

**TERMINATION OF CIVILIAN CONSERVATION CORPS
AND NATIONAL YOUTH ADMINISTRATION**

HEARINGS

BEFORE THE

COMMITTEE ON EDUCATION AND LABOR

UNITED STATES SENATE

SEVENTY-SEVENTH CONGRESS

SECOND SESSION

ON

S. 2295

**A BILL TO PROVIDE FOR THE TERMINATION OF THE
NATIONAL YOUTH ADMINISTRATION AND THE
CIVILIAN CONSERVATION CORPS**

MARCH 23 TO APRIL 17, 1942

Printed for the use of the Committee on Education and Labor



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TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

MONDAY, MARCH 23, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met, pursuant to call at 10:30 a. m., in the committee room of the Committee on Education and Labor, United States Capitol, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Ellender, Hill, Schwartz, Rosier, Doxey, Taft, Butler, and Aiken.

Also present: Senators Byrd and Brewster.

The CHAIRMAN. The hearing will please come to order. This is a hearing on S. 2295, a bill to provide for the termination of the National Youth Administration and the Civilian Conservation Corps.

(S. 2295 is as follows:)

[S. 2295, 77th Cong., 2d sess.]

A BILL To provide for the termination of the National Youth Administration and the Civilian Conservation Corps

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That (a) the National Youth Administration is hereby extended from June 30, 1942, to December 31, 1942, but only for the purpose of winding up its affairs.

(b) After the date of enactment of this Act, no project shall be approved or commenced by such Administration unless the National Youth Administrator determines that such project can be completed prior to July 1, 1942.

(c) After the date of enactment of this Act, no appropriation for the National Youth Administration shall be made, except such appropriations as may be necessary for paying the administrative and other expenses incidental to the winding up of its affairs.

Sec. 2. (a) The Civilian Conservation Corps shall terminate and cease to exist from and after December 31, 1942.

(b) After the date of enactment of this Act, no project shall be commenced by the Civilian Conservation Corps unless the Director thereof determines that such project can be completed prior to July 1, 1942; and no person shall be enrolled in such Corps for any period extending beyond June 30, 1942.

(c) After the date of enactment of this Act, no appropriation for the Civilian Conservation Corps shall be made, except such appropriations as may be necessary for paying the administrative and other expenses incidental to the winding up of its affairs.

Sec. 3. (a) The President is authorized to provide for the transfer to such departments or agencies of the Government as he deems appropriate of all records, equipment, and other property of the National Youth Administration and the Civilian Conservation Corps.

(b) Officers and employees of the National Youth Administration, and of the Civilian Conservation Corps, who are not necessary for winding up the affairs of such agencies shall be transferred under existing law to other positions in the Government service wherever practicable, and in other cases shall be separated from the service. Any persons so separated from the service, and any other

persons separated from the service by reason of the termination of the National Youth Administration and the Civilian Conservation Corps, shall be eligible for reinstatement in the Government service without examination for a period of one year from the time of separation, and during such period shall be given a preference, when qualified, whenever an appointment is made in the executive branch of the Government.

The CHAIRMAN. Senator McKellar, the author of the bill, will be the first witness.

STATEMENT OF HON. KENNETH MCKELLAR, UNITED STATES STATES SENATOR FROM TENNESSEE

Senator MCKELLAR. Mr. Chairman and gentleman, there are a number of reasons why I have introduced this bill, and I want to give them to the committee.

Last year we expended for the Civilian Conservation Corps \$246,000,000—that is, we appropriated that much. How much has been expended, I cannot say. In like manner, we appropriated for the National Youth Administration \$151,767,000. The total for the two organizations appropriated last year was \$397,670,000. I haven't the message of the President before me, but I will ask to insert that part of it in which he refers to the C. C. C. and N. Y. A. in the record, in which my recollection is he recommended \$100,000,000 for those organizations.

The CHAIRMAN. \$100,000,000 for each, or \$100,000,000 for both?

Senator MCKELLAR. No, \$100,000,000 for the two, as I recall; but I will have to refer to that to be accurate.

Now, Mr. Chairman, we had a hearing in regard to both of these organizations sometime ago before the Joint Committee on Reduction of Nonessential Federal Expenditures, and we took a good deal of proof from the officers of the N. Y. A. and C. C. C. concerning the expenditures in those two organizations. Of course, I am not going to read all of that proof, but I am going to read certain parts of it, to show you what the situation is in regard to these agencies.

Mr. Dillard B. Lasseter, Deputy Administrator of the National Youth Administration, testified, and he was asked this question by the chairman:

Mr. Lasseter, we of the committee would just like you to make a statement with respect to the activities of the National Youth Administration.

Mr. LASSETER. Well, I might say something that you might already know, but I will make a formal statement.

We have two major divisions of our work: One is the in-school program that provides work to students in high school and college and the other is the out-of-school work program which provides employment, work experience to boys and girls between the ages of 17 and 25, those who are in need of employment and who are seeking employment. The objectives of the out-of-school work program are, of course, to give employment and to give work experience to fit them for employment in private industry.

Of course, Mr. Chairman, you recall—you gentlemen all recall—that the N. Y. A. and the C. C. C. were set up a number of years ago, when times were about the hardest that this country ever experienced, in order to help out the young people of the country as much as possible. They were, really divisions, in fact, of the W. P. A. They were set up for the purpose of giving aid and assistance to worthy young people under certain circumstances, where it was impossible to get employment anywhere and they did not have enough money to

go to school and it was necessary to do for them, and undoubtedly both the N. Y. A. and C. C. C. at that time, and under the conditions as they were then and remained for some years afterward, were perfectly proper; there was not any doubt about that, they were proper organizations and did a great deal of good. That time no longer exists, Mr. Chairman. This country has never been more prosperous than it is today. Jobs have never been easier, for young people to get than they are today, and for these young people, especially those of military age, to be employed in the N. Y. A. and C. C. C. at a time like this, under the circumstances we have facing us, seems to me to be indefensible. I am speaking now more of the N. Y. A. in-school and in-college and out-of-school and out-of-college programs. I am not speaking of the vocational training that was indulged in a little at first and then a little more, and since the war has come on, I understand, it is proposed to increase it considerable, but I am talking now about the in-school and out-of-school and the in-college and out-of-college work. They are no longer mendicants, as shown by the testimony had before the Joint Committee on Reduction of Nonessential Federal Expenditures, and I want, with that brief statement, to pursue the testimony that was given before our committee by Mr. Lasseter. Again he said:

Over two-thirds of the youth on National Youth Administration regular and defense projects are less than 21 years of age. The greatest concentration is in the single years, 17, 18, 19, and 20.

And, again:

Mr. TREADWAY. How much reduction in the number that you are caring for or helping?

Mr. LASSETER. Well, we went from a high last year, on the out-of-school program, of about four-hundred-and-eighty-thousand-odd down now to about 250,000.

Well, Mr. Chairman, that just proves what I have already said, that instead of there being a demand for this particular kind of gifts or aid and assistance to young people, the demand has decreased, according to Mr. Lasseter, about 50 percent, and I understand the Information Bureau, or what we call the Publicity Bureau, has been very, very active in order to keep as many young people in the organization as there are now. I proceed further.

Mr. LASSETER. We now have 110,000 in college and 250,000 or 260,000 in high school.

Now, what are we doing in this? The United States Government, through this organization, is going out and selecting certain students in the high schools and in the colleges, private and State, or State-aid colleges, throughout the country and are giving certain students money in order to carry on their education, which is a very noble thing. I expect there is nothing easier on earth than to give away other people's money for good purposes, and these gentlemen are giving the Government's money at this time when we have facing us in active combat the two most warlike nations that ever existed at any time on the face of the earth. Japan and Germany have combined against us and we need our money, all of our money that it is possible to raise, to fight those two warlike nations. If we are defeated by those nations what good will benefits of this kind to the

youth of our country do them? It cannot do them any good, because we will all be a state of economic slavery. Again:

Mr. SWERDLOW. The in-school program was 450,667 in December 1940, and the out-of-school program was 316,444.

That, by simple calculation, is 767,000 students, and they have now gotten down to 250,000. And, again, as to what course is proceeded in.

Senator McKELLAR. How many have you in college?

Mr. LASSETER. Right now, this year, 110,000.

Senator McKELLAR. How much do you pay them?

Mr. LASSETER. On an average of \$12.50 per month.

The CHAIRMAN. Who gets the benefit of the work in the college?

Mr. LASSETER. The college or the community.

The CHAIRMAN. Why should a privately owned college get the benefit of work done by an N. Y. A. enrollee that is paid for by the Government?

Mr. LASSETER. I cannot explain that; that is a system that I came into.

And it is not explained, so far as this record is concerned.

Well, Mr. Chairman, when this country was in a terrible economic state, like it was when this organization was set up, it was all right; but for it to be carried on now, taking many boys out of the Army, I do not think it is the right thing to do.

In this connection, I want to give the committee a little statement concerning a visit that was paid to me the other day by a committee of those students in the N. Y. A. They were in college, as I understand it. They came to see me to ask me not to press this bill. I asked why. They said they thought N. Y. A. was doing a great deal of good. Two young men and a number of young ladies, seven or eight of them, very nice-looking young people. I believe the two young men were going to Cornell University, and the young ladies did not say where they were going. Two of the young ladies were secretly taking down everything I said. I asked them if that was what N. Y. A. taught them, to ask for an interview in a gentleman's office and then come in and secretly undertake to take down what he said. They were very much embarrassed, of course, and I was really sorry I had asked them. I then told them to go back to their seats and take out their pads and their pencils and take down everything I said, that I gave them perfect permission to take down what I said, the only thing I objected to was their undertaking to do the matter secretly.

Then, I asked one of the young men what was his reason for wanting me to hold this up, and he said: "I want to keep out of the Army." I asked him where he was from. I am sorry to say that he was from South Carolina. I said: "My father was born in that State. I am sorry that you want to keep out of the Army. Are you of military age?" "Yes, sir." "Are you sick, or maimed, or wounded, or any thing of that kind?" "No, sir. But", he says, "I know more about what I can do for my country than the generals in the Army." I said, "Is that so?" "Yes", he said. He said he thought he could do his country infinitely more good as a research man than he could as an infantryman or cavalryman. I told him I disagreed with him very much and I was very much ashamed that he was an American with those kind of views.

Mr. Chairman, in my judgment we are making what President Roosevelt once described as mollicoddles out of our young people.

We are coddling them too much. I asked this young man did they realize that while the Government had been unusually kind to him, in educating him, having given him, I believe, 3 years, he said, at college, and did he not want it interrupted, he wanted to stay and do research work and finish his course in college, I said: "What about the other young men who are taken away from college and put into the Army direct?" Well, that was not his affair.

Mr. Chairman, I think it is our affair to be fair to all of our young people, not to unduly give benefits to one class and unduly put greater burdens on other classes. That visit of those young people made me feel stronger than ever that this particular organization ought to be abolished, with the exception that that part of it that was devoted to vocational training of young boys to make machinists and mechanics and artisans for Army purposes might well be retained, Mr. Chairman, and put in the hands of some proper organization that is already doing that same kind of work, probably the Bureau of Education. That work might be well continued, but I understand that recently the N. Y. A. has secured enormous quantities of machinery, according to the newspapers. I am just speaking from newspaper reports. I do not know about it, and I am not expressing an opinion about it until I know the facts, but I understand an enormous quantity of machinery and machine tools have been recently arranged for the purpose of putting the whole business in the so-called vocational training.

Senator ELLENDER. Senator, will you permit an interruption?

Senator MCKELLAR. Yes; I will.

Senator ELLENDER. With respect to the colloquy that took place between you and those students, is there anything in the law that would exempt these boys and girls from being called?

Senator MCKELLAR. I do not think there is, but in some way they seemed to think that as long as they are in there they do not have to go into the Army. That was the opinion of these young men, at any rate.

Senator ELLENDER. That is a question, though, that I would like to be clear on. Is it in the law?

Senator MCKELLAR. I will give you the figures in a little while to show you how many have gone in the Army. Wait a minute, I had better give that to you right now. All these are young people, remember. I may have it in my pocket, and if I have I will give it to you right now.

Senator ELLENDER. Well, the point I wanted to make was they are in no different category than those who are not furnished money by the Federal Government for their education.

Senator MCKELLAR. That is true perhaps legally, but not actually.

Senator TAFT. Let me suggest, Senator, a man who goes through N. Y. A. training and becomes an expert mechanic has a fair chance of getting an exemption. I imagine that is what they were thinking of. They go through training and go to a defense plant and then they have a fair chance, with some boards, of getting an exemption. That is what the young man had in mind.

Senator SCHWARTZ. May I interrupt you?

Senator MCKELLAR. Just a minute. I want to give Senator Ellender the figures, and then I will be happy to have you interrupt me.

During the month of January, I suppose 1942, 67,000 young people left the N. Y. A., of which 37,000 went into private employment, 1,500 out of 67,000 went into the armed services, and 4,500 into public employment.

Senator SCHWARTZ. Would you mind giving us the authority for the statement that you just made?

Senator MCKELLAR. I cannot give that right now. I am absolutely sure they are correct.

Senator SCHWARTZ. You will get me the authority for it?

Senator MCKELLAR. I will get the authority for it, and I will guarantee the figures.

Senator SCHWARTZ. There is another question I wanted to ask you.

Senator MCKELLAR. Yes?

Senator SCHWARTZ. Could you give us the name of this young man whom you have been quoting?

Senator MCKELLAR. I think I have got the names of both of the young men. I am sure I put them down. They are on a memorandum in my office. I will see if I cannot find them. Wait a minute, maybe I have got it in my pocket. Just a minute.

Senator SCHWARTZ. All right.

Senator MCKELLAR. They made an impression on me. No; I haven't got it in my pocket. I will look it up and put their names and their addresses in the record. I think one of them was going to Cornell and the other one was going to Cornell. They seemed to be both juniors—at any rate they are anxious to finish their course, just like all the young men that go the Army want to finish their course.

Senator SCHWARTZ. There is a general instruction in the country that men who are in their junior years should be entitled to complete their course.

Senator MCKELLAR. I am giving you the facts as they occur to me.

Senator ELLENDER. Senator, the reason why I raised the question was to make this point, and if I am wrong I would like to be told.

Senator MCKELLAR. The Senator from Louisiana is so rarely wrong, I am sure it would be all right.

Senator ELLENDER. As I understand it, the college students, whether their tuition is being paid by their parents, the Government, or anybody else, they are all under the same selective service law.

Senator MCKELLAR. The Senator is right about that.

Senator ELLENDER. That is what I wanted to be sure of.

Senator MCKELLAR. Of course, the Senator is right about that.

