeMoyne		2		
	Meharry		3		
TEXAS (12)		33.3			
	Prairie View		3		
	Sam Houston		1		
	Texas		1		
	Tilloston		1		
VIRGINIA (7)		42.9			
	Hampton		5		
	Virginia State		2		
	Virginia Union		1		
WEST VIRGINIA (3)		100.0			
	Bluefield State		1		
	Storer		1		
	West Virginia State		1		
TOTAL 18	49		144		
High School			5		
Independent			2		
GRAND TOTAL			151		

REPORT OF THE AUDITING COMMITTEE

Conference of Presidents of Negro Land Grant Colleges; October 14, 1946 to October 15, 1947.

To the Conference of Presidents of Land Grant Colleges, Washington, D. C.

Gentlemen:

Your auditing committee has examined the financial records of the Treasurer and the Secretary of the Conference for the period beginning October 14, 1946 and ending October 15, 1947 and reports the following.

RECEIPTS:

Balance on hand October 14, 1946	\$1300.96
Alabama A. and M. College	160.00
Arkansas State College	120.00
Delaware State College	120.00
Florida A. and M. College	240.00
Fort Valley State College	120.00
Georgia State College	120.00
Kentucky State College	120.00
Langston University	120.00
Lincoln University	240.00
Alcorn College	240.00
North Carolina A. and T. College	120.00
Princess Anne College	120.00
Prairie View State College	220.00
South Carolina State College	120.00
Southern University	240.00
Tennessee A. and I State College	240.00
Virginia State College	240.00
West Virginia State College	120.00
Bordentown Manual Training School	20.00
Hampton Institute	120.00
Howard University	240.00
Tuskegee Institute	120.00
Wilberforce University	120.00
General Education Board For Special Agricultural Project ...	5600.00
Total Receipts	\$10,540.96

EXPENDITURES

Lincoln University for 300 programs	\$ 14.10
Roberts Printing Company for 300 proceedings	241.50
R. B. Atwood, Telephone and Telegraph Service	31.66
A. L. Allen, Secretarial Services	50.00
Science Press, 50 reprints	4.70
C. O. Vaughan, Proof reading	15.00
Howard University Social Studies Project	1800.00
S. D. Scruggs, office expense	20.00
Roberts Printing Co., Letterheads	9.15
M. B. Thomas, Stenographic service	40.00
Salary, R. M. Stewart, 3 months	999.99
Salary, Mrs. Naomi Clough, 1 month	100.00
R. M. Stewart for office expense	28.33
Total Expenditures	\$3354.93

SUMMARY

Total Receipts	\$10,540.96
Total Expenditures	3,354.93
Cash Balance	\$7,186.03

RECONCILIATION

Bank Balance	\$7516.14
Receipt from Ala. State College in transit	120.00
Total	\$7636.14
Less outstanding checks	450.11
No. 60	\$333.33
No. 61	100.00
No. 62	16.78
Cash Balance	\$7,186.03

BALANCE IN FUND ACCOUNTS

Special Project in Agricultural Education	\$4471.18
General Fund	2714.85
Total cash in all funds	\$7186.03

It should be noted that a check for \$120.00 cleared through the secretary under number 53 on October 15, 1947. This item is carried in the above figures and this deposit should appear on the next bank statement. The funds of the conference are deposited in the Louisiana National Bank of Baton Rouge, Louisiana. Vouchers and checks are on

file and in order. The secretary and the treasurer have rendered very satisfactory service in handling the finances of the conference.

Respectfully submitted,

J. T. WILLIAMS
WILLIAM H. PIPES
J. F. DRAKE, Chairman

RESOLUTIONS PROPOSED FOR THE CONFERENCE OF PRESIDENTS OF THE NEGRO LAND GRANT COLLEGES

Washington, D. C.

October 22, 23, 24, 1947

By M. F. Whittaker

In this period of post-war reconstruction and in the face of great difficulties, it is practically impossible for the Land Grant Colleges to meet the demands being placed at their doors except through very effective administration and instruction in all those fields in which our people, who are largely farm and laboring people, are concerned.

Th colleges are being forced to carry on greatly enlarged programs of instruction on meagre appropriations. The time is at hand to do some work in scientific research. The value of this to the nation was dramatically evident during the war. It is emphatically more necessary in the unsettled time of peace.

Although something is being done in our social studies project, a vast deal more of validated knowledge in social fields is necessary to enable people to live together efficiently and harmoniously.

What does all this mean? It means, first of all, effective programs of administration within our institutions that will enable them to face the difficult and complex problems ahead. It means mechanization, a revamped economy, and a redirected agriculture. It means closer cooperation with labor and management in industrialization. It means research in all areas that these colleges are to serve, and it means new programs of leadership and planning for the education of adults so as to repair deficiencies in fundamental tools of knowledge and deficiencies in emotional and social relationships. Be it resolved therefore by the Conference of Presidents of Negro Land Grant Colleges that:

- (1) Improvements must be secured in the expansion and preparation of personnel for resident instruction and for co-operative agricultural and home economics extension work and all other possible areas of adult education.
- (2) Funds must be secured and provision made for organized research in our institutions and appropriate access had to experiment stations within the respective states to the end that current information essential to sound agricultural and rural life

may become readily available to the constituency which the land grant and associate institutions serve.

- (3) The activation of additional R.O.T.C. units in the interest of military preparedness and peace is merely common sense. Our efforts to secure these units in our colleges as recommended by law must continue unabated.
- (4) Equipment, surplus property, buildings and land to meet the demands being made on these institutions for the training of world war veterans should be made available in greater quantity and with less difficulty.
- (5) A closer co-operation and oneness of purpose in all that these Land Grant Colleges are set up to do is essential. A solid front and a thorough attack on all the problems facing Negroes in the South, must be made in a sound, sane, careful, and constructive manner, using every legitimate and helpful agency at our disposal, such as the Urban League, the press, government offices, educational associations, etc. To this end we should pledge more money to our treasury in the form of increased membership fees and even donations.
- (6) With the passing of John M. Gandy, long time President of Virginia State College, a pioneer educator and one of the founders of the Land Grant College Conference, we have sustained a great loss. For forty-four years he was active in character building and the training of the young people of Virginia and other states. His contributions cannot be seen wholly in tangible forms, they are to be found in the intangibles of a great educational institution and the educational program of this Conference. He was a power for good in every organization that he touched and they were legion in number.

He never grew tired; he was utterly unselfish; he was unswerving in his purposes and devoted to his task as a champion of the highest and best in education.

Whereas, he labored long with us, with the people of his State, with students to advance and sustain not only education but all good causes, be it resolved that we hereby record our appreciation of his life and service and our deep regret at his passing.

- (7) Finally, we commend our President and Secretary for the most excellent programs of this convention and we extend the appreciation of this conference to all who participated and made the convention a success.

Respectfully submitted,

THE COMM. ON RESOLUTIONS,
M. F. WHITTAKER, Chairman
RUFUS G. CLEMENT.

