

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
2145 C STREET, N. W.
WASHINGTON, D. C.
OFFICIAL BUSINESS

Conference Findings

PENALTY FOR PRIVATE USE TO AVOID
PAYMENT OF POSTAGE, \$300

634

REPORT OF THE RECREATION COMMITTEE

We the committee on Recreation submit the following recommendations and suggestions:--

1. It is recommended by the Recreation Committee that the following In-Service training is available to NYA

Supervisors and Trainees:

1. Opportunity for NYA Supervisors to attend WPA weekly Recreation Staff Meetings.
2. Wherein possible the NYA Supervisors may recommend a Trainee to attend such meetings who in turn will become the Junior Recreation Leader on that project or Resident Center.
3. It is recommended that the present NYA trainee now receiving WPA Recreation training will upon completion of his or her Recreation training be returned to a local project or Resident Center as Junior Recreation Leader.

II. It is recommended that NYA be publicized through the activity of the Trainee. The following are suggestions which should lead into the many avenues of publicizing:

1. Radio
2. Newspaper
3. Contact Calls
4. Exchange Meetings upon specific subjects
5. Project visits

III. It is suggested that the State Supervisor of Negro Affairs, in conjunction with the State Supervisor of the Music Project, work out ways and means whereby the services of the State Supervisor of the Music Department be available to the local projects and Resident Centers.

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Report of the Recreation Committee

IV. It is recommended that the State Supervisor of Negro Affairs and the State Supervisor of WPA Recreation work out and forward plans to the NYA Supervisors in their participating in the "Clean Block" campaign.

Also that the above named State officials work out the procedures of the Negro Health Week Campaign.

Respectfully submitted,

THE RECREATION COMMITTEE

Mr. L. G. Blackus, Chairman

Mr. R. B. Jones

Mr. Churchill Robinson

Mr. Edgar Williams

Dr. R. Nathaniel Dett

Mrs. E. Lewis, Secretary

Visitors of the Committee

Miss Jefferson, Recreation Department,
Wilmington, N. C.

Mrs. Jessie Hazel, State Supervisor of
Negro Affairs
NYA for S. C.

Mrs. Tillias, WPA Recreation Supervisor,
Wilmington, N. C.

SUMMARY OF THE HEALTH COMMITTEE

NYA CONFERENCE ON THE PROBLEMS OF OUT-OF-SCHOOL NEGRO YOUTH

The definite health needs of the NYA group might be divided into two divisions:

1. Health service
2. Health education

The health service should include the following:

A complete physical examination of each youth before entering the center, which should include Tuberculin skin tests, Wasserman, and vaginal smears. The report of the findings should be recorded and kept at the center. The medical service to be rendered at the center, should be worked out on some co-operative basis.

The educational program should consist of instruction in the following:

1. Environmental sanitation
2. Personal hygiene
3. General communicable diseases
4. Tuberculosis
5. Venereal diseases
6. Maternal and infant hygiene
7. Intelligent utilization of medical and dental services
8. Demonstrations in practical nursing

(Note)-- Use the services of County Nurses and Physicians.

Respectfully submitted,

HEALTH COMMITTEE

Dr. Walter Hughes, Chairman
Mrs. Naomi S. Hubert
Mrs. Jennie Hall
Miss Esther Hill

Dr. Rescoe C. Brown, Consultant
Mrs. Irma Neal Henry
Mr. Hugh Jeffers
Mrs. Nannie Hines

February 2, 1940

REPORT OF THE TECHNICAL COMMITTEE

Men's Division

The committee wishes to set up a list of suggestions which it is hoped can be taken back to the projects and centers and put into practice.

The major objective of the NYA program, as discussed in the conference, is that of preparing youth for gainful occupations.

The important points in the discussion were centered primarily around Arts and Crafts.

The discussion centered around the need for continual development of the following techniques:

1. Acquainting the youth with the program
2. Acquainting the youth with the tools for the assigned occupation.

Application of this knowledge with the actual job situation as the functioning approach is placed on these techniques:

1. Basis orientation for purposes of instruction.
2. Demonstration of processes involved.
 - a. Increasing participation in the youth.
 - b. Participation with the aid of supervision of the foreman.
 - c. Demonstration of the actual youth leadership.

Recommendations:

The committee insists that the emphasis be placed upon the two problems of development--social and technical.

a. Social

- 1) Habits of dependability
- 2) Accuracy
- 3) Working effectively with people
- 4) Honesty
- 5) Punctuality, etc.

b. Technical

- 1) History of the occupation
- 2) Job Analysis
- 3) Demonstration of participation
- 4) Development of proficiency in doing the job.
- 5) Developing accuracy in measuring, cutting, and fitting.
- 6) Emphasizing the importance of adhering strictly to building regulations and codes.
- 7) Developing working skills
- 8) Developing efficiency in doing the job.

Responsibility of the Supervisors

- a. Keeping youth adequately informed of changing trends in occupations.
- b. Keeping the youth informed of the existing conditions of employment.
- c. Helping youth to maintain a practical philosophy of work.

The Committee wishes to call the attention to some of the major problems that the supervisors have to face---

1. Obtaining and maintaining the proper facilities to do the job.
 - a. Personnel
 - b. Equipment

Respectfully submitted,

The Men's Technical Committee

Mr. John W. Mitchell, Chairman

Mr. Walter B. Jamieson

Mr. Timothy L. Parks

Dr. A. Henningburg

Mr. Samuel L. Dudley

Mr. Charlie Stokes

REPORT OF THE WOMEN'S TECHNICAL DIVISION

TEACHING TECHNIQUES AND SKILLS

In teaching techniques and skills to youth in the performance of any task it is important to think first of the individual as a total personality capable of reacting in many different ways. It is impossible to give specific directions on the teaching of techniques and skills as they relate to various tasks and individuals. Of course there are some general principles on which we can always depend, but when it comes to the application of these principles they must be applied to fit individual needs.

Skills and techniques are those performances which are means to an end. It is very necessary that youth understands the end in view in order to perform skills more efficiently. Before a supervisor attempts to help a youth in a task both should have clearly in mind just what it is to be learned. The youth should know in the beginning what results are to be expected from his performance. It is important that he knows not only what to do, but why it should be done.

The teaching of techniques and skills is a type of guidance that is found in every stage of life. The problem for the NYA supervisor is no different than that of teachers and parents used everywhere. All of our teaching and guidance can be placed under three fundamental principles. These are:

1. Verbal Direction: Telling the student what to do, or giving information orally or written so that the student can follow directions. The job analyses is an example of this type of guidance. Another type of verbal guidance is that plan which gives the objective of the task to be done, ways in which it can be done, and the materials

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needed to perform the task.

2. Physical Guidance: Showing the student what to do by actually placing the hand, for example, over the student's hand in helping him to learn a certain movement as in the holding of a needle or a ruler.
3. Affective Guidance: Approving or disapproving of a certain type of behavior in performance.

It is up to the NYA supervisor to determine just which type of help should be given the youth. At times it requires only one type, while at other times it may require a combination of all three. The personality and general make up of the teacher is a major point in helping boys and girls to develop skills and good techniques in their work.

While the major aim of the NYA program is that of production, it would be a great loss if this is stressed over and above the development of the total individual (his physical, mental, emotional, and social needs).

RECOMMENDATIONS:

The committee recommends along with the group several suggestions. We know that in order to perform a good job it is necessary that the equipment, living conditions, and working spaces be adequate. Recommendations which follow are:

1. There should be an enlarged personnel in practically all of the centers to carry out the type of program that is wanted and needed, both from the point of view of the community and the youth enrolled.
2. The work places should be made more attractive, for all youth's surroundings are a part of his education.

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3. In some of the centers the light and ventilation should be improved.
4. Both the resident and local centers need more Home Making equipment to teach laundrying, cooking, maid work, general cleaning, sewing, home nursing, and child care. It is recognized, of course, that the needs of the community will help to determine the extent of the program.
5. Reference books and illustrative materials are needed to supplant the work and to serve for demonstration materials. Typical books needed are those in Homemaking, Etiquette, Clothing, Child Care Care, and Laundry Work.
6. It would be well for NYA supervisors to contact interested groups such as women clubs, the local Employment Bureau, etc., in the community for food supplies and other materials needed to help give youths the necessary practice with materials.
7. Directions on how to make requisitions should be sent from the central office to NYA workers. There has been great delay in the past in having supplies sent promptly to the centers.

Submitted by:

The Women's Technical Division

Mrs. Almira Henry Wilson
Mrs. A. G. Wells
Miss Anne Leach
Mrs. Jennie Hall
Mrs. Dazelle F. Lowe
Mrs. Mabel Butler Shelton
F. P. Kittrell, Chairman

COMMITTEE ON SOCIAL ADJUSTMENTS AND SOCIAL NEEDS

There are two necessary aspects of the analysis of social adjustment and social needs, two processes to be carried forward together; and both of these depend upon a third factor.

1. Cataloguing of social problems or deficiencies
2. Selection of desirable directions of movement
3. Rests upon value judgments

Agenda to be considered:

1. Handling youth
2. Youths' environment
3. Guidance and counseling
4. Community Government
5. Public Relations
6. Material Sources

Problems:

1. How to get the employer to see that the employee is a person and should be given a decent wage; for fundamentally economic standards make the social problems.
2. How to get the trainee to accept a job when offered one instead of making a career out of NYA.
3. How to instill within the trainee the desire to use his training for his own home.
4. How to study the environment of the trainee.
5. How to get youth to adjust to the social regulations of the center.
6. How to solve the superiority-inferiority complexes that develop in the centers.
7. How to develop a positive attitude toward common labor.
8. How to teach the trainee to fit into a bi-racial world
9. How to teach rural youth social graces.

The committee recognizes that these problems group themselves into three main issues; 1. Adjustments that must come from within the youth himself. 2. Adjustments that come from living with others and 3. The

affects of the two adjustments on the trainee.

Desirable Direction:

It was generally felt that some attention to the social organization must take place for people do not spontaneously develop tendencies which enable them to profit fully or in a uniform way to favorable conditions. Only in the presence of suitable conditions on the part of the persons themselves will a specific improvement in the physical surroundings produce an advance in morals. In other words social progress which considers circumstances only, is but half progress. Because circumstances and attitudes, whether of cultural or individual origin, are always inter-connected, effects at social reform should be designed to improve simultaneously, both conditions and the attitudes.

Constantly, it must be kept in mind that cultural and personal attitudes usually offer considerable resistance to innovations, owing to inertia, vested interests, mechanical obstacles, and the power of tradition. Within the social organization, each part is affected by all the others, and each is shaped and lives by integration with all the rest; therefore physical and mental traits are preconditions of social facts.

Finally, the most efficient methods of control are those which develop suitable attitudes and regulate the conditions which people collectively create and which in turn so largely conditioned their behavior.

A change in the type of associates or of membership in groups may be followed by either an improvement or a deterioration of deportment. The old role may or may not be transferred to the new environment, depending on the fixation of attitudes and the chance repetitions of factors similar to those in the old milieu. If the values and behavior-patterns in the new setting are distinctive and yet adapted to the subject's attitudes, the behavior problems may be removed; but if negativistic attitudes have already been formed toward

specific...
in the presence of multiple competition...
enable them to benefit fully or in a uniform way...
must take place or people do not understand...
It was recommended that...
Deceptive Discretion:
success of the (no sign) service on the...

elements in the new environment the attempted control will fail and the degree of success will vary with age.

Whereas the deliberations of this conference have indicated a prevalence of certain social needs and adjustments among the youths' being touched by the NYA program in this state. Your committee offers the following recommendations:

1. That some methods be devised whereby there can be a constructive program put on foot to educate the employer to appreciate the social needs of the employee-- especially should this be done in club groups.
2. That social legislation be studied and the State office of the NYA made a definite effort to participate in the program that will dignify and improve the social relationships of this low economic group.
3. That personnel advisers be appointed to study the social problems that they give suggestions for their individual social.

Submitted by,

Mrs. Florence R. Beatty, Chairman
Dr. H. C. McDowell
Mrs. Ruth Spurlock
Miss Verna Taylor
Miss Bernice Furlonge

REPORT OF EMPLOYMENT COMMITTEE

Your committee on Employment, considering the programs now in operation on NYA projects, having in mind the objectives, immediate and ultimate, of such projects, cognizant of the forces and agencies available for assistance in realizing these objectives, and being ever conscious of the grave need for sound, practical preparation of Negro youth during this pre-employment experience for satisfactory and satisfying adult participation in the present and changing economic order, makes the following recommendations:

- I. That a co-operative relationship be established between the State Employment Service and the NYA project. In this relationship the Employment Service will supply occupational information such as occupational trends, job analysis, and available work opportunities; the NYA project will establish itself as a reliable resource in supplying the demand for certain types of labor.
- II. That such an inter-relationship, in order to be effective, requires the establishment of a permanent committee which would:
 - a. Work out an employment referral form for trainees
 - b. Compile pertinent occupational information
 - c. Develop techniques for extending employment opportunities for Negro youth
 - d. Urge the development of an increased social consciousness through planned employer education
- III. That the Employment Service be requested to provide co-ordinating services for the guidance and placement of Negro youth.
- IV. That NYA Supervisors be relieved of placement activities and concentrate on preparing trainees for progressive

referral to the Employment Offices.

- V. That cumulative work records on trainees be kept by the supervisors as part of an applicant job history and that a summary of the same, plus the supervisor's evaluation of the individual of a prospective job holder be given trainees who leave the center for other reasons than placement in private enterprise.
- VI. That first placements made through the Employment Service, particularly those involving residence changes for the applicant, be understood to be on two weeks trial, pending mutual satisfaction of employer and employee.
- VII. That the quality of the supervision of youth working on projects not supervised by an NYA employee be investigated and improved in order to insure proper development of these young people.
- VIII. That trainees be initiated into those vocations in which there is a labor demand but for which it is not possible to set up a work project such as beauty culture, airplane mechanics, and certain hand trades.
- IX. That there be less emphasis on sewing on the women's projects and more training for the personal service occupations.
- X. That no trainee be referred to real job experience, while still on the project, without the remuneration of an established apprentice wage.
- XI. That the possibilities for apprentice indenture of Negro youth under the State Apprentice Council be investigated and sought for Negro youth.
- XII. That trainees participate in a minimum of experience in the arts and crafts taught at the center. That continued instruction depend upon the trainees' ability in the craft and the likelihood of finding

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a satisfactory market.

Respectfully submitted,

EMPLOYMENT COMMITTEE

Mr. Rudolph Jones, Chairman

Mr. Llewellyn Davis
Mrs. Mollie Poag
Mrs. Adela F. Ruffin
Mrs. Ruth E. Spurlock

Mr. G. Cletus Birchette
Mr. James B. Jackson
Miss E. M. Harper

File

NATIONAL CONFERENCE ON THE PROBLEMS OF THE NEGRO AND NEGRO YOUTH
THE REPORT OF THE COMMITTEE ON HEALTH AND HOUSING

At the second National Conference on the Problems of the Negro and Negro Youth, the Committee on Health and Housing finds that less progress has been made in the field of health than is shown by the committees on education, economics, civil rights and other groups reporting at this meeting. The Committee notes with pleasure favorable changes in the attitudes of public health administrators and the informed and sympathetic utterances, as well as printed statements, of the Surgeon General of the United States Public Health Service. As yet, these changed attitudes and interests seem not to have been transformed into concrete performances.

I. In considering the present and future programs of the United States Public Health Service,

We recommend:

1. The appointment of a qualified Negro physician as Special Assistant to the Surgeon General.
2. That racial identification should not be a prerequisite for federal appointments in the Public Health Services, but as long as it is special provisions should be instituted to protect Negroes.
3. That great care be exercised to protect the interest of Negroes if and when a national health program is inaugurated. In the allocation of funds to the various states for the prosecution of these programs such funds should be made available only with the proviso that they will be used in such a manner as to provide adequate care of Negroes in urban and rural communities on the basis of their health needs rather than on their ratio to the total population. Membership in the county medical society should not be used to determine eligibility for participation in these programs.
4. A more specific study should be made to determine the need for health centers in Negro communities.

5. The right of Negro doctors, dentists, pharmacists, nurses and social workers to treat and care for Negroes should be protected and they should receive the same compensation provided for others for like services.

6. In view of the paucity of hospital beds for tuberculous Negroes in the South and in view of the existing condition of segregation, it is respectfully suggested that a study be made to determine the feasibility of establishing a cooperative tuberculosis hospital and preventorium probably within the confines of some Federal park in the south. It is proposed that in such a hospital each state, county and municipality, practicing segregation of tuberculous Negro patients should be invited to construct and maintain one or more beds. It is believed that by this type of regional hospitalization the cost of bed construction will be reduced materially and the cost of bed maintenance will be lower.

7. Negro professional workers should participate more actively in the National Syphilis Campaign. The assignment of Negro professional personnel to strategic positions will facilitate this work.

8. Special needs of Negroes should be considered in the United States Public Health Service's program for industrial hygiene. Problems to be studied should include those health hazards peculiar to industries where large numbers of Negroes are found and state health departments should be encouraged to include adequate plans for the protection of the Negro as well as the white worker.

9. Negroes should be integrated into the activities of the National Institution of Health. Among a scientific staff of 241 (81 of whom are commissioned medical officers) and 450 assistants, there should be Negro workers selected on a basis of competency.

10. Medical psychiatric services should consider the need of increased facilities for mentally handicapped Negroes and the training of Negro personnel to aid in their care. Some of the more difficult criminal situations which arouse public opinion, especially in the South, are traceable to the lack of care provided for this group. Inclusion of Negro personnel in the new hospitals for the mentally handicapped at Lexington, Kentucky and Fort Worth, Texas would be a part and parcel of this program.

II. With special reference to nursing services:

1. Qualified Negro nurses should be used in the several Departments of the United States Public Health Service.

2. The federal government should concern itself with the equalization of salaries for Negro nurses especially in the South and wherever these services are aided by federal

If it is found to be necessary to conduct a special investigation of the activities of the Communist Party in the United States, it is recommended that the following steps be taken: 1. The activities of the Communist Party should be investigated in all areas where it is known to be active. 2. The activities of the Communist Party should be investigated in all areas where it is known to be active. 3. The activities of the Communist Party should be investigated in all areas where it is known to be active.

funds Negro nurses should be appointed on the same basis as all nurses in the several divisions of nursing within city, county, state and federal departments of our government. The appointment of Negro nurses should be given first consideration in expanding public health programs where there is a large percentage of Negroes in the population.

3. Wherever the federal government operates separate hospital services for Negroes, interracial units in nursing councils should be set up, with power to assist in formulating and controlling policies relative to nursing education and services.

III. In considering the work of the Children's Bureau,

1. We recommend that more attention be given to extending medical care to Negro mothers and babies. The situation is sufficiently grave to be considered as a special problem. According to reports of the Children's Bureau, for the country as a whole, 65% of all Negro babies are delivered by midwives and in some rural areas of the South this figure reaches 90%. Funds should be made available through the Children's Bureau for:

(1) The establishment of centers in approved hospitals for the adequate training of Negro public health nurses in midwifery. To this end, state health agencies should be encouraged and assisted in making plans for the elimination of untrained midwives.

IV. With reference to the U. S. Veteran's Administration,

1. We recommend that wherever a United States Veteran's Administration Facility exists in a northern or western state, that racial segregation be prohibited within the facility.

2. Facilities for southern Negro veterans are inadequate for their needs and an additional Veteran's Facility staffed by Negro personnel should be established in the South.

3. Negro contact representatives should be appointed in existing facilities where colored veterans are cared for.

V. With reference to the Farm Security Administration, in the field of health,

1. We recommend the extension of its work among Negroes in health sanitation and in the formation of group health associations.

2. The employment of Negro nurses on the staffs of community projects.

3. The integration of competent Negro physicians into this service.

R E G I O N A L C O N F E R E N C E
COLLEGE AND N. Y. A. OFFICIALS OF THE COLLEGE WORK PROGRAM
SEPTEMBER 6, 1940

M I N U T E S

On Friday, September 6, at ten-thirty o'clock, presidents, deans, or representatives from the fifty-two (52) institutions of higher learning located in Region Three (comprising the states of Alabama, Arkansas, Florida, Georgia, Mississippi, Louisiana, North Carolina, South Carolina, Tennessee, Virginia, and Texas) met for the purpose of discussing phases of the NYA School Work Program for the school year 1940-41.

Dr. Rufus E. Clement, President of Atlanta University, served as chairman of the meeting. At the request of Dr. Clement, Reverend Mr. W. J. Faulkner, Dean of Men and University Minister at Fisk University, offered prayer.

The chairman asked that each person introduce himself-- giving his name and school connection.

In his introductory remarks the chairman said:

Back in June, after talking with the National Youth Administration officials here in Atlanta, we decided it would be a good thing for us in Georgia if we got together before the opening of the fall term with the officials of the State Division of the National Youth Administration and talked over something of the work and something of the problems which would confront us and which would be interesting to us as we attempted to administer the NYA funds this year. After we had sent out invitations for a meeting of the Georgia people to be held here in Atlanta, the idea occurred that it would be a good thing to enlarge the meeting so that it would be regional. After consideration it was done.

I am sure that all of us who have had any connection with the National Youth Administration feel that of all the New Deal agencies and other social reform organizations that have come out of the New Deal, this is one of greatest benefit to individuals, to say nothing of institutions that have been helped. This one has been the most judiciously and the most impartially administered, both in Washington and in local areas, for the most part.

We meet today to talk about a thing in which we are all interested and in which we have great concern. I am not going to attempt to talk about the NYA. There are those here who know more about it than I do. I am sure we are all interested and vitally concerned and in sympathy with the National Youth Administration--both in our colleges and on the field as shown by the volume of work we have been able to get done and by the work we think we shall be able to do through the channels which the National Youth Administration has made possible.

Mr. Boisfeuillet Jones, State Administrator for Georgia,

was introduced by the chairman.

In his brief remarks Mr. Jones stated:

Mrs. Bethune, Professor Clement, and visiting college officials, I am here more in the role of an interested spectator than in the role of a participant.

We have had in Georgia since the beginning of the program five years ago a feeling with regard to the Student Work Program that we have very little to do with it. About all that we can do as NYA officials is to handle the paper work necessary for any program of this type. The program is yours. It has been yours, and if I understand trends correctly, it will always be your program. There is not much that we can do to make or break this particular program.

There is a great deal which college people can and must do to make the program what it should be. We have watched the development of the student work program in Georgia with a deal of interest and we are quite proud of the job which you have done. In some conversations that I have had with other NYA people, I am told that they are proud of what you people have done also.

Much has happened, and those with whom we have talked about the program have felt that there was a definite need to get together at this particular time and talk over some of the problems and some of the trends, particularly of the college and graduate work programs. We invited Mrs. Bethune and Mr. Evans to come down to the Georgia meeting. Realizing that their time is at a premium and that they could not possibly get to meetings in every state, Dr. Clement extended invitations to those in adjoining states who might find it possible to come to the meeting in order that we might have the benefit of a much broader background and have the opportunity to talk with Mrs. Bethune and Mr. Evans about the trends in the program from a nationwide standpoint. I do not have to be quite that broad. I can be more specific. Mrs. Bethune is one of us down here and she knows our problems in the South as intimately as anyone.

I am very glad to welcome all of you in behalf of the National Youth Administration for Georgia to this meeting. It is your meeting, and I will be quite disappointed personally if you do not make it your meeting and if you do not participate in discussing and bringing up these many problems which are confronting us, regardless of how difficult they might be to solve.

Mrs. Mary McLeod Bethune, Director, Division of Negro Affairs, National Youth Administration, Washington, D. C., was introduced by the chairman.

Mrs. Bethune's speech:

May I thank Professor Clement for the privilege of being with you. I want first to congratulate myself for being privileged again to meet with you and to think with you. These are very interesting days in which we are living--days calling for profound thinking. Everywhere there is a tense feeling. We are seeking first of all the guidance of an Unseen Eye that we may not stumble.

I thank God for sufficient restoration of strength to just be present with these leaders and these promoters in the great field of education, if only to help point the way by past records and present

emphasis, and to help inspire youths to greater heights of service. I want to express my appreciation for the great founder and promoter of the spirit and atmosphere reflective of the National Youth Administration.

I wonder if we take the time to try to think what has happened in the past five years as the program of the National Youth Administration has tunnelled its way into the rural and urban conditions of our country, awakening and inspiring thousands and thousands of youths, opening doors of opportunity through your institutions and through your guidance which lead these youth to higher heights. I wonder if we take the time to try to think how privileged we are today--when bombs are falling over Europe and millions of lives are at stake--to sit here in pleasant and cultural surroundings and think in terms of how we can stimulate and better use the facilities that are ours and put them into action for greater work for the boys and girls who are to make their living in the years to come.

I am expressing my gratitude for the opportunity we have had for serving thousands. Whatever has happened to the Negro in the forty-eight states, we are responsible. We together have worked. I want to bring the appreciation of my office in Washington to the college constituents, state administrators and their staffs for the fine cooperation they have given us in helping to steer the way and broaden the road for others as they have for the thousands of youths who have participated in the program. I have another interest in the National Youth Administration. I would like to come to you as a member of the National Advisory Committee for the National Youth Administration. When the President set up the Committee, he placed on it two Negroes--Dr. Mordecai Johnson and myself.

I am especially interested here today from the viewpoint of the administrator of the program of the National Youth Administration as it affects Negroes, particularly youth, even to the islands of the sea. I want to say to you that my whole body, my mind, my soul--all that I am has become impregnated with the idea of giving my best to the people, in strengthening youth today into fine citizens, into the spirit of brotherhood. I feel that the National Youth Administration has done more to stimulate brotherhood in the youth of the country,

particularly the youth of the Southland than any one thing that I know.

I have had the opportunity of sitting close to the State Administrators and interpreting to them the needs of black boys and black girls who have not had, prior to this, as full an opportunity for development as they have today, whose school facilities were poor--thousands unable to go to school because they could not pay tuition,--had no car fare,--had no books,--had no shoes--could not do this and could not do that. They could not get training of the hands because of the few shops. They could not all go to Hampton. So many needed just little things,--thousands just waiting for somebody to expose them to something.

I have stood with administrators whose visions had not been broadened in that direction and have seen them open up and have seen how the Negro youth has been integrated into the entire program as have been other youth. I have said to them, "When you have a swimming pool over here for whites, why not have one over there where some of us can go in order that all of us might have our chance?" How the Southern white man has broadened in his viewpoint! How concerned the administrators are now! They come to see me and discuss their problems and go away with their hearts and souls lifted up. New channels are looming up before them for a larger opportunity for these boys and girls who have been neglected so long and who, through the opportunities of the National Youth Administration, have forced their way into a more fertile field. The administrators of the North have become conscious of the fact that there is something to be done for Negroes in Boston just as there is something to be done for Negroes in Atlanta. I have found it just as necessary to call the attention of the State Administrator of Massachusetts to the needs of the Negroes living in Boston as I have to call the attention of the State Administrator of Alabama to the needs of Negroes there.

It has been a marvelous opportunity for me and I have grown in respect for Mississippi, Alabama, Texas, Florida, Georgia, and Louisiana. I can sit with my State Administrator and hear him discuss on a basis of open-mindedness the needs and possibilities of all the youth.

I want to congratulate the presidents of our colleges on your alertness and on your willingness

to look around you and to see what the possibilities are for your institutions and to take advantage of them as definitely as you have been able to. One thing I want to ask of you this morning is this: As leaders you must not only think in terms of the National Youth Administration as it concerns the students that come to your school, but you must look out beyond your college to help Negroes--assist to bring into operation everything that we possibly can bring to the Negro youth and to the Negro adult. What you have not gotten during the past five years has not been the fault of my office. I have worked and fought with my sleeves rolled up night and day.

When I went into my office in Washington, we had very few students in our graduate schools. Atlanta University had none. Howard did not have many; Fisk did not have a large number. All of them needed money. It was hard to get money for graduate schools. We tried to get the authorities to see the importance of giving special opportunities to Negroes in the upper tiers of training in order that we might get the masters' degrees and the doctors' degrees necessary for persons to head up our schools, to give the leadership that we needed. And so I begged for a \$100,000 extra. Mr. Aubrey Williams wondered what we were going to do with it. I said, "We need more leaders with masters' degrees and doctors' degrees. We need more social workers. We need men in the ministry; we need them in all the upper tiers of training." I said, "Negroes haven't the money to get it. I wish you would give me \$200,000, but if you cannot, just give me \$100,000, and I will be happy. Give it to me on my desk; let me say where it will go. Let me be boss of that. Let us see what we can do to help steer the way for a larger opportunity for men in the upper tiers--lawyers, doctors, social workers, ministers. Let me work just in that field." They pretty much felt up there that whatever I wanted I wanted. They had the idea that if she knows what she wants, let her have what she wants.

The very first year we turned over to Howard University for the graduate school twenty thousand dollars. The tears trickled down my cheeks and my hands trembled as I signed the check to go to Howard University for graduate students so that black boys and black girls could go in and get a chance. If we could begin by giving them \$40.00 per month as a maximum and \$30.00 per month as a minimum, we could figure on increasing it. I turned over to Atlanta University \$16,000 or \$18,000 for graduate work and sent something to Fisk for graduate work. How stocks went up!

From that year until this we have been helping through the National Youth Administration to stimulate people in the upper tiers to get training in graduate work. Even in other fields of service into which we have gone during the last two or three years, we have been doing something with that \$100,000, not only for graduate work but for undergraduate work. We have been helping to put into specific projects for training, giving stimulation to the chef and cook training project at Tuskegee. We gave a start to that and they showed that it was possible. Because we did that, Dr. Patterson has been able to get money from other sources to help in this field. Prepare men that are in demand today. There is much for you to do; there is much more for you to get if you will get up and go after it. There is a great deal more for you to get from your state if you will stay close to your State Administrator and give courage to the Assistant on Negro Affairs. Have the Advisory Committee to keep in contact with you. Find out what the needs of your state are; then insist as far as the budget will go that these needs be supplied. Whenever you find you are not getting the kind of help in your state that you should, just send a note up to my office, and Mrs. Bethune gets right with the State Administrator and we get our heads and our hearts pretty close together and get that thing done.

The masses of Negroes do not know what to expect. They do not know what the New Deal is. You have to tell them about the swimming pools and the beauty culture classes. They think all they can get is cooking, sweeping, and agriculture. They do not know that there are cultural things as well as fundamental things. They do not know that this rounded program for the training of the youth over the country is here. One hundred million dollars has been appropriated by Congress for the use of the administrators. It is up to men like you--administrators, leaders, promoters--to see to it that they are informed as to your needs and to help devise plans, ways and means by which as many of these dollars as possible can get through to our black boys and our black girls. They are the ones that need it most. Our big-hearted President made this order for the people who need it, and certainly the Negroes need it.

Introduction of Mr. Joseph H. B. Evans, Consultant,

National Youth Administration, Division of Negro Affairs.

Mr. Evans' talk was centered around the Negro's further integration into the National Defense Program. He stated:

"We believe the Negro should find his place in every line of defense. Pressure is being brought to bear upon getting the Negro on the combat line, into the army, air forces, et cetera. We believe in every case we do not want to lose sight of the fact that there are other lines besides the combat line, in which case we want and need men who are trained in aviation, mechanics, all metal trades, and such things."

Mr. F. Earl Wallis, Director, Division of Finance, NYA Atlanta, discussed techniques and procedures of time reporting for students employed on the Student Work Program.

Recess---fifteen minutes. Pictures of group taken.

D I S C U S S I O N

I. Selection of Students

Dr. Clement: How do you select your students?

Mr. Turrentine: First, we select the number of jobs that we think the students can take care of. These jobs are taken into consideration by the administration. Then we have a faculty committee known as Appointment and Placement. The students are selected on the basis of ability to do the job, enthusiasm, attitude, and ability to work with people. Generally, students who have been in school more than one year are given first consideration. In exceptional cases Freshmen may be considered also if they are outstanding. From this list, the students are placed according to their needs and the jobs we have to fill.

Mr. Head: How many of the colleges make a study of student interests and ability before assigning work? And how much emphasis is placed on that study?

Dr. King: At the Theological School we check pretty carefully from the man's record in college and watch him for a semester so that we can see what qualities

he has for leadership.

Mr. Faulkner: I want to make a suggestion. On the application blank the Federal Government might add a line for the training and work experience of the applicant. Students should be asked to answer some such question as: "What is your training?" If we knew that a student applying for NYA work had had typing, it would be very easy to place him. We make most of our placements after the students arrive. I would like to ask Mr. Turrentine what he does with his freshmen students.

Mr. Turrentine: We give them some consideration, but mostly in exceptional cases. We have an application blank which we send to the students asking what their work preference is. Nine out of ten come back with the reply that they desire library or office work. If you take it from the applications, you would have an unwieldy program of work planned. You cannot judge their ability until they get in school and you see what they can do.

Speaker: We send to any student who writes in a blank and have members of the faculty visit the new students if possible. After we get all the information a committee meets and selects persons on the basis of any scholastic or other ability. Then we select the students for NYA work.

Dr. Clement: What is the first thing you consider in making your selection?

Mr. Turrentine: Need.

Answer: I do not know that need is the most important thing. Sometimes students need work very badly but do not deserve it. Student ability and student achievement in work might be considered as a basis. Whether or not a student deserves work is just as important as need and ability. There are all sorts of things to be considered. When we find a student whose record stands out and who has qualifications for a job, we consider him before we consider the student who is less deserving of a job, though he might not do as much as others. Some consideration should be based on a student's desire for work as well as his need for work.

Question: How many give positions on the basis of scholarship records?

Mr. Turrentine: A student may need a job and may be given one, and his job may interfere with his academic activities. In this case, need is a liability instead of an asset.

Answer: We do not consider any student whose record is below C. We start getting new students ready in the spring of the year. For old students we begin in July and August. They must spend anywhere from one-half to two or three hours with the counsellors, going into the question of their needs. They get out careful budgets based on the year's expenses, telling what the family income is, so that a group of these students can be pretty largely taken care of.

Mr. Alexander: When college administrators consider need, do you consider degree of need? Some students' needs are worse than others. We find in most cases that a student is selected because of the student's ability to do a job. We find in most of the Negro colleges a shortage of staff members and those students having typing experience are given preference in job placements.

Dr. Clement: If you base your selection mainly upon the ability of students, you are likely to use students without regard for need because they fit into a particular situation and can do a particular job. Should you consider favorably a student who has great need but little ability? Do you administrators of NYA funds select students on the NYA on the same basis as you do students for other work programs administered for your institutions?

Mr. Davis: At Tuskegee we have nine hundred students. Every student receives an application blank. Among the qualifications for work are definite statements concerning need. The individual not only has to indicate his needs but what he can receive from his family or others, as well as the value of any property that his parents may have. Every blank must be signed by the parent or guardian of the student as a check against any statement a student might make on his application blank. The NYA jobs are to a certain extent specially created jobs--jobs in the Carver Museum, work in the library, or special projects in the agricultural field. Many students feel that being on the NYA offers them certain advantages and competition is so great for work in the better job class that we have little difficulty in selecting from our files those who are needy and those who are deserving. We pay considerable attention to the ability of students.