Now, I will proceed with Mr. Lasseter:

The CHAIRMAN. Mr. Lasseter, to what extent do you have a replacement organization whereby you are soliciting the National Youth Administration enrollees?

Mr. LASSETER. What we call our intake; we do not have any recruiting system.

Listen to this carefully:

We have various means by which youth get in contact with our representatives. We have a State administrator in each State, and generally the States are divided up into areas where we have area officers. In some of the States that are large in population they might have a further break-down. They have a county supervisor. Our system is that the youth are to apply to that supervisor for employment and to make a show of need—

Not to make need but a show of need—

or they can be referred by the welfare agencies.

THE CHAIRMAN. Here is a letter that Mr. Aubrey Williams has written—and I see him present this morning. I have known Mr. Williams for a long time and like him, but I cannot go along with him on this proposition.

Here is a letter that Mr. Aubrey Williams has written to Mr. Bernard S. Miller, State administrator of New Jersey. He says:

DEAR MR. MILLER: There is every indication that the war situation in Europe, will reflect itself in an increased industrial expansion in this country and it is reasonable to anticipate that there will be increased opportunities for private employment for youth on the National Youth Administration work programs.

It is highly desirable, of course, that full opportunity be taken to put National Youth Administration workers in contact with possible openings in private industry, but it is equally important that the places left vacant on National Youth Administration projects by such transfer should immediately be filled. I am urging very strongly, therefore, that you give every consideration to an intense drive to speed up the process of certification so that there will be available reservoirs to fill any vacancies that may occur in your quotas. I am not recommending general publicity in regard to this, but rather that your employment division concentrate quietly but intensively on the building up of its files on youth awaiting assignment, both through stimulating the certifying agencies of your State to greater activity and by the increased use of your privilege of National Youth Administration certification.

In the face of something approaching a national emergency it is essential that the many youth needing our help be afforded an opportunity to receive the benefit of the National Youth Administration work experience.

Senator DOXEY. Senator, what is the date of that letter?

Senator McKELLAR. I haven't got the date. We will have to put it in the record. It is of comparatively recent date.

The CHAIRMAN. It must have been before we got into the war.

Senator McKELLAR. It was undoubtedly, because it says so on its face. It was before the 7th of December.

Senator ROSIER. Mr. Senator, if you will allow me—

Senator McKELLAR. Surely. That is what I am here for.

Senator ROSIER. Do you mean to condemn Mr. Williams or commend him for that feeling?

Senator McKELLAR. I do not believe that any Government official dealing with charity, as this is when it is boiled down to its substance—

Senator ROSIER. Charity?

Senator McKELLAR. Let me just strike the word "charity." I mean dealing in giving out Government benefits, or to advertise in any way to get people to accept those benefits. Now, that is my proposal, and I stand by it.

Remember, Mr. Chairman, that the National Youth Administration had \$151,767,000 appropriated for it last year, and it is perfectly apparent, from the tremendous decrease in the N. Y. A., that this big amount is not going to be appropriated again. I do not think anybody would vote for it. The President had not recommended it, as I recall. I wish you would get the President's message on that subject.

The CHAIRMAN. I think \$100,000,000 is correct.

Senator McKELLAR. \$100,000,000 is correct, but I want to be absolutely certain about it.

So that these gentlemen are undertaking to advertise and work in every way in the world to keep the appropriations at the highest point possible in my judgment, and I do not think they ought to do it, and to that extent I am criticizing Mr. Williams, because I do not think he ought to have written a letter of that sort. Is that frank enough?

I am as frank as I know how. Mr. Williams is sitting there. I am not talking behind his back.

Senator ROSIER. I thank the Senator for his frankness, and I am equally frank in saying that I do not agree with you.

Senator MCKELLAR. That is fine. \$100,000,000 was for both C. C. C. and N. Y. A.

Again:

Senator MCKELLAR. What salaries do State administrators get?

Mr. LASSETER. I think the lowest is \$3,600, and the majority of them get up to \$6,200.

By the way, Mr. Chairman, before I get through I want to put all of the salaries and travel pay and overhead expenses into the record.

The CHAIRMAN. You mean that you are going to put duplication into our record here, to be charged up to the Committee on Education and Labor, after you have already put it in your record?

Senator MCKELLAR. Mr. Chairman, as compared with the figure of \$397,767,000, the cost of printing an accurate record is of no importance, in my judgment, and I hope this committee will not think it will be.

The CHAIRMAN. We will not.

Senator MCKELLAR. I am sure of that.

Mr. LASSETER. I think the lowest is \$3,600, and that the majority of them get up to \$6,200.

Remember these are benefits given to boys and girls in this country.

Senator MCKELLAR. \$3,600 to \$6,200?

Mr. LASSETER. Yes.

Senator MCKELLAR. What do the area administrators get?

Mr. LASSETER. Under the present system I imagine it averages right around \$200 a month.

Senator MCKELLAR. \$2,400?

Mr. LASSETER. Yes.

Senator MCKELLAR. What does the county supervisor get?

Mr. LASSETER. That is according to the size of the county.

Senator MCKELLAR. What is the lowest and what is the highest?

Mr. LASSETER. I should say offhand now—we can get it from the records—from \$100 to \$150.

Senator MCKELLAR. About \$1,800 a year?

Mr. LASSETER. That is right.

And, again:

The CHAIRMAN. It has been called to the attention of the committee that in the House hearings on the 1942 Appropriation Act, it disclosed you had 492 automobiles, and the Budget Act of N. Y. A. shows 725 automobiles with the estimated value of \$212,000. What do you do with the 725 automobiles?

Mr. LASSETER. Are they passenger cars?

Mr. NORTHROP. Yes.

Mr. LASSETER. They are used for transportation on official business. We have found in some sections that money can be saved by the purchase of official cars.

I am just giving, as you can see, the very essential parts of this rather voluminous testimony. We are dispensing Government benefits. I will not use the other word, I will be very careful not to use anything but "Government benefits." We are dispensing Government benefits.

Again:

Senator MCKELLAR. We would like to know how much the gasoline is costing you.

He had put in the record:

The total expenditure for operating cost of National Youth Administration owned the vehicles during the first quarter of fiscal year 1942 amounted to \$164,967.19. Of this amount, \$4,489.39 was for operation of vehicles assigned to administrative personnel, \$30,323.29 for area offices, and \$130,154.51 for projects. These figures do not include expenditures for operating costs of National Youth Administration owned vehicles made by public agencies cosponsoring National Youth Administration projects. The expenditures for gasoline, oil, parts, tires, and other costs are summarized below:

Expenditures for operating National Youth Administration-owned vehicles, July 1 through Sept. 30, 1941.

Item	Total	Administra- tive offices	Area offices	Projects
Total operating expenses.....	\$164,967.19	\$4,489.39	\$30,323.29	\$130,154.51
Gasoline.....	100,144.80	2,866.87	20,244.92	77,033.01
Oil.....	11,496.29	249.80	2,308.84	8,937.65
Parts.....	30,539.33	340.37	2,901.07	27,297.89
Tires.....	11,000.05	78.35	1,493.44	9,428.26
Other.....	11,786.72	954.00	3,375.02	7,457.70

The CHAIRMAN. Mr. Lasseter, our General Accounting Office has reported there was a fund for recruiting musicians, for holding auditions, and organizing an orchestra to go to South America. What was the purpose of that?

Mr. LASSETER. We have made a full report on that to the Appropriations Subcommittee of the House, and I think the best answer to that is to submit that full report, or a copy of it.

Senator MCKELLAR. I want the mileage of the cars that you put in, and the amount for the mileage that you actually paid.

That information seems to have been inserted, and it is:

During the 3-month period a total of 9,217,024 miles were traveled by National Youth Administration-owned vehicles at an operating cost averaging 1.8 cents per mile. Of the total miles traveled 3,646,879 was in passenger-carrying vehicles and 5,570,145 in trucks and other vehicles.

We asked him something about long-distance telephone calls, and, Mr. Chairman, I want to insert the whole list here, but I want to read just a few, so as to give the committee some idea about it. They divided it between administrative accounts and project accounts, and then added up the total. In January 1941—I am just using thousand figures—the total was \$14,000; long-distance charges, \$8,844; service charges, \$5,534; a total of \$24,145. Long-distance charges for project accounts were \$11,000 and service charges \$12,000, which made a total of \$38,000.

In February it was \$15,000. I did not read it all, the record will show it to any Senator who wants to look at it. In March it went down a little again, to \$14,000. In April it ran up to \$16,000; May, \$18,000; June, \$19,000; July, \$18,000; August, \$16,000; September, \$14,000; and in October \$13,000.

(The table referred to is as follows:)

Expenditures for telephone services by type of charge and account by month, November 1940 through October 1941

Month	Administrative accounts			Project accounts			Total		
	Total	Long-distance charges	Service charges	Total	Long-distance charges	Service charges	Total	Long-distance charges	Service charges
1940:									
November.....	\$11,981.16	\$7,120.58	\$4,800.88	\$19,837.85	\$8,721.62	\$11,116.23	\$31,819.01	\$18,842.90	\$15,976.81
December.....	13,943.02	8,538.83	5,404.19	22,896.44	10,735.07	11,861.37	36,539.46	19,273.90	17,265.56
1941:									
January.....	14,370.14	8,844.62	5,534.22	24,145.25	11,665.05	12,479.30	38,524.30	20,510.87	18,013.82
February.....	15,028.18	8,653.82	6,374.36	25,033.09	12,185.13	13,447.96	40,601.27	20,838.05	19,822.32
March.....	14,981.59	7,800.08	6,491.51	25,892.63	11,174.49	14,218.15	39,774.22	19,084.56	20,709.66
April.....	16,503.85	10,128.14	6,435.71	26,285.19	11,302.35	14,922.84	42,549.04	21,490.49	21,358.55
May.....	18,151.77	11,101.70	6,989.08	28,619.11	13,170.07	15,440.04	46,779.88	24,331.88	22,439.02
June.....	19,633.89	12,465.90	7,167.99	31,158.24	15,199.80	15,958.34	50,792.13	27,685.80	23,126.33
July.....	18,818.01	12,372.22	6,445.79	33,613.63	17,429.07	16,184.56	52,431.64	29,801.29	22,630.35
August.....	16,339.15	9,972.70	6,306.39	31,212.81	14,569.63	16,643.18	47,851.96	24,542.39	23,009.87
September.....	14,953.79	8,244.11	6,709.68	28,870.20	13,118.81	15,760.39	43,823.99	21,868.92	22,400.07
October.....	13,866.07	7,499.40	6,356.07	25,934.57	10,606.73	15,267.84	39,799.64	18,166.13	21,624.51
Total.....	188,029.62	112,892.25	75,137.37	323,299.01	149,999.81	173,299.20	511,328.69	262,892.06	248,436.87

Senator ROSIER. Will the Senator permit a question?

Senator McKELLAR. Yes.

Senator ROSIER. Do you mean to imply that the N. Y. A. has incurred any greater expenses than other Government agencies or departments for that purpose?

Senator McKELLAR. I do not mean to imply that, because I do not know what the relative amount is. I just know that it is very difficult to get over the long distance at times now, because it is being used by the Government so much. The total for the year, however, for the 12 months from November 1940 to and including October 1941, Mr. Lasseter's record shows that the N. Y. A. telephone bills alone amounted to \$511,328.

Senator ELLENDER. That was for how long?

Senator McKELLAR. Twelve months, of which \$262,892 was for long-distance telephone calls.

Senator ELLENDER. Was that matter ever brought to the attention of the Appropriations Committee in the various years?

Senator McKELLAR. No, sir; it was not, but it has been now, and the Appropriations Committee, I want to say, is making an honest, intensive and earnest effort to cut down as much as possible not only the long-distance and other telephone charges of this organization but of every organization in the Government.

Senator HILL. Senator, the truth is the long-distance calls run very high for all of them, do they not?

Senator McKELLAR. They run very high for all of them. We know that from those we have got reports on, and we are getting reports on all of them.

Senator SCHWARTZ. That includes the Senate also, does it not?

Senator McKELLAR. The Senate has no long distance. It is a remarkable thing, and I am glad you asked the question. It is a strange thing that almost any clerk in any department in the United States can call up long distance whenever he wants to, but a United States Senator or Congressman, if he calls up over long-distance telephone, he has got to put his hand in his pocket and pay for it personally, he has no charge account.

Senator SCHWARTZ. Is that true—

Senator McKELLAR (interposing). Wait a minute. Over a half million dollars for this one organization, which gives out benefits, giving out benefits to the poorer classes of our people, to the needy class of people as provided in the law, and the officers and clerks of this department spent over a half million dollars, and over a quarter of a million dollars for long-distance telephones. If a Senator or Congressman were to charge any long distance over the telephone to his Government he would violate the law, and I suppose he does do it. Now, what were you going to say? I will answer any questions. That is what I am here for. I will be glad to answer any question you might ask.

Senator SCHWARTZ, I just want to get into another little matter, as to whether or not, when a Senator sends telegrams on official business, he has to pay for them?

Senator McKELLAR. No, sir. In order to be perfectly candid with the public, I shall be very happy to get the exact amount that the Senate spends for telegrams of all kinds.

The CHAIRMAN. I would like to say, Senator McKellar, at the request of somebody, I suppose Senator Byrd, we are urged to use air-mail stamps instead of telegrams, which would be a great saving to Senators who come long distances, like I do. For instance, an air-mail letter is about as fast as a telegram now.

Senator MCKELLAR. Yes, sir.

The CHAIRMAN. That economy has been established, and we find that it is working very, very well.

Senator MCKELLAR. I think it is. I use stamps. I was going to say, though, I pay for it myself, like any other Senator.

Senator ROSIER. Senator, the point I want to get in the record, to make it clear, is that the N. Y. A. should not be condemned in this situation on account of this, because it is no greater offender than dozens of other departments.

Senator MCKELLAR. I will get the figures and let them show it. It is quite an offender, I will say.

Senator ROSIER. No worse offender than other departments.

Senator MCKELLAR. The Senator may have examined it, I have not; and I will have to examine it before I can make the statement. I will get the figures, however, and show it.

Again:

Mr. TREADWAY. I want to ask if you maintain a publicity bureau?

Mr. LASSETER. We maintain an office of information.

It is remarkable how every publicity bureau of the Government, in every department, has changed into an office of information lately. They all have changed their title from a publicity department to an information bureau. He gives the persons performing informational functions in pay status as of November 23, 1941, at the Washington office.