FINDING AND PREPARING TEACHERS AND LEADERS OF ADULTS

By R. O. Johnson

Any discussion of the problem of finding and preparing teachers of adults will be just another addition to educational verbalism unless there is an understanding of and a keen sensitivity to the fact that there are 10,000,000 adult Americans who are without the minimum literacy skills necessary for solving everyday problems involving simple reading, writing and figuring. And further, that there are many millions more Americans who are not able to use with any degree of satisfaction and worth the vast amount of materials produced for their use by agency after agency. This lack of education on the part of millions of adults results in a tremendous waste of time, money and materials. All which add to the validity of the statement that most educational programs for adults only reach the upper tenth of the group for which such programs are planned.

The point which I am trying to make, indeed to emphasize, is that the first step in the development of any program is a realization of the need for a program of action and a belief that an effective program can be developed and carried out. Suffice it to say, then, that the first problem in finding and preparing teachers of adults is the development of a general recognition of the need for adult education. It may be added, however, that since the first World War there has been an increasing realization of the need for adult education. It is becoming generally recognized that adult education is a natural outcome of our expanding concept of education to include the entire life span. Meeting the increasing need for adult education involves three major tasks, namely, (1) finding and preparing teachers and leaders of adults; (2) preparing instructional materials for adults; and (3) getting adults to take advantage of whatever means are set up for providing training for them. The solution to the third task depends, to a large extent, upon how well the first two tasks are met.

A second problem involved in finding and preparing teachers and leaders of adults grows out of the present general shortage of teachers throughout the nation and the inability of the teaching profession to attract a sufficiently large number of promising young men and women to the profession. This situation and the factors involved are familiar to all and require no lengthy discussion.

Another problem is that of the lack of professionalization of adult education. The lack of professionalization of adult education can be accounted for in two ways, namely, (1) it is a new phase of organized education and (2) institutions of higher learning which have the responsibility of preparing teachers and leaders for all levels of education are faced with many problems which for various good reasons are considered as deserving their first and main consideration. Adult education, therefore, is viewed as a side issue. The problems involved in overcoming the lack of professionalization of adult education are simi-

lar to those which would be encountered on any level of education. First, teachers and leaders now engaged in adult education must introduce a greater degree of order and purpose into their activities; and school authorities must in turn recognize adult education as an integral part of their regular educational programs. There must be an increased effort on the part of all concerned to introduce a greater degree of standardization of adult education work in terms of certification of teachers, formulation of objectives, measurement of the achievement of students in realizing objectives, providing credit for work satisfactorily completed and providing financial compensation and status to those engaged in adult education.

A promotional program based upon a clear understanding and a forceful presentation of the needs for adult education must be developed. In developing such a promotional program, full use should be made of those generally accepted American principles which have been used to make possible public support of other phases of education in America. Only in this way can public opinion favorable to adult education be developed. It is only through a favorable public opinion that financial support can be gained. Financial support is necessary for providing a degree of stability, continuity and enrichment to the program of adult education. Assurance of financial support, increase in the number of full-time, well paid positions, and improvement of standards will go far in professionalizing adult education, which in turn will tend to attract to and hold in the field an increasing number of qualified teachers and leaders.

There has been ample evidence during the past eighteen months in the Project for Adult Education of Negroes that many able persons are willing and anxious to secure training for leadership in adult education. It should be added also that these persons have been concerned about their opportunity to put their training to good use both to themselves and for people who need their services. It is, therefore, important that along with our efforts to train teachers of adults there must concurrently be put forth efforts to place such persons in positions in which they can use their training.

Still another problem involved in finding and preparing teachers and leaders of adults is that of orienting administrators and teacher-trainers to (1) a broader view of the school's responsibility; (2) a more dynamic concept of the meaning of education; and, (3) the purposes of adult education. With reference to the development of a broader view of the school's responsibility, it may be said that the school's responsibility must be considered as reaching throughout the community, touching every age-level, and providing equitably for the basic needs of all groups. Adult education teacher-trainers must view education as a dynamic process and not static knowledge; as dealing with active experience rather than passive absorption; as a means by which we are enabled to function more effectively in all areas of life, rather than an end in itself. They must understand the need of adult education; appreciate the ability of adults to learn; become acquainted

with the nature and variety of adult interests; and, accept the following purposes of adult education: (1) to fill the gaps left by other educational units; (2) to maintain skills and knowledge developed in youth; (3) to keep in step with changing society; (4) to deal with problems that can be dealt with best at the adult level; (5) to develop broader understanding of human relations; and, (6) to live creatively. Such an orientation will require co-operative study on the part of the entire staff of the institution and a careful study and wise use of all community resources. Again, it may be said that there is much evidence that these things can be accomplished and without an undue amount of financial expenditures. It is not beyond the realm of possibility to find in every institution at least one teacher who, with some special study, can take charge of an adult education teacher-training program.

Another problem which must be considered in preparing teachers and leaders of adults is the source from which prospective teachers and leaders may be drawn. This problem poses the question, What are the characteristics of a good teacher of adults? It may be answered by stating that the characteristics of a good teacher of adults are not greatly different from those which any good teacher or leader possesses, but, because of certain conditions surrounding the life of adults, they are of particular importance to persons who attempt to teach adults. Among the essential characteristics the teacher of adults should have are the following: (1) He must be an adult himself, possessing physical, mental, and emotional maturity in such a combination as to give him a sense of balance, security, and understanding. (2) He must be a specialist in some line of endeavor. (3) He should have had experience in teaching in order to give himself a feeling of security and authority. (4) He must be creative and imaginative. (5) He must have a deep interest in people. With these characteristics in mind, we may look for prospective teachers of adults among our own student bodies, particularly among the older and more experienced students. We may look for prospective students among persons who are now engaged in educational work, former WPA teachers, NYA leaders, CCC educational advisers, teachers in war production, Army and Navy training programs, Jeanes supervising teachers, farm and home demonstrations agents, YMCA and YWCA directors, and social, civic and club workers. Many veterans have excellent potentialities for becoming good adult education teachers.

PREPARING AND SELECTING INSTRUCTIONAL MATERIALS

By Ella Washington Griffin

Less than two years ago, down in Alabama, the State Extension Service prepared a bulletin on raising turkeys. Before it was released they decided to check it for readability according to the Flesch formula. The results showed that only 16 per cent of Alabama farmers

could read it. So the bulletin was rewritten and simplified so that it could be read by at least half of the farmers for whom it was designed.

A consideration of the seriousness of the implications resulting from this shocking fact which we are forced to face again and again—that approximately 2 out of every 5 Negroes in the United States today are functionally illiterate—is largely responsible for motivating the Project for Adult Education of Negroes. People in America are realizing at last that there are millions of men and women in our country who are handicapped by a lack of ability to read and write. And since it has now been proved beyond a doubt that adults can learn new things effectively, there is no longer any excuse for these millions of people to remain illiterate.

There is, however, an appalling dearth of suitable materials for use in the kind of literacy training that is so urgently needed today. For, because of the intensity of present-day problems, mere literacy, *per se*, is not enough. We are at last beginning to realize that it is not enough to teach people to read what the book says. In this atomic age, people must be able to judge both the importance and the pertinence of what has been said either in speaking or writing.