Dr. Clement: How many of you consider athletic ability as an indication of need? Do any of you make allocations of NYA funds to particular divisions, including athletics?

Dr. King: We do not.

Mrs. Bethune: I always think of circumstances. Every situation is different. We do have a little home and some acres of land. It is possible to evaluate that, and some might have felt that we had enough there. Sometimes a person might have a beautiful house up on a hill and may be so situated that he cannot get a dollar to help a fine boy or girl in school. It is a serious thing to decide whether to say yes or no to that boy or girl.

I hope that my dean will ask to have application blanks sent out so that we may look over them and see how we may help. I think there is a contribution students can make even in the field of athletics. I do not know what I am. I am living in 1940. I am interested in the inner development of young men and young women and in the wholesome contribution they can make. It is a fine thing when Joe Louis knocks somebody out. I am interested in people doing whatever they can do well. I do not know what my philosophy is. You just have to decipher all the things that I am saying. A girl or boy may be able to make a contribution in athletics just as he may in music, or in the library, or in the YMCA. If he can make a definite contribution, I am not a president who feels that it is a crime to say that we should make a contribution to a student because he is a good athlete. It does have some appeal to the program. I do not know whether to say to the presidents that we would not interpret a contribution that a good student may make in athletics in the same light as we might in music or in cooking. It is a contribution in my thinking constituting growth of the school, and I do not know whether the National Youth Administration would be out of line in helping a student in that field. Of course, we are taking into consideration his ability in the academic line. I think there are more fields of education than just what we are able to do with French, or geography, or things of that kind.

The program of the National Youth Administration should so stimulate itself and broaden itself as to build up those things. I do not know whether I was an A or B student or what. I know I had a vision. I know I wanted a stepping stone on which I could rise. It would have been very discouraging to Mary McLeod Bethune if someone had not helped because I was not a

B student. My vision has not failed me up to this point.

I would rather bend backward trying to help a child that does not need it than to take a chance on not giving one a sandwich if he does need it. I would rather see your emphasis in the selection of your students based on needs, aspirations, and desires. Be honestly careful that you do not get too far from the child who needs advantages and needs help based upon kind philosophy and the kind of things that I have just tried to say here.

I never see a child upon a street without thinking, "That might have been Mary McLeod Bethune." Sometimes you say you will not give a preacher's child help. You cannot always tell by outside appearances. Let us continue to dig deeply. I want this Committee to think. Whatever we do, let us be sure that the money that is appropriated to our schools is carefully and thoughtfully distributed to these boys and girls. All of them might not be starring. I never starred. I know my field. I want you to have creative minds. Sit down to your desks and create things. Make up jobs and put them into motion. Get as many students as you can give jobs or make jobs for...jobs that will be helpful and stimulating and inspiring. Yes, I would think very seriously of the old boy who is a good athlete.

Dr. Clement: This question of the selection of students is a most serious one.

Now, on to the second point. I am glad to see that the emphasis from headquarters is on a work program rather than on an aid program.

Mrs. Bethune: The idea has always been that.

Work Program

Dr. Clement: We will now turn our attention to the work program. Will someone suggest or make a short statement? Mr. Evans will introduce the subject to you.

Mr. Evans: I think I might introduce this to you by telling what has happened in secondary schools. A conference made up of state officials of education, leaders in secondary school work and State administrators met in Washington to discuss work agreements whereby secondary school people have a chance to evaluate this work program in secondary schools. The purpose of the meeting was to get a feeling of oneness

about this thing. It is the problem of the school to see that the proper type of work projects are put forth in secondary schools. The idea was to develop within every state a working committee--not just an advisory committee--who would get together and sit down and work with an executive secretary to see just what was happening in the various schools and visit those schools in order, when necessary, to check up on the type of programs going on there.

We are saying to the school people: "The Federal Government is back of us with the money. And now we are asking you to find an effective work program that will contribute something to the development of the boys and girls. We are asking you to evaluate the work that is going on in these secondary schools. Find out what our school men are doing and get in there and help them." Unless we find the type of work projects that appeal to and aid in developing the student, there cannot be much excuse for handing out money. Consequently, there will be a survey for students made on what is happening to NYA people in schools. We have some NYA people on honor rolls in the upper brackets. We are not only anxious that the boys and girls be in the upper group but that they show some definite results from this program.

The tendency now is to evaluate what is being done in order to know definitely that your program is closely related to the type of studying in which the student is engaged. It is more necessary that the projects fit into the field in which he is studying. Is cleaning a room a type of work project? There is no reason why a student may not clean a room under someone's supervision who will see that he gets something out of it. If, in his approach, he gets something out of it, it is a good project. There are some types of projects that we can say are not immediately related to the work the student is doing but they may help in developing the attitude he assumes toward his work.

If we study the types of activities that will fit into the Defense program, we will be doing something that will be of help. Defense is not just defense with arms but defense with all the things that go to make up our natural resources.

Mr. Faulkner: I wonder if there is to be any working relationship between the adult education program and NYA training for technical skill? In our area there will be rapid expansion of aviation. They are hiring men at the rate of seventy-five per week until

they get seven thousand. No Negroes have been hired. Would the Adult Education Department be interested in coming in to help?

Mr. Evans: The whole tenure of that meeting was to say to the state administrators, "You go back and teach these people who are in charge of the education program to make use of facilities available and see to it that our youths are given a chance to get into the program." This matter should be referred to the office of the Advisory Commission on Defense by interested adults. The problem is to get the Negroes to write in and say whether or not Negro youths are being used in particular training programs. We will be glad to get the cooperation of the NYA on this program.

Mrs. Bethune: I am hoping that more and more we are going to get into the closest possible cooperation with the Vocational Department of the Board of Education as Mr. Evans has said, and have them to join their facilities with whatever facilities we have. If we have no facilities, have them to build shops that will take care of both boys and girls. Ninety-nine per cent of the work that was done by men is being done by women today in Europe. It is vitally important that we get these shops and facilities where not only boys are prepared but girls also. We must do all we can to tie these shops up with schools under the Smith Hughes Fund, Vocational Agriculture Department, and so forth.

Some of the private schools are doing this. In order to participate they are turning over certain parcels of land to the county or state boards. They are joining with the Smith-Hughes Fund, NYA, and WPA-- everybody coming in to make possible these funds for the defense program that we must have.

We are calling on land grant colleges to extend their borders as we have never called on them before, not only to help the immediate students that go to their schools but to reach out in the community miles around for students to come in. Give students an opportunity. Build tents for these boys to study so they can come in. Whatever is done now, get these young people prepared with their hands to learn these technical things that they must have to carry on now. I would advise that you bestir yourselves and do everything you possibly can to bring that into action. The masses are depending upon the colleges and leaders.

This defense program is the program we must think about in everything we are doing. I wish we had more of the

types of projects that Dr. Patterson was wise enough to start up about three years ago--more chef cook courses. They will be in demand more and more as time goes on. There will be a need for young men who are going to be prepared in all fields--in the field of cookery and technical work. We will do all we can to apply for all the aid we can get from the Smith-Hughes fund and all the other places we can.

Mr. Evans: We should make a very definite investigation to see how far the Negro is being included in the program for National Defense. If not, then write to the Commission and tell Dr. Weaver about it. They want it done. In the field of radio, how many colleges give attention to radio work with the view of training folks to go out and train others? Just the other day we got a call from the army to train five thousand young people in radio. In order to do this, you must train fifteen thousand. The state administrators were told to go back to their states and start on the program of radio training. Get Negroes in particular to step in. In radio work we are reminded that the steel work is mostly done by women. We must tie them up with the defense program.

Dr. Patterson: I wish there was some way that the various institutions could know what the requirements and opportunities are. If the information is given out from the state office or the Washington office, I know that some schools could make some preparation.

Mrs. Bethune: I thank you for that suggestion. I shall make it one of the efforts of our office to see to it that as these new suggestions come up, we will send them through to the heads of colleges over the country so that you in turn can get in touch with the state administrators and cooperate with them in putting these things into action. Many of the things coming up we do not know anything about at all. The Negro is left out because there is no place for Negro work. Our office will take the responsibility in doing more than we have done in that respect. Any request that you write to me, not only in regard to NYA, I shall be happy to give you the finest cooperation that I can and we shall do our best to keep you abreast on happenings.

Dr. Bond: Some of you may have received recent announcements on new developments which are sent out from the American Council on Education Association by News Letters to colleges and universities. I was just thinking that if some office there could get out a news letter, it would be a good thing.

Supervision

Dr. Clement: Do you think the supervision of work projects adequate?

Mr. Faulkner: In the graduate work at Fisk we do not recommend a student for appointment in any department until the head of that department not only is satisfied that the student is prepared to do work in the department but the head of the department must request that the grant be given to the student and he must agree to perform as supervisor on that level. On the undergraduate level we have not had quite the same success as we have had on the graduate level. The NYA office in the college is trying to make the teachers and heads of departments in college feel that it is an honor and privilege to get an NYA student. A teacher feels that she is fortunate in getting a student to help grade papers. When we can convince the heads of departments that they will be benefitted, they are glad to cooperate in supervising these students. Our waiting list for student help is far in excess of our grants.

Mrs. Bethune: Are you presidents finding that you are having less need for grants or more need for grants?

Answers: More need.

Mrs. Bethune: I was thinking that with some people getting work who have not had work before and with more buildings going up the need might be decreasing. Even with these things happening in the communities, you do find the requests for grants increasing?

Dr. Patterson: It is true that people are getting more work, but it is not keeping pace with the fluctuation of students flooding into the institutions. The larger the facilities, the larger the number of students applying for grants.

Mr. Jackson: We formerly had about fifty graduate students. This year we have had about one hundred fifty applications for graduate work in this field. Our increased enrollment is going to be tremendous, and our need has been increased.

Mrs. Bethune: I do believe we have had great returns in the social schools. Social school laboratories have been opened up all over the country. One of the girls of your laboratory was doing a special job in Baltimore. Honestly, what that girl was doing in Baltimore in her laboratory work was such as to make any school proud of the fact that we are investing money.

I am glad there is an increase of people who are wanting to go to social schools. I think you presidents can do a great deal to help me in my office by writing letters occasionally to Aubrey Williams and thanking him for the hard fight he is making in our behalf.

General

Dr. Clement: Do you think that the maximum age limit of twenty-five years creates a handicap to Negro students in colleges and especially in graduate schools?

Dr. King: Many students get through college at the normal age, twenty-one or twenty-two. For many students it is necessary to earn some money to continue in school. It takes three or four years in Law or Theological schools, which makes it impossible for them to get the benefit of NYA help. Our experience is that we can invite the average man in for one year of NYA help--his first year. Through no fault of the government, you seem to let him down the second year because this aid is not available to him.

Mr. Faulkner: Freshman and upper class scholarships helped little. We had four hundred sixty-five students to apply for NYA aid as of last year. There were sixty-five students not available for aid. We were put to great trouble to find aid of any sort for those people. A larger number of graduate people were beyond the age of twenty-four than were within the age limit at our school. It is a little more expensive to be a graduate student than an undergraduate student in our college. It would help if the age limit could be extended.

Mrs. Bethune: That can be done only by a petition to the Advisory Commission. That is where procedure is set up. We will get with Mr. Weaver and talk with him again and I will talk with Mrs. Roosevelt. If you will have constructed again a very strong petition, setting up the various reasons why this should be done and the handicaps that result because of the present age limit, I think we can work on it again through the Commission.

Dr. Clement: A committee of three should be appointed.

Mr. Starks: I wish to make a motion first that we extend a vote of thanks to Dr. Clement and others who brought us to Atlanta, and second, that a committee of five, with Dr. Clement as Chairman with power to

select four other members be appointed to draft a petition to the Commission to make the necessary investigations and recommendations to the Commission with regard to age limit for granting student aid.

Mr. Jackson: Would the age limit be thirty-five?

Mr. Jones: The important point to bear in mind is that the NYA is a youth organization, and when you get into the ages thirty to thirty-five you have gone beyond the youth age. Another consideration is that in many of your graduate situations, you have graduates who have been out of school and who were engaged in some full or part-time employment and were coming back to get additional training. The group felt that the responsibility for helping these people who had already become established was not so great as was their responsibility to the younger ones. As it was, it was pretty hard to reach the group within the age limit, 16-24, and the feeling of the group was that it was better to retain the present setup.

Mr. Evans: I think the group ought to know this, too: In the hearings of the Appropriation Committee the argument on the whole was against too much college aid. This has got to be kept in mind.

Dr. King: One through twenty-five is the age for youth according to psychologists. In the Religious Education field the age limit is usually twenty-five for the men who are preparing to be ministers. I see no reason why we should not be willing to raise that limit at least one year.

Dr. Stark put motion on vote of thanks. A second motion was put by Mr. Evans that a committee of five be appointed to draft a petition to the NYA Youth Commission, setting forth the importance of an increase in age limit or any other need, and this petition should be sent to the Commission. A report of the meeting will be sent to Mr. Aubrey Williams.

Dr. Starks: I want to suggest that Mr. Faulkner and Dr. King be on the Committee.

Dr. Clement: Dr. Bond of Fort Valley.

Mrs. Bethune: Dr. Patterson.

Mr. Jones: How much trouble do you find in having an application made to you in June on which you reserve decision until August and, finally, on accepting that student you find he has made application to another school? Is there this policy of competition between schools for students?

Mr. Davis: Applications are received in my school about the 10th of August. Sixty per cent of the students accepted enter. We do not extend aid until the students are actually accepted, and they are not actually accepted until they enter.

Dr. Clement: We know as early as May or June the names of some of our students who will enter. We find that many students do not come, but it is because they cannot, due to lack of finance.

Mr. Faulkner: We lose students on the graduate level when we do not notify them.

Dr. Clement: In approving NYA applications, our difficulty is that we cannot tell them what they will be able to earn. They want to know what they will be able to get. Yesterday I received a notice stating what my regular allotment will be, but I do not know yet what we will receive from the Special Fund.

Speaker: We slightly tie our students' hands by having them make application first, which must be approved by the institution. Before they are promised a scholarship, they must pay tuition in advance for the first semester.

Mr. Jones: At a meeting of white college presidents some weeks ago I listened to a discussion of the minimum amount to be granted to students. One speaker had the feeling that \$10.00 should be the minimum amount. The graduate minimum has been reduced to \$10.00 instead of \$20.00.

Speaker: One school charges a low tuition fee and another charges a high. The difference between tuition charges might be greater in the undergraduate level than for the maximum and minimum. The tuition for city students is less than \$90.00. I think every student, regardless to how much he might need, should get some money even if it is only \$3.00 or \$4.00 per month.

Mr. Jones: A great deal of criticism came to the NYA by virtue of the fact that many of the youngsters were given help on the basis of \$5.00 or \$6.00 per month.

Mrs. Bethune: It is Mr. William's desire that \$10.00 be the minimum. If you need more than that, you can write in a special request to your State Administrators. There was a feeling that \$15.00 is little enough. Mr. Williams made a declaration that \$10.00 is little enough.

Mrs. Bethune: Mr. Lasseter asked me to bring greetings. I want to thank Georgia for whatever it did in helping to inspire Mr. Lasseter to look with a straight eye into the problems of Negro youth in this country. I have been with the NYA since its inception, and we have never had in that office a man who had the keen insight into the problems of the Negro and who has been more willing, as the Deputy Assistant to Mr. Aubrey Williams, to carry on in a fair and just way the program for Negroes, Chinese, Japanese, and everybody that has to be administered to than Mr. Lasseter.

I am proud that we have him, and I feel that we are now in position to do a bigger job. There are more opportunities to be gained, and we will be able to get more things in having a Deputy like Mr. Lasseter. There is no one who will see to it that you are more justly dealt with than Mr. Lasseter. He asked me to bring you his love and interest and wants you to know that he is doing his best in helping thousands through this program.

Dr. Clement made closing remarks.

Adjournment

AGENDA: MEETING OF STATE ADMINISTRATORS
Chicago, Illinois
June 7, 8, 9, 1941

Work Projects Division

A. Shop Program

1. The following shops may be operated under the Youth Work Defense Program at the present time. This list should not be considered final, as additions and omissions may be made from time to time.
 - a) Aviation
 - b) Electrical
 - c) Forge
 - d) Foundry
 - e) Machine shop
 - f) Radio (1000 Work Stations)
 - g) Sheet Metal
 - h) Welding
 - i) Pattern Making and Joiners
 - j) Industrial Sewing (Heavy Duty)
2. Location of Defense Work Stations by States.
3. Operation of Youth Work Defense Program
 - a) No shifting from one shop to another, and, as far as possible, work experience to be on one machine within a shop.
 - b) Definite emphasis on metal trades.
4. Operation of regular shop program should show the patterns of the Youth Work Defense Program with no restrictions as to the type of shop.
5. Improvement of Shop Facilities.
 - a) Adequate supplies of hand bench tools
 - b) Well organized and equipped tool cribs
 - c) Increased emphasis on securing machines and equipment that will give work experience related to the needs of Defense industries.
6. Adequate Supplies and Materials.
 - a) Priority, if necessary, for tooling and equipping our own shops
 - b) Regional ordering of supplies and materials

7. Shop Personnel

- a) Necessary to meet established salary rates
- b) Occupationally competent foremen and Supervisors are the only ones eligible to be paid from Defense funds.

8. Securing and Processing of Production Orders

- a) Regional control for the purpose of spreading work
- b) Work solicitors in each State
- c) Securing work from manufacturers having Defense contracts
 - 1) Government owned
 - 2) Privately owned

9. Lines of Authority and Control

B. Project Procedure and Approval for Fiscal Year 1941-42

- 1. Continuation of operating projects
- 2. New approval of certain types of projects now operating
- 3. Approval of new project applications
- 4. Approval of Defense project applications
- 5. Explanation of new minor program class limitations

C. Girls' Projects

- 1. Assigning girls into shop program
- 2. Power sewing in both the youth Work Defense and regular Programs
- 3. Clerical projects to be reduced, eliminating undesirable types of projects.
- 4. Hospital aide projects to be continued

SECRET
NO FORN DISSEM
EXCEPT BY AUTHORITY OF THE SECRETARY OF DEFENSE
AND THE SECRETARY OF THE ARMY
OR THE SECRETARY OF THE NAVY
OR THE SECRETARY OF THE AIR FORCE
OR THE SECRETARY OF THE DEPARTMENT OF ENERGY
OR THE SECRETARY OF THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OR THE SECRETARY OF THE DEPARTMENT OF JUSTICE
OR THE SECRETARY OF THE DEPARTMENT OF LABOR
OR THE SECRETARY OF THE DEPARTMENT OF STATE
OR THE SECRETARY OF THE DEPARTMENT OF THE INTERIOR
OR THE SECRETARY OF THE DEPARTMENT OF TRANSPORTATION
OR THE SECRETARY OF THE DEPARTMENT OF AGRICULTURE
OR THE SECRETARY OF THE DEPARTMENT OF COMMERCE
OR THE SECRETARY OF THE DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT
OR THE SECRETARY OF THE DEPARTMENT OF ENERGY
OR THE SECRETARY OF THE DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OR THE SECRETARY OF THE DEPARTMENT OF JUSTICE
OR THE SECRETARY OF THE DEPARTMENT OF LABOR
OR THE SECRETARY OF THE DEPARTMENT OF STATE
OR THE SECRETARY OF THE DEPARTMENT OF THE INTERIOR
OR THE SECRETARY OF THE DEPARTMENT OF TRANSPORTATION
OR THE SECRETARY OF THE DEPARTMENT OF AGRICULTURE
OR THE SECRETARY OF THE DEPARTMENT OF COMMERCE

D. Resident Centers

1. Location

Project sites should be selected with regard to availability of youth, employment possibilities, sponsored work, and transportation facilities.

2. Senior Personnel

A center with an enrollment of 200 or more youth will need minimum supervisor personnel as follows: Project Director, Administrative Assistant, Work Supervisor, Activities Supervisor, Medical Officer, Steward, and Youth Personnel Supervisor, together with necessary Shop Foremen and Clerical personnel.

3. Work Program

The work program on the resident center involves maintenance work as well as trade work. Selection of types of trades should be made with regard to the availability of adequate shop facilities, sponsored work, and efficient supervision.

4. Youth Personnel

An efficient youth personnel program will necessitate the following mechanics: A written description of the center, proper selection of the particular youth for a particular trade, a program of orientation, a program of individual counselling, and complete records for each youth.

5. Food Service

Provide resident center youth with well-

balanced and adequate meals prepared under sanitary conditions at a reasonable cost.

6. Housing

Housing facilities must be safe, adequate, and clean.

7. Sanitation

Facilities for housing, feeding, baths and toilets, must meet the standards and receive the approval of authorities of local and state Departments of Health.

8. Health

The necessary costs to provide youth with medical, dental, nursing, and hospital care in case of critical illness or injury shall be paid from project funds, and the costs of corrective or remedial care shall be paid from subsistence funds.

9. Leisure-time Activities

Leisure-time programs shall be planned in advance, and shall include physical, social, and educational activities sufficiently varied to appeal to varied interests of the group.

ANNOUNCING
A
NATION-WIDE CALL
To Negro Women of America

Dupont 1426

THE NEGRO WOMAN AND NATIONAL DEFENSE

Sponsored By

**THE NEGRO WOMAN'S COMMITTEE FOR
DEMOCRACY IN NATIONAL DEFENSE**

HOWARD UNIVERSITY

Saturday, Sunday, Monday

June 28, 29, 30, 1941

Washington, D. C.

NEGRO WOMEN! AWAKE! SEEK! ATTAIN!

Today when the world is engaged in the struggle for the maintenance of democracy, the tremendous stake that we as Negro women have in the outcome of this struggle is becoming increasingly clear to us.

We are especially interested in the problems that confront us, locally and nationally and in their solution, therefore, we are inviting you to come to this conference that we may together develop an effective program to make democracy work in America.

We want what other American women want; to protect America from danger without and to help establish a true democracy within.

We want Negroes to receive employment and training according to their skills and needs for work, and to be integrated generally in all phases of National Defense, and in our Federal and local governments. We believe that exclusion from and discrimination in governmental agencies and offices is seriously sabotaging the morale of the nation.

We want a healthy chance for Negro America, good food, adequate hospital facilities, sanitary living conditions and a chance to live fully.

The Negro Woman's Committee For Democracy in National Defense is made up of representatives from civic, labor, fraternal, school, church, youth and sorority groups called together by the Alpha Kappa Alpha Sorority, and the National Council of Negro Women.

Believing that democracy cannot succeed unless every citizen is accorded full and equal participation in our Government this conference is called to:

MOBILIZE—

for

- Jobs in National Defense for All Americans.
- Training in National Defense for All Americans.
- Civil Rights for All Americans.
- Decent Housing for All Americans.
- Health for All Americans.
- Tax-free Franchise for All Americans.
- Jobs in every sphere of economic life for All Americans.

WHAT YOU CAN DO—

Come to this nation-wide conference and bring all interested women in your neighborhood with you. We CAN and MUST join in the concerted effort to make democracy work for us.

JOBS**EQUAL OPPORTUNITY**

PROGRAM**Saturday, June 28, 1941**

Registration	9:00 A. M.
Opening Session	10:00 A. M.
Invocation	
Welcome	
Keynote Address	
Appointment of Committees	

PANEL 10:30—12:30

**WORK OPPORTUNITIES FOR WOMEN IN
NATIONAL DEFENSE**

LUNCH 12:30

PANELS 2:00—4:00

1. Health, Housing, Recreation
2. Consumer Education and Nutrition
3. Training and Employment in Defense Industries
4. Negro Women in Organized Labor

SUNDAY, June 29, 1941

PANEL 10:30 A. M.

IN DEFENSE OF CIVIL LIBERTIES

MASS MEETING 8:00 P. M.

THE NEGRO WOMAN AND NATIONAL DEFENSE**Monday, June 30, 1941**

PANELS 10:00—12:00

1. Youth Problems
2. Farm Security
3. The Role of the Home, Church and School in National Defense

LUNCH 12:30

General Session 2:00 P. M.

1. Report of Committees
2. Findings and Recommendations

For further information write to the Above Address.

Name
Address: Street City and State
Organization No. of members
Delegate Observer Visitor

REGISTRATION FEE \$1.00

National Non-Partisan
Council
On Public Affairs
Alpha Kappa Alpha Sorority
1538 N. J. Ave., N. W.
Washington, D. C.

PRELIMINARY REGISTRATION

National Non-Partisan
Council
On Public Affairs
Alpha Kappa Alpha Sorority
1538 N. J. Ave., N. W.
Washington, D. C.

Sec 562 P. L. & R.

ON TO WASHINGTON!

THE NEGRO WOMAN AND NATIONAL DEFENSE

Conference held at Howard University, June 28, 29 and 30, 1941, Washington, D.C.

The conference was called to order by the presiding officer, Mrs. Gladys T. Peterson, who stated:

"The Conference of Negro Women in National Defense brings together two aspects which at the present time are of very great importance. The first aspect is important because Negro women are the standard bearers and pace-setters for one-tenth of the population of these United States. The second aspect is that national defense is the question which is prominent in everyone's mind, put there by the President of the United States. In this as in every gathering of worthwhile note, it is fitting that our opening number shall be an invocation by the Reverend R. W. Brooks."

(Inasmuch as The Reverend Brooks was not present, Mrs. Mary McLeod Bethune was asked to open~~ing~~ the meeting with a prayer)

Miss Susie Elliott, Dean of Women, Howard University welcomed the women to the campus and the facilities offered at the university. Mrs. Julis West Hamilton next welcomed the women on the part of the Federation of Colored Women's Clubs and stated as follows:

"It is indeed a very great pleasure to welcome you to Washington this morning and especially to this particular group of women. You have come to think, to reason, to plan for a bigger and better day for America and our particular group. Most important, you come as loyal American citizens to think of national defense. And why your interest? Because it is ~~a~~ precious heritage that has been passed down to us through the years from the Boston Commons to New Orleans from San Juan Hill to Flanders Field. Our fathers, sons and brothers have been given as sacrifices upon the altar of patriot^{ic} devotion. For what? For American independence and to make the world a decent place to live. We realize that this is not a perfect democracy but it is the best democracy we know anything about. Because we have given so much in service, not only in blood and in tears, but in brawn and sinew - ~~we~~ we have given the best we have. We have helped to erect many buildings in the United States and made a very definite contribution to the cultural program of America and its history. We have sung our music and contributed to ~~the~~ ^{our} dances. While we are thinking and planning today, we are thinking and we are wondering whether ~~it is~~ there is any question as to the loyalty of our particular group. We salute the American flag. We ^{have} taught our children to salute the flag and ^{make} say the pledge of allegiance. As we welcome you today and ^{after} listening to the beautiful prayer of ~~Ms.~~ ^{Ms.} Bethune, we are hoping and praying that this country may always remain indivisible, but we are also hoping that God in his own way and own time will make the words "Liberty and justice for all" true. So, women of this conference, the women of Washington welcome you and hope your stay here may be a pleasant one."

Mrs. Norma Boyd, Chairman of the Negro Woman's Committee for Democracy in National Defense was called by the chairman of the conference to give the scope of the conference. It was as follows:

National Council of Negro Women
Alpha Kappa Alpha Sorority
Washington, D. C.
Howard University, June 28, 1941

Louise Moore

ok
JRM
6-28-41

WOMEN WORKERS, JUNE, 1941.

Last winter I saw a sunrise over the Iowa prairies; it was literally the drawing aside of the curtains of night, and I was sure, had my ears been those of a poet or musician, I could have heard the music of the spheres, of which the Wagner recorded faint echos. Always the action of tides has fascinated me, whether it was the long roll of the Gulf on a sandy Florida beach, or the turbulent tides of the stern and rock bound coast of Massachusetts. Like millions of others, I have been moved by the beauty and order of natural law - by the colors which were the result of light and atmosphere, by the differences between the tumbling of the little busy waves and the inexorableness of the tides, caused by the pull of the moon, which seems so remote from our lives. The laws are inexorable, but not moral; Hitler uses physical and chemical laws when he bomb-demolishes an age-old cathedral; the engineer understands the same laws when he builds a peace bridge. Hitler uses psychological laws when he undermines the morale of a small country he plans to destroy; the mother recognizes the laws of psychology when she rears her children to be good neighbors and upright citizens. Just so, women must understand the laws of their universe and use them for the good of all the race, if they are to improve their condition in this emergency. You cannot break a physical or chemical law; and you cannot break an economic or sociological law, either; but the laws of economics are not well

understood as yet, and it is hard to know what is economic law and what is merely tradition.

Women's activities are probably limited more by tradition than by actual physical or economic law, and it is this body of tradition which becomes less formidable in an emergency.

Women have always a dual responsibility - that of wives and mothers, the producers of children, the makers of the home, the conservers of resources. During the past 25 years the home making has really become more important, since our laws have tended to prolong childhood and dependence until the children are 18. The home has come to include dependent young adults, with resulting new strains and stresses for the homemaker; women have had to do the physical work connected with making the home and rearing the children; and of course in many millions of homes the women must assist in wage earning also. This dual responsibility is inescapable, and means dual training for women - a fact which is not always recognized by educators.

Women's place in industry has been changing ever since the Industrial Revolution, which brought women out of homes into work places, where they had little control over their own environment. Tradition dictated their "place" here, and in general women followed their traditional occupations, in producing clothing and processing food outside the home, as they had done in the home. The Civil War, which made such a change in the situation of the Negro race also occasioned a revolution in the situation of women; after that war the kinds of work open to women increased; new inventions widened opportunities in industry; the telephone and the typewriter which were not

traditionally men's machines, gave unprecedented chances for great numbers of women with special training; higher education was open to women and professions like teaching, heretofore closed to them, became their recognized field. The first World War enlarged opportunities tremendously, in fields never before open to many of them from automobile ^{to} assembly and waitress work and elevator service. One of the results of the present emergency will doubtless be the enlargement of women's work opportunities, not because women are more capable than they were, but because the traditions about them have been altered again by conventions. The work of women seems to me to be changing in three directions: First, wider opportunities in familiar and traditional fields; second, replacement of men in various activities as men go to training fields and defense industries; third, wider use in fields traditionally men's.

Service activities have for some years been offering wider opportunities to women than production activities, partly because of the constantly increasing mechanization of production enterprises. The emergency is changing this emphasis to some degree. But as pay-rolls increase, so does the demand for services and consumers' products increase; we need more household assistants, nurses, cosmetologists, saleswomen; we need more food processors, more clothing and textile workers. As men are called to the draft, or go into defense industries, women are taking their places - as cooks, as waitresses,

as factory workers, presently as filling station attendants and street car conductor^s. Work on defense is of course the headline news of the day. Training of defense workers, with Federal funds, is the responsibility in each state of the State Board for Vocational Education. But defense workers may be trained with these funds only in 14 industries defined by the Office of Production Management, which are as follows:

Most of these industries are traditionally men's fields, and when the emergency arose we had millions of men out of work. Naturally public opinion would not countenance the employment of a new labor force when the old one was available, and hence the number of women defense workers trained during the past year, with Federal funds, has been negligible. Now that the reservoir of men workers is more nearly empty, employers are considering the necessity of training other kinds of workers for their needs. The OPM records indicate that in all industries in which women have heretofore been employed, the number of women is increasing; but employers who have never had any women in their productive payrolls are slow to start using them. For weeks now I have been looking at small but effective classes for women defense workers. If the emergency continues, we shall follow the English experience. Our Mr. ^{Hambrook} Hambrecht, who just returned from 4 months study of English airplane work, replied to my inquiry about "what do women do in England" by saying "everything- they run busses,

man railway stations, work in every part of airplane manufacture except tool grinding and set-up work. They have been trained on one operation job^s, and they do the work as well, or better than men did it."

All of us suspected that the "laws" of nature differentiating men's work from women's were mostly myths, that the laws were only traditions; and every emergency teaches us that we were right. But tradition has the force of natural law still here, and only an emergency can really open opportunities in these new fields for women.

In all states there are opportunities for vocational training of women. If I have any suggestions to make to you about what you should do they are these:

Explore all opportunities for employment in your own locality, the usual opportunities as well as those created by war contracts. Your local employment offices can tell you about these. See what employers are planning to do about their labor force, whether further employment of women is contemplated, and in what fields. Learn from your vocational schools what chances for training, under regular programs or defense programs are open, or are to be open in the future. Often schools are eager to cooperate in enlarging training opportunities for women if they have intelligent cooperation locally. Find out what tests, if any, are available for the selection of trainees, and help to recruit suitable women capable of passing the tests. If training is offered in any field, the usual as well as defense, take the training, and take the job offered, whether or not it is your ideal. You

must of necessity start from where you are to get to where you want to be.

I believe all women will get farther by understanding the economic laws which govern the conduct of industry, and by recognizing the force, and the weakness of tradition, than they will by doing what my father used to describe in earlier years as the activity of women when gathered in assemblies: "Discuss their wrongs, recuss their rights, and cuss the men".

Sometimes ~~the~~ women progress with maddening slowness along what seems to many to be a road which ought to be free to them. When I feel this way I remember the familiar lines of Arther Clough's poem, and I remember that sunrises and tides do follow natural laws, and so do women and men, in their homes and in their work:

Say not the struggle naught availeth,
The labor and the wounds are vain,
The enemy faints not, nor faileth
And as things have been they remain.

For while the tired waves, vainly breaking
Seem here no painful inch to gain
Far back through creeks and inlets making,
~~Come~~ ^{Cover} silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is light.

Arther Clough
Arther Clough

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The presiding officer next introduced Miss Mae Hawes, Director, Washington Welfare Association, who is the chairman of the panel "Work Opportunities for Women in National Defense." Miss Hawes:

"I thought it might be of interest to you to know a few facts about our first speaker, Miss Anderson. She was born in Sweden and came to this country at an early date. For 16 or 18 years she was a machine operator in a shoe factory. At that time, she served in the National Trade Union League and became one of the organizers of that league. She was called from that work to Washington during the last world war to serve on the National Council for Defense, representing women in industry. Since that time she has been in the Women's Bureau in the Department of Labor. I think it is very timely that we should hear from Miss Anderson, who is a recognized authority on the problems and conditions of women's work in the United States.

Miss Anderson:

"I am very glad indeed to be here this morning and discuss with you the stand women are taking in national defense industries. I am told that the Office of Production Management has just released to all factories and plants working on defense contracts a new poster. It reads: "Time is Short." A simple statement, isn't it? But consider it for a moment and the full meaning and implication will strike you with disturbing force.