(The statement referred to follows:)

*Persons performing informational functions in pay status as of Nov. 23, 1941,
Washington office*

Name	Official title	Annual salary
Esther C. Ellis ¹	Clerk-stenographer	\$1,800
Norman W. Kuhne	Editorial writer	3,800
Marjorie Ackerley	Assistant clerk-stenographer	1,620
Jack N. Hays, Jr.	Assistant editorial writer	2,600
Frederic B. Hyde	Motion picture photographer	2,600
Daniel B. Nichols	Senior photographer	2,000
Christine C. Hammer ²	Library assistant	1,800
Rosalind Salant	Assistant editorial clerk	1,620
Andrew A. Bishop ³	Information specialist	3,800
Barbara H. Wright	Photographer	2,300
Mary L. Roberts	Assistant clerk-stenographer	1,620

¹ Transferred to office of advisory committee, Nov. 24, 1941.

² To be transferred to Deputy Administrator's office, effective Jan. 8, 1942.

³ Terminated, effective Jan. 21, 1942.

Senator MCKELLAR. Now, of course, no reflection is made on those people.

Senator AIKEN. As of what date?

Senator MCKELLAR. That is a year.

Senator AIKEN. As of today?

Senator MCKELLAR. As of today; yes, sir.

Senator AIKEN. How does that compare with the employees before the establishment of the Office of Government Reports?

Senator McKELLAR. The Senator has asked me a poser. I cannot answer it.

Senator TAFT. Does the Senator think it has decreased since the Office of Government Reports has been set up under Mr. Mellett?

Senator McKELLAR. Senator, I have sat on the Appropriations Committee for over 20 years, nearly a quarter of a century, and those decreases have not come often.

Persons performing information functions in pay status as of November 30, 1941, in State offices:

- Arkansas: J. Frank Ray, chief of employment, information section; annual salary, \$2,400.
- California: Albert M. Tewksbury, director of information; annual salary, \$3,000
- Georgia: Jack P. Tolbert, information officer; annual salary, \$2,100.
- Illinois: John E. Ryckman, information officer; annual salary, \$4,100.
- Indiana: Lotys B. Stewart, director of information and occupational studies; annual salary, \$2,400.
- Iowa: F. Leslie Platt, administrative assistant in charge of information; annual salary, \$2,700.
- Kansas: Gene J. Kuhn, administrative assistant in charge of information; annual salary, \$2,100.
- Louisiana: Clark W. Booth, director of information section; annual salary, \$3,000.
- Massachusetts: Ralph Harber, information officer; annual salary, \$2,400; Hayden Palmer, director of information, \$2,400.
- Michigan: Anne C. Snell, stenographer, annual salary \$1,500; Doris Campbell, junior stenographer, annual salary, \$1,020.
- Mississippi: James W. Reaben, information officer, annual salary, \$2,700.
- New Jersey: C. Linnell Jones, acting State information officer, annual salary, \$2,700.
- New York City and Long Island: Stanley I. Stevens, principal administrative assistant, annual salary, \$4,100.
- Ohio: Wesley S. Thurstin, director of information, \$2,400.
- Oregon: Wilbur Grant, administrative assistant in charge of information, annual salary, \$1,680.
- Pennsylvania: Lawrence G. Cooney, director of information, annual salary, \$2,700.
- Virginia: William Walker Jones, State information and safety officer, annual salary, \$2,400.
- West Virginia: Charles S. Keefer, information officer, annual salary, \$3,000.
- Wisconsin: Jan L. Hartnett, State supervisor of public information, annual salary \$2,100.

Senator TAFT. Do you know what these local publicity officers do, Senator?

Senator McKELLAR. I have no idea at all. Now, Senator Lodge, of Massachusetts, testifying before the Appropriations Committee last summer, not as to the N. Y. A. but as to the C. C. C., said that he had been at home at the time, which was sometime last fall, and he said that the C. C. C. had a big truck with a sign on it "Join the C. C. C.," and going around with bells, parading in all the streets of Boston, to get new recruits for the C. C. C.

Senator AIKEN. When did they do that, do you know?

Senator McKELLAR. Mr. Williams, we have not found whether you had any trucks running around, but we have got your letters. You have done it in a different way.

Senator HILL. Senator, let me ask you this question, if I may.

Senator McKELLAR. Yes.

Senator HILL. You cannot tell us what the duties of these officers are, these information officers?

Senator HILL. Now, is it true that the N. Y. A. has not spent any money except what has been appropriated for it?

Senator McKELLAR. I suppose not. I do not imagine it would do anything like that.

Senator HILL. Have they not been before the Appropriation Committees of both the House and Senate to get this money?

Senator McKELLAR. There is no law for the N. Y. A. at all; no existing law. The work is being done upon an Executive order and a lump-sum appropriation is made in that regard.

Senator HILL. Well, it would not have to be a lump sum appropriation.

Senator McKELLAR. It would not have to be.

Senator HILL. The fact that there is no law authorizing the N. Y. A. gives the N. Y. A. no favored position. On the other hand, it might put it at a disadvantage.

Senator McKELLAR. Not only might, but it does put it at a very great disadvantage.

Senator HILL. The appropriation could be stopped under a point of order, because it is not authorized by law, and therefore there is no authority for the appropriation.

Senator McKELLAR. I am not sure about that, where there is an Executive order.

Senator HILL. It might be. The thought I had in mind, what I am wondering about is this: I have never had the honor or privilege of sitting on the Appropriations Committee, but I always understood that when one of these agencies came before the committee for appropriations that the Appropriations Committee or the particular subcommittee charged with that particular appropriations bill goes into all these items, so much money for this purpose, so much money for that purpose, so much money for some other purpose, and there you have a break-down, or certainly you have every opportunity to get a break-down and go into this thing.

Senator McKELLAR. That is true.

Senator HILL. If these people have spent this money this way, they have spent it because Congress has given it to them, and because the Appropriations Committees of Congress have brought in the bills with these appropriations.

Senator McKELLAR. Well, there is something in what the Senator says. I do not know to what extent the Appropriation Committees of the two houses have been at fault—I do not think they have been at fault at all. They have given the best they had under the circumstances. Remember that for years gone by this was a very much needed organization. We had lots of young people going around over the country with nothing in the world to do, and N. Y. A. has done a splendid work in the past, but the time for it has gone because they are not unemployed.

Senator TART. Senator, don't you think when you end an established agency of the Federal Government it ought to be done by legislation rather than just by cutting off the appropriations?

Senator McKELLAR. Of course. The members of the Appropriations Committee would be pilloried by their colleagues and by the country if they cut off the appropriations, without ending it by legis-

lation. That is why I am coming here in the open, frank, and, I hope, manly way to have the Congress cut it off.

Senator AIKEN. How would you cut off by legislation an agency that has not been established by legislation.

Senator MCKELLAR. Because it has been established by Executive order under authority that the Congress has given to the President.

Senator ROSIER. Senator, is it not true that a part of the funds appropriated for this agency last year has been cut out by Executive order?

Senator MCKELLAR. Well, they have been frozen, that is, they have not been returned to the Treasury; they have just been frozen. They are subject to being used, of course, whenever that freezing is allowed to melt.

Again, I want to submit, Mr. Chairman:

The CHAIRMAN. Have you ever found out any instances that National Youth Administration employees were given to private industry?

Mr. NORTHROP. Oh, yes; we certainly have.

By the way, we got the figures just awhile ago. What was the number? Out of 67,000 there were 1,500, as I remember it——

Senator SCHWARTZ. One thousand five hundred, yes, I put it down.

Senator MCKELLAR. Did you put it down?

Senator SCHWARTZ. Yes.

Senator MCKELLAR. One thousand five hundred as going into private industry.

Senator TAFT. Going into the Army.

Senator ELLENDER. Thirty-seven thousand went into private business and one thousand five hundred into the Army.

Senator MCKELLAR. Thirty-seven thousand went into private industry, four thousand five hundred went into public employment.

Senator SCHWARTZ. As I understood you before, 1,500 went into private industry. I was wondering about that.

Senator MCKELLAR. If I did, I made a mistake. If I did, I want the stenographer to correct it, because I am giving figures that I know are correct; 37,000 went into private employment, 1,500 into the armed services, and 4,500 into public employment. But to continue:

Mr. NORTHROP. Our investigations for the most part are conducted by the W. P. A. division of investigation, because we do not feel we can afford an investigative staff of our own. If the result of the W. P. A. investigation demonstrates that any Federal funds were diverted and it warrants prosecution the case is referred to the Department of Justice for handling.

The CHAIRMAN. In how many instances have there been prosecutions?

Mr. NORTHROP. We have had innumerable prosecutions, sir.

The CHAIRMAN. Was there a hotel leased at Hermosa Beach, Calif., by the N. Y. A.?

Mr. NORTHROP. Yes; several years ago a hotel was leased there for a residence, Senator, at Hermosa Beach.

Mr. TREADWAY. I think you said it was rented for a center.

Then, he was asked about the renting of private schools.

Mr. NORTHROP. We do not have any school activities at our residence work centers. They are run in much the same way as the C. C. C. camps. There are places where, because of the distances from the youths' homes in rural areas, where youth are brought together at one place, where work can be properly performed in workshops, or whatever type of work is given at that particular

center, but the residence part of it is directly furnished in order to have the youth at one point, and it is not in any sense an educational institution.

Mr. TABER. How many students did you have in this particular spot?

He had to get the information, and here it is:

The project provided work experience and training during this period to an average of 205 young men and 82 young women.

The CHAIRMAN. What rental did you pay?

Mr. NORTHROP. I will have to find that out, too, sir.

Here is what it comes to:

Rent of building, \$17,748.03.

The CHAIRMAN. They lived in the hotel?

Mr. NORTHROP. Yes, sir.

The CHAIRMAN. They lived there just as they live in any other hotel?

Now, he gave a further set-up or break-down of the funds at the Hermosa Beach School.

The total amount of Federal funds used for the Hermosa Beach residence project was \$142,179.29, for which the distribution is as follows:

Wages of youth, \$79,340.86.

By God. When I think of so many young men in my day that had to hoe and plow and work in factories to get their education. Think of giving youth \$79,340.86 to go to school.

Senator TAFT. What was that?

Senator McKELLAR. Wages of youth going to school.

Senator TAFT. How much?

Senator McKELLAR. \$79,340.86. Paying them to go to school. We are going to educate them because we are going to pay them.

There were 205 young men and 82 young women—\$79,000 wages; supervision, \$9,774.50; other costs, \$53,063.93; rent of building, \$17,748.03; rehabilitation of building after closing of project, \$3,339.51; materials and supplies, \$21,240.47; equipment purchased, \$2,000; other—whatever that means—\$8,735.92.

Senator TAFT. Is this a particular project?

Senator McKELLAR. Hermosa, Calif.

Senator TAFT. Is it just Hermosa, Calif.?

Senator McKELLAR. Yes.

Senator TAFT. I see.

Senator McKELLAR. Again:

Senator McKELLAR. What was the motive for discontinuing it?

Mr. NORTHROP. The project was closed because of organized opposition in the community apparently resulting from the belief that housing young people from relief and low-income families in the hotel would be detrimental to local property values. Upon termination of the lease—

Now, this is Mr. Northrop—

upon termination of the lease, the property reverted to its owner and remained idle for some time. The youth employed in the resident center were transferred to other N. Y. A. projects in Los Angeles County, or upon their request were furnished transportation to their homes.

Senator AIKEN. Senator, was there any charge made against these young people to offset the \$79,000 in wages?

Senator McKELLAR. I do not know of any. I am just giving you the figures. This is all from the N. Y. A. organization itself.

Senator AIKEN. What year did that happen?

Senator McKELLAR. That was in 1941, I believe; 1940 or 1941.

Senator BYRD. 1939; January 1939.

Senator McKELLAR. January 1939. I am mistaken.

Senator AIKEN. Could they have attended school in any other way if this had not been done for them?

Senator McKELLAR. I do not know, sir.

Senator AIKEN. Were not they largely from families where they got no education at all?

Senator McKELLAR. I cannot say about that.

Senator ELLENDER. Senator, was not that a method to help the families of those children? As I recall it, it was only those children whose parents were in very poor circumstances who could take advantage of this offer, and any so-called salaries paid to them were to be given over to the parents of those children. I have something running in my mind that that is the reason for such projects.

Senator McKELLAR. I have never heard that reason advanced before, but that may be true. I do not know. Mr. Northrop and Mr. Lasseter did not advance that reason.

Senator TAFT. In other words, the greater part of the \$100,000,000 is spent for youth salaries; that is the big item.

Senator McKELLAR. Oh, yes.

Senator TAFT. In the 1942 appropriation, out of the \$101,000,000, \$28,000,000 is for youth salaries in school and \$45,000,000 is for youth salaries who are out of school working on youth projects.

Senator McKELLAR. Yes.

Senator TAFT. That makes a total of \$73,000,000 out of \$101,000,000, which is youth salaries. That is the principal expenditure of the N. Y. A.

Senator SCHWARTZ. Senator, in this California group, were there any particular class of people?

Senator McKELLAR. I never knew of it until it was testified by Mr. Northrop who was the agent of N. Y. A.

Senator SCHWARTZ. You do not know then that class of people was brought in there by Californians on the theory if they came out of there they could not make a living picking fruit?

Senator McKELLAR. I do not know. He said after the school was abolished because of public opinion they were sent to their homes in Los Angeles and put on other projects, so I take it they were not the class of citizens that you speak of.

Now, Mr. Chairman, in going over this matter I have very hastily drawn an amendment, which at the proper time I want to offer, but I want to submit it at this time for the committee.

The CHAIRMAN. We are glad to have it, Senator. Where will that go in the bill; at the end?

Senator McKELLAR. I think it will be a substitute for one of the sections. I am having the drafting board take this and go over it and put it in proper form. I am just giving the idea that I think should go in the bill. The amendment is as follows:

All the supplies, materials, tools, equipment, and property of every kind, nature, and description and wherever situated belonging to the National Youth Administration including jobs being conducted separately by our Government or in collaboration with State, county, or city governments shall on or before July 1 be transferred and delivered to the Administrator of Vocational Defense in the Bureau of Education who is hereby authorized and empowered to continue said vocational and manual training schools for young men between 18 and 21 to be recommended, both as to numbers and activities, by the Army, Navy, and Air Corps and trained solely for the purpose of securing mechanics, artisans, and

machinists for the Army, Navy, and Air Corps. Only such defense schools as were set up prior to December 1, 1941, shall be retained and transferred. For other educational purposes in school or college or out of school or college work or education heretofore conducted by the National Youth Administration, no appropriation is authorized.

There is hereby authorized to be appropriated, out of any moneys in the Treasury not otherwise appropriated, the sum of \$25,000,000 for the conduct of such vocational schools as herein set out.