But writing primers for people who have not learned to read is a much more difficult task than at first appears. The obstacles to adult learning, emotional and intellectual, are in the way. Naturally, some grown-ups lack confidence in their own ability; yet this confidence is necessary if they are to get full benefit from their classwork. It is the responsibility of the teacher of adults to help them overcome their fears and misgivings by establishing a feeling of confidence and understanding. It is also the teacher's responsibility to remember that the fact that these adults are unlettered, or illiterate at this point in their lives indicates a deficiency in only one kind of skill; namely, the use of letters as a means of communication. They are not likely to be interested in learning to read out of a child's primer. The concepts are not those with which they move familiarly; they have outgrown them. The vocabulary though simple, is not their vocabulary. So this makes it imperative that special text books be written for adults.

One of the primary purposes of the Project for Adult Education of Negroes is to develop teaching methods and materials which will enable the adults in the class to learn to read, write, and figure well enough to do well the things they want and need to do.

The literacy program of the Project for Adult Education is built around a basic reader, **Living in the Brown Family**. The material is based on the life of an average family, and the activities of the Brown family parallel many of the experiences of every person in the class. The words and ideas are among those they need in order to get along in their day-by-day activities. While the basic textual material supplies a framework around which teaching is done, additional reading experience is needed to give sufficient practice to establish reading skills; the **Workbook** which accompanies the basic reader was planned to meet this need.

Why Register Births is a supplementary reader at about the second level which emphasizes in story form the necessity of registering births. It could be used to broaden and extend the students' background of information. **Citizen King**, another such supplementary reader, is concerned with the problem of registering to vote. **My Family and Me** is a record book which provides opportunity for a worthwhile correlation of reading and writing and also provides a means for the teacher to obtain personal data concerning individual students without seeming intrusive. It can be used for practice when the class is discussing home and family problems.

Fables of Aesop is a supplementary reader which is an interesting variation of the story type of material. The fact that each fable is a brief unit which may be covered in one evening is a distinct advantage of this type of material. Such fables as "The Fox and the Crow," "The Man and the Wagon," and "The Town House and the Country Mouse" will be enjoyed by the people and may lead to worthwhile discussion of basic problems of conduct and behavior.

The Workbook in Language, Spelling, and Writing gives basic instruction in writing and in the rudiments of language in specific areas where need has been almost universally indicated by groups of adults themselves. The now almost classic example of this need is the story of the two army inductees who were sitting on a bench waiting to be examined. One of them had a letter. As he opened it, he said to his pal, "Say, fellow, can you read writing?" The other fellow looked glum. "Heck no," he said. "I can't even read readin'."

The Workbook in Arithmetic which is used by students in the Adult Education Project classes was adapted from the Army's Special Training Unit "Arithmetic for Everyday Life." The emphasis throughout this book is upon the meaning and application of numbers. It is assumed that the students have acquired only very limited number concepts; hence, much of the material in this book has been introduced in concrete form, proceeding gradually to the abstract. A comparison of the introductory pages with later presentations will reveal how this has been accomplished throughout the book. The text book begins with pictures of men and women in different situations involving the use of numbers. They are shown making purchases and counting change. Pictures of men are used to represent number relations and to introduce addition and subtraction. Further practice in these problems is provided by problems involving money, the calendar, and height and weight tables. Multiplication and division are also introduced and explained with concrete objects. This development prepares the student for additional advanced problems, some of which are abstract. There is provision for review after each process. The workbook ends with a general review covering all processes.

Let's Help the Ten Million is a booklet which was prepared as a means of helping to provide a perspective for teachers of adults, students of adult education, school administrators, and other interested

individuals as they face this problem of teaching adults the literacy skills. It is not intended for use as source material; rather, there has been an attempt to pull out and point up some of the most striking aspects of the problem as a means of articulating the basic philosophy which underlies the present attack on illiteracy.

With these and subsequent materials to be produced by the Project, with the consistent use of vitalized methods of teaching, and with the help of our many community agencies, we hope that before long all of our American adults now listed as "functional illiterates" will find themselves on the sunny side of the statistics.

STATEMENT OF THE EXECUTIVE COMMITTEE OF THE CONFERENCE OF PRESIDENTS OF LAND GRANT COLLEGES FOR NEGROES AS MADE BEFORE THE COMMITTEE ON CIVILIAN COMPONENTS OF THE ARMED FORCES AT 2:00 P. M. ON APRIL 2, 1948

Gentlemen of the Committee:

We, L. H. Foster, President, Virginia State College, Petersburg, Virginia; R. B. Atwood, President, Kentucky State College, Frankfort, Kentucky; F. D. Bluford, President, North Carolina Agricultural and Technical College, Greensboro, North Carolina; and John W. Davis, President, West Virginia State College, Institute, West Virginia, representatives of the Conference of Presidents of Land Grant Colleges for Negroes, are here to present a statement and recommendations concerning the Navy, Army and Air Reserve Officers Training Corps programs which are in part already included in the program offerings of some of said Land Grant Colleges and universities and which should be included as applicable in the offerings of all of these Land Grant institutions. We wish to thank the Chairman and members of the Committee for the opportunity to make this presentation.

The institutions which we represent are located in 17 southern states and to a large extent reveal the concern and solicitude of the governing powers of these 17 states in the higher education of Negro youth. They are the outgrowth of the Morrill Act of 1862 and the Second Morrill Act of 1890. Consistently through the years the educational aims and purposes of these state colleges have remained in keeping with goals as originally determined for them. These institutions are colleges at which—"the leading object shall be, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life." (From Morrill Act of 1862).

This pronouncement by the Congress of the United States served as the urge and action which brought into being "peoples' colleges" in contrast to the traditional "colleges for the privileged." In addition,

the plain implications of the Morrill Acts and other supporting legislation include: stockpiling, research, industrial mobilization, the total welfare of the people, training for the professions and national security. At first the Federal Government provided no particular assistance in regard to military instructors or equipment yet the passage of the first Morrill Act was the real beginning of R.O.T.C. and in addition pointed to a balanced program of national security. This contemplation envisioned the Land Grant Colleges as sources for trained military and community leadership. It is significant that in 1888 authorization was granted to use military instructor personnel and the loan of equipment to institutions not of the Land Grant family of colleges and also to public high schools.

The foresight and wisdom of the Federal Government were rewarded in that by 1941 the R.O.T.C. programs had produced approximately 120,000 reserve officers and given some military training to approximately 1,600,000 enrollees in all levels of the R.O.T.C. (From R.O.T.C. as prepared by the Information Section, Army Ground Forces—30 June, 1947). Significant utilization has been made of the Reserve Officers Training Corps as an important and integral part of the national defense framework of this country even though it is not a component of the Army. It has functioned eloquently as a civilian component of our national defense. It is vital to our national security. It is an important source of officer personnel for our Armed Forces.

A resolution as passed in the Chicago meeting of the Conference of Presidents of Land Grant Colleges for Negroes on October 23-25, 1945, reflects the unwavering and abiding interest of these presidents in the national security of our common country. I quote now this resolution:

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." (From The Proceedings—23rd Annual Conference of the Presidents of Negro Land Grant Colleges—October 23-25, 1945—Chicago, Illinois).