Yes, time is short. And we must act upon that knowledge. In the interest of national unity our personal differences, our minor dissatisfactions must be put aside. Our entire industrial make-up must be realigned, even more, in order to provide facilities for the unprecedented production of armaments. From time to time the civilian population must do without certain items in order to assure an uninterrupted flow of raw materials to plants and factories manufacturing military equipment. Above all, we must intelligently and thoughtfully use our greatest single resource, our millions of working men and women.

By this I do not mean to intimate that we have been negligent or unthinking in our defense effort so far. As a matter of fact in the year that has elapsed since the launching of the program, extraordinary progress has been made. But, with the passing of each week the shape and scope of our problem enlarged and acquires new emphasis. Every military engagement poses the question of new weapons or the improvement of existing weapons. What was thought adequate even 90 days ago is now seen to be less than that.

A short time ago we looked at our labor force and assumed that we had an unbounded supply of human skill and talent. Then as workers in increasing numbers began to take their places on production lines, we weren't sure. The Selective Service System and the increased demand for workers in all kinds of enterprises further reduced the number of individuals available for employment in defense industries. The President's request that "critical machinery" in defense industries be used to the maximum is an additional factor accentuating the need for increasing the labor supply.

Of course, so to speak we are not scraping bottom yet. As you very well know there is still a considerable backlog of unemployed in this country. But the point is that the need for workers in defense industries is mounting by leaps and bounds. Already in certain areas there is approaching an anticipated shortage of male labor, skilled or semi-skilled. Obviously if we are to avoid industrial shut-downs or slow-downs on this account we must mobilize all our human resources.

Such a plan it seems to me must have as one of its essentials the intelligent use of woman power. Notice that I said "intelligent use of woman power". As proud as I am of the ability of women to do whatever task falls to their lot in an emergency. I believe firmly that they should work on those processes for which their skills and muscular strength best fit them.

There's no mystery as to what these processes are. The Women's Bureau as soon as the time was opportune sent agents to visit a number of factories on the Atlantic seaboard filling orders for defense materials. We viewed all kinds of processes, analyzing the effort involved and the skill required. We talked to foremen and plant managers asking about their women workers, how many they had, what kinds of jobs they were doing, the quality of their performance, and so forth. We found out many things. In plants making engines for aircrafts, women were doing inspection work. Machine tool factories employed women for various kinds of bench work, inspecting and packing. Manufacturers of shells, cartridges, and firearms had women operating punch presses, assembling primers to shells on dial presses, running machines for drawing cups for shells. In instrument making plants, women were doing a large number of light jobs, hand finishing and packing certain parts.

Although the results of this study were especially gratifying we didn't stop at this point. In order to find out what women can do in defense production it is necessary to constantly keep a finger on the industrial pulse of the nation. Accordingly, several weeks ago we sent our representatives into aircraft assembly plants to find out what was happening on that front. Seven plants were visited. Every step in the complicated job of building air frames and putting together aircraft was viewed. There wasn't a process that escaped our attention. We were watching when the planes were only sheets of metal on factory trucks. We were watching when the metal was cut out and formed to specified sizes and shapes for the fuselages, control surfaces, wings, cowlings, etc.; then machined, and further processed and sent to be assembled. We were watching when the planes took final shape as the bulkheads, ribs, metal surfaces, windshields, cabins, tails, wings, engines and so forth were brought together.

Most of the employees that we saw were men. While there are approximately 100,000 workers in the seven plants investigated, in three there are no women employed and in the other four only a fraction of 1%. The few women who are employed are working chiefly in the sewing of covers for rudders, wing tabs, and other control surfaces, and a smaller number were making parts before painting and doing minor jobs on electrical assemblies, wrapping and identifying gas lines. But this isn't particularly significant, for there has been a great demand on the part of men for aircraft jobs, and vocational trade schools in this connection have been more readily accessible to men than women.

What is significant is that a close examination of all the processes revealed that in every department of the aircraft industry, as now organized there are varying proportions of occupations on which women may be employed as the industry expands. Naturally in all departments there are jobs that are not suitable for women, either because the work is beyond their strength or because the work requires lengthy experience and training which the emergency will not permit. As a conservative estimate it seems reasonable that at least one-fourth to one-third of the jobs in the aircraft assembly plants might be filled satisfactorily by women. It should be pointed out that in Germany and Great Britain at the present time reports indicate that 40 to 50 percent of the employees are women.

Shortly after the Bureau finished its investigation of aircraft factories an analysis of small arms ammunition plants was undertaken. While bullets don't bulk as large as planes, they, too have their complexities and numerous parts.

Once more we observed all of the processes very carefully. We followed the making of a bullet from the moment it began as a tiny metal slug until it emerged in a shiny cartridge case, complete with propelling charge and primer.

Here although we found a high proportion of women workers in one plant, approximately 40 per cent of the productive workers were women, we feel that employment of women could be greatly extended. In the manufacturing of the bullet itself, women could operate the machines which form the metal jackets for the cores. Women might also do all the trimming of bullet jackets. While tracer bullets require a few extra flourishes these, too, could be done by women although there are certain conditions of employment which would require that women of more than average strength and stability be selected.

In the operation of the automatic screw machines turning the heads of the cartridge cases women could be used almost entirely. All the different processes which go into making the primer - everything except blanking it - could be done exclusively by women. Women could also be used altogether in inspection - visual gage, and machine - and their proportion could be increased in cartridge and packing and labeling.

Despite the tedious terminology used you can see that this is an impressive list of employment openings. I wish I could give you some figures on how many women might be employed in such jobs, but they just aren't available. However, the possibilities are almost limitless when you realize that a single airplane in firing action equipped with eight or more machine guns is reported as pouring out a stream of 1200 pounds of ammunition a minute from each gun. With tens of thousands of planes carrying machine guns, the demand for small arms ammunition is very large.

I also want to give you as much information as is available concerning the Negro woman and the employment in defense industries. First of all the Bureau of Employment Security reports that the registration of Negro women looking for work is declining. Whether this means that those individuals are finding employment in defense industries or in other pursuits is a question. You will be interested in the following item from an article written by Clark S. Hobbs for the Baltimore Sun of May 16, 1941:

"Armies and navies require many things besides guns, ships and ammunition. They have to be fed, clothed and equipped with accessories that can be and are provided by female labor. Negro girls and women are finding work opportunities in these lighter defense industries at better wages with shorter hours than domestic employment offers. Not all of them go to make gas masks, but this work is, in a sense, symbolic of the kind of opportunity that has been opened to them. There are from 250 to 300 colored girls employed at mask making at Edgewood. Moreover, the making of uniforms and other wearing apparel for draftees has created a demand for machine operators and related workers in the needle trades and, more and more, manufacturers are offering such work to colored women. Scores of them are seizing the opportunity. The NYA is conducting a sewing project to train colored girls in machine operation, and they are being placed with private employers as rapidly as they become competent.

Also not to be overlooked is the stimulating effect of the money that is pouring into circulation through defense workers' pay envelopes on industries and services that have nothing whatever to do with military preparedness. Hotels, restaurants, laundries, department stores and other businesses too numerous to mention are employing colored female help in increasing numbers. The number of Negro girls operating elevators, for instance, is steadily growing."

The other day our Labor Advisory Committee - a committee recently appointed and composed of members of key unions in the defense industries met in Washington. I asked them what the outlook was for the Negro woman worker. The representative of the United Automobile Workers pointed out that they had a good many Negro members in their ranks with the same rights and privileges as other members. The delegate from the United Rubber Workers made a similar statement. I need scarcely remind you that the International Ladies Garment Workers Union of America and the Amalgamated Clothing Workers of America pursue the same policy. Within these two groups there is no racial discrimination; white and colored members participate in organizational, educational, and social activities on a basis of complete equality.

Unfortunately there is evidence that in some defense industries employment has been denied applicants because of racial considerations. No one deplored this more than I do. However, I do believe that the forthright action of President Roosevelt in ordering that there shall be no discrimination in vocational and training programs and that all defense contracts shall contain anti-discrimination clauses; and that a committee to enforce the order be created, will effectively deal with this evil.

Another very important question which should be stressed at this time is the training of women for defense production. Too little progress has been made along these lines. I firmly believe that industrial training of women is a vital part of our preparedness program.

Last fall the Women's Bureau called a special conference to consider women's needs and possibilities for a definite share in the defense training. It was revealed in talks by officials connected with training projects - both vocational, pre-employment and within industry training - that almost no women were deriving such benefits at that time. It was further revealed that many more skilled job opportunities would open up to women if they could be instructed not only in manual skills but in related skills such as reading of blue prints and various measuring devices used in industry, and could acquire a knowledge of metals and shop mathematics.

One result of our conference was a letter written in February 1941 by Dr. John Studebaker, the U. S. Commissioner of Education, who is charged with the administration of the 75 million dollars granted last summer by Congress for defense training as part of the vocational educational system. In this letter which Dr. Studebaker sent to all state executive officers connected with this program he urged that women be trained.

Now in a few communities, notably in Massachusetts, and Connecticut there has been noticed much more extensive training of women. Also, in a number of places young girls in NYA projects are being instructed along the lines that lead them directly into defense employment. In the much greater effort to train more women in more localities I believe that progressive and informed organizations have a definite responsibility. They should see to it that at least one well qualified woman understanding women's training needs and capabilities be a member of the training committee set upon the various communities to plan courses and select trainees in accordance with the program of the Labor Division of the Office of Production Management.

No mention of the increased use of women workers in industry is complete without also discussing labor standards. With peak production, high speed, record breaking performances the first words on everybody's tongue the necessity for providing for workers' health and safety is sometimes forgotten. New substances and new processes may be introduced into plants without preliminary study as to their possible harmful effects on workers. Enlarged plants may fail to provide the necessary service arrangements for women. Lack of adequate toilet, washing, and lunch facilities, rest rooms, of medical or first-aid equipment, may characterize some expanded plants.

Such disregard of the well being of the wage earning population must not be condoned on the ground that the emergency justifies any action. Rather an aroused public must point out that such conditions undermine health and efficiency and will prove unbelievably costly to everyone concerned.

Undoubtedly an effort will soon be made to scrap some of the labor legislation now in existence. During the last World War this took place. The effort succeeded too, and the Governors of certain industrial states were empowered to relax labor laws whenever they thought it advisable.

This must not happen again. We know the folly of relaxing proper regulation. Industrial history during the last World War and since proves that it is a shortsighted policy to lengthen hours of work. Moreover present day standards are conducive to increased production and better quality goods. Recently Great Britain after experimenting with lengthened hours of work returned to regulations formerly in effect of women and minors.

Make no mistake. I don't believe in "business as usual", but I do believe in closely scrutinizing and jealously guarding our social and economic gains "as usual". At the same time that we throw all the material resources that we possess into the attempt to stem the tide of aggression we must make certain that we continue to fashion on this continent a life which offers the utmost in security, in opportunity, in freedom. Only in this way will the average citizen, wherever he may be - underground, at the factory, bench, in the fields, behind the store counter - be sure that the American way of living is worth an "all out" effort.

Miss Hayes next introduced the next speaker on the panel, Mr. J. C. Evans, in the Office of Production Management, as technical adviser.

Mr. Evans stated that what the conference probably wanted him to do was to tell them how OPN could help their daughters to secure employment. He said that this he could not do. He would talk about terminology. He further stated that during the World War, women substituted for men in such work as blast furnaces, steel workers, shells, machine guns, torpedoes, engines, tools, railway, sheet metal, instruments, chemicals and explosives and similar industries. He said that women do well - 1. Where care and alertness, little physical exertion is needed, 2. In manipulative skill and speed, 3. Skill but little strain and on large machines where lifts are used. He felt that girls using draft machines should be allowed in the schools. He also pointed out that women on the GAA program are very good and are the best fliers on the program. He gave an example showing that Negroes see better at night and it was thought would make the best aviators. Mr. Evans further pointed out that we have secondary defense in which women can make a real contribution: 1. Conservation, 2. Child care, 3. Sanitation and clothing.

Our real difficulty, Mr. Evans stated, are that we have not enough people trained and that we are likely to be embarrassed after opportunities are offered because of lack of training.

The panel speakers welcomed questions:

Mrs. Bethune: How can we think together to point in some direction? What can we do? What can we do to get Negro women into these occupations and training?

Miss Anderson: The best thing we can do is what you are doing today, meeting to discuss the situation to find out from those of us who know something about it and others who know a great deal more about it - how we can work up a method by which the Negro women as well as the white women, because the white woman is in the same predicament, how we can work out a program, not on people, because that doesn't work at all - a program on education showing that women not only need the work and have to have work, but as citizens they have certain responsibilities in the community and all through. They have the responsibility, in a way, I think, a major one - a larger one than even the men have, and in all of it, I think, we have to see to it that our responsibilities and the things that we do every day as citizens and as people, that that be brought forward to the people that really do the ruling. I don't like to call it a man's world, but I do think that we women as women, whether white or colored, should ourselves put forth the things that we ought to do and what we are doing. It seems to me that that is the only way ~~that~~ that recognition will be given to the women. I think that means that there ought to be meetings and conferring and all of these things and I want to say here now that as far as the Women's Bureau in the Department of Labor, we would be very glad to call a conference of the white women and the colored women and come together there and discuss our mutual problems.

Speech of Mrs. Louise Moore, Vocational Education, Department of Education:

"I am very much honored to be here and have the opportunity to talk over some of these things with you. I will read this paper, but first I want to speak very highly of the Office of Education for its training of defense workers. We have in the Vocational Education Department two functions: one, vocational training for occupations in general and, second, training defense workers, and we have been told, in no uncertain terms, that in training defense workers, we must think of this: not the good of the worker, but who is the best worker to get out these products, irrespective of race, creed or color, or anything else, because the time is short and we know that. In vocational training in general, the good and welfare of the trainee would be our prime consideration, as it would be the prime consideration of any educator.

"Last winter I saw a sunrise over the Iowa prairies; it was literally the drawing aside of the curtains of night, and I was sure, had my ears been those of a poet or musician, I could have heard the music of the spheres, of which the Wagner recorded faint echoes. Always the action of tides has fascinated me, whether it was the long roll of the Gulf on a sandy Florida beach, or the turbulent tides of the stern and rock bound coast of Massachusetts. Like millions of others, I have been moved by the beauty and order of natural law - by the colors which were the result of light and atmosphere, by the differences between the tumbling of the little busy waves and the inexorableness of the tides, caused by the pull of the moon, which seems so remote from our lives. The laws are inexorable, but not moral; Hitler uses physical and chemical laws when he bomb-demolishes an age-old cathedral; the engineer understands the same laws when he builds a peace bridge. Hitler uses psychological laws when he undermines the morale of a small country he plans to destroy; the mother recognizes the laws of psychology when she rears her children to be good neighbors and upright citizens. Just so, women must understand the laws of their universe and use them for the good of all the race, if they are to improve their condition in this emergency. You cannot break a physical or chemical law; and you cannot break an economic or sociological law, either; but the laws of economics are not well understood as yet, and it is hard to know what is economic law and what is merely tradition.

"Women's activities are probably limited more by tradition than by actual physical or economic law, and it is this body of tradition which becomes less formidable in an emergency.

"Women have always a dual responsibility - that of wives and mothers, the producers of children, the makers of the home, the conservers of resources. During the past 25 years the home making has really become more important, since our laws have tended to prolong childhood and dependence until the children are 18. The home has come to include dependent young adults, with resulting new strains and stresses for the homemaker; women have had to do the physical work connected with making the home and rearing the children; and of course in many millions of homes the women must assist in wage earning also. This dual responsibility is inescapable, and means dual training

for women - a fact which is not always recognized by educators.

"Women's place in industry has been changing ever since the Industrial Revolution, which brought women out of homes into work places, where they had little control over their own environment. Tradition dictated their "place" here, and in general women followed their traditional occupations, in producing clothing and processing food outside the home, as they had done in the home. The Civil War, which made such a change in the situation of the Negro race also occasioned a revolution in the situation of women; after that war the kinds of work open to women increased; new inventions widened opportunities in industry; the telephone and the typewriter which were not traditionally men's machines, gave unprecedented chances for great numbers of women with special training; higher education was open to women and professions like teaching, heretofore closed to them, because their recognized field. The first World War enlarged opportunities tremendously, in fields never before open to many of them from automobile assembly to waitress work and elevator service. One of the results of the present emergency will doubtless be the enlargement of women's work opportunities, not because women are more capable than they were, but because the traditions about them have been altered again by conventions. The work of women seems to me to be changing in three directions: First, wider opportunities in familiar and traditional fields; second, replacement of men in various activities as men go to training fields and defense industries; third, wider use in fields traditionally men's.

"Service activities have for some years been offering wider opportunities to women than production activities, partly because of the constantly increasing mechanization of production enterprises. The emergency is changing this emphasis to some degree. But as payrolls increase, so does the demand for services and consumers' products increase; we need more household assistants, nurses, cosmetologists, saleswomen; we need more food processors, more clothing and textile workers. As men are called to the draft, or go into defense industries, women are taking their places - as cooks, as waitresses, as factory workers, presently as filling station attendants and street car conductors. Work on defense is of course the headline news of the day. Training of defense workers, with Federal funds, is the responsibility in each state of the State Board for Vocational Education. But defense workers may be trained with these funds only in 14 industries defined by the Office of Production Management, which are as on the attached list.

"Most of these industries are traditionally men's fields, and when the emergency arose we had millions of men out of work. Naturally public opinion would not countenance the employment of a new labor force when the old one was available, and hence the number of women defense workers trained during the past year, with Federal funds, has been negligible. Now that the reservoir of men workers is more nearly empty, employers are considering the necessity of training other kinds of workers for their needs. The OPM records indicate that in all industries in which women have heretofore been employed, the number of women is increasing; but employers who have never had any women in their productive payrolls are slow to start using them. For weeks now I have been looking at small but effective classes for women defense workers. If the emergency continues, we shall follow the English ex-

perience. Our Mr. Hambrook, who just returned from 4 months' study of English airplane work, replied to my inquiry about "what do women do in England" by saying "everything—they run busses, man railway stations, work in every part of airplane manufacture except tool grinding and set-up work. They have been trained on one operation job, and they do the work as well, or better than men did it."

"All of us suspected that the "laws" of nature differentiating men's work from women's were mostly myths, that the laws were only traditions; and every emergency teaches us that we were right. But tradition has the force of natural law still here, and only an emergency can really open opportunities in these new fields for women.

"In all states there are opportunities for vocational training of women. If I have any suggestions to make to you about what you should do they are these:

"Explore all opportunities for employment in your own locality, the usual opportunities as well as those created by war contracts. Your local employment offices can tell you about these. See what employers are planning to do about their labor force, whether further employment of women is contemplated, and in what fields. Learn from your vocational schools what chances for training, under regular programs or defense programs are open, or are to be open in the future. Often schools are eager to cooperate in enlarging training opportunities for women if they have intelligent cooperation locally. Find out what tests, if any, are available for the selection of trainees, and help to recruit suitable women capable of passing the tests. If training is offered in any field, the usual as well as defense, take the training, and take the job offered, whether or not it is your ideal. You must of necessity start from where you are to get to where you want to be.

"I believe all women will get farther by understanding the economic laws which govern the conduct of industry, and by recognizing the force, and the weakness of tradition, than they will by doing what my father used to describe in earlier years as the activity of women when gathered in assemblies: "Discuss their wrongs, recuse their rights, and cuss the men."

"Sometimes women progress with maddening slowness along what seems to many to be a road which ought to be free to them. When I feel this way I remember the familiar lines of Arthur Clough's poem, and I remember that sunrises and tides do follow natural laws, and so do women and men, in their homes and in their work:

Say not the struggle naught availeth,
The labor and the wounds are vain,
The enemy faints not, nor faileth
And as things have been they remain

For while the tired waves, vainly breaking
Seem here no painful inch to gain
Far back through creeks and inlets making,
Comes silent, flooding in, the main.

And not by eastern windows only,
When daylight comes, comes in the light,
In front, the sun climbs slow, how slowly,
But westward, look, the land is bright."

Saturday, June 28, 1941
2:00-4:00 P.M.

PANEL: TRAINING AND EMPLOYMENT IN DEFENSE TRAINING
and
PANEL: NEGRO WOMEN AND ORGANIZED LABOR

Mrs. JEAN COLLIER BROWN: The problem of employment and training in the defense program is a very tremendous one. We are fortunate in having experienced people who have information about this. The first speaker we are going to listen to is Mr. Richard Brown, Federal Apprenticeship Committee, U. S. Department of Labor. And then we are going to vary the procedure by having questions and answers about training and its various aspects immediately after. We are going to throw the floor open to Mr. Brown. He is going to catch a train and must leave immediately after. It is important that you ask specific questions. The program is broad and you probably want to know certain things. I have known Mr. Brown a long time. He has been in the public school system and is now in the defense program.

MR. BROWN: It is a pleasure to be here, and I am not going to take up much time. I just want to say a word about apprenticeship. My particular agency is to tie it up with the other programs. We in this country have been far too accustomed to not worrying about the future. We did nothing about keeping the skilled labor source intact. We depended upon aliens. And now that our alien supply has been restricted, we find a labor shortage. Some of us in education did something even more drastic to the youth of this nation. We threw away the dignity and skill and labor. We talked in schools of guidance and white-collared workers. I recall not too long ago when we advised only those that we didn't think had the brains for higher education to go into manual skills. We are paying the penalty now for not having had apprentices. We are just now beginning to realize apprenticeship loss. By the same token, our supply of skilled men in our plants and factories is in the same status

as Mother Hubbard's cupboard. In apprenticeship, it is a long range program. Three years may suffice in some courses. In this day of exploitation, we are unwilling and youth is unwilling to become proficient in many skilled trades to be a foreman in skilled jobs. When we are looking for foremen, we really see how limited our supply is. We are requiring a 3000% speed-up and we cannot have beginners. Many of our foremen are doing good jobs, but when we hand him a blue print, we find that he does not know the relationship of what he is doing with what is being done down along the line, and for that part he is a failure. Apprenticeship goes back to the NRA in 1935. With the invalidating of the NRA and the beginning of the NYA, apprenticeship was retained under the NYA. In 1937, NYA succeeded in having Congress pass a bill for apprenticeship. It took it from the status of being something for emergency and made it something stable. We need 500,000 apprentices today. We have only about 5000 to 5500 apprentices. We need one-fourth of a million men completing their apprenticeship now. Industry recognizes this. We have set up more apprenticeship programs during the last twelve months than we have in the last six years. Federal government does not give training in apprenticeship. Industry pays for it. We develop joint committees of industry and government. All of your labor groups have made known in A.F. of L. and C.I.O. that they believe in apprenticeship. That is only one phase of our activity.

We are also engaged in OPM. There are twenty-two districts in the United States in F.W.I., and in each office there is a regional committee of equal representation of management and labor (CIO and AF of L). In addition, there are about 500 men who are plant training specialists. They are donating so many days a year, and are called dollar-a-year men. Mr. Dooley handles this.

What is our situation today? In the whole field of training, we have three things to do: 1) up-grading in every machine shop for defense industries; 2) horizontal training--using machine labor for precision contracts, and being able to shift men from one industry to another and do equal work in different plants; 3) dissolution processes. One man must be able to do a lot and have many men under him. There must be a breakdown in training, and this is now the trend. Labor also has an interest. We don't know if it will ever go back. Our men are working with plants, factories, union officials.

Mr. Dealey made a report that 892 companies have been stalled with their contracts because of the lack of skilled workers. They employ over a million men. Of this group 43 concerns have 250,000 men working on their programs. Progress is being made. Time does not permit for any elaborate set-up/

Plant Training and Apprenticeship

The government and the public do not pay for training. It is the sole responsibility of industry. All instruction is given on the job, except for related training which comes under vocational education. An apprentice, from the moment he starts, is working on production. He increases the rate he merits while he works and progresses. It costs the federal government less than \$10.00 to indenture an apprentice. The annual wage of an apprentice is paid by industry and is approximately \$6,000,000.00 per year for all apprentices. Youth are getting the benefit of the job, job skill, job training, and job experience.

What about women as apprentices? Very few trades are followed by women apprentices. We are looking into several apprenticeship opportunities

for women and will probably approve some. One group is in Porto Rico and is in jewel and diamond cutting for precision instruments. Another has to do with the development of a special kind of pottery for defense activities. Whether it will be approved is not known, but it is a well-rounded activity.

Question: What are the opportunities for Negroes as apprentices?

MR. BROWN: Truthfully, their opportunities are not as great as for whites. Opportunities for apprenticeships of any kind are limited. A ratio must be established. A lot of firms want apprentices in order to not pay youth the regular wage, but we cannot have this. There are opportunities for Negro apprentices according to Dr. Weaver in airplane factories. Negroes are in defense airplane factories in several cities. Apprenticeship has been obtained with equal representation of management and labor.

Question: Where are there opportunities?

MR. BROWN: I cannot answer that, but there are some Negro apprentices--an negligible number.

Question: The theory of apprenticeship will go on beyond defense, won't it?

MR. BROWN: Definitely.

Question: Will work experience given to youth in NYA centers be considered as apprenticeship?

MR. BROWN: No. It is considered as pre-apprenticeship. With some groups, some credit is given, other groups don't give any credit. Real apprenticeship means work on the job, on production.

Question: Are youth being selected for apprenticeship from NYA sources?

MR. BROWN: No. NYA groups are designated primarily for specialized opportunities.

Question: How are we going to get the Negro off the merry-go-round?

MR. BROWN: Dr. Weaver is doing an excellent job. He is getting somewhat of a break on the so-called merry-go-round. It is a passing of the buck.

Question: How does the President's proclamation affect this whole thing? I have gotten a feeling of hopelessness from every government workers who has spoken yet. We don't see any way out.

MR. BROWN: It would take more of a forerunner than I to know. I am sure that it is giving impetus to the problem. I am sure you will feel the affect of some of it, because we have more than 2200 counties in the United States, who are concerned with giving acceleration to defense industries. I doubt if the President's speech will affect anything except the defense industries.

MRS. BROWN: How many jobs are going to Negro women? Before we leave this question of employment, what can we do specifically as groups and as individuals. What is the problem? We know that very well, but what we are going to do about it has not been decided. Many women are going to be taken on very soon. They are finding better jobs than women have had before. Our next speaker is Miss Elsie Austin, National President, Delta Sigma Theta Sorority, whose organization is making a survey of what jobs are open to women.

Miss AUSTIN: Friends, I think I better start out by telling you that Delta got very weary of that feeling that is best expressed in "Alice of Wonderland" when Alice of told that there was jam for yesterday, and jam for tomorrow, but no jam today. We want to know what jam is open to Negro women today in outside fields. In starting out, we have tried to make our survey according to regions. We set about the survey in different ways in different communities, but we have tried to get direct contact with women in fields that are being opened to Negro women, and with employers and agencies who will be involved in defense contracts. And while the project is not very well completed, we cannot bring you a long list

of facts, but I can bring you a picture. We have found that new types of jobs are opening in defense in three classes: 1) unskilled - airplanes, munition and arsenal plants, where women will be taken on as workers and will not be confined to jobs of cleaning, cooking, etc., but will do certain piece and machine work; 2) clerical jobs - there must be more stimulation of Negro clerical workers.

In going into the industrial picture in defense industries, we have found that in airplane factories Negro women have been employed. In the Aberdeen set-up in Baltimore, we asked how women got jobs, and many had just written in, had had interviews and about 12 or 15 Negro women were taken on. They required a very good education, without a doubt,--the average education of the Negro women was better than that of the average white woman. A knowledge of power machines will be required. When they got their jobs, power machine tests were not considered a bar, but it is considered so now. It is very important that Negro women have an opportunity to learn power machine work, because many do not have it. Another angle that should be discussed is that there should be some sort of development or training in attitudes of adjustment for Negro women going into new factories and going into set-ups where no previous Negroes have been hired. A lot depends upon foremen, but many Negro women run into discrimination of one sort or another.

We think that it is important to look farther than immediate settlement of action that caused personal friction. In factories where no Negroes have been employed before, some effort has been made by reactionary forces to prove that Negroes are not efficient and that it is not expedient to hire Negroes and whites together. In our talks with these women, we have stressed the fact that they should not let any circumstances arise to such propitious

that Negro and white women may not work together harmoniously. Many times they may have to swallow their pride.

In the clerical field, with pressure on government agencies and various Negro leaders, more positions involving Civil Service status are being opened up to Negro girls. In Washington, you have the best place of getting informed, but for state girls, there is frequently a difficulty of getting notice of examinations. We may write in to the Civil Service Commission or post office, but state girls don't always get the information. We interviewed some girls and found that they made a practice of going to public buildings, post offices, etc., and watched notices for Civil Service examinations. In the East, around the New York area, there is a magazine which contains all Civil Service jobs that will be opened, and here in Washington, there is a like publication, elsewhere there aren't any. Once they get their applications, they ignored the question of race. In applying for the job, they had to come in with something more than color, they knew subject matter and system. In some border-line southern states, girls have been forming speed groups to keep their speed up in case of opportunities and examinations that might come up.

In another angle, it is impossible for the federal government to absorb all clerically, ambitious girls. We wonder if the defense industries will take Negroes on in clerical jobs. Private industries have not taken in Negro clerical workers at all. Whether or not effort should be made on defense industries that are private to try to get in Negro clerical women is a problem. In southern states, we need a step-up in training for stenography and typing. The girls type well, but ^{are} not good in shorthand. More attention should be given to see that girls from these states are well-trained.

Then, too, there is the angle of finding out whether federal departments not located in Washington are employing Negro girls. Some federal agency departments in states where Negroes could be absorbed have made an honest effort.

The next step is finding opportunities for promotion. Granted that we get girls in defense industries and clerical jobs, what are the opportunities for their promotion? In very many instances, once they are admitted as unskilled workers, they tend to stay there--they never graduate into the upper ranks regardless of efficiency. The same thing is true of clerical positions. Some of the grievances that we have gotten recently have been taken up, but if we keep driving and don't get too discouraged and keep working, and keep confronting them, that here is a golden opportunity, and that we are efficient, then we are bound to get somewhere. But we must be organized before going to get what is needed.

MR. BROWN: The government should be needing every clerical worker that we can get. There is a shortage of clerical people. Our next speaker is from the Civil Service Commission and I would like to have him give some information concerning how women get those jobs through the Civil Service Commission.

MR. COLLINS: The one procedure that is used for filing applications is to use the nearest field office. In some defense industries, they are permitted "spot hiring". They can employ them where and when they find them, and then investigate their record later. Anyone who is interested in getting a defense job anywhere, the first thing to do is to go to a nearby post office and find out where the nearest field office is, and from that field office, information will be given as to where one can apply, and, if not from a field office, one should write directly to the office in Washington.

With regard to the cards that individuals send in about asking to be

notified of examinations, they sometimes think it is prejudice, but the average person fails to realize that the Commission gets 1200 cards per day and that every year there is a housecleaning and that sometimes individuals may forget that it has been more than three years since notice was sent in and that it is necessary to renew it. The speaker before me said something that re-emphasized. Mr. Brown said that most of the apprenticeship programs were for men, that is true. In the matter of the merry-go-round, there is a vicious circle in operation against us. Formerly, intelligence was blamed. That has been proven untrue. So many people struggling to places have been discouraged and have lost their skills they once had. The Commission has re-entry clauses and that must be counted. Don't be discouraged until someone issues a proclamation that jobs must be thrown open. Prepare yourself. Otherwise, the President's proclamation will mean nothing. Unless workers are trained, even though no job is immediately available, they will not be given jobs. Get training now, and so when the opportunity comes, you will be qualified. Before getting any specific training, the best thing to do is get fundamentals. In defense industries and other industries, mathematics, chemistry and physics are the best things to know, and these are considered as fundamentals.

Don't say give these jobs to us because we are Negroes, but because we have trained people ready for these jobs.

Women in industry are given rather monotonous jobs: card punching, turning wheels, etc. Unless the women or man can see the advantage of getting some outside interest to forestall this ennui, there will come a time when we will have a flood of nervous breakdowns. Women in general are given these jobs. Whenever we have a group of new workers around machines, a large number of accidents occur. While waiting for opportunity, get a good course in first aid.

Emergencies always arise in industries and when an employer knows one can step into the situation and take charge, that employee is considered when a promotion is to be made or one to be fired. These are important sidelights that you can take back to women and men.

NEGRO WOMEN AND ORGANIZED LABOR

Mrs. McDONALD: Women in labor unions are managing the question of the type of jobs they have held. Only in municipal jobs are they able to find out more about labor unions. All are gaining from this situation, and we are going to do something about it. Women are reluctant about joining labor unions. Today, workers of America are far better off because of assurances through labor unions and certain legislations. The question of social security has held, as the minimum wage hour laws have held in certain states. Unfortunately, none of these laws apply to farm or domestic work, where the bulk of Negro labor is amassed.

There are 10,000 Negro women in the launderer's group in New York, in large buildings, where the government insures good working conditions, with a minimum wage of \$14.00 per week.

On the WPA, all most all the project Negro women are working as teachers, teaching women to read and write, new techniques and other programs that are valuable. I think you will agree that household projects which teach domestic work to girls are very, very important. The Garment Workers Union was organized in New York against sweatshop conditions. In connection with the union, certain recreation has been planned by the union. The play "Needles and Pins" was a recreational project of the union. Negroes should become union-minded because of the way unions are moulding public opinion.

Miss MILLER: In Illinois, the state from which I come, we are not taught to believe in discrimination. In the Constitution, it is your right to have equality. I believe that God helps those who help themselves, and I believe that this is our opportunity to help ourselves. We cannot wait until the defense program is over to settle the problem. The union does not wait and will come out right now and tackle problems. When we elected our first president, one of the four representatives was a Negro woman.

Our biggest problem is the kind of job, and that Negro women be given jobs. There are still constitutions of labor unions that limit their membership to white males only. This does not fit in with democracy, but we still have these traces. There is less of that today than ever before. Unions going into industries have had to change their policies. Even in those industries where women are now perfectly capable of working, there is a low ratio of women belonging to the union. The biggest defense industry is the federal government. It employs over a million people. It is important what the government does about Negro women, for it sets the example. There is nothing we should pay more attention to than what happens in the government. 1 out of 10 Negroes in Washington are in the government as elevator girls, charwomen, etc. One of the best stenographers I know is a Negro girl who is a stenographer. She does work for the union, but has not been able to be placed as a stenographer in the government departments. She has taken examinations for the position of stenographer and has made good grades, but many times the list has been declared null because of the Civil Service Commission. There are ways of finding jobs for the unemployed now who are trained. Many schools graduate people every year. White youth go directly into industries--why not Negroes? Why should there be so much special training for Negroes? In the government buildings, there are

not many Negroes. If there are any, they are working without lights, in basements, in corridors, except for about 5 different jobs.