Now, Mr. Chairman, the reason for that amendment is that since we have gotten into the war—I believe my bill was introduced since we got into the war, but it was prepared before we got into the war—and since we have gotten into the war, it seems to me that these training schools for boys, where already set up and operating, might well be used to train mechanics and artists—not artists, excuse me, but artisans, which is quite different from artists—mechanics, artisans, and machinists for the Army, Navy, and Air Corps. I am advised by Army officials and other officials that the need of trained mechanics is very great, and I believe that the schools that have been set up, those that I have seen at any rate, giving training of this sort to young men ought to be continued. It ought to be for young men from 18 to 21, because no young men ought to be excluded from their obligations to serve in the Army. We can find a large number, an ample number to be trained as mechanics, artisans, and machinists. I think it should go in the bill, but before I formally offer it, Mr. Chairman, I want to have the drafting board of the Senate to prepare it.

Now, I am open to questions.

The CHAIRMAN. Senator, just one question on your amendment. That would do away with all training for young women or girls?

Senator MCKELLAR. Yes.

The CHAIRMAN. You would just train the boys?

Senator MCKELLAR. I would just train the boys to be mechanics, artisans, and machinists.

The CHAIRMAN. So the girl part of the National Youth Administration as it is now established would cease to exist?

Senator MCKELLAR. Yes, sir.

Senator AIKEN. Would you take them in regardless of circumstances, or simply boys from families of the poor into the new schools?

Senator MCKELLAR. I really believe that the necessity is so great for mechanics at this time, that while the needy might be given the preference we ought to have the mechanics for the Army. We do not realize the importance of the task that we have before us. We have got a great war on, and we ought to do everything under God's heaven to prepare for that trouble that we are in.

Senator SCHWARTZ. Mr. Senator, I think we are all very conscious of the fact that we have got a great war on, we all appreciate that. What we differ in is what is best to carry on the war.

Senator MCKELLAR. That is true. I have gone with you on those things, as you know. I said on the floor of the Senate, and I repeat here, I think the unnecessary things, the things that are largely frills and furbelows I think is the expression I used and by which I still stand, ought to be cut out for the duration of the war. If trouble comes up afterward, we will take care of it when it comes.

Senator TAFT. Let me make a suggestion as to the amendment.

Senator MCKELLAR. Yes, Senator.

Senator TAFT. You turn it over to the Office of Education. I believe the Office of Education ought at least be authorized to have them operated by the State and local vocational schools. That is the way it operates in some of the States, where it is well done.

Senator McKELLAR. That is provided for in the amendment.

Senator TAFT. I understood they are to operate them themselves.

Senator McKELLAR. No, it is to continue to State vocational training schools, whether they are connected individually by the Government or in connection with the State, county, or municipal governments. It provides for it.

Senator TAFT. The other thing is this: I see no reason whatever to have any suggestion about age. It seems to me it is just as important for these schools to train older men all the way up the line, which of course would not be the function of the N. Y. A. There is no particular reason to have schools for youth only. You need mechanics for war industries of every age. As far as war industries are concerned, you do not want to take them from the youth, because the youth are going into the Army.

Senator McKELLAR. That is a very valuable suggestion and I urge that for the consideration of the committee.

The CHAIRMAN. Your original bill provides for the termination of the N. Y. A. and C. C. C.

Senator McKELLAR. Yes.

The CHAIRMAN. But your amendment will permit the continuation of vocational training of boys and not girls?

Senator McKELLAR. Yes.

The CHAIRMAN. Was there ever a time in the history of the country when the demands for training women in industry were as great as at the present time?

Senator McKELLAR. I cannot say.

The CHAIRMAN. If it throws out girls—

Senator McKELLAR (interposing). I do not know that it is necessary to train girls. I would be for training girls, too. I would be for any sensible arrangement to aid in winning this war.

I would like for anyone who wants to ask questions about the N. Y. A. to ask them before I go to the C. C. C., because I have got another subject on hand.

Senator ROSIER. I am primarily interested in the N. Y. A. I would like to ask two or three questions.

Senator McKELLAR. I would be glad to help you, if I can. I do not know if I can.

Senator ROSIER. Now, you made the statement that the N. Y. A. performed a very valuable service during the period of the depression.

Senator McKELLAR. Yes.

Senator ROSIER. There is no disagreement about that.

Senator McKELLAR. Well, there is a great deal of disagreement in the country about it, but I think the overwhelming public opinion agrees with you and me about that, that it rendered a very valuable service.

Senator ROSIER. I wanted to get a general agreement on that.

Senator McKELLAR. Yes.

Senator ROSIER. Now, the educational people in this country have held that as far as the underprivileged families of this country are con-

cerned, that in good times and bad those conditions have continued to exist, as far as the education of the children was concerned, that there is no difference between 1928, 1929, 1932, and 1933, as far as the ability of the underprivileged parents to educate their children is concerned.

Senator MCKELLAR. Well, if you will allow me respectfully and frankly to differ with you, I differ with you because I know of my own personal knowledge that this country, in all classes of our people, is infinitely better off today than it was in 1933 or 1934, when this organization was set up.

Senator ROSIER. I would like to ask the Senator if he ever tried to educate a family of four or five children on a family income of \$100 a month?

Senator MCKELLAR. No, sir; I have no children. I have helped educate others. Incidentally—well, I will not refer to that at this time. I may want to refer to it later. How grateful I would have been if I could have had some of the benefits that are flowing around, without education today.

Senator ROSIER. I am especially interested in this matter of student help, because I know about it first hand.

Senator MCKELLAR. I am sure you never had to use that.

Senator ROSIER. Now, we are in agreement on the first point.

Senator MCKELLAR. Yes.

Senator ROSIER. My other point is this: You disapprove of this because it is mollycoddling young people, I believe you said.

Senator MCKELLAR. No, no; that is not the reason, Mr. Senator. I tried to give you the reasons through quite a length of time now, I am sorry to say. I just merely suggested I thought we were mollycoddling a little too much the young people.

Senator ROSIER. I happen to know college students who got this student aid, and high school students, and I know personally they were not mollycoddled, they were struggling for education just like you and I have struggled for it.

Senator MCKELLAR. I am sure the Senator knows some who are mollycoddles. We all know them. The thing about it is this: We take boys between 20 and 25 and put them in the Army and we do not pay them a salary for going to school, we send them out to fight. We take them away from school; we take them away from college. We are taking 10 away from college where we are depriving one of college benefits here.

Senator SCHWARTZ. We take the N. Y. A. students into the armed forces without discrimination or favor.

Senator MCKELLAR. We take a few of them. In some way they hold out pretty well, Senator.

Senator SCHWARTZ. We get really few in colleges.

Senator MCKELLAR. That may be so.

Senator ROSIER. Is it not true that if the United States wins in this war it will be largely due to the fact that its soldiers, the men in the Army and the Navy, are more intelligent and better educated, more schooled than those of any other country, and that all of those things are due to the fact that we have given them better schooling than any other country?

Senator MCKELLAR. I think unquestionably we have given them better schooling than any other country, and I hope what you say is

correct. I believe it is. We do give them better schooling, and, for heaven's sake, don't think I am one that does not believe in schooling. My dear Senator, I have voted for every bill that squinted at schooling or school help since I have been in Congress, and the reason I did it was because I was one of those who came up the hard way. I plowed, hoed, and picked cotton to save up enough to go through the University of Alabama, in which State I was born. I went through 4 years on the amount that we paid to each enrollee in the C. C. C. camps. I haven't got the figures in my mind as to how it compares with N. Y. A. No man on earth is more in favor of education than I am, but, Senator, if Japan and Germany together overcome our people, our institutions are gone, and we all ought to defer for the benefit of our own country, we ought to defer the unnecessary things for a time, as it seems to me, during this war.

I would like to join you in helping educate the youth. We have no constitutional provision for it, it is true, but by aid to the State we have helped, and are helping, in a great way, and so far as I am concerned I expect to help in every way I can in the future. For heaven's sake don't think that I have opposed in any way education for the youth of our land.

Senator ROSIER. Well, I hold the opinion that the most important problem in this country, and in every country, is the youth problem, and if you neglect your youth, either in peace or wartime you are headed for disaster. I put down the training and education of youth as very basic in our national business.

Senator BUTLER. Mr. Chairman, I think the two men who have been carrying on the conversation have much the same idea, except the Senator over there seems to think that the distribution of charity for education should be conducted through a governmental set-up of this kind, while others may think that the distribution of charity should come under a regular charity set-up. There is no question about the value of education.

Senator ROSIER. Senator, don't you think the use of the word "charity" in that connection is rather unfortunate?

Senator BUTLER. I do not think it is, Senator. No one can doubt the importance of education of the youth, and the direction of youth, but whether it should come from the parents or others who are directly interested in it or from a governmental set-up is the question that is involved.

Senator TAFT. Senator McKellar, what I want to ask is this: Apart from this training center we have this feature. The N. Y. A. has always conducted the activity of helping the poor student in universities to get through.

Senator MCKELLAR. Yes.

Senator TAFT. That, I think, is an excellent thing. The thing that has always bothered me about the N. Y. A. is why the Federal Government should do it. The State of Ohio spends—I take these figures out of the air, they may be entirely wrong—spends \$10,000,000 a year in running the State of Ohio University out of the public funds of the State of Ohio. Why should the Federal Government come in with \$200,000 and dish it out to particular students? If that function is to be done, why is not it the proper function of the same State that is putting up the \$10,000,000 entirely out of State money to run a great university? That has been my question. By the same token,

I would be a little inclined, if we did abolish the function of the N. Y. A., to set up some small assistance to the State as an encouragement to get them started on doing that thing themselves, if they want to do it. It seems to me an amendment to this bill might be considered that would authorize some such continuation of that program as part of the general State education program. I just suggest that as a possible alternative.

Senator SCHWARTZ. Senator Taft, I am glad to hear you say that, about the States putting up the \$10,000,000 of their own money. Many of our great universities, of course, have vast endowments to help them to carry on. I am wondering whether the students that go there and get the benefits, whether you would say they are charity students because someone else puts up the money, the taxpayers or somebody else?

Senator TAFT. I know the university that I am connected with, Yale University, where a large proportion of the boys are self-helped boys, does not consider it charity, because they get them jobs. I think that is true of most of the N. Y. A. stuff; I do not think they pay them wages, in a sense, for nothing if they go to school; they pay them for a particular kind of self-help job, which is a very good thing.

I think in the emergency, in the depression, where there was no other money of any kind to be found, the Federal Government stepping in was justified, perhaps, but today it seems to me this self-help business in colleges, if it is to be helped by the Government at all, ought to be helped by the States rather than by the Government doing the whole education job. I think they are better able to pick the boys that are really in need of this, that ought to get this. You cannot send but a small proportion of the boys in the country to colleges anyway.

Senator SCHWARTZ. I understand that. Don't you believe this matter of youth education is Nation-wide?

Senator TAFT. No, I think any education is a State matter; it should be a State matter. I think the Federal Government helps as it advises. I think it is one thing that the States have done well. They have set aside vast funds for it. They are spending \$3,000,000,000 today on education. If there is any function of government that seems to me is a proper State function today, it is education.

I am absolutely opposed to the general education bill. That is my principal objection to the N. Y. A. I think what they are doing is a good work. It is merely a question as to who ought to do it, it seems to me, rather than a question of whether it could be done.

Senator SCHWARTZ. I want to state I know a university where an N. Y. A. student is the president of the student body, he has very high grades in all of his studies. I think he gets \$3.50 from N. Y. A. and pieces out the rest of it by waiting on the table, washing dishes, and so forth.

Senator TAFT. That is right. Some universities can do it, while other universities are not in that position. As I say we appropriate \$10,000,000 to the Ohio State University, that the State of Ohio thinks is a good thing. Why we should set up a national organization traveling all over this country, with a lot of ideas that do not fit the State of Ohio, I cannot quite understand.

Senator SCHWARTZ. Those are isolated cases you are talking about. I think the people in east Tennessee who are in the back country, who

do not have a cash income above \$200 a year, I think their children are just as much entitled to education as any children of the wealthy manufacturing districts in Ohio.

Senator TAFT. The State of Tennessee is in an excellent state financially, and, therefore, I think there is no need to give them that assistance. I was suggesting to the Senator if he thought there was, we might set up a State-aid fund to stimulate States in going ahead with such educational projects.

Senator MCKELLAR. As I understand it, in such case your idea is that it should be a State aid and turned over to the schools of the State, the regular school authorities of the State?

Senator TAFT. The State director of education.

Senator MCKELLAR. And given in aid of such students.

Senator TAFT. Yes.

Senator MCKELLAR. I am inclined to think that there is something in that. This is a very expensive program that we have got. I haven't got before me, but I will put in the record, the exact figures. As I recall it, the N. Y. A. spent several million dollars last year for travel pay and allowances, several million dollars of this fund that we were to use, just for travel pay and allowances. I do not know how much it was. I have got the figure somewhere; \$11,000,000. It may have been \$11,000,000 for both.

The CHAIRMAN. You mean \$11,000,000 for the C. C. C., as I remember it.

Senator MCKELLAR. \$11,000,000 for the C. C. C., and \$3,000,000 or \$4,000,000 for the N. Y. A. Can anybody tell?

Senator BYRD. The N. Y. A. for one quarter, \$656,843.

Senator MCKELLAR. That is about \$2,500,000 for travel pay alone.

It is an extravagant situation and it could be worked out for the benefit of the students in a very much better way, and could be suspended, of course, during the exigency in which we find ourselves.

Senator TAFT. Senator, I venture to suggest if the N. Y. A. gave the State of Ohio \$5,000,000, its share of \$100,000,000, it could send twice as many students to school than are now sent under the N. Y. A. I will have to get the facts and figures to try to prove it, but that is the proposition that I think I can stand by.

Senator MCKELLAR. I think that is true of Tennessee, Senator Taft. But I am not familiar with Ohio.

Senator ROSIER. I would like to ask a question. Do I understand you gentlemen are swinging around to what we have been clamoring for for 30 years, that is Federal aid for education?

Senator MCKELLAR. You perhaps have not been long enough here to understand, but some of us have been here for a long time. I voted for every single aid to educational work that was ever established. Now, I have been here for a quarter of a century and I know what I am talking about.

Senator ROSIER. I am glad to know that.

Senator MCKELLAR. I am not coming around to your position, my dear sir. You are mistaken about it.

The CHAIRMAN. It is now 12 o'clock.

Senator MCKELLAR. I would like to go into the other thing. I have not said anything about the C. C. C.

The CHAIRMAN. Will you be ready tomorrow morning with the C. C. C.?

