

APPLICATIONS

(185)

Make cards

NEWS RELEASES

In order to reflect the Negro viewpoint and indicate the extent of the channels utilized by the Division of Negro Affairs for the interpretation of the NYA program, we include sample news releases and editorial comment of three types: 1) General; 2) The National Conference; 3) Special Weekly Article.

1. General: From one to three news stories on the operation of the NYA program among Negroes and on the activities of the Division of Negro Affairs were released by our office in cooperation with the NYA and WPA Publicity Divisions. These releases were distributed not only to several hundred Negro publications throughout the country but also to our comprehensive list of Negro colleges and high schools, to churches, fraternal and welfare organizations, to Jeanes Supervisors, Agricultural Extension Agents, Vocational Teachers, etc., giving a wide and intimate coverage of the Negro masses, North and South, urban and rural. Negro people everywhere indicate that they are well informed on the NYA program and the extent of its operation among Negroes.
2. The National Conference: The most distinctive activity among Negroes during this entire year was our National Conference on the Problems of the Negro and Negro Youth held in January. The newspaper coverage and editorial comment by the general press as well as the Negro publications all over the nation was unparalleled. The report of this conference compiled and transmitted to the President has been adjudged one of the most significant documents on Negro life in America produced in many years. Approximately 3000 copies of this report were distributed to significant agencies and individuals. Numerous national publications have carried sections of this report and requests continue to come from all over the country for copies. During 1937-38 it is our plan to edit the speeches and discussions of this conference for printing of the full report in more permanent form.
3. Special Weekly Article: Every week, a special article, "Day by Day" was written for the Pittsburgh Courier, one of the most outstanding and most widely circulated Negro weeklies. This special article gave popular treatment to the activities of the Division of Negro Affairs and discussed the program of the NYA in relation to the problems and needs of Negro youth.

The President
The White House
Washington, D. C.

My dear Mr. President:

I am happy to submit to you a list of suggested recommendations which I am hoping will receive your personal attention. These recommendations are based upon our travels and conferences with Negroes in twenty-seven states of the United States having an appreciable Negro population. We are convinced these conferences represent a distinct feeling of the majority of our thinking Negro citizenry.

It is very necessary that something very outstanding be done for my people to assure them of the gains which have been made under your administration and to help check an increasing array of false propaganda which is emanating from certain sources.

I need not tell you that the Negro group has implicit faith in your fairness and unswerving belief in your democratic processes. Most of the suggestions submitted herewith fall within the bounds of either executive orders or suggestions to certain cabinet and departmental heads. We are beseeching you to give them very careful consideration.

We suggest the following:

1. The appointment of a Negro Federal Judge in one of the following districts serving the States of Pennsylvania, Ohio, Illinois, New York or Michigan. (We do appreciate the recent appointment of a Negro to the judgeship in the Virgin Islands.)
2. The establishment of one school for military aeronautics for Negroes or the integration of Negroes into the already established military aeronautical units. (Public Law No. 18, Section 14, places the selection and final designation under the Secretary of War, subject to direct executive order.)
3. The appointment of more Negro commanding officers, chaplains and engineers in the CCC. (There are 147 colored CCC camps with only two Negro commanding officers. There are only two Negro engineers employed. There is urgent need for more Negro commanding officers, engineers and chaplains in the CCC.)
4. An increase in the number of Negroes in all of the regular combat units of the United States Army, Navy and Marine Corps. The appointment of a special assistant to the Secretary of War, a Negro to follow this

through, including attention to Negro National Guard Units and special recruiting and establishment of new units and integration into already existing units. Attention to special problems such as ROTC units in Negro colleges and CMT units in more sections of the country. This assistant to the Secretary of War could insure the complete integration of the Negro into the armed forces of the nation.

5. There are departments which have had Negro administrative assistants but due to change of cabinet heads or reorganization, they do not have them at present. (A) In the Department of Commerce there is a basic need for a Negro specialist in the problems of small business. (B) The Department of Labor - Negroes represent over 11 per cent of the working population of the country. (C) On all committees appointed by the President under emergency requirements, a Negro should be appointed as a member of the committee. (My attention has been called repeatedly to the report of the National Emergency Council's "Economic Conditions of the South" where more than two-thirds of the Negroes live. Not a single Negro was included on the committee. It is difficult to explain this to my people.)
6. In the following divisions, no Negro administrative personnel has been appointed:
 - (a) Federal Housing Administration
 - (b) Home Owners Loan Corporation
 - (c) Social Security
 - (d) Federal Security Agency
7. There should be a Negro member of the Federal Committee on apprenticeship to insure the integration of the Negro into our training for the skilled occupations.
8. Negro women are becoming very conscious of their special problems in Labor. There should be a Negro woman added to the Women's Bureau of the Department of Labor.
9. Health among Negro citizens is very important, so much so, that the United States Public Health Service should add to its present educational staff, an additional doctor, at least three nurses and a Health Materials Specialist.

10. Some effort should be made to have official Negro representation on the Red Cross Board. We should be an integral part of this peace-time planning.

These appointments will mean much in the solidifying of opinion among my people for the spirit of democracy which you so nobly represent.

Sincerely yours,

Mary McLeod Bethune

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OFFICE CORRESPONDENCE

DATE June 27, 1936

Howe
TO: Mr. Aubrey Williams

FROM: Mary McLeod Bethune

Noted--Aubrey Williams

SUBJECT: Report of Conference of Negro
Administrative Assistants

I have read the report of the Conference of the Negro Administrative Assistants of the National Youth Administration with interest. I think it advisable to send a copy of this report to Mrs. Roosevelt. It may be of interest to her. Will you direct the attached copy to be sent to her.

Taylor
Negro Conference
780
2-11-37
OFFICE CORRESPONDENCE
DATE February 6, 1937

TO: ALL DIVISION HEADS

FROM: RICHARD R. BROWN

SUBJECT:

A conference of the Negro State Administrative Assistants and members of State Advisory Committees will be held in Conference Room B, Department of Labor, February 11th through 13th, 1937. The main business of the meeting will be to evaluate and strengthen the NYA program among Negroes. You are asked to come in so that you might contribute to the discussion upon your phase of the program.

You will find attached a tentative outline of the conference.

R.R.B.

**SUGGESTED OUTLINE FOR THE CONFERENCE OF
NEGRO ADMINISTRATIVE ASSISTANTS AND MEMBERS OF SEVEN ADVISORY COMMITTEES
February 11th - 13th, 1937**

**CONFERENCE ROOM B - GOVERNMENT AUDITORIUM
DEPARTMENT OF LABOR**

OBJECTIVES:

The basic purpose of the conference will be 1) to define and clarify the main problems in the operation of the National Youth Administration program among Negroes, and, 2) to work out procedures to meet these problems and to devise methods to increase the effectiveness of the NYA program in meeting the needs of Negro youth.

PROGRAM:

The conference is to work through directed and pertinent discussions. Formal "reports" are to be dispensed with. Opportunity will be offered for the consideration of regional problems.

FEBRUARY 11th.

9:30 A.M. to 1 P.M. - General Session

- 1. Statements by Mr. Aubrey Williams, Miss Josephine Roche, Mr. Richard E. Brown, Mrs. Edward Costigan.**
- 2. Guest speaker: Hon. Arthur W. Mitchell, Congressman from Illinois.**
- 3. Discussion on the various phases of the NYA program under the leadership of NYA division heads.**
 - (a) Brief presentation by division head**
 - (b) Questions and discussion by the conference.**

1:30 to 2:30 P.M. - Lunch - Cafeteria, Department of Labor

2:30 to 4:30 P.M. - Continue morning discussions.

7:30 to 10 P.M. - "Regional" Discussion Groups.

The conference will divide into two groups, 1) the "Northern" Region, composed of Administrative Assistants and Committee members from states of the Northeast, Mid-Atlantic and Mid-West NYA regions William A. Smith, Administrative Assistant in New Jersey acting as Chairman - 2) The "Southern" Region, composed of Administrative Assistants and Committee members from states of the Southern NYA region - Ralph W. Bullock, Administrative Assistant in Georgia, acting as Chairman.

The two regional groups, in the light of the morning and afternoon discussions, will formulate in writing the fundamental problems arising in the operation of the various phases of the NYA program among the Negro youth in these sections. These statements will be confined to one or two typewritten pages and copies prepared for the delegates at the Friday morning session.

FEBRUARY 12th

9:30 A.M. to 1P.M. - General Session

(a) Guest speakers: James A. Atkins, Educational Division, WPA; Miss Vinita Lewis, Child Welfare Service, Children's Bureau, Department of Labor.

(b) Presentation of Regional problems and discussion offering procedures to meet these problems.

1:30 to 3:30 P.M. - Lunch, Cafeteria, Department of Labor.

3:30 to 4:30 P.M. - Continue morning discussions.

7:30 to 10 P.M. - Joint Committee, composed of five administrative assistants and five advisory committee members from each region, with the Director of the Division of Negro Affairs as Chairman, to draw up the statement of problems and recommendations for meeting them.

FEBRUARY 13th

9:30 A.M. to 12P.M.

Group A - Consultants,

Group B - (State Administrative Assistants and members of Advisory Committee). Consideration of joint committee reports for appraisal and additional recommendations.

CONFERENCE OF NEGRO STATE ADMINISTRATIVE ASSISTANTS
AND MEMBERS OF STATE ADVISORY COMMITTEES
THE NATIONAL YOUTH ADMINISTRATION

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Findings and Recommendations as Adopted February 13th, 1957

The conference of Administrative Assistants and State Advisory Committee members of the National Youth Administration program representing the Negro group, presents from its discussion of the three days, (February 11th, 12th and 13th, 1957) the following recommendations and observations for the improvement of the work.

A. STUDENT AID

1. That in view of the very valuable service rendered to deserving students by the student aid program, a larger amount of money be made available for this phase of the NYA program.
2. That in view of the disproportionately depressed enrollment figures of our colleges as of October, 1954, the figures of enrollment for the academic year 1957 be used as a basis of allocation of funds for student aid for the next school year.
3. That in the administration of the awards of college aid, the principle of award on the basis of financial need rather than a high grade of scholarship be officially encouraged (a passing grade being deemed sufficient as a criterion of academic worthiness).
4. That consideration be given to the proposal of extending college student aid through the summer school period.
5. That provision be made for the allotment of aid in excess of the \$6.00 maximum for students in approved non-profit vocational schools which do not require high school graduation for admission and which are not regular vocational high schools.

B. VOCATIONAL GUIDANCE AND APPRENTICE TRAINING

1. That a more adequate approach to vocational guidance - particularly through the assembling and dissemination of vocational information - be made in the NYA program.
2. That incident to the guidance effort among Negro youth, funds be made available for a special moving picture showing vocational training opportunities and vocational achievements of Negroes.

THE FOLLOWING RECOMMENDATION WAS OMITTED FROM RECOMMENDATIONS OF
STATE ADMINISTRATIVE ASSISTANTS, UNDER C - HEALTH AND RECREATION:

3. That equal opportunities and equal facilities be provided
for all eligibles and camps for unemployed girls.

8. That in the administration of the program in the areas of relatively sparse Negro population, special attention be given to the problems of insuring adequate participation of the isolated Negro youth.
9. That in view of the increasingly difficulty of securing sufficient sponsors' contributions for general construction projects in many areas, consideration be given to the proposal to make a larger percentage of the cost of material and equipment available through the national agency.
10. That the program of the National Youth Administration be deemed a permanently needed service for the youth of our nation and that efforts be directed toward the end of making the program a permanent service of the Federal Government with the emphasis on the importance of this service for the continuing stimulation of the American youth toward preparation for and participation in the best American citizenship.
11. That in view of the needs and possibilities of the youth program as a continuing service rather than an emergency service, consideration be given to the advantages of the establishment of the NYA as a separate administration.
- 12.. That a more extended consideration be given to the formulation of a long range five year or ten year planning program for the National Youth Administration in anticipation of its probable continuation - even if authorized on a year-to-year basis, as at present. (It is recommended that a committee from this conference be appointed for this purpose)
13. That the National Youth Administration seek the organized and continuous assistance of the Department of Labor and Agriculture in securing from the great basic industries throughout the nation and elsewhere, those jobs that support in peace and self-respect the social security and the social values of the American citizen.

Respectfully submitted,

H. Councill Trenholm, Co-Chairman
Leslie Pinkney Hill, Co-Chairman

File
7-11/39
March 24, 1937

Mr. Aubrey Williams

Mary McLeod Bethune

Attached Report of the Conference of Negro State
Administrative Assistants and members of State
Advisory Committees.

We are submitting to you herewith a copy of the full
report of the recent Conference of the Negro State
Administrative Assistants and members of State Advisory
Committees. We are asking Mr. Brown's approval for
the mimeographing of enough copies to supply all NYA
people as well as organizations and key people now at work
among Negro youth. It should serve as a good follow-up
of our National Conference, emphasizing especially the
youth program.

CONFERENCE OF NEGRO STATE ADMINISTRATIVE ASSISTANTS

AND MEMBERS OF STATE ADVISORY COMMITTEES

February 11-13, 1937 Washington, D.C.

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1. Objectives and Procedure
2. Agenda
3. Report of the Southern Region
4. Report of the Northern Region
5. Recommendations of the Conference
6. Personnel

National Youth Administration
Aubrey Williams, Executive Director
Richard R. Brown, Deputy Executive
Director

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NATIONAL YOUTH ADMINISTRATION

DIVISION OF NEGRO AFFAIRS

Report on Conference of Negro State Administrative Assistants and
Members of State Advisory Committees, Conference Rooms A, B and C,
Government Auditorium, Department of Labor, Washington, D. C.,
February 11-13, 1937

OBJECTIVES

- 1) To define and clarify the main problems in the operation of the NYA program among Negroes, and
- 2) To work out procedures to meet these problems and devise methods to increase the effectiveness of the NYA program in meeting the needs of Negro youth.

PROCEDURE

- 1) The Conference worked through pertinent discussions with Mary McLeod Bethune, Director, Division of Negro Affairs as General Chairman. Formal Reports were dispensed with.
- 2) The discussions of the first day placed before the Conference the problems and difficulties that have arisen under the various phases of the NYA program in the individual states. The members of the Washington Staff contributing to the discussions included: Arthur Williams, Mrs. Costigan, Garth Akridge, Miss de Schweinitz, Dr. Randall, Miss McKelvey, Mr. Neblett, Mr. Phillips, Mr. Gilstrap, Mrs. Grigsby, Mrs. Ross, Mrs. Murray and Dr. Frank Horne.
- 3) At the first evening session, the Conference divided into two groups: - (a) The "Southern Region," composed of the administrative assistants and advisory committee members from the states of the southern NYA region, with Ralph W. Bullock of Georgia as Chairman, and (b) the "Northern Region" composed of the administrative assistants and advisory committee members from the states of the Northeast,

Mid-Atlantic and Mid-West NYA regions with William A. Smith of New Jersey as Chairman. These two regional groups, in the light of the day's discussions, formulated in writing the fundamental problems arising in the operations of the various phases of the NYA program among the Negro youth in these sections. Mr. Arthur Williams, Projects Division, acted as general consultant to the two groups. The reports compiled by these group discussions formed the basis of the second day's general session.

- 4) The discussion of the second day's sessions centered upon these regional problems, determining the common factors and offering procedures to meet these problems. Valuable contributions to the discussions were offered by the following government officials: Miss Vinita Lewis, Children's Bureau; Lawrence A. Gxley, Department of Labor; Dr. Robert C. Weaver, Department of Interior; Ambrose Caliver, Office of Education, Edgar G. Brown, Emergency Conservation Work; Alfred E. Smith, Edward Lawson and John W. Whitten of Works Progress Administration; Miss Francois Black, District NYA and Earl Moses, U. S. Employment Office.
- 5) At the Friday night session, a "joint Committee" representing all regions coordinated the findings of the Conference into one set of definite recommendations. The Committee personnel: H. Council Trenholm, President, Alabama State Teachers College, Alabama, and Leslie Pinckney Hill, President, Cheyney State Normal School, Pennsylvania, Co-Chairmen; Chester J. Gray, Ohio; Rufus S. Watson, Pennsylvania, William O. Walker, Ohio; Ralph W. Bullock, Georgia; Mrs. Cecelia Saunders, New York City; Richard S. Crossley, Delaware; Edward Rodriguez, Florida; Edward Taylor, New York State.
- 6) On Saturday, at the final sessions, the Conference considered in detail the final report of the Joint Committee, contributing changes and additions to the report. The following people contributed in an Advisory capacity: Dr. Arthur Wright, President, Jeanes and Slater Funds; Fred McGuistin, Rosenwald Fund, Fred L. Browlee, American Missionary Association; Dean Brawley, Clark University; Charles S. Johnson, Fisk University; Emmett J. Scott, Howard University; Garnet C. Wilkinen, First Assistant Superintendent of Schools, Washington, D. C. and Mrs. Clara Bruce, of New York City.

CONFERENCE OF NEGRO STATE ADMINISTRATIVE ASSISTANTS AND MEMBERS OF
STATE ADVISORY COMMITTEES

A G E N D A

The following problems and suggestions were contributed by State Directors, Administrative Assistants and Members of State Advisory Committees.

ADMINISTRATIVE

Is the population ratio basis for allocating student aid and the number of Negroes employed on the work program within the State the most equitable or desirable method for the allocation of NYA assistance to Negroes since need may or may not bear any direct proportional relationship to population and in the light of the fact that many industries are now partially closed and some totally closed to work opportunities for Negroes?

What is the responsibility of the National Youth Administration for furthering its program in the interest of unemployed, untrained, needy youth who are denied higher educational opportunities or means of reaching higher training levels because of economic handicaps? These youth are out of school and financially unable to return therefore ineligible for Student Aid. Their families are not listed with relief although they, the youth, are of age and expected to contribute to the family income.

The establishment of a special program of social adjustment for chronically maladjusted youth, by setting up special projects to which they might be transferred from the several projects, and to improve their outlooks on life through study, discussion, and otherwise, with the purpose of actually contacting and of reaching the sources of juvenile delinquency.

The adoption of a more liberal policy with regard to youth and their work, by broadening the in-service training program, i.e., to allow them more time for actual study to be included in their actual service time, and to award scholarships each year for meritorious work in whatever type of service they were making in the National Youth Administration..

There must also be additional ways of arousing a community interest among Negroes in various communities. Negroes in these communities should be brought close to the program through local committees.

Better trained non-relief supervisors.

More non-relief supervision by widening the 10% allowed for non-relief persons.

After a period of experience it seems expedient to develop a more representative set-up in cooperation with the program of the National Youth Administration. The attitude of the other racial group seems to be enough in harmony with the idea to begin "Loosening up" and permitting a greater functioning of the Negro program with Negro supervisors and directors.

STUDENT AID

What may be done to make our group more conscious of the need for a more careful selection of and a more effective guidance of youth receiving student aid?

Efforts should be made to secure a wider participation of Negro youth in the student aid program, particularly in those states where mixed colleges exist.

Should the NYA subsidize students or youths of exceptional ability at a subsistence level equivalent to our present standard of living while engaged in formal study or other worthwhile and useful research?

Earlier bulletins on Student Aid in the fall, in order that more Negroes may make use of Graduate Aid.

There have been numerous requests from youths in the states, who want to study beauty culture and other vocational subjects, in schools, which unfortunately, operate for a profit. They, too, feel that the NYA could best assist them in constructive vocational guidance by a stipend enabling them to take vocational courses of their choice. The NYA could also work in cooperation with such organizations as the Urban League, in the exploitation of new job opportunities for Negro youth.

There is a decrease in enrollment of dental students, medical students and public health nursing students, and there are no prospects of an increase in enrollment because of the high prohibitive costs which do not permit interested students to go into these professions. We were wondering if it would be possible to give some special attention to this problem in the planning of the future NYA program.

High school students and Junior High School students receiving student aid are frequently looked upon as relief students and a stigma is attached to them both by the teachers and students. This attitude should be overcome.

Most students attending college are doing so with the thought that when they come out they will be able to obtain "white collar" jobs and earn more money than they would be able to do otherwise; hence many of them graduate from school unfitted for the world in which they must live. Avenues of employment should be opened for the educated Negro, as private industry will not use the abilities of this group of people. If the educated Negro is taken care of, it is felt that there will be sufficient places for the laboring group. If the educated Negro does not find a place for his services, it is felt that "we will sow the seeds of bitterness" and the demoralization of our government, in the years to come.

PROJECTS

Should certification for the work program be on a similar basis as the student aid program, that is, not confined to persons of relief status but be broadened to take in border line cases as well as qualified workers in a limited degree for quality work?

What is the responsibility of the NYA for raising the training level of the great numbers of unskilled Negro workers? The need for embodying training in the construction of projects as a primary emphasis. The need for stress of training programs on the two-third time of all youth employed. What specific recommendations might be made for the establishment of training courses in cooperation with existing community facilities?

The value of certain types of projects as they relate themselves to types of work our youth may hope to gain employment in view of the present attitude assumed by industry.

Stress may be placed on initiating projects which give youth practical training for permanent employment. For example: Manual Training, Domestic Service, Plumbing, etc.

We think that ample time should be given to a discussion of the types of projects which operate to most advantage for Negroes. Special emphasis should be placed on the possibility of setting up new projects designed to furnish facilities for carrying on permanent recreational projects in communities where such facilities do not now exist. There are so few communities where adequate recreational facilities do exist for Negroes.

Should the NYA set aside ear-marked funds for major constructions and for permanent maintenance of desirable projects for which no local sponsor can be secured?

Some consideration should be given to the development of a wider and more varied program of activities for young women within the program. It seems that their activities have been too much confined to sewing projects.

The initiating of a thrift program among our NYA youths. (If possible have them invest in individual projects.)

Projects that can include that overwhelming majority of the workers who have less than elementary schooling.

The lack of Municipal and County Public Service agencies where Negroes might have an opportunity for training and experience on youth labor projects. Our problems could be met if Negro enterprises could be substituted and used as agencies for assigning young people where they might get training in public service.

Provisions made to secure materials and equipment to carry out projects proposed.

Projects that may include volunteers who are not paid NYA workers. There are few people who can afford to give their time without pay. Still there might be projects which might pay in experience itself. We would be interested in knowing what some other people have done about them.

Because of the financial condition of local sponsors, we find it difficult to get financial support for minor constructions for Negroes. I wonder what suggestions other workers have regarding this.

NYA could render a splendid service by assisting the Boys' Clubs of America in the establishment of Boys' Clubs as well as supplying such necessary facilities as swimming pools.

Ways and means of promoting health centers for Negro communities.

Continuation of community centers for Negro youths.

Are our work projects better fitting the youths to obtain jobs in private industry? It was felt that the work experience gained on all projects is very helpful. In regard to the Negro clerical workers, it is very doubtful if they will be able to put this experience to use in private industry, in the near future.

The questions of our people taking training in the Domestic Schools was discussed. There are places available for trained workers which cannot be filled and none of our people are taking this training at the present time. We have told them about the courses being offered on many occasions.

A few have started and dropped out, but most of them do not wish to prepare themselves for this type of work; some are attending schools of other types part time when they are not working; some are satisfied to continue getting along on what they earn from NYA and are indifferent toward preparing themselves as understanding the natural prejudice against doing domestic work

and it was felt that only by the process of educating both employers and employees could this type of work become respected and not looked down upon. It was felt that we should persuade the NYA youths as far as possible to prepare themselves for the types of work that are available, but that we could not coerce them.

There are many youths who need NYA work who are not eligible because they have not been certified as members of relief families. There is no agency in the District of Columbia to investigate and certify new applicants as yet.

VOCATIONAL GUIDANCE AND PLACEMENT

What is the responsibility of the NYA for intelligent vocational guidance of Negro youth? Are we prepared to guide youth in wise vocational choices?

What is the responsibility of the NYA for a united effort in the interest of equal opportunities for all youth for apprenticeship training and employment in private industry regardless of race, color, or creed? Is this a problem best tackled by individual efforts in local communities? Would an out-spoken program backed by the National Advisory Committee and sponsored by general state advisory committees be more effective?

Should the NYA essay to furnish competent, full-time guidance counsellors who may seek the development of greater community consciousness concerning the merits of an effective guidance program operative within the community?

How far can or should the NYA go toward securing employment for Negroes in industries now closed or partially closed to them?

Negro counselors and interviewers in State Employment offices is one of the most imperative needs.

We have had some complications with the U.S.E.S. and very little cooperation with the white as well as the Negro youth. In rare instances do Negro youth get courteous consideration and more often practically no consideration.

Plans for the guidance of youth, including not only those eligible for NYA, but those who often come to the office and meet disappointment, when they are found ineligible. This questions should lead into the problems of unemployment, which is outstanding in the Negro group.

Possibility of having a vocational information "movie" prepared with special attention to vocational opportunities available to Negro youths. So many of our communities in New York State offer so few opportunities to Negro youths as to what vocations are open to them and the relative success they may expect to have, that I believe the stimulating influence of setting sound, practical goals for many of these young Negro people through a "movie" would be extremely valuable.

of setting sound, practical goals for many of these young Negro people through a "movie" would be extremely valuable.

Vocational placement for Negro youths through the junior employment service. We are planning to have Mr. Taylor visit each of the junior employment offices in New York State in the regular round of his duties in order to:

- a) Gather more concrete information on the vocational guidance program placements they make for the Negro youth.
- b) Interest the placement bureaus so that they will open their doors a little more widely to Negro youths.

How are we to help carry out President Roosevelt's program of government and private industry? - Cooperation regarding the transfer of citizens from the relief rolls to industry.

PUBLICITY

We would like to have a discussion of publicity, meaning that type of publicity that would interpret the work of the NYA in order that the attitude we met at the time of the inauguration would be cleared. This attitude was to the effect that the NYA is totally a relief organization and that students in school should keep the fact that they are receiving student aid a secret because it is relief and is, after a fashion, a disgrace.

Preparation of bulletins on material for group discussion by project supervisors, especially with Negro youths, which will give them a larger conception of the possibilities of their racial heritage. This material is to be composed of such information as facts regarding the number of Negroes in the leading professions; their contribution to art, science and other community fields of endeavor, with biographical sketches of some of the outstanding Negro leaders of the past and present.

PROBLEMS PRESENTED BY THE STUDY GROUP OF THE SOUTHERN
REGION

1. Providing constructional work in rural sections
2. Employment of a larger number of young men and women in our communities to put over a worthwhile program - Certification of youths who need work to work on NYA projects.
3. The difficulty of getting certified youths assigned on NYA projects.
4. Providing short unit training courses for out-of-school rural youths
5. Administrative personnel in all phases of the NYA
6. The tendency and attitude on the part of industry to employ fewer and fewer Negroes (where they are needing fewer employees, the Negro is the last to be hired).
7. Accepting the population ratio as the basis for giving school aid to students and work to unemployed youths on relief does not permit the meeting of the existing needs of our group. An equitable distribution of projects based upon relief certification is needed.
8. In many rural areas the counties have not done anything for the development of rural recreation, and there is little hope that these counties will ever do anything for these people. It is suggested that the Federal Government take steps toward increasing recreational facilities in rural areas.
9. That the Administration should base percent of NYA students allotments to colleges on a later enrollment.
10. The age limit should be extended beyond 25 years for the benefit of prospective graduate students.
11. The problem of giving consideration to the border-line youths.
12. Making provisions for NYA assistance to youths who are not in high school, but who are pursuing domestic and industrial lines of training.
13. Making sufficient funds available for non-relief supervision on projects.
14. The need of a Negro Administrative Assistant for the State of Alabama
15. Problem of getting the cooperating sponsorship of our Negro institutions and special organizations for NYA projects.
16. The economic inability of Negroes in many instances, to furnish the funds for the sponsor's contribution required to establish construction. Projects for them which they need.

PROPOSED RECOMMENDATIONS OF THE STUDY GROUP REPRESENTING SOUTHERN REGION

Because the Negro represents an integral part in the affairs of Government and State; and because of the density of the Negro population in the southern area; and because of the problems peculiar to our people in that section of the country, the study group representing the southern region brings forward the following recommendations, in order that the program of the NYA might more fully meet the needs of this racial group and that there shall be an awakening to the consciousness on the part of our state and district administrators to the needs and share Negroes should have in the present set-up:

1. That the program should develop necessary projects among Negroes to meet their needs. This has its difficulties because of the limitations of the relief status among Negroes; that there should be a leeway to buy materials for Negro projects, and arrangements whereby some skilled labor might be obtained for the projects outside of NYA.
2. That local committees be appointed, preferably interracial, to approach private industry and make an appeal on behalf of Negroes.
3. That the NYA should set aside ear-marked funds for major construction and for permanent maintenance of desirable projects for which no local cooperating sponsors funds can be secured.
4. That NYA should subsidize students or youths of exceptional ability at a level equivalent to our present standard of living while engaged in a formal study or other worthwhile and useful research.
5. That some provision should be made for free medical services for NYA youths.
6. That some measure be taken to separate NYA from WPA.
7. That funds allocated to the several southern states should be divided equitably between the Negro and white youths on the basis of need rather than population ration.

PROBLEMS PRESENTED BY THE STUDY GROUP OF THE NORTHERN REGION

Pertinent Problems and Recommendations

With the view of rendering more effective the program of the NYA in our several states, the following pertinent problems received consideration and the accompanying recommendations are respectively submitted:

For clear consideration we have divided our problems into four major divisions; 1) Education; 2) Health and Recreation; 3) Employment and Vocational Guidance and 4) Administrative Practices.

Education

1. It is recommended that student aid be made available for students 16 to 25 years in trade schools without high schools graduation as a pre-requisite for the aid.
2. That need be the primary basis of selection for students receiving educational aid, rather than high scholarship.
3. That the special fund earmarked for Negro graduate students be made more available for Negro students in northern centers of graduate work.
4. That the date used in fixing educational aid quotas be changed.

Health and Recreation

1. It is recommended that all NYA youth workers have periodic physical examinations and proper follow up to correct defects.
2. That the NYA stimulate and promote health education in cooperation with the existing and established health agencies.
3. That equal facilities and equal opportunities be provided for all eligibles in camps for unemployed girls, and that Negro supervisory personnel assist in the direction of these camps.

Employment and Vocational Guidance

1. Inasmuch as a study of employment records of Negro youth employed on NYA projects in our several states revealed that the turnover of Negro youth is very small compared to the turnover of white youth; that a high percentage of the Negro youth now employed on our projects have been so employed over a year, it is recommended that placement bureaus be established in communities without these facilities.