Our presence here today is indicative of our interest in strengthening the civilian components of the national defense. We are particularly concerned with: (1) increasing the number of R.O.T.C. programs in colleges for Negroes and in high schools for Negroes in states where separate educational institutions exist for Negro and White people to the end that more Negro youth may receive the military training and acquire leadership benefits from such training; (2) increasing the pay, benefits, grants-in-aid to be provided R.O.T.C. and N.R.O.T.C. students of all groups; (3) raising the standards for selection of R.O.T.C. enrollees; (4) improving the quality of the military training personnel used in the colleges and also standards of instruction; (5) pointing up the military and citizenship obligations of persons involved in the total R.O.T.C. and N.R.O.T.C. programs; (6) and, making more specific and meaningful the objectives of the R.O.T.C. and N.R.O.T.C. work from the civilian point of view for more effective transfer to active military uses, if necessary. These larger and more basic factors of our joint concern cause us to view with grave misgivings the present status of the Negro youth in particular and Negroes in general in any and all programs of the civilian components of our national defense. We urge the training of youthful and adult Negro manpower in an inclusive way so as to bring about in this country a "truly balanced program for national security which today's world situation demands." (Words in quotation are from Speech of the Honorable Gordon Gray as delivered in Charleston, South Carolina on 21 February, 1948).

The morale of our people is important in peace and in war. We urge this day that steps be taken in the operating areas of the civilian components of the Armed Forces to eliminate the tensions, fears and misgivings on the part of Negroes with respect to their training, limited or narrow use, opportunities and outlook in the civilian components or regular Armed Forces of this nation. Calculated in terms of loss of real wealth, severely limited use of Negroes in employment in America costs this nation roughly \$4,000,000,000 in goods, services and markets annually. In much the same way and for the same reason our Armed Forces suffer huge losses from the limited use of Negro manpower. We urge the military training of Negro youth in land-grant and associated colleges and in high schools as one way to increase the strength and efficiency of the civilian components of the Armed Forces.

Our position here today is one of **practical** statesmanship. We deplore the reluctance on the part of peoples in other lands wholeheartedly to indorse our American form of democracy. **Racism** is probably the weakest link in our democracy and it is time in our own interest as a nation to do something about it. Fortunately, something can be done—even, today by the Honorable Members of the Committee on Civilian Components of the Armed Forces.

What can be done? In presenting a partial answer to this question we offer now certain recommendations for the consideration of the members of the Committee on Civilian Components of the Armed Forces.

Recommendations

I. Concerning Recommendations of The Gillem Board Inquiry

- A. It is now recommended that the suggestion of the Gillem Board to the effect that Negro officer personnel needed for the expansion of the regular army needs and for replacements be procured from reserve officers, including R.O.T.C. graduates be made possible of implementation through the expansion and increase of R.O.T.C. units in Land Grant Colleges for Negroes and associated colleges.
- B. That the sources of potential officer material among Negroes be extended and fostered through media of more comprehensive R.O.T.C. programs and army leadership school programs.
- C. That action be taken at once to offset, correct or combat successfully the charges that the efforts of Negro soldiers in World War II were substandard in achievement in combat performances and experiences. These charges or reports irk thousands of Negroes in America and disturb peoples of color throughout the world. On this point, the Gillem report suggests that if remedial action is now taken by the War Department in programs involving the civilian components of the Armed Forces, many of the apparent deficiencies of the Negro soldier can be eliminated and more efficient results derived from this manpower in the future.
- D. The rise in the cultural and technical level of the Negro as viewed from his higher educational status, improved craftsmanship and increased participation in government represents justification for the War Department to expand and extend the use of the Negro in broader categories of the vast military machine of the nation. It is a mistake not to offset with facts of utilization and soldier placement the charge that the Negro is wanted by the army largely for menial or service tasks. This is a question of morale, national unity, training and education. Use of the Land Grant Colleges to this end is recommended.

II. R.O.T.C. Programs

- A. We hold that R.O.T.C. programs are needed in our Land Grant and associated colleges without regard to universal military training. As a matter of fact R.O.T.C. training becomes even more urgently mandatory in the light of the demands for universal military training. In another conflict, as we understand it, the home front may actually be the front yard of every man's house. Such a prospect calls for a trained community leadership in things military if we would protect our homes and if we would safeguard the frontiers of this nation as charted on land, in the sky, on or under the waters of rivers and seas, at bridges, culverts, telephone poles or crossroads. We might be charged

with disloyalty to our pattern of government if we did not urge today the inclusion of R.O.T.C. programs of military training for Negro youth in our eligible colleges and high schools as a part of our civilian component training program.

Existing R.O.T.C. Programs At Colleges For Negroes

Negro youth in states having separate schools have always come into the services of the Armed Forces of our country in a time of crisis with no concept of the services required by the Armed Forces. To offset what seems to have been a systematic denial of high school and even collegiate R.O.T.C. training, educational institutions like Hampton, Tuskegee and West Virginia State College maintained for a while non-recognized marching corps at their own expense while making futile efforts to get R.O.T.C. units approved by the War Department. This situation prevails today at the Florida Agricultural and Mechanical College.

Recognized R.O.T.C. units are to be found in the following Land Grant and associated colleges and universities:

- (1) Howard University, Washington, D. C.
- (2) Hampton Institute, Hampton, Virginia.
- (3) Tuskegee Institute, Tuskegee, Alabama.
- (4) Prairie View State College, Prairie View, Texas.
- (5) South Carolina State Agricultural and Mechanical College, Orangeburg, South Carolina.
- (6) North Carolina Agricultural and Technical College, Greensboro, North Carolina.
- (7) Virginia State College, Petersburg, Virginia.
- (8) West Virginia State College, Institute, West Virginia.
- (9) Wilberforce State College, Wilberforce, Ohio.

The training programs represented in these institutions include: (1) Field artillery (and anti-aircraft), (2) coast artillery (and anti-aircraft), (3) infantry, (4) air reserve training, (5) and, quartermaster. We believe that this training coverage is too limited and recommend its expansion to include a wider variety of R.O.T.C. training programs. It is alarming to us that not a single Navy R.O.T.C. is available to Negroes in the 17 states of our immediate concern. Equally disturbing is the fact that approved R.O.T.C. programs are non-existent in Land Grant Colleges in those states where approximately one-half of the Negroes in the United States live. Reference is now made to the states of: (1) Georgia, (2) Alabama, (3) Florida, (4) Mississippi, (5) Louisiana, (6) Arkansas, (7) Oklahoma, (8) Tennessee, (9) Missouri, (10) Kentucky, (11) Maryland, (12) and Delaware. It is not in the interest of our national security for so large a segment of our population to be without a sense of "belonging" in connection with the civilian components of our Armed Forces.

**Land Grant and Associated Colleges Where R.O.T.C. Programs
Might Be Established**

Favorable action by the War Department on pending applications of colleges for Negroes for R.O.T.C. units would greatly strengthen the civilian components of our national defense. You will be interested in some recent expressions of given college administrators on this subject I now present same.