Senator McKellar. I think so, unless the independent offices bill catches us.

The CHAIRMAN. If Senator McKellar is not here, we can go on with some other witnesses. There are two persons who are only able to be here today. If they will send in their statements, we will have them put in the record. One is Mr. Crosby from Maine, and the other is Henry I. Harriman. We will hear Senator Byrd tomorrow.

Senator Wiley from Wisconsin has some matters that he would like to have placed in the record, which will be done if there is no objection. (The matter referred to is as follows:)

UNITED STATES SENATE,
COMMITTEE ON THE JUDICIARY,
March 21, 1942.

HON. ELBERT D. THOMAS,
*Chairman, Committee on Education and Labor,
United States Senate, Washington, D. C.*

DEAR SENATOR THOMAS: Under date of March 11, 1942, Mrs. Max J. Schmitt chairman of the conservation committee of the Wisconsin Garden Club Federation, wrote me with respect to the desire of Wisconsin women to perform a constructive service during the war period.

I quote from her letter as follows:

"The women of Wisconsin are very anxious to do their share in any way possible to aid their country during the war and at the same time to do all they can to insure future peace.

"We, therefore, believe that the work should be constructive whenever possible. As you know much of the land in Wisconsin is best suited to the growth of timber. This same timber has for many years been cut with no regard to the future generations, even this generation has not considered its own needs until very recent years. Fire, disease, insects, and bad cutting methods have made heavy inroads into our forests. Now the demands of war production are making still greater inroads. This means that vast areas are cut, slash is left to dry out and fire creeping in, will not only destroy the young trees but the soil as well. It takes many years to build up soil that will support forest growth.

"We know that the element of time is a big factor in forest production, and therefore protest discontinuing of our Civilian Conservation Corps. We know that the young men are needed in the fighting forces, but we are sure that young women of America are in no way inferior to the young women of our allied countries, and we are ready to prove that we can do our share in the forest protecting, and planting program. All we ask is a chance. This means of course, that our Congress must give us a chance by voting us funds enough to send young women into these camps to carry on the work our Civilian Conservation Corps boys started.

You will note that in this letter Mrs. Schmitt specifically expressed the interest of the Wisconsin Garden Club Federation in carrying on the work of the Civilian Conservation Corps organization as it was concerned with forest conservation.

Under date of March 14, 1942, I replied to Mrs. Schmitt and a copy of that reply is attached to the file which accompanies this letter. At that time I mentioned to her that S. 2295 provided for the termination of the Civilian Conservation Corps, and referred further to the fact that hearings will be held on the measure beginning on March 23, 1942. I suggested to Mrs. Schmitt that she might wish to submit material to the Committee on Education and Labor in connection with Civilian Conservation Corps activities.

If this legislation is revised in the committee, it may be that you will consider the possibility of incorporating some provision for utilizing the services of women in connection with conservation work.

I am attaching the complete file which came to me under date of March 19, 1942, from the chairman of the conservation committee of the Wisconsin Garden Club Federation.

You will note that the conservation committee attaches three exhibits addressed to the Committee on Education and Labor and urges their consideration of a modification of bill S. 2295 so that a Women's Conservation Corps can take over some of the work previously carried on by the Civilian Conservation Corps.

My own letter of March 14, 1942, is included in this file and expresses my views.

I feel that this proposal merits every consideration, and I ask that this letter and the attached exhibits be incorporated in the printed report of your hearings.

Sincerely yours,

ALEXANDER WILEY.

UNITED STATES SENATE,
COMMITTEE ON THE JUDICIARY,
March 14, 1942.

Mrs. MAX J. SCHMITT,
Wauwatosa, Wis.

DEAR MRS. SCHMITT: Thank you for your kind letter outlining the interest of the women of Wisconsin in aiding their country during the war. The comments you make with reference to the forest protection and planting program are certainly worthy of very serious consideration and certainly reflect an extremely commendable interest on your part.

As you probably know, S. 2295 was introduced by Senator McKellar in the Senate on February 23, 1942, to provide for the termination of the National Youth Administration and the Civilian Conservation Corps. This measure is now pending before the Committee on Education and Labor, and it is my understanding that hearings will be held on the measure beginning on March 23, 1942.

It occurs to me that your proposal to utilize the services of women in connection with Civilian Conservation Corps activities might well be directed to the Committee on Education and Labor in connection with these hearings. If you feel that this is desirable, I suggest that you submit a formal brief to the committee and accompany this brief with a letter addressed to me, requesting that I present your brief to the committee, and, of course, I will be happy to comply with this request and to urge that every consideration be given to your proposals.

I am attaching a copy of S. 2295 for your study.

I have also noted your reference to the necessity for building up our important resources in wood, and I can concur wholeheartedly with you in this connection. I look forward to studying the memorandum which the ninth region of the United States Forest Service sent Mrs. La Budde and yourself. I was particularly interested in noting that in the judgment of these experts "a Woman's Conservation Corps could accomplish a vast amount of good for the country." Probably you would wish to submit a copy of this letter in connection with my memorandum you might wish to present to the committee. If the idea were favorably received in the committee, it might result in the modification of S. 2295 along these lines, or it might result in stimulating interest for the possibility of creating such a program as you mention.

I presume you are familiar also with H. R. 6293. This measure, as you know, was introduced in the House of Representatives by Mrs. Rogers of Massachusetts, on December 30, 1941. It was referred to the Committee on Military Affairs and on January 28, 1942, was committed to the Committee of the Whole House on the state of the Union and ordered to be printed. The measure is now identified as Union Calendar No. 603.

This measure, as you know, provides for the establishment of a Woman's Army Auxiliary Corps for service with the Army of the United States. The companion measure in the Senate, S. 2240, was reported from the Senate Military Affairs Committee on February 9, 1942, but has not as yet been discussed in the Senate.

While this Women's Army Auxiliary Corps would be designated for service with the Army of the United States and would be under the direction of the Chief of Staff of the Army of the United States, it may be that under the discretion accorded the Chief of Staff and the Secretary of War under the terms of the bill, some such program as you mention might be included.

I am also sending a copy of this bill for your file.

Sincerely yours,

ALEXANDER WILEY.

MARCH 4, 1942.

Mrs. EDWARD LA BUDDE and Mrs. MAX SCHMITT,
Wisconsin Conservation League,
Milwaukee, Wis.

DEAR MRS. LA BUDDE and Mrs. SCHMITT: We have given considerable thought to your proposal of establishing a Women's Conservation Corps. This office is of the opinion that women could render a valuable service to conservation and

at the same time receive valuable training and development for themselves. We believe a program of this kind is certainly worth giving a thorough trial. The cost to the Government to support such a program has every promise of being a good investment in the interest of national security. This region would be glad to cooperate with the women's organizations and give their proposal a thorough trial if funds are made available to the Forest Service to operate one or more camps.

In order to operate a girl's camp as we see, it would cost about \$8,000 per month, plus authority to obligate additional funds if needed for necessary professional medical service and hospitalization. This is on the basis of a 150-girl camp, and the use of a Civilian Conservation Corps camp and Civilian Conservation Corps equipment without charge. We think a girl's camp should be organized and operated much the same as the Civilian Conservation Corps camps, under the complete supervision of the technical agency. The facilities of the National Youth Administration and Work Projects Administration should be utilized for recruiting, medical examinations, and preparation (as a work project) of suitable women work uniforms. It is your idea that the so-called Women's Conservation Corps would be made up of workers who were sufficiently interested in the work and the health-building opportunities offered by outdoor occupations and regulated living that, in addition to their transportation, lodging, board, uniforms, and medical care, \$5 per month (to cover personal needs) would be all the remuneration needed. It is proposed that a portion of these girl enrollees, however, are to be appointed or promoted, based on merit, to assistant leaders and leader positions at increased pay rates.

Based on camps with an enrollment of 150 girls each we suggest the following personnel and budget:

I. Supervisor, to act as administration and technical head, \$2,600 per year, \$216.67 per month.

A. Administration:

1. Personnel:

- (a) 1 directress (in-charge) \$2,400 per year.
 - (b) 1 matron (nurse-dietitian) \$2,000 per year.
 - (c) 1 head cook (man or woman), \$150 per month.
 - (d) 10 leaders (1 for every 15 enrollees), \$15 per month each.
 - (e) 15 assistant leaders (1 for every 10 enrollees) \$10 per month each.
 - (f) 125 enrollees, \$5 per month each.
- Total cost, \$1,441.67 per month.

2. Operation:

- (a) It is estimated that the cost of feeding the girls and staff personnel would cost about \$20 per month each, about \$3,000 per camp month.
- (b) The cost of transporting the girls and outfitting them with uniforms would probably cost about \$25 per girl every 3 months, or an average of \$1,250 per camp month.
- (c) Expenses in connection with educational and recreational programs should not exceed \$2 per girl per month or a total of \$300 per camp month.
- (d) Camp overhead expenses, such as office supplies, telephone calls, first aid supplies, etc., probably would not exceed an average of \$150 per camp month.

Total administration cost, \$6,141.67 per camp month.

B. Technical:

1. Personnel:

- (a) 1 technical forester, \$2,000 per year.
 - (b) 3 junior assistant technicians, \$1,440 per year each.
 - (c) 1 mechanic, \$1,620 per year.
- Total cost, \$661.67 per month.

2. Operation:

- (a) Operation and maintenance of camps (heating, electric service, water, buildings, etc.), \$310 per month.
- (b) Project work (operation and maintenance of equipment, supplies and materials, etc.), \$700 per month.

Total technical cost, \$1,671.67 per month.

Total administrative and technical cost, including salary of supervisor, \$8,030.01 per camp-month.

As indicated, the technical supervisor would be the nominal head of the camp, his administrative staff being responsible for the details performed by the Army in Civilian Conservation Corps camps and his technical staff being responsible for the operation, maintenance, and repair of all property and equipment, including the buildings and operating accessories, the on-the-job and related off-the-job training, driving trucks to and from work projects, and on recreational and educational trips, etc., when competent girl drivers are not available.

Work hours for the girls should be set at 6 hours on the job, exclusive of travel time and the noon lunch hour, with such short rest periods as may be necessary, Monday through Friday.

It is assumed that surplus Civilian Conservation Corps tools and equipment will be made available. The following heavy equipment would be needed for each camp:

- Three pick-up trucks.
- Two dump trucks.
- Five stake trucks.
- Two tractors (1 light and 1 medium).
- Two plows.
- One compressor.

Forest tree nurseries and tree planting projects would be given priority in the location of girl camps. All of the above heavy equipment would not be needed at any one time, but there would be times when three pick-ups would be needed on fire-control work, when both tractors and plows would be needed on nursery and planting work, etc. It would be our idea to have the girls sign up for a 3-month period, with the privilege of serving a total of at least 12 months. It is expected that enrollment in the camps would be light in winter and heavy in summer. We believe that girls as young as 14 years who are physically fit should be accepted.

The real success of the camps would depend largely upon the selection of the right kind of supervisor and the women to serve on the camp staff, particularly the directress, whose duties would be similar to that of dean of women in a college. She must act as both disciplinarian and mother.

It should be obvious to anyone familiar with forest conservation and interested in young womanhood that a women's conservation corps could accomplish a vast amount of good for our country. We hope that those in authority will make it possible for such a program to be undertaken in the near future when the women's effort will be urgently needed to replace the rapidly dwindling local labor and the Civilian Conservation Corps and carry forward the important forest conservation work.

Very truly yours,

JAY H. PRICE, *Regional Forester.*
By STANLEY F. WILSON, *Acting.*

Copies for: Mrs. Edward LaBudde, Mrs. Nax Schmitt, Wisconsin Conservation League.

EXHIBIT B

SUPERVISION EMERGENCY PROGRAMS,
WOMEN'S CONSERVATION CORPS,
Washington, D. C., March 10, 1942.

Mrs. MAX H. SCHMITT,
Conservation Chairman, Wisconsin Garden Club Federation,
Wauwatosa, Wis.

DEAR MRS. SCHMITT: Mrs. Roosevelt has asked the Forest Service to reply to your letter of February 12 to her.

Recognizing that the sharp curtailment of the Civilian Conservation Corps program has reduced the labor supply for carrying on work in Forest Service nurseries and for planting and related activities on national forests, plans are now being considered for the establishment of a Women's Conservation Corps to continue such work. Tentative plans call for the establishment of girls' camps at vacant Civilian Conservation Corps camps in cooperation with the National Youth Administration.

It is too early for us to say definitely whether such a program can be carried out, but if it is, we plan to establish four or five camps on a trial basis with the likelihood that one of them will be located on national forest land in Wisconsin.

Very truly yours,

EARLE H. CLAPP,
Acting Chief, Forest Service.

COMMITTEE ON EDUCATION AND LABOR,
United States Congress, Washington, D. C.

There are many conservationists here in Wisconsin who have marveled at all the beneficial work that Civilian Conservation Corps has accomplished since its inception in 1933. Thousands of acres of forest lands which once supported the majestic white pine, but were denuded by thoughtless lumber interests and by fire, have been replanted through the efforts of the corps. Roads, trails, fire protection, recreation, and other needs have all been advanced many years through its endeavors. American youth, unable to find employment because of the depression, found an opportunity for employment, training, and healthful living.

Today many of these young men have found use for the training which they have received in the three C's. War industries have taken many of them and many others have entered the armed forces. Because of this shrinkage in the Civilian Conservation Corps many of the conservation projects are now without the necessary manpower to carry them on. Forest tree nurseries will suffer; denuded lands which have been furrowed for planting will grow up to brush; established plantations in need of release will suffer; and many completed improvements will deteriorate because of lack of maintenance.

Our men are needed in war industries and in the armed forces in order that the American way of life may be preserved. As the war continues the demands on manpower will increase.

As in every national development or emergency, the women have always been ready and anxious to carry on the work of their husbands, sons, and brothers when the occasion demanded. War demands have now created that emergency which once again calls upon the womanhood of America to take their places at the plow, in the factories, and in business in order that manpower can be made available.

Conservation of our natural resources is of great importance. The production and maintenance of an ever-continuing supply of forest products is of the utmost importance. The work and efforts of the Civilian Conservation Corps should not be allowed to be lost. The women of Wisconsin, and I am sure of the Nation, are ready to carry on this work. I am sure that the need of carrying on such work is apparent to all and no further amplification is needed.

As to our ability to carry on, I attach a copy of letter (marked "Exhibit A") which we have received from the regional forester of the ninth region of the United States Forest Service.

The machinery and necessary financing for the creation of a women's conservation corps is now vested in the National Youth Administration (see copy of letter attached marked "Exhibit B"). A bill, S. 2295, scheduled for hearing before the Committee on Education and Labor proposes the abolishment of the National Youth Administration by June 30, 1942.