The biggest defense industry is the federal government. The biggest pay received by Negroes working in defense industries is from the federal government. When you go to see the various personnel officers about jobs for Negroes, they always raise objections. They never run out of objections. Pressure is the only answer. Cases of Negroes can be won only by fair play and justice. That is all Negroes are asking for. They just want jobs that will entitle them to feel and earn decent livings, the right of every American. Labor unions are doing their best to find jobs for Negroes. Fight until there are no jim-crow tendencies in labor unions.

There is one special problem in unions and that is the reluctance of women to join unions. They think that it is not fitting for women. It is true that all of us must be very encouraging to have women join the unions. We can do it. We have many fine leaders, but not as many as Negro men.

Another problem is the women who stay at home and hold the purse strings and do not want their husbands to join unions. If women in the homes would encourage men to join unions, you would be helping unions a lot and work for improving on the conditions in industry.

Other problems to be fought by the union include the fight against police brutality, not having the right to vote in certain states. Here in Washington, whites were told not to vote for suffrage because Negroes would take over the nation's capital.

It is necessary for Negroes to feel kinship with labor unions who do not discriminate against Negroes. There is no need to feel hopeless, because if we stick together, we can come out on top. Let's keep fighting. In this country with 13,000,000 Negroes, with union workers who do not discriminate

If we get together, we can do just about what we want. Study ways of working together and keep fighting.

Miss MYERS: This seems to put the Negro in the position of Biggers in "Native Son" by Richard Wright. A great deal of attention is given to the consideration of getting Negro jobs in national defense. It all points to the possibility that if one Negro girl will get training for one job, and is appointed, we can be proud. There are isolated cases here and there. But the Negro's problem is not solved in this way. How can national defense help those in household service? There are almost 500,000 sharecroppers and tenant farmers. How can national defense help them? We may get in 1,000 conferences of good-will, but good-will does not mean everything. Idealism does not mean the best of action. We want concrete action. The struggle belongs to the man himself, the Negro sharecropper, the person in household service, the factory worker who cleans, etc. Trade unions finds the impetus with the worker for his own emancipation. The Negro woman does not want relief which gives bread but destroys her dignity. She wants decent wages and then she can buy her own bread. The trade union reaches her where she is. The Negro woman is careful of things given to her. She is told to struggle and fight for things she is entitled to.

In the last ten years, we point with great honor to the contract of Sleeping Car Porters. This was the achievement of Henry "Hank" Johnson. We also point with pride to the five Negroes who died in strikes in South Chicago.

The trade unions teach the Negro to vote and participate in the federal government. They need to know more about the federal government, and need to know special information. This information cause many telegrams, letters, wires, telephone calls to be sent to Congressmen in the Chicago fight.

Why is this such a slow development? The reasons are: 1) trade unionism was retarded because it concerned those with skilled jobs, and our workers are in unskilled work; 2) when exclusion policies were written into trade union constitutions, Negroes did not do anything about it. We tried to escape and go only into professions. All hand labor was considered menial, and all children wanted to be professional; 3) anti-union propaganda was carried on by white and Negro men -- citation of race riots in 1919, etc. How many Negroes have found out just what were the real causes of the race riots? Race riots were the results of strikes and were managed by capitalists; 4) some states want Negroes who came in migratory years to the North and Northwest to go back to the South. Their children are asked to go back to take care of the old people. This is a type of propaganda; 5) intimidations - Negroes are afraid to attend meetings if they are threatened with lynchings; 6) use of Negro professionals as anti-unionists. Many professional Negroes are persuaded to tell management every move the union makes; 7) interracial committees in the South. These committees act as information committees, and it is found that the majority of such committees have employers or their wives in the leading positions; 8) refusal to admit Negroes to the unions; 9) Separate Negro local unions. There are not enough trained Negroes to run local unions adequately and efficiently; 10) certain state laws prohibit white and Negroes meeting together.

We must teach Negroes about labor union acts. We can carry on education against strike-breaking, to respect picket lines, help to organize labor supply among Negroes. Negro business violates wage-hour laws often and Negroes don't like to tell it. Encourage Negroes to report where unfair labor conditions exist. We can discourage official agencies from becoming strike-

breaking agencies. We can teach children to dislike charity. We can give strong support to trade unions. We can encourage this movement all over America. We can teach them the meaning of solidarity. Together Negroes and whites can go out to solve the problem which is so acute for Negroes and is too acute for them to deal with by themselves.

Miss MARTINEZ: Of all the discussions here today, the last speaker was the only one who based conclusions on absolute struggle. In spite of the fact that misleading propaganda was put out, Negroes brought into trades unions through struggle. We do not find it difficult to organize Negro women, but because of unfair practices, Negro women are not given the right to help form policies of the unions. Trade unions have a lot to do with breaking down discrimination.

Domestic workers are not united. Why? What has the trade union done about it. What about agricultural workers? Since most of the people come from poll-tax states and are not encouraged to join unions, it is very significant that this conference is held here today. I believe that nothing but absolute struggle will win out in the end. Trade unions must take more interest in Negro women. Do away with discrimination in unions. Take up complete struggle against poll-tax, all inclusion into the social security act.

If Negroes form one-tenth of a population, the same country that has this population has them to defend that country, and should ask industry to give them jobs. Have a definite program. We want jobs in ratio to our population. Recognize the strength of organized labor, and what labor owes to Negro women, and wipe out discrimination.

Question: Mr. Collins, I notice that in taking examinations in Civil Service examinations, certain lists are set up. If people can go to different depart-

nents and shop for Civil Service jobs, what good are registers?

Mr. COLLINS: I am not a policy-making member. I make examinations and post orders. The register is established and when an appointing official sends a request for a register for one appointment, he is sent three names. The Commission at present has no way of enforcing an appointing official to appoint that first person first, or the second person second, etc. In fact, the first and second persons may never get appointments, because of the one out of three variation. Perhaps that is something to work on. A person can be certified four times and then his name is taken off the register, unless a request is made to keep his name on the register. Many people wander into the office and take an exam and then do nothing until a job is offered. The appointing officer makes requests that a name be included on a list. Because of the defense program, almost every rule has been changed radically. In some places, if 1000 names are examined, they can take 1000 people and there is no telling what happens. There is no reason for any department asking about race, because there are regulations forbidding it.

Question: I have heard that there is someone to be put on the policy-making staff and I would like to know if it is true or if you are that person?

Mr. COLLINS: No, I am not that person. I have heard that but it is unofficial.

Question: At St. Elizabeth's Hospital when they decided to have Negro attendants, white attendants threatened to leave. In order to clear the matter up and to expedite resignations, if that were the case, the Chief called in all attendants and asked them to sign a list if they wished to resign and no one did. That is the type of thing Administrators can do if they will. Write to these people and ask them what they are going to do.

Question: Is the Civil Service Commission aware of the pool system? The colored girls are the first in and the last out.

Mr. COLLINS: No, I am not aware of it. It is unofficially known, but not officially. It is futile to sit here and talk about things that have happened, the Commission should hear about them.

Question: How can Negro women qualify without having the stringent experience requirements?

Mr. COLLINS: I know that in many cities the persons making up the examinations do not consider who will be examined or how, but what type of person is needed for the job is given full attention.

Mrs. BROWN: Examinations for clerical workers have been set too high because of the large flood of applications that was expected.

THE NEGRO WOMAN AND NATIONAL DEFENSE

PANELS: Health - Housing - Recreation ** Douglas Hall - June 28, 1941 **

HEALTH

Dr. Dorothy Boulding Ferebee:-

The Negro is not the major health problem of America. He inherits all of the health problems of the nation. These are not necessarily peculiar to the Negro, but are intensified by the lack of facilities, social conditions, low economics, lack of understanding of personal and community hygiene, material and care.

The four major health menaces of America are venereal diseases, tuberculosis, infant and maternal mortality and malnutrition. These national health problems are intensified in the case of the Negro. From a study made by Dr. Thomas Parran, United States Surgeon General, it was found that one out of every twenty persons were suffering from a venereal disease, which could have been helped by having early diagnosis and early treatment. This study by Dr. Parran has brought this disease to the front. It is not necessarily a disease which is more virulent in the Negro, but it is intensified by lack of knowledge, care and other facilities.

Tuberculosis is caused by a germ which flourishes under low socio-economic conditions. Overcrowding in homes where there are more people than rooms, poor ventilation, etc., makes tuberculosis a disease that takes a high toll.

In the instance of maternal mortality, because of the lack of material, care or facilities, twice as many mothers and $2\frac{1}{2}$ times more infant deaths result right here in the District. The Health Unit of the Alpha Kappa Alpha Sorority

SECRET
HIGHTH - KONTAK - F
A MANDATORY ORDER FILE

spent six summers in Mississippi working with share cropper families. Mississippi has the second largest Negro population in the United States. 50.2 of all people in the state are Negroes. 63.5 of all the mothers who die are Negro. In the urban area 52.4 die; in the rural area 65 Negro die. In 1936 there were 49,000 births in Mississippi. 27,000 were Negro and 22,000 were white. Out of the 27,000 Negro births 1,747 died. 1,100 of the white births died. There is very limited hospital space in the state. There are about 65 hospital beds in the entire state for Negroes. Which means that there is one bed for every 2,000 Negroes. There is about one bed for every 150 white. The Negro gets about 1/30 of all the hospital space there is in the state. Need in the country is great.

The country has become nutritious conscious. Leaders have been called to find what can be done about this malnutrition. A greater number of sufferers are found in large families than are found in small ones. A larger number among Negroes than among white. The number is greater in the southeast than in the north and west. There is need for greater cooperation on the part of the public health and medical authorities.

The economic factor is the most important factor in the field of malnutrition. If a man has a job he can be taught to buy the proper food. If he has no job, he cannot buy the necessary food. I recommend that special attention be given to the diet of the worker in defense industries in this country. There should be community programs for putting nutrition on a wider scale of understanding and use. We should do everything possible to build up community response. The effect will come only when it reaches all America. All must be included in this program. We must have definitely qualified leaders in this program. All of this is needed in the four major health problems.

- 5 -
Baiton Kabilatadi ni stamur Ria Jnege
Korog Kegeri Jegeri buosa dit and
Korog Kegeri era etate dit ni
Korog Kegeri

I should like to see better maternal care given, better prenatal care given to all Negro women - The better training of competent Negro personnel - More satisfactory inclusion of Negro doctors, dentists and nurses in all phases of National Defense - The construction of hospitals and medical centers in areas where Negroes are not receiving medical services. Not medical care alone, but to bring before the country the need to push when we have a right to share in the benefits that America is offering today.

We must prepare a social fund to bring to each individual, not just medical care alone - not just food - but to bring to them the right to share in scientific advances so that he might use all individual gifts to the fullest extent. The babies of today should be the recipients of all that our generation has to offer. We must prepare these services Democracy has set-up not only for our present life, but to insure the progressive benefits of civilization.

THE
NEGRO WOMAN AND
NATIONAL DEFENSE



HOWARD UNIVERSITY
Washington, D. C.



Saturday, June 28, Sunday, June 29, Monday, June 30.

Sponsored by The Negro Woman's Committee For
Democracy in National Defense

PROGRAM

Saturday, June 28, 1941

9:00 A. M.—Registration—Assembly Room Library

10:00 A. M.—Opening Session—Chapel

Presiding Officer, Mrs. Gladys T. Peterson, Principal, Brown Junior High School High School

Invocation, Rev. R. W. Brooks, Pastor Lincoln Temple
Welcome, Miss Susie Elliott, Dean of Women, Howard University

Welcome, Mrs. Julia West Hamilton, Association of Colored Women's Club

Scope of Conference, Miss Norma E. Boyd, Chairman, The Negro Woman's Committee for Democracy in National Defense.

Announcements

Appointment of Committees

1. Findings Committee
2. Recommendation Committee
3. Credentials Committee

PANEL: WORK OPPORTUNITIES FOR WOMEN IN NATIONAL DEFENSE 10:30—12:00

Chapel

Chairman: Miss Mae C. Hawes, Director Washington Welfare Association

Speakers: Mrs. Mary Anderson, Director, Women's Bureau, United States Department of Labor

~~Mrs. Gertrude Bredsoe, Michigan Employment Service~~
Mr. James C. Evans, Labor Training Assistant, Office of Production Management

Mrs. Louise Moore, United States Department of Education *Margaret Adams*

Summary: ~~Miss Laura Lee~~, Social Service Department, Howard University

12:30 P. M.—LUNCH—CAFETERIA—FRAZIER HALL

2:00—4:00 P. M.—PANELS—Health, Housing, Recreation—Douglas Hall

Chairman: Mrs. Grace Outlaw, Alley Dwelling Authority

Speakers:

Health: Dr. Dorothy Boulding Ferebee, Clinician Freedmen's Hospital

Mrs. Estelle Massey Riddle, R. N., Superintendent of Nurses, Homer G. Phillips Hospital

Housing: Dr. Frank S. Horne, Consultant on Race Relation, U. S. Housing Authority

Mrs. Julia West Hamilton, Association of Colored Women's Club

Recreation: Dr. Channing Tobias, National Council of Young Men's Christian Association

Summary: Mrs. Irene Hooker, Langston Terrace Project

2:00—4:00 P. M.—PANEL: CONSUMER EDUCATION, Browsing Room, Library

Chairman: Mrs. Arnett G. Lindsay, Department of Social Work, Howard University

Speakers: Miss Jean Holmes, Consumer Contact Section, Mr. Luther Hemmings, Research Editor of the Consumer Standards Project

Francis Hall, Contact Section, Consumer Division

2:00—4:00 P. M.—PANEL: TRAINING AND EMPLOYMENT IN DEFENSE INDUSTRIES

Chapel

Chairman: Mrs. Jean Collier Brown, National Board Young Women's Christian Association

Speakers: Mr. Richard Brown, Federal Apprenticeship Committee, U. S. Department of Labor

Mrs. Elsie Austin, National President, Delta Sigma Theta Sorority

Mr. Charles W. Collins, Examiner, Civil Service Commission

Summary: Miss Portia Bullock, Finance Chairman, The Negro Woman's Committee for Democracy in National Defense

2:00—4:00 P. M.—PANEL: NEGRO WOMEN AND ORGANIZED LABOR, Lecture Room Library

Chairman: Miss Jeanetta Welch, Representative, National Non-Partisan Council, Alpha Kappa Alpha Sorority

Speakers: Miss Pauline Myers, Business & Industrial Secretary, Richmond, Va., Y. W. C. A.

Mrs. Louise Johnson McDonald, American Federation of Teachers, New York

Miss Sabina Martinez, Organizer, Cleaners and Dyers Union, C. I. O.

Miss Helen Miller, Executive Board District Council, United Federal Workers of America

Summary: Mrs. Louise Johnson McDonald.

SATURDAY EVENING—FRAZIER HALL

8:00 P. M.—Inter-American Night, including lectures, dancing, arts, crafts of Inter-American Countries

Sponsored by Mrs. Sue Baily Thurman, Editor of the Aframerican Journal

SUNDAY, JUNE 29

10:30 A. M.—PANEL: CIVIL LIBERTIES—Chapel

Chairman: Miss Annabel Sawyer, Mid-Western Regional Chairman, Non-Partisan Council

Speakers: Mrs. Ruth Whitehead Whaley, National Women Lawyers Association

Mrs. Selma Hirsch, Washington Director, Council for Democracy

Dr. Doxey Wilkerson, Associate Professor of Education, Howard University

Summary: Miss Thelma Dole, Negro Youth Federation.

4:00 P. M.—MASS MEETING—CHAPEL

Chairman: Dr. Dorothy Boulding Ferebee, National President, Alpha Kappa Alpha Sorority

Vocal Selection: Miss Ruth Logan

Invocation:

Speakers: Mrs. Mary Church Terrell, National Association of Colored Women's Club

Mrs. Mary McLeod Bethune, President, National Council of Negro Women

Miss Florence Kerr, Assistant Commissioner, Works Progress Administration

Mrs. Crystal Byrd Fauset, Former Member Pennsylvania Legislature

Vocal Selection: Miss Ruth Logan

Announcements

Adjournment

MONDAY, JUNE 30, 1941

10:00—12:00—PANEL—YOUTH PROBLEMS—Chapel

Chairman: Miss Dorothy Height, General Secretary, Young Women's Christian Association

Speakers: Miss Esther Cooper, Southern Negro Youth Federation

Miss Marie Reed, National Board A. Y. C.

Miss Marie Richardson, Washington Youth Council

Summary:

PANEL: FARM SECURITY—Library Lecture Room

Chairman: Mrs. Ivy Hill Foster, Lakeview Project

Mr. Jerome J. Robinson, Assistant to Mrs. Constance Daniels, Farm Security Administration

PANEL: The Role of the Home, Church and School in National Defense—Fellowship Room, School of Religion

Chairman: Mrs. Velma G. Williams, Member of the Board of Education

Speakers:

Home: Mr. George W. Goodman, Executive Secretary, Washington Urban League

Church: Rev. G. O. Bullock, Pastor Third Baptist Church

School: Mrs. Jennie T. Wilder, National Association of College Women

Summary: Mrs. Mayme Davis, Philadelphia Y. W. C. A.

12:30 P. M.—LUNCH—CAFETERIA—Frazier Hall

2:00—4:00 P. M.—General Session—Chapel

1. Report of Panels
2. Report of Committees
3. Findings and Recommendations

Adjournment

Note: All meals will be served in the Cafeteria in Frazier Hall

Breakfast—7:30—9:00

Lunch—12:30, Saturday and Monday

Dinner—5:00—6:30 P. M., Saturday and Monday

Dinner—2:00 P. M., Sunday

PROCEEDINGS OF
THE NORTH CAROLINA CONFERENCE ON THE PROBLEMS OF
OUT-OF-SCHOOL NEGRO YOUTH

Held at

FAYETTEVILLE STATE TEACHERS COLLEGE

Fayetteville, N. C.

January 31 through February 4, 1940

NATIONAL YOUTH ADMINISTRATION FOR NORTH CAROLINA

John A. Lang

Administrator

THE NORTH CAROLINA CONFERENCE ON THE PROBLEMS OF

OUT-OF-SCHOOL NEGRO YOUTH

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Report of the Recreation Committee

Report of the Employment Committee

Excerpts from Mr. Lang's Address

Persons in Attendance

COOPERATING GROUPS

College Guidance and Placement Service

Colleges and Universities

Civilian Conservation Corps

4-H Clubs

North Carolina Cooperative Extension Service

North Carolina State Employment Service

Public Schools

Recreation Division, WPA

State Department of Health

State Department of Public Welfare

U. S. Public Health Service

1.

THE NORTH CAROLINA NYA CONFERENCE
ON THE PROBLEMS OF OUT-OF-SCHOOL NEGRO YOUTH

February 28, 1940

Mr. John A. Lang
State Youth Administrator
NYA for North Carolina
Raleigh, North Carolina

Dear Mr. Lang:

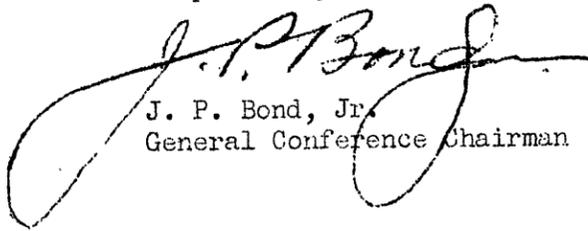
I am submitting herewith the proceedings of the First NYA Conference on the Problems of Out-of-School Negro Youth held at Fayetteville State Teachers College in Fayetteville, North Carolina, February 1-4, 1940.

Included with these proceedings is an outline of the Preliminary Conference held on January 31, which was designed to clarify administrative problems relative to supervisors and foremen.

The proceedings contain the findings and recommendations resulting from the conscientious deliberations of the conference members. Included in this number were all Negro NYA Supervisors and Foremen for North Carolina, and special resource persons from Florida, South Carolina, Virginia, Washington, D. C. and North Carolina. The conference evaluated the efforts exhibited thus far by the NYA and considered improved approaches toward adjusting the problems of out-of-school Negro youth to the changing social order.

The members of the conference went on record as endorsing the NYA program in North Carolina and urged continued expansion of its activities as an integral part of the advancement of North Carolina.

Respectfully submitted,



J. P. Bond, Jr.
General Conference Chairman

JPB:p

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
FOR NORTH CAROLINA
Raleigh, N. C.

2.

February 29, 1940

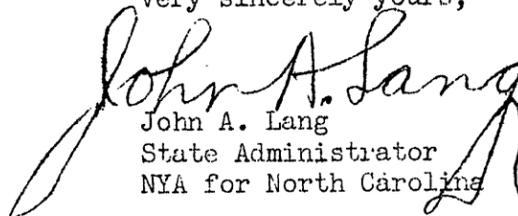
Mr. J. Percy Bond, Jr., Supervisor
NYA Division of Negro Affairs
Raleigh, North Carolina

Dear Mr. Bond:

I have received the proceedings of the first NYA Conference on the Problems of Out-of-School Negro Youth held at the Fayetteville State Teachers College, February 1-4, 1940, and have found these proceedings of great interest and significance. It seems to me that this conference has made a contribution to the further development and perfection of the NYA program for Negro youth in North Carolina. This conference has equipped our supervisors and foremen of Negro projects to do their job better and more carefully analyze their results.

Any effort toward a more careful analysis of what we are doing for the youth of the state is greatly to be welcomed, and I am happy to learn that the Fayetteville conference made a substantial contribution in this connection.

Very sincerely yours,


John A. Lang
State Administrator
NYA for North Carolina

JAL:LS

NYA PRELIMINARY CONFERENCE

Dates: January 31st & February 1st, 1940

Place: Conference Room, Smith Administration
Building, Fayetteville State Teachers College,
Fayetteville, N. C.

WEDNESDAY - January 31, 1940

Afternoon Session 1:00 to 6:30

Statement of Purposes and Plans: Mr. J. P. Bond, Jr.,
State Supervisor of Negro Affairs, NYA for North
Carolina and Preliminary Conference Chairman 1:00 p.m.

GENERAL REMARKS: Mr. Warren T. Davis
Assistant State Administrator
NYA for N. C. 1:10 p.m.

WORK PROJECTS

Discussion:

Mr. Sherwood Brockwell
Director of Work Projects
NYA for N. C.

STATISTICS AND REPORTS

Discussion:

Mr. Phillip Randolph
Director of Finance and Statistics
NYA for N. C.

RESIDENT TRAINING CENTERS

Discussion:

Mr. Warren T. Davis
Assistant State Administrator
NYA for N. C.

Mr. William Aycock
Supervisor of Resident Centers
NYA for N. C.

GIRLS' PROJECTS

Discussion:

Mrs. Pansy Fetzer
Supervisor of Women's Work
NYA for N. C.

GENERAL QUESTIONS AND PROBLEMS

5:00 p.m.

4.

DINNER: College Dining Hall

6:45 p.m.

EMPLOYMENT: Intake, Certification, Assignment,
Classification

8:00 p.m.

Discussion:

Miss Mary G. Shotwell
Director of Employment Division
NYA for N. C.

THURSDAY - February 1, 1940

Morning Session - 9:00 to 10:45 a.m.

Presentation: Mr. John S. Lawrence
State Safety Officer
NYA for N. C.

Presentation: Mr. R. E. Smithwick
State Compensation and
Claims Officer
NYA for N. C.

Presentation: Mr. Charles H. Hayes
Assistant Project Supervisor
NYA for N. C.

REVIEW OF EXHIBIT

10:45 a.m.

LUNCH

11:45 a.m.

AGENDA AND ORGANIZATION FOR THE FIRST NORTH CAROLINA NYA CONFERENCE

5.

ON THE PROBLEMS OF OUT-OF-SCHOOL NEGRO YOUTH

February 1, 2, 3, 4 - 1940

A. AIMS AND OBJECTIVES

This conference will be limited to discussions and demonstrations of methods and techniques which when adhered to will insure efficient coordination of the NYA program for out-of-school youth.

To propose a set of recommendations as possible solutions to the various problems confronting youth as they receive training for and are introduced into the occupational market.

To propose a list of recommendations concerning training techniques, source materials and available resource people.

B. AGENDA

The problems of this conference have been divided into the following fields of concentration:

1. Social

Handling Youth
Youths' Environment
Guidance and Counseling
Community Government
Public Relations
Material Sources

2. Educational

Related Training
Training Techniques
Federal Aid
Youth and Labor Union's
Cooperatives
Forums and Discussions
Material Sources

3. Health

Safety
First Aid

6.

Social Diseases
Communicable Diseases
Practical Health Habits
Material Sources

4. Technical

Administrative Duties
Foreman Training
Work Projects
Material Sources

5. Recreational

Music
Games
Arts and Crafts
Hobbies
Material Sources

6. Employment

Occupational Information
Placement Techniques
Workers' Philosophy
Contact Sources

C. ORGANIZATION

1. There will be a committee for each problem. These committees will be appointed at the opening session and will each submit a report of summary at the last session.
2. Each problem will be developed by a general speaker. Open discussions will then be held under the direction of a specialist in that particular field.
3. Ample provision will be made for discussions, analyses, and demonstrations.
4. The discussions must bear on or have direct relation to what the federal government can do through the NYA for out-of-school youth.

THE FIRST STATENYA CONFERENCE ON THE PROBLEMS OF OUT-OF-SCHOOL NEGRO YOUTHP R O G R A M

Dates: February - 1, 2, 3, 4, - 1940

Place: Conference Room, Main Building
Fayetteville State Teachers College
Fayetteville, North Carolina

Registration 10:00 - 10:45 a.m.
Review of Exhibit 10:45 - 11:45 a.m.
Lunch 11:45 - 1:00 p.m.

THURSDAY - February 1, 1940

Afternoon Session 1:00 - 4:35 p.m.

Statement of Purposes and Plans: Mr. J. P. Bond, Jr.
State Supervisor of Negro Affairs, NYA for North Carolina
and Conference Chairman 1:00 p.m.

Welcome: Dr. J. W. Seabrook, President
Fayetteville State Teachers College 1:10 p.m.

Greetings: Dr. James E. Shepard, President
North Carolina College for Negroes
and Chairman of NYA Advisory Board
of the Division of Negro Affairs of
North Carolina 1:20 p.m.

Opening Address: Mr. John A. Lang, Administrator
NYA for North Carolina 1:30 p.m.

Appointment of Committees and Announcements 1:55 p.m.

Problem #1: SOCIAL ADJUSTMENTS AND SOCIAL NEEDS

Background: Mr. Neill A. McLean, NYA
Miss Verna Marie Taylor, NYA
Mr. Andrew Bluford, NYA
Miss Bernice Furlonge, NYA 2:00 p.m.

General Speaker: Mr. Wm. Randolph Johnson
Consultant and Field Agent
State Board of Charities
and Public Welfare 2:30 p.m.

Co-operating Speaker: Mrs. Florence Beatty Brown
Instructor, Social Sciences
Fayetteville State Teachers College 2:50 p.m.

Discussion: Dr. H. C. McDowell, Director
Lincoln Academy 3:05 p.m.

Dinner: College Dining Hall 4:45 p.m.

Evening Session - 6:00 to 9:30 p.m.Problem #2: HEALTH

Background: Mrs. Ruth E. Spurlock, NYA
 Mr. George E. Pash, NYA
 Mrs. Naomi Hubert, NYA
 Mrs. Nannie Hines, NYA 6:00 p.m.

General Speaker: Dr. Roscoe C. Brown, Specialist
 in Health Education
 United States Public
 Health Service 6:30 p.m.

Co-operating Speaker: Dr. Walter Hughes, Field Agent
 State Board of Health 6:50 p.m.

Discussion: Mrs. Irma Neal Henry, Specialist
 Health Education
 State Board of Health 7:05 p.m.

Committee meetings 8:30 p.m.

Social 9:30 p.m.

FRIDAY - February 2, 1940

Morning Session-9:00 to 1:30 p.m.

Problem #3: EDUCATION

Background: Mrs. Jennie Hall, NYA 9:00 a.m.
 Mr. David Williams, NYA
 Mr. G. Cletus Birchette, NYA
 Mr. Hugh Nelson Smith, NYA

General Speaker: Mr. Harold L. Trigg, President
 Elizabeth City State Teachers College 9:30 a.m.

Co-operating Speaker: Dr. Alphonso Elder, Dean
 N. C. College for Negroes 9:50 a.m.

Discussion: Mr. John C. Harlan, Professor
 Political Science and History
 Shaw University 10:05 a.m.

Open Meeting: Mr. R. O'Hara Lanier, Assistant to the
 Director of the Division of Negro Affairs
 National Youth Administration 11:30 a.m.

Committee Meetings: 12:30 p.m.

Luncheon: College Dining Hall 1:45 p.m.

Afternoon Session - 2:30 to 6:30 p.m.Problem #4: TECHNICAL

Panel Discussion--

Mr. Daniel A. Williams, Chairman
 Mrs. Almira H. Wilson, Miss Adela Ruffin,
 Mr. Walter Jamieson, Mr. Churchill E.
 Robinson, Mr. Edgar Williams, Mrs. Mabel
 Shelton and Mrs. Jennie Hall

2:30 p.m.

Discussion:

4:00 p.m.

Demonstrations:

4:30 p.m.

Group I: Dr. Flenmie P. Kittrell
 Dean of Students and
 Director of Home Economics
 Bennett College

Mrs. Dazelle Lowe
 State Director of Home Economics
 N. C. Cooperative Extension Service
 A. & T. College

Mrs. Margaret Bolden
 Instructor, Home Economics
 A. & T. College

Group II: Mr. J. M. Martena
 Dean of the Technical Dept.
 A. & T. College

Mr. S. B. Simmons
 State Supervisor
 Vocational-Agricultural Education
 A. & T. College

Mr. John W. Mitchell
 State Director of District Agents
 N. C. Cooperative Extension Service
 A. & T. College

Dinner: College Dining Hall

6:45 p.m.

Evening Session - 7:30 to 10:00 p.m.

Supervised Recreation and Demonstrations

7:30 p.m.

SATURDAY - February 3, 1940

Morning Session 9:00 to 1:30 p.m.

Problem #5: RECREATION

Background: Miss Verna M. Taylor, NYA
 Mrs. Ruth E. Spurlock, NYA
 Mrs. Ethel Lewis, NYA
 Mr. Andrew P. Bluford, NYA

9:00 a.m.

General Speaker: Mr. L. G. Blackus WPA Recreation Supervisor of Negro Work	10. 9:30 a.m.
Co-operating Speaker: Dr. R. Nathaniel Dett Director of Music Bennett College	9:50 a.m.
Discussion: Mr. R. E. Jones 4-H Club Specialist A. & T. College	10:05 a.m.
Committee Meetings:	11:30 a.m.
Meeting of NYA State Supervisors	11:30 a.m.
Luncheon: College Dining Hall	1:45 p.m.

Afternoon Session - 2:30 to 5:30 p.m.

Problem #6: EMPLOYMENT

Background: Mr. G. Cletus Birchette, NYA Miss Adela Ruffin, NYA Mrs. Almira H. Wilson, NYA Mr. Edgar Williams, NYA	2:30 p.m.
General Speakers: Mr. Llewellyn W. Davis, Dir. of Guidance Virginia Union University	3:00 p.m.
Mr. Rudolph Jones Junior Interviewer N. C. State Employment Service Rocky Mount, North Carolina	
Co-operating Speaker: Mrs. Mollie Poag Junior Interviewer N. C. State Employment Service Winston-Salem, North Carolina	3:20 p.m.
Discussion: Miss Emily May Harper Senior Interviewer N. C. State Employment Service Raleigh, North Carolina	3:35 p.m.
Committee Hearings:	4:50 p.m.

Evening Session - 7:30 to 10:00 p.m.

Banquet:

Toastmaster:

Dr. A. Heningburg
Asst. to the President
North Carolina College for Negroes

Guest Speaker:

Mrs. Mary McLeod Bethune, Director
Division of Negro Affairs
National Youth Administration

SUNDAY - February 4, 1940

Morning Session - 9:00 to 11:00 a.m.

REPORTS AND RECOMMENDATIONS:

- | | |
|---------------|---|
| 1. Social | Dr. Henry C. McDowell |
| 2. Health | Dr. Walter J. Hughes |
| 3. Education | Mr. Harold L. Trigg |
| 4. Technical | (Dr. Flemmie P. Kittrell
(Mr. J. M. Martena) |
| 5. Recreation | Mr. L. G. Blackus |
| 6. Employment | Mr. Rudolph Jones |

THE REPORT OF THE COMMITTEE ON SOCIAL ADJUSTMENTS AND SOCIAL NEEDS

There are two necessary aspects of the analysis of social adjustments and social needs:

1. Cataloguing of social problems or deficiencies
2. Selection of desirable directions of movement

Each of these factors rests upon the value judgments of the analyzer.

Agenda to be Considered:

1. Handling Youth
2. Youths' Environment
3. Guidance and Counseling
4. Community Government
5. Public Relations
6. Material Sources

Social Problems:

1. How to get the employer to see that the employee is a person and should be given a decent wage--for fundamentally, economic standards make the social problems.
2. How to get the trainee to accept a job when offered one, instead of making a career out of NYA.
3. How to instill within the trainee the desire to use his training for his own home.
4. How to study the environment of the trainee.
5. How to get youth adjusted to the social regulations of the center.
6. How to solve the superiority-inferiority complexes that develop in the centers.
7. How to develop a positive attitude toward manual labor.
8. How to teach youth social graces fundamental to the changing social order in which youth finds itself.
9. How to teach the trainee to fit into a bi-racial world.

The committee recognizes that these problems group themselves into three main issues: 1. Adjustments that must come from within the youth himself: 2. Adjustments that come from living with others: 3. The affects of the two adjust-

ments on the trainee.

Desirable Direction:

It was generally felt that some attention to the social organization must take place, for people do not spontaneously develop tendencies which enable them to profit fully or in a uniform way to favorable conditions. Only in the presence of suitable conditions on the part of the persons themselves, will a specific improvement in the physical surroundings, produce an advance in morals. In other words, social progress, which considers circumstances only, is but half progress. Because circumstances and attitudes, whether of cultural or individual origin, are always inter-connected, effects at social reform should be designed to improve simultaneously, both conditions and attitudes.

Constantly, it must be kept in mind that cultural and personal attitudes usually offer considerable resistance to innovations, owing to inertia, vested interests, mechanical obstacles and the power of tradition. Within the social organization, each part is affected by all the others, and each is shaped and lives by integration with all the rest; therefore, physical and mental traits are pre-conditions of social facts.

Finally, the most efficient methods of control are those which develop suitable attitudes and regulate the conditions which people collectively create and which in turn so largely condition their behavior.

A change in the type of associates or of membership in groups may be followed by either an improvement or a deterioration of deportment. The old role may or may not be transferred to the new environment, depending on the fixation of attitudes and the chance repetitions of factors similar to those in the old milieu. If the values and behavior-patterns in the new setting are distinctive and yet adapted to the subject's attitudes, the behavior problems may be removed; but if negativistic attitudes have already been formed toward elements in the new

environment, the attempted control will fail and the degree of success will vary with age.