- (1) Telegram from Tallahassee, Florida, March 31, 1948.
"Florida A. & M. College has application pending before War Department for an R.O.T.C. unit. Application has been filed each year since 1945."
Signed:
WILLIAM H. GRAY, JR.,
President
- (2) Telegram from Fort Valley, Georgia, March 31, 1948.
"Have just received authorization from Board of Regents to make application for R.O.T.C. unit. We hope to have our application filed within the next few days."
Signed:
C. V. TROUP, President
- (3) Telegram from Savannah, Georgia, March 31, 1948.
"Georgia State has had application for infantry unit since 1942 and stands 97 on list."
Signed:
JAMES A. COLSTON, President
- (4) Telegram from Baltimore, Maryland, March 31, 1948.
"We have filed application for R.O.T.C. which is still pending."
Signed:
D. O. W. HOLMES, President
Morgan State College.
- (5) Message from Princess Anne, Maryland, March 31, 1948.
"Have made inquiry concerning establishment of R.O.T.C. unit at Maryland State College. Governing Board has given approval for the unit."
Signed:
J. T. WILLIAMS, President
- (6) Telegram from Frankfort, Kentucky, March 31, 1948.
"Kentucky State College has application for R.O.T.C., pending before War Department. See you Friday."
Signed:
R. B. ATWOOD, President.

- (7) Telegram from Langston, Oklahoma, April 1, 1948.

"Re your letter—Application was made R.O.T.C. unit 1940 But it appears that it was never completed. New application being filed today."

Signed:

G. L. HARRISON, President

- (8) Telegram from Dover, Delaware, April 1, 1948.

"Application form being prepared for R.O.T.C. for our college."

Signed:

HOWARD D. GREGG, President

- (9) Telegram from Normal, Alabama, April 1, 1948.

"Alabama A. & M. College has filed an application with the War Department for an R.O.T.C. unit."

Signed:

J. F. DRAKE, President

- (10) Telegram from Baton Rouge, Louisiana, April 2, 1948.

"Yes, Southern has application pending before War Department. Almost all its correspondence courteously discouraging of approval. Would have replied your letter earlier but confined to Eastern Hospital for throat operation."

Signed:

FELTON G. CLARK, President

- (11) Lincoln University, Chester County, Pennsylvania through President Horace Mann Bond; Southern University, Baton Rouge, Louisiana, through President Felton G. Clark; and, Lincoln University Jefferson City, Missouri through President S. D. Scruggs, have applied to the War Department for R.O.T.C. units. The War Department does not have R.O.T.C. applications at this time from the Land Grant Colleges for Negroes located in the states of Tennessee, Arkansas and Mississippi.

The educational institutions now indicated which are actively applying for R.O.T.C. units would be able to make substantial contributions to our national strength by training future officers.

The Absence of Military Training Programs In High Schools For Negroes In Southern States

A. Rifles, uniforms, materials, supplies and staff are reported to be furnished to 91 junior division R.O.T.C. units now allocated to public high school systems in this country. The members of these units do not receive subsistence pay. The allocations cover possibly 250 different high schools. **No Negro high school allocations are included among the 91 junior division R.O.T.C. units.**

B. The type 55-C R.O.T.C. unit is provided under Title 55-C of the National Defense Act. There are possibly 66 such units in high school systems and 41 in military academies, junior colleges and similar institutions. **In the 17 states of our immediate concern no allocations of such R.O.T.C. units have ever been made available to Negro youth.** Such denial of military and responsible citizenship training not only perpetuates a defense lag in our democracy but measurably weakens our position of leadership among the great nations of the world. We feel that this situation demands immediate correction.

Air R.O.T.C.

Air R.O.T.C. units are now a part of the training programs of Howard University and Tuskegee Institute, Alabama. It seems safe to assume that the next war will call for much activity in the air on the part of our fighting forces. We recommend a larger allotment of Air R.O.T.C. units to the Land Grant Colleges for Negroes. West Virginia State College has had an application pending for three or four years for an Air R.O.T.C. unit.

III. Compensation For R.O.T.C. Enrollees

We Recommend:

(1) That basic R.O.T.C. work be required as usual of all eligible freshman and sophomore college men and that the War Department will in addition to supplying uniforms and supplies compensate each enrollee during the entire two-year period of successful enrollment and work.

(2) That student quotas for the advanced R.O.T.C. work of the third and fourth years be discontinued by the War Department and that a plan of careful selection of advanced students be devised. It is further recommended that each student in the advanced classes of R.O.T.C. be paid a per diem by the War Department at a rate which will be at least twice the amount which the first and second year men will receive.

IV. Campus Housing For R.O.T.C. Units

We recommend that the War Department shall aid in providing facilities to house adequately R.O.T.C. programs and equipment which is related to or a part of such programs. Such aid as now suggested would be applicable also to the designing and construction of armories, drill halls, storage space and the grading of campus drill fields.

V. Specialized Training For Negro Youth For High Quality Defense Services

We recommend the training of mentally capable and high quality Negro youth in existing army schools or in such schools when and if established or in technical or professional schools which may be used by the War Department for highly specialized needs of our Armed Forces. We would suggest the availability of high vocational competence and technical skills among Negro youths for the industrial mobilization which would be indispensable in a scientific war of global dimensions. Nothing must blind our military leadership to the existence and possible utilization of such superior abilities among Negroes. Constructive planning in this area will not only discover Negro specialists but lift the military competence even of Negro border-line recruits.

VI. Morale

We recommend that through the operations of the Civilian Component programs of the Armed Forces discoveries be made of the proper utilization and assignment of Negro soldiers in the next war. The Gillem reports reveal that a "lack of information as to ultimate time and place of assignment and mission to be assigned the various units, was undoubtedly confusing to the Negro mind." For World War II plans were not clear as to the use of the number of Negroes called to serve. It seems clear then that our civilian components of defense should plan now to have the various elements of the Armed Forces in harmony and on amicable speaking terms. In our next war we will show greater strength if we know what to do with Negroes in the service. A simple formula applicable in this case would be to use him as trainee or soldier and not as a Negro in the national guard, or in the civilian components of our defense or in the regular army.

VII. Critical But Constructive Suggestions As Aids To Increasing Strength of Civilian Components of National Defense

For the improvement and strengthening of the civilian components of the national defense of this country we recommend the constant use of an unbossed, unpaid, unafraid but articulate biracial group of carefully selected civilians to advise and counsel those in command of the defense of our country on the hopes, desires, ambitions, criticisms, troubles, problems and tensions of Negroes who are eligible to serve in any way in the defense of America. This recommendation points to needed understanding in human areas in the national interest.

Conclusion

In the market place of the world our democracy has two potent selling points: our freedom and our wealth. Freely, we are sharing our wealth today with the stricken peoples of Europe and Asia and we would grant these peoples freedom. At home we must make stronger our national security by making the curtailment of Negro's desire to be fully free and to participate whole-heartedly in defending his country an impossibility.

Respectfully Submitted,

FOR THE CONFERENCE OF PRESIDENTS
OF LAND GRANT COLLEGES FOR NEGROES
By L. H. FOSTER, President of the Conference
of Presidents of Land Grant Colleges for Negroes,
and President of Virginia State College,
Petersburg, Virginia.

F. D. BLUFORD, Member of the Executive
Committee of the Conference of Presidents of
Land Grant Colleges for Negroes, and President
of North Carolina Agricultural and Technical
College, Greensboro, North Carolina.

R. B. ATWOOD, Secretary of the Conference of
Presidents of Land Grant Colleges for Negroes,
and President of Kentucky State College, of
Frankfort, Kentucky.