2. That Negro workers be supplied by the NYA to establish junior employment offices and placement bureaus.
3. That full time workers be assigned to well organized social agencies like the Urban League for field work.

Administrative Practices

1. It is recommended that Negro supervisory personnel be appointed to mixed projects for special attention to the problems of Negro youth assigned to the project, to insure them of full benefits of the NYA program.
2. That inasmuch as it is becoming increasingly difficult to obtain sponsors' contributions for construction projects; it is recommended that more money be made available for material and equipment for such projects.
3. That a Negro administrative staff member be appointed in those states with small Negro populations for full integration of Negro youth into the NYA program of the states.
4. That in view of the general lack of information concerning opportunities with the NYA program, it is recommended that greater efforts be made to publicize NYA programs by means of
 - a) periodical pictorial reports interpreting the work of the NYA as it affects Negroes; b) inspirational and biographical material distributed through communities agencies and c) a motion picture depicting unusual vocational opportunities.

NATIONAL YOUTH ADMINISTRATION
DIVISION OF NEGRO AFFAIRS

CONFERENCE OF NEGRO STATE ADMINISTRATIVE ASSISTANTS AND MEMBERS OF STATE
ADVISORY COMMITTEES OF THE NATIONAL YOUTH ADMINISTRATION

Recommendations of Conference

The Conference of Administrative Assistants and State Advisory Committee members of the National Youth Administration program representing the Negro group, presents from its discussions of the three days, (February 11, 12, 13th, 1937) the following recommendations and observations for the improvement of the work:

A. STUDENT AID

1. That in view of the very valuable service rendered to deserving students by the student aid program, a larger amount of money be made available for this phase of the NYA program.
2. That in view of the disproportionately depressed enrollment figures of our colleges as of October, 1934, the figures of enrollment for the academic year 1937 be used as a basis of allocation of funds for student aid for the next school year.
3. That in the administration of the awards of college aid, the principle of award on the basis of financial need rather than a high grade of scholarship be officially encouraged (a passing grade being deemed sufficient as a criterion of academic worthiness).
4. That consideration be given to the proposal of extending college student aid through the summer school period.
5. That provision be made for the allotment of aid in excess of the \$5.00 maximum for students in approved non-profit vocational schools which do not require high school graduation for admission and which are not regular vocational high schools.

B. VOCATIONAL GUIDANCE AND APPRENTICE TRAINING

1. That a more adequate approach to vocational guidance - particularly through the assembling and dissemination of vocational information - be made in the NYA program.
2. That incident to the guidance effort among Negro youth, funds be made available for a special moving picture showing vocational training opportunities and vocational achievements of Negroes.

3. That greater efforts be made to make available apprentice training to youth, with due cognizance of the difficulties now faced by Negro youths and with consideration of the possibilities of interracial approaches to industry.
4. That consideration be given to the possibilities of encouragement, through the National Youth Administration, of an apprentice program in agriculture for rural youth.

G. HEALTH AND RECREATION

1. That all National Youth Administration youths have physical examinations and remedial follow-up of defects.
2. That the NYA stimulate and promote health education in cooperation with the existing health agencies.
3. That equal opportunities and equal facilities be provided for all eligibles in camps for unemployed girls.

D. ADMINISTRATION

1. That the policies of certification be liberalized so as to include the large number of "marginal" youth who are not employed and who are in urgent need of work and financial assistance.
2. That more consideration be given to problems of adequate supervision of National Youth Administration projects.
3. That in view of the apparent advantages provided through the services rendered by Negro State Administrative Assistants and project supervisors now employed, the national office be encouraged to extend this policy as rapidly as possible.
4. That consideration be given to the possible advantages of Negro representation on the employed staff of regional directors.
5. That regional conferences be held to inform the personnel, Advisory Committee members and interested citizens of the policy and program of the NYA.
6. That increasing effort be made to disseminate the necessary official information to all personnel, to all Advisory Committee members and to the interested public.
7. That in view of the apparent disproportionate inadequacy of the service rendered rural youth, this conference strongly urges that special emphasis be given to the increased extension of this service of student aid and work projects (including particularly recreational facilities) to youth in the rural areas.

8. That in the administration of the program in the areas of relatively sparse Negro population, special attention be given to the problems of insuring adequate participation of the isolated Negro youth.
9. That in view of the increasing difficulty of securing sufficient sponsors' contributions for general construction projects in many areas, consideration be given to the proposal to make a larger percentage of the cost of material and equipment available through the national agency.
10. That the program of the National Youth Administration be deemed a permanently needed service for the youth of our nation and that efforts be directed toward the end of making the program a permanent service of the Federal Government with the emphasis on the importance of this service for the continuing stimulation of the American youth toward preparation for and participation in the best American citizenship.
11. That in view of the needs and possibilities of the youth program as a continuing service rather than an emergency service, consideration be given to the advantage of the establishment of the NYA as a separate administration.
12. That a more extended consideration be given to the formulation of a long range five year or ten year planning program for the NYA in anticipation of its probable continuation - even if authorized on a year to year basis, as at present. (It is recommended that a committee from this conference be appointed for this purpose.)
13. That the NYA seek the organized and continuous assistance of the Departments of Labor and Agriculture in securing from the great basic industries throughout the nation and elsewhere, those jobs that support in peace and self-respect the Social security and the social values of the American citizen.

CONFERENCE OF NEGRO STATE ADMINISTRATIVE ASSISTANTS
AND MEMBERS OF STATE ADVISORY COMMITTEES

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ANNUAL REPORT
of the
DIVISION OF NEGRO AFFAIRS
(July 1, 1936 - June 30, 1937)

June 30, 1937
DIVISION OF NEGRO AFFAIRS
Mary McLeod Bethune, Director



ANNUAL REPORT
Of the
DIVISION OF NEGRO AFFAIRS

The basic purpose of this Report is to indicate to the National Youth Administration the effect of its program upon the largest minority group in the Nation, the Negro.

It is the intention of our statement to present the Negro viewpoint and to evaluate the NYA program in the light of the needs and problems of Negro youth. To my mind, the only reason for the existence of a Division of Negro Affairs and for such a Report is the recognition of the special nature of the problems and difficulties faced by a minority group of twelve million who seek complete integration into the American program.

We believe intensely in the adherence of the National Youth Administration to the Democratic principle of integrating the members of minority groups as completely as possible into the warp and woof of its program. The fundamental idea, then, of our Report and its recommendations is to evaluate and promote this complete integration.



ORGANIZATION OF THE REPORT

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NATIONAL YOUTH ADMINISTRATION
DIVISION OF NEGRO AFFAIRS
June 30, 1937

I. SUMMARY OF THE ACTIVITIES OF THE DIVISION
July, 1936 - June, 1937

Function of the Division

We have conceived the function of the Division of Negro Affairs to be the promotion of the full integration and participation of the Negro and Negro youth in the program of the National Youth Administration.

To effect this purpose, we have carried on the following fundamental activities:

- 12 2 1937*
1. Extensive field work, to interpret the NYA program to Negroes, to interpret the needs of Negro youth to the NYA, to supervise the operation of the NYA program among Negroes and to advise NYA personnel in the field as to techniques to meet the problems peculiar to Negro youth.
 2. Advisory functions: To act as a liaison officer between Negro youth and the administrators of the NYA program to affect policies in such a way as to definitely include Negro youth in all phases of the program.
 3. Creative functions: To devise new ideas, projects and techniques to meet the special needs and difficulties of Negro youth and to extend the advantages of the NYA program to the Negro youth of the nation.
 4. Interracial contacts: To promote interracial understanding and serve as an ambassador of good-will between the races.
 5. Publications: To inform the public in general of the special features of the NYA program as it relates to the Negro.
 6. Correspondence: To respond to all types of inquiry affecting Negro life and youth and to keep close touch with all agencies in the field touching Negro youth.

Distinctive Achievements

1. Traveled over 40,000 miles, visiting 69 different centers in 21 states.
2. Promoted a growing understanding of and interest in the NYA and the general educational program of the federal government on the part of Negro people throughout the nation.
3. Fostered interracial good-will and understanding.
4. Radio broadcast, "A Tribute to Franklin Delano Roosevelt," delivered over nation-wide hook-up of the Columbia Broadcasting System under auspices of the Progressive National Committee and Labor's Non-Partisan League (October 26, 1936). Thousands of copies printed and widely distributed.
5. Calling of the National Conference on the Problems of the Negro and Negro youth. Conference and report considered one of the most significant achievements in Negro life and progress for many years. Report transmitted personally to the President, and 3,000 copies distributed nation-wide to significant agencies and individuals.
6. Conference of State Negro Administrative Assistants in NYA, resulting in a new grasp of the spirit of the NYA program by the assistants, and in the formulation of a set of definite recommendations for the strengthening of the NYA program among Negroes.
7. Assistance in the appointment of 21 Negro State Administrative Assistants.
8. Compiled and distributed 2,500 copies of NYA Circular #7, "New Opportunities for Negro Youth."
9. Addressed hundreds of thousands of Negro youths and adults in all types of meetings in urban and rural areas throughout 21 states.
10. Promoted the full integration and participation of Negro Youth in all phases of the NYA program:
 - a) School aid, 28,335, representing 11.8% of the total
 - b) College aid, 6,983, representing 5.4% of the total
 - c) Graduate aid, 369, representing 7.4% of the total (Increase from 128 and 2.5% last year as result of administration of special Negro graduate aid fund of \$75,000).



- d) Work projects, 18,000 approximately
 - e) Camps, 5 special camps for Negro girls, approximately 300 girls with 70 staff people.
 - f) Guidance and placement, 4 Junior Counselors appointed
11. Recipient of The Francis A. Drexel Award from Xavier University for Distinctive Service.
 12. Subject of special articles in the Survey Graphic magazine, the Literary Digest, New York Times, Washington Post and Star, as well as all Negro publications.
 13. Commencement speaker at 1) Outstanding State College - Tennessee State College, Nashville, Tennessee; 2) great Catholic School - Xavier University, New Orleans, Louisiana; 3) largest Methodist institution - Clark University, Atlanta, Georgia. Invited in addition to Tuskegee Institute, West Virginia State College, Dillard University, and Atlanta School of Social Work.
 14. Elected President of the Association for the Study of Negro Life and History.
 15. Elected Vice-president, National Urban League.
 16. Promoted the integration and coordination of all the Negro advisors serving in the different federal departments.

Vital Needs

1. Continuance of the graduate aid and the school aid programs.
2. Expansion of the college aid program. (Negroes now receive only 5.4% of college aid funds.)
3. Continuance of camp program
4. Emphasis upon work projects for rural youth.
5. Increase of competent administrative and supervisory personnel
6. Impetus to the program of guidance and placement.
7. A more adequate provision for suitable reports from the field in order that the Division might be supplied with sufficient detail to properly fulfill its basic function.

Note:

On the basis of this variety of activities necessary to fulfill the basic purpose of the Division to promote the integration and participation of Negro youth in the NYA program, it is essential that the personnel of the Division be expanded in accordance with the above recommendations.

Details Which Impede the Efficiency
of the Division of Negro Affairs

1. Inadequate procedure to inform Negro Division of exactly what projects, plans and programs are set up for Negro youth.
2. Inadequate facts relative to participation of Negro youth in various phases of the program supplied from the field and state offices.
3. No information supplied by State Directors on the numbers of Negro youth employed on NYA work projects; no breakdown to indicate exactly what kind of work Negro youths are doing, how long they remain on projects, and at what rate Negro youths are being reabsorbed into private or other industry. All of these facts are available for youth "in general" but none for Negro youth. Without these facts, we do not know what Negro youths are actually doing on NYA projects nor what is happening to them as far as employment is concerned. Because of the special difficulties faced by a minority group, these facts are essential.
4. Whenever there are changes in personnel or program details, the Division should be promptly notified.
5. Since the Negro State Administrative Assistants report to this office through the medium of the State Directors' general report, their statements do not appear in their original form, making it impossible for us to get the Negro's own viewpoint of the situation as he sees it.
6. There is a growing feeling of intimidation among Negro assistants against their expression of viewpoint or their making inquiries from our Division concerning things not understood. They now definitely fear being thought disloyal to the administrative heads if they should make such inquiries.

Note:

The Division of Negro Affairs asks to be kept currently apprised of the details of the operation of the program among Negroes, and to have free access to the viewpoint of Negro assistants in the field.

In the current reductions, what is to be the procedure of the Division in determining the rate at which Negro youths are being removed from projects?

II. EVALUATION OF THE 1937-38 PROGRAM
AND RECOMMENDATIONS FOR 1937-38

I. STUDENT AID

A. The Program for 1936-37

Generally speaking, the Student Aid Program has been the most effective phase of the NYA program among Negroes, both as to the mode of administration and as to its effectiveness in meeting a fundamental need of Negro youth, lack of educational opportunity. Economic factors and lack of school facilities kept over a million Negro youths of school age out of school in 1930. The effects of the "great depression" and the collapse of agriculture have served to increase this number through 1933 and 1934. Aid extended to Negro students in elementary and high schools, colleges and universities has made it possible for Negro families to send their youth to school where decreased incomes had made it prohibitive. Further, this aid made possible the extension of the services and facilities of Negro schools, and offered new opportunities for specific training and guidance. With the principals of Negro schools and Presidents of colleges and universities made responsible for the administration of the program in their own institutions, and with definite student quotas being set by national and state officials in accordance with population percentages and enrollments, together with the special fund for Negro graduate students, a more nearly equitable participation of Negro youth was made possible. This participation was given great impetus by the acceptance by state, county and district educational officials of this NYA spirit of equity and by their cooperation with the effort to have the student aid funds reach first and foremost the neediest student group. The results, generally speaking, have been highly gratifying and have profoundly influenced the promotion of educational opportunity for Negro youth in all sections of the country.

1. School Aid - A total of 28,335 Negro youths received school aid as of January, 1937, representing 11.6% of the total number aided. (In 1935-36 a total of 22,912 Negroes received school aid.) In most of the states, the student aid regulation that no racial group should participate to any less extent than the proportion they represent of the total population was adhered to. Participation fell noticeably below in Arkansas, Mississippi, Texas and Tennessee; also in Alabama, Oklahoma and New York State. It is significant that there are no Negro administrative assistants in

Mississippi, Texas or Alabama while only part-time Negro assistants are employed in Arkansas and Tennessee. Since 80% to 90% of all Negro students are in the high school grades and below, the school aid program is a step towards meeting a great educational need among Negroes.

2. College Aid - A total of 6,983 Negro youths received college aid as of January 1937, representing 5.4% of the total aided. (A total of 5057 were aided in 1935-36). Practically all of the one hundred odd collegiate institutions for Negroes participated in the program to the extent of 12% of their enrollment. Negro college enrollments had fallen rapidly during the period 1930-33 and the NYA college aid program has aided remarkably in bridging the gap. However, the small total enrollment of Negro college students resulted in Negroes receiving only 4.1% of college aid funds in 1935-36 and 5.4% in 1936-37.

3. Graduate Aid - A total of 369 Negro youth received graduate aid during January 1937, representing 7.4% of the total aided. (Only 128 Negroes received graduate aid during 1935-36, representing only 2.5% of the total number aided). While the bulk of this aid was extended in six or seven centers, the recipients came from many different states. The increase in the number of Negroes aided from 128 in 1936 to 369 in 1937, from 2.5% of the funds to 7.4% was largely the result of the administration of the special Negro graduate aid fund of \$75,000. This fund made it possible for the few universities for Negroes to have strong graduate groups. This fund represented a veritable God-send to Negro graduate students and schools.

B. The Recommendations for 1937-38

1. We strongly urge that NYA continue to extend school aid to as large a group of Negroes as possible, because of the greater need of Negro youth and that fact that they are not but slowly being reabsorbed into private industry.
2. We strongly recommend that the special graduate aid fund for Negroes be continued at full force as a fairly administered fund meeting a dire need.
3. We recommend that college aid be continued in those colleges where the NYA aid represents a goodly proportion of the annual expense, especially since Negroes received only 4.1% of college aid funds in 1935-36 and 5.4% of these funds this year.

II. WORK PROJECTS

A. The Program for 1936-37

Our available facts on the participation of Negro youth in the NYA work projects program are so inadequate that accurate evaluation is impossible. The total number aided has been variously estimated between 18,000 and 20,000 youths. However, since very few of the states give any racial breakdown on employment figures, we have no way of determining how many Negroes are employed on NYA projects in each state; we do not know exactly what kind of work they are doing, nor are we supplied data as to what rate Negroes are leaving NYA projects for private industry or other employment. While Negro youths have been employed on these projects at many types of work, the last year has shown vast improvement in the character of the projects for Negroes and in the adequacy of their supervision. The most significant projects seem to be such training centers, for men and women, as developed at Prairie View, Texas and Tuskegee, Alabama. Since the masses of Negro youth reside in rural areas, the most hopeful development has been the initiation of training projects to aid the children of tenant farmers and other rural youth. The most recent report, as of June 23rd, 1937, indicates that eight Negro schools in seven states are participating: Arkansas, Georgia, Louisiana (2), Mississippi, Oklahoma, South Carolina and Texas. The number of Negro youths reached is not available. Again, to a minority group that is but slowly being reabsorbed into private employment, this program has been of inestimable aid. With little or no access to apprentice training these projects have given Negro youth an outlet for training on the job as well as bread and meat to keep body and soul together. The great weakness has been in the lack of careful planning and inadequate supervisory personnel. The program of training centers points the way to distinct achievement for next year.

B. Recommendations for 1937-38

1. We recommend that emphasis be continued upon carefully planned and adequately supervised training center projects, both in rural and urban areas.
2. We urge that adequate reports be made available to the Division of Negro Affairs so that we might know the extent of Negro participation, the types of work engaged in and the rate at which Negro youth leave these projects for other employment.

III. GUIDANCE AND PLACEMENT

A. The Program for 1936-37

Except for sporadic guidance activities in a few states such as Illinois and Georgia, and the employing of four junior counselors - two in North Carolina (Durham and Charlotte), one in Chicago, Illinois and one in Washington, D. C., - the benefits of this vital program have not touched the fundamental problem of the employment of Negro youth. Unless emphasis and impetus are to be given to this program of vocational guidance and placement, the large federal funds expended in school aid and in the newly-emphasized training center work projects, will simply create the added problem of trained workers with no work. The business of the promotion of the placement of trained Negroes into adequate private and governmental employment is the crux and the culmination of the NYA program. All available facts indicate that Negro youths are remaining on NYA projects and not being employed in private industry at any appreciable rate. On the other hand, Negroes represent a much larger percentage of the unemployed than is justified by their ratio to the total population. The situation as described by the NYA State Director of a large southern state, gives a key to the entire situation in that area where the great bulk of Negro youth live and work. We quote verbatim:

"I might also add that another problem is giving us much concern and is one on which we should appreciate very much getting your help. It is that of placing our Negro youth. You are probably aware of the fact that there is no systematic effort being made to place Negro youth through the placement service of the State Employment Service. We, of course, are faced with the tremendous problem of sub-standard wages both for whites and Negroes, especially women. It is rather difficult to get a Negro girl off NYA when she works 50 hours per month, gets \$11.00, and is offered \$3.00 to \$4.00 a week for practically 24 hour service."

This lack of "systematic effort" to place Negro youth in a great number of states constitutes the present most serious problem in Negro life. The Guidance and Placement Program of the NYA has immense potentialities for the meeting of this problem. We have urged all the year the necessity for the rapid expansion of this program among Negro youth - stimulation of guidance facilities and, above all, employment of placement officers. Even should

it be necessary at the expense of student aid and work project funds, this program of guidance and placement needs definite emphasis and rapid expansion among Negro youth. We have also continually urged the need for a man as a field representative who, in cooperation with this Division and the Division of Guidance and Placement, could give his attention to the promotion of this program among Negroes.

B. Recommendations for 1937-38

We definitely recommend that the full force of the Guidance and Placement program be brought to bear upon the employment problem of Negro youth. There is great need for the gathering and dissemination of vocational guidance material among Negroes, for the holding of institutes and "clinics", and, above all, for junior placement workers.

IV. THE APPRENTICE TRAINING PROGRAM

1. We recommend that a careful study be made of and a statement issued relative to the participation of Negro youth in this program.

2. We urge that immediate steps be taken to promote the participation of Negro youth in this program.

V. CAMPS FOR UNEMPLOYED WOMEN

A. The Program for 1936-37

Five special camps for Negro girls were set up from November 1, 1936 to June 30, 1937 in the following states: Arkansas, Florida, South Carolina, New Jersey and North Carolina. In addition, four states maintained five united camps: Pennsylvania (2), Ohio, New York and New Hampshire. Approximately four hundred and thirty Negro girls received the benefits and some sixty Negro staff members employed. There were many problems and administrative difficulties and, in some cases, the need for the young women to be at home, caused many of them to remain on local NYA projects for economic reasons rather than enjoy the increased benefits of the camp program. The cultural guidance and recreational benefits of the camp program to a selected group of girls has been of inestimable value.

B. Recommendations for 1937-38

We recommend that a few of the best managed special camps for Negroes be maintained and that care be taken to insure the participation of Negro girls and administrative personnel in areas where mixed camps are held.

VI. ADMINISTRATION

A. The National Office

The administrative work of the Division of Negro Affairs was effected during 1936-37 by a Director, an Assistant, and two office aides. Extensive field work carried the Director over 40,000 miles through twenty-one states to interpret the NYA to the Negro people and to dramatize the possibilities of the program to the nation at large. In this manner, the spirit of the NYA program was infused into the administrative assistants in the field and interracial understanding and good-will promoted to the resultant benefit of all phases of the NYA program in the East, the Mid-West and the South. In addition, the smooth flow of administrative detail and a varied correspondence was maintained through the Washington Office. The National Office assisted definitely in the integration of more than 50,000 Negro youths into all phases of the NYA program, although it was unable to make its fullest possible contribution by lack of an adequate number of workers.

Recommendations

We strongly recommend that the small number of administrative workers in the Division of Negro Affairs be maintained in order to carry out the administrative detail called for in the program for 1937-38. In the face of the necessary reduction throughout the program, the Division relinquishes its request for added workers.

B. The State Office

A careful study of the NYA program as it has operated among Negroes indicates clearly that in those states where adequately trained and experienced Negro Administrative Assistants were employed for full time on NYA, the result has been a satisfactory integration of Negro youth into the State NYA program. It would seem the best economy has resulted where adequate Negro personnel has made more possible the effective expenditure of federal funds to meet the peculiar needs of Negro youth. We append here a list of the states employing Negro Administrative Assistants, indicating their relationship to the NYA program:

Arkansas: Teacher of vocational agriculture gives incidental interest to NYA programs - not on NYA budget.

District of Columbia: Administrative Assistant - Total salary from NYA
 Florida: State Supervisor of Negro Work - Total salary from NYA
 Georgia: Director of Colored Division, NYA - Paid partially by NYA and partially by National Council of YMCA
 Illinois: Assistant State Director of Negro Activities Total salary from NYA
 Indiana: Supervisor of Negro Activities - Total Salary from NYA
 Kentucky: Supervisor of Negro Activities - Total salary from NYA
 Louisiana: Acting Supervisor of Negro Activities - Total salary from NYA
 Maryland: Administrative Advisor for Negro Problems - Part-time NYA
 Michigan: Supervisor of Negro Work Projects - Total salary of NYA
 Missouri: Supervisor of Negro Activities - Total salary from NYA
 New Jersey: Supervisor of Negro Projects, Total salary from NYA
 New York State: Administrative Assistant, Negro Activities, Total salary from NYA
 New York City: Assistant Director Negro Activities, Total salary from NYA
 North Carolina: Supervisor of Negro Activities - Total salary from NYA
 Ohio: State Supervisor of Recreation and Community Activities- Total salary from NYA
 Oklahoma: State Negro Supervisor, Total salary from NYA
 Pennsylvania: Supervisor of Negro Projects, Total salary from NYA
 Tennessee: Agricultural Agent, part-time on NYA
 South Carolina: Negro Supervisor, Total salary from NYA
 Virginia: Field Agent of Negro Organization Society, part-time on NYA
 West Virginia: Negro Assistant, Total salary from NYA

This would indicate that there are only seventeen of the fifty "state" units (including 48 states, District of Columbia and New York City) with full-time Negro Administrative Assistants paid from the NYA administrative budget. There are in addition, four states employing part-time Negro workers and one state utilizing the services of the teacher of vocational agriculture at no expense to NYA.

Recommendations

We strongly recommend that Negro administrative assistants be maintained in these states, and that, as rapidly as expedient, all part-time Negro assistants be raised to full-time status.

We urge the early appointment of Negro administrative assistants in the states of Alabama, Mississippi and Texas.

Only in this way do we feel that Negro youth will be adequately integrated into the state NYA programs and the federal funds designed to aid Negro youth be effectively and economically expended.

The Division of Negro Affairs has deeply appreciated its opportunity to be of service in the National Youth Administration by promoting the integration and participation of Negro youth in its program. We feel that the program, after two years of experience and adjustment, has immense potentialities for meeting definite fundamental needs of the minority group in guidance, training and placement in employment. We offer the above evaluation and recommendations in continuance of the effort of our Division to provide the Negro viewpoint in an effort to include Negro youth fully in the possible benefits of the NYA program as a whole.

We express our gratitude to the Executive heads for their patience and sympathetic understanding of the efforts we have put forth to be of service to the general program of the National Youth Administration, to the state directors, the regional directors and the administrative heads of all of the departments for the fine cooperation they have given us throughout the year and to our own staff for the faithful and efficient service that they have rendered in their spirit of cooperation and helpfulness in the accomplishment of the work of the Division.

Respectfully submitted,

Mary M.Leod Bethune

Mary McLeod Bethune
Director, Division of Negro Affairs

June 30, 1937

NATIONAL YOUTH ADMINISTRATION
DIVISION OF NEGRO AFFAIRS

NEGRO YOUTH IN THE NYA PROGRAM FOR 1937

In July, 1937, the Division of Negro Affairs issued its Annual Report on the Participation of Negro Youth in the program of the National Youth Administration, a survey of the period from July, 1936 to June 30, 1937. The present statement will evaluate certain salient features of the NYA program during the year 1937, with especial emphasis upon the developments of the past six months.

In meeting the needs of Negro youth, we find the five following developments to be highly significant:- 1) Resident Vocational Training Centers; 2) Construction Projects; 3) Special Negro Graduate Aid; 4) Guidance and Placements; 5) Approval of the Negro Press.

1. Resident Vocational Training Centers - These projects make possible: - for out-of-school and unemployed Negro youth:-
 - a) The bringing of added numbers of Negro youth under the influence of schools specific training and healthful discipline
 - b) The development of practical courses of study in home-making, agriculture and other vocational subjects.
 - c) Counsel guidance and work experience for underprivileged youth who have dropped out of school
 - d) The extension of the school's facilities through the construction of dormitories, shop buildings and other structures.
 - e) The integration of Negro family life in rural areas
 - f) An attack upon the root of the evils created by farm tenancy by training a generation of family farm operators.

Some 950 young Negro men and women are now in Resident centers in 10 states, with the expectation that this program will be rapidly expanded especially in the southern area.

2. Construction Projects

The new emphasis given to construction, especially in centers where means have been discovered to augment sufficiently inadequate sponsor contribution for materials, has made possible the improvement and extension of educational, recreational and other welfare facilities for Negro youth. School houses and shop buildings have been constructed; chairs, desks and other equipment repaired. Buildings have been put up for youth and community centers and other structures remodeled for similar use. Isolation huts for tuberculous patients and sanitary out-houses, have been built; grounds have been cleared and prepared for playgrounds, ball parks, and picnic grounds. Roadside parks and soil conservation terracing are included.

These construction projects have afforded definite training in the building trades and uncovered again an ability among Negro youth which Booker T. Washington and other Southern leaders have used for many years in the building of their own school plants and thereby, giving practical training in the building arts

3. Special Negro Graduate Aid

In addition to the Negro graduate students receiving aid at various universities to pursue the standard professional courses, a number of Special Projects were added this year. For example, four groups of 25 students each were helped to study Library Training at four centers. These 100 trainees will be employed in a number of Negro high schools that cannot be accredited now because they have no trained librarian on their staff. In this manner, the Special Negro Fund contributes to the advancement of Negro secondary education in a number of states. In addition, aid was offered to the Hotel Workers Training Project conducted by Tuskegee Institute to prepare well-trained hotel workers for practically guaranteed employment.

4. Guidance and Placement

There is growing realization of the special and intense need of Negro youth for guidance and placement programs. Considerable numbers attended the occupational information classes in Chicago and received scientific guidance from junior counselors. Georgia published a manual ~~specifically~~ specifically designed for Negro youth and organized a state-wide committee for guidance. North Carolina at Durham conducted a counseling center. These and other states made available to Negro youth numerous bulletins of occupational information and placement service by Junior Counselors. The NYA Negro junior Counselor in the District of Columbia has been taken over into the staff of the U.S. Employment Service.

5. Approval of the Negro Press

The Negro press all over the country has given wide publicity to the development of the NYA program among Negroes, devoting considerable space almost every week to releases from state and national offices. Editorial opinion generally voiced approval of the program and the participation of Negro youth. This attitude reflected the growing understanding, acceptance and approval of the NYA program by Negro people all over the nation.



RECOMMENDATIONS

1. Further expansion of the Special Negro Student Aid Fund

This would make possible the further development of special projects and compensate for the comparatively small number of Negro college students receiving college and graduate aid.

2. Strengthening of the Negro Administrative Personnel in the States

The attached analysis of NYA administrative expenditures indicate only slight participation of Negroes. In states having strong Negro assistants, as in Illinois and Georgia, the programs reflect the wisdom of investment in competent personnel. Further, NYA should compensate for the lack of administrative and supervisory opportunities now open to Negroes. These assistants and project supervisors need adequate compensation and working facilities. As the NYA program veers from emphasis upon emergency employment to training projects, the need for competent and well-trained personnel becomes increasingly acute.

3. Expansion of Resident Vocational Training Centers

These projects are one of the most hopeful developments for Negro youth in the entire NYA program. We urge an increase in their number and a wider variation of the types of training offered in the various centers in different sections of the country. NYA should continue its policy of augmenting the expenditures for materials where sponsor contribution is often severely limited in order to make possible full Negro participation in the construction possibilities of the work projects program.