Whereas the deliberations of this conference have indicated a prevalence of certain social needs and adjustments among the youths being touched by the NYA program in this state, your committee offers the following recommendations:

1. That some methods be devised whereby there can be a constructive program put on foot to educate the employer to appreciate the social needs of the employee--especially should this be done in club groups.
2. That social legislation be studied and the State office of the NYA make a definite effort to participate in the program that will dignify and improve the social relationship of this low economic group.
3. That personnel advisers be appointed to study the social problems and experiences of youth and give suggestions according to the individual problems involved.

Respectfully submitted,

COMMITTEE ON SOCIAL ADJUSTMENTS AND SOCIAL NEEDS

Mrs. Florence R. Beatty Brown, Chairman
Dr. H. C. McDowell
Mrs. Ruth E. Spurlock
Miss Verna M. Taylor
Miss Bernice Furlonge

REPORT OF THE COMMITTEE ON HEALTH

The definite health needs of the NYA group might be divided into two divisions:

1. Health service
2. Health education

The health service should include the following:

A complete physical examination of each youth before entering the center, which should include Tuberculin skin tests, Wasserman and vaginal smears. The report of the findings should be recorded and kept at the center. The medical service to be rendered at the center, should be worked out on some co-operative basis.

A doctor should be assigned to each center and subsistence rates for projects be increased in order that they might take care of health items.

The services of county nurses, physicians and local Red Cross organizations should be used to instruct trainees in first aid techniques and fundamental health principles.

The educational program should consist of instruction in the following:

1. Environmental sanitation
2. Personal hygiene
3. General communicable diseases
4. Tuberculosis
5. Venereal diseases
6. Maternal and infant hygiene
7. Intelligent utilization of medical and dental services
8. Demonstrations in practical nursing

TEN OBJECTIVES FOR A YOUTH HEALTH PROGRAM:

- I. PERSONAL HYGIENE -
 - Normal - Diet, rest, etc.
 - Protective - Tuberculosis, syphilis, etc.
- II. RESIDENTIAL HYGIENE - (Home and other abode)
 - Sanitation - Cleanliness, ventilation, etc.
 - Cooperation - Mutual welfare
- III. NEIGHBORHOOD HYGIENE -
 - Block cleanliness and orderliness
 - Group action for improvement, and for correction of nuisances, etc.

- IV. COMMUNITY HYGIENE -
 Health Department - Ordinances and health and medical services
 Voluntary health agencies -
 Demonstration and promotion
 Civic participation - Support of related activities
- V. RACIAL HYGIENE -
 Factual information
 Essential attitudes
 Utilization of health services - private and public
- VI. NATIONAL HEALTH PROGRAM -
 Knowledge of - Why? What? How? Where? When?
 Participation - General; racial
- VII. SCHOOL HYGIENE - (Opportunities and duties)
 Sanitation and environment
 Health service
 Health teaching
 Integration of health activities in school and community - The School Health Council; The Student Health Council
- VIII. SOCIAL HYGIENE -
 Long-suffering problem
 New approach
 Attitudes - Behavior (Medical measures-diagnostic)
 Protective - Community-(Social measures-recreation, etc.)
 (Legal measures-enforcement)
 Corrective - Medical measures (curative); social measures; legal measures
- IX. SAFETY HYGIENE -
 Personal
 Home and other institutions
 Traffic - Walking; driving
 First Aid knowledge and technic
- X. HEALTH EDUCATION - (Good health habits; health hazards - patent medicines and quacks, etc.)
 General - As opportunity presents
 Home - Information; interest; application
 Specific - Classroom; extra-curricular (sports, etc.)
 Community - Health Department; voluntary agencies; civic organizations; medical, clinical and hospital services

Respectfully submitted,

HEALTH COMMITTEE

Dr. Walter Hughes, Chairman
 Mrs. Naomi S. Hubert
 Mrs. Jennie Hall
 Miss Esther Hill

Dr. Roscoe C. Brown, Consultant
 Mrs. Irma Neal Henry
 Mr. Hugh Jeffers
 Mrs. Nannie Hines

REPORT OF THE COMMITTEE ON EDUCATION

We, the Committee on Education, highly endorse the NYA program for providing the splendid educational opportunities for the training of out-of-school Negro youth. We pledge cooperation with, and continued faith in, the capable leadership of Mr. J. P. Bond, Jr., State Supervisor of Negro Affairs for NYA in North Carolina. In evaluating the discussions of the problems of education at this Conference, we submit the following findings:

- I. There is no essential difference in the fundamentals of informal education of out-of-school Negro youth and formal education of in-school Negro youth.
- II. There is a virtue in not having formal classes, because the aim of education is to teach life and not subject matter.
- III. Since the education of youth is the greatest asset of a democracy, the function of the education of out-of-school Negro youth is to qualify him to perform a given task so well that he may not be easily supplanted in a given occupation.
- IV. The educational program of each work project of the various centers should be based upon the previous training or experience of both the youth and the teacher.

RECOMMENDATIONS:

Realizing the fact that the Negro must struggle for survival in a dynamic society, rather than live a passive existence in a static society, we offer the following recommendations:

1. We feel that education "per se" on work projects should not be approached as an isolated unit, but it should be integrated and coordinated with the practical problems of living.
2. Techniques used and developed in one training center may not necessarily be used as a general pattern for other centers. Each

center should develop its own techniques in accordance with the educational training and experience with the trainees in their respective centers. No universal techniques can solve all of the problems.

3. Since education is the mastery of techniques, techniques should be devised to meet the needs of the problems at each center.
4. That the NYA take a more serious attitude toward the development of the natural talents of Negroes, such as music, art and drama.
5. That the compulsory school laws of North Carolina be more rigidly enforced among Negroes so as to insure against the low intellectual level of the trainees.
6. Recognizing the tradition that Negro thought and feeling is opposed to all kinds of manual labor as a degrading relic of slavery, the NYA, through its educational program, should emphasize the fact that work in all forms is a necessity to existence and is natural and honorable and that efforts be made to dignify the particular type of work done.
7. We feel that the whole purpose of the educational program should be to train the Negro youth away from the idea of begging for his needs and paying for his wants.

Respectfully submitted,

THE COMMITTEE ON EDUCATION

Mr. John C. Harlan, Chairman
Mr. G. Edward Pash
Mr. Hugh N. Smith
Mr. Walter Jamieson
Mr. D. A. Williams
Dr. Alphonso Elder

REPORT OF THE TECHNICAL COMMITTEE - WOMEN'S DIVISION

Teaching Techniques and Skills

In teaching techniques and skills to youth in the performance of any task, it is important to think first of the individual as a total personality capable of reacting in many different ways. It is impossible to give specific directions on the teaching of techniques and skills as they relate to various tasks and individuals. Of course, there are some general principles on which we can always depend but when it comes to the application of these principles, they must be applied to fit individual needs.

Skills and techniques are those performances which are means to an end. It is very necessary that youth understands the end in view in order to perform skills more efficiently. Before a supervisor attempts to help a youth in a task, both should have clearly in mind just what it is to be learned. The youth should know in the beginning what results are to be expected from his performance. It is important that he knows not only what to do but why it should be done.

The teaching of techniques and skills is a type of guidance that is found in every stage of life. The problem for the NYA supervisor is no different than that of teachers and parents. Teaching and guidance can be classified under three fundamental principles:

1. Verbal Direction: Telling the student what to do or giving information orally or written so that the student can follow directions. The job analyses is an example of this type of guidance. Another type of verbal guidance is that plan which gives the objective of the task to be done, ways in which it can be done and the materials needed to perform the task. Verbal direction also includes referring the youth to helpful reading material.
2. Physical Guidance: Showing the student what to do by actually placing the hand, for example, over the student's hand in helping him to learn a certain movement as in the holding of a needle or a ruler.
3. Effective Guidance: Approving or disapproving of a certain type of behavior in performance and setting

standards of efficiency and perfection.

It is up to the NYA supervisor to determine just which type of help should be given the youth. At times it requires only one type, while at other times it may require a combination of all three. The personality and general make-up of the teacher is a major point in helping boys and girls to develop skills and good techniques in their work.

While the major aim of the NYA program is that of production, it would be a great loss if this is stressed over and above the development of the total individual, including his physical, mental, emotional and social needs.

RECOMMENDATIONS:

The Committee recommends the following:

1. There should be an enlarged personnel in practically all of the centers to carry out the type of program that is wanted and needed, both from the point of view of the community and the youth enrolled.
2. The work places should be made more attractive, for all youth's surroundings are a part of his education.
3. In some of the centers the light and ventilation should be improved.
4. Both the resident and local centers need more home-making equipment to teach laundrying, cooking, maid work, general cleaning, sewing, home nursing and child care. It is recognized, of course, that the needs of the community will help to determine the extent of the program.
5. Reference books and illustrative materials are needed to supplement the work and to serve for demonstration materials. Typical books needed are those in homemaking, etiquette, clothing, child care and laundry work.
6. It would be well for NYA supervisors to contact interested groups, such as women's clubs, the local employment bureau, etc. in the community for food supplies and other materials needed to help give youths the necessary practice with materials.
7. On each NYA project there should be regular inventories made and requisitions drawn for all equipment needed.

THE WOMEN'S TECHNICAL DIVISION

Mrs. Almira Henry Wilson

Miss Anne Leach

Mrs. Dazelle F. Lowe

Mrs. A. G. Wells

Mrs. Jennie Hall

Mrs. Mabel Butler Shelton

Dr. F. P. Kittrell, Chairman

REPORT OF THE TECHNICAL COMMITTEE - MEN'S DIVISION

The Committee wishes to set up a list of suggestions which it is hoped can be taken back to the projects and centers and put into practice.

The major objective of the NYA program as discussed in the conference, is that of preparing youth for gainful occupations.

The important points in the discussion were centered primarily around arts and crafts.

The discussion centered around the need for continual development of the following techniques:

1. Acquainting the youth with the program
2. Acquainting the youth with the tools for the assigned occupation

RECOMMENDATIONS:

The Committee insists that emphasis be placed upon the two problems of development necessary for skilled work:

1. Social

- a. Habits of dependability
- b. Working effectively with people
- c. Honesty
- d. Punctuality, etc.

2. Technical

- a. History of the occupation
- b. Job analysis--acquainting the youth with the immediate surroundings of the job
- c. Demonstration of participation--acquainting the youth with the skills of the job to be done
- d. Developing accuracy in measuring, cutting and fitting
- e. Emphasizing the importance of adhering strictly to building regulations and codes
- f. Developing efficiency in doing the job

Responsibility of the Supervisors

1. Keeping youth adequately informed of changing trends in occupations

2. Keeping the youth informed of the existing conditions of employment
3. Helping youth to maintain a practical philosophy of work

The Committee wishes to call the attention to some of the major problems that the supervisors have to face:

1. Obtaining and maintaining the proper facilities to do the job
2. Maintaining efficient personnel
3. Maintaining adequate equipment

Respectfully submitted,

THE MEN'S TECHNICAL COMMITTEE

Mr. John W. Mitchell, Chairman
Mr. Timothy L. Parks

Mr. Walter B. Jamieson
Mr. Charlie Stokes

Dr. A. Henningburg

REPORT OF THE RECREATION COMMITTEE

We, the Committee on Recreation, submit the following recommendations and suggestions:

I. It is recommended by the Committee that the following "In-Service" training is available to NYA supervisors and trainees:

1. Opportunity for NYA supervisors to attend WPA weekly recreation staff meetings.
2. Wherein possible, the NYA supervisors may recommend a trainee to attend such meetings. This youth, in turn, will become the Junior Recreation Leader on that project or resident center.
3. It is recommended that the present NYA trainee now receiving WPA recreation training will, upon completion of his or her recreation training, be returned to a local project or resident center as Junior Recreation Leader.

II. It is recommended that NYA be publicised through the activity of the trainee. The following are suggestions which should lead into the many avenues of publicising:

1. Radio
2. Newspaper
3. Contact calls
4. Exchange meetings upon specific subjects
5. Project visits

III. It is suggested that the State Supervisor of Negro Affairs, in conjunction with the State Supervisor of the Music Project, work out ways and means whereby the services of the State Supervisor of the Music Department be available to the local projects and resident centers.

IV. It is recommended that the State Supervisor of Negro Affairs and the State Supervisor of WPA Recreation Work for Negroes work out and forward plans to the NYA supervisors in their participating in the "Clean Block" campaign.

Also that the above named State officials work out the

procedures of the Negro Health Week Campaign.

24.

Respectfully submitted,

THE RECREATION COMMITTEE

Mr. L. G. Blackus, Chairman

Mr. R. B. Jones

Mr. Churchill Robinson

Mr. Edgar Williams

Dr. R. Nathaniel Dett

Mrs. E. Lewis, Secretary

Committee Visitors

Miss Ruth Jefferson
Recreation Department
Wilmington, N. C.

Miss A. W. Tillinghast
WPA Recreation Supervisor
Wilmington, N. C.

Mrs. Josie Hazel
State Supervisor of
Negro Affairs
NYA for South Carolina
Columbia, South Carolina

REPORT OF EMPLOYMENT COMMITTEE

25.

Your Committee on Employment, considering the programs now in operation on NYA projects; having in mind the objectives, immediate and ultimate, of such projects; cognizant of the forces and agencies available for assistance in realizing these objectives; and being ever conscious of the grave need for sound, practical preparation of Negro youth during this pre-employment experience for satisfactory and satisfying adult participation in the present and changing economic order; makes the following recommendations:

- I. That a co-operative relationship be established between the State Employment Service and the NYA project. In this relationship the Employment Service will supply occupational information, such as occupational trends, job analysis and available work opportunities; the NYA project will establish itself as a reliable resource in supplying the demand for certain types of labor.
- II. That such an inter-relationship, in order to be effective, requires the establishment of a permanent committee which would:
 - a. Work out an employment referral form for trainees
 - b. Compile pertinent occupational information
 - c. Develop techniques for extending employment opportunities for Negro youth
 - d. Urge the development of an increased social consciousness through planned employer education
- III. That the Employment Service be requested to provide coordinating services for the guidance and placement of Negro youth.
- IV. That NYA supervisors be relieved of placement activities and concentrate on preparing trainees for progressive referral to the Employment Service.
- V. That cumulative work records on trainees be kept by the supervisors as part of an applicant job history and

that a summary of the same, plus the supervisor's evaluation of the individual as a prospective job holder, be given trainees who leave the center for other reasons than placement in private enterprise.

- VI. That first placements made through the Employment Service, particularly those involving residence changes for the applicant, be understood to be on two weeks trial, pending mutual satisfaction of employer and employee.
- VII. That the quality and level of the supervision of youth working on projects not supervised by an NYA employee be continually improved in order to insure proper development of the youth.
- VIII. That trainees be initiated into those vocations in which there is a labor demand but for which it is not possible to set up a work project, such as beauty culture, airplane mechanics, and certain hand trades.
- IX. That there be less emphasis on sewing on the women's projects and more training for the personal service occupations.
- X. That no trainee be referred to real job experience while still on the project, without the remuneration of an established apprentice wage.
- XI. That the possibilities for apprentice indenture of Negro youth under the State Apprentice Council be investigated and sought for Negro youth.
- XII. That trainees participate in a minimum of experience in the arts and crafts taught at the center. That continued instruction depend upon the trainees' ability in the craft and the likelihood of finding a satisfactory market.

Respectfully submitted,

EMPLOYMENT COMMITTEE

Mr. Rudolph Jones, Chairman
Mr. Llewellyn Davis
Mrs. Mollie Poag
Mrs. Adela F. Ruffin

Mr. G. Cletus Birchette
Mrs. Ruth E. Spurlock
Mr. James B. Jackson
Miss E. M. Harper

SIGNIFICANT EXCERPTS FROM THE ADDRESS DELIVERED BY
MR. JOHN A. LANG
YOUTH ADMINISTRATOR
NYA FOR N. C.

27.

February 1, 1940

"While sitting here looking into your faces, I was reminded of the one hundred thousand Negro youth who are literally starving. There must be one hundred thousand Negro people in this state under twenty-five years of age who stay at home and live on a very meagre salary. I am wondering what you could do for them.

"Our forces are so small and our resources so few that we must make what little we have do.....Take your lantern and make it appear a whole regiment.

"I could paint you a picture of the dire need here in this stateNegroes being driven out of jobs.....Negro boys and girls on the farm who are losing out because of the lack of tobacco markets in foreign countries. What are we going to do to help the farm boy or girl who finds himself in this situation? England cannot buy any more of our tobacco. We don't need so much cotton any more--foreign countries don't have the money with which to buy it. We have no textiles to any great extent any more--there is a lack of markets for our cotton products. What does this mean to the boy or girl of today? We have said quite a bit about farm problems but what have we done about them? We have done enough talking--it is time now for us to do something.

"What are you trying to do? Are you running around in the 'Shade of the Old Apple Tree?' What things are important to get across? What things are not important to get across? Organize your time and efforts to do the job which the United States Government has entrusted to you. Divide your time up so that you will have ample time to put on each thing which requires your attention. Do this in terms of what you have got to do and how much

time it takes you to do it.

28.

"If you are to be a teacher, you can't stop learning. I wouldn't attempt to teach my people unless I could learn something myself. Keep training your skill in order that you might be able to pass it on to other people.

"There is a great demand for domestic workers of a particular type in this state. Unless the Negro prepares to do the type of work for which people are willing to pay him, another race is going to reach out for these jobs. It seems to me that it would be better for the Negro to get in there and do those jobs so well that he will raise the quality of his work..... At the same time, I want to fight for all of the things that rightfully belong to you. You will not get better wages until you turn out better workers. Instill good workmanship habits into the youth and raise his conception of the quality of work that he can do.

"Teach them how to do the simple things, such as adding 'two and two.' Teach them plain arithmetic so that the grocer cannot cheat them. Let's also get across these things--clean minds, furtherance of knowledge and the use of ordinary tools.

"Look at what we are trying to teach. Let's break that down into definite steps. Let's place that boy or girl back into a job or back into some situation where his income will be more than it was before he reached our center. There is quite a bit of controversy as to whether they should receive a certain wage. Let's teach them to take hold where they would have an opportunity, by giving them training and experience that will be so sought out that their wages will come along naturally.

"Your responsibility is to turn out good workman. Teach them to know their job; the importance of having the ability to follow instructions; how to work cooperatively; and the value of continuing their education and improving the work that they are doing."

PERSONS IN ATTENDANCE
 THE NORTH CAROLINA CONFERENCE ON THE PROBLEMS OF OUT-OF-
 SCHOOL NEGRO YOUTH

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Miss Matred McKissick
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 1115 North 5th Street
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Miss Mary G. Shotwell
 Director of Employment Division
 NYA for North Carolina
 208 Commercial Bank Building
 Raleigh, North Carolina

Mr. S. B. Simmons
 State Supervisor
 Vocational-Agricultural Education
 A. & T. College
 Greensboro, North Carolina

Mr. L. B. Singleton
 NYA Educational Coordinator
 208 Commercial Bank Building
 Raleigh, North Carolina

Mr. Hugh Nelson Smith
 Foreman
 NYA for North Carolina
 Winston-Salem Teachers College
 Winston-Salem, North Carolina

Mr. R. E. Smithwick
 State Compensation and Claims Officer
 NYA for North Carolina
 208 Commercial Bank Building
 Raleigh, North Carolina

Mrs. Ruth Edwards Spurlock
 NYA Training Center
 Henderson Institute
 Henderson, North Carolina

Mr. Charlie Stokes
 Foreman
 NYA for North Carolina
 304 White St.
 Williamston, North Carolina

Miss Verna Marie Taylor
 NYA Training Center
 Fayetteville State Teachers College
 Fayetteville, North Carolina

Miss A. W. Tillinghast
 Acting Project Foreman
 WPA Recreation Division
 414 N. Front St.
 Wilmington, North Carolina

Mrs. A. G. Wells
 Foreman
 NYA for North Carolina
 410 High Street
 Greensboro, North Carolina

Mrs. Almira Henry Wilson
 NYA Supervisor
 Lincoln Academy
 Kings Mountain, North Carolina

Mr. Wm. Wilson
 N. C. State Employment Service
 Divisional Office
 High Point, North Carolina

Mr. D. A. Williams
 NYA Supervisor
 Fayetteville State Teachers College
 Fayetteville, North Carolina

Mr. Edgar Williams
 NYA Supervisor
 Fayetteville State Teachers College
 Fayetteville, North Carolina

Mrs. Ozarce H. Younge
 N. C. State Employment Service
 Divisional Office
 High Point, North Carolina

M I N U T E S

INITIAL MEETING OF THE NEGRO STATE ADVISORY COMMITTEE

STATEWIDE PUBLIC FORUMS PROJECT

SPONSORED

by

STATE DEPARTMENT OF EDUCATION

NATIONAL YOUTH ADMINISTRATION OF GEORGIA

AND

OTHER LEADING EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

SATURDAY, OCTOBER 22, 1938

BUTLER STREET Y.M.C.A.

22 BUTLER STREET NE

ATLANTA, GEORGIA

9:30 A. M.

MR. WILLIAM H. SHELL, SUPERVISOR

COLORED DIVISION

NATIONAL YOUTH ADMINISTRATION OF GEORGIA

PRESIDING

NATIONAL YOUTH ADMINISTRATION OF GEORGIA

MR. D. B. LASSETER, STATE DIRECTOR

Names of persons invited to accept membership on the State
Advisory Committee and the Institutions or Organizations represented:

COLLEGE PRESIDENTS

1. Mr. Forrester B. Washington
Director, Atlanta University
School of Social Work
Atlanta, Georgia
2. Dr. R. E. Clement, President
Atlanta University
Atlanta, Georgia
3. Professor R. H. Harris
Business Manager
Georgia Baptist College
Macon, Georgia
4. Professor G. A. Towns
Assistant Principal
Fort Valley Normal & In-
dustrial School
Fort Valley, Georgia
5. President Willis J. King
Gammon Theological Sem-
inary
Atlanta, Georgia
6. Dr. J. W. Holley, President
Georgia Normal & Agricul-
tural College
Albany, Georgia
7. President Benjamin Hubert
Georgia State Industrial
College
Industrial College, Georgia
8. Dr. C. D. Hubert, Acting
President
Morehouse College
Atlanta, Georgia
9. President W. A. Fountain
Morris Brown College
Atlanta, Georgia
10. Miss Florence M. Read
President, Spelman College
Atlanta, Georgia
11. President E. C. Peters
Paine College
Augusta, Georgia
12. President W. M. Hubbard
State Teachers & Agricultural
College
Forsyth, Georgia
13. President M. S. Davage
Clark University
Atlanta, Georgia

NEWSPAPER REPRESENTATIVES

14. Mr. C. A. Scott, General Mana-
ger, Atlanta Daily World
210 Auburn Avenue, N.E.
Atlanta, Georgia
15. Mrs. Minnie Singleton, Editor
Colored Department
Macon Telegraph - Pythian
Building
Macon, Georgia
16. Mr. Virgil Hodges
Reporter of Colored News
Albany Herald
Albany, Georgia
17. Colonel J. G. Lemon, Editor
Colored Department
Savannah Evening News
Savannah, Georgia
18. Mr. Sol Johnson, General
Manager, Savannah Tribune
Savannah, Georgia
19. Mr. John F. Andrews, Editor
Savannah Journal
Savannah, Georgia
20. Mr. A. T. Switzer, Editor
Rome Enterprise
Rome, Georgia

21. Mr. H. S. Murphy
House of Murphy
275 Auburn Avenue N.E.
Atlanta, Georgia

PRINCIPALS OF NEGRO
HIGH SCHOOLS

22. Professor C. V. Troup
Principal, Risley High
School
Brunswick, Georgia

23. Professor C. L. Harper
Principal, Booker T.
Washington High School
535 Auburn Avenue N.E.
Atlanta, Georgia

24. Professor W. A. Robinson
Principal, Atlanta Uni-
versity Laboratory High
School
Atlanta, Georgia

25. Professor F. R. Lampkin
Principal, Spencer High
School
Columbus, Georgia

26. Professor W. G. Smith
Principal, Douglas High
School
Thomasville, Georgia

27. Professor C. H. S. Lyons
Principal, Union Baptist
Institute
Athens, Georgia

28. Professor C. W. Duval
Principal, Athens High
& Industrial School
Athens, Georgia

29. Professor J. S. Morgan
Principal, Summer Hill
Junior High School
Cartersville, Georgia

30. Professor L. L. Ison
Principal, Center High
School
Waycross, Georgia

31. Professor J. A. Colston, Principal
Ballard Normal
Macon, Georgia

32. Professor B. J. Granberry
Principal Staley High School
Americus, Georgia

33. Professor S. R. Haynes, Principal
Colored Elementary Schools
Savannah, Georgia

34. Mrs. M. Agnes Jones, Supervisor
Negro Elementary Schools
City Hall
Atlanta, Georgia

35. Professor Amator Traylor
Principal, Cedar Hill High School
Cedartown, Georgia

36. Professor C. L. Gideons, Principal
Booker T. Washington Evening School
579 Pulliam Street S.W.
Atlanta, Georgia

MINISTERS

37. Bishop W. A. Fountain
Presiding Bishop, Sixth Episcopal
District A.M.E. Church
Atlanta, Georgia

38. Reverend L. A. Pinkston, President
General Baptist Convention of Ga.
Pastor, Tabernacle Baptist Church
Augusta, Georgia

39. Reverend H. J. C. Bowden, Pastor
St. Paul Episcopal Church
135 Ashby Street N.W.
Atlanta, Georgia

40. Dr. D. D. Crawford
Herndon Building
239 Auburn Avenue N.E.
Atlanta, Georgia

41. Reverend E. M. Hurley, Pastor
Warren Memorial B. E. Church
266 Mildred Street S.W.
Atlanta, Georgia

42. Reverend F. F. Marshburn, Pastor
First Baptist Church
207 Chestnut Street
Macon, Georgia

43. Reverend J. C. Wright, Pastor
First Congregational Church
Acting Executive Secretary
Butler Street Branch Y.M.C.A.
22 Butler Street N.E.
Atlanta, Georgia

BUSINESS MEN

44. Mr. J. B. Blayton
Certified Public Accountant
212 Auburn Avenue N.E.
Atlanta, Georgia

45. Mr. T. M. Alexander, Presi-
dent, Alexander & Company
212 Auburn Avenue N.E.
Atlanta, Georgia

46. Mr. F. J. Hutchins
Colored Undertaker
Macon, Georgia

47. Mr. Clarence Moore, Manager
North Carolina Mutual In-
surance Company
P. O. Box 426
Macon, Georgia

48. Mr. C. R. Lee
Colored Undertaker
Albany, Georgia

49. Mr. L. M. Pollard
Royal Undertaking Company
Savannah, Georgia

50. Mr. Tolan Edwards
Colored Undertaker
Savannah, Georgia

51. Mr. Walter Hornsby, General
Manager, Pilgrim Health &
Life Insurance Company
Augusta, Georgia

52. Mr. A. G. Moron, Housing
Manager, University Homes
668 Fair Street S.W.
Atlanta, Georgia

53. Mr. F. C. Gassett, Bursar
Morehouse College
Atlanta, Georgia

54. Mr. Cyrus Campfield, Assistant
Agency Director, Atlanta Life
Insurance Company
148 Auburn Avenue N.E.
Atlanta, Georgia

55. Mr. H. H. Dudley
Dudley Funeral Home
Dublin, Georgia

56. Mr. R. T. Church, County Farm
Agent
Millen, Georgia

FARMERS

57. Mr. Ed. Hardy, Farmer
West Main Street
Cartersville, Georgia

58. Mr. Alfred Lewis, Farmer
R. R. D.
Millen, Georgia

BUSINESS WOMEN

59. Miss Ella Ramsey, Director
Poro School of Beauty Culture
250 Auburn Avenue N.E.
Atlanta, Georgia

PRESIDENTS OF STATE ORGANIZATIONS

60. Dr. J. W. E. Linder
236 Auburn Avenue N.E.
Atlanta, Georgia

61. Dr. E. C. Jamerson
Colored Dentist
Savannah, Georgia

62. Mr. B. T. Harvey, President
Georgia Association of Negro
Colleges and Secondary Schools

63. Mr. J. W. Dobbs, Grand Master
of Masons
Herndon Building
239 Auburn Avenue N.E.
Atlanta, Georgia

64. Mrs. H. M. Reese, President
State Parent Teachers Association
214 Whitney Street
Albany, Georgia

65. Mr. R. B. Harris, Executive
Secretary, Grand Samaritan
Lodge
Grand Samaritan Building
Athens, Georgia
66. Dr. W. F. Boddie
Physician-Surgeon
Forsyth, Georgia
67. Mrs. H. A. Hunt, President
State Federation of Women's
Clubs
Fort Valley, Georgia
74. Mr. Alexander Hurse
Negro State Club Agent
Ga. State Industrial College
Industrial College, Georgia
75. Mr. H. D. Werver
Extension Instructor
P.O. Box 323
Cartersville, Georgia
76. Miss A. B. Dixon, Itinerant
Teacher-Trainer in Home Economics
for Negro Schools
Ga. State Industrial College
Industrial College, Georgia

STATE SUPERVISORS

68. Mr. Dean Mohr, Assistant
Field Project Supervisor
Negro Education
723½ East 38th Street
Savannah, Georgia
69. Mr. Henry T. Heard
Assistant Field Project
Supervisor
Macon, Georgia
70. Mr. Alva Tabor, Supervisor
Agricultural Education in
Negro Schools
P.O. Box 488
Fort Valley, Georgia
71. Miss Camilla Woems, State
Director, Home Demonstration
Work
Ga. State Indus. College
Industrial College, Georgia
72. Mrs. Helen A. Whiting
Assistant State Supervisor
Negro Education
223 Chestnut Street S.W.
Atlanta, Georgia
73. Mr. P. H. Stone, State Di-
rector, Farm Demonstration
Work
Ga. State Indus. College
Industrial College, Georgia

ATTENDANCE

1. Miss F. V. Adams
Instructor of Group Work
Atlanta University School
of Social Work
representing
Mr. Forrester B. Washington
Director, Atlanta University
School of Social Work
Atlanta, Georgia
2. Mr. T. M. Alexander, Pres.
Alexander & Company
212 Auburn Avenue N.E.
Atlanta, Georgia
3. Mr. Cletus G. Birchette
Registrar, S. T. & A. College
representing
Dr. W. F. Boddie
Forsyth, Georgia
4. Mr. Aaron Brown, Dean
Ft. Valley Normal & Industrial School
Fort Valley, Georgia
5. Mr. Walter R. Chivers
Supervisor, Vocational Guidance, Colored Division NYA
22 Butler Street NE
Atlanta, Georgia
6. Mr. James A. Colston
Director, Ballard Normal
Macon, Georgia
7. Mr. C.N. Cornell, Asst. Prin.
Booker Washington H. S.
Atlanta, Georgia
8. Mr. R. L. Cousins, Director
Negro Division
State Department of Education
Atlanta, Georgia
also representing
Dr. M. D. Collins
State Supt. of Schools
Atlanta, Georgia
9. Mr. C. W. Duval, Principal
Athens High & Indus. School
Athens, Georgia
10. Mr. M. M. Dowdell
Retired Railway Mail Clerk
89 Richardson Street S.E.
Atlanta, Georgia
representing
Mr. Sol Johnson, Editor
Savannah Tribune
Savannah, Georgia
11. Mr. V. A. Edwards, Dean
S. T. & A. College
Forsyth, Georgia
12. Mr. Chas. L. Gideons, Principal
Booker Washington Evening School
Atlanta, Georgia
13. Miss Mildred Gilbert
Recreation Department, WPA
Macon, Georgia
14. Mr. William S. Grady, Jr.
Macon, Georgia
15. Mr. E. J. Granberry, Principal
Staley High School
Americus, Georgia
16. Mr. Edward Hardy, Farmer
Cartersville, Georgia
17. Mr. M. M. Hamilton, Asst. Supervisor,
Colored Division, NYA
22 Butler Street N.E.
Atlanta, Georgia
18. Mr. C. L. Harper, Principal
Booker Washington High School
Atlanta, Georgia
19. Mr. W. M. Hubbard, President
S. T. & A. College
Forsyth, Georgia
20. Mr. Z. T. Hubert
State Extension Service
Industrial College, Georgia
21. Mr. K. A. Huggins, Acting Dean
Morehouse College
Atlanta, Georgia

22. Mr. Frank J. Hutchings
Undertaker
Macon, Georgia
23. Mr. L. L. Ison, Principal
Center High School
Waycross, Georgia
24. Mr. Boisfeuillet Jones
Assistant State Director
National Youth Administration - Atlanta, Georgia
25. Mr. B. A. Jones
Instructor of Social Science
Atlanta Univ. Lab. H. S.
Atlanta, Georgia
26. Mrs. M. Agnes Jones, Sup.
Negro Elementary Schools
City Hall
Atlanta, Georgia
27. Mr. George M. King
WPA Adult Education Teacher
representing
Mr. Henry T. Heard
Asst. Field Project Sup.
Macon, Georgia
28. Mr. C.H.S. Lyons, Principal
Union Baptist Institute
Athens, Georgia
29. Rev. F.N. Marshburn, Pastor
First Baptist Church
Macon, Georgia
30. Mr. Dean Mohr, Asst. Field
Project Supervisor, WPA
Savannah, Georgia
31. Mr. C. W. Moore, Manager
North Carolina Mutual
Life Insurance Company
Macon, Georgia
32. Prof. J. S. Morgan, Prin.
Summer Hill Jr. High School
Cartersville, Georgia
33. Mr. A. G. Moron, Housing Mgr.
University Homes
Atlanta, Georgia
34. Mr. H. S. Murphy, Proprietor
House of Murphy, Printers
275 Auburn Avenue N.E.
Atlanta, Georgia
35. Miss Ellis Ramsey, Director
Poro School of Beauty Culture
Atlanta, Georgia
36. Mr. Emmett R. Rushin
District Supervisor, NYA
Ten Forsyth Street Building
Atlanta, Georgia
Also representing
Mr. D. B. Lasseter, State Director,
NYA, who had to be in Washington, D.C.
37. Mr. C. A. Scott, Manager
Atlanta Daily World
Atlanta, Georgia
38. Mrs. Minnie Singleton, Editor
Colored Dept., Macon Telegraph
Macon, Georgia
39. Mr. Alva Tabor, State Supervisor
Agricultural Edu. in Negro Schools
Fort Valley, Georgia
40. Mr. G. A. Towns, Acting Principal
Ft. Valley Normal & Indus. School
Fort Valley, Georgia
41. Mr. N. P. Tillman, Asst. Project
Supervisor in Charge of Public
Forums, Colored Division, NYA
22 Butler Street NE
Also representing
Miss Florence M. Read, President
Spelman College
Atlanta, Georgia
42. Mr. A. Z. Traylor, Principal
Cedar Hill High School
Cedartown, Georgia
43. Mr. Ray B. Ware
Athens, Georgia
representing
Mr. Roderick B. Harris, Exec. Sec.
Grand Samaritan Lodge
Athens, Georgia

44. Mr. Forrester B. Washington
Director, Atlanta University
School of Social Work
247 Henry Street S. W.
Atlanta, Georgia

45. Rev. J. C. Wright, Pastor
First Congregational Church
Acting Executive Secretary
Butler Street Y. M. C. A.
22 Butler Street N. E;
Atlanta, Georgia

VISITORS

46. Dr. John H. Kingsberry, Consultant,
Assistant to Mr. Harry L. Hopkins
WPA Administrator
Washington, D. C.

47. Dr. Walter E. Packard
Consultant
Washington, D. C.

On Saturday, October 22, at ten o'clock, forty-five representatives from various communities throughout the State convened at the Butler Street Branch of the Y.M.C.A. at the request of the Colored Division of the National Youth Administration to serve as a State-wide Advisory Committee in the organizing of public forums in the State.