In the consideration of this proposed bill we respectfully request that it be so modified or amended that the women of the Nation can carry on the essential conservation work so ably initiated by the Civilian Conservation Corps.

Attached also you will find copy of letter (marked "Exhibit C") from Senator Alexander Wiley of Wisconsin, a conservationist himself, who has kindly offered to present our appeal for consideration.

The CHAIRMAN. We will stand in recess until tomorrow morning at 10:30.

(Whereupon, at the hour of 12 m., the committee recessed to 10:30 a. m., of the following day, Tuesday, March 24, 1942.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

TUESDAY, MARCH 24, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 312, Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Murray, Pepper, Ellender, Hill, Chavez, Mead, Rosier, Doxey, and Aiken.

Also present: Senator Millikin.

The CHAIRMAN. The committee will come to order, please. Senator McKellar.

STATEMENT OF HON. KENNETH MCKELLAR—(Continued)

Senator MCKELLAR. Mr. Chairman, on yesterday I finished the statement about the N. Y. A., and I desire now to present some matters concerning the C. C. C., or the Civilian Conservation Corps. That Corps was established, Mr. Chairman, by an act aproved June 28, 1937. There have been several amendments, largely appropriations, I believe, all dealing with enrollees in one way or another. I have them all here. They are short, and I believe I will just submit them for the record.

(The act of June 28, 1937, and amendments thereto, are as follows:

[PUBLIC—No. 163—75TH CONGRESS]

[CHAPTER 383—1ST SESSION]

[H. R. 6551]

AN ACT To establish a Civilian Conservation Corps, and for other purposes

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby established the Civilian Conservation Corps, hereinafter called the Corps, for the purpose of providing employment, as well as vocational training, for youthful citizens of the United States who are unemployed and in need of employment, and to a limited extent as hereinafter set out, for war veterans and Indians, through the performance of useful public work in connection with the conservation and development of the natural resources of the United States, its Territories, and insular possessions; *Provided,* That at least ten hours each week may be devoted to general educational and vocational training: *Provided,* That the provisions of this Act shall continue for the period of three years after July 1, 1937, and no longer.

SEC. 2. The President, by and with the advice and consent of the Senate, is authorized to appoint a Director at a salary of \$10,000 per annum. The Director shall have complete and final authority in the functioning of the Corps including the allotment of funds to cooperating Federal departments and agencies, subject

to such rules and regulations as may be prescribed by the President in accordance with the provisions of this Act.

SEC. 3. In order to carry out the purpose of this Act, the Director is authorized to provide for the employment of the Corps and its facilities on works of public interest or utility for the protection, restoration, regeneration, improvement, development, utilization, maintenance, or enjoyment of the natural resources of lands and waters, and the products thereof, including forests, fish and wildlife on lands or interest in lands (including historical or archeological sites) belonging to, or under the jurisdiction or control of, the United States, its Territories, and insular possessions, and the several States: *Provided*, That the President may, in his discretion, authorize the Director to undertake projects on lands belonging to or under the jurisdiction or control of counties, and municipalities, and on lands in private ownership, but only for the purpose of doing thereon such kinds of cooperative work as are or may be provided for by Acts of Congress, including the prevention and control of forest fires, forest tree pests and diseases, soil erosion, and floods: *Provided further*, That no projects shall be undertaken on lands or interests in lands, other than those belonging to or under the jurisdiction or control of the United States, unless adequate provisions are made by the cooperating agencies for the maintenance, operation, and utilization of such projects after completion.

SEC. 4. There are hereby transferred to the Corps all enrolled personnel, records, papers, property, funds, and obligations of the Emergency Conservation Work established under the Act of March 31, 1933 (48 Stat. 22), as amended; and the Corps shall take over the institution of the camp exchange heretofore established and maintained, under supervision of the War Department, in connection with and aiding in administration of Civilian Conservation Corps work-camps conducted under the authority of said Act as amended: *Provided*, That such camp exchange shall not sell to persons not connected with the operation of the Civilian Conservation Corps.

SEC. 5. The Director and, under his supervision, the heads of other Federal departments or agencies cooperating in the work of the Corps, are authorized within the limit of the allotments of funds therefor, to appoint such civilian personnel as may be deemed necessary for the efficient and economical discharge of the functions of the Corps without regard to the civil-service laws and regulations.

SEC. 6. The President may order Reserve officers of the Army and officers of the Naval and Marine Reserves and warrant officers of the Coast Guard to active duty with the Corps under the provisions of section 37a of the National Defense Act and the Act of February 28, 1925, respectively.

SEC. 7. The Director is authorized to have enrolled not to exceed three hundred thousand men at any one time, of which not more than thirty thousand may be war veterans: *Provided*, That in addition thereto camps or facilities may be established for not to exceed ten thousand additional Indian enrollees and five thousand additional territorial and insular possession enrollees.

SEC. 8. The enrollees in the Corps (other than war veterans, enrollees in the Territories and insular possessions, Indians, not to exceed one mess steward, three cooks, and one leader per each company) shall be unmarried male citizens of the United States between the ages of seventeen and twenty-three years, both inclusive, and shall at the time of enrollment be unemployed and in need of employment: *Provided*, That the Director may exclude from enrollment such classes of persons as he may consider detrimental to the well-being or welfare of the Corps, except that no person shall be excluded on account of race, color, or creed: *Provided further*, That enrollments shall be for a period of not less than six months and reenrollments (except in the case of one mess steward, three cooks, and one leader, in each company, and War Veterans) shall not exceed a total term of two years: *Provided further*, That in the discretion of the Director continuous service by the enrollee during his period of enrollment shall not be required in any case where the enrollee attends an educational institution of his choice during his leave of absence: *Provided further*, That the Director shall be authorized to issue certificates of proficiency and merit to enrollees under such rules and regulations as he may provide.

SEC. 9. The compensation of enrollees shall be in accordance with schedules approved by the President, and enrollees with dependent member or members of their families shall be required, under such regulations as may be prescribed by the Director, to make allotments of pay to such dependents. Other enrollees may make deposits of pay in amounts specified by the Director with the Chief of Finance, War Department, to be repaid in case of an emergency or upon completion of or release from enrollment and to receive the balance of their pay in

cash monthly: *Provided*, That Indians may be excluded from these regulations: *Provided further*, That the pay of enrollees shall not exceed \$30 per month, except for not more than ten per centum who may be designated as assistant leaders and who shall receive not more than \$36 per month: *Provided further*, That not to exceed an additional 6 per centum of such enrollees who may be designated as leaders and may receive not more than \$45 per month as such leaders.

SEC. 10. Enrollees shall be provided, in addition to the monthly rates of pay, with such quarters, subsistence, and clothing, or commutation in lieu thereof, medical attention, hospitalization, and transportation as the Director may deem necessary: *Provided*, That burial, embalming, and transportation expenses of deceased enrolled members of the Corps, regardless of the cause and place of death, shall be paid in accordance with regulations of the Employees' Compensation Commission: *Provided further*, That the provisions of the Act of February 15, 1934 (U. S. C., 1934 ed., title 5, sec. 796), relating to disability or death compensation and benefits shall apply to the enrolled personnel of the Corps.

SEC. 11. The Chief of Finance, War Department, is hereby designated, empowered, and directed, until otherwise ordered by the President, to act as the fiscal agent of the Director in carrying out the provisions of this Act: *Provided*, That funds allocated to Government agencies for obligation under this Act may be expended in accordance with the laws, rules, and regulations governing the usual work of such agency, except as otherwise stipulated in this Act: *Provided further*, That in incurring expenditures, the provisions of section 3709, Revised Statutes (U. S. C., 1934 ed., title 41, sec. 5), shall not apply to any purchase or service when the aggregate amount involved does not exceed the sum of \$300.

SEC. 12. The President is hereby authorized to utilize the services and facilities of such departments or agencies of the Government as he may deem necessary for carrying out the purposes of this Act.

SEC. 13. The Director and, under his supervision, the cooperating departments and agencies of the Federal Government are authorized to enter into such cooperative agreements with States and civil divisions as may be necessary for the purpose of utilizing the services and facilities thereof.

SEC. 14. The Director may authorize the expenditure of such amounts as he may deem necessary for supplies, materials, and equipment for enrollees to be used in connection with their work, instruction, recreation, health, and welfare, and may also authorize expenditures for the transportation and subsistence of selected applicants for enrollment and of discharged enrollees while en route upon discharge to their homes.

SEC. 15. That personal property as defined in the Act of May 29, 1935 (49 Stat. 311), belonging to the Corps and declared surplus by the Director, shall be disposed of by the Procurement Division, Treasury Department, in accordance with the provisions of said Act: *Provided*, That unserviceable property in the custody of any department shall be disposed of under the regulations of that Department.

SEC. 16. The Director and, under his supervision, the heads of cooperating departments and agencies are authorized to consider, ascertain, adjust, determine, and pay from the funds appropriated by Congress to carry out the provisions of this Act any claim arising out of operations authorized by the Act accruing after the effective date thereof on account of damage to or loss of property or on account of personal injury to persons not provided for by section 10 of this Act, caused by the negligence of any enrollee or employee of the Corps while acting within the scope of his employment: *Provided*, That the amount allowed on account of personal injury shall be limited to necessary medical and hospital expenses: *Provided further*, That this section shall not apply to any claim on account of personal injury for which a remedy is provided by section 10 of this Act: *Provided further*, That no claim shall be considered hereunder which is in excess of \$500, or which is not presented in writing within one year from the date of accrual thereof: *Provided further*, That acceptance by any claimant of the amount allowed on account of his claim shall be deemed to be in full settlement thereof, and the action of the Director or of the head of a cooperating department or agency upon such claim so accepted by the claimant shall be conclusive.

SEC. 17. There is hereby authorized to be appropriated, out of any money in the Treasury not otherwise appropriated, such sums as may be necessary for the purpose of carrying out the purposes of this Act: *Provided*, That no part of any such appropriation shall be used in any way to pay any expense in connection with the conduct, operation, or management of any camp exchange, save and except such camp exchanges as are established and operated, in accordance with regulations to be prescribed by the Director, at such camps as may be designated

by him, for real assistance and convenience to enrollees in supplying them and their supervising personnel on duty at any such camp with articles of ordinary use and consumption not furnished by the Government: *Provided further*, That the person in charge of any such camp exchange shall certify, monthly, that during the preceding calendar month such exchange was operated in compliance therewith.

SEC. 18. This Act, except as otherwise provided, shall take effect July 1, 1937.

Approved, June 28, 1937.

[PUBLIC RESOLUTION—No. 88—75TH CONGRESS]

[CHAPTER 172—3D SESSION]

[H. J. Res. 627]

JOINT RESOLUTION Providing an additional appropriation for the Civilian Conservation Corps for the fiscal year ending June 30, 1939

Resolved by the Senate and House of Representatives of the United States of America in Congress assembled, That for an additional amount for all authorized and necessary expenses of the Civilian Conservation Corps in carrying into effect the provisions of the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937, there is hereby appropriated, out of any money in the Treasury not otherwise appropriated, for the fiscal year ending June 30, 1939, the sum of \$22,000,000, and in addition thereto there is hereby reappropriated and made available for such purpose the unobligated balance on June 30, 1938, of the appropriation "Civilian Conservation Corps, 1938," and of the total amount made available hereby not less than \$30,000,000 shall be available only for pay, subsistence, clothing (and repair thereof), transportation, and hospitalization of enrollees. The foregoing appropriation and reappropriation shall be added to, and be available for the same objects of expenditure and within the limitations specified in, the appropriation for the Civilian Conservation Corps in the Independent Offices Appropriation Act, 1939, and no part of the amounts made available hereby shall be used for the construction of any new camps.

Approved, April 25, 1938.

[PUBLIC—No. 508—75TH CONGRESS]

[CHAPTER 200—3D SESSION]

[H. R. 9415]

AN ACT To amend the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 8 of the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes," approved June 28, 1937 (50 Stat. 319), is amended by adding after the words "three cooks," wherever they appear in such section the following: "five project assistants,"

SEC. 2. Section 8 of such Act is further amended by striking out the period at the end thereof and inserting a colon and the following: "*Provided further*, That any enrollee may be discharged for the convenience of the Government within thirty days prior to the expiration of his period of enrollment."

Approved, May 12, 1938.

[PUBLIC—No. 743—75TH CONGRESS]

[CHAPTER 701—3D SESSION]

[S. 3798]

AN ACT To amend the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 9 of the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes," approved

June 28, 1937 (50 Stat. 319) is amended by inserting in the first proviso thereof, after the word "Indians", the following: "and enrollees in the Territories and insular possessions of the United States".

Approved, June 25, 1938.

[PUBLIC—No. 213—76TH CONGRESS]

[CHAPTER 349—1ST SESSION]

[H. R. 6070]

AN ACT To amend section 5 of the Act of April 3, 1939 (Public, Numbered 18, Seventy-sixth Congress)

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 5 of the Act approved April 3, 1939 (Public, Numbered 18, Seventy-sixth Congress), is hereby amended by inserting after the comma in line 5 of the final proviso of that section the expression "other than for service with the Civilian Conservation Corps".

Approved, July 25, 1939.

[PUBLIC—No. 326—76TH CONGRESS]

[CHAPTER 553—1ST SESSION]

[H. R. 2990]

AN ACT To amend the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes," approved June 28, 1937, as amended

• *Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That section 1 of the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937 (50 Stat. 319), as amended, is amended by striking out of the second proviso the words "for the period of three years after July 1, 1937, and no longer" and inserting in lieu thereof the words "July 1, 1943".

SEC. 2. Section 13 of said Act is amended by substituting a colon for a period after the last word in the section and inserting the following: "Provided, That the Director may designate an appropriate official seal for the Corps which shall be judicially noticed and which shall be preserved in the custody of the Director."

SEC. 3. This Act shall be immediately effective.

Approved, August 7, 1939.

[PUBLIC—No. 616—76TH CONGRESS]

[CHAPTER 348—3D SESSION]

[S. 3042]

AN ACT To amend the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937, as amended

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 5 of the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937 (50 Stat. 319), as amended, is amended by adding to the end of said section the following: "Provided further, That such officers, agents, or employees paid from funds appropriated for or allocated to the Civilian Conservation Corps, as may be designated or approved for the purpose by the Director shall have the general powers of notaries public in the administration of oaths, the execution and acknowledgement of legal instruments, the attestation of documents, and all other forms of notarial acts determined to be necessary by the Director to prosecute effectively the operations of the Civilian Conservation Corps".

Approved, June 13, 1940.