4. Expansion of Guidance and Placement Program

There is intense need for a concentrated attack upon the needs of Negro youth in the fields of guidance and placement. The lead of states like Illinois and Georgia may well be followed by the others, both north and south. There is need for carefully edited occupational information, testing facilities, counseling and, above all, energetic placement activities by interested parties. This appears to be the capstone to the entire NYA program of student aid, work experience and work projects.



June 10, 1938

Mr. Aubrey Williams

Mary McLeod Bethune

Negro Participation in NYA



I have covered every state in the Union where there is an appreciable number of Negroes. I have studied with an open mind and a discerning eye, programs where Negroes are specifically concerned and I am glad to advise that many forward steps have been taken in most of our states as regards to the participation of Negro youth in the program of the National Youth Administration. There is yet much to be done.

1. The general projects for Negroes have been far too meagre.
2. In too many places we have had serious difficulties in getting Negro youth certified.
3. There is a great dearth of social workers among Negroes.
4. Negro youth have practically no part in the program of the Apprenticeship Training.
5. The Resident Training Projects hold real promise for Negro youth, providing their program is sufficiently elastic.
6. Very few states show adequate participation of the Negroes in the administrative, supervisory or clerical employment.
7. Negro youth as yet have a little share in the Vocational Guidance Program, either in counseling or placement activities, outside of the States of Georgia, Illinois and North Carolina.
8. Work projects are too often poorly organized and supervised, however, great improvement is being made in providing equitable consideration for Negro youth in most of the states.
9. The health program is weak among Negro youths.

SPECIAL PROJECTS

1. NYA should promote a few, definite, well organized outstanding projects for Negroes in key cities of the nation, including something permanent and imposing in the way of construction and facilities. Negroes have had so little, therefore we have a long way to go in just partially meeting their needs.

Mr. Williams

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June 10, 1938

2. In a number of salient cities, real effective and attractive youth centers need to be built and set up, offering facilities for recreation, guidance, et cetera.
3. The building of a Little Theatre and Art Center, certainly in the District of Columbia, would be a fine thing. There is much talented leadership here - Negroes are barred from the few legitimate theatres; Negroes admittedly have a flair for the stage and other artistic expression. The building of an imposing and beautiful art center for Negroes here could offer facilities for a Little Theatre, for music and choral groups, for painting, for display of African art, etc. NYA and WPA could cooperate in such a project.
4. NYA should foster, and gain the cooperation of WPA for the setting up of a curative mecca for crippled Negro children similar to the nationally famous Warm Springs Foundation from which Negroes are barred.
5. There is a very commendable project in Kansas City, Missouri, for girls. They are taught under expert WPA teachers, home economics, human engineering, handicrafts and beauty culture. This project is well organized and directed entirely by Negroes.
6. There is a very good youth center in Birmingham and one is being constructed in Jacksonville. These centers offer employment and recreation to the underprivileged Negro youth as well as training in construction and in leadership in these large urban communities.



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June 6, 1938

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- 5 The Resident Training projects hold real promise for Negro youth, providing their program is sufficiently elastic.
- 6 Very few states show adequate participation of Negroes in the administrative, supervisory or clerical employment.
- 7 Negro youth as yet have very little share in the Vocational Guidance Program, either in counseling or placement activities, outside of the States of Georgia, Illinois and North Carolina.
- 8 Work projects are ^{too often} generally poorly organized and supervised and ~~the~~ ^{the Negro's} participation is not equitable, ~~nor does it begin to approach his need.~~

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Special Projects

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6. There is a very good Youth Center in Birmingham and one is being ~~constructed~~ in Jacksonville. These centers offer employment and construction training as well as recreational leadership to the Negro youth in these large urban centers.

2. The building of a Little Theatre and Art Center, certainly in the city of Washington, would be a fine thing. There is much talented leadership here; Negroes are barred from the few legitimate theatres; Negroes admittedly have a flair for the stage and other artistic expression. The building of an imposing and beautiful art center for Negroes here could offer facilities for a Little Theatre, for music and choral groups, for painting, for display of African Art, etc. NYA and WPA could cooperate in such a project.

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August 2, 1939

TO: R. O. Lanier
FROM: Margaret Tallat
SUBJECT: Proposed Festival of Negro Culture

Please find attached the memorandum of which we spoke yesterday. I shall appreciate your returning it when you have seen what interests you. I hope, as you read the portion devoted to pageants and festivals you will try to visualize a Negro "Caravan of Culture", a sort of Drama of Adjustment, in which the history of the Negro in each locality is briefly traced from:

Period I - when, as enslaved aliens, they faced a sudden physical readjustment to a rigorous climate, civilization and condition of servitude, through

Period II - when sudden emancipation forced them, again without preparation, to the other extreme of adjustment: that of independent, enfranchised native citizens, to

Period III - when a new and no less rigorous social and economic adjustment, part of a world-wide upheaval, must now be faced, just when the Negro and his white fellow-citizen are becoming conscious of their mutual responsibilities for and contributions to American culture and American democracy.

It might well be shown that appreciation of the contribution - past and potential - made by the Negro has developed in a manner analogous to, and in proportion to, appreciation of the democratic concept. The twenty-four supervisors you mentioned could perhaps begin a little research into the contribution of Negroes (with due attention given to the presence or lack of opportunity) - (1) as a separate unit, and (2) as an integral part of the locality - to the national economy and the national conscience.

This is of course tentative thinking, which you may not approve, but it may help to set your own thoughts to work in the preparation of your proposed letter on this subject to the states.

NATIONAL YOUTH ADMINISTRATION

MEMORANDUM

October 17, 1939

TO: Mr. Aubrey Williams

FROM: Mary McLeod Bethune

SUBJECT: THIRD NATIONAL CONFERENCE ON THE PROBLEMS OF THE
NEGRO AND NEGRO YOUTH

Because of the lack of opportunity for a serious talk with you on important issues, I am writing this memorandum. I hope you will take the time to consider every sentence carefully.

I have carefully gone over the advisability of having a Third National Conference on the Problems of the Negro and Negro Youth. Before we conclusively decide upon calling such a conference, it would be well to direct your attention to the following facts:

1. Prior to the Second National Conference, there were four Evaluation Committees set up to determine the progress or lack of progress which had been made since the first conference in the fields of Health and Housing, Employment and Economic Security, Education and Recreation, and Civil Liberties.
2. In the main, these evaluation reports indicate that some progress has been made. At the same time, they point to the following glaring deficiencies which continue to exist; (a) Insufficient Negro personnel in policy-making positions in the Civil Service Commission, The Federal Loan Agency, the Federal Works Agency, the Federal Security Agency, the Department of Justice, the Department of Labor, Th The Department of Commerce, the Home Owners Loan Corporation and the Women's Bureau of the Department of Labor. (b) Failure to appoint Negro representatives on important Emergency Committees such as the National Emergency Council, the Federal Committee on Apprenticeship Training and the Committee now making a study of the National Labor Supply. (c) Lack of attention to the integration of the Negro in active combat units of the United States Army and the United States Navy.

The Negro has limited opportunities in the Army, no opportunities in the United States Marine Corps and

his status in the Navy is confined to positions as stewards and messmen. (d) A marked decrease in the appointment of Negro messengers and clerical help in the State Department, United States Treasury, the Department of Justice, the War Department, the Navy Department and other old line government agencies.

While there have been increases in the numbers of Negroes employed in the New Deal Emergency Agencies and on relief rolls, there has been a steady decline in employment figures among Negroes in the government agencies regarded as permanent.

3. As early as September 8, the office of the Republican National Committee in Charge of the Negro Press has focussed national attention upon the deficiencies set forth above.

I believe immediate action should be taken upon recommendations of the two preceding conferences before the call for a third conference is issued. This immediate action will prevent our having to answer many embarrassing questions which are already being posed by persons who look to us for guidance and leadership.

The attached article from the September 8 issue of the Northwest Enterprise, Seattle, Washington, also appeared in newspapers throughout the country. This news story is an indication of the attack which a third conference would precipitate.

I have given you the above facts in order to make known to you the actual situation with a hope that you, in some way, will convey to the President these facts for his perusal and consideration. I hope you will be able to find out if there is anything outstanding that can be done now regarding these situations. If not, it is my serious advice that we do not attempt a third conference on the eve of election. We do not have sufficient ground to stand upon to ward off the bombardment from the opposition. They see clearly the inadequacies in the numerous federal departments. If we can get something outstanding done for the Negro, it will furnish us with ammunition which we do not now have.

Enclosed herewith is a statement which I have prepared for the President. I wish to have your opinion regarding it before it is presented.

What do you think?

Mary McLeod Bethune

City of Miami-Florida



January
8th
1940

Mrs. Mary McLeod Bethune
National Youth Administration
Washington Building
Washington, D. C.

Dear Mrs. Bethune:

Some time ago, I noted in the daily papers that Mrs. Roosevelt is to speak at the Bethune-Cookman College, some time in the near future. I did not make note of the date.

I do not know whether you are inviting any of your friends to be present at the School at the time of Mrs. Roosevelt's visit, but, if so, I would like very much to have an invitation to be present.

I had the pleasure of having breakfast with Senator Claude Pepper and Mr. Robert J. Dill last Thursday morning, here in Miami. I would like very much to see you the next time you visit Daytona Beach, that I may have a talk with you about Florida National Youth Administration matters that Mr. Pepper discussed with me during his recent visit here. I would like to get your reaction, and believe I know of some possibilities that would be of great interest to you in the Florida National Youth Administration set-up.

I had the pleasure of being able to assist very materially in the promotion of the Christmas Day National Interscholastic football game, that was promoted in Miami, as the opening gun in the President's National



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Infantile Paralysis Campaign. I was associated, very pleasantly, in this work with Mr. Keith Morgan of New York, National Chairman of this Association. Mr. Morgan is very close to the President and Mrs. Roosevelt. When he learned of my desire to again be associated with the National Youth Administration, he offered to speak, personally, to the President and Mrs. Roosevelt about me in this connection.

I hope that this New Year finds you in your usual good health and fine spirits, and that it will be the happiest New Year of all for you.

Yours very cordially,



Gerald L. Ash, Director
Department of Public Welfare

GLA:pb

FEDERAL SECURITY AGENCY

NATIONAL YOUTH ADMINISTRATION

Division of Information

District 2155

Washington Building

Washington, D. C.

For Release at 9 PM, Thursday, Feb. 15

February 14, 1940

(Note: The following is the text of the Inglis Lecture delivered by Aubrey Williams, Administrator of the National Youth Administration at the Harvard University Graduate School of Education, Cambridge, Massachusetts, Thursday, February 15, 1940. The Inglis Lecture was established by friends and former students of the late Professor Alexander Inglis to commemorate his services to secondary education. Each year some outstanding person is honored by being invited to present his views on secondary education. Administrator Williams' address is released for publication after 9 PM, EST, Thursday, February 15.)

WORK, WAGES, AND EDUCATION

By Aubrey Williams

For educators, as well as for the rest of us who are concerned primarily with young people, the most significant observation that could be made about youth in these times is the fact that around 4 million young people between the ages of 15 and 24 are out of school, looking for work, and unable to find a job of any kind. This is important to educators because it leads them to question whether the present educational process is effective in fitting young people to cope with this kind of situation. It is important to the economist because it indicates that our economy as now constituted is not prepared to absorb the new generation that is knocking at its doors for admittance to the adult world of productive work. It is important to the political scientist and to all of us as citizens because it leads us to wonder how democratic institutions can best be adapted to solve the problem represented in these figures. But most of all it is important to the young people themselves because it means that the normal channels of growing up are closed to them. They find themselves ready and eager to do their part of the world's work and to achieve in return the economic independence which is the key to every other sort of independence. But instead they are frozen in a kind of suspended animation - condemned to a prolonged and therefore unhappy adolescence.

However, today I am going to digress from the subject of youth unemployment, which is the primary concern of the National Youth Administration, in order to discuss certain ideas regarding the problems of the educational world in meeting the needs of young people which have come to me in connection with my work. If in suggesting new directions for education I

appear to be critical of its present policies, I would not want you to conclude that I believe in any way that education is responsible for the present major problem of young people. There is an unhappy tendency on the part of some people when confronted with the uncomfortable facts of unemployment to look around for the villain. What social agency is chosen for the role depends, of course, on the personal prejudice of the individual; sometimes it is the government, or big business, or monopoly or labor, and sometimes even the school system is chosen for the role. It is assumed by some process of magic that if the schools turned out better people, models of all the ancient virtues and fully trained in a trade besides, they would quickly find a place for themselves in the working world and the national economy would right itself.

The weakness of this type of reasoning seems to me obvious, for the schools are not the main-spring of the economic system. The schools cannot themselves create the purchasing power which would expand industrial production to the point of absorbing all their graduates. [But educators must necessarily be concerned with the fact that every year of the million and a quarter new workers entering the labor market approximately five hundred thousand young people leave behind them the school room only to find themselves in the limbo of unemployment. Educators must necessarily wonder whether these young people were thrust out from the school too soon, improperly prepared to take their place in the world, or whether the working world itself is in need of some kind of adjustment in order to make a place for them.]

[I think there is a growing realization on the part of educators that these two worlds, the world of the school room and the world of the work shop are no longer separated by an unbridgeable gulf. They no longer are willing to hand a young man or a young woman a diploma and say, "Now my responsibility is ended, - you will have to look to the businessman for your place in the world." They are beginning to realize that the functions of youth, the processes of transition from childhood to adulthood, are not separate and distinct phenomena separated into watertight compartments of education, a job, and personal adjustment. They are beginning to realize that this is one organic process in which each part has an integral relationship to the other part.] They are beginning to accept the existence of an ideal, of a goal to be worked toward, in which the period of schooling will lead in a normal continuous way to the work experience and personal adjustments of adult life without the present breaks and interruptions that do such grave injury to the bewildered, frustrated and unhappy unemployed young people of today.

Naturally, therefore, the educational world is faced with a questioning that turns both back upon itself and out upon the national economy and political scene. It turns back upon itself in order to examine its own methods, its own objectives and its own adaptability to a changing world. The Regents' Inquiry of the State of New York is an excellent example of the way in which

education has turned upon itself the searching rays of objective analysis and emerged with a freshness of vision and an understanding of its own problems which speak well for its vitality and ability to adapt itself to the needs of the times.

Moreover, educators are looking more and more to the working world beyond the classroom walls in order to see what happens to young people after they pass beyond the period of formal education. Educators are beginning to think of their function as only one step in the development of the qualities of personality, knowledge and skill that make for well adjusted adults. Educators are concerned primarily with that period of life when young people are traditionally encouraged to be non-productive members of society in order to devote their full energy to the development of their own capacities and store of knowledge. This is one of the achievements of civilization, that the young may be carried by the productive effort of their elders longer than nature itself requires in order that they may in their turn function more effectively as adults. But the educative process by no means comes to an end when the situation is reversed and young people turn their energy and talent outward in order to contribute to the economy and society in which they live. On the contrary this is the very climax of the educational process for it is at this point that all the years of training that have gone before are subjected to the hard test of actual practice.

I am not talking now of vocational training. In fact I think there has been an over-emphasis in the past on a strict division between vocational and academic education. There has been a tendency here again to think in terms of separate compartments of life as if the worker and the man were separate and distinct beings requiring a wholly distinct and isolated training. Certain studies like English literature and history and art were thought to feed the soul and the personality while other studies were directed to training the worker in a particular skill. There were some in fact who not only saw these two fields of study as separate and distinct but even went so far as to consider them competitive. Therefore, a boy or girl in high school was faced with the difficult task of choosing whether he would undertake to train himself in a trade through a commercial or industrial course or whether he would undertake to develop his cultural capacities through an academic course.

Fundamentally, I think the problem grows out of a false and archaic concept of work which still persists in our modern world. The idea persists, sometimes unrecognized but none the less powerful, that work is a means to an end, a necessary evil whereby man keeps himself alive, rather than a positive function of the human personality. Perhaps this idea goes back to the time when man's genius had not gone far enough in mastering the processes of nature to lighten the struggle for existence. And yet I suspect that this idea of work as a necessary evil is a comparatively

sophisticated one. It is hard to imagine primitive man pausing in the constant struggle of wresting his livelihood from the wilds of nature without benefit of tools and in bitter competition with the rest of the animal kingdom in order to bemoan the hardship of his lot. It would not occur to him that there was an alternative method of survival any more than it would occur to us today that we could survive without eating.

I am inclined to think that our attitude toward work goes back not to its extremely onerous character in mankind's early history, but rather to the time when society began to develop two new concepts: First, the theory of a division of labor between individuals and second, the theory that certain groups of people, originally as warriors and later as property owners, were exempt from the necessity of labor and might survive by reason of the labor of others rather than their own. Under a division of labor there developed the idea that certain kinds of work enhanced the social prestige of the person performing it and through the emergence of a leisure class exempt from labor there developed the idea that work of any kind, with the exception of governing and fighting, marked a person as belonging to an inferior class.

These ideas are hardly original - they have been expounded with great wit and penetration by Veblen in his "Theory of the Leisure Class" - but I am constantly impressed by the deep and persistent inroads they have made in our educational theory and practice. [And I am even more impressed by my experience in the National Youth Administration with the fact that our educational system ought to be working to lessen rather than aggravate these out-moded attitudes toward work. For it is surely the very essence of a democracy that the intrinsic value of the human personality should be recognized and that the value and dignity of all forms of labor as an expression and function of that personality should be accepted as a part of our national philosophy.]

I think there are a number of historical factors that have led us into false directions and lost us the trail of true democratic progress in the field of education. [Our ancestors who founded this nation had the pioneers' true respect for education as the very keystone of equality of opportunity for all and their respect for higher education has fortunately persisted among us to this day. But they brought with them from the old world the concept of higher education as the hallmark and prerogative of the gentleman and therefore as the stepping stone to gentlemanly occupations. Gentlemanly occupations they conceived as the professions, business and the arts, in fact, all the un-manual occupations with the possible exception, in the period of agrarian dominance, of gentleman farming. This attitude is bad enough at the college level, in my opinion, for reasons which I will explain later, but it has been disastrous at the secondary school level where a high school graduate tends now to look upon the white collar occupations alone as worthy of his training and personal worth.]

For a while it was possible for us as a nation to avoid facing squarely the absurdity of our growing tendency to expand educational opportunity at the high school and college level as a means of lifting our children into the socially more acceptable strata of non-manual occupations. This was made possible by the great waves of immigration from the old world, by the tremendous influx of workers from the poverty stricken countries of Europe who were desperately eager for work of any kind and happy enough to get the jobs as ditch diggers, railroad builders, domestics, common laborers of every kind that the second or third generation Americans scorned. But then in turn their children struggled to lift themselves above their parents' level into the white collar jobs where they would be accepted on equal terms by the older inhabitants - and when immigration ceased, our factories became filled with frustrated young people who wanted to work in an office.

[It is obvious that without new immigration it is the children of all of us who are going to have to do the work of the future in this country. And the bulk of that work, by the very nature of our modern economy is going to be manual work, not in the sense of back-breaking labor but in the sense of machine tenders, on the farms, in the factories or in the service and distributive occupations. This is surely a fundamental and axiomatic consideration for educators.]

There are those who react to the acceptance of this fact by the assertion that we should reduce the extent of education at the college level to the number that may properly be absorbed in the gentlemanly pursuits. This is what has been happening in certain totalitarian countries where the function of higher education is conceived of in terms of the needs of the state rather than the development of the individual. [The ^{one} same line of reasoning leads to the conclusion that education at the secondary level should either be reduced or that its curriculum should be so modified as to fit young people for the social and occupational class they will occupy as adults.]

These theories, to my way of thinking, represent the ultimate in reactionary educational theory and are contrary to the very tradition of democracy that has made our educational system the powerful instrument it now is. [It assumes a wholly utilitarian function in education, that education is intended to turn out as from a machine the number and kind of workers required by our economy rather than to develop the best potentialities of every individual born into a democracy. It runs counter to the potentialities of our modern technical and scientific development which has freed mankind from the drudgery of never ceasing labor and permitted him to devote a greater part of his span of years to the development of those qualities of the intellect and spirit which distinguish man from the lower animals.]

Modern productive techniques have brought with them not only new leisure but also a new complexity of problems to be solved. This has given education a double problem: First, to develop in young people those personal qualities which will enable them to make constructive use of the leisure which is the ultimate object of all labor saving devices, and, second, to develop the necessary knowledge, objectivity and social attitudes which would enable them to participate intelligently in the democratic solution of the complicated problems growing out of modern science, techniques and industrial organization.

Both of these are difficult tasks requiring a considerable period of time devoted to the educative process. Neither of them relate directly to the development of specific working skills. They are in many respects more important to the young person whose actual occupation is not stimulating than to the person whose work enhances the broad development of personal qualities. It is therefore my conclusion that the extent of education should depend on the needs of the individual rather than on the needs of the economy for workers trained in one field or another. Moreover, I feel that while modern conditions of production require on the whole fewer persons with a long period of training specifically directed to developing vocational or professional skills, the complexity of the problems facing citizens in a modern democracy and the potential opportunity for fruitful use of leisure time require that if anything a greater proportion of the total span of man's hours, days and years should be devoted to the acquisition of knowledge and the development of personal qualities.

[I do not believe that our democracy can afford to provide less educational opportunity for any of our people. On the contrary, I think it should provide more adequately so that children in all parts of the country, from all races, and all economic groups, may have the best we know how to give them. It is the timing and the content of our education rather than its extent that needs to be considered critically in terms of its objectives.]

In connection with the timing of education I would like to repeat what I said earlier regarding the tendency to separate education off from the other processes of personal development. Young children - perhaps up to the age of fifteen and sixteen - must necessarily devote the greater part of their time to personal development. First of all, the physical requirements of growth are such that arduous work on the part of children is considered harmful to the individual and hence to the race. It is therefore considered the responsibility of a civilized state to provide adequately for its children through the period of their physical growth. But in addition the complexities of modern life are such that young people are not considered sufficiently mature in judgment or knowledge to cope with the world entirely unaided by adult support even by the time of

their physical maturity. Parents who are financially able to do so almost invariably wish to continue to support their children through the period of college and even graduate studies in the belief that this prolonged period of dependency fits them better to cope with the world as adults.

This is a logical development in an age where the machine has freed man from the necessity of using his full years of physical maturity for productive work. But it has two serious drawbacks. First it postpones in all but the exceptional case the time when a young person begins to receive the benefits of actual work experience. And second, it tends to limit the opportunity for complete educational development to those young people whose families are in that small minority of the economically well-to-do that can afford the heavy expense of higher education.

I think these are perfectly sound solutions to both these problems and that herein lies the chief value of our NYA experience to educators.

[First in discussing this problem of work experience it is probably necessary to define just what I mean by "work". I know that to students the whole process of studying seems the hardest work in the world. That is because they think of work in terms of effort. But the thing that distinguishes work in the sense that I am using the term is the fact that it is effort directed toward some objective benefit.] A student expends effort in order to develop his mind and acquire knowledge for his own present and future use. A worker expends effort in order to contribute to the world's wealth, knowledge or well-being. In this way a worker creates a new value for which he is entitled to receive compensation. The expenditure of effort on the part of a student has its reward in the enrichment of his own personal capacities.

Sometimes these distinctions are hard to draw clearly but I believe that in general the difference is a valid one. The confusion arises from the by-products of the effort of student or worker rather than from its objectives. For instance, a student might very well write a brilliant thesis as a part of his studies which would cast new light on some problem and so add to the sum total of human knowledge. And certainly the research worker whose objective is to expand the world's knowledge adds constantly to his own.

It is, in fact, the by-products of work experience that I had in mind when I referred earlier to the fact that it was a mistake to think of the processes of education as taking place solely in the classroom. I imagine many older people in looking back feel that they learned more in their first week at a job than they did in a year in the schoolroom. Certainly no one would feel that his personal development ceased when he secured his diploma.

The question seems to me to reduce itself in considerable measure to timing. How long is it desirable to deprive young people of the benefits of "work" in the sense that I have used the term? Are parents entirely right in their belief that they are doing their children a service

in making it unnecessary for them to work until they are somewhere between 20 and 25 years of age? Above all is this idea that there is a time of life to be devoted entirely to self-improvement in the form of education and a time of life for productive work a sound and necessary one? These are the questions that come to mind.

[It is obvious that work, unless unusually hazardous, arduous and protracted, is not physically detrimental to young people after the age of sixteen. Certainly to anyone raised on a farm even this would seem unduly conservative. For with our strong agrarian tradition we like to think that our most vigorous stock has come from the farms where boys and girls alike are expected to do their share of the regular chores and of the unusual work of the planting and harvest seasons. Even in small town and city life in an earlier period there were plenty of chores in the average household to give most boys and girls a thorough taste of work during their adolescence. There were big houses and yards to be kept in order, water to be drawn, wood to be chopped, kitchen gardens to be tended, baking, preserving and dressmaking for the girls, animals to be tended, and all kinds of handyman work normally to be performed around the place.]

As our way of life has changed so that less work is performed in the home and all work is more highly mechanized and therefore more highly organized, it has become less possible for young people in their teens to participate in the work of the home or the community while continuing their education. Nowadays if a young person wants to help, for example, with the canning, he has necessarily to give up school in order to go to the cannery for a full day's work when the whistle blows. You could hardly expect the cannery operator to adjust his production and the use of his machinery so that high school boys or girls could drop in to work for an hour or two in the afternoon after school is over. It is not particularly economical - although it may have other values - for girls to make their own clothes at home when large scale factory production can turn out attractive ones more inexpensively. Carpentry work in the home may be good recreation but furniture factories, equipped with all the latest power machinery, can probably fill the average family's needs more satisfactorily than their sixteen-year-old son at work in the basement.

The shift from a handicraft economy to large scale mechanical production has made it very difficult, if not impossible, for young people to get much of any work experience before they leave school. I think the young people have lost some things in this process which we ought to be able to regain in other ways.

[First, they have lost the necessity of acquiring certain basic skills which, while they may never be required in a vocational sense, add immeasurably to the ease of getting along in the world. I have been astonished by the number of boys between eighteen and twenty-five years old who come to

the National Youth Administration with no knowledge of how to drive a nail - and the number of girls who don't know the simplest principles of cooking or sewing. I am personally of the opinion that the world would be a more comfortable and pleasant place to live if everyone - male and female - knew how to wield a hammer, a paint brush, a skillet, a needle, a hoe, and a broom, at the very least.

It was interesting to me to learn that the early charters granted for education in the American colonies specifically provided that training in the manual arts was the responsibility of parents rather than the schools. Today if the home no longer provides the opportunity to teach these arts, it is time to revise our thinking and work out a way for them to be learned and practiced elsewhere.

But there is a more serious side to this long delay in opportunity for productive work and that is the effect on the attitude of mind of the young people themselves. [For the greatest value of work to the individual is the sense of justifying his existence in sharing in the productive enterprise of the world.] There is a dignity, a sense of achievement, a self-confidence, and a feeling of belonging and comradeship that are hard to describe without apparent sentimentality. It is this phenomenon I have seen so often in my experience with the administration of relief when a man long unemployed, with confidence, initiative and dignity all but destroyed, is transformed in a day by going back to work. But in the case of young people it has a special significance. It is the first recognition that the period of childhood is passed, that the time has come when one is accepted into the adult world on equal terms as a producer.

[It is one of those interesting contradictions of the human spirit that complete personal development seems to come only when the individual ceases to be solely on the receiving end and begins to contribute from his own store of talent, energy and knowledge to the wealth of the world. This may be a by-product of the work itself, but it is such an essential one in the educative process that it should be recognized as such. It should drive out of our thinking the whole ancient idea of work as an evil and make us seek it out as one of those opportunities which should be denied to no part of the human race.]

If we are going to continue the process of educating young people through twenty or twenty-five years, I think it is essential that we find a way to extend to them the opportunity to work during the period of their schooling. After all, as I have tried to point out, the traditional division of time of life between study and work is an arbitrary one, based primarily on changes in our economy which make full-time participation in production the more efficient and therefore the more profitable method of work in most processes. There are a few exceptions newspapers are still largely delivered by school boys, but there are not enough of these to make a dent in the problem.

Frankly, I doubt very much if private employment will ever offer a solution to this particular problem. There have been some interesting experiments - the one at Antioch College is probably best known - but the difficulties of finding suitable jobs are almost prohibitive. In connection with vocational training at certain high schools arrangements have been made with employers to give the students work on a half-day basis as a part of their high school work. But this is obviously not an efficient arrangement for most employers and presents some very difficult problems in labor standards. Questions have recently been raised, for example, as to the applicability of the Fair Labor Standards Act to this group and it can readily be seen that without very careful safeguards exploitation and unfair competition could very easily occur. Vacation employment is also a possibility but here again it is difficult to find suitable jobs of short duration. I am wholly sympathetic with all of these schemes but I am afraid that their inherent difficulties are such that they can only reach a comparatively small number.

There are still three possibilities: work at home, work at school, and work for the benefit of the general public. Work at home, even where it still exists, is certainly desirable, but it has three great limitations. First it is necessarily limited in variety and quantity, and is usually of the handicraft, individualistic, and, therefore, inefficient type. Second, most young people think of their families as an extension of themselves, it does not have the same value in terms of a sense of contribution to the larger economic whole. And third, in most families it does not mean work for a wage. I am going to speak later about the significance of a wage but it is of fundamental importance to young workers as a recognition of the value of the work which has been done and an evidence that the period of independent self-support has begun.

The National Youth Administration has had experience with providing work both in the schools and for the general public. On the whole I think it has proved its value in bringing the benefits of work experience to young people both in school and out of school. But it has necessarily been limited to an economically needy group and has not been available to all young people on the basis of subjective need.

Nevertheless the extension of work opportunity to those in need has given definite public recognition to the second problem growing out of the extension of the period of education, that is the problem of cost. It used to be assumed that if the state provided free public schools equality of educational opportunity was assured. I think that this was probably more true in the days when more of us lived on farms where it was easier to carry along the younger members of the family and when there were more odd jobs available for students. But today it would be ostrich-like blindness not to recognize that the children of the poorer sections of our population cannot finish high school, let alone college, without some form of assistance.

It seems to me that with the realization that a substantial part of our young population is going to have to go into unskilled or semi-skilled occupations, it becomes doubly important that the selection of young people for the more highly skilled fields of work should be based on their own aptitude rather than on the financial ability of their parents to carry them through the necessary period of training. [I can imagine no worse menace to our democratic tradition than the development of a hereditary caste system whereby only the children of the well-to-do might enter the professions and the children of the now less honored occupations should remain permanently bound to follow in their parents' footsteps. But it follows inevitably that if there is to be opportunity for children of unskilled, manual workers to move into the skilled and intellectual pursuits there must be an acceptance of the fact that there is no tragedy when the child of a professional person becomes a factory worker.]