Mr. Shell, serving as temporary chairman, opened the meeting by expressing appreciation to those persons present for responding to the invitation to attend this meeting. At the request of Mr. Shell each person present introduced himself or herself to the group.

Mr. Shell mentioned the fact that during the period, February 1-June 30, 1937, Negroes in Atlanta shared in the benefits and services of the Atlanta Public Forum Project of which Dr. Willis A. Sutton was administrator and Dr. Rayford W. Logan, coordinator. This project, as is true of the Public Forums Project of this year, was sponsored in part by the United States Office of Education, the Atlanta Board of Education and other local organizations.

In explaining the purpose of the meeting Mr. Shell said:

The Statewide Public Forums Project is being conducted by the State Department of Education in cooperation with the United States Office of Education, the University of Georgia, Emory University and the National Youth Administration of Georgia. These Forums are being made available to Negroes over the State through the National Youth Administration of Georgia, Mr. D. B. Lasseter, State Director, under the joint supervision of the State Department of Education and the Colored Division of the National Youth Administration of Georgia.

The purpose of these Forums will be to promote full and free discussion of important social and economic problems. We are making plans to hold our first Forum over the State during the month of November, continuing to March 1, 1939.

Eleven centers, accessible to Negroes living in various sections of the State have been selected for Forum Meetings. Other centers may be designated upon the request of persons living in those localities. We are planning to have five Forums hold in each center, preferably monthly. There will be speakers' Bureaus from which the local Forum sponsors may select subjects and speakers.

A local Forum committee will be organized in each Forum center whose general responsibility it will be to decide upon place, and dates of Forums as well as speakers and subjects. It will be the duty of this committee to handle every detail, locally, with regard to the promotion of each Forum. This local committee or its chairman, will be expected to submit a Forum report to the office of the Colored Division of the National Youth Administration in Atlanta at the close of each Forum meeting. We will then submit this report to the office of Dr. Emily Woodward the Director and Leader of the State Public Forums Project, so that our reports may be included with hers when they are sent, once each month, to the United States Office of Education in Washington, D. C. However, our agenda provides for a more detailed statement to be made later during our deliberations by Mr. Nathaniel P. Tillman.

In a large measure the success of this project will depend upon the extent to which we will be able to get the cooperation of the local organizations, agencies, institutions and various leaders of Negro life. To this end we have invited you here today as representatives of various institutions, agencies, and organizations that are already at work among Negroes over the State. You are peculiarly situated to help us in this new venture. We do not anticipate that any of you in accepting membership on the State Advisory Committee will have to assume the responsibility for any great amount of work. Of course, we will want your cooperation in the organization of local Forum Committees in your home communities and in assisting us to the extent of doing whatever we may reasonably request of you. There will probably not be another meeting of this group until sometime in March, at which time we plan to give you a report of our accomplishments during the Forum period.

In view of the fact that the State Public Forums Project is being organized and set up by the Colored Division of the National Youth Administration, it will therefore be the responsibility of this office to supervise this program so far as Negroes are concerned over the State. Our plans are being made so as to make our Forum Project a part of the unit, rather than a separate project, of which Dr. M. D. Collins, State Superintendent of Schools, is the administrator and Dr. Emily Woodward is director and leader. Mr. Lasseter has told me that he has expressed the desire to Dr. Collins and Dr. Woodward that whatever we do in our part of the Forums Project be regarded as a part of the complete unit of the State Forums Project.

We regret that there are no funds available to pay either for the services of our speakers or for their travel. In view of these facts Mr. Lasseter has advised that as far as possible and when desirable some member of the staff of the Colored Division of the National Youth Administration, who has travel status and an automobile may transport speakers from one center to the other.

Dr. Collins has written to me stating that he will be present today, but if he is unable to get here Mr. Robert L. Cousins will represent him. Dr. Emily Woodward had also planned

to be here today but because of having to participate in Forums that are being held in south Georgia, she is not present.

Mr. Lasseter is unable to be present today, although he had definitely planned to be here, because he was unexpectedly called to Washington, D. C. Mr. Jones, our Assistant State Director, is planning to be here; but because of the visit of Drs. Kingsberry and Packard he thinks that he will not be able to get here. However, he has promised me he will make an effort to come and bring Drs. Kingsberry and Packard with him. We are fortunate in having present Mr. Emmett R. Rushin, District National Youth Administration Supervisor of the Atlanta District, who has been asked to represent Mr. Lasseter, especially because of his genuine interest in the Public Forum idea as well as his having worked in Forums with Dr. Cullen B. Gosnell of Emory University. In view of the fact that Mr. Rushin may be able to say something to us that will be informational along the lines of which we are thinking, I am at this time asking him to say a few words to us.

In his remarks, Mr. Rushin mentioned how genuinely interested he is in the Public Forum idea. He stated how glad he was to see such a representative group present at their own expense to participate in such a worthwhile project. Mr. Rushin quoted from a report, issued by the United States Office of Education, certain reasons for the failure of Public Forums:

1. Lack of competent leadership
2. Inadequate funds
3. Fear of controversial issues
4. Inertia - feeling among some local people

At this point Mr. Shell asked that some time be given to general questions and discussion.

Question: Rev. J. C. Wright -- What are the duties of the Advisory Committee?

Answer: Mr. Shell -- In addition to what I have already indicated in my opening remarks, we have gone far enough in our thinking to say that the duties of this committee will be to give help and good will, assist in the organization of Committees in the Forum centers and when desirable serve as speakers.

Question: Mrs. M. Agnes Jones -- What are the plans for the Forums?

Answer: Mr. Tillman -- Mr. Shell's office will serve as the central point of supervision. It will serve as a sort of clearing house for the local committees in the various centers over the State. Speakers will be selected through this office,

speakers' Bureaus will be set up, and additional speakers will be furnished, when requested, to the different cities.

In each Forum center there will be a local committee composed of five or more members. It will be the duty of the committee to select a chairman for each Forum, be responsible for pushing and proposing the questions in the meetings, advertise the meeting and, when necessary, to furnish over-night entertainment for speakers and to assist in any way possible to make its local forum a success.

Question: Mrs. M. Agnes Jones -- Will there be an Advisory Committee in each Forum center?

In answer to Mrs. Jones, Mr. Shell asked Mr. Tillman to make a statement to the group concerning the plans for the Forums.

Answer: Mr. Tillman -- No, the local committee will select speakers and subjects for each Forum. I would suggest that each Forum Committee have rotating chairmen.

Question: Mr. Hutchings -- Where are we heading? What will happen after March 1st? What do we plan to do as a result of coming into the possession of this information?

Answer: Mr. Tillman -- Our purpose is to make us more aware, locally, of our problems. It is my feeling that an enlightened minority, aware of its duties, needs and deserts, has a better chance of surviving than an ignorant one. Consequently, we hope that after March 1st the local Committees will continue those Forums, shouldering the complete responsibility themselves.

Answer: Mr. Moron -- The Forum idea seeks to promote discussion and to give the persons participating an opportunity to get information concerning vital problems and issues in the local communities as well as their government. In the Forum one learns how to use properly the various instruments for civic, social, and economic protection.

Answer: Miss Frankie V. Adams -- In the Forum one has an opportunity to do intelligent thinking concerning the improvement of the local, state and National conditions.

After limited time had been given to question and discussion it was the pleasure of the body that it organize itself into the State Advisory Committee for the Statewide Public Forums Project for Negroes over the state of Georgia.

Mr. King: In view of the fact that most of the supervision and the larger portion of the work connected with this project will be vested in the office of the Colored Division of the National Youth Administration of which Mr. Shell is State

Supervisor, I move that Mr. Shell be made chairman of the State Advisory Committee.

Miss Ella Ramsey: I second the motion.

Mr. L. L. Ison, at Mr. Shell's request, put this motion to the house. It was carried unanimously.

Mr. B. A. Jones: I move that Mr. Marion M. Hamilton, Assistant to Mr. Shell in the office of the Colored Division of the National Youth Administration be made secretary of the State Advisory Committee.

Miss Frankie V. Adams: I second the motion.

The chairman put this motion to the house. It was carried unanimously. These were the only officers that this group felt it would be necessary to select.

The Chairman asked Mr. Hamilton to read a report to the Committee of the Forum centers and subjects, which, with the consent of the Committee, was received and adopted.

The Chairman also asked Mr. Chivers to make a report to the group concerning the proposed speakers, which, with the consent of the Committee, was received and adopted.

The Chairman stated that this completed the business of the meeting as had been planned in the agenda.

Since Mr. Boisfeuillet Jones and Drs. Kingsberry and Packard had just entered the room a short while beforehand, he requested each of these gentlemen to say a few words to the group.

Mr. Jones: I am generally interested in this Project and I want you to know that Mr. Lasseter is deeply interested in what you are doing here today. We are sure that through the cooperation that you will give to Mr. Shell and his staff much success will be attained in the promotion of these Forums.

Dr. Packard: I am genuinely interested in what you are doing here today especially when I am told that you have come here at your own expense. This democratic approach which you are making in working out your plans is very meaningful.

Dr. Kingsberry: This is the first time I have had an opportunity to get into the South proper. Dr. Packard and I have had an excellent opportunity on this trip to see a number of things and many of the projects that are being sponsored so successfully by the National Youth Administration. We have observed social as well as industrial conditions here in the South that are pathetic. I hope that if the National Youth Administration cannot do something about these conditions that God will. The approach that you are making here today is a very sound one. I have been particularly impressed with the carefulness demonstrated in the way your plans have been submitted and worked out in this group.

I hope that you are going to encourage free and frank discussion in all of your forums. I hope that you will have some discussions on the fundamental problem which, according to Dr. Commons, a former teacher of mine at the University of Wisconsin, is the "distribution of wealth."

Mr. Shell thanked these men for the statements which they made to the group. By consent of the Committee the meeting was adjourned.

William H. Shell

William H. Shell
Chairman

Marion M. Hamilton

Marion M. Hamilton
Secretary.

N. C. YOUTH EXHIBIT AND CONFERENCE
Raleigh Memorial Auditorium
Raleigh, North Carolina
Friday and Saturday, May 19 and 20

Report of Conference
DISCUSSION SESSIONS
Saturday, May 20, 1939

On May 19 and 20, 1939, the North Carolina Council of Youth-Serving Agencies sponsored a North Carolina Youth Exhibit and Conference which brought into the Raleigh Memorial Auditorium outstanding works of handicraft, woodworking, and other achievements of youth workers in youth organizations of the State, and which featured, on the second day, a series of talks and discussions on major youth problems.

The discussion sessions of the Youth Conference were organized and planned for the purpose of bringing to light some of the major difficulties which youth service organizations would be called on to deal with. It was planned to give free and unlimited opportunity to young people from all walks of life to express their thoughts, plans and opinions concerning their problems and the attempts being made to meet them.

Although there were present about 400 white and Negro youth, attendance from NYA youth was greatest. However, there was also representation from high schools and colleges, from the Civilian Conservation Corps, from the 4-H Clubs, from the Future Farmers of America, from the Y.M.C.A., and from other youth organizations. A number of independent young people were also present.

As phrased by R. O'Hara Lanier, one of the Conference speakers, these discussion groups were leaving the old method of talking "to, at and about youth" and instituting the method of "talking with youth".

The report which follows contains summaries of the principal talks delivered and highlights of the discussion from the floor. Because of limited time, discussion often centered about one topic of chief interest. At the conclusions of the session, there was an attempt to summarize the main points which had been brought out by the speakers and by the youth speaking from the floor.

PROGRAM: 9 o'clock: YOUTH AND EMPLOYMENT, Mr. Tom L. Popejoy, Deputy Administrator of the National Youth Administration, speaking. John A. Lang, State NYA Director, presiding as chairman and discussion leader.

10:45 a.m. : YOUTH AND EDUCATION, Dr. Charles H. Judd, Director of Education for the National Youth Administration, speaking. Dr. Robert P. Daniel, President of Shaw University, speaking. William B. Aycock, Vice-President of the National Student Federation, presiding as chairman and discussion leader.

1:30 p.m. : YOUTH AND RURAL PROBLEMS, Dr. Bruce L. Melvin, Rural Social Economist for WPA Research Division, speaking. R.J. Peeler, Executive Secretary of the Future Farmers of America, presiding as chairman and discussion leader.

3:15 p.m. : YOUTH AND DEMOCRACY, Dr. Harold D. Meyer of the University of North Carolina Department of Sociology, speaking. R. O'Hara Lanier, Assistant Director of the NYA Negro Division, speaking. R. Mayne Albright, Director of the State Employment Service, presiding as chairman. Miss Helon Fuller, Chairman of the Council of Young Southerners, acting as discussion leader.

Before the convening of each session, the Negro choral group from the NYA Resident Training Center at Bricks, North Carolina, rendered musical selections, including popular songs and spirituals.

SECTION ON "YOUTH AND EMPLOYMENT"

SPEAKER: Mr. Tom L. Popejoy, Deputy Administrator, National Youth Administration, Washington, D. C.

CHAIRMAN: John A. Lang, Director of the National Youth Administration of North Carolina, Raleigh, N. C.

MR. POPEJOY: We can't proceed very far with the subject of Youth and Employment unless we consider something about the economic causes and reasons for unemployment. Our economic life in this country has been an up-and-down life of disequilibrium. We are either in the depths of a depression, on the way out, or at the top of prosperity. Abstract economics as taught implies that there is an equilibrium; but we are conscious of the reality of ups and downs in economics. So in discussing employment -- or unemployment -- we must consider these economic conditions, because unemployment is a consequence of economic conditions.

As I see the question of unemployment among youth, I think we might talk about it in two ways, as the problem relates to youth as a group and as it relates to youth as individuals.

In the nation there are approximately 5,000,000 youths between 18 and 25 years of age who are out of school and unemployed. North Carolina's share of these unemployed youth is about 175,000. But each of these young people is an individual and to a great extent our approach must be through examination of the individual.

I believe those who really feel this problem are those who are best able to consider it; and for that reason I am convinced that this Conference should be your Conference, because you are young people and, I presume, you are interested in a job.

I would like to appeal to you to be objective in consideration of this problem of a job. I think it is important for all people to try to be objective about themselves. You should be constantly taking inventory of yourself. Be truthful and face the facts as best you can.

MR. POPEJOY: Con't.

Ask yourself these questions, for instance: What are my qualifications for a job? What are my physical qualifications? My training? What sort of educational background do I have? What additional training do I have? What are my interests? What kind of work do I like? Do I want to continue the type of work I am doing now?

After these questions, you will want to come to some sort of tentative conclusion as to the immediate type of job you want to do. And then you must take inventory of the field of opportunity for work and see if you can fit in your desires with the openings in the field.

After you survey the field to find if it is too crowded or if it needs more workers, then determine whether you can do that kind of work. If you will face your qualifications squarely and in an objective manner, you will have a much happier time.

I think it is important for young people to recognize that there is a difference between individuals, and it is up to you to find out what you can do best and then to proceed along that line. In connection with your analysis of yourself, you may find that you have assets and that you also have liabilities. I think it is important to consider the liabilities, as well as the assets. It is up to you to recognize the liabilities and do what you can to eliminate them.

Your first job is important. Every worker has to have his first job, and once he gets that job, he is faced with the problem of continued employment and advancement. Therefore, it is important to consider the attributes necessary for keeping a job.

The employers want the right attitude in a worker more than training. Many industries and employing concerns today are capable of training beginners in that field in the manner which the concern considers best for its purpose. Therefore, the employer is more apt to seek for the person who can take an interest in the work, can develop intelligently and can work with others well than for one who is well-trained but doesn't have these other attributes. These attributes, I suppose, are honesty, the right attitude toward your fellow worker, an interest in the industry, willingness and trustworthiness, and a desire to give as much or more than you receive.

You not only need work experience and personal qualifications to get and hold a job. You want to get that job and then keep constantly before you the fact that you are a citizen of this country. You not only want a job but you want an opportunity to live that type of life which becomes an American citizen.

I believe that the NYA must give youth more than just job training. The NYA must train citizens for participation in a democracy.

DISCUSSION

MR. LANG: To begin this discussion, let's consider the question, "How am I going to find employment?" Why haven't you been able to find a job?

CCC YOUTH: I find that I am not qualified. Many of us don't take an interest in

CCC YOUTH: a job early enough in life to train for that job and become qualified.
(Con't.) We drift along and before we know it, it is too late, and we have the very definite problem of trying to do something for which we are not trained. In the CCC I am getting training that should help me to qualify for the job I want. At least, it's never too late to start.

MR. LANG: Is the NYA also helping in this training for a job?

NYA YOUTH: We are getting some good training on the NYA. We are learning to live among other people, which is one of the main factors in getting and holding a job. It also helps us to develop other interests that we can follow as a hobby.

MR. LANG: You think you should be interested in developing a hobby and that the NYA is helping you to develop a hobby. Is that right?

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YOUTH: Well, at Bricks we have many chances for developing hobbies. We have singing, we read, play ball, dance and lots of other things.

MR. LANG: What do you think the average business man is looking for in an employee today?

NYA GIRL: Personality, dependability and the willingness to try. I think I could have been trained better for a job in school than I was. Take French, for instance. I think I could have taken something that would have prepared me better for a job in place of French and things like that.

MR. LANG: What about NYA training for a job?

NYA GIRL: We think we are getting correct training but when we go to get a job, (Bricks) we find that we do not have the correct training at all. I think the NYA is giving good experience in all types of work.

MR. LANG: (Directing Question): What sort of training are you getting at Pembroke?

NYA YOUTH: At our center, the NYA is giving us particular training in carpentry (Pembroke) and agriculture. We are also studying citizenship.

MR. LANG: What about finding out about jobs? How do you go about that?

NYA GIRL: We don't have any way to find out. We feel that we do not have all (Ellerbe) the vocational opportunities we should have. We feel that we need more educational facilities. We do feel, though, that we are learning to do work in the right way. Most of what we learn is practical homemaking. This is well enough in the home but it does not help us to secure a job.

MR. LANG: What about the CCC Camps?

CCC YOUTH: The training we are getting should help fit us for jobs. Wood-working, leather working, and other types of work. I think the most interesting training, though, is that in the offices, which several of us get.

- CCC YOUTH: This is good business training and clerical experience. It helps
(Con't) train us in initiative because we have to know when our reports will
be out and to get them out on time, without anyone telling us. We
just go ahead and do it.
- MR. LANG: The Employment Agencies. What are they doing for you?
- NYA GIRL: I wasn't successful in getting a job because I wasn't trained, and I
(Ellerbe) wasn't told what to do to get ready for a job. I think the Employ-
ment Service should give us information about how to get into work.
- MR. LANG: You think, then, that it would be well for the Employment Service to
get a group of young people together to give them occupational infor-
mation. How much do the schools help you to find employment?
- NYA YOUTH: Where I went to school, they taught us to be courteous, how to best
represent ourselves, how to sell ourselves to the person we were seek-
ing employment from. And they give us the fundamentals of education.
They teach several things which help us to find jobs. But about the
only information about jobs themselves came from what our teachers
told us.
- NYA YOUTH: The schools did teach us courtesy, alertness, and told us to look as
(Bricks) if we know how to do a job, even if we did not. But I don't think
the schools help us much in vocational training. The schools ought
to do a better job of giving job information.
- MR. LANG: How about colleges? Let's hear from them.
- YOUTH : College plays a very important role for those who wish to specialize.
FROM Public schools give general training; colleges specialize to a greater
CANTONBA degree. They narrow down the training. I think the colleges are
COLLEGE giving the students who wish to do so a wonderful opportunity to study
for any job. I think you should have an interest in the job to be
able to sell yourself to the prospective employer. I think the col-
leges are carrying on a very good program in preparing young people
for jobs.
- MR. LANG: Now, what about this? Do you think it is the responsibility of the
Government to help find jobs for you or to make a job available for
you?
- NYA YOUTH: I think the problem is up to the person -- the Government is helping
(Raleigh) us to prepare for work.
- NYA GIRL: I feel that the Government should help us to get jobs. The State is
(Ellerbe) helping us to prepare for work and I think they should help us find
it, if we can't ourselves.
- MR. LANG: You think the Government should become interested in everybody's being
employed?
- NYA YOUTH: I think so. I feel that some governmental agency should take an inter-
(Bricks) est in our becoming employed.

NYA YOUTH: I think that youth training prevents crime. But the WPA breaks down
(Ralwigh) the morale of workers. Most people in the WPA are lazy. The same
thing could happen to the NYA. We might begin to depend on someone
else to do our thinking and planning.

NYA YOUTH: I don't agree with him at all. Most people on the WPA would rather
(Raleigh) have another job if they could find it. The Government is helping
them to find employment.

(There ensued considerable discussion on the type of work relief provided through the WPA and of the NYA's work training program. One youth was insistent in his criticism of WPA as an agency which drained individuals of their initiative and made them dependents. Others in the group disagreed, pointing out that many of those on WPA sought work in private enterprise, and that those who could not find this private work deserved to have some sort of economic income to provide subsistence; that if they could not get it any other way, it was better to provide work relief than dole; that it was incumbent upon the Federal Government, as representative of the people, to see that indigents received at least enough to live on. A general question was put to determine the majority feeling concerning work relief sponsored by the Federal Government as against the Federal Government's deserting the field entirely. An overwhelming majority of hands favored the Federal Government's participating in providing jobs and work, when and where necessary.)

MR. LANG: In summarizing Mr. Popejoy's talk and the discussion which followed, I would note particularly these points:

1. It is better for young people to have certain good character and personality qualifications for jobs rather than specific training, because of the constantly and rapidly changing techniques in nearly every industry.
2. There is a growing need for better and more extensive occupational information of various jobs and how to perform them, and to have a certain amount of work experience along with general education.
3. The National Youth Administration would do well to develop more educational training and occupational guidance in its work experience programs.
4. The public schools should do a better job of offering job guidance and preparing its pupils for looking for and holding a job.
5. Employment Services should be prepared to offer more extensive vocational guidance and job explanation to prospective young workers.
6. If there are not jobs available in private industry, the Federal Government should continue its program of providing work relief for needy unemployed.
7. For young people, the emphasis of the Federal Government's program should be in preparation and training for jobs in private employment.

SECTION ON "YOUTH AND EDUCATION"

SPEAKERS: Dr. Charles H. Judd, Director of Education for NYA, Washington, D. C.
Dr. Robert P. Daniel, President of Shaw University, Raleigh, N. C.

CHAIRMAN: William B. Aycock, Vice-President of the National Student Federation,
Greensboro, N. C.

Mr. Aycock asked Mr. Lang to introduce Dr. Judd.

Dr. Judd commenced his talk by asking the number present who had completed high school. A sea of hands arose. He asked those who had entered high school but had not completed. A number of hands arose. Those who had not entered high school, several hands.

DR. JUDD: No other nation has had in its high schools 15 per cent of its population enters high school. In the United States, more than 66 per cent of the population enters high school. There is in this country an educational opportunity that does not exist elsewhere.

Because of the difference in the types of young people who enter high school, the school program has been complicated, and is routinized. No school alone can do for you young people what ought to be done. Attendance in school is not the educational end in itself; but it is an opportunity for you to build your own education. You begin to acquire an education and must continue this to make for yourself a job. It throws a great deal of responsibility upon young people.

You must realize that if you want information about a subject and the schools do not give it, there are other places to get it. Go to the newspapers, to the libraries, to the sources of information. Occupy yourself constantly doing something constructive -- if nothing more, by running a mile every day. That, at least, will keep you physically fit.

If there are no jobs available immediately, you must invent one for yourself. Methods change so rapidly that a specially trained man in a certain field must be prepared to advance with the changes in his job. This calls for independence and initiative. Education for jobs can't be given. You have to have initiative to get it. It takes ability and individual initiative. The most the schools can offer is an opportunity for this education.

How shall you find out about jobs? Read the newspapers. Become adaptable. Go to the libraries and read about something specific, something maybe not directly connected with your work. Get up a lot of valuable information that you may not be able to use tomorrow but will come in handy some day.

You've had an opportunity in education that you don't realize. Your opportunity is unique. But you've got to use this education yourself and it doesn't stop when you are through school. Read the papers, go to the library, read about things you never intend to do. You might have to some day.

If you train your mind in this fashion, you will find that opportunities come to you. But you have got to run yourself. You have got to know how to use books and sources of information.

DR. JUDD: Con't.

The Federal Government has done tremendous amounts to advance educational opportunities and possibilities. It has helped to make a science out of agriculture and mechanics and it established land grant schools throughout the country to teach these sciences. In 1917 the Federal Government created vocational boards to enlarge opportunities for vocational education. The citizens of this country are asked to take advantage of these extra opportunities in order to serve their government.

We need in this country the assistance of the young people who have the largest amount of initiative. Young people are going to have to be responsible for seeing that the Government itself improves and that life in this country improves.

Many of you here have had limited opportunity. But if you can't find a job, go out and invent something for you to do. Make this a better country than the one you grow up in. We of the older generation did a pretty sorry job of running the country. You will have to do a better one.

Got together, be in a condition to push. See where you are going and push and push.

DISCUSSION

MR. AYCOCK: Dr. Judd has said that it is the responsibility of youth to take advantage of their education. Can public schools provide you a means to take better advantage of the opportunities offered. What do you feel is wrong with public education?

UNC STUDENT: I would like to disagree with certain things that Dr. Judd brought out. He says the individual should "go out and invent a job". That each individual should continue to read and to study and prepare himself to hold a job. That's all very well for the cultural side of it; but what about those who need and don't have a job. He says the individual should shape himself and adapt himself to the society. I believe that individuals change and society must constantly be adapted to the change in individuals. For instance, Dr. Judd's assertion that a person can go out and make himself a job is all right -- but what about the Negro boy who wants to study for a profession but cannot because society will not allow him to enter its graduate professional schools. I think that the State should change enough to provide a means for those Negroes with initiative to enter any of the professions. I think that the change should come in the educational systems -- make them more practical for training Negroes and whites to obtain jobs.

DR. JUDD: About 90 per cent of the young people seem to want white collar jobs. But this road is closing. I say, if one road is not open, then take another. If a Negro youth can't enter a college to study law, let him do something else, let him take up writing or do something that will give him a similar opportunity. Don't try to change society or to knock your head against a stone wall. Go where there isn't any wall.

UNC STUDENT: Well, society is made up of individuals and their attitude is the stone wall. If the individual attitudes are changed, then the stone wall will be changed.

MR. AYCOCK: Dr. Daniel, President of Shaw University, is with us and is going to speak at this time. Perhaps he can help us to understand something about education for Negroes.

DR. DANIEL: I should like to divide my remarks into two groups: First, does youth usually know what they mean when they say they want to secure an education? Usually it is a broad and butter situation. In securing an education, do they all expect to get white-collar jobs and to get away from labor and stark reality?

Secondly, can you expect an organized school system to give specific training and skills to get any kind of a job? Education may give directive influences that better enable us to get education.

Democracy necessitates education. The preservation and development of democracy require that no element of the population presents any problem that does not mean the continuation of democracy.

The problems of youth are the problems of Negro youth. But the Negro youth faces additional problems caused by economic and racial situations. They need training and leadership.

(Mr. Aycock continued the discussion.)

MR. AYCOCK: Do you think the public schools should equip you directly for a job? If not, what should they equip you for?

UNC STUDENT: I don't think the schools reach enough people in the right way. And if they do reach you, what do they teach? They emphasize the way of the white collar job. They do not teach the regular laboring people -- the industrial workers -- anything about their problems. For instance, trade unionism is becoming an accepted thing throughout the country. Most people have come to accept it as a good thing. Yet the schools do not even mention trade unionism or try to help in any way the industrial worker to understand the problems of his economic life and of working together in cooperation with other workers.

I think the NYA will bear me out that the schools do not reach enough people. Is that right, Mr. Lang?

MR. LANG: Dr. C. E. McIntosh of the University Testing Service may have some figures concerning that.

DR. McINTOSH: We have completed one study which showed some unusual things. In following the 122,593 young people who entered the first grade in 1927 in North Carolina, only 22,564 graduate from high school in 1938. In fact, only 51,381, or 41.9 per cent, completed grammar school on schedule. What becomes of the others, we don't know yet. That's what we're trying to find out now in our new study.

DR. McINTOSH: Con't.

We are making an examination of in and out-of-school youth as to why they quit school and what they think about these opportunities that are offered to them. This report has not been finished but we expect to finish it in a short time.

Incidentally, our study of in-school youth revealed one other thing. Our required courses are those which the young people feel are the most useless. I don't like required subjects. Many boys and girls are compelled to waste months and years doing and learning perfectly worthless things to them.

MR. AYCOCK: Here is another angle for us to consider. Why did all these young people drop out of school? What is wrong with the school system that they did not continue?

NYA YOUTH:
(Bricks) One thing, I think, is an unequal distribution of funds. The Negro schools are not treated equally. I think the State should take steps to see that the Negro schools get their share of funds. We have bad transportation facilities. Where I went to school, we had one school bus that had to make a route of over eight miles every morning. Some of the pupils didn't get to school before 10 o'clock on many mornings, which meant that they missed much of the work. Then too, our equipment was so bad that it wasn't of much use for education.

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YOUTH: I think there is too much politics involved in the schools. The best man doesn't always have the job he deserves. The schools are the greatest organizations we have today; but we need more teaching and less politics.

The Government ABC organizations are doing much that the public schools ought to be doing. The NYA is giving practical experience in working because the public schools have failed to do this.

NYA GIRL:
(Ellerbe) I think that the NYA helps to bridge the gap between public schools and society.

YOUTH FROM
CATAWBA : Public schools should give the pupils more of a chance to think for
COLLEGE themselves, instead of rigidly setting courses of study and disciplin.

SCHOOL : I think that the teachers themselves must take more courage and be
TEACHER prepared to help youth to shape the future. They should not be ready to accept the laissez-faire policy suggested by Dr. Judd of not coming to grips with society and changing it to fit modern needs. They should take more courage and help youth to shape the future by showing them the need of questioning everything.

(MARY JEANNE McKAY, President of the National Student Federation)

MISS McKAY: I would like to suggest that the schools and colleges are not set

MISS MCKAY: Con't.

up in such a way that the students have any part in running them. The students for the most part do not have an opportunity to say what regulations shall govern them nor what curricula they shall study. Why shouldn't the students take part in the shaping of school policies if we are trying to train students to take part in a democracy?

DR. JUDD: I think that is being done considerably. But it has been shown that a student government run entirely by students, without any adult supervision, will fail and has to be given up. Students themselves are often the first to admit the failure of such a system.

I think, all in all, that the schools and colleges are very democratic. If you have good reasons for a change, you are given a chance to express your opinions.

Mr. Aycock offered the following summary of the talks and discussion:

- MR. AYCOCK:
1. Changes should come in the educational system to adapt individuals for participation in a modern society.
 2. Schools do not reach enough people, and if they do reach them, the subjects taught are not applicable to conditions existing in society.
 3. There should be a better and more equitable distribution of school funds in order that the Negro might share properly in the school facilities, and that the State should be held responsible for improving these conditions.
 4. There is too much politics in the school systems, as they operate today.
 5. Public schools should offer pupils more opportunity for self-expression and self-government.

SECTION ON "YOUTH AND RURAL PROBLEMS"

SPEAKER: Dr. Bruce L. Melvin, Rural Social Economist, WPA Research Division, Washington, D. C.

CHAIRMAN: R. J. Peeler, Executive Secretary, Future Farmers of America, Raleigh, N. C.

Mr. Peeler introduced Dr. Melvin:

DR. MELVIN: Abundance of work lies ahead of the youth in America; it is not easy, it will not pay heavily in monetary returns. The gain will come to the individual only in wholeness and fulness of living; it will, however, in my opinion, save democracy.

DR. MELVIN: Con't.

The plight of youth today is a result of many forces and tendencies, some recent, some long-time. The trends that have resulted in the present conditions are many, but only the most obvious can be discussed.

The first of these is the population movements. In the decade 1920 to 1930 there was, in general, migration of farm people from both good and poor land, with the heaviest from poor land. The movement to cities was greatly checked by the depression so that the annual rate of migration of young people from farms to cities from 1930 to 1935 was only about one-fifth of that during the preceding decade.

What happened in North Carolina conforms closely to the general pattern. A rather heavy migration to the poorest land, probably from the cities, occurred in the western part of the State, to the mountainous sections, while at the same time, there was considerable migration from the good land areas in the eastern part of the State. Calculations show that where tenancy is low, there was little movement from the land or considerable movement to it, and in the good land areas, where there was heavy migration away from the farms, tenancy was high.

Increasing tenancy accompanies the expansion of mechanization and the commercialization of agriculture. Thus, tenancy is an important causal factor in the plight of the youth on the land.

Another trend equally baffling in its ultimate consequences in relation to youth is the changing number of farms. The number of farms in poor sections increased between 1930 and 1935 but during the same period decreased in the best farming territory. . . Youth, struggling to find their places in our society, are casting about amidst these various trends. Fundamental is the pressure in number of youth on opportunities. The problem of pressure in North Carolina may be looked at from two angles, relation of your own State to other States and relation of different segments, that is urban, farm, and rural-non-farm youth population to each other . . .

To make this idea clear, it is necessary to give a few figures. By using the best estimates available, it seems that from 1930 to 1935 the total number of youth in the cities in North Carolina decreased 11 per cent while the farm youth population increased by 19 per cent and the rural-non-farm by 4.2 per cent.

(Dr. Melvin then continued to cite figures which indicated that youths were being forced to remain in rural or farm communities, although often on poorer lands or as tenants.)

Tersely stated, the problem is this: A larger proportion of youth stand in an uncertain relation to opportunities than has been the proportion in any previous generation of youth in this State.

Look for a moment at a few more figures respecting the number of youth in North Carolina in 1930 and 1935. In the first place, 73.2 per cent of all youth in the State in 1930 were rural. By 1935, this percentage in rural territory had increased to 77.8 per cent.