JOHN W. DAVIS, Chairman of the Executive
Committee of the Conference of Presidents of
Land Grant Colleges for Negroes, and President
of West Virginia State College, Institute,
West Virginia.

APPENDIX

Telegram from Pine Bluff, Arkansas, March 31, 1948.

"We do not have application for R.O.T.C. pending before the War Department at the present time. At the meeting of my Board March 17th authorization was deferred until June meeting. Regret inability to make application at the present time."

Signed:

LAWRENCE A. DAVIS, President
Arkansas A. M. & N. College

Telegram from Nashville, Tennessee, March 31, 1948.

"Tennessee State does not have an application pending before the War Department for R.O.T.C."

Signed:

W. S. DAVIS, President

Telegram from Alcorn, Mississippi, March 31, 1948.

"No R.O.T.C. applications before War Department. Board has not approved."

Signed:

W. H. PIPES, President

STATEMENT ON REGIONAL UNIVERSITIES BEFORE SUBCOMMITTEE OF SENATE COMMITTEE ON THE JUDICIARY

Honorable Alexander Wiley, Chairman,
And The Members of the Subcommittee of the
Senate Committee on the Judiciary

Mr. Chairman:

We, George M. Johnson, a member of the California Bar and Professor of Law at Howard University, and James M. Nabrit, Jr., a member of the Texas Bar and Professor of Law at Howard University, have been authorized to represent the Conference of Presidents of Negro Land Grant Colleges at this hearing on Senate Joint Resolution No. 191, giving the consent of Congress to the compact on regional education entered into between the Southern states at Tallahassee on February 8, 1948. We wish to thank the Chairman and members of the subcommittee on behalf of the Negro Land Grant Colleges for this opportunity.

These Negro Land Grant College presidents at a special session held in Atlantic City on February 23, 1948, went on record as being opposed to this compact. The Conference of Presidents expressed opposition to regionalization and the method of equalizing school opportunities for Negroes implicit in this compact. Subsequent conversations with President Luther H. Foster of Virginia State College, Petersburg, Virginia, who is also the President of the Conference of Negro Land Grant College Presidents, in conjunction with the action of

The Atlantic City conference form the basis for the representations here made by us on their behalf.

At the outset, we concede that interstate compacts constitute appropriate vehicles for the accomplishment of many objectives which cannot be obtained by states acting alone nor by the Federal Government. Congress has frequently exercised its constitutional power and granted its consent to various interstate compacts. This appears to be a case where the states must obtain the consent of Congress.

We further concede that as a theoretical proposition this interstate compact which has as its announced purpose the provision for greater educational advantages and facilities for the citizens of the several states who reside within such regions would appear to be within that class of compacts to which Congressional approval might well be given. Nevertheless we are sure that the proponents of this compact as well as the members of Congress would wish a more thorough consideration of the actual effect of this compact before Congressional consent is in fact given. In other words, we take it that Congressional consent depends not alone upon the recitation of the purpose of the compact itself, but also upon a careful consideration of the realities of the situation where the compact is to be applied.

Moreover, Congress should assure itself that the compact contains adequate safeguards and controls to the end that the purpose sought will be achieved in a manner consistent with the democratic aims and ideals of this Country. Because of the aforementioned considerations, we as representatives of the Presidents of Negro Land Grant Colleges in the regions to be affected by the compact referred to in S.J.R. 191, consider ourselves obligated to share our knowledge of the realities of the situation with this committee. That knowledge compels us to oppose Congressional consent to the compact in question in its present form.

We have noted expressions of surprise and some concern on the part of members of the Committee that Negroes are opposing this compact, when as has been stated repeatedly during these hearings there is no provision or statement in the compact which either indicates that it is designed to foster regional schools for Negroes only, or in fact purports to make any reference to race. Now we understand how the Gentlemen of the Committee could have that impression and could be somewhat perturbed, having in mind only the language of the compact and the testimony of its proponents. One more clarifying statement for the benefit of the record. The Presidents of Negro Land Grant Colleges in no wise question the motives and intent, nor the avowed purpose of the proponents of this compact when they state that it is not designed to foster regional schools for Negroes only and was in fact conceived without special thought of the education of Negroes. But we submit that in the absence of this testimony these Presidents did get that impression from the publicity given to the compact on February 8th; and this impression was strengthened when they read page 1, paragraph 2, of the compact and saw Meharry Medical College was

to be set up as a regional medical school; and, further, this impression became almost a conviction when by a careful reading of the compact no similar regional school was found to be specifically proposed for whites. Nothing that has been said here has indicated Meharry is not to be a regional school for Negroes.

What the Presidents of the Negro Land Grant Colleges are concerned with then, is a matter of policy and a matter of law. The distress and deep anxiety on the part of these presidents grow out of the eighty years experience of the Negro people in a system of segregated education. We are sure that it will be borne in mind by the thoughtful members of this subcommittee of the Senate of the United States of America that this compact is not proposed to operate unattached, but that it is a compact whose creation took place in and operation will be carried out by the states which have adopted a segregated system of education. Now, the members of the subcommittee would naturally ask why that distresses the Negro people. Giving full credit to the expression of the proponents of this compact, what does it mean? What does it say? They say that they do not intend to deprive Negroes of equal educational opportunities, that they do not propose to set up regional schools for Negroes alone to circumvent recent decisions of the Supreme Court of the United States, that they do propose to set up regional schools for all the citizens.

Let us look at the record in these states. In all states which are signatory to this pact, the law provides for separate but equal educational facilities. Each of the Governors of the participating states is charged with the duty of enforcing those laws in these states. In no one of these states is there equal or substantially equal or almost equal education for Negroes as compared with that for whites, but there is separate education. Have these laws been enforced? Let us take for example the year 1939-40 which was a normal year prior to the impact of the war and what do we find? We find that in that year seventeen southern states and the District of Columbia, in which Negroes constitute approximately one-fourth of the population where this separate but equal doctrine prevails in theory, here are the facts as to its actual observance. In that year, \$136,500,000 was spent for higher education in that area for all citizens, both public and private funds. Of this sum \$126,000,000 was spent for the education of whites only. Of the total sum, Negroes received \$10,000,000. If Negroes had received their proportional share of this money, they would have received \$31,500,000. Let us look at the expenditure of public funds for that year—\$86,000,000 of public funds, state and federal was spent for education for all the citizens in those states. Of this sum, \$81,000,000 was spent for the education of whites, \$4,000,000 was spent for the education of Negroes. If Negroes had received their proportional share, they would have received \$21,500,000. This kind of experience duplicated over a period of eighty years is what distresses Negroes as they consider this reolution. Why should one be surprised if Negroes question these assertions that nothing on the face of this compact is unfair to them or

takes away their rights? In these individual states Negroes have never received anything like equality of education under segregation statues which, too, are fair on their face—so why expect it in a concert of these states? It is, to say the least, a happy coincidence that these avowals of an intention at long lost to give the Negro equality of education coincide with the decision of the Supreme Court that each of these states must give Negroes equal education in each of these states now comparable to that given whites now. This experience, too, leads to the anxiety of the Conference of Presidents of Negro Land Grant Colleges with respect to this resolution.