[PUBLIC—No. 875—76TH CONGRESS]

[CHAPTER 906—3D SESSION]

[S. 4338]

AN ACT To amend the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937, as amended

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That section 8 of the Act entitled "An Act to establish a Civilian Conservation Corps, and for other purposes", approved June 28, 1937 (50 Stat. 319), as amended by the Act of May 12, 1938 (52 Stat. 349), is further amended by adding after the words "War veterans" in the second proviso of said section the following: "and Indians".

Approved, October 21, 1940.

Senator McKELLAR. Last year the Congress appropriated \$246,000,000 for the C. C. C. Some of that has been impounded. We appropriated a good deal more than they could get boys into the organization to expend.

In the first place, I want to introduce extracts from the record taken before the Joint Committee on Reduction of Nonessential Federal Expenditures, and I want to read from Mr. McEntee's testimony, who is the director of this work:

Mr. DOUGHTON. Did you understand it was to be permanent when it was first created?

Meaning the Civilian Conservation Corps.

Mr. McENTEE. No, sir.

And again:

Mr. DOUGHTON. You mean necessity from a relief standpoint or necessity from the standpoint of general welfare?

Mr. McENTEE. Not from the relief standpoint, sir. I do not think today, from a relief standpoint, there is a scintilla of reason for carrying on this Corps.

Mr. DOUGHTON. But you would not take the position that this agency was necessary to carry on the work?

Mr. McENTEE. No, sir.

And again:

The CHAIRMAN. The first conception of it was a relief agency?

Meaning the Civilian Conservation Corps.

Mr. McENTEE. Yes, sir. That and a work organization; yes, sir.

And again:

The CHAIRMAN. How many camps did that build?

Mr. McENTEE. Well, at one time 2,652 was our total number of camps.

The CHAIRMAN. What is the average cost of building a camp?

Then he goes into that, which I do not desire to go into here. Mr. McEntee again said:

I said at one time there were 2,652 camps in operation, sir. We have probably built, all told, I think, 4,000 would be nearer the figure.

Mr. McEntee again said:

As the camps were shifted around the country and new camps built, I think that would be somewhere near the accurate figure, 4,000 camps.

And again:

Senator McKELLAR. Did the boys build the camps?

Mr. McENTEE. No, sir; they were built by outside labor, Senator.

Mr. McEntee again:

These youngsters work pretty hard. From an efficiency standpoint they do very well. You must understand that most of these boys are not 18 years of age yet.

And again:

Mr. TABER. Oh, now, until this year probably 20 percent were under 18.

Mr. McENTEE. May I check the age record, Senator, of last year? Forty-four percent of the boys, or 142,000, were 17 years of age. Twenty-four percent, a fraction over, or 77,884, were 18 years of age. This is last year's figure, sir.

Mr. TABER. Yes.

Mr. McENTEE. 46,548, or 14.41 percent, were 19 years of age. Eight percent were 20 years of age. Four percent were 21 years of age. 2.94 percent were 22 years of age, and 0.75 percent were 23 years of age. That is the entire age record.

And again:

Mr. McENTEE. Ten percent of the corps are veterans. There are about 190,000 veterans that have passed through the corps. They stay in longer than the junior enrollees. Under the law the veteran stays as long as he desires to stay.

And in that connection I want to say, from a source that I regard as excellent, there are 23,000 ex-service men of the first World War now in the camps.

And again:

Senator McKELLAR. Of course, if it cost the Government \$1,004 per enrollee—and according to your testimony just taken more than 90 percent of your boys are between the ages of 17 and 21—

Mr. McENTEE. That is correct, sir.

I stop here long enough to say that, as the act itself says, this was established in the beginning for youthful citizens of the United States who were unemployed and in need of employment, and it did a great deal of good at that time. Anything to put boys who were absolutely without employment in employment necessarily was a good thing at that time. Those of us who can remember when this was done must realize that our country was in an economic condition that required something of this kind to be done. To leave a boy at that age absolutely idle was bad for the boy and bad for the country, and bad for everybody, and the establishment of this activity, even as little as it did accomplish at times, was wise and good legislation, and has done a good work. I do not want to be misunderstood on that subject. But now the necessity of that has entirely disappeared. The Director says that there is no need to help boys that are without employment and need employment. We could not probably have better evidence of the fact that this organization is no longer necessary for that purpose.

Now, I want to have a word to say about another feature. As we all know, these boys were not given education; they were given some training at first. They were put in camps, stayed for 6 months, and were allowed to go back, under certain conditions and for a certain length of time, but they were not educated in the sense that we understand education, and yet each enrollee cost this Government \$1,004. A boy can go to any first-class college, any State university, and I would not be surprised if he could go to almost any university in the country and get a perfectly splendid education for \$1,004.

That is at least three times more than my education cost me at the University of Alabama, and I got along very well. I was able to graduate high in my class, and any other boy can do it. It seems to me that if the Government is going to spend such an enormous

amount—let me get the exact amount—spend such an exorbitant amount as \$246,000,000, instead of putting boys in camps of this kind, while it is in the open air, while they may be health-giving to some extent, it seems to me that it would be infinitely better to have these boys educated at some first-class college throughout the country.

If this war were not on I would be very happy, myself, to vote to train these boys and give them a college education, I would a thousand times rather do it than have them in a camp in woods near town and thumbing rides to town every day, as I have seen them do.

Senator ELLENDER. Mr. Chairman.

The CHAIRMAN. Senator Ellender.

Senator ELLENDER. Senator, of course I do not want to get into any argument about the good or bad of the C. C. C., but it strikes me that the record will show that quite a lot of good has been accomplished in various parts of the country by the C. C. C. boys in drainage, fire protection of forests, and a lot of other things. I am just wondering if your committee obtained any facts with respect to that feature of it, and whether or not a lot of this expense that you state would not be offset by the good that has been obtained.

Senator MCKELLAR. I would be glad to go into that a little. I want to finish the matter about the schools, if the Chairman will permit me, and then I will be glad to tell you about the useful purposes that might be—what shall I call it—that might be served.

Senator ELLENDER. If the Senator will permit me, the reason I mention it at this time, you said, as I understood, you would prefer to spend the \$1,004 per year in college.

Senator MCKELLAR. If that is what the Senator wants to know, I will be happy to answer it right now. My heavens, to think of taking a boy and keeping him that length of time that he is kept here—

Senator CHAVEZ (interposing). May I interrupt, Senator?

Senator MCKELLAR. Just a minute (continuing): At \$1,004, when that boy can be given an education for that amount of money in one of the State institutions, in one of the State colleges, public or private—and they will all be glad to get this appropriation—I think there is no comparison whatsoever, and the only reason we did it then was because these boys were out of employment and needed help.

Senator ELLENDER. The Senator of course knows that probably as much as 80 percent or 85 percent of the boys who are taken in at the C. C. C. camps would not be able to enter college because of lack of preparation.

Senator MCKELLAR. If they did not enter the college, then they could be educated in a high school, or a school of some sort, and give them a better chance to make their way in the world afterward, because when you educate a boy he has something that cannot be taken away from him.

Senator ELLENDER. I think the trouble with education today is, in a measure, that we do not teach our boys to work with their hands enough.

Senator MCKELLAR. As far as working with their hands, it depends on the boy.

Senator CHAVEZ. Mr. Chairman.

The CHAIRMAN. Senator Chavez.

Senator CHAVEZ. There is another benefit that has not been mentioned by the Senator from Tennessee, and that is this: These

boys who were taken to the C. C. C. camps and were kept there for a certain length of time are now the ones that were able to pass a physical test to get into the draft, and if the investigation is made you will see that those boys are not the ones who were deferred on account of lack of physical fitness.

Senator McKELLAR. I do not know what the facts show about that, but if it has helped them, that is fine. There is not any doubt about its having done some good, of course, but it has not done \$1,004 good to the boy. That is the point I am making here. We did it because of the necessity for helping the boys out.

Senator DOXEY. May I ask this question, Senator?

Senator McKELLAR. Indeed, yes.

Senator DOXEY. Is it not a fact that a portion of this amount which you include in this \$1,004 went in to help the people back home, because these boys were from families that were in destitute circumstances?

Senator McKELLAR. Yes, sir. If the Senator will wait one minute?

Senator DOXEY. Yes.

Senator McKELLAR. Not only that, but we put into being—and incidentally it was my vote that put it into being, because, as I remember, the Committee on Appropriations was 12 and 12 for the big W. P. A. bill, that started the W. P. A., and I was on the Red Sea when I was notified. It was necessary for me to come to Washington as fast as possible, and I came, and my vote passed the first big bill of \$4,800,000,000, if I remember, and I may be mistaken about it, and that passed the bill out of the Committee on Appropriations. It was a necessity at the time. This country was in a terrible economic condition and we undertook to take care of the people that way, and this is an additional gratuity to the people at home.

Does that answer the Senator's question?

Senator DOXEY. Yes, sir; but the purpose of asking the question was this, that in many instances the boy just got around \$5 a month and sent \$25 to his home. That took care of a lot of families. They did not have to go on the W. P. A. because that was one of the rules of the W. P. A.

Senator McKELLAR. There were a lot of families on one of the W. P. A. projects.

Senator DOXEY. That is true. I am not arguing against that. I am just arguing against the figure of \$1,004.

Senator McKELLAR. When the Director says there is no necessity for this as a relief measure, I think the \$1,004 could be tremendously better expended by giving the boy something real and substantial, a benefit that would last him all of his life and tend to make a better man and better citizen of him.

Senator CHAVEZ. That might be correct and possibly necessary, but I do not want the impression, as far as I am concerned, to go out that \$1,004 was entirely wasted on the efforts that were made by the C. C. C.

Senator McKELLAR. Certainly not. If I have given any such impression, I did not intend it that way. It was necessary to be done at the time. These boys had to be put at doing something in order to save the boys, and it did a splendid good at the time, but my point is that it is not needed now, and I am producing the testimony of Mr.

McEntee, the Director, to show that it is not needed now for that purpose.

Senator CHAVEZ. Well, that is possibly so, but the fact still remains that we were not thinking of war at the time we appropriated the money for the C. C. C. camps, and, nevertheless, the real benefit to those boys was that, out of the millions that were turned down because they were not fitted, the C. C. C. boys always made the grade. Those were the ones that passed the physical examinations in the draft.

Senator McKELLAR. I just want to answer that by saying this: Last year we appropriated the sum of \$246,000,000. If I recollect it, with all the advertisement and effort of the Department to get boys to go into the C. C. C., they just could not get them, and the President had to freeze, if I recollect right—and I will have to put the right sum in the record—my recollection is it was \$90,000,000 or \$100,000,000 that he froze, that they could use.

Senator BYRD. \$95,000,000.

Senator McKELLAR. \$95,000,000, Senator Byrd tells me. Here is what I want to say: It seems to me that it is absolutely wasteful for us to appropriate money to an activity that you have to freeze the money in because you cannot get the people to go into it.

Senator CHAVEZ. Yes; but the testimony was to this effect, that in certain States where industry has gone forward, States like Connecticut, where the factories were working full blast, that condition existed in, but in many States in the Union that condition did not exist and they did not have to advertise.

Senator McKELLAR. As to the extent of the advertisement I cannot say. I am just telling you what the testimony shows. Now, the C. C. C. budget officer testified as of last December 4 that 14,720 enrollees had left to enlist, and 1,993 had been inducted as selectees.

Senator CHAVEZ. It is the physical fitness that I was talking about.

Senator McKELLAR. 14,720 left to enlist, and 1,993 had been inducted as selectees. It did good. Open air does any boy good, it does any man good. It does you good, Senator, and it would do me good. There is not any doubt in the world about its doing good in that way, but I am talking about the wastefulness of appropriating \$246,000,000 for an organization that has performed its service, as shown by the Director himself, and I personally would a thousand times rather see this amount devoted to education.

Senator AIKEN. Senator, may I ask if this \$95,000,000 is frozen out of this current year's appropriation?

Senator McKELLAR. Yes, sir; and incidentally, the President, who is in part favorable, I imagine—and I take that from his message—to both organizations, has only recommended to the Appropriations Committee this year \$100,000,000. That is for both the C. C. C. and N. Y. A. If you divide it equally it would be \$50,000,000 to each, or one-fifth. And how could he do otherwise? It seems to me the President's request was reasonable, from his standpoint. I want to say that in all candor.

By the way, all that is good in this will be retained by an amendment that I shall refer to later, but the idea of our spending an enormous sum, like we have been spending on this organization, to my mind is wholly unnecessary and wasteful at a time when we are confronted with a fight for our lives as a nation.

The CHAIRMAN. Senator McKellar, may I ask this question? Is there a disposition in the Appropriations Committee to ignore the Budget recommendation of the reduction and restore the figures of last year?

Senator McKELLAR. The Senator knows as much about the Appropriations Committee as I do, nearly, and maybe more. It is difficult to tell how Senators feel until they actually vote. They have not voted on either one of those items, and I would be the last man in the world to attempt to predict how they will vote.

The CHAIRMAN. The point is this: The trend of expenditures has been definitely down.

Senator McKELLAR. Absolutely on nonessential things. We have got to win this war, and the only way we can win it is to have the money to make the necessary materials and put the necessary men in the field to win this war. We can forego our luxuries in spending, our wasteful spending, until after this war is over.

The CHAIRMAN. That has been accomplished, to a certain extent.

Senator McKELLAR. Accomplished how?

The CHAIRMAN. By the freezing of the sums.

Senator McKELLAR. Well, the freezing of the sums does not decrease the appropriation at all, because it can be used at any time in the world if the President suggests it.

The CHAIRMAN. Then the recommendation of the Budget for a great decrease has been accomplished. In other words, much that you are contending for has already been accomplished.

Senator McKELLAR. Oh, no, sir.

The CHAIRMAN. Not much?

Senator McKELLAR. It has been recommended, not accomplished. It has been recommended. There is a great deal of difference between recommending and accomplishment. There is but one way in the world to reduce these appropriations, and that is for the Appropriations Committees of the two Houses not to appropriate the money.

Senator CHAVEZ. But up to now the Appropriations Committee of the Senate, anyway, has not been disposed to increase or go above the Budget figures in any particular item. We have been meeting practically daily, and even yesterday we had what we call the bill that is supposed to be for the civil functions, Rivers and Harbors, and I did not see a single man in the Appropriations Committee say, "Now, give us \$100,000,000 for Louisiana"; "Give us \$10,000,000 for New Mexico." I usually try to get mine, but I did not this time.

Senator McKELLAR. I am not on that particular subcommittee. I can only answer it after it gets before the full committee. I want to say I think we ought to postpone as many civilian appropriations at this time as possible and get along as best we can without these appropriations so we can prosecute the war effectively.