There are two vital factors in creating a situation where young people will go into the work for which they are best suited on the basis of open, democratic competition. First, all kinds of work must be made more attractive. There must be less disparity of financial return from different occupations so that all workers may share in the standard of living which our modern genius makes possible. There must be shorter working hours for the routine mechanized occupations so that persons whose jobs offer little outlet for imagination or creative activity may be able to develop avocational outlets for their talents. There must be neither social stigma nor unusual prestige attached to any form of work, except perhaps that of the creative genius. All work should be honored and the coal miner as welcome in the drawing room as the lawyer or stock broker. Above all, education should be extended to all young people who can benefit by it regardless of their occupational objective so that our democracy will function with informed citizens and cultivated men in every walk of life.]

This means a revolutionary change in many of our attitudes for certain prejudices are deep rooted and, much as we hate to admit it, there are many vestiges of the class alignments of the old world in our national psychology. But in the field of education our tradition of opportunity for all is strong and there is a real historical basis on which to build. I think the very existence of the NYA student work program, and its wide popularity among educators, civic leaders and political representatives is good evidence of the firmly rooted belief that young people of promise should be given financial assistance in completing their education. And I think it is also evidence of the persistent American tradition that financial assistance should be given to people who are able to work only in the form of wages for work performed.

I believe that young people should be given work and I feel strongly that they should receive a wage consistent with the value their work has created. I think that when needy young people are old enough to work they should have a chance to earn some money so that they will not be penalized by the poverty of their parents in completing their education. But in addition I think that all young people should have a chance to work and to receive a fair wage for their work, even before their education is completed, in order that they may learn the true values, both subjective and objective, of their labor. For what is money but a measure of value, and what is work but the process of creating a value? To me the principle that a laborer is worthy of his hire is basic to the whole concept of work. Work without its just wage is as meaningless as salt without its savor.

If private enterprise cannot provide young people with paid, part-time employment during the period when they are still devoting a part of their time to the educative process, the only alternative way it may be done is through some tax-supported public agency. It is conceivable that local communities might undertake to do this through the schools and I am told that a few have done so. I think such an arrangement might work out very well but it has one serious drawback. The schools are necessarily fighting year by year to expand the amount of public money available to them for educational purposes. They are scarcely in the position at this time to advocate successfully the cause of paid employment for young people from local treasuries.

In any case, whatever the reason, it has remained for the Federal government, through the National Youth Administration, to put into actual practice the dream that progressive-minded school people have long cherished. The National Youth Administration has provided through its student work program part-time paid employment in the schools to young people who need financial assistance in order to remain in school. We have purposely left the actual direction of the program in the hands of the school people themselves in order to achieve several objectives. First it has made it possible, by the contribution of their labor as supervisors and administrators, to put all the Federal funds available for this program into actual wages to the young people themselves. Second, it has eliminated any possibility of an effort, or even the appearance of effort, on the part of a Federal agency to interfere with the sacred area of educational policy traditionally reserved to state and local authorities. But most important of all is the third reason, the fact that in the student work program we have placed in the hands of the educators of America, a new educational medium and tool. The fact that in virtually every high school and college of this country the Federal government has put into the hands of the principal, president or dean a certain number of paid, part-time jobs has a revolutionary significance in the educational world with which most of the theoretical pedagogues have not yet fully caught up. But school people generally are beginning more and more to explore,

develop, and realize the educational benefits of this program in a way that should influence profoundly the future direction of education.

In some respects I believe that the other part of the NYA program, the projects for young people who have left school, has almost as much educational significance as the student aid program. For even though many of these young people on our projects have left school solely for financial reasons, there are many, many others who left because they felt the school system had nothing further to offer them. Especially as the student aid program is extended and strengthened in order to keep in school those who need financial help to stay, we find on our out-of-school work projects those whose needs the school system as constituted somehow failed to meet.

[Because the National Youth Administration is a new agency, and perhaps in part because we are not essentially an educational agency, I think it has been possible for us to experiment with certain techniques which may have value for educators. First of all we have proceeded on the assumption that youth is a time of experimentation, of groping for the right career, for the right direction, of self searching. We have tried, therefore, to give young people on our projects a chance to try their hands at a variety of kinds of work in order to learn a little of what different jobs really mean and which ones might be better suited to the particular aptitudes of the individual.] We have accompanied this by individual and group occupational counseling and by the development of simple but comprehensive occupational studies, analyzing the conditions, requirements and opportunities of different types of work. Furthermore, we have organized a kind of instruction, both on and off the job, related to the work the young person is doing. [We have worked, in short, to break down the arbitrary division between work and study in order to give a comprehensive understanding and sense of direction to young people in the difficult period of their transition from childhood to productive independence.]

[Even though we in the National Youth Administration think we have learned some interesting things about the educational needs of young people who leave school long before their educational potential is exhausted, we are not anxious to take over the work of the schools. In fact, we think there is no inherent reason to make an arbitrary dividing line between the program of NYA projects for young people in school and young people out of school.] We would like to see many of the boys and girls on our out-of-school work projects who thought they had left the classroom behind them forever go back to school on a part-time basis, and we are working with the Office of Education and school authorities in several cities on an experimental basis to that very end.

The educators have been quick to recognize that if the schools are to reclaim for the classroom this group that has deliberately left school behind them once, it must be on a new and experimental basis specifically designed to meet their needs. Neither the traditional academic

course designed to prepare students for the equally traditional classical college education nor vocational training directed toward the development of a single skill will fill the need of these young people. A new type of education, experimental and realistic in the best sense of those words, is needed to give these young people an understanding of the world which they have already entered. This is the world of work in which man uses the techniques and machines made possible by science to adapt the wealth of nature to his needs. It is the world of economic organization whereby the processes of production and distribution are made to work with a present degree of efficiency which is marvelous in terms of the overwhelming complexity of relationships but appalling in the discrepancy between potential abundance and actual poverty. It is the world of social organization whereby citizens living in a high degree of mutual interdependence solve their common problems and provide for their common welfare. It is the world of medical science bringing nearer the dream of health and vigor for all, the world of new media of communication making possible but somehow failing to produce the understanding of all peoples of the world of each other, the world of new media for the entertainment and expression of the genius and aspiration of a people. These are a few of the things which education should help young people growing up in a new kind of world to understand.

I can imagine that many of you are wondering whether in dreaming of a civilization in which all of our young people will be educated to be the cultivated, intelligent citizenry which can solve the problems with which we older people have grappled so long and so ineffectually, I have not forgotten the grim fact that at any one time in our current imperfect period of history there are approximately four million young people for whom not even the minimum opportunity of the chance to earn a living exists.

I have not forgotten this army of jobless young people. They are my daily job and their tragedy is never out of my mind. But the problem of jobs for all is not going to be solved by the educators alone. The solution of this problem is the major task of the body politic, of us all. It involves fundamental readjustments in the relationship of capital, labor and government so that the economy will function for the benefit of the entire population. There is general agreement as to objective but there is a wide diversity of opinion as to method. This is perfectly right and proper in a democratic nation where we are free to disagree with each other and to express our disagreement in words and in action at the polls. But it slows up the process of adjustment; it is surer and probably less costly in the long run but it takes time which is precious to the individual whose life is involved in this historical process. A writer in one of your Harvard publications, an undergraduate, I believe, once pointed out with considerable justice that through the emergency programs, especially through the WPA program, the New Deal had purchased time with which to work out through the slow processes of democracy the fundamental readjustments in our national life which

are necessary if democracy is to survive. Revolutions and dictatorships alike come about when the needs of the people are so pressing that rapid and ruthless change seems to them to offer the only hope for their fulfillment.

I have faith that we in this country will find a solution to our problems through the democratic process. But I think it is essential that those of us who are concerned with the development and future of young people should not become discouraged and lose our sense of direction during this difficult transitional period. [I feel particularly strongly that educators should not resign themselves to cutting their educational pattern in terms of the cloth of present economic inadequacies.] Let them develop young people who are not only equipped to make good use of the potentialities of the modern world but who are also wise enough to develop the machinery that will bring the benefits of our potential abundance to the whole population.

[While young people are still immature we will begin to give them an understanding of the vast achievements of modern invention. We will show them in the lower schools how modern civilization has brought untold benefits to men through the use of machinery and through the harnessing of natural forces. I believe that it is possible to prepare the way for enthusiastic participation in industry in later life by giving children in the elementary schools some insights into the wonders of our mechanical civilization.]

[Similarly, I believe that it is possible to create an interest in agriculture even in the minds of young people who are never going to be farmers. The new crops which the Department of Agriculture has brought to this continent can be described. There is as much romance in the importation of these crops as in any story of the search for the Golden Fleece.]

For the children in the lower schools descriptive accounts of mechanical and agricultural achievements can be made the means of cultivating respect for labor and also the means of stimulating out-of-school activities that will take the place in some measure of home activities that in earlier times introduced children to serious participation in the real production.

At as early a point in the school program as is feasible constructive activities should be introduced as a part of the regular school program. The upper grades of the elementary school furnish opportunities for a great deal of practical activity. Such activities would appeal to the slow learners because they have to do with concrete realities. They would appeal to the bright pupils because they stimulate inventiveness.

By the time that pupils pass into the secondary schools the descriptive phase of their study can begin to deal with the complex organization of industry, business and government. On the practical side a differentiation can begin. First there will be exploratory exercises which will make it possible for each pupil to become acquainted with several different spheres of activity. Later

activity will begin to take on the individualized form which is appropriate to the capacity and taste of each pupil.

There is nothing in the program which I am proposing which does violence to the most ambitious plan of intellectual education. I am convinced from my contact with young people that there is nothing that stimulates intellectual effort more than the achievement of tangible, constructive results. Work that shows outcomes and intensive thinking can go on at the same time and supplement each other.

In due time a very young person, no matter what opportunities his parents may offer him, begins to feel the urge to show independence. It used to be possible for any boy who felt this way to drop out of school and find a job. It was less easy for a girl. The social system will have to step in in some way and furnish opportunities now that are different from those supplied in earlier times by private enterprise. The American Youth Commission has advocated provision by the government of jobs for all young people 16 years of age who want them and are unable to find them in business, agriculture or industry. The main point which I have to make is that the educational system should not at this stage of beginning independence drop its graduates to shift for themselves. I foresee for the schools a great social mission if they will keep in contact with all their pupils as they gradually emerge into adulthood. Some of these adolescents will continue to take full time courses. For them a program of intensive intellectual training and constructive activity which will build up interest in work and respect for work can continue. Some adolescents will come to the end of all-day schooling but it is to be hoped that their guidance by the school will continue and that part-time courses will be provided which will illuminate and supplement their labor.

I have no hesitation in advocating the inauguration of such a general program because I have seen the elements of the program working themselves out during the experimentation that has been forced on this nation during the past years. The nation had to provide work for a host of young people as a pure economic necessity. Suddenly it was discovered that this work gave individuals courage, initiative and insights that they had never had before. Many of the workers came back to educational activities which they had left and showed a new enthusiasm for learning that opened up to them new sources of personal satisfaction. What experimentation has shown to be possible for some can, I believe, be made the advantage of all. What is needed is a pooling of experience, a new view of the needs of young people and a new understanding of the requirements of modern civilization.

The marvels of our modern world are rooted in knowledge. Knowledge made possible the inventions which are the very backbone of our modern civilization. Among these are the printing press which made political democracy possible by transforming knowledge from the privilege of the few to the heritage of the many, and the harnessing of steam and later of electricity to do the work of man which made possible our modern industrial organization with its potential union of physical abundance and leisure for the cultivation of personal values. Knowledge has brought us this far; knowledge, understanding and the courage to experiment must carry us forward. It is my hope that education, facing this challenge, will assume not a defeatist view that its aims must be restricted to the grim realities of the present scene, but a new vitality which sees in the modern world the need to make an even wider place for the educational process so that a wiser, broader visioned generation will come forward to carry on the solution of our common problems.

March 21, 1940

Mrs. Mary McLeod Bethune
Bethune-Cookman College
Daytona Beach, Florida

My dear Mrs. Bethune:

Things are going very well here in the office and Mr. Lanier has, no doubt, been advising you of our activities.

I wanted you to know that the matter of my restoration to Farm Security has been handled and the time intervening between May 21 and March 16 has been charged to "furlough without pay" so that there is no break in my service. Restoration to the rolls is on the same basis, grade and salary, as I formerly had, so it looks as if the matter of salary which you mentioned both to Dr. Alexander and Dr. Mitchell has probably been overlooked. There is a possibility that I had to be restored to the rolls first and then the increase taken up later on. At any rate, I am glad to see the action has gone through to take effect a week after I started in at the National Youth Administration. I can talk further with you about this when you return.

Dr. Harry McGard, of Baltimore, passed away and I have written a letter of sympathy to his daughter from you. I am working now on 2 letters to go to the various organizations which are meeting throughout the year. One will be to acquaint them with the fact that our State Administrators and Supervisors will be anxious and willing to cooperate in any way that they can, and to ask them to indicate the amount of literature they can use for distribution at the meetings. The other will be in the form of a letter of greeting to be sent a week before the meeting convenes, and this letter will be adapted to fit the type of meeting or convention that is being held.

I do hope that your health is much improved and that

Mrs. Bethune

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March 21, 1940

you are taking care of yourself even though you may feel better.

Mrs. Evans asked about you and wants to join me in kindest regards and best wishes to you.

Very sincerely yours,

Joseph H. B. Evans

JHB:evans/de

March 27, 1940

Mr. Lawrence B. Robinson
421 Broadway
Cambridge, Massachusetts

My dear Brother Robinson:

The slight delay in answering your letter of March 19 has not been caused by any lack of interest, but rather as a result of my efforts to find an opening where you might apply for summer work.

It is impossible to secure government employment only for the summer months, and my suggestion to you is that you apply to some of the colleges that are giving summer courses and seek a position in their Science Department, where you might assist whoever is in charge of that work.

May I also call your attention to the fact that there are Civil Service examinations open from time to time in the field of science, and one of the difficulties we have experienced in securing the placement of qualified Negroes in the Department of Agriculture has been that there are so few names on Civil Service registers. I mention this so that you may get information from the Civil Service Commission concerning examinations in your field. Take as many of these as you possibly can and it may be possible to secure employment in government service when you have finished your graduate work.

I shall certainly keep your name in mind and be on the lookout for anything that may be of interest to you.

Fraternally yours,

Joseph H. B. Evans
Secretary

JHBEvans/de



HARVARD UNIVERSITY
CAMBRIDGE, MASSACHUSETTS

421 Broadway
Cambridge, Mass.
March 19, 1940

Mr. J. H. B. Evans
101 S. Street N.W.
Washington, D. C.

My dear Bro. Evans:

I was made into the Alpha Phi
Alpha Fraternity, by way of Gamma
chapter at Va. Union Univ. in Richmond.
I am now a first year graduate
student at Harvard University in
the division of chemistry. I am
seeking employment for the summer.
Is it possible to secure any type
of government job in Washington?
Anything that you can do to help
me will be highly appreciated.

Fraternally yours,
Lawrence B. Robinson

April 8, 1940

MEMORANDUM:

TO: Mrs. McAllister
FROM: Mary McLeod Bethune
SUBJECT: Available Accomodations for Negro Women

In accordance with our promise to submit a tentative list of possible stopping places for the Negro women, who may plan to attend the National Institute on Government, we are enclosing such a list. Further details and material will be presented to you at a later date.

If you have the names of any Negro women in Washington who might be active in this, we shall be glad to talk with them and assist in any preparation for the comfort of those who may attend.

Mary McLeod Bethune

By:
RO Lanier
JHB Evans

*Mr. E.
Robinson*

May 9, 1940

Mr. Frank S. Robinson
Journal and Guide
1021 Maltby Avenue
Norfolk, Virginia

My dear Mr. Robinson:

I am sorry that my absence from the city has delayed replying to your letter of April 24 with which you enclosed a copy of your letter to Mr. Lichtman concerning the establishment of a theatre for Negroes in Wilson, North Carolina.

I do not know what success you have had with your approach to Mr. Lichtman and I have attempted to get in touch with Mr. Byars, his supervisor, but have not been successful in reaching him up to this point. I shall be glad to talk with him about your application and do everything further that may help you on this project.

With reference to the matter of a possible loan from the RFC, to assist in the development of a project for making metal caskets, I would suggest that you write direct to them, asking for information concerning the type of loans that are made to businesses and whether there are minimum restrictions on the amount loaned. I would get this information before presenting my proposal as it may be that the minimum is slightly above what you are planning on. This does not mean that there would be any more difficulty in getting it if your proposal passes muster, but you would thus have the advantage of not being turned down on account of the amount involved. My suggestion that you write direct is also based on an experience which suggests that in cases of this sort there be something on file in the agency which can be referred to if further steps are taken.

If you will keep me informed as to what you hear from them, I shall be glad to help further.

Very sincerely yours,

Joseph H. B. Evans
Division of Negro Affairs

JHBEvans/de

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1940

Journal and Guide

The Home Newspaper

PUBLISHED WEEKLY BY THE GUIDE PUBLISHING CO., INC.

711-723 EAST OLNEY ROAD

TELEPHONE 25319

NORFOLK, VA.

1021 Maltby Ave.
Norfolk, Virginia
April 24, 1940

RP

Mr. Joseph H. B. Evans
Farm Security Administration
Washington, D. C.

Dear Mr. Evans:

This is about the third time I have had occasion to write you. Each time, I must re-introduce myself.

If you will recall, I was living with Mr. Charles H. Welch at Hampton Institute when you visited him on several occasions. I certainly appreciate the advice and information you sent me some time ago concerning the Civil Service Examination. At present, I am working in the Circulation Department of the Norfolk Journal and Guide.

The enclosed copy is self-explanatory. If you think a word to Mr. Lichtman from you might help, we would certainly appreciate it. Would be interested to have your reaction to the project. Hope you do not mind our using your name as reference.

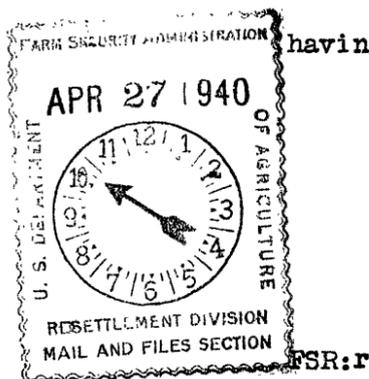
Another problem we would like to have your advice. We are just about ready to embark upon a project of making metal caskets. This plan is confidential. We have everything set—even orders totalling some \$1500 or \$2000 for these caskets. However, we need a press brake machine which costs somewhere between \$5000 and \$6000. We were wondering under what conditions might the RFC help finance the purchase of such a machine?

This information I thought you could give us without having to write the RFC. Would appreciate a reply from you soon.

Kindest personal regards to Mrs. Evans.

Very sincerely yours,

Frank S. Robinson
Frank S. Robinson



D422417 APR 26 '40

April 24, 1940

1081 Halty Ave.
Norfolk, Virginia

Mr. A. H. Lichtman
1215 Y St., N. W.
Washington, D. C.

Dear Mr. Lichtman:

For sometime, we have noticed the demand for moving picture facilities for Negroes in Wilson, North Carolina. Recently, I learned that not long ago, some of your authorities made a survey of this city. What your final decision was on this survey, of course, we do not know. It is our purpose to get your reaction to a possible establishment of a Lichtman Theatre in Wilson.

Two of us Hampton Institute graduates of the School of Business--the other being Mr. George C. Cooper, 424 E. Green St., Wilson, N. C., who manages a tinmith shop--have made a careful survey of Wilson. This survey revealed these interesting facts: (1) 10,000 Negroes in Wilson with NO movie facilities except for a small balcony in a white theatre which is always filled to capacity both afternoon and evening; (2) some few Negroes go as far as Rocky Mount to the Becker T. theatre to see a movie because of inadequate facilities in Wilson; (3) when asked if they would support a Lichtman theatre in Wilson, unanimous positive answers came from the entire Negro educational institutions (elementary and high school students and faculty), civic groups, private Negro businesses, religious institutions, and hundreds of individuals.

We have been in constant consultation with the Rev. R. A. G. Foster, 111 Pender St., Wilson--the most prominent Negro minister in Wilson, and pastor of the largest Methodist church in the city. He certainly has given his consent to do everything possible to get a Lichtman theatre in Wilson. The outstanding undertaking companies, insurance companies, and other Negro businesses in all respects have expressed their approval and patronage for a Lichtman theatre.

In the light of these demands, a private enterprise is anticipating a survey of Wilson. However, we have the unanimous support of the entire Negro and many of the white populace for a Lichtman theatre. We have gone so far as to outline a tentative managerial staff as well as two experienced movie machine operators, subject, of course, to your final approval. We also have some plans outlined to create permanent and pleasant interest and support of the theatre in which I'm sure you will be interested.

6452417 APR 26 1940

Mr. A. E. Lichtman
Theatre project - Wilson, N. C.

Page 2

I am employed in the Circulation Department of the Norfolk Journal and Guide—a Negro weekly newspaper—at Norfolk, Va. Mr. Cooper and I had an extensive talk on Sunday last, concerning the entire set-up. I had been informed that you were expected to be in Norfolk on Sunday, therefore, Mr. Cooper made the trip from Wilson, N. C. with the hopes that we could have seen you. However, the supervisor at the Becker T. theatre informed us that you were not expected to arrive Sunday.

The North Carolina Mutual Life Insurance company is preparing to construct a new building in Wilson and space is available if the insurance company is informed in time to so design the building so that the adjoining part could be constructed for theatre purposes. The people in Wilson, N. C. are awaiting outcome of Mr. Cooper's conversation with me last Sunday. Of course, I cannot tell him anything until I hear from you. If you suggest that I come to Washington Friday or Saturday of this week to see you concerning this project, would be very glad to do so.

For your information, concerning our character, personality and other personal traits, we refer you to the following persons:

Mr. Joseph H. B. Evans
Farm Security Administration
Washington, D. C.

President Arthur Howe
Hampton Institute
Hampton, Virginia

Mr. J. Henry Scattergood, Treasurer
Bryn Mawr College
1410 Walnut St.
Philadelphia, Penna.

Mr. P. B. Young, Sr.,
Editor and President
Norfolk Journal and Guide
Norfolk, Virginia

Major Walter R. Brown,
Dean of Men
Hampton Institute
Hampton, Virginia

Mr. James H. Segar, Principal
Maggie L. Walker High School
Richmond, Virginia

Mr. G. C. Spaulding, President
North Carolina Mutual Insurance Co.
Durham, North Carolina

Mr. William H. Cooper, Director
Extension and Summer School
Hampton Institute,
Hampton, Virginia

Mr. T. G. Walker
State Adviser on Negro Affairs
11 South 12th St.
Richmond, Virginia

Attorney Joseph C. Waddy
615 F. St., N. W.
Washington, D. C.

Would appreciate a prompt reply so that in case you decide the North Carolina Mutual Insurance Building is suitable location, and we certainly think it is, plans should be made immediately with the insurance officials to this effect. Should a phone call help, I can be reached by calling the office of the Journal and Guide, Norfolk 25219. Shall await your reply.

Respectfully yours,

Frank S. Robinson

FSR:w

*Mr. Swan
Detroit*

May 29, 1940

Mr. Edward Swan
6527 Roosevelt Street
Detroit, Michigan

My dear Ed:

I am sorry that pressure of duties has prevented my writing you sooner than this. I do want to express my appreciation for the courtesies shown me and to say how pleased I was to be a part of the exhibition program while in Detroit.

We are still having difficulty getting back the films which were sent to Lansing, and just yesterday Mr. Lanier dictated a telegram, asking that they be speedily returned. Will you check on this matter if possible, so that there can be no further criticism of our having sent these films to Lansing. You will recall, too, that we had certain pictures made of exhibits at the Fair. I was hoping the prints would get to me before now as I wanted to show them to the Administrator and especially to the people in the Information Division. Please see that we get at least three copies of each of these pictures.

I am enclosing a clipping which I got from the Detroit News with reference to the acceptance by the Board of Education of a 140-acre farm near the Fourteen Mile and Grand River Roads. I am wondering whether this site might be used in connection with some NYA project. You probably know about it, but I am enclosing the clipping anyway.

I have been over to see Mrs. Bethune since my return and find her very much improved. She wanted to know particularly about the work in Michigan and how you were getting along with your problems. Mr. Lanier has also asked about you, and only today we were discussing the activities of our youth in the health and hospital ^{NAVY} service program. One thing in which we are concerned is the matter of ~~how the~~ related training program functions in fitting some of these youth for ^{eligibility} in civil service examinations. I think it would be well to look into ^{to this} ~~this~~ because so often when an examination is announced, we find our youth ^{lacking} ~~lacking~~ certain requirements which might have been met had the training program included the items. With our defense program on and the probability of a larger need of trained youth, it seems important that we focus our attention on every activity of the National Youth Administration with a view to effective placement of those who are qualified.

Mr. Swan

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May 29, 1940

Give my kindest regards to Mrs. Swan and the folks in the office, and drop me a line whenever you have a chance. My home address is: 101 S Street, N. W.

Very sincerely yours,

Joseph H. B. Evans
Division of Negro Affairs

Enc.
JHBEvans/de

Notes for Mr. Williams

Negro DNT
FACTS ABOUT NEGROES ON NYA PROGRAM

Noted-Aubrey Williams

The Division of Negro Affairs was established as an integral part of the National Youth Administration at its beginning in 1935. Its work has insured the integration and participation of Negro youth in all phases of the NYA program. We have Negro State Supervisors of Negro Affairs in 29 states; more than 500 Negroes are employed as project supervisors; 23 states have Negro members on their Advisory Committees and there are many local planning committees with Negro members.

NUMBER OF YOUTH EMPLOYED as of January, 1940

<u>All Negro youth employed</u>	<u>82,800</u>
Out-of-school Work Program	40,200
Student Work Program	42,600
Schools	35,500
College and Graduate	7,100

For the past four years, Negro students have received from the Special Negro College and Graduate Aid Fund a total of \$352,900. This is in addition to the \$2,271,336 granted to Negro students from the regular student aid fund.

More than 3,800 Negro youth, or one-tenth of all those on out-of-school work projects were employed in 67 Negro Resident Training Centers. Types of work experience and related training offered vary greatly according to local needs.

OUTSTANDING PROJECTS

Among the outstanding projects operating for Negro boys and girls are those at Slossfield, Alabama, where Negro boys and girls are given constructive training in the nursery schools, arts and crafts, health and hygiene, landscaping, construction, recreation and community service; at West Virginia State College boys and girls are trained in auto mechanics, carpentry, electricity, plumbing, masonry, telephone switchboard operation, library training, agriculture, practical cooking, dining room service, custodianship and ground mechanics of aeronautics; In the District of Columbia, NYA youth are employed on a health project sponsored by Howard University where they have an opportunity to work as laboratory assistants, drug room assistants, nurse assistants, clerical workers in health services of the university; helpers in the department of Physical and Health education and various other departments of Freedmen's hospital and Howard University.

Projects of the types described above are in operation in most of the states throughout the country, particularly where there is a large Negro population.

Facts About Negroes on NYA Program (continued)

Types of projects on which Negro youth are employed on the College Work Program and distribution; in Negro colleges and universities.

Professional and semi-professional assistance	1,848
Clerical Assistance and service	857
Construction, and maintenance of buildings and grounds	949
Home Economics	516
Miscellaneous	234

Negro youth employed on the out-of-school work program by type of project and distribution.

Construction and Improvements	10,216
Clerical assistance and service	3,570
Professional and technical assistance	6,339
Production projects	6,881
School lunches, nursery schools and homemaking	3,484
Resident projects	3,836
Miscellaneous	2,426

Every effort is made in the guidance of youth on NYA projects to assign them to work which is related to their aptitudes and abilities. NYA sponsored classes in occupations for Negroes are offered to Negro youth in many localities, and published material on specific occupations and trends in employment opportunities are made available to project supervisors, counselors and youth.

Two years ago I spoke to ^{the}you delegates and members at your annual meeting in Columbus, Ohio. I make no claim to the gift of prophecy, but I cannot forget my reference to the critical and crucial days which faced us. I mentioned the great feeling of apprehension that was in the air, a feeling that something ominous lies ahead of us in the immediate future.

You and I could have had no idea at that time of the violent change which has upset all Europe, of the spread of the Nazi influence, of the crushing blows which have robbed France of its power. But, we realize today how serious a menace hovers over all of us and how much we have at stake in the preservation of our American democracy.

The Negro in America believes in representative government and democratic process. Your association in its national and local programs is an example of how a minority group can make real progress towards its objectives through representative conferences and assemblies. Today, more than ever, we realize that all of us as Americans owe a common loyalty to our Nation and we must stand ready to defend its ideals against attack from without as well as within. Certainly we must set our own house in order and translate into the American way of living the full participation of every citizen whether he be black or white.

I am told that many years ago one of the officers coined a slogan for the NAACP which in itself is a challenge to our American democracy. While it referred specifically to the Negro population, it fits into our national picture. As we set up our defense against the forces which would break down the ideals for which America stands, we must work from within,

-2-

(and here I quote) "to make Americans physically free from peonage,
mentally free from ignorance, politically free from disfranchisement,
socially free from insult."

AGENDA -- STATE YOUTH ADMINISTRATORS MEETING
DIVISION OF NEGRO AFFAIRS

Saturday Afternoon

June 15, 1940

Purposes and objectives of the Division of Negro Affairs

This division is responsible for the coordination of all activities of the NYA affecting the Negro race in order to insure complete integration of the Negro into the entire program of the NYA, for advising state and Washington officials on matters affecting Negro relations, and for the interpretation of NYA policies and procedures to Negro groups.

- A. Administrative - Participation in the policy-making affairs of NYA
- B. Functional and Advisory - Particular and specific emphasis on the coordination and integration of the Negro into NYA - relationship to State Administrative Assistants
- C. Public and Racial Relations, Research and Information - Maintaining racial relations, making contacts and informing the people regarding the program of the NYA

Special Problems of Negroes as a Minority

- A. Employment, Certification and Guidance - Practical refusal of a few Departments of Public Welfare to certify Negroes in some states. New policy of open intake should make possible a broader understanding and appreciation of the problems of the Negro minority.
- B. The problem of the Negroes' integration into the Resident Training Program. There are still some states that have not integrated Negroes into this program.
- C. The Negro in the picture of National Defense - Open Door Policy
Aviation ground mechanics - metal trades - auto mechanics
- D. Student Aid - Real purpose of Special Negro Fund. Eternal vigilance to see that the Negro participates adequately in the regular student aid funds administered by schools and colleges. Special reports on number of Negroes actually receiving assistance will certainly help to call attention to inadequate participation.