(Dr. Melvin discussed the lack of opportunity for this excess of youth

DR. MELVIN: Con't.

should it desire to migrate to industrial centers, either in the North or the South.)

Co-existent with the economic problem is another equally basic -- education. It is geared to fitting young people into the system; it assumes that its function is to prepare youth to find places in the organization of life as it is. This policy only contributes to the vicious circle of preparing young people to go into a world where they are not needed, equipped often for nothing in particular and especially unprepared to effect changes in conditions. They are unprepared to make jobs and thereby create opportunities for themselves. Education is our primary hope; but education as it exists today is a travesty on its professed function.

The effecting of changes to meet the situation of young people is handicapped by two forces -- tradition and institutionally vested interests. Respecting the first, you have in North Carolina a group of people in the poverty class who accept things as they are.

The vested interest mentioned rests primarily in the belief in the unquestioned value of institutions and organizations of rural people and of those working with rural people. It is what the sociologists call institutionalism. This means that any consideration of the youth situation on the part of the leaders of such agencies is conditioned by the question: What will this do for the organization?

The reconstruction ahead, in my opinion, cannot be accomplished by youth alone, but it can be accomplished. . . Ideally, the task involves the cooperation of Federal, State and local governments on the one hand, and our industrial and economic organizations on the other hand in promoting action where the youth are -- on the land.

In accordance with the general philosophy that the place to meet the youth problem is on the land where its intensity is greatest, it seems to me that part of the work of the NYA is of special significance. The method which the NYA is gradually getting into may, it seems to me, be greatly expanded for young people other than those eligible at present to work on such projects. The projects to which I refer are those projects in which youth are given an opportunity to work on the land, thereby acquiring skill in farming, and also engage in other forms of labor such as weaving, metal arts, woodwork, stone work and ceramics. Such a program is of special value in two ways: It gives youth confidence in himself through helping him to create his own job and it provides a method of correcting most serious maladjustments.

The evils of our system today rest in the control of the corporation, the clutch of the profit system that sells, or attempts to sell, without regard to the welfare of the consumer, and the inability of the young person to create his own job and develop his own potentialities accordingly. These projects built on cooperation provide a method necessary to meet the power of the corporation. Production primarily for use and secondarily for profit makes realistic the self-help ideal and strikes at the evil of our distributive system. To be specific, any project on the land that would or could raise wheat, and use it as whole wheat bread instead of expecting the youth to work for a wage and buy white flour would be cutting down the excessive cost of distribution and be counteracting the debilitating power over health that the flour mills now hold. It should be noted here

DR. MELVIN: Con't.

that the cost of distributing the goods that farms buy exceeds such cost 25 years though that they sell brings about the same . . . Any project that gives boys and girls the chance to create a worthwhile product gives to that youth self-respect and power to take his place in working with his fellows to realize economic democracy -- which means opportunity for all -- in America.

I believe that through such conferences as this one, practical programs along the lines suggested as well as others can be used to enlist the cooperation of industrial and financial leaders. Emphasis should be placed on discussion programs among the youth to parallel the Conferences . . . Discussions could be given to the subjects of cooperation, credit unions and self-help, as well as other methods of aiding themselves.

In Nova Scotia, where is the supreme example of the power of cooperation to aid a people in lifting themselves by their own bootstraps, there were two years of small group discussions before cooperative program was started.

DISCUSSION

(Mr. Peeler took over the discussion.)

MR. PEELER: Because of the predominance of NYA youth here, let us discuss what NYA is doing to help the young people on farms meet their problems.

NYA GIRL: We are learning how to work and live together on a cooperative basis (Bricks) and how to practice thrift.

MR. PEELER: Do you think we should stress more the live-at-home idea?

NYA YOUTH: I think so. We face problems in buying food and paying money for it. (Bricks) It should be the duty of every farmer to produce as much of his own food as is possible.

UNC

STUDENT: I think it would be a good idea to set up more farmers' producers' cooperatives.

DR. MELVIN: The cost of distribution has cost much of the mess we are in, I think we could resort to self-help in producing fundamental needs. It costs 75 per cent more to distribute now than it did 25 years ago. We should develop self-reliance. Learn to rely on yourself. Build by and for rural people something they can produce themselves. We should improve our marketing methods.

UNC

STUDENT: There could be greater cooperation between the farmers and the industrial workers. If farmers were organized, they could demand more for their products.

DR. MELVIN: It would be well to produce the essentials on the farm and to cooperate in the production of profit -- or money -- produce.

- MR. PEELER: Do you think we should work together on a recreational program?
- NYA YOUTH: We have done that at Bricks. We purchased our recreational equipment (Bricks) on a cooperative plan.
- 4-H CLUB: We have our recreation in cooperative camps. This summer we are going to have a camp at Jamestown, Virginia.
- MR. PEELER: Apparently you believe we should work together in stimulating more recreational and community social activities on the farms and rural areas.

Your ideas are that we should stress the live-at-home idea.

1. That we should learn to work more together on a cooperative basis and to practice thrift in our activities.
2. That we should improve marketing methods through a cooperative manner of placing of products before the buyers.
3. That we should work together for wholesome recreation and toward stimulating more interest in rural recreation.

SECTION ON "YOUTH AND DEMOCRACY"

- SPEAKER: Dr. Harold D. Meyer, University of North Carolina Department of Sociology, Chapel Hill, N. C.
- CHAIRMEN: R. Mayo Albright, Director of the State Employment Service, Raleigh, N. C.
Miss Helen Fuller, Chairman of the Council of Young Southerners, Washington, D. C.
- DR. MEYER: I would first ask: Is the situation of youth today the fault of Democracy? Is it the form of government that is the trouble? I think not. I have but recently observed youth in the totalitarian countries of Europe and I say you have got the best form of government in the world. We have a land where, if we will dare to work together in the cooperative idea, we can overcome our problems.

Think of the potentialities of the United States. We must face the wall and go right through it, not turn around and go backwards. This is especially true here in the South. We are making progress and we must continue to make progress; but it is important to remember that we can go but one step at a time, not five steps.

If we are to make our form of government a working democracy, then we must decide what we mean and what we don't mean when we speak of democracy. Is democracy functioning in the manner we think it should? Is lynching democracy? Is 12,000,000 people being unemployed democracy? Is destroying food when people are hungry democracy?

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DR. MEYER: Con't.

Our democracy, in the face of European patterns of government must be adapted to present needs. Democracy is in the throes of revolution -- mechanization, science, industrialization, are a few of the signs of the changing pattern, pressing to change the concept of democracy. There is no danger of Fascism or Communism; but we must fight for the change in democracy.

Rugged individualism is gone. It must give way to societal living, and group living tramples on family prestige. On the horizon of society, one notes patterns of social planning, social control, economic cooperation, and social responsibility. Public health measures, compulsory education laws, zoning in cities, restricted immigration, knowledge of birth control, regulation of agriculture, wage and hour laws, socialized hospitalization, and a myriad of other forces all connote trends that demand a new interpretation of democratic culture.

There can be no static society. There can be no social progress without continual multiplication of social problems -- problems of seething industrialism, problems of perplexing social adjustments, problems of complex agricultural evolution and revolution, problems of the defective, delinquent, and dependent masses of population, problems demanding courage, skillful adaptation, powerful reserve and intelligent cooperation.

(At this point, Dr. Meyer's talk went on the air over Radio Station WRAL in Raleigh. He interrupted his sequence in order to present an admirable summary of the events of the day to the radio audience, concisely and clearly outlining the main points brought out during the previous sessions and relating to the radio audience that the Conference was now considering the place of youth in a changing democracy. Dr. Meyer received much commendation for his masterful summing up of the Conference over the air.)

The romance of changing democracy to modern needs is the path of youth today. And we must begin to teach and demonstrate democracy. In Germany, they teach their youth Naziism. In Italy, they teach their youth Fascism. In Russia, they teach their youth Communism. Why should we not in this country commence to teach our youth how to function in a democracy?

Are we teaching our youth democracy? If so, what brand is it? Have the youth of today -- if you will pardon my putting it like this -- have they got the guts to fight it out for democracy even if it means some revolution or changes in the present way of doing things?

Let us stop serving youth and let youth serve with us; then democracy will be served.

DISCUSSION

MISS FULLER: In view of this admirable presentation of the task awaiting young people seeking to function in a democracy, let us consider a question which has recently been raised: that is, the lowering of the voting age to 18 in order to allow more youth to participate in the government.

UNC YOUTH: I'm in favor of it. At least, under our present manner of government, there is considerable control by pressure groups. The influence of people of 60 years old and over has been demonstrated, I think it is necessary to counter-act this pressure by allowing youth more representation. They should be able to use political influence to obtain things that youth need.

NYA YOUTH:
(Raleigh) I'm not sure that's very good. I think young people know too little to vote at the age of 18. They don't care enough about what is going on and don't know what or who to vote for.

NYA YOUTH:
(Bricks) I think that the Negro should be given a chance to vote. In my home community, in Shannon, North Carolina, no Negroes are allowed to vote. I know because I tried. They told me that no one could vote unless his grandfather was a white man. We do not have a true democracy if Negroes are denied the rights of citizens.

MISS FULLER: The Council of Young Southerners plans to inaugurate a series of forums and discussions concerning voting. We also hope to introduce programs dramatizing the first vote so that young people will become more conscious of their voting privilege and will be able to exercise it intelligently.

From the Negro viewpoint, let us hear from R. O'Hara Lanier, Assistant Director of Negro Affairs for the National Youth Administration.
Mr. Lanier.

MR. LANIER: The Negro is only one minority group -- just as the Catholic is one of a minority. Here in the South we usually try to blame our backwardness on the Civil War and Reconstruction. I think that the South, before it can make much progress, must get away from wanting to fight the Civil War over and over again. All groups, minority and majorities, have the common problem of preserving democracy. The problem of American Democracy is based on the American way of living. In the South, it is a question of mutual emancipation.

I have seen here today hopeful signs of that emancipation. We have talked here with one another. I think that is the way. We must do more talking with youth rather than to, at or about them.

We must let the relationship of body politics toward minority groups proceed into a definite form of action, being constantly aware of the democratic program. We must see and accept the relationship of the minorities, such as racial minorities and labor unions, to the whole functioning of democracy. We must be constantly alert to programs of social action. Youth must take its stand on the side of democracy and progress, and for a definitely changing social order.

MISS FULLER: Unfortunately, our time is gone. I think that we have agreed that young people must become a definite part of the government. They must seek to know facts about a situation, to talk about them, and to vote and see that other people vote, in order to insure the functioning of our democracy.

In summary I see these points:

1. Democracy does not always conform to our ideals, but it is pre-

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MISS FULLER: ferred over other forms of government, and our aim is to struggle
Con't. constantly to bring the functionings of democracy in line with our
ideals.

2. We should educate toward democracy with the purpose of adapting
it to modern conditions.

3. There should be more and more emphasis on the seriousness and
the importance of the vote. To this end, the first vote for young
people should be more adequately dramatized, so that the importance
of it is felt.

4. It will be necessary to advance democratic methods in order to
meet constant social changes.

A brief summary session, in which the main points enumerated at the
conclusion of each discussion, were re-emphasized, concluded the Conference. It
was brought out that efforts to encourage local conferences with youth would
probably be effective in this type of approach to the problems which were dis-
cussed at the Conference.

Chairman Lang adjourned the Conference.

THE OHIO CONFERENCE
ON
THE EMPLOYMENT PROBLEMS OF THE NEGRO

State Office Building - Columbus, Ohio
Wednesday, February 7, 1940

THE SOCIAL IMPLICATIONS OF PROLONGED UNEMPLOYMENT
by
Harvey Walker, Professor of Political Science
Ohio State University

More than a decade has passed since the Stock Market Crash of 1929 ushered in an era of unprecedented unemployment. From a "normal" three million odd unemployed workers, we have come to regard ten million as nearer the continuing social burden.

Of course, the same ten million have not been unemployed continuously during the past ten years. Many have had work for longer or shorter periods during the decade. Industry has worked large groups for short periods, then laid them off, hoping by this practice to offer enough employment to keep its labor supply intact and prevent the loss of essential skills. Seasonal work has been available for many persons in certain industries and occupations.

However, there are hundreds of thousands for whom the depression decade has meant continuous unemployment. They have been unable to establish a basis for social security benefits and have become regular recipients of relief. Many who were skilled workmen have lost their skills through disuse or have lost their skilled status through the invention and use of new machines which they have not learned to operate. This group includes in large part the workers who have grown too old to secure during the past ten years further employment in industry. It also includes many, who, though able-bodied and willing, have been unable to secure work in the locality in which they live. It is a severe indictment of our social system that the

Negro workers furnish an abnormally large share of these permanently unemployed persons. There is much truth to the claim of Negro leaders that Negro workers are the first to be laid off and the last to be employed.

Another distinct element in this group of unemployed are those who have attained working age during the depression decade. Many of them have never worked. Instead of the old practice of beginning productive endeavor at fourteen to sixteen years of age, the new generation finds remunerative employment closed until it is twenty or twenty-one. This has produced many results of social significance some desirable, some undesirable--delayed marriage, deliberate choice of a life of crime.

Many who would have gone to work at fourteen a generation ago are now completing a high school education at eighteen as a matter of course. For those whose mental equipment makes profitable high school study impossible, idleness or a criminal career have offered the only alternatives.

It is not surprising that the depression has produced a large crop of new criminals. Chief E. T. Weatherly of Cincinnati reported in a recent talk that in 1930 less than 4% of the arrests at Cincinnati were of juvenile under 18. By 1939 the number increased to 14%. The young man (or even young woman) who can find no employment for himself and who may see the effects of unemployment on his father, or who has for a number of years lived on public relief can hardly be blamed for cursing the system which fails to bring about better results. Resentment against the system is easily translated into hatred for those who have jobs and property. Thence it is but a step to taking by force what the system denies. Even communism has an appeal to those who have nothing and hence are willing to share with those who have. History shows that revolutions against an existing social order are started by those

who are situated just as these modern "have nots".

Adequate relief for those who have no other means of livelihood is an essential preventive of more serious social ills. No father or mother will stand idly by and see their children starve. They will rob and steal first-- and justify their actions under the fundamental law of self preservation. And even where relief is available, the lowered standard of living results in serious malnutrition which in turn is reflected in lowered physical vitality in a large part of our population.

Unemployment over long periods also has a seriously detrimental effect upon the population trend. Men lack the economic stability for undertaking family responsibilities. Much of the fecund period of their wives is wasted before marriage. After marriage economic insecurity leads to severe limitation of family size or to denial of children. Birth control, now so widely known and practiced, has its detrimental effects as well as its blessings. True, families on relief often show no disposition to limit their offspring-- and the birthrate of the least fit is usually larger than that of the mentally and physically strong.

The effects of long continued unemployment on family life are disastrous. No man can assume his normal role as breadwinner and family leader and counselor when he is suffering the loss of morale which accompanies the lack of a steady job. The wife and children often lose respect for him, they consider him a failure. If the wife works and the husband does not, the normal arrangement is even more seriously overturned. When the children work and support the mother and father as well as themselves they consider the parents a burden and themselves as martyrs. Indeed they may be, if family financial obligations prevent their marriage and economic independence until the parents have passed away or their earning capacity permits the support of two families.

One result of this situation is seen in the increased tendency during depression years for children to deny their so called filial obligations and abandon their parents to the largesse of the government through old age assistance or relief or even commitment to charitable institutions or hospitals for insane.

The abandonment of wives and children by unemployed men is a common phenomenon of the depression decade. Prostitution and illegitimacy show an increase when economic conditions make marriage difficult. The support of dependent children and the financial care of mothers abandoned by their mates is one of the principal problems of our depression decade.

Another social result of unemployment is insanity. Nervous breakdowns are not uncommon among unemployed men and women. The struggle for existence and for economic independence is too much for them and insanity is a result. The milder forms of mental disease show an increased incidence during times of continued unemployment.

Housing conditions grow progressively worse during periods of prolonged depression and unemployment. Few new houses are built, particularly within the financial reach of the low income groups. Older houses are not kept in repair and so become less and less desirable. There is a marked tendency toward over-crowding particularly in the slum areas in our large cities. Two families will try to live in quarters barely large enough for one. Boarders and roomers are obtained to eke out incomes and usually are given the choicest living space. Family life under such conditions is practically impossible.

Housing facilities for Negroes are pitifully inadequate and of the lowest possible quality. The projects constructed in Toledo, Columbus and other cities for the housing of Negroes will enable a small number to enjoy better facilities, but the space available is far too small to solve the problem. Far more is needed, both in the construction of new facilities and in the destruction of the blighted areas which are now being used. There is work for

thousands on such building projects.

One interesting phenomenon of the depression has been the temporary reversal of the long continued migration from country to city. The agricultural background of many city dwellers encouraged them to return to the land when the city failed to yield a living. Not all of these transplanted farmers have succeeded in their agricultural environment, but many have. Either small subsistence farms or regulation size farms have offered a fine anchor to those who could succeed. For them continued unemployment had no terrors.

Many of the effects of continued unemployment are not capable of exact measurement. Even the most complete statistics do not reveal the deterioration of moral fiber or of family morale which may be arrested but can never be completely rebuilt. It is no secret that many persons now on the relief rolls avoid private employment like the plague. The government, local, state or national, offers them wages higher than they have ever known. Such jobs are held according to need as shown by family responsibilities rather than according to the merit or value of the worker. Nothing the administrative officers in charge of these programs may try to do in order to eliminate such conditions can completely remedy the situation. A desire for independence, for productive employment, for a job to be held on the basis of merit can be implanted, only with great difficulty in the minds of those who have suffered from the effects of continued unemployment and passive reliance on government support.

In summary, the effects of continued unemployment are numerous, far-reaching, elusive, and insidious. They appear in varying degrees among those who have partial or seasonal employment and those who have no employment. The latter group, including as it does both those who used to work, but who have had no work during the depression and those who have never worked but who have become of working age during the depression years, offers most of the serious problems.

In Ohio, Negro unemployment is two and one half times as great as that among whites in proportion to population. This problem merits special attention by government, charity and private employers. Such conferences as this are a helpful sign.

The social effects of continued unemployment are not confined to the workers. Agriculture suffers through the diminished purchasing power of the unemployed. The employer suffers from increased overhead caused by idle equipment and idle materials. All consumer goods industries suffer because the people cannot buy their products. Retailers and wholesalers consequently must suffer also. Unemployment thus produces more unemployment and so ad infinitum unless the vicious circle is broken by new inventions, or by courage and foresight on the part of industrial leaders.

*File with -
youth leaders
meeting - materials
conferences*

FIRST ANNUAL STUDENT CONFERENCE

March 29 - 31, 1940

VIRGINIA UNION UNIVERSITY

RICHMOND, VIRGINIA

PROCEEDINGS

National Association for the Advancement

Of Colored People

69 Fifth Avenue, New York City

CONFERENCE SET-UP

Miss Bathrus Bailey, president; Virginia Union University N.A.A.C.P. college chapter; Prof. Henry J. McGuinn, Advisor, N.A.A.C.P. college chapter, Virginia Union University; William F. Richardson, president, Richmond youth council, N.A.A.C.P.; Rev. James H. Robinson, Acting Youth Director, N.A.A.C.P.; Myrtle G. Campbell, secretary.

Entertainment Committee

Richard Lee, Chairman
Walter Miller
Hattie Price
Doris Allison
Gertrude Brooks

Registration Committee

Thomas Jones, Chairman
Ruth Teele
Esther Pryor
Lillian Faines

Housing Committee

Mrs. Mamie Allen, Chairman
La Countess Blaney
Anne Smith

Publicity Committee

Simeon Booker, Afro American
William Odam, "The Panther"
Grace E. Matthews, Norfolk
Journal and Guide

SPEAKERS

Walter White, executive secretary, N.A.A.C.P.
Dr. John W. Barco, vice-president, Virginia Union University
Dr. J. M. Tinsley, president, Virginia State Conference of Branches
Dr. Reid E. Jackson, West Virginia State College
William H. Anderson, president, Greenville, S. C. youth council
James Farmer, vice-president Youth Committee Against War, Washington,
Annette Temin, Campaign for Youth Needs, Washington, D.C. - D.C.

LEADERS

Dean William H. Hastie, Howard University Law School, Washington, D.C.
Marjorie Penney, executive secretary, Young Peoples Interracial
Fellowship, Phil., Pa.
Jack M. McMichael, Jr., president, American Youth Congress, New York
Dorothy Height, executive secretary, Phyllis Wheatley YWCA,
Washington, D. C.
Welton H. Henderson, director of Negro Affairs, N.Y.A., Virginia

ACKNOWLEDGEMENTS

Dr. William John Clark, president, Virginia Union University
The Student Government Association
The Choral Club
The Male Quartette
Greek Letter Fraternities and Sororities on the Campus

Registration of delegates started at 3 P.M. on Friday afternoon in Pickford Hall. 53 delegates registered from the following states: Connecticut, New York, New Jersey, Pennsylvania, Virginia, Tennessee, Georgia, South Carolina, Alabama, and the District of Columbia; 65 delegates came from Virginia Union University, representing 25 campus organizations, including the Freshman, Sophomore, Junior and Senior Classes, Alpha Kappa Alpha, Delta Sigma Theta, Zeta Phi Beta and Sigma Gamma Rho Sororities, and the Alpha Phi Alpha, Kappa Alpha Psi, Omega Psi Phi, Phi Beta Sigma and Gamma Tau Fraternities and their respective pledge clubs; the Y.M.C.A., Y.W.C.A., Student Government Association, and the African Study Club. Fraternal delegates were present from the Young Peoples' Socialist League, the Campaign for Youth Needs, and The Youth Committee Against War.

The colleges and universities represented were: Union Theological Seminary, New York University, Brooklyn College, Hunter College, College of the City of New York, New York; Rutgers University, New Brunswick, N. J.; State Teachers College, Cheyney, Pa.; Lincoln University, Chester, Pa.; Howard University, Washington, D.C.; Virginia State College, Ettrick, Va.; Virginia Union University and the University of Richmond, Richmond, Va.; Virginia Union University Unit, Norfolk, Va.; William and Mary College, Williamsburg, Va.; University of Virginia, Charlottesville, Va.; Randolph-Macon Woman's College, Ashland, Va.; West Virginia State College, Institute, W. Va.; Paine College, Augusta, Ga.; Ft. Valley Normal and Industrial School, Ft. Valley, Ga.; Morristown College, Morristown, Tenn.; Tuskegee Institute, Tuskegee, Ala.

OPENING MASS MEETING

Miss Bathrus Bailey, President, Virginia
Union N.A.A.C.P. College Chapter, presiding

The First Annual Student Conference of the National Association for the Advancement of Colored People opened in Coburn Chapel at 9 P.M. Friday, March 29, with the singing of "Lift Every Voice and Sing." There were about 250 persons present. Invocation was offered by the Rev. Matthew Carter. Miss Bathrus Bailey welcomed the delegates in behalf of the Virginia Union University N.A.A.C.P. College Chapter.

A hearty welcome was extended from the Administration of Virginia Union by Dr. John W. Barco, vice-president in place of Dr. William J. Clark, president, who was ill. Dr. Barco pointed out that one of the first college chapters of the association was organized at Virginia Union.

A group of two selections was rendered by the Virginia Union University Male Quartette.

Miss Bailey then introduced Rev. James H. Robinson, acting youth director of the N.A.A.C.P., who explained the aim of the conference and the whole youth movement within the association in

terms of preparing young people from all walks of life in our colleges, both Negro and white, for volunteer leadership in crucial situations which the world faces. He further explained that the Conference concerned itself basically with the opportunity of service.

A second group of selections was rendered by the Male Quartette.

The keynote address of the conference was made by Walter White, executive secretary of the N.A.A.C.P., who warned that "we must keep ourselves free of bitterness and hatred, and keep our vision unclouded as far as it is possible to do so, because we can never build a democracy for Negroes or whites, but for all of the citizens of America."

Letters and telegrams of greeting were read from Mrs. Franklin D. Roosevelt, Mrs. Mary McLeod Bethune, Division of Negro Affairs, National Youth Administration; Arthur B. Spingarn, president of the N.A.A.C.P.; Edward Strong, executive secretary, Southern Negro Youth Congress; Dr. John W. Davis, president, West Virginia State College; Dr. Floyd W. Reeves, director, American Youth Commission, Washington, D. C.; Iota Chapter, Alpha Kappa Alpha Sorority, Pittsburgh, Pa.; Reynold M. Costa, president, Boston Youth Council, N.A.A.C.P.; Hains Landon, president, Student Council, University of Cincinnati.

Immediately following the close of the meeting, the delegates were tendered an informal reception in Hartshorn Hall by the members of the Richmond Youth Council. A true spirit of fellowship pervaded this gathering as young people, white and colored, from the North and South, chatted with each other, exchanged autographs, and even settled down to the more serious business of comparing youth activities in their respective communities.

Pictures were taken by the Norfolk Journal and Guide photographer. After the reception, the delegates were invited to attend the Annual Jabberwock given by the Delta Sigma Theta Sorority. At least half of the delegation concluded a full and pleasant evening with the Deltas.

Saturday Morning, 9:00 A.M.

PLENARY SESSION

March 30, 1940

The meeting was opened with the singing of the "Challenge Song" led by Rev. Robinson, and continued with several others of a like nature. Rev. Robinson explained briefly the order of the day, and the aims of the discussion groups. The delegates were asked to select the group to which they preferred to go, and advised to follow through with that group the entire day, rather than try to cover all the groups.

A resolution Committee, composed of the following persons, was elected from the floor, to be augmented later with one member from each discussion group: James Wright, Howard U.; William Richardson, Richmond; Bert Alves, Brooklyn, N. Y.; Sam S. Mitchell, Virginia

Union; Isabel Long, West Virginia State.

The next committee elected was the Time and Place, as follows: Viola Price, West Virginia State; Thomas Jones, Virginia Union; Anderson Davis, Morristown, Tenn.; George N. Leighton, Howard.

The delegates then adjourned to their respective discussion groups, which were in session from 10 to 12:30, and from 2 to 3:30, with the following leaders: Democracy in Education, Dean William H. Hastie,; Attendance, morning, 33 - afternoon, 24; Politics and Government, Jack M. McMichael, Jr.; Attendance, morning 20 - afternoon, 16; Relationship of Minority Struggles, Marjorie Penney; Attendance, morning, 21 - afternoon, 20; Security and Opportunity, Dorothy Height; Attendance, morning, 11 - afternoon, 16.

At 3:30 P.M. the delegates assembled in Coburn Chapel to hear a summary of all discussions by Dr. Reid E. Jackson, professor at West Virginia State college, who proceeded, first of all to clarify the term "democracy" and then present methods of attaining it.

At 6 P.M. a dinner meeting was held, with William Richardson, president of the Richmond Youth Council presiding. Speakers were Dr. J. M. Tinsley, president of the Virginia State Conference of Branches; Miss Annette Tenin, Washington, D. C., representative of the Campaign for Youth Needs; James Farmer, Washington, D. C., vice-president of the Youth Committee Against War; Jack M. McMichael, Jr., president of the American Youth Congress.

After adjournment of the meeting, the Greek letter fraternities and sororities of the university held open house for visiting delegates in their new quarters in the basement of Kingsley Hall.

At 9 P.M., formally attired delegates started dancing to the strains of Benny Layton's Collegians as guests of the Virginia Union university N.A.A.C.P. chapter, and the democracy which had been talked about all day in the discussion groups extended itself in the form of interracial dance couples.

Sunday Morning, 9:00A.M.

March 31, 1940

SYMPOSIUM

On Sunday morning, 75 delegates assembled in Hartshorn Hall to hear a symposium, "Strategy and Techniques for Minority Groups" led by Prof. Henry J. McGuinn, of the Department of Social Sciences at Virginia Union university. He was assisted by Dean William H. Hastie, Dr. Reid E. Jackson, Dorothy Height and Marjorie Penney.

10:00 A.M.

CHAPEL SERVICE

The Chapel service opened with an organ prelude. Joseph Pruden, chairman, of Virginia Union, offered the invocation, which was followed by the singing of "O Master Let Me Walk With Thee." A selection was rendered by the Virginia Union university Choral Club.

William Anderson of Greenville, S. C., courageous leader of the campaign for Negro registration in South Carolina and subsequent victim of Ku Klux Klan intimidations and arrests, told in a simple but stirring manner of his experiences, taking as his topic, "Youth Faces Obstacles and Must Find Ways in Which to Move Them."

Anderson was lavish in his praise of the 31 other members of the Greenville youth council who worked side by side with him in the fight, and who too often failed to share in the victory. Anderson said he won the cooperation of many white people by stressing the fact that Christianity requires brotherhood, and that no person is safe while he permits another to be oppressed.

The main address of the morning was given by Dean William H. Hastie, in place of Rev. Shelby Rooks of Lincoln University, who was ill.

Another selection was rendered by the Choral Club, followed by announcements by Miss Bathrus Bailey, after which chapel was adjourned. Visitors were asked to clear the chapel promptly in order that the delegates could hold the final business meeting of the conference.

Sunday Afternoon, 12:30 P.M.

March 31, 1940

Gloster B. Current, West Virginia State College, presided at the closing business session of the conference, at which time reports were heard from the Time and Place, Finance, and Resolutions Committees, and the following proposals to the Board of Directors of the national office made:

1. Thanks for their progressiveness and confidence in youth by initiating this First Annual Student Conference;
2. Transfer of college chapter assessments from the annual conference to the student conference, and the raising of the amount from \$1.00 to \$5.00 for each chapter;
3. Financing of the Student conference as follows:

\$150.00	from entertaining chapter
250.00	from the national office
100.00	from the college chapters
<u>\$500.00</u>	Total
4. Establishment of a National Youth Week during the school year, at which time nation-wide attention would be focused on the

youth program of the association through the medium of college chapters on their respective campuses.

5. Establishment of an Advisory and Continuations Committee of 10 persons (7 students and 3 adults) to integrate the student work of the association. They are to act in the capacity of chairman, first and second vice-chairman, secretary, 3 members-at-large, and 3 faculty advisers, respectively, and are to be elected one from each of three geographical locations as follows: Eastern, including New England, New York, Pennsylvania, New Jersey, Delaware, District of Columbia, Maryland and Virginia; Southern, including North and South Carolina, Alabama, Florida, Tennessee, Georgia, Mississippi, Oklahoma, Arkansas, Texas; Midwestern, including West Virginia, Kentucky, Ohio, Missouri, Indiana, Illinois, Michigan, Wisconsin, Minnesota. It is recommended that this committee hold a stated meeting midway between each student conference (about February).

The committee elected is as follows: Anderson Davis, Morristown, Tenn., chairman; William Richardson, Richmond, Va., 1st vice-chairman; Gloster B. Current, West Virginia, 2nd vice-chairman; Thomas Jones, Virginia Union, secretary; Dean William H. Hastie, Howard University, Dr. Reid E. Jackson, West Virginia State, and Dr. F. D. Patterson, Tuskegee Institute, faculty advisers; Porter D. Stamps, Ft. Valley, Ga., James Wright, Howard, and Bert Alves, Brooklyn, N.Y., members at-large.

6. The Time and Place Committee, composed of Thomas Jones, Virginia Union, chairman; Viola Price, West Virginia State; Anderson Davis, Morristown, Tenn., and George N. Leighton, Howard, recommended that the Second Annual Conference be held at West Virginia State College either the latter part of October or the first part of November.

The report of the Resolutions Committee, read by Marvin Meyers, Rutgers university, chairman, is as follows:

BE IT RESOLVED that the First Annual Student Conference of the NAACP warmly thank the administration and the students of Virginia Union University for their generous hospitality.

CIVIL LIBERTIES

BE IT RESOLVED that every effort be made to pass the Wagner-Van Nuys-Capper Anti-Lynching Bill, even to the point of imposing the rule of cloture on the Senate if necessary.

BE IT RESOLVED that we reject anti-Semitism as preached to the people by certain insidious groups, since we realize that religious and racial differences are used as weapons to cause disaffection in the ranks of the people of the United States.

BE IT RESOLVED that we be vigilant in aiding all minorities on the American scene to retain their rights under the Bill of Rights of

our Constitution.

BE IT RESOLVED that the Dies Committee, since it has attacked civil liberties in the United States by its partisan investigations, and failure to investigate such terrorist organizations as the Ku Klux Klan, be dissolved.

BE IT RESOLVED that this Conference go on record as beseeching the Governor of Virginia to veto the Heller Bill, which is a direct infringement on civil liberties, especially freedom of speech.

EDUCATION

BE IT RESOLVED that student participation in campus government be allowed to the maximum extent of democracy.

BE IT RESOLVED (1) that our goal be an end to Jim Crow in the school system
(2) that for the immediate present we demand at least equal curricula, texts, teachers salaries, and schools for Negroes.
(3) that we lend our support fully to the NAACP's educational program.

BE IT RESOLVED that this Conference desires legislation granting federal aid for educational and vocational training of young people based upon the needs of the community without regard to the ratio of minority groups in the community.

PEACE

BE IT RESOLVED that we oppose the recent policy of the Roosevelt Administration in increasing military appropriations at the expense of vital social services.

BE IT RESOLVED THAT an amendment to the Constitution be adopted giving the nation the right to decide by a referendum vote whether or not the U.S. should engage in a war.

BE IT RESOLVED that the Student Conference of the N.A.A.C.P. call for the immediate preparation and mass distribution of an appeal to the Negro youth of the nation to join in the fight for peace as a concrete contribution to the campaign against the warmakers, to be known as the "Peace Proclamation of Negro Youth"; and further that we set up a commission to draft such a proclamation, members of this commission to be Rev. James H. Robinson, chairman, Bert Alves, Brooklyn College, and James Wright, Howard University.

FRANCHISE

BE IT RESOLVED that the youth section of the N.A.A.C.P. campaign vigorously for full representation at the polls; that the vote to be effective must be cast only in support of a program answering the

fundamental needs of the Negro.

BE IT RESOLVED (1) that we shall actively support the Geyer Bill to abolish the poll tax as a prerequisite for voting; (2) that we shall support the Southern Conference for Human Welfare in its campaign toward this end; (3) that we urge our Youth Councils and College Chapters to cooperate with state and local organizations in abolishing the poll tax.

BE IT RESOLVED THAT this body go on record as memorializing the executive committee of the N.A.A.C.P. to institute a new test case as to the legality of the White Primary, since the new Supreme Court has shown itself to be more liberal than the court in office when the Democratic Primary Case was decided.

YOUTH

BE IT RESOLVED that this first student conference of the National Association for the Advancement of Colored People endorse the Campaign for Youth's Needs.

(This resolution was rejected after much discussion, with, however, the recommendation that the Continuations Committee endorse the committee's demands.)

JOB OPPORTUNITY AND SECURITY

BE IT RESOLVED that the Government provide jobs for all needy youth as long as they cannot be absorbed in private employment, and that we support all legislation designed to put this principle in effect.