To the question then as to what there is in this bill that points to that type of discrimination, the answer is that it is the same thing that is inherent in the separate but equal doctrine under which Negroes are now discriminated against as just pointed out, and that is that eighty years of experience have convinced not only Negroes but many thoughtful white Americans that nowhere in this country has a system of segregated education been operated without gross discrimination against Negroes. Without questioning the motive of any one, let us say it is all a matter of habit and is a necessary result of the administration of a segregated system. It is that habit and administration by the same citizens who now propose this compact for approval that causes the Presidents of Negro Land Grant Colleges to urge that this subcommittee withhold Congressional consent to this compact. There is nothing in our experience which would cause us to hesitate one moment in opposing this compact in theory that we would get any more equitable consideration under it than we have in the past heretofore received under the separate but equal doctrine in this area.

It is obvious in making this presentation to the subcommittee that these Negro Presidents are not raising the question of the unconstitutionality of this compact but are saying specifically that this subcommittee should not increase the difficulties which Negroes already experience in seeking equality under the law. It is true that the courts are open under the compact to Negroes just as they are open to Negroes in the case of individual states, but this committee is aware, I am sure, that from the difficulties experienced in getting a forthright determination in the individual states of the question of separate but equal education and the fact that equal education has not been obtained would indicate that this compact if assented to by Congress would be one more obstacle placed before Negroes in their attempt to get equal educational opportunities. We have three questions in this area: (1) In this compact, page 2, paragraph 1, it says that the Board shall have power to establish, etc., such schools as they may deem and determine to be proper, necessary, or advisable. Does this give them the discretion now exercised by State Board of Regents as in Oklahoma, so that one more legal obstacle is a barrier to Negroes? (2) If compact is assented to, who are proper parties to a suit on question of denial of equal facilities? (3) Is the State now superseded by the region as a test of where equal education must be provided to meet the test laid down

by the Supreme Court? We feel these are questions which justify the opposition of Negroes to this resolution. We urge that this resolution be amended to the effect that no regional school shall be established for Negroes except where one already exists for whites or where simultaneously one is created for whites; and providing further that the establishment of a regional school for Negroes shall in no wise be deemed to deny Negroes the right to be educated in the state of their residence in a state school of each type established and maintained in the state for whites; and, providing further that this consent of Congress shall not be interpreted or construed to constitute an approval by Congress in any manner whatsoever of the policy of segregation in education.

We wish to make it clear to the committee that these College Presidents are opposed absolutely to segregation in all forms and certainly in education. They believe absolutely in the findings of the President's Commission on Education. They are presidents of institutions in a segregated system, and necessarily are working to make these institutions as efficient as possible, but in line with all other thoughtful members of the Negro people urge this government not to lend its aid and support to segregation, either in the perpetuation of it or in the extension of it, and, therefore, urge that this resolution be not approved.

In closing, we would like to call to the attention of this subcommittee the serious international situation which America faces and to the stringent test to which democracy is being subjected by the activities of its enemies as well as by the apathy of its friends. America is the most powerful nation in the world and rightfully should possess moral leadership of the world. It therefore seems to us extremely unwise for this subcommittee to do anything which in these perilous times would appear to indicate a wavering of our belief in the principles and ideals of Democracy. The least it seems to us that the subcommittee can do is to modify this resolution as to make it clear to the world that America here reaffirms its belief in the basic principles of democracy, and that every citizen in the eyes of the Federal Government is the same as every other citizen in fact as well as in theory. On behalf of the Conference of Presidents of Negro Land Grant Colleges, we here urge, first, that this resolution be not approved; in the alternative, we urge that if the resolution is to be approved, that it be amended and modified as indicated above.

Respectfully submitted,

THE CONFERENCE OF PRESIDENTS OF
NEGRO LAND GRANT COLLEGES

By GEORGE M. JOHNSON
JAMES M. NABRIT, JR.

MINUTES OF THE CONFERENCE SPECIAL SESSION

February 23-26, 1948

Second Meeting.

The following Presidents met at 4:30 in Room 4 of the Atlantic City Auditorium, L. H. Foster, J. F. Drake, F. D. Bluford, Valentine, J. A. Colston, L. A. Davis, C. V. Troup, R. B. Atwood, Gray, Gregg, Harrison. Also present were H. B. Crouch, Blanchett, and Daves. Presiding was President Foster and President Drake offered prayer.

The conference gave its approval to the activities of the Executive Committee in behalf of establishing R.O.T.C. units in our member colleges, and approved specifically the message which had been dispatched to the Gray Board. The conference next gave its attention to the question of regional schools. There was much discussion following which the resolution below was adopted.

Resolved that we do not approve regionalism as a method of equalizing educational opportunity for Negroes.

Dr. Crouch made reports of plans for the Fifth Annual meeting of the National Institute of Science at Tuskegee, April 1-3, 1948.

Mr. Daves brought the group up to date on the actions following our conference at the T. V. A. He suggested that we follow through on these matters and that he would be of whatever assistance he could. It was suggested that the secretary write a letter to the T. V. A. requesting information on decisions finally reached on the relationship of the Negro Land Grant Colleges and T. V. A.

The question of Agricultural scholarships and fellowships was discussed. It was agreed that President Foster would send to all Presidents a report on this matter after his conference with the General Education Board.

Dr. William H. Gray was appointed as the official representative of the Conference at the inauguration of the new president of Bethune-Cookman College. The secretary was instructed to draft a letter to Mrs. Bethune for the Testamonal Dinner being given for her in New York on March 4, 1948. It was voted that those members who attend the Higher Education section of the National Education Association meeting in Chicago do so as representatives of our conference as well as their institutions.

President John W. Davis discussed in detail the question of Federal Aid to Education as embodied in S. B. 472 and H. B. 2953.

It was voted that the Secretary and President make the necessary preliminary contacts looking toward a desirable affiliation with the Association of Land Grant Colleges and Universities. It was voted that all publicity of actions by the Association be given out through the Secretary and/or the President and/or the Chairman of the Executive Committee.

Next followed the discussion of the October meeting. It was agreed to agree to invite to this meeting the state extension leaders.

Other groups were discussed but no agreement reached on inviting them; Librarians, Directors of Agriculture, Directors of Home Economics, Directors of Mechanical Arts and Engineering.

The following Key-Note speakers were suggested for the October meeting: Dr. Mordecai Johnson, Dr. Benjamin Mays, Governor William Hastie, Dr. John R. Emmons, Dr. George Zook, Dr. Raymond R. Pady, General Dwight Eisenhower, Mr. Gordon Clapp of T.V.A., Dr. W. S. Carlson of University of Delaware, Mr. Oscar Ewing of the Federal Security Administration.

The theme suggested was "Federal relationship to education."

Members expressed W. S. Carlson as first choice, Dr. Book, second choice tied with Dr. Benjamin Mays, third choice Dr. Raymond R. Pady tied with Dr. Mordecai Johnson. This matter was left with the President to make the final decision.

President Foster next explained the status of application for funds to the Carnegie Corporation for the benefit of the adult education project. The Secretary agreed to notify Dr. Stewart that the Georgia State College was an associate member and is to receive benefits of the agricultural project.

Adjournment.

MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE AUGUST 17, 1948

Conference of Presidents of Negro Land Grant Colleges

The Executive Committee met on the above date in the Conference Room of Virginia Hall at Virginia State College, Petersburg, Virginia, with the Chairman, Dr. John W. Davis presiding. Present at the meeting were Presidents F. D. Bluford, J. F. Drake, L. H. Foster, S. D. Scruggs, R. B. Atwood and John W. Davis. Absent were Presidents F. G. Clark, G. L. Harrison, W. R. Banks, and R. E. Clement.

The Secretary conveyed to the Committee the information that President R. E. Clement was not notified of the meeting. Secretary Atwood explained that the membership of the Executive Committee was the same as the one of the previous year except the addition of President Clement who was added at the regular meeting in October, 1947. Immediately following the October meeting the minutes had been sent to the printer and Dr. Clement's name was never conveyed to the Chairman of the Executive Committee nor did the Secretary recall its addition to the Committee until it was called to his attention. Secretary Atwood assumed responsibility for this omission and promised to explain the matter to President Clement.

At the request of the Chairman the members listed the following agenda for consideration:

1. R.O.T.C.'s in our colleges.
2. Regional Education.
3. The Agricultural Project and Scholarships.
4. The Social Studies Project.
5. The Financial Affairs of our organization.
6. Appropriate Compensation for the Secretary.
7. Institutional membership in educational organizations.
8. The Program for the annual meeting.
9. Proposed project in Engineering Education.
10. General Education in Land Grant Colleges.
11. The Henry Allen Boyd Proposal.
12. The Adult Education Project.
13. National Institute of Science.
14. Research and Marketing Act.

1. **R.O.T.C.'s in our colleges**—Chairman Davis brought the group up to date on this question by informing the Committee of the Presentation made by his Committee to the Committee on Civilian Components of the Armed Forces and the subsequent establishment of three Senior units of the R.O.T.C. in Morgan College, Florida A & M College, and Southern University. The Chairman spoke of the possibility of our securing establishment of units in additional colleges at this time and of his desire that the Committee work toward the same. Motion prevailed that positive steps be taken today seeking favorable action on establishing R.O.T.C. units at Kentucky State College, Lincoln University of Missouri, and Langston University of Oklahoma. These three institutions had filed applications and said applications had been cleared with all state and local authorities. In the absence of President G. L. Harrison of Oklahoma the Chairman talked with him over long distance telephone and President Harrison assured him that his application had met all requirements. Following the meeting the following messages were sent in the implementation of the above resolution. (See attached sheets.) Motion prevailed that we urge the up-grading of officers personnel employed in R.O.T.C. units in Negro schools to the rank befitting their efficiency and tenure of service. Motion prevailed that we urge qualified Negro students to register in Naval units in colleges and universities which they attend. It was further moved that we endorse legislation at the national level seeking funds from the Department of the Army for the construction of Armories in those institutions having R.O.T.C. units. It was decided that only the first resolution would be implemented at this particular time.

2. **Regional Education**—The Committee re-affirmed the position which it had taken on this question in its meeting in Atlantic City on February 26, 1948.

7. **Institutional membership in educational organizations**—It was agreed that conference President, L. H. Foster, assign to President F. G. Clark of Southern University the job of formulating a resolution on this subject for presentation next October at the annual meeting.

9. **Proposed Project in Engineering Education**—It was agreed that Conference President Foster assign to President Miller Whittaker of South Carolina A & M College, the job of formulating the problems in this area and that President Whittaker be invited to present the same to the Executive Committee at its October meeting.

5 and 6. **The financial affairs of our organization—Appropriate compensation for the Secretary**—It was voted that the Committee recommend at the next annual meeting that the dues be raised to \$75.00 per year, effective July 1, 1949, that the Social Studies be brought to a close. The Secretary was instructed to communicate such information to Dr. Frazier. It was further voted that the sum of \$400.00 be allocated to the office of the Secretary to be used in a manner dictated by his discretion.

11. **The Henry Allen Boyd Proposal**—A motion prevailed that the individual college presidents be urged to cooperate on this proposal as they see fit and can do under the laws of their respective states.

12. **The Adult Education Project**—Motion prevailed that we indicate interest in this project and pledge to its support a sum not to exceed \$300.00. The Secretary was instructed to so notify Dr. Caliver.

8. **The Program for the Annual Meeting**—A motion prevailed that the Chairman of the Executive Committee, President of the Conference, and the Secretary get together and formulate a program for the annual meeting.

Motion prevailed that the Secretary secure from Dr. Percy Julian, a definitive statement on his proposed co-operative project in Chemistry with the Negro Land Grant Colleges.

Meeting adjourned.

Respectfully submitted,

R. B. ATWOOD, Secretary.

TELEGRAMS

Honorable Harry S. Truman
President of the United States
The White House
Washington, D. C.

We, the Members of the Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes representing seventeen states in session this day at Virginia State College, Petersburg, Virginia, respectfully urge you to take steps immediately to have the Honorable Secretary of the Army activate appropriate R.O.T.C. units in the Land Grant Colleges for Negroes which are located in Frankfort, Kentucky; Langston, Oklahoma, and Jefferson City, Missouri. Our urgent request is based upon the use of R.O.T.C. training in the colleges for citizenship and National defense purposes.

Honorable Kenneth Royall
Secretary of the Army
Pentagon Building
Washington, D. C.

We, the members of the Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes representing seventeen states in session today at Virginia State College, Petersburg, Virginia, respectfully urge you to take steps immediately to activate appropriate R.O.T.C. units in Land Grant Colleges for Negroes located at Frankfort, Kentucky; Langston, Oklahoma, and Jefferson City, Missouri. Our urgent request is based upon the use of R.O.T.C. training for citizenship and National Defense purposes.

Honorable Alben W. Barkley
U. S. Senator from Kentucky
Senate Office Building
Washington, D. C.

and

Honorable William Dawson
House Office Building
Washington, D. C.

We, the members of the Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes representing seventeen states in session today at Virginia State College, Petersburg, Virginia, respectfully urge you to assist President Truman in having activated immediately through the Honorable Secretary of the Army and appropriate R.O.T.C. unit for Kentucky State College, Frankfort, Kentucky. Our urgent request is based upon the use of R.O.T.C. training for citizenship and National Defense purposes.

Honorable William Dawson
House Office Building
Washington, D. C.

We, the members of the Executive Committee of the Conference of Presidents of Land Grant Colleges for Negroes representing seventeen states in session this day at Virginia State College, Petersburg, Virginia, respectfully urge you to take steps immediately to have the Honorable Secretary of the Army activate appropriate R.O.T.C. units in the Land Grant Colleges for Negroes which are located in Frankfort, Kentucky; Langston, Oklahoma, and Jefferson City, Missouri. Our urgent request is based upon the use of R.O.T.C. training in the colleges for citizenship and National Defense purposes.

The above messages were signed by:

J. F. Drake, Alabama.

F. D. Bluford, North Carolina.

R. B. Atwood, Kentucky, Secretary of Conference.

L. H. Foster, Virginia, President of Conference.

J. W. Davis, West Virginia, Chairman of Executive Committee.

S. D. Scruggs, Missouri.

G. L. Harrison, Oklahoma.