(see Handbook of Procedures - Chapter II, Part II, Section II)

"In assigning quotas, the distribution of School Aid funds to provide assistance to young men and women of any minority racial group shall not represent a smaller proportion of the total state School Aid fund quota than the ratio which this racial group bears to the total population of the school district or state."

- E. The question of Negro personnel on State staffs - Administrative, Foremen, Supervisory

Notes on Staff Meeting called by Mr. Lasseter in his office 2 P.M., July 23, 1940.

Mr. Lasseter asked that a representative from the Division of Negro Affairs be present at a staff meeting at 2 P.M., Tuesday, July 23.

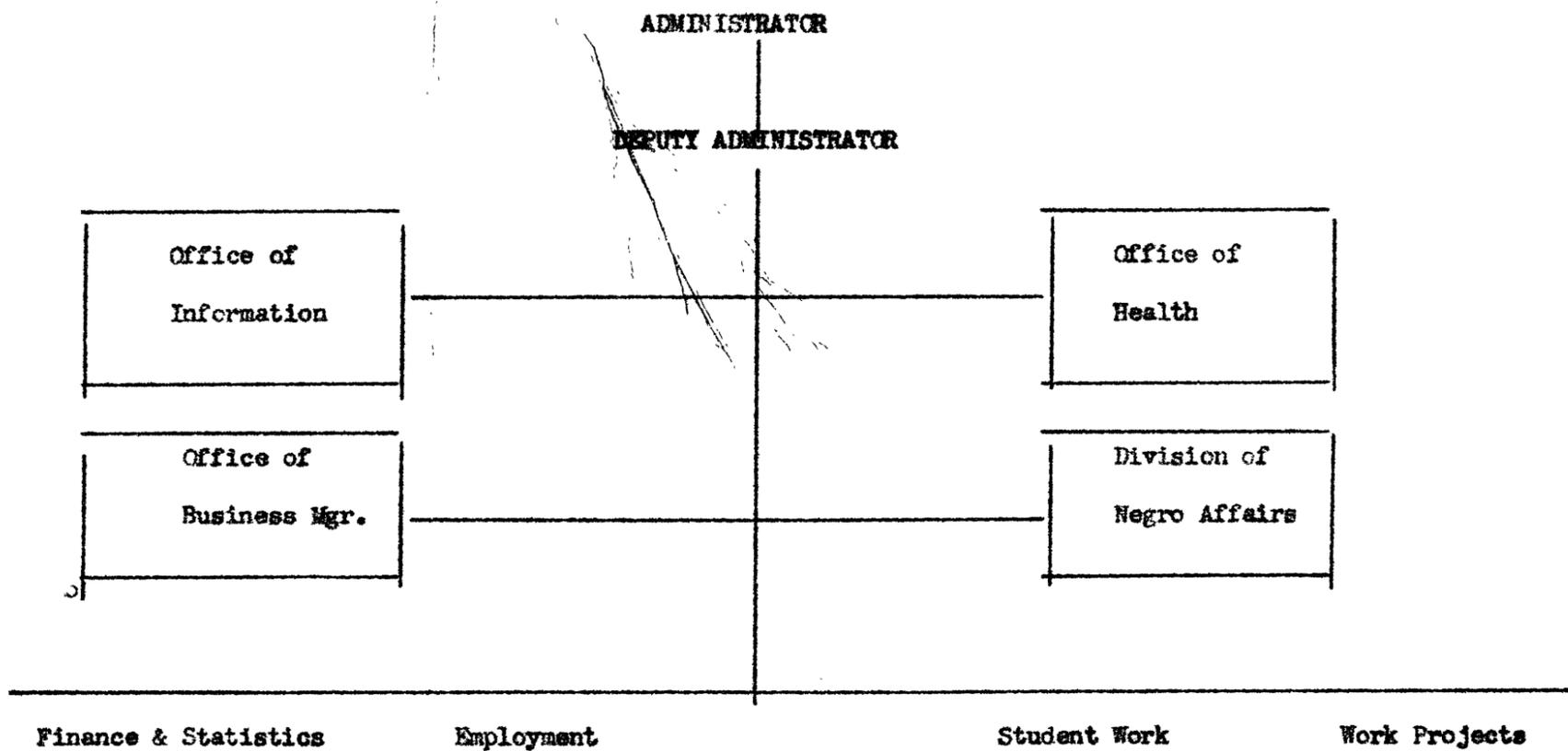
The meeting was called for the purpose of discussing the state and local NYA organization. A tentative outline had been drawn up by Mr. Northrop. Dr. Hayes had checked and revised the section on Employment; Mr. Lasher had checked and was making revisions on the section of Work Projects; Dr. Judd had made some revisions on the Student Work Program. These revisions were very fully discussed and Mr. Northrop was asked to draw up another outline with suggested changes included.

Mr. Lasseter explained to the Negro representative that the plan was to have the Division of Negro Affairs in the states occupy the same relationship to the state staff as the Division of Negro Affairs in the national office holds, that is: The Division of Negro Affairs is a part of the Administrative set-up and is to act in an advisory capacity to other divisions.

There is attached a chart which shows this relationship as stated above.

Present at the meeting were:

Mr. D. B. Lasseter
Dr. Charles H. Judd
Dr. Mary H. S. Hayes
Mr. John Lasher
Mr. Vernon Northrop
Mr. Karl Borders
Mr. Thatcher Winslow
Mrs. Harriet M. West



The Division of Negro Affairs is to be a part of the Administrative Staff, acting in advisory capacity to Divisions as listed below.

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION

2145 C STREET NORTHWEST
WASHINGTON, D. C.

July 12, 1940

MEMORANDUM

TO: All State Youth Administrators

SUBJECT: Addresses by Administrator Williams and Mr. John Haien to
State Administrators' Meeting, June 15, 1940.

A summary of Mr. Williams' speech to you on June 15, prepared by Dr. Lynn Emerson, and a copy of the verbatim text of a speech by Mr. John Haien of the Chrysler Corporation, are sent herewith.

It is believed that these notes may prove useful to you and your staff in connection with the future operation of the NYA program.

I am also enclosing a copy of the press release issued by Mr. Sidney Hillman, outlining the immediate and voluntary employment program of the National Defense Commission.

Herbert Little
Director of Information

3 enclosures

Mr. Williams' Speech at NYA Conference in Washington, D. C.,
Saturday Morning, June 15, 1940

(Summarized by Dr. Emerson)

The meeting consisted largely of State Youth Administrators and Directors of Finance and Statistics, with a limited number of persons from the Divisions of Work Projects and other sections of the program.

Mr. Williams commented first on the uncertainty of the present situation and made the statement that conferences were in process on various aspects of the program, but that, at the present, things are in a very indefinite state. Up to the present hour, no changes have been made in the NYA Act and NYA thus has as yet no authority to go ahead on any other basis than the present. No additional official requests for a special service have come as yet to the NYA. All planning during this conference will be within the framework of the present Act.

The Act, in its present form, presents certain problems which need discussion. One of these is that of requiring distribution of funds on the basis of youth population in the several states. Mr. Williams believes that this basis of apportionment is a good thing, and is the proper method of distribution of funds for youth service in spite of the fact that it may work hardships in certain sections.

One difficult element is the large resident centers and the effect that this method of allotment will have on such centers. Certain measures may need to be taken to keep these centers alive. There is, of course, the possibility that certain of these centers will be taken over for other aspects of national defense purposes. It would seem natural that places like South Charleston and possibly Algiers be taken over directly for the Naval program, if the defense program is greatly expanded.

Another question is that of the average wage of enrollees. Mr. Williams feels that youth have had too low a wage and too few hours of work. This is a real problem for the future. NYA is now facing the prospect of critical examination of the effectiveness of its program. The program must measure up to definite standards or fall by the wayside. There is a question whether under certain circumstances one can do a satisfactory job in 40 hours of work a month. Unless the law can be changed so as to permit payment of higher wages it may be necessary anyway to increase the number of hours.

Another problem that needs immediate attention is the proportion of money that goes into youth wages, as contrasted with the amount allotted to general operation. Undoubtedly in many places too little is being allotted to administrative aspects. There have been values and handicaps in utilization of what has been available in space and equipment but this aspect needs rethinking. We must watch every dollar that is expended, but on the other hand we must improve the quality of facilities. This deserves considerable attention and before this conference is ended certain of these aspects need to be on their way towards solution. During the past two weeks a number of industrial leaders have been giving their services in helping NYA plan its program of work projects. If careful study of the programs demands more funds this situation will have to be faced. Congress is concerned with the proportion of money which goes into youth wages as contrasted with other expenditures and these administrative and equipment expenditures must be carefully watched in their relation to youth wages. Some states seem to be able to do a good job with considerably lower proportionate amounts than others. The fact that certain states have been able to carry on effective programs at lower administrative

costs presents a challenge to other states. Travel expenditures need to be justified, but necessary travel should be continued.

Every effort should be made to use as effectively as possible whatever volunteer service can be obtained, realizing its liabilities as well as its assets. There may be unrealized possibilities in this direction. In certain cases, industry and business may be willing to provide assistance in the way of loaned personnel. [The total program needs to be re-examined in the light of the new situation which America faces. The new situation provides opportunities for NYA which it never had before. People will do things today they would not do before. None of us want war and none of us want to yield any more than we have to of our present way of life.]

Today's needs seem to almost demand crusading toward those objectives which NYA stands for in all of its aspects. Tendencies may arise to do away with much of the present program due to needs of the national defense, yet these needs still persist and NYA ought to carry on. I believe that large numbers of people believe in what NYA has been doing and that this support may be intensified in the light of the present crisis. The program must be made so good that it serves this hour and its needs. We don't want anything to happen to the character of this effort we have made up to now. [Our friends say that NYA has developed a program of service to young people which has great value. They say that NYA has not neglected the broad cultural side, and the all-around development of American youth, including work, crafts, recreation, health, individual personality. We need specially to keep alive those things which have to do with fair dealings among people, with the rights of minorities, and to keep inviolate individual personality and those other elements on which our society is based.]

[Industrialists have said the biggest thing NYA can do is discover aptitudes, abilities and interests of youth, and to help them toward proper work attitudes and individual expression of themselves through the industrial structure. Of utmost importance is the keeping alive of the feeling of youth that they are of worth. Comments from industrialists to this effect have proved to us that our promises are sound. Art projects, music projects, and the like must not be neglected. The Stokowski program has had a far reaching effect on music among the young people.]

) We don't want any slackening on that part of our program which has to do with girls. They are an important part of any national defense structure, as well as of normal living. It is reported that 80 per cent of the munitions today in England are being produced by women.

I hope that the national defense aspects of this program will be clearly defined and will be worked out as such but that other aspects of the program will be worked out also.

All the various aspects of the cultural projects of NYA need to be toughened up and made much more effective. Some of it may need to be wiped out if the effectiveness cannot be raised. Few of you State Administrators really put your mind on this aspect of the program. Stokowski says that out of the persons contacted through his work there might be formed a hundred orchestras. The possibilities in this direction have not been at all exhausted. The most essential part of the NYA program is concerned with these aspects which make American living worthwhile. A few good programs are more valuable than a lot) of messy ones.

Another most important element is the participation of the young people themselves in the management of the various aspects of the program. These youth

need to get some understanding of what democracy is all about and why things are happening as they are. The problem of enrollee participation in the management of programs is difficult but it is worth doing. The Algiers resident project seems to have worked out an effective plan for enrollee participation involving grievances and many other aspects of the program. Such enrollee participation in programs must be real and may well involve many phases including administrative procedure, personnel problems and the like, as well as grievances.

The discouraging part is that effective enrollee participation is limited to so few projects. If we really believe in democracy, we ought to make it work all along the line. This doesn't mean that the State Administration should not run its own show, but there should be understanding of all phases of the work and as much enrollee participation as is practicable and possible.

This is the time of all times for us to have humility. We must not be high and mighty about these things. We must recognize that the enrollees have a right to ask questions and to know. We must deal openly with enrollees in all matters. Many of these young people have been starved out of opportunities for joining in on these processes for which some may be willing to give their lives. They must have this opportunity. In the coming days ahead you are going to need an understanding relationship with young people, and the way to get it is through intelligent relationship with every one who works for us. The achievement of unity of purpose is arrived at through intelligent working together.

Speech of Mr. John Haien, Saturday Morning Session
of Conference of State Youth Administrators,
June 15, 1940.

I came here this morning with some wonderment about what kind of people I was going to see. You see industry practically gravitates to a type. Somebody yesterday at the headquarters of the corporation asked, "Do we have a picture of John Haien?" and they looked through the files and they found they had one, but it was so youthful looking they couldn't use it. They said, "Let's shoot him again." So they shot it again, and one of the boys developing it in the dark-room said "Gee, that's a tough looking cookie!" Now, I have looked this group over here and they don't seem to be so tough and they seem to be of the type that I think can get this job done according to my view of the job. Now, I am not coming here this morning with any notion that I can tell you people how to do this job. I come with all the humility in the world and all sympathy for what you are doing. I think I am in the hands of friends, having neither to measure words nor weigh thoughts, but pouring all that out together, wheat and chaff alike, with the assurance that friendly hands will take it, sift it, keep what is worth keeping, and with the breath of friendship blow the rest away.

As I see this thing - and I think perhaps you are not interested in what Mr. Williams thinks about this thing because you already know that - you have been converted to that point of view - you might be interested to learn how a fellow who has looked at the thing but a very short while sees it in the light of present needs. Now, don't get the idea that I am going to talk here for a half hour. I am not. I was out in Denver not long ago and the Superintendent of Schools said, "I want you to talk to 4,000 high school seniors." I had some notes and a fellow right down in the front seat said "Gee, boys, he's going to read it." Now, we are not going to read it, but as I see the thing we have to see it through the eyes of one who sees the problem through industry.

These youth that you people are dealing with come to my desk. Not so long ago a father in our advertising department who has a son nineteen years old said, "Haien, I am coming to you as a last resort. I don't like to bring you my family difficulties, but I have a boy nineteen years old who has twice tried suicide. He is in the hospital today. From here on I am going to need some help." Another father from the Jefferson Avenue plant where we make the Chrysler car - my office happens to be where we make the Dodge car - came to me and said, "I have a boy eighteen who has always been a good boy. He always went to church and Sunday school, but you know during the strike I couldn't give this boy what he deserved in money. His high school group with which he had graduated recently was going to throw a party and he didn't have the money and held up a man in a gasoline station, and he is now behind the bars." Now, you see I have to face these young fellows and I have to have an answer. Another chap came to me whose father had worked for us twenty-five years and he was injured. To be sure he got compensation and that sort of thing, but here was a boy nineteen who had hoped to get a college education - training for usefulness in life - and that fellow came to tell us his heart-breaking story. I have to see these fellows from that point of view. If any of you have erred in the past what really concerns you is from here on.

The first thing is not an analysis of machinery and equipment, but an analysis of this boy, and not in terms of boy en masse. That's the trickiest thing in the world - to think of people en masse - but to think of this one and that one and the next one because the whole universe revolves around that one individual. It isn't concerned with people en masse. Keep your eye on that individual boy and his needs and don't be too literal in your application of all manner of tests and screwball data that analyze the boy. Look into his heart. That's the place to find him.

Now, what we need as far as industry is concerned, from my connection with it and my experience in it, is to recapture the lost radiance of thousands and thousands of boys whose fathers ten years ago were not working and who when they were twelve and thirteen lost out on some of this radiance that is youth's natural heritage. Then you see so many other things have happened that have upset the applecart. You know when they pack tomatoes in wooden boxes instead of paper cartons this boy could go to the grocer where his mother traded, get a box, knock the hind wheels from under the baby carriage from which the last had graduated, put them under the box, and he was in the transportation business. But you see all that sort of thing, equipment, tools, the things to do things with, has passed out of the life of the American boy, and much of this has happened in the period in which the fellow you are dealing with became a problem. It has happened to him in addition to the stress of a ten year period of economic calamity. I had a lad not long ago who came to me so distressed, not that his clothes were ragged, and they were, not that his shoes were worn clear through and he was walking on ice, and he had walked three miles to see me, but it was the fact that his soul was worn out. His heart was worn out. I got the fellow down to the Navy headquarters and he was enlisted, and I said to the enlisting officer, "That fellow I sent to you is a man whom the U. S. Navy is going to have reason to be proud of." Six weeks later I got a letter saying that the young man had been selected out of three companies to go down to Washington for special training. You see somebody had gambled on him, and somebody had taken it on themselves to do something for him.

Now, I haven't any organized material but things I wrote down at 5 o'clock this morning on the train as I came from Detroit. The expansion of personnel in this enterprise is inevitable - the expansion of personnel. Now, gentlemen,

and ladies too, a river cannot rise higher than its source, and the people who are going to be recruited into this service are going to be people that have more than hand skills, more than the capacity to operate machines in training boys en masse in a general curriculum of training. Make sure that this man you are going to employ knows something more than a manipulation of tools. Ask him what has he done for others. Has he ever made a sacrifice in the interests of some child? Does he know what it is to have a high regard for human personality? Has he the wisdom to realize that the whole universe revolves around one boy and not around a thousand? Has he ever taught a Sunday school class? Has he ever cooperated with the PTA in his community? Has he ever interceded for a boy who got into the toils of the law? Did his heart ever ache when he saw a tattered little fellow looking into the window of a sporting goods house with his eyes glued to a catcher's mitt? Those are the things to find out from this fellow who has all this mechanical skill and equipment.

The greatest danger of organizations like this, our corporation, is that we get into routine functions and every once in a while the boss takes us by the nap of the neck and we get called things that I wouldn't dare to repeat. As individuals we have the hide peeled off of us until we are absolutely stark naked with search lights on us and it seems to me that the time has come when we have to turn our eyes inward on ourselves on this enterprise to ask ourselves have we reduced ourselves - has the routine taken the adventure out of this thing? Has the routine reduced us to jobholders instead of crusaders as Mr. Williams pointed out? That is a real danger. It lurks all around this problem and all around this situation and it has to be examined. Now then, you are idealists or you wouldn't be here. Now is going to come the test whether idealists can somehow translate the idealisms into some practical action that will get results.

Idealism is one of the finest things in the world. We have got to have it but without the capacity to translate it into some practical values it just makes you another college professor.

Now, you know we are going to do things that are going to meet this emergency, and they are going to be practical things and one of the most practical things I have discovered in my relationship with the training of youth is the necessity for inspiration to these fellows - inspiration. I say to my instructors, (I have 80 of them) "Yes, you are instructors. You are going to come down here to give instruction, but primarily your job is one of inspiring these boys to do the things that you suggest." And I wish that every NYA boy that comes under your administration could read some of the things that I read when I was a youngster fifteen, having had but three grades of education. At fifteen I went into a steel mill to sweep the place out for months on end, and I had three grades of training, and somebody handed me a book entitled "Choosing a Career" by a fellow who wouldn't rate so high on the college faculty. Then I got another book the fellow wrote called "The Victorious Attitude." I was a fifteen year old sweeper in a steel mill and I had to have a feeling of victory over my broom and that fellow gave it to me. This business of inspiration isn't limited to the youth of this age. I still fall for it. I fell for it in later years when I used to leave the college yard going out on Massachusetts Avenue in Cambridge. There was a great inscription over the gate, "Go hence, young man, better prepared to serve your country and your kind." I fell for it and it made a difference - all along the line, and you people are going to have to devise a means of inspiring these youth and not simply instructing them. Interest is basic humanness--all men high and low respond to it. You see the college professor is afraid to use it.

You know we can get so full of this academic thing that we forget the real job - the real mission, if you please - with which we are confronted. The trained head and heart, the man with refined sensibilities is inspired to the point of spiritual acceleration. All men need it. Youth need it and your people associated with you need it, and you will have to become a profound source of inspiration, lifting their souls and challenging them to things they have never done before.

We in industry are meeting that right now. I should be out there playing golf but industry is exacting things from us that they have never exacted before and the clock has just vanished from the landscape and isn't functioning, and you will have to do the same thing. Now you are going to have to see to it that the inspiration comes in part out of accomplishment - accomplishment. The NYA boy must be put at a task around which we can marshall his interests and his whole emotional set-up so that as a result of this accomplishment he shall feel worthwhile. [He shall feel that he is somebody, that he can do something, that he has a service to offer the world, so that inspiration from books, inspiration from men and inspiration from work is the formula and the philosophy to put to these youngsters.]

[Don't put these boys on the assembly line of education. That's where education is right now - on the assembly line, and one teacher puts on nut 147 and that ends his responsibility, and the next puts on the piece of the carburetor, and the next a piece of the radiator. Don't put your boys on the assembly line either of education or trade.] The greatest latitude that will somehow fit the individual boy must be the program and procedure. Now then, to be a little more concrete - versatility. I gathered the employment men around me Thursday noon. We have a dozen or so in the corporation. I invited them over to the Dodge plant

for lunch. I wanted to know some things from them. What happens when a boy comes to you for a job? What does he need? What do you want? In the first place, we prefer a boy who has the capacity to shift - to shift from one position, from one function, from one job to another. Now the necessity of that becomes so apparent when you realize these boys of yours are going to go into the world to do things that don't even yet exist. The last hundred years are going to look like a Sunday school picnic. Things are going to happen in the next twenty-five years and this war situation right now is going to exhilarate the techniques and skills of laboratories and engineering laboratories so that it is going to be amazing.

We need people with versatility of skill. One of the employment men said, "The hardest thing to get is the sucker who can go out here and do some maintenance work. He is either this or that or the other thing." The hardest thing to do is to get some fellow who can take three boards out of the floor, one piece seven, one nine and one 15 inches and fit them into the spot so that when the shop mule - the mule runs with gasoline - the shop mule comes along it can go over that without having the material fall off of the skid box. The hardest thing is to get a fellow who can do that job, and all the things that maintenance involves. Now in small plants they have to hire a man that can do that, and their problem is vastly more serious than ours, and there are a vast number of small shops. The places that employ 79,000 as we do are few and far between. Versatility.

Let us bring up generations of youth who have romance, adventure and see those things in change. It is human inclination to despise change. We don't want to change models from year to year for we know it takes a readjustment of the whole thing. The boss says here's the pilot job, make 600,000 and it takes a

whole readjustment. We are spending sixteen and a half millions this spring tooling up for the new model. We don't like change. Neither does anyone else. It is human nature not to. Bring up a generation of people who see adventure in it, who welcome it as a new thing in life to be dealt with, something that presents new difficulties. The hell of helping people is that they want to go on an excursion of lotus eating, even these young people I am engaged with instead of addressing themselves to some difficulty that must be dealt with. The first thing I want to do is to prove to a man that the measure of a man is his capacity to deal with difficulties. That's the first job and that's one of your most serious problems right down in Mississippi and other states where I visited recently. I went on a journey and went to some colored schools to see what they needed that we had.

Now, then our shops must therefore not be organized on the principle of specialization. Put that down, where you won't forget it. Shops cannot be organized on the principle of specialization. I sent a man - one of our engineers who was going over to China to set up a plant for us and when the Japs went in there the plant couldn't be put up and so Ed Fee is free - and I sent him around to look at some of the NYA shops in Detroit, and one of the recommendations is - Let's not get into specialization with these fellows because they won't be worth anything to industry. You will just be training people for some function that may not be needed tomorrow. But have in the shop a great variety of vocational exposure - of vocational experience that shall cover operations that may affect his life in the most serious way in the future. Influence vocational choice by the things that you have in your shop and by the things you ask these fellows to do and make. Influence vocational choice.

Now then, the next thing is this shop organization. I have been to some of these NYA places (and they are not all in Detroit that I have seen --for

your comfort) and I want to give you some spiritual rejuvenation here but also some delousing. Here is what I found. Some of it I found below the Mason Dixon line. [You will never create character in a place without discipline, without order, without cleanliness. In God's chemistry laboratory the first element is water, and the tool that He loves most is a broom. And you will have to have paint. Next to water God loves paint, and you will have to label your place with character and influence. How can you develop a craftsman in a lousy, smelly joint that could be cleaned up? That's the first thing to do. Clean up and, boy, some of you are guilty as hell here on that score.]

[Emphasize craftsmanship and keep away from the trades. Apprenticeship training has no place in our program. You can't do it. You don't know how. You haven't the facilities. Who is going to buy your product? Who are you going to make it for? I am giving it to you from experts, and am not even going to argue the point. Don't go in for spectacular performance. Go in for a product and that's the boy.] I like to see that nice desk up in Mr. Lasseter's office. He has a beautiful job up there, but I'm dammed if I think the fellow who went in there the second or third week did it, and that instructor probably had a large hand in helping make it. I want to meet the guy that can't make that desk - that can't do that beautiful job.

Now listen, when the waters recede - and they will - this too will pass - this NYA show has got to go on. If you people don't make it go on ten others will, and there will be confusion without end in America in this matter of youth, and you stand at a place today where you have never stood before with respect to your responsibilities in giving this thing a leadership that shall serve our difficulties that now oppress us. Set yourself that goal way out there. Have two points - here you are and way out there - there you are, and that point out there is the

survival, improvement, perfection of the NYA movement, and every time an issue comes up see whether that is in line or out of line. And make your decisions like that. Is it in line with final and eventual service to youth in the far future, or is this thing just a make-shift for the moment? We have to set ourselves up such objectives, and brother, the guy that steps out of that line, - he is just in a tough spot with the boys. Set your objectives and set them high because if you don't do it someone less able, less experienced, less idealistic, will take the job over.

How do you do it - and then I am through. By their fruits ye shall know them, and who shall know you? There are two kinds of people in the world at large. Yes, you want them to have a high regard for this thing, but unless this boy whom you are serving tells his grandchildren what you did for him, you haven't done your job. Thank you.

NATIONAL DEFENSE ADVISORY COMMISSION

Statement for the Press

June 24, 1940

A comprehensive program for making available the necessary labor for the defense program while providing voluntary employment opportunities for those now unemployed and the necessary machinery for the voluntary training and re-training of workers was announced today by Sidney Hillman, Member of the National Defense Advisory Commission in charge of labor problems and labor training.

The primary concern of any policy of the Commission must be the prompt increase in the production of all commodities required for the nation's defense. In realizing this policy, principal consideration must be given the effective use of those now unemployed and those skilled workers employed in semi-skilled and unskilled occupations. Extensive plans have been developed to provide skilled and semi-skilled workers in adequate numbers as the defense program progresses. This will involve the coordinated activities of governmental agencies, private industry, organized labor, and local civic organization.

[If shortages of certain skills develop, extensive facilities can be made available for training great numbers of workers in many trades and industries filling defense needs. Consequently, Mr. Hillman has suggested that funds be made available for voluntary in-service training of workers in industry, workers on W.P.A. and N.Y.A. projects, and for the unemployed generally as they may be needed in the defense effort. Coordination and expansion of existing facilities is contemplated.]

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The first problem is to determine the skills of those individuals now available for employment. Information on this point is now being prepared. A complete classification of its active file of 5,500,000 registered workers is being made by the Employment Service Division of the Federal Security Agency. They will be classified by skills and States as reported by applicants for employment.

It may be necessary in some instances to test the individual's skill that he may be properly classified. This is now being considered by the Employment Service Division. The list of registered workers tested and classified will constitute a substantial reserve of skilled labor.

Immediate development of highly trained skilled workers for industry can best be accomplished in industry itself through an in-service training program. Under this system workers already employed will be moved upward through job training and related vocational courses. This system will be developed with the cooperation of trade and technical schools, drawing instructors in part from their staffs. It will greatly facilitate employment in the industries involved in the national defense. Few plants now maintain organized training programs and train relatively small numbers of employees.

While in-service training within industry is stimulated, the proposed voluntary program calls for the utilization of plants, equipment and staffs of trade and technical schools, both public and private, for eight or ten weeks during the summer of 1940, to supply future labor needs as they develop. The U. S. Office of Education has been working

on this program with the full cooperation of educators throughout the country. If funds are made available, opportunities for elementary training in selected basic skills and related courses will be provided workers in private industry, on W.P.A. and N.Y.A. rolls and the unemployed generally. This part of the program would be administered through trade schools and technical institutions and sponsored by the National Defense Advisory Commission.

[Additional voluntary training courses will be available directly through the National Youth Administration and the Civilian Conservation Corps. Their purpose is to develop good working habits and elementary basic skills in simple operations involving primarily the use of hand tools. Both resident centers and shop programs for youth living at home will be provided by N.Y.A.]

The C.C.C., with an average enrollment of about 280,000, will use its central repair shops as well as its regular work programs for training purposes. The shop phase of C.C.C. activities will include instruction and practical training in major repairs, general overhauling and rebuilding of trucks, tractors, etc., to provide an understanding of the proper use of shop tools and equipment. Additional training and work experience will be given to qualify them for a definite contribution to defense industries.

The Apprenticeship Committee in the Department of Labor is prepared to provide a major expansion in its apprenticeship training program. This Committee will have the cooperation of labor and industry, opening up apprenticeship opportunities as required for the defense program. The

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Committee's work will be coordinated with other voluntary programs of training in industry and the schools.

If the defense program should require, it is estimated that facilities can be made available for training 1,500,000 people.

Floyd W. Reeves, Mr. Hillman's Executive Assistant for labor supply, will have charge of coordinating the training facilities. Mr. Reeves is Director of the American Youth Committee, a non-governmental agency of which Mr. Owen D. Young is Chairman. Mr. Reeves is also a professor of administration at the University of Chicago,

Among those acting with Mr. Reeves in an advisory capacity are:

Arthur J. Altmeyer, Chairman of the Social Security Board;
Clara Beyer, Chairman of the Apprenticeship Committee of the Department of Labor; Wayne Coy, Assistant Administrator of the Federal Security Agency; Isador Lubin, Commissioner of Labor Statistics of the Department of Labor, who has been assigned to Mr. Hillman's staff as an Executive Assistant; J. J. McEntee, Director of the C.C.C.; Major Frank J. McSherry of the General Staff, War Department; Fred R. Rauch, Assistant Commissioner in charge of the Division of Employment, W. P. A.; John W. Studebaker, Commissioner, U. S. Office of Education; and Aubrey Williams, Administrator of the N.Y.A.