BE IT RESOLVED that Government benefits and positions be allocated solely on the grounds of need and ability of the applicants.

BE IT RESOLVED that we support the organization of all the workers of the South into unions without discrimination as the essential economic base for the achievement of political and social equality for the colored people.

BE IT RESOLVED that the conference go on record as supporting House Resolution #8696 which will give to the residents of the District of Columbia a Civil Rights Bill.

WE RECOMMEND the adoption of Bill S. 1610, "To prevent discrimination against graduates of certain schools, and those acquiring their legal education in law offices, in the making of appointments to Government positions, the qualifications for which include legal training or legal experience."

The singing of "Life Every Voice and Sing" marked the adjournment of the First Annual Student Conference of the N.A.A.C.P. at 4 P.M. Sunday afternoon, March 31, 1940.

N.B. See the May issue of The Crisis, for an article "Youth Meets at Richmond" by George N. Leighton of Howard University, and an additional report of the conference. Copies may be secured at your local newsstand, or from this office, at 15¢ each.

File Copy

May 6, 1940

Mr. R. C. Atkinson, Administrator
Bureau of Unemployment Compensation
427 Cleveland Avenue
Columbus, Ohio

Dear Mr. Atkinson:

The Findings Committee of the Ohio State Conference on Employment Problems of Negroes has completed its report, and I thought you would be interested in examining a copy thereof. I would be happy if you personally would make the arrangements for a date when the Committee can meet with the Governor of Ohio to present the findings, unless you should prefer that I contact him directly.

The Committee is anxious to have such a meeting at the earliest possible date, preferably not later than the middle of May. You will recall that the conference itself was held on February 7, 1940, and, as I understand it, we have taken more time in completing our report and submitting it to the Governor than any other state. This has been due to the fact that a thorough analysis was made of all recommendations resulting from the conference, further recommendations were asked to be submitted by anyone who attended the conference, and in addition, the Findings Committee itself submitted its own recommendations. On the basis of all of this information, a tentative report was drafted and sent to all members of the Committee for their approval or suggested changes. The majority of the replies indicated complete approval. There were a few members who suggested additional changes, all of which have been incorporated in the final draft, which we are now ready to submit to the Governor as stated above. As you can see, such a procedure took more time than if we had been less thorough.

Of the original membership of the Committee, Mr. Frank Hoover, Mr. Edward Thurg and Mr. William McKnight declined to serve, while Mr. George Chandler of the Chamber of Commerce felt it necessary to resign because of limitations on his time. All other members have participated actively in the formulation of the report. I shall anticipate hearing from you in the near future in order that the Committee may be advised of the date for the meeting, as soon as possible.

Sincerely yours,

W. H. ...
...

OHIO STATE CONFERENCE ON EMPLOYMENT PROBLEMS OF THE NEGRO
February 7, 1940

REPORT OF CONFERENCE FINDINGS COMMITTEE

The Ohio State Conference on Employment problems of the Negro was held Wednesday, February 7, 1940, from 9:30 a.m. to 3:30 p.m. in the Main Hearing Room of the State Office Building, Columbus, Ohio.

Undoubtedly, the major outcome of the conference was a broader understanding and awareness on the part of all present of the fact that unemployment among the Negro group is more acute, far-reaching and complicated than is usually understood. Interwoven with Negro unemployment are many other related social and economic problems which make the plight of the Negro of particular importance to every citizen and taxpayer in Ohio.

Although the Negro constitutes less than five per cent of the total population of Ohio, he comprises from ten per cent of the relief clients in some communities to sixty per cent in others. This means either a lack of adequate income or no income and, in turn, contributes to delinquency, poor health, over-crowded and sub-standard housing and family disintegration.

Certain factors were noted which contribute to the disproportionate employment of Negroes in relation to their needs:

1. The lack of knowledge that a problem exists.
2. Denial of opportunities for apprenticeship training.
3. Discrimination in selection of people eligible for Civil Service in government appointments.
4. Skepticism on the part of employers as to whether Negroes and whites can work harmoniously together.
5. Unwillingness of some labor unions to accept Negroes as members and unwillingness of Negroes to affiliate themselves with labor unions where possible.
6. Lack of an appreciation on the part of some Negro workers that industry is properly deserving its share of efficiency from its workers.

7. An unwillingness on the part of some employers to modify or change their traditional attitudes and practices on the employment of Negro workers.
8. Negroes losing out in those occupations which hitherto have afforded regular employment.

This Committee is of the opinion that in an approach to a solution of this problem, it is fundamental that ways and means be employed whereby Negroes may regain such jobs as have been lost to them as a result of the depression, can hold present jobs and have new jobs opened to them on a broadening occupational base.

Therefore, the Committee recommends that the Governor appoint a non-partisan State Advisory Commission on Negro Employment to be composed of representatives from the following groups:

1. Two representatives from Employers.
2. Two representatives from labor. (One of whom should be a Negro.)
3. One representative of youth.
4. Two representatives of education.
5. Three representatives-at-large (All Negroes).
6. One representative from the Bureau of Unemployment Compensation.

Sufficient funds should be allocated to the Commission to employ a full-time executive secretary and to conduct surveys of industrial opportunities for Negroes in Ohio.

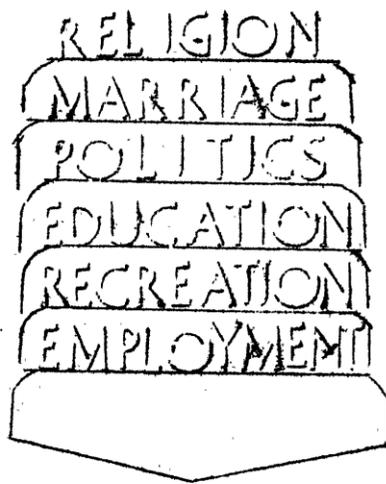
The objectives of the Commission should be to foster and encourage the friendly and cooperative action of employer-employee groups, and to initiate appropriate legislation for eliminating discriminatory employment practices.

It is suggested that the Commission's attention be directed to such specific questions as hereinafter listed and given, and that the Commission have power to initiate such action as will most likely eliminate conditions involved. This action may or may not be in terms of sponsoring appropriate legislation.

1. Encourage those unions which have been reluctant to accept Negroes into membership to receive them freely; to encourage Negroes to become members of labor unions wherever possible; to encourage Negro union members to become active in their occupational groups.
2. Need for adequate wage, maximum hours, and other necessary standards for domestic and personal service workers, including guarantee of the right to organize and bargain collectively with employers for domestic and personal service workers, as well as other types of employment.
3. Encourage extension of apprentice training to Negro youth.
4. Steps to prevent awarding of state contracts to contractors who discriminate against Negro workers.
5. Stimulate Federal, state and local governments to give equal opportunities and treatment to qualified Negroes for employment. (Tax-supported agencies should set the example).
6. Employment of Negroes by public utilities.
7. The inclusion of Negroes in policy-forming groups of public programs particularly where an appreciable number of Negroes are involved.
8. Direct an educational appeal to some employers (who refuse) to modify or change their traditional attitude and practices on the employment of Negro workers by urging them to adopt a sound policy of selecting workers best qualified irrespective of color.
9. Suggestions as to better coordination of the training and work experience program of the National Youth Administration with the placement program of the Bureau of Unemployment Compensation and other state departments.
10. Cooperating with the State Board of Education in promoting the establishment of training schools for service workers either in cooperation with or independently of the National Youth Administration.

11. Suggest that the State Department of Education promote more extensive vocational guidance and counseling in the public schools.
12. Discrimination against the employment of qualified Negro teachers in the schools.
13. Investigation of the effectiveness of subsistence agricultural projects as a technique for assisting unemployed Negro workers.
14. Urge industry for its own promotion and expansion program to place in the field competent Negro workers to harness the purchasing and consuming power of the Negro.

PROCEEDINGS OF THE
CITY-WIDE
YOUTH CONFERENCE



THEME:
HELPING YOUTH TO ADJUST
HIMSELF IN SOCIETY

Spring St. Br. Y.M.C.A.
Columbus, Ohio
March 19, 1939

FOREWORD

A City Wide Youth Conference was held at the Spring Street Y.M.C.A. Sunday March 19, 1939 from 1:30 to 6:30 PM. More than 65 groups were represented with a total attendance of 275. Of this number approximately 95% were youth and 5% were adults.

The chief purpose of the Conference was to bring youth together:

- To assist youth to meet their everyday problems.
- To provide an opportunity to share one another's experiences.
- To acquaint youth with agencies working with youth.
- To help create self-help attitudes.

The idea of sponsoring such a conference originated with the Young Men's Department Committee of the Spring Street Branch Y.M.C.A. This committee appointed a Conference chairman, James Milner. Representatives from various youth serving organizations was selected by this chairman, which formed a General Conference Committee. The date chosen for the Conference was aligned with the National Vocational Opportunity Week Campaign, March 19-26, 1939.

This report presents a brief summary of the proceedings of the Conference and includes: (1) A summary of the Conference program; (2) A directory of organizations represented; (3) A brief bibliography of youth literature.

The success of the Conference was due to the splendid efforts of the committee and organizations of the community. Lobby exhibitions on youth program was furnished by the National Youth Administration, Columbus Counselling Bureau, Negro History Club, Y.M.C.A., Urban League and the Columbus Crime Prevention Bureau.

The committee wishes to express its sincere appreciation to Henry C. Parker, Jr., Pittsburg, Pennsylvania and Chester J. Gray of Cleveland, Ohio, for their stimulating and inspirational addresses. It is grateful for the services rendered by the following Resource Leaders: Mr. Rufus L. Thompson, Akron, Ohio; Attorney Ray E. Hughes; Mrs. Belle Carter Harris, C. P. Blackburn, Meredith Mathews, K. M. Williams and Reverend Sandy F. Ray.

2.

General Chairman, James Milner

Advisory Steering Committee:

R. W. Pace	G. E. Gibbs
J. A. Mitchell	Ruth Brawley
Bessie Phillips	Harry Gentry
K. M. Williams	Rev. C. F. Jenkins
J. S. Himes	Isabel Gray
F. T. Layton	Atty. Ray E. Hughes

Program Planning Committee, Geo. Freeman, Chairman

Sub Committee Chairmen

Speakers: Lillian Washington
Secretaries: Lucille Fontaine
Fellowship Hour: W. H. Fort
Worship: William Woode
Ushers: Howard Lewis
Music: Alma Porter
Round Table Group:
William Harrison
Harry Bonaparte
Tucker Wallace
Esther Earley
Joe. Russell
Mary Stewart

Registration and Lobby Exhibition
Edwina Thomas, Chairman

Publicity: Charles Blair, Chairman

Refreshment: Phyllis Rogers, Chairman

Young Men's Department Secretary J. Emerson Black

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4.

CITY WIDE YOUTH CONFERENCE

P R O G R A M

- 1:30 P.M. Registration.....Y.M.C.A. Lobby
2:00 P.M. Conference Session
 Presiding.....James Milner, General Chairman
 Opening Song.....National Negro Anthem
 Invocation.....Sandy F. Ray
 Pastor Shiloh Baptist Church
 Devotion.....William Woode
 Special Music.....Y Gamma Chi Fraternity
 Address....."Youth What Now?"
 Chester J. Gray, Counsellor for Cleveland
 Guidance Service, NYA.....Cleveland, Ohio
- Announcements and introductions of Resource Leaders and
Chairman.....George Freeman, Chairman Program Committee
- 3:00 P.M. 1st Round Table Groups
 1. Youth and Religion
 Resource Leader.....Rev. Sandy F. Ray
 Pastor Shiloh Baptist Church
 2. Youth and Employment
 Resource Leader.....Rufus L. Thompson
 Ohio State Employment, Akron, Ohio
 3. Youth and Preparation for Marriage
 Resource Leader.....Mrs. Belle Carter Harris
 Probation Officer, Juvenile Court
 4. Youth and Politics
 Resource Leader.....Attorney Ray E. Hughes
 Chairman of Board of Management
 Spring Street Y.M.C.A.
 5. Youth and Recreation
 Co-Resource Leaders
 K. M. Williams, Sec'y. Southside Y.M.C.A.
 Meredith Mathews, Former Phys. Ed. Dir. YMCA
 6. Youth and Education
 Resource Leader.....C. P. Blackburn
 Principal Garfield Elementary School
- 3:45 P.M. End of 1st Round Table Groups
3:55 P.M. 2nd Round Table Groups
4:45 P.M. Fellowship Hour.....William Forte

Refreshments

Special Music
 Y String Ensemble
 Aeolian Society

5:15 P.M. Summary of Conference
 Address.....Henry C. Parker, Jr.
 Executive Secretary
 Centre Avenue Branch Y.M.C.A. Pittsburg, Pa.
 Remarks.....J. Emerson Black, Young
 Men's Department Secretary
 Closing Song.....America
 Benediction

WORSHIP SERVICE

"The Great Companion of Young People"

Musical Prelude:

Call To Worship:

Leader: "Be still and know that I am God."

Group: Teach us, we pray thee, to listen.
 Teach us to think, that we may be
 ready to receive.

Hymn: O Master, Let Me Walk With Thee

RESPONSIVE READING---"To A Friend"---(To be read slowly)

Leader: I love you not for what you are, but for what I am
 when I am with you.

Group: I love you not for what you have made of yourself,
 but for what you are making of me.

Leader: I love you for the part of me that you bring out.

Group: I love you for putting your hand into my heaped
 heart and passing over all the foolish and frivo-
 lous and weak things that you can't help dimly
 seeing there, and for drawing out into the light
 all the beautiful radiant belongings that no one
 else had looked quite far enough to find.

Leader: I love you for ignoring the possibilities of the
 fool and the weakling in me, and for laying firm
 hold on the possibilities of the good in me.

Group: I love you for not seeing the glaring ugliness in
 me, and for multiplying the beauties that might be
 there and for the admiration of them in your eyes.

6.

Leader: I love you for closing your ears to the discords in me, and for adding to the music in me by worshipful listening.

Group: I love you for not noticing the rough places in my heart but putting your cheek up close against its softness.

Leader: I love you because you are helping me to make of the lumber of my life not a tavern, but a temple: and of the words of my everyday not a reproach, but a song.

Group: I love you because you have done more than anything else to make me good, and more than any fate could have done to make me happy. You have done it without a word, without a sign. You have done it just being yourself. Perhaps that is what being a Friend means after all.

Author Unknown.

Prayer (In Unison)

Help us, O God, in this Conference, to find those issues of life which most fully and deeply effect all those present, and then to deal with them constructively, earnestly, spiritually, and deeply. Keep us from mere arguings and torrents of words, and from superficial and half hearted discussions. May we not be content with showing our little training and learning-but may we rather make known our great needs and hopes. May we not be content to meet a few new friends, but rather join together in discovering and dealing with those things which will help, inspire, and transform us all. May we feel that this fellowship and instruction has brought us into a new Presence, given us new purpose and encouragement, and touched the deeper issues of life. Help us to find the help which will make our minds clearer, our sympathies broader and warmer, and our hearts richer, for Jesus' sake. Amen.

Song:

Lift Every Voice And Sing (1st Stanza)

Song:

America (1st and last Stanza)

ADDRESS - "YOUTH WHAT NOW?"
Chester J. Gray
Member Counsellor of Cleveland Guidance Service N.Y.A.
Cleveland, Ohio

We naturally must appreciate the facts, the opportunities and the facilities that are made available today for we have free schools in every section of the country. It is the question as to whether or not we will use them to assist us. The problem of guidance is more serious today than in the past. We must find the thing we are best suited for with the assistance of Vocational Guidance.

First: Job Approach.

Because of failure in guidance many of our boys still know nothing about adequate job approach.

Second: Know Your Community.

How many of you know the complete program of the Spring Street Y.M.C.A. and other agencies? Have you given these agencies self-inspection?

Third: Preparing For The Job.

Young people today who quit school with a limited amount of education lack basic qualifications for better jobs.

Harvard University tells us that 65% of the total number of persons studied in a survey were fired from their jobs not because of lack of knowledge or skill but because they could not cooperate and get along with people. We today must realize that if we cannot cooperate that someone else can be had to take our place.

8.

Fourth: Knowledge of Trends.

We must have knowledge of service trends. We must have a particular skill but also an additional preparation for other jobs.

I should like to give you three facts assuming that our educational opportunities are satisfactory:

1. Jobs in the future will demand individuals who are trained.
2. We must look and prepare for future job opportunities in organizations now limited to us due to lack of adequate qualifications.
3. After being trained it may be necessary for you to accept a undesirable job. This should not be a serious problem. It is sometimes better to begin at the lowest position offered and work up.

People will soon be securing jobs regardless of color or social position. We must be prepared to "do our stuff" when the time arrives.

In conclusion we should do three things:

1. Analyze the present situation as it effects us.
2. Make an attempt to study how the problems effect us.
3. Since these problems deeply concern us let us make adjustments and arrange for the continuance of this type of program.

"YOUTH AND RELIGION"

9.

Rev. Sandy F. Ray - Resource Leader
Tucker Wallace - Chairman

The essence of religion is direct experience with God.

A religious person is one who knows God and not one who merely speculates about Him. The development of religion dates back before the early church, therefore it has become an evitable heritage, something which all of us have. Religion should make God real to human beings. We find that essentially our task is with the present and not the past.

Q. In this ever-changing age would it be possible to adjust the problems of religion to meet the demands of Youth?

A. We ought to have a religion that suits your particular philosophy of life. Religion is a thing of progress, not something of stagnation, and since youth wants to progress they could easily adjust the problems of religion to meet the problems of youth.

Q. Should our churches have a more extensive program to meet the demands of youth?

A. The churches should have a program which is more flexible to meet the demands of the young people. That the youth should not expect the church to do all the work; that there should be cooperation between the young and older people, and that young people should have an intricate part in the planning of their church program.

Q. Why is it so hard to get young men interested in young people's group of the church, yet the girls respond?

A. There was a time when men felt that the church was for the women because more women attended the churches than did

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men. This idea has been carried down through the ages.

When men are quite young they assume from what they see in the overlapping attendance of girls and women over that of boys and men in the Sunday schools and church service that the church must be for the women, so they gradually wean themselves away from the church activities as they grow older.

Q. What could be done to counteract this?

A. It was felt by several members of the group that the parents should play an intricate part in instilling upon the boys, while they are still under their care, the importance and the necessity of attending church and groups for young people.

This problem should be given special study and attention by those interested or specializing in the field of youth. Also special study should be given to the problems of boys. There should be cooperation between the home and the church. The home as well as the church has a tendency not to emphasize enough interest in boys.

Q. What are those things which keep us from applying the principals of Christ?

A. Prejudice, hate, imperialism, greed, etc., were some of the things that hinder our religion.

The present day trend is to draw youth away from religion. Also it was believed that radio sermons interfered with youths religion in the church; that such sermons keep the youth away from the church.

Leader disagreed because he didn't believe that the amount of religion which young people have could be determined by his attendance at church. Religion depends more on the person rather than the church. Youth may not be at church yet he could be religious.

"YOUTH AND PREPARATION FOR MARRIAGE"
Mrs. Bell Carter Harris - Resource Leader
Mary Steward - Chairman

The courtship period was discussed as a time of training, of adjustment of two individuals to each other. It is during this period that knowledge of background should be acquired. This includes socio-economic status of the families involved, familial relationships, political and religious affiliations, and outstanding hereditary factors. Physical fitness of the prospective mates should be ascertained. Character and personality traits should be given special consideration. Individuals with unadapting types of personality (for instance, two dominating personalities) should be hesitant about marriage. Ideas, ideals, activities, interests, etc. should be carefully discussed to find common elements.

Romantic love is frequently prevalent during courtship. This feature, bolstered up by novels, pulp magazines, and movies, may tend to grow so idyllic and so idealistic that it is far removed from practical reality. The danger here lies in the fact that people who live in a dream world are often subjected to rude awakening.

Sex attraction, which is apt to be given major emphasis by a majority of young people, is only one of many aspects one must take into consideration when contemplating marriage. Often sex looms so large that it tends to obscure other and in many instances more important and more far-reaching pre-marital and marital factors. Young people should therefore neither emphasize nor minimize sex but should merely "take it in their stride."

12.

A person contemplating marriage should give some serious attention to the reasons why he or she desires to get married. It may be just to hear the bells, it may be a means of self-expression, it may be for security. Whatever the reason, when taken into consideration with the attributes of the prospective mate, it should be weighty enough to make marriage a desirable and happy relationship.

Questions brought out after Mrs. Harris' talk were many and varied, and were often intangible, abstract, and theoretical. Those which evoked the most discussion are as follows:

Q. How much should an individual know about his or her prospective mate?

A. He or she should know about anything in the past of the mate serious enough to cause complications before or during the marriage. However, there should be such a state of mutual confidence and trust between the two that they will reveal to each other anything of a serious nature.

Q. Should engaged couples have physical examinations before marriage?

A. Decidedly yes. Moreover, after examinations, they should ask the doctor whether, in light of their physical conditions, marriage is advisable for them.

Q. Which is more important in marriage, happiness or money?

A. It was agreed that happiness was exceedingly important, but in order to achieve such a state there would have to be enough money to maintain a decent standard of living.

Q. Should a woman work after marriage?

A. Yes, provided:

- (1) her earnings are needed to supplement her husband's income.
- (2) she can manage the house as well as work.
- (3) her husband is not opposed to her working, and
- (4) by working, desires are satisfied which would be frustrated and suppressed in the home situation.

"YOUTH AND POLITICS"

Attorney Ray E. Hughes - Resource Leader
Attorney Harry Bonaparte - Chairman

One thing that the Citizen must observe in his political life is sincerity, honesty, and to understand and appreciate the qualities that makes good leadership. He must work out a long range plan that will immediately get the things that he wants. He must take advantage of opportunities by being alert, awake, and behind this a moving force that should always be the goal that he will gain for himself what rightfully belongs to him as a citizen.

Job seeking spoils good leadership. If a man who has the elements of good leadership becomes desirous of receiving benefits for himself all other traits are subordinated to that desire. We should never select a person for a leader because of intelligence alone. He should have the fundamental qualities of honesty, an absolute altruistic regard for his race, and the ability to get along with all groups without inciting antagonism. We must have well-rounded leaders in our effort to do away with the practices of the old politicians. The youth of today wants to turn over the old political scheme completely, but there should be an understanding relationship between the old and the new.

Q. Should youth participate in politics?

A. Youth should participate because he is coming into life whereas the older generation is going out. We should not vote a straight party ticket, but we should vote for the man who treats the voters as a man and does not bribe him for his ballot. We should not vote for jobs, but use the

14.

ballot as an effective weapon to make both parties look up to us as a decisive factor. Then we will be able to accomplish something that the older generation has not.

Q. Do we know the best method of getting into politics?

A. Study groups are very important. It should be concerned with the study of the history of the Negro in politics and through what interest can he get the best consideration. Parties are essential to keep on an even keel, whether Republican, Democrat or some others. Parties can be held responsible, but one man cannot.

Q. Should leaders impress youth with the importance of becoming informed?

A. In political organization young people are seldom seen and if they are not then it is vain to conduct a program for them. Until more young Negroes become definitely interested in politics and take an active part in politics we have to take upon ourselves the responsibility of awakening them for the benefit of ourselves and everyone of our race. Propaganda may be an effective way of approaching politics. Through this method people who do not attend meetings could be informed.

Young men and young women should make a personal effort to enlighten and awaken people of the neighborhood about the important issues that come up. The great hue and cry should be to go and get it and not stand back and wait. Interest ourselves in our lower brother, go out into the highway and byways and help them become intelligently interested in politics. That is your duty to your race.

"YOUTH AND EDUCATION"

Principal C. P. Blackburn - Resource Leader
Esther Early - Chairman

Education and finding a position after you get an education is a very serious problem. There is no longer a frontier to absorb all those coming out of school. We are facing a crisis in education. The traditional high school curriculum is ill suited to high school people. A large percentage of high school students today have no interest in classical courses. We ought to go to school continuously and become especially trained in some profession we want to follow. We are not created equal mentally. All intelligence test are not infallible. One can increase his I.Q. A high school and college education does not guarantee success. Certain standards now established has compelled us to change our attitude as a racial group. We must train ourselves to meet them by getting more education along several lines.

Q. How can the schools of the South be brought up to meet the standards of the schools of the North?

A. For the states in the South to put Negro schools on a par with white schools. This is gradually being done.

Q. What accounts for our people's attitude toward education in having schools that includes Negro teachers?

A. We are more capable of teaching our boys and girls because we know more about them and have a greater interest in them. We should attempt to stand upon our own.

Q. Do you think that the attitude of the people toward the Negro is changing?

A. Yes. I think the economic situation today has caused it.

Q. Do you think it will be any benefit for our race to have

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mixed schools and mixed teachers?

A. Yes. That is the ideal situation.

Q. Do you think one of the main things effecting the conditions is the propoganda, that we are not capable of teaching our own children?

A. I do not. We have outstanding teachers in Columbus. An outstanding article by one of them appeared recently in a State Teacher's Magazine.

Q. Is it possible for dead end jobs to bring advancement?

A. Yes. Take what you can get and always look for what you want.

Q. Should we prepare now for a career or for marriage?

A. Start out for a career and continue in the field after marriage.

Q. Why prepare for a career if you are going to marry?

A. Education can always be used, even in the home.

Q. Should a person be capable of going to college if he has finished high school satisfactorily.

A. Any student who has the mental ability to graduate from a first class high school has the ability to do college work. If they attend a small school they would receive more personal attention and do better work. You can increase your ability to do good work by a hard application.

Q. What causes a student to be unable to make an adjustment in college when he has been a good student in high school?

A. The individual may have certain limitations such as: Lack of a pleasing personality, inability to get along with people and social maladjustment. All have their effects upon him.

Q. Is a person considered uneducated if he lacks a college education? A. No. Individuals should have rudiments of education and ability to fit socially in society.

"YOUTH AND RECREATION"

Co-Resource Leaders

K.M. Williams, Secretary of South Side Community Center

Meredith Mathews, Former Y.M.C.A. Physical Director

Joe Russell - Chairman

Recreation is the rebuilding and recapitulating of individual in physical, social and mental activities. Its chief mode is for personal enjoyment. It should not be used as a means to an end but for play's sake. There has always been recreation for people. Primitive people indulged in it. Women took no part in it but left it to men to enjoy. Parks, Community houses and other institutions were not known. Their recreation was conducted in the open. Today we find that crowded living conditions has caused ill health resulting in the demand for wholesome recreation.

The YMCA is a form of private recreation. Community sponsored centers is a form of public recreation. Night Clubs is a form of Commercial recreation as are dances, shows and etc. There is a difference between these phases of Recreation because there is a need to streamline the activities to attract the young people. A major necessity in order to promote this is Good Leadership.

Q. Has too much stress been placed upon the physical side of recreation?

A. Yes. Individuals have failed to take in the other cultural phases such as handicraft, metalwork, dramatics and etc.

Q. Why is there such an overstress in physical activities?

A. It is natural reaction to play certain games at certain times of the seasons. It is up to the leader or supervisor

18.

to help correct this.

Q. Why should leaders who teach crafts and other activities pay for the expense of them out of their own pockets.

A. It is up to the leader to sell his program to the participants who will want to share in its expense.

Q. Should clubs be self-governed or supervised?

A. Both are necessary.

Q. What type of recreation could be had in churches to interest young people? How can it avoid conflict with older church members?

A. Handicrafts, social games, stunts, mixers, dramatics, exhibitions, basket-ball, circle games and etc. Gradual schooling of some church members would bring about more broadmindedness. Church recreational councils which includes the minister would be of great help.

Q. Should recreation diminish delinquency?

A. Recreation can do its part but not in its entirety. It may diminish it but not demolish. Leaders should always teach the child right from wrong. Play areas should be provided. Adult education is a recent method for application of fundamentals for making a happy home.

"YOUTH AND EMPLOYMENT"
 Rufus L. Thompson - Resource Leader
 W.E. Harrison - Chairman

Excerpts from the "Opportunity Magazine" The Plight of 10 to 24 were read. It was found that two-thirds of as many young Negroes in school are out of school seeking jobs.

The reason for causing youth to be laid off jobs:

(1) Scarcity of Jobs. (2) Increasing number of women in industries. There are over 2,000 women in industries. (3) Seniority. (4) High wage standards. (5) Lack of ability of youth to concentrate and (6) Peculiar position of the Negro in economic life. As a result two million young Negroes between the ages of 16 to 24 are unemployed. There is a tragic outcome. A lack of self respect develops, discouragement, low standards of living and a countless number of other discomforts.

Q. What are some effective means of procuring a job and keeping it?

A. Youth must utilize every particular agency given to them. The Civil Service Examination is one example. Youth must possess some trends of business administration, i.e. the ability to get out and seek. There must be a need of further preparation and perseverance. Vocational guidance is necessary. Pleasing personality.

Q. What does a pleasing personality consist of?

A. (a) Be courteous at all times. (b) Neatness and (c) Intelligent in approach.

Q. What is the very first thing one must do in going after a job?

A. Find out first what the community offers you, and then

20.

work towards a definite end.

Q. Is "Pull" always necessary?

A. "Pull" is in many cases effective, but it was found that a pleasing personality, adraitness and tack is much more impressive. After all these things are necessary even to get the so called "pull".

Q. What is the value of Vocational Guidance?

A. The dominant purpose of Vocational Guidance is to educate the job seeker in effective and wholesome work habits, to guide him in the knowledge of seeking a job, i.e. on adequate job approach.

Q. After procuring the job, what must one do to keep it?

A. Render the best service. The man who renders the best service and shows the best attitude towards the job, holds the job. Know your job and do it well.

Q. Suppose there is no need for your particular field in your community, what then?

A. Create something new--something that you can do well and have a thorough knowledge of. If you have no other interest, develop a new interest and work at it. Dr. Carver, is an example of a person, who started at something very novel and somewhat fantastic at first, but became famous. Most of us have more than one interest. Why not cultivate some of these other interests.

Q. Is a High School or a College Education Always necessary?

A. Many jobs require either a high school or college education. In order to do a job well and really know it, preparation is necessary. Many secretarial jobs are procured without a college education as well as other positions. Individuals who are trained are more likely to succeed.

ADDRESS - HENRY C. PARKER Jr.
Executive Secretary
Centre Avenue Branch YMCA
Pittsburgh, Pennsylvania

Young people's problems are characteristic of the world today. But we live in an age of changes that is hard to keep up with. We are still in the age of scientific discovery of inventions that will lead to such powers of which we are not even conscious.

For help in alleviating problems:

(1) Science must continue to uncover those things that will be in keeping with the speeded-up scenes of life.

(2) Education must do things intelligently to make use of knowledge.

(3) We must have religion...because science, education, and life must be given worth, moral value, and spiritual endeavor.

Community resources and the Home can help in solving the problems of youth provided:

(1) We expose ourselves to the important personal and social issues which endanger the lives of the community; expose ourselves for social service.

(2) That we...look at young people, thru the eyes of young people, and think thru the minds of young people.

(3) We urge young people to accept larger responsibility.

(4) We show intelligence regarding the needs and interests of young people.

It is not enough that we have learned the techniques of getting groups together for discussion. We must not stop with meetings! Youth needs to be open-minded and agree with our relative conception and experience helping him to find a working philosophy of life.

Do we have a working philosophy of life? This is a serious problem of your thinking as to how to build God's Kingdom on earth. We must work out a philosophy; we must know where we are going. Young people in particular are leaving the old order and traditions that we have set up to carry on and they have brought on new ones. We could help to convert and develop our young men and women to a life that is dedicated to the Christian cause. How can you attain emotional value without consecrating them for the up building of the Kingdom of God? We have tried to up-build the kingdom of God and we certainly have made an awful mess.

We could minimize a lot of the problems that youth faces because we too must face the same problems. We can't face more visible responsibility and pay the price. We are not willing to leave our families, lose our jobs, it may cost a lot of things to fight for our rights, but we are not willing to pay that price.

We must help young people to develop a vision of a Christian World. The voice of Christ still goes to the leader of the Church, YMCA, YWCA, and the Urban League. Young people come back to the simple form of life that gives gentleness to the kind of world we want to live in.

The aspect of the general horizon as we see it facing young people you are leading to the kind of success that the old man had who was sitting on the banks fishing. When the question was asked him, "How is fishing?" he replied. "Fishing is fine, but the catching is poor."

In finding happiness and success after you solve these problems, other problems will come out of the Horizon. It just doesn't come the way of content, happiness and satisfaction.

YOUTH CONFERENCE DELEGATION

Aristocrats
 Association For Colored Community Work
 Beatty Park Community Center
 Bethany Baptist Church
 Bethany Presbyterian Church
 Caldwell Temple A. M. E. Zion Church
 Capitol University
 Centenary Methodist Episcopal Church
 Central High School
 Champion Junior High School
 Counselling Bureau of the O. S. Employment Bureau
 East High School
 Eleventh Street Methodist Episcopal Church
 Franklin Co. Coloured Women's Republican Club
 Friendly Service Bureau of the Col. Police Dept.
 Frontier's Club
 Hosack Baptist Church
 Junior Elks
 Mt. Vernon A. M. E. Church
 N.A.A.C.P.
 NYA
 North West Community Center
 Oakley Avenue Progressive Club
 Oakley Avenue Baptist Church
 O. B. G. Club
 Ohio State University Groups
 Alpha Kappa Alpha Sorority
 Alpha Phi Alpha Fraternity
 Delta Sigma Theta Sorority
 Kappa Alpha Psi Fraternity
 Lampados Club
 Omega Psi Phi Fraternity
 Scroller's Club
 Sphinx Club
 North High School
 Phillips Local Workers Alliance
 Relocation Office
 Second Baptist Church
 Semper Fidelis Guild
 St. Paul's Neighborhood House
 St. Paul A. M. E. Church
 Shiloh Baptist Church
 St. Phillips Episcopal Church
 Silver Light Missionary Club
 South High School
 Southside Community Centre
 Trinity Baptist Church
 Union Grove Baptist Church
 Urban League
 West High School
 WCTU
 Wheatland Avenue Methodist Episcopal Church

Youth Conference Delegation continued-----

- Y. M. C. A. Spring Street Branch
 - Aeolian Society
 - El Morocco Club
 - Civic Theatre Guild
 - Hi-Y
 - Kingston Hi-Y
 - String Ensemble (YMCA)
 - Y Gamma Chi Fraternity (Musical)
 - Young Married Couple's Club
 - Young People's Progressive Club
- Y. W. C. A. Blue Triangle Branch
 - Girl Reserves
 - Kappa Gamma Rho Sorority
 - Swencus Club

RECOMMENDATIONS

1. Evaluation of this activity.
2. Immediate Action Follow-Thru Program:
 - Marriage - Employment - Education
 - Recreation - Politics - Religion to be developed upon A Year Around Basis.
3. Leadership Training Institute.
4. Promote City Wide Youth Conference - Annually.



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