Report of staff meeting, Wednesday, August 14, 1940 - 8:30 A.M.

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Present: Mr. Lanier
Mr. Evans
Miss Fitch
Mrs. West

Absent: Mrs. Bethune in Florida
Mrs. Denniston on vacation
Miss Embry ill

Mr. Lanier stated that it was his desire to bring the office up to date on what is going on in the NYA and to have any comments from other members of the staff.

The first question brought up, was Student Work Program, particularly as it related to the Special Negro Fund for this year. Mr. Lanier stated that it did not look as though there would be any change this year in the method of handling the Special Fund, other than the fact that Dr. Judd and Mr. Baxter have taken the attitude that this office should answer directly all correspondence pertaining to the Special Fund, except when it comes time to make allocations to State Administrators. We are then to make the recommendations to Dr. Judd and his office will notify the Administrators that a certain amount of money is available.

Mr. Lanier further stated that we must work up a tentative budget for Mrs. Bethune's approval, so that we may have some idea of the amount each state will receive. Some money would be set aside for the states that received aid last year, but have not made the request so far this year; that there is the feeling that states having a large number of Negro students ought to be considered for a reasonable amount of this money, such as Michigan, Ohio, Illinois, Indiana; that we should keep in mind the question of students who break into white schools where Negroes have not been admitted before. Mr. Evans, particularly, felt that we should be on the lookout for this. There was also the question of holding some money as a contingency for students who are late in entering school.

Mr. Lanier also brought up the question of Tuskegee, Howard University, Atlanta University and Fisk receiving such large amounts of the special fund - in some instances the amount received from the Special Fund exceeded the amount of regular funds received from NYA. It was felt that unless additional funds were given by Mr. Williams to the Special Fund, that the allocations to these schools would have to be cut this year. Mr. Lanier felt that these schools should be notified far enough in advance to prevent their making plans on the basis of receiving the same amounts as before.

The question of follow up work for Arkansas and Mississippi, where there are few high schools. Mr. Lanier suggested that plans might be made or a project set up, wherein students in the rural areas desiring to attend high school might be sent to the County Training Schools. Our desire should be to see that the money that is supposed to go to Negro high schools, should be used for Negro students of the high school level. He further reported that money would be used from the regular fund for the Teacher Training Course in Mississippi as it was used last year.

emphasized that some stated needed a stronger man. In the larger states there will be field people to assist the committee and these employees will be paid from project funds. We urged them to have Negroes on these councils. This movement is to help build up our School Work Program.

Mr. Evans further reported that on Monday he attended a conference with the State Youth Administrators. Mr. Williams talked with the administrators very frankly concerning appropriations, congressional attitudes, etc. He stressed the fact that we, the NYA, must show more definite results than in the past. His idea is to build uniform resident centers over the country. He stated that he no longer wanted to see our state people rent old buildings and put shops in them. He wanted new buildings, with proper landscaping - structures that will show something definite that the NYA has done. He also stressed that we would do more for our youth in a medical way. Dr. Rice spoke and outlined his plan for medical care of NYA youth.

Mr. Lanier and Mr. Evans felt that we should get a form letter out to our State Supervisors, advising them of what is happening. The following points were suggested to be put in the letter:

1. Resident Training Centers
2. Getting Negroes into radio training
3. Student Work Program (Negro representative on the State Council, urging the selection of best possible person qualified to represent the Negro.)
4. Exhibits - that we use the exhibits in Chicago to show in the states.
5. Should know definitely the type of shop equipment afforded by each Negro school in the state, particularly vocational schools
6. This office wants to be in constant touch with youth movements, organizations and meetings. We are expecting the State Supervisors to furnish us from time to time with information concerning any youth meetings
7. Advising them that a part of their work is to see that projects are planned in conformity with the sanitation and health laws of the state
8. Question of a possible 3-week course at New York University for our state people to be taken on their vacation - including visits to state projects and possibly one to Quoddy, Maine; setting up of a library of information at the place where they would study which would include theses and studies relative to occupational adjustment of Negroes so that after the course is established, they would have a chance to study the most recent literature in the field regarding Negroes.

August 14, 1940

Mrs. Mary McLeod Bethune

Joseph H. B. Evans

Special conference called on Student Work Program.

I am enclosing a copy of the agenda of the conference that was held at the Mayflower Hotel August 10 and 11, and add the following narrative comment in order that you might get a picture of what went on there.

The Saturday meeting was called to order at 10:15 A.M., with Mr. Lasseter presiding. He introduced Mr. Aubrey Williams and stated that Dr. Judd would speak for the National Youth Administration, and reminded those present that the policies of NYA had been consistent from the beginning and that no change is now contemplated. The administration of the Student Work Program finally rests with the school authorities and the primary responsibility for the education and training of young people rests on the school. He mentioned the need for a cooperative relationship between State Administrators and school people so that the schools can take over the related training aspects of our work. "Projects," said he, must be adapted to the kind of manual work that fits in with our program.

During the course of his talk, when he was mentioning the need for building up the morale and instilling a spirit of loyalty in the youth, he said, "I heard a Negro youth say 'how can I be loyal to my country when I cannot even enlist in the army and fight for it?'" (I am quite sure this statement was inspired by the matter discussed at our recent conference.)

Dr. Studebaker:

"It is a hopeful sign when we can meet on such a high plane to find a way to meet the challenge of a world in chaos. It is just such a crisis as this that brings us together to solve our problems."

He told of the youth program in the Office of Education, the vocational program, agricultural trades and industries, home making distributive functions, and told of the great advance that had been made over 20 years ago when the Office of Education was serving 50,000 youth as against 1,555,000 today. He mentioned that he was in favor of federal legislation

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that will increase the appropriations for vocational agriculture by five or six million dollars. Said he, "People grow in their loyalty as they feel themselves a part of the activity of the nation."

He mentioned that there are 7,000 rural high schools that do not have vocational agriculture teachers. "We require, right now, a thousand farm mechanic shops, and it would be a fine thing if NYA could help to build more shops." He mentioned the 50,000,000 dollar fund in the training program of national defense and said that the Office of Education is asking 21 million for the remainder of the fiscal year, which will enable NYA youth to get training off of the project. It is his feeling that unemployed youth will not be toughened by 15-hour-a-week programs and they should be taught to feel that they must put in some effort on their own account. "We can't depend on local communities for financial support, we must go to the federal government. Nor can we expect 100 percent correlation between the jobs and the studies the youth take." One, it is his feeling that we must have legislation and that we make money available to the states to pay transportation to the place where youth ought to go to get proper training; and two, to provide maintenance and pay their tuition.

At the close of his speech, he made an interesting comment to the effect that a youth out of work may hold up a gasoline station, get arrested, become a juvenile delinquent, get committed to a state institution, and there find the facilities provided for a good vocational education.

Dr. Floyd Reeves:

Dr. Reeves was a visitor at all of the sessions and was called on to greet the conference. He explained about the work of his office on the Advisory Commission and said that the American Youth Commission is on record as favoring a program for youth that provides opportunity for productive work while getting an education.

Speaking of his particular division, he said that Mr. Sidney Hillman has two executive assistants and also works through the Conciliation Service in the Department of Labor, and that the main task is to remove bottlenecks in defense industries, which include war, navy, and other industries. The Division of Labor Supply, headed by Dr. Reeves, coordinates the activities of certain agencies working in this field. He has an Advisory Committee of 12 of the federal agencies and has on his staff Dr. Will Alexander, coordinator for the three youth agencies, CCC, NYA, and Office of Education. Major McSherry is the coordinator for the Army and Navy.

The two main jobs are to (1) see that no bottlenecks arise, and (2) provide training for defense industries. In the training program, it has been discovered that many can be placed after a brief training period. They are seeking to know the needs of industry over a long period and now have definite facts on the Army and Navy up to 1943.

copy for analysis and report
to be made by the end of the
month. The report should be
submitted to the Director of
the Bureau of Education for
the Handicapped.

Speaking directly on NYA, he said that the work done should be more closely related to the program in the schools. Youth on work projects should be getting supplementary training. The work program in schools can be made more valuable and the curriculum should be modified to better fit in with the work program.

Mr. Paul V. McNutt:

Administrator McNutt appeared at the morning meeting and was asked to say a few words. He stated that he is in hearty accord with Dr. Reeves and feels that we should gear our efforts together. "The public expects us to produce."

At the afternoon session, beginning at 2:30, Dr. Judd read a statement that he had purposely prepared, a copy of which will be furnished you as soon as it is released. The whole purpose back of his handling of the conference was to get the active interest of school officials and those leaders in the Association of Secondary Schools, so that they might be used in Student Work Program Councils that will evaluate the project work, make suggestions, and keep in constant touch with what is going on under NYA activities in the various schools. It was definitely stressed that these Councils are not to worry with procedure and administration, but to actually get into various projects and find out what is wrong and should be improved. There is to be a paid executive or secretary, who may be one of our NYA state men in the student work program, but who, in the larger states, will be a full time employee. There will also be field men where necessary, working for the committee, and these will be paid out of project funds. The Council and staff will meet at least once a month and visits will be made to the various schools in the state. Travel and per diem will be provided for these visits.

At 4:30 in the afternoon, they held an executive session of the State Administrators in one of the rooms at the hotel. This was to give them a chance to discuss phases of the program. Dr. Judd indicated very clearly that they are the ones to take charge and direct the work of these Councils and, while there will be a meeting of the minds on selection of staff and membership on the Councils, the State Administrator will be expected to have the matter under his control.

I spoke before the group on the need for definite plans to include representatives of Negro secondary schools on these Councils. My statement was thoroughly endorsed by Dr. Judd, who made further comment. Already we have gotten results. Georgia has announced the selection of Horace Mann Bond. South Carolina will have at least two men, (1) Professor Johnson of

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Columbia, and one other. Kentucky plans on two men, (1) Professor Atwood Wilson of Louisville, and one from out in the state.

The whole plan of these student work program Councils will be based largely on what has been done in the State of Colorado. Both Mr. Gilcrest and Mr. Bickel made excellent presentations of the democratic way in which the Council has worked in their state. I had a long talk with Mr. Bickel afterwards. He inquired particularly about you and told me something of the work they are doing with regard to colored youth in Colorado.

At the afternoon session the speakers commented on the program of NYA and some of the things that can be done to improve the work. These included such suggestions as:

- (1) More building projects;
- (2) Assigning one or more teachers to devote their time to NYA students;
- (3) More research projects and fewer janitor work projects;
- (4) Community beautification;
- (5) Increased recreational facilities;
- (6) Converting unused buildings and grounds into useable community facilities.

Reference was made by Mr. Jacobson to the Booker T. Washington School at Dallas, Texas and the work of the students in the school in handling intramural sports.

All in all, the conference indicated that there is the beginning for workable relations between the state educational officials, the Office of Education, the secondary school men, and the NYA.

Enc.
cc: Mr. Lanier ✓
JMB/ae

File 6714

August 16, 1940

Mrs. Mary McLeod Bethune

Joseph H. B. Evans

Special Conference for State Administrators

Work Projects Program:

The State Administrators who in attendance at the meeting called by Dr. Judd, stayed over Monday so as to meet and discuss with the new Director of Work Projects and his staff, some phases of the future program. This meeting was also held at the Mayflower Hotel.

Mr. Williams opened the meeting by announcing that there would probably be some fireworks and because he was talking confidentially to those in attendance, he asked the young ladies who were taking the proceedings to take a rest while he talked.

He referred first to the order which had gone out announcing the new organizational set-up and told them that while he knew how they felt about it, he must insist that it be followed strictly. For fear that some might feel that he had changed in his liberal attitude toward letting State Administrators carry on their own show, he made it very clear that this order came from him and he authorized it to be sent, after very careful study of the situation we face. He assured them that it is possible to have the formative structure set up and still have freedom in the variety of work to be done. Then he mentioned the main point, which is to determine our future program. He wants the program of Resident Training Centers at the base of this structure.

Mr. Williams said, "I want a closer tie-up of the states with Washington, and the field people who go out from Washington, if they are to mean something, must be listened to. Each State Administrator must study -

1. How to square your program with the policy in the Washington office, and you must realize that there is a weakness in our program when we see eight or nine weeks pass and no money is forthcoming for the expansion of our work in this Defense Program.
2. We have got to measure our performance and the character of our work by a new set of standards - in health, supervision, housing, equipment, safety. We have got to put more money in it. It will be necessary for you to study your program

and if it involves letting some of our projects and people go, this must be done. There has got to be developed a program for young people - a program of work and living prior to industry, and this is going to be an expensive program."

Mr. Williams mentioned the fact that he had tried to find out what is wrong with the NYA program, realizing that people see that we have a program that is geared into industry. He further stated, "But the complaints as I can analyze them are that you are somewhat spotty - supervision not up to standard. We need to develop something in the way of a national pattern - 1. There needs to be body building so that we can turn out strong, healthy people, and you can't do this effectively when the boy goes back home - when we have no control over him after work hours - when the problem of feeding, medical care and physical training is vital. 2. There must be developed the discipline that comes through a type of project that gives opportunity for congregate life, making young people feel that they are a part of the nation, and this includes their productive efforts. 3. We must give youngsters a chance to find out what they can do - where their abilities lie. We don't want to lose NYA, but we are going to be fighting with our backs to the wall for a good many months."

Questions were asked and answers given which indicated the following:

1. That we must build a new type of Resident Training Center and not rely on old type buildings; that we want a uniform type of building which will be known by anyone when they see it as an NYA center; instead of small units of probably 100 youth, there should be at least 200 or more - nothing below this is economical.

2. Each State Administrator should get at least one good Resident Training Center in his state.

Mr. Weston, of Ohio, raised the point that he could move fast and get several going, but they would not be the best type. The answer was that the number was not important - time is important and we want the product to be representative of the best that NYA can have; that in these developments we must work in harmony and "play ball" with educators and school people. At the present time it is best to consider these Resident Training Projects as separate ones for boys and girls. While the co-educational plan is an objective, we had better not try it at this time.

Mr. Kenneth Holland, who was present, was asked to talk to the group concerning his investigation of NYA projects, and he made the point that all of our agencies dealing with youth need to be streamlined and made more efficient and that immediate steps should be taken to bring about certain improvements. He referred to the CCC program as giving perfect work habits and building youth physically, giving them the opportunity to work with heavy machines, such as bulldozers. The NYA group he regards as on a

Mrs. Bethune

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higher level, since boys have completed about two years more of schooling and have a higher social background with something more of pre-industrial training. His suggestions were:

1. We must obtain youth who can benefit most from these programs - there must be more careful selections.
2. Physical facilities must be improved so that there can be no danger about sanitation and health conditions.
3. Obtain work projects that give opportunity for real work. There is a feeling that CCC has had a better chance at this than we have had.
4. The Related Training Program should be more definitely related than it is. NYA has a great opportunity in citizenship training.

Mr. Dave Williams told about the new plans for pre-fabricated buildings, exhibited work models of construction and a set of plans showing the type of structure and the probable lay-out of a complete Resident Training Center as visualized under the new plan.

Mr. McClosky, who has been loaned by the New York Board of Education for temporary assignment dealing with the planning of these Resident Training Centers, spoke of the matter of sanitation and health, a choice of a proper place and the ultimate use of the building; warned against renting or using old CCC camps; suggested that attention be given to the matter of food supply, that instead we should get the best advice on standards, et cetera. Youth should be told honestly what to expect at a Resident Training Center so that they will be not disillusioned when they come. He referred to the statement made constantly, that we must toughen these young people. In this connection, he suggested that the materials must be gotten together and the work thoroughly organized so that there will be no loafing; that there should be a longer work day; that the things made in the Center should be useable and if necessary a barter system set up to permit exchange in the program; it ought to be possible to have an inventory of what we have produced; we should be able to develop among young people a high morale, a proper attitude toward self government and a sense of responsibility.

Mr. Robert Burton told of an assignment they received from the Secretary of War to train 5,000 radio operators. To do this there will be training facilities for 15,000. Girls as well as boys will be used and the regional representatives must see that the quota for each state gets filled. He told of the contract we have to build the two-way equipment for New York City and indicated that it would be possible to get most cities to let us do the work.

Mrs. Bethune

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Miss Franke told of the projects for girls in industrial and shop work. She mentioned that they can do excellent inspection work where there is mechanical means of handling. They are not used to machinery and not used to shop atmosphere. Because of this, shops should be for girls only. They can learn the use of hand tools, blueprint reading, use of gauges, measuring devices, etc. In discussing industrial sewing, she mentioned that there was only one shop in operation, New York City, using special machinery for the garment industry. She told of the plans for making shop and work uniforms so that all youth will have two sets, permitting them laundering of one. She outlined the plan she has in mind for these various uniforms. Questions were asked as to whether all of these must be uniforms and whether all must be of the same pattern. The discussion seemed to get nowhere and we passed on to the next one.

Mr. Van Wyck of the Metal Shops spoke mainly of providing for definite levels of ability; of having simple bench work in many shops and the difficulty of getting high class supervisors for the salary which has been allotted.

Mr. John Haen, who has been working largely with industrial leaders, mentioned that NYA has got to prove its effectiveness in relation to national defense and told how he had got the cooperation of the big industrialists in the cities where he plans to set up a typical work shop. The cities that seem to be included in this shop program are: Birmingham, Buffalo, Detroit, Pittsburgh, Dallas, Louisiana, New York City, Baltimore, Boston and Chicago.

Mr. Hertzmark, in charge of Procurement, was introduced and mentioned the fact that state procurement men can now buy equipment without referral to Washington and can go out to rent or buy shops. A question was asked about the leasing of buildings requiring alterations. We can pay up to 15% of the fair value for rental. Alterations in lieu of rental can be written into the contract.

Mr. Hibben, who is in charge of Technical Information, spoke of a general bulletin and special program that will be released to the states and mentioned that they are considering plans for exchange of produced goods. If we can guarantee delivery on large scale orders, there will be no difficulty in getting Federal sponsors.

Mr. Carl Smith, in charge of Safety, spoke of the plan for having safety men in each state and of the rigid inspection that will be made, both of buildings and shops, to prevent accidents.

Mr. Straub, of Project Planning and Control, mentioned the fact that applications should come in complete and in good form. He said that no memo had been issued as to co-sponsors' contribution, so that there would be leeway in taking up individual cases as they arise. He reminded the state administrators that in the building of schools there must be a 15% contribution from the sponsors or else there should be attached a full statement as to why more was not contributed.

Before the close of the meeting, Mr. Lasseter introduced Dr. Rice and urged all state administrators to set up a minimum health program. Dr. Rice told in a general way of the health phase of our work and assured the state administrators of his cooperation with them.

*File copy
only*

August 28, 1940

Mr. William H. Bell
President, Alcorn College
St. Antoine Branch YMCA
Detroit, Michigan

My dear Brother Bell:

This is a confidential and personal letter, sent to you hurriedly, with a suggestion which you may want to follow.

Brother Lanier and I were going over a letter today from the NYA State Administrator and noticed that in the request for aid from the Special Negro Fund, Alcorn seemed to be carefully omitted. I asked Lanier about this and he explained that the State Administrator has seemed to want to leave you out whenever his recommendation came up. Of course, you know our attitude and we are anxious to find some way to bring the matter clearly to a head.

Mr. Aubrey Williams, our National Administrator, is speaking at the National Negro Business League tomorrow night, August 29. I would suggest that you try to reach him, either before or after he goes on the platform and definitely put up to him this matter of your non-inclusion in the Special Fund plans. Impress him so thoroughly that when he comes back he will ask Mrs. Bethune or some of us just why you are left out. I think you see what we are driving at in this. Write me personally the result of your conference.

Lanier sends kindest regards.

Fraternally yours,

EHBE/hw

Joseph H. B. Evans

Federal Security Agency
NATIONAL YOUTH ADMINISTRATION

Inter-office Communication

Date August 31, 1940

TO: Mrs. Mary McLeod Bethune
ATTENTION: Mr. T. Arnold Hill
FROM: R. O'Hara Lanier *ROH*

SUBJECT: Suggestions re office procedure.

Let me assure you of my desire to cooperate in every way possible. I am listing herewith some pertinent things which I am sure you will want to go over with Mrs. Bethune, and if there are any points which are not clear, please feel free to have me return on weekends to clear them up. I regret leaving in haste before having an opportunity to talk with you in person. This could not be avoided.

(1) Our most pertinent problem at the present time is the securing of pictures for the "Tenth Youth." We have the rough draft of all the material and the outlay for the pictures. I think Mrs. West and the other members of the staff have some ideas which might be of service to you in the further development of the pamphlet.

(2) A tentative suggestion for the distribution of the special College and Graduate Aid Fund has been prepared, a copy of which I am leaving with you, with a few notations of changes. Mrs. West has usually handled the correspondence regarding the allotment of this fund.

(3) Mrs. Bethune's annual report has not been prepared. However, I am leaving the facts and the suggested outlay for any further suggestions which you might have and, when you have had a chance to go over this with Mrs. Bethune, you may return it to me and I will prepare the final copy of the report.

(4) I am leaving a draft of our staff setup, showing the duties of each one of the persons in the office, and also a chart of our relationship to the general administration. This, of course, has been modified in recent months and you will, of course, have to bring it up to date. The people in the office can prepare individual charts of what they are doing now and you may compare it with the chart of what we intend for them to be doing. You will note that Mr. Evans was not included in this original chart, but he has an outline of the duties which have been assigned to him.

(5) I am attaching also an agenda of some of the things which I took up with Mrs. Bethune on her return to the office. You may care to refresh yourself on each one of these items.

(6) Another important item at the present time is a study of certain problem states which should be included on the first field trips which are made by the staff. In order, I should say:

- (a) Pennsylvania ✓
- (b) Delaware
- (c) Kentucky
- (d) Ohio ✓
- (e) Indiana
- (f) Oklahoma
- (g) Texas
- (h) Tennessee
- (i) Louisiana
- (j) Mississippi
- (k) South Carolina ✓
- (l) New Jersey
- (m) Florida

I have stated them in the order of their importance and feel that they should be the first states covered very intensively with at least a week of work in each one. If you desire suggestions concerning some of the things to look for in these states, you may refer to the reports which have been submitted from time to time to Mrs. Bethune on the status of affairs in these states.

(7) As to personnel on the field staffs, I am merely giving you the states that have weak personnel and where there are problems concerning the efficiency of our workers: Tennessee, West Virginia, Texas, Massachusetts, and Pennsylvania. It is very necessary that the personnel in these states be studied very carefully.

(8) Specific assignments which have already been delegated to Mr. Evans:

(a) Writing and preparation of publicity articles, speeches, and reports of Mrs. Bethune.

(b) To bring the two conference reports in their entirety up to date.

(c) To take care of greetings and exhibits to organizations and meetings. A specific proposal has been presented for the expansion of the Chicago exhibit and the sending of it to other parts of the country. This should be the immediate concern of the office.

(d) To work closely with the Division of Public Relations and Publicity on the selection of and the making of necessary pictures, both moving and still, for the adequate presentation of our work.

(e) To supervise and work closely with the office staff on the adequate filing of materials in the office.

(f) To conduct staff meetings with clerical personnel for in-service training within the division, and to report directly to the Director the absolute quality of work being done by our stenographers and secretaries.

(g) To have charge of all lists in order that this office might have on hand adequate information concerning organizations and people qualified to do certain types of work.

(h) To interview prospective persons for employment and to work up our employment files so that we may touch prepared people along definite lines. Mr. Evans, as you know, is interested in the establishment of a Civil Service register clearing house in order that we might be able to nominate persons for various types of positions and be sure of our grounds. This, with the material that we already have on hand, if time and attention is given to it, might develop into a worthwhile project.

(9) You will find that some start has been made in trying to prepare a directory of people prepared to do guidance work. I think this is very necessary and you will find a file on this material.

(10) We have made some beginning in a cooperative arrangement with the states to develop occupational research and several studies are now underway. Our plan was to publish these studies en masse when they had been completed by states, and summarize the materials. This, we think, is a very valuable project. You will find that beginnings have been made in New Jersey, Georgia, and Oklahoma. More specific plans for cooperation might be worked out this year.

(11) We have had quite a problem with California. Our recommendations are specific and should be found in the report of Mrs. Bethune to the Administrator. I do not think that we should change our recommendations, but should be assured of an increase in personnel.

(12) As you know, our out-of-school work program and resident training program are to undergo radical revision and I think it is very necessary that you arrange conferences with Mrs. Bethune for an evaluation of what is to be done for Negroes.

(13) I should suggest that you read the procedures which I am leaving on the desk and which have been brought up to date. I think this is the best way to get an all-over view of our program.

(14) I shall send a personal note to Mrs. Bethune on my evaluation of the various people in the office and what I think they are best suited to do. There are problems here and I wish to state, very emphatically, that the lines of authority must be made very clear. There cannot be too many "heads." Good administration calls for the flow of authority from the top to the bottom.

(15) There is some unfinished business as to promotions and raises. Mrs. West has been recommended for a change of classification which has not been issued to date. There were several recommendations for increase in pay, several of which I think have been made, some have not. Please feel free to call upon me if any of these items are not clear.

(16) There was a telephone call from Mr. William A. Smith, of New Jersey, relative to the establishment of a resident training center at Bordentown. I think this should be followed up, since we have been trying for some time to get a resident training center at Bordentown. It might be well to have someone confer with Mr. Smith concerning this proposal.

(17) There has always been some question concerning field trips. I think we should bend over backwards to send a representative to a state which requests field visits. The functional aspect of our organization calls for a closer relationship with our field people and to be of as much service to them as we possibly can. I hope this policy will be cleared, as there are several states which have requested field visits over and over again, which have not been met. It is very necessary that when our State Administrators make requests of this kind, that we keep them in mind and comply with them whenever possible, because we do not have too many requests of this kind, and if we are to justify the continuation of this office, it must be done to justify the functional approach to our problem.

After you have finished analyzing the materials which I have left, I shall be very happy to go over each state if you will send me the reports which have been previously made.

December 11, 1940

Mr. D. B. Lasseter, Deputy Administrator
National Office

T. Arnold Hill, Assistant Director of Negro Affairs
National Office

My recent trip to Florida.

I was in Florida from Saturday morning, December first, through Saturday, December 8.

On Saturday morning, the first, I had a long conference with Mr. Levin, Acting Administrator, and discussed the following points:

(1) RESIDENT CENTERS

There are two small resident centers for Negroes, located at colleges. These are the only two in the state. One of them is at Bethune-Cookman College, where there are 15 resident girls and 10 local girls who come into the small center where home economics and some sewing are the principle activities. More emphasis is on training than on production. The other is at Florida A. & M. College in Jacksonville, where there are 60 boys, with provision for 30 more, and 30 girls.

The work experience and training these youth are receiving is above the average that is usually provided where resident centers are conducted in connection with schools. The division between the training and production is not sharply defined because the students are in classes with the regular students of the colleges, but they are responsible for certain production activities, such as sewing for the girls, and auto mechanics, electrical wiring, woodwork, etc. for the boys.

I called attention to the need of a sufficiently equipped, orthodox resident center for Negroes in the State of Florida. It is apparent from the above description of the two centers now available for Negroes that neither of these is of the type we regard as a streamlined resident center. I am not positive on this, but quite likely the NYA has not put in equipment at either

-2-

one of the two centers beside the housekeeping equipment for the boys and girls at Tallahassee. I saw no production equipment that did not appear to be a part of the school's equipment.

I suggested to Mr. Lavin that a resident center built away from any school and as near as possible to a highway, preferably in the southern part of the state, should be constructed for Negroes. Second, that if this were not possible, a plan that had been suggested by Mrs. Bethune, and which Mr. Lavin and I discussed in great detail, should at once be started. This would take less money than a streamlined center in the central part of the state. Mr. Lavin felt that if money could be secured, a center could be built at Bethune-Cookman College, and promised to write Mrs. Bethune immediately on this.

I questioned the apparent policy of the state to spend or allocate its resident center funds for whites, to the point that there is not now available, according to Mr. Lavin's statement, sufficient funds to construct a center for Negroes. It is, therefore, my contention that funds should be re-allocated immediately in such a way as to provide resident centers and that, if this is not possible, an allocation of new funds should be made specifically for this purpose.

(2) LOCAL SHOPS

There are a few local shops available to Negroes in Florida. I did not see the one in Jacksonville in which, I understand, the Negroes and whites are working in all the trades. However, this was said later to be more theoretical than actual, because most of the boys were in woodwork, and a few scattered through most of the trades. In Sarasota, I saw a shop in which Negro and white boys were working. It was a woodworking shop and it was making benches for the county. There were more orders, according to the project supervisor, than could be filled, and the crying need was for "brains" and boys. He felt that a display of brains would give him better and more machinery, which was light and in need of repair, and a better system of recruiting youth personnel would leave him free from this task to devote to production.

While these were the only shops brought to my attention, it was my impression that a few other shops for Negroes, or shops in which Negroes were working, do exist. But the shops are relatively like the resident centers, namely, not sufficient for the Negro population which is relatively one-third of the state.

Most of the Negro boys work in construction. At the time of my visit, there were 215 Negro boys in construction at Camp DeSoto, out from Tampa. A large number were working on army projects out from Jacksonville, and in West Palm Beach there were 21 boys in construction, and in Miami, 23.

All in all, the shops need building up to a reasonable standard, both in efficiency and in number of youth personnel working in them.

There are fifteen project and assistant project supervisors whose salaries range from \$60 to \$100. Six of these get \$60; two, \$65; one, \$70; one, \$75; one, \$80; one, \$90; two, \$100 and one of these gets \$80. Mr. Lavin promised to review the salaries of these persons so that there would be no racial inequalities and that a better grading of salaries would result.

I called attention to the fact that we probably needed more Negroes employed on a statewide basis, and my visit through the state confirmed this point of view.

(6) HEALTH

We discussed the health program, which at that time was in the process of being developed. I suggested a Negro member of the State Health Council and probably an assistant health supervisor to work among the Negro youth personnel. Mr. Lavin said he was committed to the employment of physicians and nurses and would discuss the entire program with the health consultant next week. He was agreed to doing something definite on this program.

(7) QUOTA

We discussed the quota, which would go to 4,900 by the end of February - it is now 3,400. There is apparent need for increasing the Negro youth personnel registered in the southern part of the state and in Jacksonville as well. This is why recently an interviewer was appointed in the Division of Youth Personnel in Tampa and Jacksonville. There is evident need for an additional person to cover West Palm Beach and Miami area.

(8) FARM SHOP PROGRAM

We discussed the Farm Shop Program, which, at the time, provides for the construction of twelve shops, but at a conference to be held the following Monday, this number might be revised. Mr. Lavin was not able to say how many of these would be for Negroes.

(9) TOUR THROUGH THE STATE

I discussed with Mr. Lavin my tour through the state and we agreed on the following program:

Saturday and Sunday morning - St. Augustine
Sunday - Daytona Beach
Monday - West Palm Beach and Miami Monday night
Tuesday - Miami
Wednesday - Sarasota, Bradentown and reaching Tampa by night
Thursday - Tampa leaving there Thursday night for Tallahassee
Friday - Tallahassee
Saturday - Jacksonville for a conference with Mr. Lavin
Saturday night or Sunday morning to return to Washington.

This program was carried out as above except that Mr. Lavin had been called to the northern part of the state and I was unable to see him to make a final report.

SUMMARY AND RECOMMENDATIONS

It is apparent from the above that we need:

- (1) Additional resident center facilities for Negroes in Florida. The preferable arrangement would be a streamlined center at some point along the highway or at Bethune-Cookman College where an offer has already been made for such a place.
- (2) Local shops that will give boys in cities an opportunity for work experience.
- (3) Additional persons on the Student Work Program and a Negro member of the Student Work Council.
- (4) Additional personnel in the state and adjustment of the salaries of the personnel.
- (5) Attention to the Health Program so that Negroes will get full advantage of this program - both service and personnel.
- (6) Special attention should be given to the Negro quota. In several points in the state there are no boys awaiting assignment because the quota had been used up. Not too much emphasis was placed on quotas in Miami and West Palm Beach. The same adjustment now existing in Tampa and Jacksonville where the Youth Personnel Division has employed Negro interviewers should be followed in the southern region.
- (7) Florida lacks machinery throughout. The light machinery for the Sarasota shop, I understand, is typical of the rest of the state.

DIVERSITY OF PROGRAM

Negro boys are principally in construction - Negro girls are in sewing and homemaking. The machines are hand operated and the work is supplied by local clubs. There is no suggestion of production methods in the shops that I saw. The program in general needs bringing up to standards all along the line. I did not see any white shops, but from my conversation with representatives of NIA in various parts of Florida, it was my impression that much needs to be done for the entire program to bring it up to acceptable standards. So far as the Negro is concerned, I think we will not make progress in our program unless we assign someone to the state for six or eight weeks to concentrate on resident centers, local shops, quotas, and program activities.

TAK111/ae

December 12, 1940

Mrs. Mary McLeod Bethune

T. Arnold Hill

My conference with Mr. Lasseter on December 11, 1940

I took up the following things with Mr. Lasseter:

- (1) Mr. Evans' continuation on FSA payroll.
- (2) Additional personnel in the office as suggested by you.
- (3) Conference in Washington with Mr. Jones, Mr. Shell, and President Fountain on December 20.
- (4) Conference with NYA state people early in January.
- (5) My trip to Florida.
- (6) Negro personnel in various states.

RESULTS OF THE CONFERENCE:

(1) Mr. Mitchell has agreed to continue Mr. Evans on the payroll of the Farm Security Administration until Mr. Lasseter returns from California, when he (Mr. Lasseter) hopes he can make some adjustment.

(2) If we can find sufficient money in our present budget, I am to set up the duties for the additional person we want in the office. I will have to confer with Mr. Gant on this matter before we can proceed further.

(3) The conference with Mr. Jones, Mr. Shell, and President Fountain has been arranged for December 20. Mr. Lasseter happened to be talking to Atlanta when I was in his office and told Mr. Jones that the letter from your office was on its way and suggested he confer with President Fountain and with educational people in the state. If a plan can be worked out by the 20th, they will come. In any event, you will hear from Mr. Jones about it.

I also wrote President Fountain, over your signature, advising of what you had done, suggesting that he get a plan well worked out for the conference on the 20th.

(4) The conference with our NYA state people has been tentatively fixed for January 6 and 7. These dates are satisfactory to Mr. Lasseter. A separate memorandum suggesting the program for the conference will be handed you.

(5) A memorandum of my trip to Florida, a copy of which is attached, was taken by Mr. Lasseter for study. He will have recommendations to make on it when he returns.

(6) The figures on Negro personnel in the various states were exactly what Mr. Lasseter said he wanted. He took them with him to study.

24111/40

Federal Security Agency
NATIONAL YOUTH ADMINISTRATION

Inter-office Communication

Date December 14, 1940

TO: Mr. T. Arnold Hill

FROM: Mary McLeod Bethune

SUBJECT: Florida Report

I am not very well and will not be in the office today.

Last night I read with a great deal of interest the copy of your report submitted to Mr. Lasseter on your trip to Florida and the recommendations it contained. I would like for you to have a conference with Arabella this morning on our procedure. I asked Lanier to prepare a folder of our procedure so that you would understand our method of keeping our program harmoniously going. I note that you made your report and your recommendations to Mr. Lasseter. Our procedure is that all field reports be made to my desk and together we will study them and send such part of them we deem wise to Mr. Lasseter over my signature. It will not do for the Division to send in separate reports and separate recommendations. It will handicap us.

I notice also that we have two out-going boxes from our Division. We must have one in-coming and one out-going box. I know you do not understand or this would not have been done. Will you please have this corrected and Arabella will notify the messenger. This does not, of course, refer to private mail. Your private mail is sent out as you would like to send it. All franked mail from the Division should pass over my desk for final review. That is the way it is done in the other Divisions and that is the way we should do it. You understand, of course, that if I am not here, you are here and if you are out, Mr. Evans is here. We only want to do things in the order they should be done. I intended to talk this over with you but I will not be in today and you will be away Monday.

Mr. Hill

December 14, 1940

I would like for you and Evans to study again the dates for our meeting with our State workers. I would like for them to meet here on the 18th and 19th of January so that they might be here for the inauguration. I think Mr. Lasseter will be agreeable to this and can arrange his dates for it.

GENERAL INFORMATION WHICH STATE MEN
SHOULD BE ABLE TO GIVE TO THE FORTH-
COMING CONFERENCE

January 20, 21 and 22.

- (1) What is the scope and function of your office?
 - a. Administrative responsibilities
 - b. Functional responsibilities
 - c. Difficulties in the way of performing your duties.

- (2) Under the Work Projects program:
 - a. What difficulties do you have with the registration and assignment of youth personnel?
 - b. What problems do you have with resident or work experience centers?
 - c. What success have you had with farm shop programs and health programs - what difficulties have you experienced with these?

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
FOR NEW YORK CITY AND LONG ISLAND
~~265 WEST FOURTEENTH STREET~~
105 FLEET PLACE
BROOKLYN, NEW YORK

M E M O R A N D U M
February 7, 1941

TO: Mr. Robert J. Elzy
FROM: Edna Clarke *E.C.*
SUBJECT: Course in Occupational Research and Problems
of Youth

Listed below are the names of the workers in this office
who would be interested in enrolling for the course
mentioned above.

Regina Hall	July Session
Pearline Byas	July Session
Cecil Forster	June Session
Edna Clarke	June Session

Federal Security Agency
NATIONAL YOUTH ADMINISTRATION

Inter-office Communication

Date February 3, 1941

Walter M. Harris
TO: Mr. Robert J. Elzy, Director
Negro Affairs

FROM: Mac C. Davies, Senior Supervisor
Project 5

SUBJECT: Course in Occupational Research and Problems of Youth
New York University

The following people from Project 5 are interested in the
course mentioned above:

Miss Ruth Attaway	June 1st three weeks
Miss Elizabeth Bethune	June 1st three weeks
Mr. Mac C. Davies	June 1st three weeks
Miss Dorothy Fleming	June 1st three weeks
Miss Carmen Jones	June 1st three weeks
Mr. Stanley Miles	June 1st three weeks

/eb

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
FOR VIRGINIA

18 February 1941

Mrs. Mary McLeod Bethune, Director
Division of Negroes Affairs
National Office, National Youth Administration
2145 C St., N.W.
Washington, D.C.

My dear Mrs. Bethune:

In reply to your communication of January 16, I wish to express my continued interest in a course of study on Occupational Research and Problems of Youth at New York University. The best time during the summer for me to take advantage of such a course would be the last three weeks in August.

I shall look forward to seeing you in Atlanta February 28.

Respectfully yours,

Walter H. Henderson
Walter H. Henderson,
Administrative Assistant in Charge
of Negro Affairs.

WHH:n

Walter Newman et adm

7

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
FOR ARKANSAS
A. M. and N. College
Pine Bluff, Arkansas
March 10, 1941

TO: Mrs. Mary McLeod Bethune, Director, Division of
Negro Affairs, National Office.

J. W. Hull
FROM: Holloway Smith, Supervisor of Negro Affairs,
Pine Bluff, Arkansas. *AS*

SUBJECT: Course in Occupational Research and Problems of Youth

In regards to your letter of January 16, 1941, I
plan to take a three week course on Occupational
Research and Problems of Youth some time this summer.

You indicated in your letter that the periods for
such course would be:

First three weeks in June
Last two weeks in July and first week in August
Last three weeks in August

I plan to take the course the first three weeks in
June. I will be the only person of our staff taking
such course. I would be interested in knowing whether
or not there is another school closer to Arkansas
giving such course as mentioned in your letter.

HS:deb

MAR 12 2 37 PM '41
NATIONAL YOUTH
ADMINISTRATION
WASHINGTON D.C.

Office memo

March 12, 1941

Mr. Dillard B. Lasseter

Mary McLeod Bethune

Employment of Stenographer in Office of Negro Affairs

The work of the Office of Negro Affairs requires the addition of a stenographic person. I would like to recommend that a person be employed at a CAF-2 position with the duties as outlined on the attached job sheet. If you approve, we would like to move on this person so as to have them attached to the staff before April 1, 1941.

I have checked our budget balance and find that our balance for the last three months in the fiscal year is more than adequate to take care of this appointment.

WEST

JUNIOR CLERK-STENOGRAPHER CAF -2

\$1440 - \$1800

Duties and Responsibilities

Under the immediate supervision of the Chief of Public Relations Section; to perform a variety of miscellaneous stenographic, typing, and clerical tasks in the Division of Negro Affairs.

1. To take and transcribe dictation of average difficulty concerning a wide variety of letters, reports and memoranda from various members of the Division.
2. To type copy from simple and rough drafts.
3. To occasionally type statistical tables from rough draft and be responsible for most effective arrangement of material on the typed sheet.
4. To maintain alphabetical and subject matter files and records.
5. To answer telephone.
6. To perform such tasks as are related thereto.

Minimum Qualifications

Graduation from high school; ability to take and transcribe dictation rapidly and accurately; a good knowledge of spelling, punctuation and English usage; clerical aptitude, neatness and good judgment.

NEW YORK UNIVERSITY
SCHOOL OF EDUCATION
WASHINGTON SQUARE, NEW YORK

April 4, 1941

Mr. T. Arnold Hill, Assistant Director
Division of Negro Affairs
National Youth Administration
2145 C Street N. W.
Washington, D. C.

Dear Arnold:

I have just checked with Dean Payne and Dean Pickett, both of whom are of the opinion that we can proceed. The next steps will be as follows:

1. You and I agree on course content and instructor.
2. You submit the course outline and figures regarding costs to your people.
3. If 20 or more of your people then say definitely that they will attend, with no ifs, buts, or ands, we will engage an instructor and arrange to offer the course.

If you will be content with one instructor, we can offer the course at any time you like, whether or not it coincides with our regular summer session. But if you choose dates within the summer session, we could then draw upon other members of the faculty for occasional lectures.

We can offer either a two point or a three point course. The number of class hours would be the same, namely 30; the outside work would be heavier in a three point course. Three point courses are open only to graduate students. Two point courses are open to both undergraduate and graduate students and carry graduate credit.

The expenses for each person would be \$11 per point, or \$22 for a two point course, and \$33 for a three point course, in addition to a \$3 registration fee, and a student activities fee of \$.50 a point, with a \$3 maximum.

We could not offer a two point and a three point course at the same time; we would have to decide on one or the other.

I think you and I had better decide on the above matters. Will you please tell me your preferences and I will proceed accordingly?

T. Arnold Hill

-2-

April 4, 1941

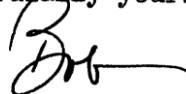
Before attempting to outline the course, I should like your opinion regarding possible instructors. The following occur to me as possibilities. In your reply, will you please list these in the order of your preference?

T. Arnold Hill, National Youth Administration
Roswell Ward, National Youth Administration
Lester Granger, National Urban League
Louis Sobel, Federation Employment Service, who
teaches our course on guidance and placement
of special groups
Bradbury Franklin, Youth Personnel Director,
N. Y. A. Radio Project, New York City
George Bennett, recently director, N. Y. A.
Project for Negro Youth, Ypsilante, Mich.

Granger and Bennett are Negroes, the others are white. I do not know which of these persons would be available, but I am reasonably sure we could get one of them.

I am leaving today for South Orange, Chicago, and the Pacific Coast. I shall return early in May. Between now and then will you please drop me a line and let me have your answers to the above questions? As soon as I get back I shall check with the possible instructors and prepare a tentative outline for the course.

Cordially yours,



ROBERT HOPPOCK, Chairman,
Department of Guidance and
Personnel Administration

RH:TP
G43

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Federal Security Agency
NATIONAL YOUTH ADMINISTRATION

Gen. Admin.

Inter-office Communication

Date July 15, 1941

TO: Mr. Herbert Little

FROM: Mary McLeod Bethune *M.M.B.*

SUBJECT: Additional Pictures of Negro Youth on Projects

I should like to discuss with you the problem mentioned in the attached letter from Mr. Browning.

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
REGIONAL OFFICE
1227 PROSPECT BUILDING
CLEVELAND, OHIO

DELAWARE
DISTRICT OF COLUMBIA
ILLINOIS
INDIANA
KENTUCKY
MARYLAND

MICHIGAN
NEW JERSEY
OHIO
PENNSYLVANIA
WEST VIRGINIA
WISCONSIN

July 12, 1941

Mrs. Mary McLeod Bethune
Director, Office of Negro Affairs
National Youth Administration
2145 C Street NW
Washington, D. C.

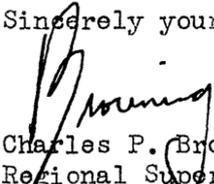
My dear Mrs. Bethune:

The recent series of pictures in the Pittsburgh Courier has revealed the shortage of good pictures of Negro youth in action on NYA projects. Most of the pictures are of the "posed" variety and represent nothing except a group either smiling, conferring or just having pictures made.

Therefore, it is recommended that your office work out some plan with Mr. Little relative to the establishment of a good photographic backlog on Negro youth. Also, I believe it is advisable that you encourage the National representatives of the Information Division who take pictures to make certain that Negro youth are included in NYA shop "shots" with other youths. Mr. Edward Swan of Michigan has brought to my attention the failure of National representatives to take pictures at Detroit in the NYA Southfield shops.

One of our selling points in integrating Negro youth into industry is to have white and Negro youth in the same pictures. If through NYA pictures we could help to eliminate the stereotype, much will have been accomplished.

Sincerely yours,


Charles P. Browning
Regional Supervisor
Region II

Federal Security Agency
NATIONAL YOUTH ADMINISTRATION

Inter-office Communication

Date August 12, 1941

TO: Mrs. Mary McLeod Bethune

FROM: Robert E. Asher *REA*

SUBJECT: Report of Negro Administrative and Supervisory Personnel

Yesterday Mr. Lasseter approved the proposed report of Negro administrative and supervisory personnel, as a special report rather than a quarterly report, containing information as to numbers of Negro administrative and supervisory personnel on the regular and defense programs but not containing any names and addresses. Accordingly we are releasing the letter with the request that the information be submitted as of August 31 ~~and~~ to reach Washington by September 10, 1941.

Should the need for further reports of this nature arise, I am sure Mr. Lasseter will be willing to consider additional requests for special reports of this type.

Perry Building
Philadelphia, Penna.
August 25, 1942

TO: Mrs. Mary McLeod Bethune, Director
Office of Negro Affairs
National Office

FROM: John N. Patterson
Regional Youth Administrator
Region III

SUBJECT: Matter of Luvenia Shedrick, Philadelphia

Pursuant to your memorandum of July 30th in regard to the subject youth worker, an investigation has been made, and the findings are herein set forth.

Miss Shedrick, in conference stated: "I was interested in power sewing, and took an aptitude test for this work at the U. S. Employment Office. Upon its completion I was told that I did not possess enough speed for this type of work. I was then given a test for welding, since this was my next choice. In this, I was afterward told I was better fitted. Finally, being given the choice by the Employment Service of choosing between power sewing and welding, I selected arc welding, and was assigned to the N.Y.A. welding shop."

The N.Y.A. records show that Miss Shedrick was assigned to the welding shop April 13, 1942, and was terminated July 16, 1942 for the reason, "completed course." Her performance record as well as the individual characteristics noted during the 406.5 hours of training are good. She has a tenth grade background, will be 20 years of age October 12th, and appears to be quite intelligent.

When questioned about the firms from whom she sought employment, Miss Shedrick stated that she had filed applications with the Sun Shipbuilding and Dry Dock Company in Chester, and the Philadelphia Navy Yard. No other sources were explored; not even was there a recent visit to the U. S. Employment Service.

Since the interview with Miss Shedrick, she has been called to the Navy Yard for interview, as were a number of other Negro girls who filed at the same time. The results of the interview have not yet been transmitted to Miss Shedrick.

Conclusions

1. Miss Shedrick was advised to visit the U.S.E.S., Bendix, Kellett Autogiro Corp., R - S Products Co., and the R.C.A. Plant in Camden in search for employment.
2. The U.S.E.S.'s attention was again directed to the availability of this trainee for placement.
3. While it is a fact that but few female Negro Welding trainees have been placed, this complainant has failed to make sufficient contacts with employers to justify her observations on N.Y.A. training.
4. It may be anticipated that Miss Shedrick will be employed by the Philadelphia Navy Yard, shortly. This belief is borne out by the fact that the following female Negro welding trainees have been employed within the past six weeks by the Navy Yard, or called for interview.

Employed

Violet Butler	915 Saybrook Avenue	Gas Welding
Ethel B. St. Clair	2256 N. 21st Street	" "
Ruth Moore	1741 Federal Street	" "
Maretta Foster	1421 S. 21st Street	" "
Julia Russell	40 E. Collom Street	Mech. Learner
Elaine V. Carter	3103 Haverford Avenue	" "
Marie Hackett	5502 Spring Street	" "

Called for Interview (Results unknown)

Evelynna Cotten	3910 Brown Street
Lorraine Vandergrift	4907 Paschall Avenue
Dell Vandergrift	4907 Paschall Avenue
Luvenia Shedrick	208 N. Cecil Street

5. It would appear from the findings that Miss Shedrick selected arc welding, and that she was not "sold" by N.Y.A. a type of training against her will, as her letter of complaint infers.

FEDERAL SECURITY AGENCY

NATIONAL YOUTH ADMINISTRATION

INTEROFFICE COMMUNICATION

September 1, 1942

C
O
P
Y

TO: Mr. John N. Patterson
Regional Youth Administrator, Region III

FROM: Mary McLeod Bethune, Director
Division of Negro Affairs
National Office

SUBJECT: Employment Outlets for Negro Youth

Thank you very much for the many courtesies given to me while I was in your Region. I was impressed with your splendid shop and the excellent participation of Negroes.

As you know, the Delaware River area is one of the serious labor supply and labor demand regions. This means that a real opportunity should be present for the absorption of Negroes in our war production efforts. This would imply, therefore, that every resource at our command should be employed in the recruiting of Negro youth for training and employment in vital war production industries.

While we are aware that much of the publicity of the so-called "Sun Ship Plan" has been in the vanguard of actual hiring, the persistent recurrence of publicity and rumors would indicate that one of the greatest single possibilities for the employment of Negro workers must or should exist at Sun Ship. Also, you are aware of the indications that other industries in the area such as Dravo in Wilmington, New York Ship at Camden, Budd, Baldwin, Bendix and General Electric, as well as other firms have progressive hiring schedules which should require the effective utilization of available manpower. This also would include womanpower.

We understand from Mr. Browning that quite a number of Negro NYA youth have gone into Sun Ship. Please advise us of the total number by job classification and wage scale.

In addition, you are well aware of the tremendous outlook for the employment of women in Jersey industry. As you know, we have been disappointed with the representation of Negro youth trainees in the New Jersey project picture. We would appreciate an intensive effort in this area to step up the training of Negro males and females to the end that they will be prepared as war production stringencies develop and employment needs become apparent.

In connection with the major task ahead, Mr. Watson should collaborate as closely as possible with Mr. Reginald C. Johnson of the War Manpower Commission.

Please let us hear from you.

Survey of Outstanding ⁴⁻NYA Work Projects Employing Negroes

During the past six months some of the outstanding projects started and completed are: Construction, Repair and Remodeling of buildings and furniture, Household training, farm training, soil conservation and park beautification, hospital training, etc.

CONSTRUCTION

In Florida a number of school buildings and vocational shops have been constructed by NYA youths such as the one at Royal Community near Wildwood - A four teacher rural school for Negroes was finished in September to take the place of a poorly lighted ramshackle shack which had formerly been used. Material from the old building was used to build a vocational shop in connection with the school building. This work was done by 8 NYA boys under the supervision of a colored vocational agricultural teacher. At Daytona Beach and Tallahassee, Florida, log community houses have been constructed by NYA youths to serve as Resident Training Centers for Negro youths. This type of construction work is being done in most of the southern states. In Alabama, Negro boys receive training and experience in cement work, carpentry, plumbing, painting and tin work on a project to construct sanitary toilets according to specifications set up by the State Board of Health in connection with mosquito control and sanitation program.

An excellent project for Negro boys under the supervision of ~~an~~ a well trained carpenter has been established at Mansfield, La., where 24 Negro youths have demolished two large buildings and are now completing a boys' trade building. With the remaining materials left from the demolition of the buildings near this campus, it is planned to begin operations on a Home Economics building for the Negro girls.

Playgrounds have been constructed in a number of states where there have been no recreational facilities for Negroes. Baseball diamonds, swimming pools, tennis courts, basketball courts. Some of these play centers have been constructed in old buildings donated by the sponsors, or vacant lots.

In addition to the construction of buildings for training centers and play centers, a number of old buildings have been remodeled for this use - old furniture has been remodeled for use in these buildings by NYA youths. This not only offers employment to these youths but furnished excellent training. In Tennessee it is reported that ~~the~~ improvement of school and public grounds and buildings, ~~to be used for public purposes.~~ The construction of tables, desks, chairs, general equipment, and repairing and refinishing furniture in high schools has proved an excellent project. It has been valuable to the community in that it has stimulated and encouraged interest in civic and community activities, ~~to~~ and has emphasized the importance of recreation in the development of character; it has been valuable to youths in decreasing delinquency and promoting interest in hobby clubs and constructive play activities. ~~and~~ ^{In addition to} the income, the workers have received instruction from capable and experienced leaders.

LIBRARY SERVICE

Another outstanding project is located in Portsmouth, Virginia. At the instigation of the City of Portsmouth Dept. of Public Welfare and the City Advisory Committee, ~~and~~ the NYA undertook the establishment of ~~the~~ public library for Negroes. The need for such a library had long been apparent, but it was not until ~~that~~ April, 1937 that ~~the~~ civic conscience was sufficiently aroused. For the past few months this library has been a reality. Over 2000 books have already been collected and more have been promised. The sponsors have secured a building which was formerly used by the Dept. of Public Welfare as a social service unit, for the exclusive use of the library. Materials, equipment and supplies have been furnished by the sponsors. The NYA furnished the labor of five Negro girls and the services of a trained librarian.

NYA youths have contributed to the

have been built.



Negroes of Portsmouth who have never before had a public library now have all the benefits of a regular public library. The educational and recreational advantages of the best white public libraries are now made available to the Negroes of Portsmouth.

HOUSEHOLD TRAINING

Sewing projects are being operated in most states and ^{are} generally found to be statewide projects. A typical sewing project is reported from Alabama, where 70 Negro ~~girl~~ girls are employed making articles of clothing for distribution to the Dept. of Public Welfare office, making clothing and equipment for the trade schools, such as curtains, ~~rugs~~, ^{and} making articles for use in the charity wards of the county hospitals and for the tubercular sanatorium and the Home for the Aged.

In Fairfield, Alabama, a domestic training project for Negro girls is in operation. This project provides employment, training in cooking, laundry work, child care, dieting and cleaning.

In Prescott, Arkansas, a project is operated known as the "Home Arts Practice House", where a six room brick veneer bungalow is being rented by the City, for which they also pay for all utilities. The house has been completely furnished, most items received through donations or from furniture made in NYA work shops and from furniture purchased from NYA funds. Approximately 30 girls are employed part time at the Practice House, and receive definite training in many lines of household work through their work ~~experience~~ experience in connection with the operation of day nursery for children from underprivileged families, (3 to 6 years of age). The nursery provides the experience in certain phases of child, care, preparation and serving of foods that these children should have and all phases of housework that would naturally be incidental to this type of work.

HOSPITAL TRAINING

In the District of Columbia, some forty NYA workers are employed as nursing aides, and student orderlies in the Freedmen's Hospital under the direction of a Negro supervisor. These aides work in the wards, dressing rooms and offices of the hospital. They make beds, take care of ward equipment, feed adults and children, sew surgical garments and babies diapers, make orthopedic bandages, prepare sponges, applicators, dressings and other supplies, clean instruments, conduct recreation rooms, mop floors, clean wood-work and do general office work. Nurses and ward physicians alike indicate that with the problem of severely limited ward personnel, the NYA workers have made possible more nearly adequate ward service. These ~~nurses~~ NYA aides and orderlies are given definite instruction in personal hygiene, home nursing and hospital housekeeping.

SOIL CONSERVATION and Landscaping

In ~~Elkington, Texas~~, Texas we find an outstanding project in farm training and soil conservation, i.e. surveys for soil conservation terraces, diversion channels, drains, gully retards and checking dams. ~~At Dallas, Texas~~ Also in Texas a number of (youths (Negro) are given employment on the Roadside or "Pocket-size" park projects. Construction of stone tables, benches and barbeque pits as well as landscaping beautification is done under the supervision of the State Highway Department and the NYA.



Instruction is given in personal development, health, (community and personal) care of the home and surroundings, ~~(xxxxxx of food preparation and service, care of children in rural environment, planning for the house and living quarters, the business of the home and wholesome enjoyment of life.~~

Not listed above

Teacher library project -

Community organization

Guidance and Placement

camps

Boys - ... high standard
Handwritten notes and signature

→ An example of boys activities on these projects is found at Grant R. State College at Grambling, Louisiana where one group is constructing a poultry house. In connection with this job, they are taking a practical course in carpentry & farm shop work. Along with this they are learning the principles of poultry-raising, horticulture and dairying as they care for the poultry, live-stock and garden produce on the school grounds.

Near the Industrial School at Fort Valley, Georgia, the project is taking the form of an extensive rural life center with cabins and camping facilities, a large central dining and recreation hall. The State Vocational Education Department is cooperating with N.Y.A. to offer ^{practical agricultural} instruction to negro ^{boys} who are themselves constructing all the buildings to be used.



August 29, 1942

Mr. Rufus Watson
Regional Negro Affairs Representative
Region III
Perry Building
16th and Chestnut Streets
Philadelphia, Pennsylvania

Watson
JMA

RECEIVED
AUG 31 1942
N. Y. A. REGION 3

My dear Mr. Watson:

Now that our regional organization is beginning to function with full efficiency, the National Youth Administration must move ahead with streamlined speed to accomplish its immediate objectives. In the absence of talking with you and your Administrator personally or a meeting of all our field men, intimacy of thought and planning must be established through correspondence. Budgetary limitations, also, and your pressing duties in the field, and other factors force us to forget national conferences. Therefore, this letter will serve the purpose of establishing an operating relationship between this office and the regional staffs.

In all probability, you and your Regional Administrator, as well as other members of the regional staff, have gone into some of the problems which are on my mind and have many suggestions to contribute to the National Office. However, in order that all of us may begin at a given point, we are submitting the following statements for your comment and suggestions:

- 1) Various field reports have revealed a serious problem which relates to the rapid turnover of Negro youth on many of our war production training projects for reasons other than private employment. This condition and many other difficulties surrounding the recruitment, registration, selection and assignment of Negro youth mean that the Regional Negro Affairs Representative should collaborate with the Regional Director of Youth Personnel in working through to effective solution of these problems. Mrs. Marie Lane, our Director of the Youth Personnel Division, is in full accord with this suggestion and has written the Regional Youth Personnel Directors regarding this problem.
- 2) Inasmuch as the program is being evaluated and measured largely in terms of the war production placement of our youth employees and youth must agree in writing prior to assignment to accept employment in industry related to national or war production if and when offered in good faith, it is highly important that a very definite working

Miss Bethune
Region III
Regional Negro Affairs
Mr. John Lasher

- 2 -

relationship be established with the Negro Field Assistants of the War Manpower Commission, as well as the Negro regional personnel of the United States Employment Service. We are vitally concerned that these relationships be clear-cut and constant to the end that the most effective placement job possible will be done. Federal Civil Service possibilities must be explored for employment outlets.

- 3) This year all of us know the importance of developing and maintaining our war production training projects at a very high level of operation. The Regional Negro Affairs Representative should in every way possible work with the Regional Director of Operations to the end that those projects or units of projects operated expressly for Negroes will measure up to the standards of the National Youth Administration. Mr. John Lasher assures us that you will have the full support of the Director of Operations.

Inasmuch as the major purpose of the Office of Negro Affairs is to render service to the field, it is apparent that the National Office should be advised of important developments and progress in the Region. While recurring or routine reports will not be requested, it is necessary that a close relationship be maintained with the regional office so that each of us can help objectively and factually our Regional Administrators do the tremendous job ahead. A suggested guide for informal field reports is attached.

Remember, "every second counts" and we must make certain that the Office of Negro Affairs plays its vital role with understanding and effectiveness in the program of the National Youth Administration.

Please discuss these suggestions with your Regional Administrator as well as other members of the Regional staff and let us have your plans and recommendations.

Sincerely yours,

Mary McLeod Bethune

Mary McLeod Bethune, Director
Division of Negro Affairs

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
INTEROFFICE COMMUNICATION

September 8, 1942

TO: Mr. John N. Patterson
Regional Youth Administrator
Region III

FROM: Mary McLeod Bethune, Director
Office of Negro Affairs
National Office *M.M.B.*

SUBJECT: Correspondence from Dr. John H. Brodhead of the
Philadelphia Citizens' Committee

We have received a letter from Dr. John H. Brodhead, Chairman of the Philadelphia Citizens' Committee protesting the termination of Mrs. Mamie Thomas.

Dr. Brodhead states that Mrs. Thomas has served since the inception of the National Youth Administration in Philadelphia and is well acquainted with the work. He further states that in selecting persons to remain on the program, you or Mr. Anderson selected a Mr. Veyner, a former orchestra leader, as counsellor for the youth over Mrs. Thomas who has worked in that field for years.

Will you please let us have a statement so that we might answer Dr. Brodhead's letter.

RECEIVED
SEP 9 1942
N.Y.A. REGION 3

RECEIVED
AUG 21 1942
N.Y.A. REGION 3

DR. JOHN H. BRODHEAD
1239 N. FIFTY-SEVENTH STREET
Philadelphia, Pa.
PHONE GRE 2847

3-23-12
Aug. 20, 1942

Mr. John N. Patterson
Regional Youth Administrator
Phila. Pa.

Dear Sir:

Your justification of Mrs. Thomas' dismissal on the grounds that those who were retained had better qualifications, would imply that NYA personnel have qualifications that fit them for their respective positions. If we asked for a survey, wouldn't we find many NYA personnel who are doing a fine job, but who do not have "paper qualifications" for the job? Every job Mrs. Thomas had was a new experience to her; yet she did the jobs with success. The present job of many NYA workers is new to them, but their successful work experience makes them equal to the task. Mrs. Thomas' successful work-experience would do the same thing for her, if she were given the chance. But, no, someone arbitrarily decided that she didn't have paper ~~qualifications~~ qualifications. Your letter indicates that Mr. Anderson decided that, and you, his superior, acquiesced in her dismissal. You have made a mistake and we intend taking it to higher authorities.

Please give me the total number of full-time employes in NYA in Philadelphia, and the total number of Negroes of that group. This will show if we have adequate representation as citizens in this government set-up. We wish to make a survey of the qualifications of your personnel in Philadelphia, and see if these qualifications meet the requirements of the position they hold. Can you make these data available to us? Or do we have to send to Washington for it?

The NYA has been taking on new people from time to time-----and now they wish to dismiss an experienced worker without giving her a chance at a new job. We submit that, that is unfair and prejudicial. But you say it is just-

Hon. John N. Patterson #2

DR. JOHN H. BRODHEAD
1239 N. FIFTY-SEVENTH STREET
Philadelphia, Pa.
PHONE GRE 2847

ified. How could you?

If you had years of successful work-experience, you would probably purchase articles, under the assumption that you would be continuously employed. This would be especially true if you saw other people being employed. Then how would you feel if suddenly you were fired? Would you say that was justifiable? Well, that is just what happened to Mrs. Thomas. She has three things on her side: Right, successful work experience, and an able body with a capacity for more work. And you allow Mr. Anderson to dismiss her.

We expect to take this matter up with the President, Mr. McNutt, Mr. Aubery Williams, Mrs. Bethune, and two of our congressmen in Washington. We contend that the Negro does not now have anything like an adequate number of jobs in the higher brackets of the NYA, and what few we have should be retained.

We expect to have newspaper publicity on this affair in a week or so. Your name will be mentioned.

I will appreciate the information requested in paragraph two.

Hoping that you will see fit to right this wrong done to Mrs. Thomas regardless of whose feelings you hurt, I am

Respectfully,
John H. Brodhead
J.H. Brodhead, Chrm.

Phila. Job Adjustment Committee

Dr. John H. Brodhead
1239 North Fifty-seventh Street
Philadelphia, Pennsylvania

August 19, 1942

My dear Dr. Brodhead:

This acknowledges receipt of your letter dated August 14th relative to the termination by this Administration of the services of one Mrs. Mamie M. Thomas.

I have investigated the circumstances of the termination from employment of Mrs. Thomas and I am completely confident that the action in no wise reflects prejudice or bias. The local Project Manager has determined following analysis of the normal youth intake load that two interviewers are sufficient to assign the youths applying for work at the Philadelphia Project. He has determined that the qualifications of the two employees retained are superior to those of Mrs. Thomas for the kind of work to be performed.

Miss Moffitt, to whom your letter refers, does not enter into this determination. The appointment of Miss Moffitt is to a different position entirely from that held by Mrs. Thomas. Miss Moffitt is not an outsider; she started work with this organization in 1936 in Philadelphia and has been with this Administration continuously since that time. She was employed in the Philadelphia Office from 1936 until 1941 at which time she was assigned to the Area No. 5 Office as Youth Personnel Officer. The work to which she has been currently assigned is not comparable in nature to that performed by Mrs. Thomas and Miss Moffitt's qualifications for this latter position are undoubtedly superior to those of Mrs. Thomas.

As Administrator of Region III, it is my task to coordinate the functioning of more than one thousand full-time employees. It is obviously impossible for me, from this level, to determine the individual merits and qualifications of each staff person as they manifest themselves in the performance of a day-to-day job. I have interested myself directly in this case only to insure that the determination made by the local administrative authorities has not been influenced by any consideration other than those related to the improved functioning of the Agency. I have made such a determination to my complete satisfaction and it is my policy not to interfere beyond this point.

The Philadelphia Job Adjustment Committee

DR. JOHN H. BRODHEAD
1239 N. FIFTY-SEVENTH STREET
Philadelphia, Pa.
PHONE GRE 2847

Aug. 14, 1942

Hon. John W. Patterson
Regional Administrator
National Youth Administration
Phila., Pa.

Re: Mrs. Mamie Thomas

Dear Sir:

It has come to our attention that Mrs. Mamie Thomas has been dismissed by the local project authorities, after several years of service; service that has merited her promotion after promotion. She was the original organizer of Negro youth activities in this area; she was promoted to assist Mr. Watson, and she served with distinction. She has done an equally good job of counsellor under the NYA at the U.S. Employment Offices. And now, as a reward for her successes over a period of years, she is dismissed.

A Miss Moffitt has come from Harrisburg, and has been given the job that should have been given Mrs. Thomas. Inasmuch as she had worked so well over a period of years, well enough to gain high promotion; inasmuch as she has done her last job well, it is our contention that she should have been given a chance to make good in this new opening. Shouldn't a series of successes in several jobs, each one of which was new to her, be recommendation enough for her to receive a trial in the new opening? Why does the NYA cast aside the people who by their experience, know NYA work and can be very useful, and hire new people? Isn't her cumulative experience valuable? Mrs. Thomas is not old; she is attractive, refined, and intelligent. These attributes, together with a successful work experience record with NYA should speak louder than my mere words.

#2

DR. JOHN H. BRODHEAD
1239 N. FIFTY-SEVENTH STREET
Philadelphia, Pa.
PHONE GRE 2847

The members of my Committee wish to keep every gain the Negro has made not only in the NYA, but in other agencies. In the dismissal of Mrs. Thomas, we have lost one of the gains of which we have been proud. But we intend to make representations to NYA officials in the order of ascending authority to have Mrs. Thomas reinstated. As the official head of this region, we are now calling this most important matter to your official attention. It is our contention that just because a particular job is discontinued, there is no justification for the dismissal of that person who has been successful, and the employment of some one else. We contend that with Mrs. Thomas' rich and intimate knowledge of NYA procedure, she is now more valuable than ever before. Surely, as one who is acquainted with Philadelphia youth and conditions, she should receive precedence over an outsider. Just because white girls are placed more frequently than Negro girls is no reason in itself to have Miss Moffitt do the placement. THIS IS AN INTEGRATED PROGRAM, isn't it?

My Committee is interracial, and is composed of three U. of P. and Bryn Mawr professors, the Hon. Francis Fisher Kane, winner of the Philadelphia award, and many leading Negroes of Philadelphia. There is nothing Communistic about us. We are for a total victory for the Allied Nations. But even in time of war, the Educational Policies Commission, says minority groups should fight at home to retain the gains already made, even in time of war.

It would please me to be honored with a favorable reply, at the earliest possible time.

Respectfully yours,

John H. Brodhead
John H. Brodhead, Chrm.

Copy sent to Mr. Levy Anderson

ON 8-18-42
RECD
AUG 18 1942
MAIL ROOM
U.S. DEPT. OF LABOR

NATIONAL YOUTH ADMINISTRATION
900 North Broad Street
Philadelphia, Penna.

August 18th
1942

TO : John N. Patterson, Regional Youth Administrator
Region III, Philadelphia, Penna.

FROM : Levy Anderson, Master Project Manager
Philadelphia, Penna.

SUBJECT : Mamie M. Thomas

With respect to the letter which you received concerning the above person, I wish to offer the following information.

Mrs. Thomas has been with this organization since 1936, as Negro Project Head, Field Supervisor, Assistant State Supervisor of the Negro Program, and from the time I came to this organization in October, 1941, until the time she was released, she was employed as a Youth Interviewer. During my observation, her work on the whole was satisfactory, although at times she exhibited some traits of personality which were not helpful.

As you know, with the administrative reorganization, effective this fiscal year, the Youth Personnel Department was completely reorganized. In addition, we changed our method of interviewing youth so that we now have no interviewers at the U. S. Employment Service office, all interviewing is done here.

We were faced with a choice between Mrs. Thomas and George E. Allen for the reason that we could not justify three youth interviewers, George Schreeder being the other interviewer. We decided to retain the services of Mr. Allen.

After careful consideration in this office, we did not feel it advisable to recommend Mrs. Thomas for a position as Shop Representative, by reason of the fact that her background, training, knowledge or personality were not suitable for such a position. I can assure you that these decisions were made wholly objectively, and without thought of prejudice or discrimination in any way.

I note in the letter from Dr. Brodhead that he seems to resent the fact that Miss Moffitt has been assigned to the Philadelphia office. As you know, Miss Moffitt is not an outsider. She started with this organization in 1936 in Philadelphia and has been with this administration continuously since that time. She was assigned to the Philadelphia office from 1936 to 1941, during which time she had continuous experience in handling youth problems and in making adjustments. In 1941 she was assigned to the Area #5 office as Youth Personnel Officer and from that time until this year she was constantly engaged in youth personnel work, handling all aspects of this work. We therefore felt ourselves very fortunate in being able to secure her services for the position which she now holds.

Furthermore, Miss Moffitt is doing an entirely different job from that which had been done by Mrs. Thomas. In my opinion Miss Moffitt is far superior to Mrs. Thomas for the work which Miss Moffitt is now doing.

LA;vb
File

NATIONAL YOUTH ADMINISTRATION
900 North Broad Street
Philadelphia, Penna.

August 18th
1 9 4 2

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Region III, Philadelphia, Penna.

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LA;vb
File

Mr. Anderson ... 8/17/42

Please give Mr. Patterson
a memo ^{answer} on this & return these
letters to him - C.B.H.

PERSON Google
pairs
services Google
type on 20,000
in cost amount to
E ACCIDENT

Mr. Harold L. Pilgrim
Mutual Alliance Service Corporation
13 North Thirty-fourth Street
Philadelphia, Pennsylvania

August 19, 1942

My dear Sir:

This acknowledges receipt of your letter of August 14th calling my attention to the termination by this Administration of the services of Mrs. Mamie M. Thomas.

I appreciate your thoughtfulness in directing this action to my attention and I am pleased to report to you that, after investigation of the circumstances, I am convinced that the local Project Manager made the determination without being influenced in any way by considerations which this Office would deem contrary to the best interests of the Agency or the President's Executive Order relative to fair employment practice.

Dr. John H. Brodhead, whom you no doubt know, has registered a protest with me relative to this same personnel action and I forward you a copy of my statement to him which gives a complete resume of the circumstances surrounding the case.

I am indebted to you for directing this case to my attention for I am as concerned as you that the personnel practices of this Agency adhere to the terms set forth in the President's Executive Order and to the principles to which we, as a Nation, are committed.

Sincerely yours,

John N. Patterson
Regional Youth Administrator

cc - Mr. Anderson
Mr. Watson

*pk
B/W*

RECEIVED
MUTUAL ALLIANCE SERVICE CORPORATION
13 NORTH 34TH STREET
PHILADELPHIA, PENNA.

Telephone

Baring 0612



Mutual Alliance Service Corporation

"IN THE HEART OF PHILADELPHIA"

13 North 34th Street
Philadelphia, Pa.

August 14, 1942.

Mr. Patterson - National Youth Administration
Perry Building,
16th & Chestnut Streets
Philadelphia, Penna.

My dear Sir:

We learn with sincere regret, that the local setup of the National Youth Administration proposes dispensing with the services of Mrs. Mamie M. Thomas. From my specific knowledge and that of most or all of the leading citizens in Philadelphia, it has been conclusively demonstrated that she renders exceedingly fine services to the youth of the city, which will make it rather difficult to replace, should she be divorced from the Philadelphia office.

I intended taking this matter up with you over the telephone, but when your office was called, the information received was that you were out of town, and would not be back until next.

In a rather sincere manner, it is desired that my protest be registered with those of others against her separation from the service. It is sincerely hoped that recognition may be taken of the attitude of the thoughtful citizens of Philadelphia, and she be permitted to retain her position.

Most sincerely yours,

HAROLD L. PILGRIM

HLP:C

RECEIVED
AUG 15 1942
STATE

Rough Draft

September 10, 1942

TO: Mrs. Mary McLeod B^hthune, Director
Office of Negro Affairs, National Office

FROM: John N. Patterson, Regional Youth Administrator
Region III

SUBJECT: Correspondence from Dr. John H. Brodhead, of the
Philadelphia Citizens Committee

This acknowledges receipt of your memorandum of September 8, requesting a statement concerning the dismissal of Mrs. Manie M. Thomas, protested by Dr. John H. Brodhead, Chairman of the Philadelphia Citizens Committee.

Mrs. Thomas was last employed as a Junior Youth Counselor with the Philadelphia War Production Training Project. It was determined by the Project Manager with the reorganization of the staff of that project to release Mrs. Thomas and in accordance with our personnel practice, she was given two weeks written notice by ^{him} ~~the Philadelphia Project Manager~~ that her services would be no longer needed ^{after} ~~as~~ of Thursday, August 13, 1942.

This office received no appeal from Mrs. Thomas but on August 15, 1942, two letters protesting her dismissal were received from Dr. John H. Brodhead, Chairman of the Philadelphia Job Adjustment Committee and from Mr. Harold L. Pilgrim of the Postal Alliance and the Mutual Alliance Service Corporation. In his communication of August 14, Dr. Brodhead charged that a Miss Moffitt had been brought in and given the job that should have been given to Mrs. Thomas. He further charged that Mrs. Thomas had been dismissed after several years of service.

The above mentioned communications were referred to the Project Manager of the Philadelphia Office and under date of August 18th, Mr. Anderson, the Project Manager offered the explanation that, effective this fiscal year, the Youth Personnel Department of the Philadelphia office was completely reorganized, further that the methods previously employed in interviewing youth had been changed

and the office could not justify the continued employment of three interviewers. Reviewing the qualifications of the three, it was decided to release Mrs. Thomas. Dr. Brodhead commented as mentioned above on the assignment of Miss Moffitt to the Philadelphia office. Miss Moffitt was assigned as a Youth Personnel Shop Representative having formerly been employed as an Area Youth Personnel Officer. It was decided after careful consideration that it was not advisable to recommend Mrs. Thomas to this position by reason of the fact that her background, training, knowledge or personality were not suitable for this position. These decisions were made objectively and without thought of prejudice or discrimination in any way.

The information submitted by Mr. Anderson, the Philadelphia Project Manager, was included in my letter of August 19, 1942 to Dr. Brodhead and Mr. Pilgrim.

Under date of August 20, 1942, we received a reply from Dr. Brodhead further protesting the dismissal of Mrs. Thomas and requesting the total number of full-time employees in Philadelphia and the total number of Negroes in that group. He further stated that he wished to survey the qualifications of our personnel in Philadelphia. He stated that this matter would in time be taken up with the President, Mr. McNutt, Mr. Williams, your office and two of our local Congressmen, further that newspaper publicity on this affair could be expected.

This office has made an objective study of this case to insure that the determination made by the local administrative authorities was not influenced by any consideration other than those relating to the improved functioning of the agency. I have made such a determination to my complete satisfaction and am convinced that there is no evidence of bias or discrimination in the decision of the local manager.

I trust the above will be satisfactory for your purposes.

File

Federal Security Agency
NATIONAL YOUTH ADMINISTRATION
900 North Broad Street
Philadelphia, Penna.

September 15th
1942

TO : John N. Patterson, Regional Youth Administrator
Region III

FROM : Levy Anderson, Project Manager
Philadelphia, Penna.

SUBJECT : Negro Affairs

I enclose herewith a copy of a letter which I have received from Dr. John H. Brodhead. I read this letter over the telephone to Mr. Harr and I do not intend to reply to it.

I might mention that the "Mrs. Johnson" referred to in the letter, was given some of the work done by the trainees as a test. She took three times as long as any trainee to complete the assignment and then it was of such poor quality that she admitted to me she would not consider it ^{satisfactory} if done by a trainee.

With respect to Mrs. Gore, I offered the position to her and fixed a time to commence work. She failed to report on the day fixed, telephoning that she, or someone near her, was in some personal difficulty which would make it impossible for her to report for several days.

I kept the position open for a week or ten days and not hearing from Mrs. Gore, I filled it with someone else. She called me on the telephone last Friday and told me she was available for work. Upon being told that I no longer had an opening, she agreed that I was justified in replacing her with someone else.

Under these circumstances, I think Dr. Brodhead's letter is wholly unjustified. Furthermore, I feel that the tone of his letter is not conducive to cooperative effort.

LA;vb
Attachment
File

RECEIVED
SEP 16 1942
N. Y. A. REGION 3

C
O
P
Y

Dr. John H. Brodhead
1239 N. Fifty-Seventh Street
Philadelphia, Pa.

C
O
P
Y

Phone Gre 2847

Sept. 12, 1942

Mr. Levy Anderson
Project Manager
National Youth Adm.,
Phila., Pa.

Dear Sir:

I was in no way responsible for Mrs. Gore's not reporting for work. She had personal business to transact, the nature of which I have no knowledge. She called up Mr. Miller and told him that she could not report immediately.

Inasmuch as you have only one Negro teacher among ten, and three fourths of the students are Negroes; and inasmuch as we do not have our proportion in the higher salaried brackets in the NYA, Mrs. Gore being a Negro should be employed, or some other Negro.

It was my purpose to keep that job open for Negroes in the event that Mrs. Gore was sent to the VEND Program, but you failed every Negro who came in. You told me Mrs. Johnson was alright, allowing for nervousness, and then you said she failed. On the re-examination, instead of giving her the usual examination for teachers, you gave her a two or three hour examination. She had no lunch, but worked continuously. And you failed her. You failed others rather than to have any Negroes on an eligible list. Now when she did not report immediately, the opportunity was seized to fill the vacancy with a white person. Why wasn't a Negro employed? We know the answer. We have that job coming to us as Negro citizens and taxpayers.

Mrs. Gore's case with the VEND is now in the hands of school board members. Mrs. Thomas' case, I am advised by Washington, is about to be investigated. Our Committee is going to ask Washington for an entire investigation of the NYA in this region. That request will be sent this week. Other conditions besides Mrs. Thomas' need to be examined.

You told me Mr. Patterson had to do with firing Mrs. Thomas; that I should send him a letter of complaint, not you. Mr. Patterson wrote that you were forced to fire someone, and he definitely implied that it wasn't he who did it, but that he concurred in the act. Now who did the firing?

Mr. Vyner is an orchestra leader and has had experience selecting musicians, but that does not qualify him to be a counsellor or youth officer any more than Mrs. Thomas. A place was found for him when the orchestra was dropped, and Mrs. Thomas was dropped.

After our complaints with the NYA officials have been investigated by Washington, if we are still dissatisfied, we plan to ask two congressmen and the President for an investigation.

Mrs. Thomas has a fine letter of recommendation from you. If she was dismissed only because of the re-organization, as your letter stated, that position will be untenable in view of subsequent happenings in NYA.

In the near future there will be publicity of a different type in our papers. Of recent weeks it has been commendable. I am going to send material to them that is not quite so pleasing, and your activities and you will not be omitted.

We are interested in Mrs. Gore and Mrs. Thomas and everything you do to Negroes at 900 N. Broad Street. You were cooperative in giving Mrs. Gore the position, but too hasty in filling it with another person.

Respectfully yours,

John H. Brodhead, Chrm.

Phila. Job Adjustment Committee

September 10, 1942

Mrs. Mary McLeod Bethune, Director
Office of Negro Affairs, National Office

John N. Patterson, Regional Youth Administrator
Region III

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This acknowledges receipt of your memorandum of September 8, requesting a statement concerning the dismissal of Mrs. Mamie M. Thomas, protested by Dr. John H. Brodhead, Chairman of the Philadelphia Citizens Committee.

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To: Mrs. Mary McLeod Bethune,

Continued ---

The information submitted by Mr. Anderson, the Philadelphia Project Manager, was included in my letters of August 19, 1942 to Dr. Brodhead and Mr. Pilgrim.

Under date of August 20, 1942, we received a reply from Dr. Brodhead further protesting the dismissal of Mrs. Thomas and requesting the total number of full-time employees in Philadelphia and the total number of Negroes in that group. He further stated that he wished to survey the qualifications of our personnel in Philadelphia. He stated that this matter would in time be taken up with the President, Mr. McNutt, Mr. Williams, your office and two of our local Congressmen, further that newspaper publicity on this affair could be expected.

This office has made an objective study of this case to insure that the determination made by the local administrative authorities was not influenced by any consideration other than those relating to the improved functioning of the agency. I have made such a determination to my complete satisfaction and am convinced that there is no evidence of bias or discrimination in the decision of the local manager.

I trust the above will be satisfactory for your purpose.

September 16, 1942

Mrs. Mary McLeod Bethune, Director, Office of Negro Affairs
National Office

John N. Patterson, Regional Youth Administrator, Region III

Employment Outlets for Negro Youth

This is to acknowledge receipt of your memorandum of September 1 concerning employment outlets for Negro youth in this region.

I have discussed this matter with Mr. Watson and he has given me the following information from his own sources and from the special field representatives employed in this region. The recruitment picture for Negro youth throughout the region is very good and the present assignment of youth in the Philadelphia area shows that Negro youth represent 57% of the total employment. The employment in western Pennsylvania is increasing and also in the State of New Jersey, particularly in the Camden area.

The situation in Delaware is not clear at this time, due to certain changes being made in the personnel assigned to the Delaware master project. We are however recruiting youth for assignment to our Chester work shop and the youth are being transported by bus from Wilmington to Chester.

On the placement side we note that placements are continuing in the Philadelphia area although not much progress has been made in Jersey. You asked for a specific report on the Sun Ship Building and Dry Dock Company and we are enclosing a report showing the placement of 71 youth since our conference with Sun Ship Officials the last part of June. We have been giving special attention to placements with the Sun Ship Building Company and arrangements are now being made for the transfer of Negro youth from projects where placements are slow to the West Chester Induction Center for placement at the Sun Ship Company. The placement opportunities there are excellent for all trained youth and so far no difficulties have arisen in this matter with the possible exception of housing.

The matter of housing for workers in the Chester area has been discussed with Mr. Reginald A. Johnson of the War Manpower Commission. At the present time the housing problem is acute and Mr. Johnson reports that the United States Housing Authority is interested in the matter and a conference on the same will be held at an early date attended by Dr. Frank Horne. We hope to have Mr. Watson to represent us at the conference as a solution to the problem definitely affects our placements.

With reference to the Dravo Corporation, some time ago arrangements were made for the employment of a number of youth at the Pittsburgh plant. The youth were tested and given physical examinations and passed both with ease. However, the company rejected these youth on the ground that they had 1-A draft classifications. Through

Mrs. Mary McLeod Bethune

September 16, 1942

the activities of the Project Manager in Pittsburgh these youth were transferred immediately to the induction center at West Chester and were placed in less than a week at Sun Ship Building Company. Our present information concerning the Dravo Corporation is that hirings will begin about the first of October. A conference with Mr. Smith of the Wilmington Employment Office and Mr. Van Tyne of the Personnel Department of the Dravo Corporation is being arranged to discuss further the matter of placing Negro youth from Wilmington who have been trained in Pennsylvania.

There has been no immediate development at the Budd Manufacturing Company, the Baldwin Locomotive Company, the Bendix Company or the General Electric Company. Attention is being given to this matter by Mr. Patience, our special field representative in Philadelphia and through arrangements made with the local office of the USES, we hope to effect placements at Bendix and General Electric of female trainees.

October 23, 1942

Mrs. Mary McLeod Bethune, Director of Negro Affairs
National Office

John N. Patterson, Regional Youth Administrator, Region III

Your Memorandum of October 21, 1942

This acknowledges with thanks receipt of your summary memorandum of the above date relative to basic points of policy agreed upon with respect to the training and placement of Negro youth.

Cognizance is taken of your request that a weekly progress report be forwarded covering the New Jersey situation. We shall also see that developments are reported to you region-wide as Mr. Johnson of the War Manpower Commission outlines them to us.

It gives me considerable personal satisfaction to know that you approve of our past and current progress.

cc - Mr. Watson
Mr. Beatty
Mr. Schwartz

1
See
N.Y.

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION
INTEROFFICE COMMUNICATION

October 21, 1942

TO: Mr. John N. Patterson
Regional Youth Administrator
Region III

FROM: Mary McLeod Bethune
Director of Negro Affairs
National Office

RECEIVED
OCT 22 1942
N.Y.A. REGION 3

SUBJECT: Mr. Browning's Visit to Region III - October 1, 1942

As a follow-up to Mr. Browning's recent visit to your Region, the following statement is sent you to confirm the basic points of agreement arrived at through the several sessions in your office and subsequent conferences with Mr. Watson, Mr. Patience and Mr. Smith:

I. NEW JERSEY

That every effort will be made to stimulate the registration, selection, and assignment of Negro youth in New Jersey. This recommendation is based on the fact that New Jersey is one of the nation's most stringent labor markets. In this "all-out" effort to make available labor supply which has been very much restricted by "artificial barriers," it is recommended that "full steam" be placed behind the full participation of Negro youth, especially Negro girls, in the war production training program. This means the registration, assignment and placement of Negro girls on the projects. War production opportunities are available for Negroes in RCA, Benxix, Picatinny Arsenal, Raritan Arsenal, Eastern Aircraft Westinghouse, and other industries. The Regional Office of the War Manpower Commission reports that, "most of these plants have very serious labor needs." Mr. William A. Smith, Jr., should give 100 per cent of his time to this effort. For control purposes, a weekly progress report should be prepared. We would be glad to receive a recapitulation of these reports at frequent intervals.

II. PENNSYLVANIA

That Philadelphia "Master Project" should be commended for its successful program of training Negro girls and that this progressive policy be continued. Region III has done a splendid job which merits the

efforts put forth. Present outlets through the Philadelphia Navy Yard and other governmental production facilities alone warrant extensive training of Negro workers regardless of sex. Also, it is expected that industries such as Budd, Baldwin, Bendix, General Electric and others will soon be converting their plants for a major expansion in the employment of women.

III. GENERAL

That you report to this office any complaints or problems which arise in connection with your effort to effect the above suggestions. Mr. Watson was to prepare a comprehensive outline on the Negro Employment Anticipation Picture as presented by R. A. Johnson of the War Manpower Commission.

Your cooperation and assistance have been outstanding and it is with great pride that I commend your Region to Mr. Aubrey Williams.

cc: Mr. Rufus S. Watson
Mrs. Marie Lane

J. M. Watson

October 29, 1942

TO: Mr. Rufus Watson
Regional Negro Affairs Representative
Region III

FROM: Mary McLeod Bethune
Director of Negro Affairs
National Office

SUBJECT: Training Manpower for National War Production Needs
Rather Than for Local Purposes.

RECEIVED
OCT 31 1942
N. Y. A. REGION 3

As you know, the national manpower picture has reached a critical state in many key spots in the nation, and as a result many thousands of new workers are needed in the war production labor market. Industries that formerly said "they would not" or "could not employ Negroes" are now opening their doors in order to assure an "all-out" war production schedule to meet the country's armament needs.

In spite of this general advancement, however, we still continue to receive statements indicating that "it is impossible to place Negro youth" or that "it is too bad that, although Negro youth are the best on our projects, we cannot place them." This thinking tends to reflect itself in the limited extent of the training of Negro youth, both male and female, on certain types of NYA projects throughout the country.

Yesterday's employment restrictions cannot be used as a barometer for today's or tomorrow's employment practices. We must not be caught short in our "all-out" war production effort. We must train all youth meeting our basic requirements wherever they are available.

We believe that this revolutionary change in employment attitudes has not as yet been reflected in project employment. Field investigations, even, reveal that some degree of doubt still exists about the "all-out" referral and placement of Negro youths on NYA War Production Training Projects.

President Roosevelt in his recent speech stated the placement case. "In some communities, employers dislike to employ women. In

NATIONAL OFFICE
DIRECTOR OF NEGRO AFFAIRS
VIA NEGRO RECORD

REGION III
RECORDS SECTION

LEAD:
101

others they are reluctant to hire Negroes. In still others, older men are not wanted. We can no longer afford to indulge such prejudices or practices."

With these facts before you, we would like for you, in consultation with your Director of Youth Personnel, to face this problem in a purely objective manner. We recommend that you go over the training and placement picture in your Region and analyze your local problems in terms of national and local current trends. After you have done this, we further suggest that you, along with your Director of Youth Personnel, arrange a visit to the Regional Director of Employment Service in your Region and present a composite analysis of the trained Negro youth labor supply in your Region. Please follow this procedure also in working directly with the Regional Representative of the Negro Manpower Commission. After these conferences have been held and you have verified facts about trained Negro labor supply bottlenecks in your Region, please submit this information to the national office.

We cannot urge you too much to see the importance of these procedures, because if Negro youth have not been placed, cannot be placed, or have little prospect of being placed in your Region, we must take steps from the national perspective to see that the trained Negro youth labor pool in your Region is brought into consideration when the needs of "stringent labor areas" are being considered by the War Manpower Commission.

We realize with you that there have been many conflicting statements about the use of Negro labor which lend themselves to confusion; however, despite this background we must have the "facts and figures" if your problems and difficulties are to be cleared with the War Manpower Commission and the United States Employment Service.