Senator ELLENDER. Senator, I am sure a good many of us feel that way.

Senator McKELLAR. I hope you do. I hope you vote that way, my dear Senator.

Senator ELLENDER. I do not believe, though, we should at this time criticize what has been done by this institution in the past. For you to now say that it would have been better to spend this \$1,000 to send boys to college, why, that is the thing that has precipitated all this debate.

Senator McKELLAR. Senator, if you understood me that way you misunderstood me entirely.

Senator ELLENDER. You said that.

Senator McKELLAR. I said this: I would a thousand times rather spend this \$1,004 for the education of the youth of this country, or toward the education of the youth of this country, rather than to continue this appropriation in this way. That is all I said.

Senator ELLENDER. I misunderstood you, then.

Senator McKELLAR. Well, you misunderstood me, Senator.

Senator CHAVEZ. As I recall it, at that time the complaint was that the college boys were walking the streets. We wanted to get them in the country.

Senator DOXEY. May I ask you a question, Senator McKellar?

Senator McKELLAR. Surely.

Senator DOXEY. How many active camps are in existence at the present time? Do you have that figure?

Senator McKELLAR. Yes; I have that figure here somewhere.

Senator DOXEY. If you haven't got it convenient, I will pass it.

Senator McKELLAR. I will have to put it in the record. It is very much fewer.

Senator DOXEY. It is very much reduced?

Senator McKELLAR. It is about 1,200, where there were over 4,000.

Senator DOXEY. About 2,600 in active work when the big appropriation was made.

Senator McKELLAR. Say about 2,600 then. It is susceptible of two interpretations, I think.

Senator DOXEY. Let me pursue that just a little further. Most of those camps that have been abandoned have been soil conservation camps, State park camps, and various other camps. Have you a break-down as to whether or not most of these camps that are now in existence are what are known as forest camps and that their business is fire protection of the forests, and the other camps that are active camps now, are not they around some kind of war production project?

Senator McKELLAR. I will have to tell you what my information is about that.

Senator DOXEY. All right, sir.

Senator McKELLAR. There are a few camps, or were a few camps around war production projects, and in the administration of this particular activity, Mr. McEntee is undertaking to put others near war activities, to help them out. There is a difference of opinion whether the Army wants them or not. I do not know whether they do or not. I hope this committee will call the Army representatives, the proper Army representatives, to see whether or not they want them or can use them in their business.

So much for that. Now, there are a number of camps used, ostensibly at any rate, for fighting forest fires. Did the Senator know we are spending millions of dollars in the Forestry Department? Not millions of dollars, but scores of millions of dollars in the Forestry Department. You have got a set-up there of men who are trained, men who have been in the business a long time to fight forest fires. There is not any doubt in the world about it. They spend whatever is necessary to fight forest fires, and we have got them under a separate organization, on in a separate organization, and this is a duplication of it to that extent.

Now, it is just possible, if the Senator wants to know my real views about it, it is just possible in some of the Western States, where we have a great many aliens, it might be well to turn over some of those camps in the Western States to that purpose. My friend over here in New Mexico would probably have something to say about that.

Senator CHAVEZ. I could beat the Senator to that. We have got them.

Senator MCKELLAR. You have got them?

Senator CHAVEZ. Yes.

Senator MCKELLAR. The forest fire camps?

Senator CHAVEZ. No; the alien camps.

Senator MCKELLAR. We might very well use some of the men out there to protect the country in that way, or, rather, turn them over to the forest fire protection agency, because it is one of the best in the country, turn them over to the forest fire protection agency and help deal with the Japs out in the West, and I think it ought to be done. I intend to offer an amendment to this bill to secure that.

Senator DOXEY. My purpose in asking the question was to show that those who are in the C. C. C. camps now are doing some useful work.

Senator MCKELLAR. I am not advised about it. Mr. McEntee says that they are not necessary now as a relief measure.

Senator DOXEY. They are not necessary as a relief measure?

Senator MCKELLAR. Yes.

Senator DOXEY. Have you got any figures there to show how many of the C. C. C. boys were educated to become mechanics and engineers.

Senator MCKELLAR. I think I have. I just happened to glance at it. The number of illiterates in these camps when they were in full blast—no, it refers to all enrollees—the number of illiterates is 107,907, and, my heavens, what a tragic statement that is, that we have got so many illiterates, with all the money that we spend for education, and that we ought to spend for education, that there are 107,907 illiterates in these camps, or 3.46 percent of the entire number.

The number on an elementary level, that is, what we used to call common-school education, is 1,003,917, or 32.19 percent of the whole.

The number on the high-school level is 1,568,093, or 50.28 percent.

The number on a college level is 438,848, or 14.7 percent.

Now, those are the figures that I understand the Senator wants.

Senator DOXEY. No, sir. My purpose in seeing whether you had any figures was as to these boys, some illiterate, some high school, and others that could not get into college, whether or not the type of education and training that they got in the C. C. C. camps did not fit them to be mechanics.

Senator MCKELLAR. What education did they get in the C. C. C. camps, Senator? I would like for you to tell me if they got any education in the C. C. C. camps.

Senator DOXEY. They were trained as mechanics. They had education advisers in the C. C. C. camps. They were taught to read, they were taught to write, those that could not read and write. I know some of them that are drawing \$200 and more a month now as expert mechanics and engineers.

Senator MCKELLAR. Senator, if they are taught in the C. C. C. camps, the Senator is giving me information that I did not possess. I am very much obliged for it, if that is true.

Senator DOXEY. I am just giving it from my observation.

Senator MCKELLAR. I do not think the Senator is correctly informed about it.

The CHAIRMAN. Senator McKellar, you are familiar with the fact that the C. C. C. does give certificates of proficiency in various trades and various activities, in automobile care and mechanics?

Senator MCKELLAR. They may give certificates and they may have some vocational training, but they do not teach the boys.

The CHAIRMAN. You are familiar with the fact, surely, that the backbone of the Army cooks, that are now taking care of our Army at the present time, are men who learned how to do cooking in C. C. C. camps?

Senator MCKELLAR. I did not know that, but if that is true, that is a very commendable thing. I am glad to know that is true, and I take the Senator's word for it, of course.

The CHAIRMAN. You are familiar with the fact, I am sure, because it is written in the law, that the Director shall issue certificates of proficiency for various kinds of work, and that these boys who have never been to any kind of school have received that certificate and on that certificate they have gotten the job.

Senator MCKELLAR. I did not know that was in the law. I will have to look it up and see. I have my doubts about it.

The CHAIRMAN. They learned how to run steam shovels, they learned how to run steam engines, gasoline engines, they learned cooking, they learned a number of things which are done in connection with the camps.

Senator MCKELLAR. Of course the Army has its own methods of teaching these very things. It is a duplication of effort again.

The CHAIRMAN. The Army has never given certificates for these things.

Senator MCKELLAR. But the Army trains its own cooks, the Army trains its own mechanics. It has got schools for training cooks, it has got schools for training experts in automobiles, in the repair of automobiles, it has got schools for training everything that comes within its borders.

The CHAIRMAN. Yes; but the Army has been expanded from about 100,000 men up to a million and a half.

Senator MCKELLAR. And it expanded its training in just exactly the same way. What we are doing in this is just duplicating the effort that the Army is so well doing. It may be that this is being well done, as the Senator says, so I take his word for it. I cannot say, but I believe it is. What we are doing here is duplicating our effort in the Army, the same as in the Navy.

Senator PEPPER. Will the Senator from Tennessee permit me to ask a question?

Senator MCKELLAR. Surely.

Senator PEPPER. I apologize to the Senator for not being able to hear his complete testimony, but I heard the Senator refer to the matter of duplication. Does the Senator recall hearing the Army make the statement that there is a duplication in cook training?

Senator MCKELLAR. No, no, we have not had the Army before us, but I know we furnish training for the Army cooks. As the Senator knows, I happen to be on the Appropriations Committee of the Senate and keep up, not too well, with it, but as well as I can.

Senator PEPPER. I doubt if anyone keeps up better with the appropriations than the able Senator from Tennessee. What I was intending to ask was something that got nearer to the heart of the problem. It is an easy thing to see some money is being spent in the C. C. C. camps for training of technicians, and to see some money is spent in the Army for something similar to that, and to assume that that is a duplication of effort. Whether it is a duplication of effort is a matter of facts, is it not, Senator?

Senator MCKELLAR. Yes, of course it is a matter of facts.

Senator PEPPER. Then the technical people in charge of the two types of work would be the best ones to give testimony on whether or not actually and factually there is a waste of money by virtue of unnecessary duplication.

Senator MCKELLAR. I hope the committee will call these people that know about it.

Senator PEPPER. Did the Senator make the inquiry before he introduced the bill or made his effort to destroy these facilities?

Senator MCKELLAR. I did not make that inquiry, because of this reason, that for nearly 25 years, I have forgotten the exact number of years, the record will show for itself, I have been on the Appropriations Committee of the Senate and I know what appropriations are made for all activities of the Government. Prior to that time I served in the House for 6 years, on the Military Affairs Committee, and I served for probably as many years on the Military Affairs Committee of the Senate after I came to the Senate. I know of my own knowledge that we provide training for cooks, training for automobile repairing, training for every kind of activity that is used in the Army. I should be very highly astonished to see an Army officer coming here, or before any committee, and testifying that these appropriations are not made for the Army, because they are.

Senator PEPPER. Would you think if the Army received a cook who had been trained as a cook by the C. C. C., that the Army would turn around and train the cook again and therefore duplicate the effort?

Senator MCKELLAR. I could not suggest an opinion on that, because the Army has a way of managing its own affairs. If the Senator had been here as long as I have, he would know they generally take their own course about these matters.

Senator PEPPER. I would just assume, if the cooks had already been trained by some other agency, that we would not have to appropriate the money to the Army to duplicate the training program.

The Senator has already covered the matter of the N. Y. A., has he not, in his testimony?

Senator MCKELLAR. Yes.

Senator PEPPER. If I may divert to that for a minute. Am I correct in assuming that the principal activity of the National Youth Administration is to make it possible for boys and girls to get through high school and college by giving them certain remuneration for the work they do while attending high school and college, and to give them certain training outside college in the way of vocational training? Are those the principal activities of the N. Y. A.?

Senator MCKELLAR. That is one of the activities of it; yes, sir; and they also have vocational training; yes, sir.

Senator PEPPER. Senator, as a boy who had to work his way through college, and borrowed some money to do it, and could not have done it otherwise, has the Senator ascertained that there are no more boys and girls that need an opportunity to work in high school and college in this country to help get through school?

Senator McKELLAR. Senator, of course there are many ambitious boys and girls that would like to have aid and help. I doubt if there are any that would not be very glad to get aid and help. I have never known many to refuse aid and help when it was voluntarily given them. Did the Senator say that he had worked his way through college?

Senator PEPPER. Yes.

Senator McKELLAR. The Senator has done fairly well. The hard way is the hard way, and I went through the same experience. The hard way is the hard way, but the Senator has made a mighty good success of life, not only a success of life but a good success in every way, politically as well as other ways. To be suggesting now that the Federal Government educate everyone that wants to be educated —

Senator PEPPER (interposing). Senator, I do not want this opportunity to pass without expressing my gratitude to one of my fellow Alabamians and fellow alumni. I would never be able to equal as distinguished a record, however long I might be here.

Senator McKELLAR. Oh. [Laughter.]

Senator PEPPER. But the Senator is not going on any assumption, of course, that these are gratuities to these boys and girls but is pay for the work that they do.

Senator McKELLAR. Looking back over the years, I would have called it a gratuity when I was a boy.

Senator PEPPER. Now, as I understand it, these boys and girls—

Senator McKELLAR (interposing). Incidentally, if the Senator will pardon a personal reference, I was offered an education by another man. I declined and worked for mine. Looking back over the years, I will say to the Senator, in all candor, I doubt very much whether the same result would have happened if I had accepted a gratuity at that time. I doubt if the Senator would have been the same man if he had accepted the gratuity at that time.

Senator PEPPER. I appreciate that.

Senator McKELLAR. I am just giving my personal opinion about that. These gentlemen are not interested in your and my personal histories.

The CHAIRMAN. If anyone else wants to sing his college song, this is the time to do it. [Laughter.]

Senator McKELLAR. I am glad the chairman has called it down.

Senator PEPPER. What I was getting at is that I have been grossly misinformed if I am not correct in assuming that the average boy or girl—that all the boy or girl can get in high school under the N. Y. A. program is some \$3 or \$4 a month for work done, and in the colleges it is an average of about \$11 a month. Now, that is not a gratuity, not a penny of it, but after a certification by the college authorities, the dean of men or the dean of women, or somebody of responsibility in the school, as to the worthiness of the boy or girl in character and in need, and in the quality of work they do in school, then they get an opportunity to work and they are paid something like those figures

that I mentioned. Now, Senator, we do not need the money so badly that we want to take away from the boys and girls a chance to work for an education, do we?

Senator McKELLAR. I do not know what the Senator's idea about it is. When the two great military nations have combined and confederated together to fight us, and are in active war against us, I think everything should be subordinated to winning this war first before we go into the eleemosynary course or take the eleemosynary course that the Senator announced. I think we ought to save every dollar of our money that we can save.

Senator PEPPER. Should we close up all the schools of the country, Senator?

Senator McKELLAR. We have nothing to do with the schools of the country. The Constitution of the United States—I know it is a back number in the minds of many, but the Constitution of the United States does not provide for the Federal Government educating the youth of our land.

Senator PEPPER. We are making contributions for education in the schools in the land, are not we?

Senator McKELLAR. Yes, we are, and my idea is to suspend some of those contributions while we are in such dire straits, while we are confronted with the tremendous forces against us that may ruin us if they are successful, and I pray God that they may not be successful.

Senator PEPPER. You do not think we will be a stronger nation, either in democracy or in ability to resist, by having an intelligent citizenry here?

Senator McKELLAR. The Senator cannot put those sort of words in my mouth. My heavens! I am just as much in favor of an intelligent citizenry as anybody in the world, and my whole life shows it. The Senator cannot put that sort of words in my mouth. Senator, don't let us get into an argument. I am willing to argue, but it will take us all day if we do.

Senator MILLIKIN. Might I ask a question?

The CHAIRMAN. Senator Millikin.

Senator MILLIKIN. Before I came here I was chairman of the Citizens Vocational Committee of the State of Colorado and as such I had months of training on this. The question of the protection of forest areas is a very important problem in our State, because one-third of our State is forest area and grazing area. We went into the question to determine the relation of the C. C. C. organization to forest-fire protection.

First let me say I favor abolition of the C. C. C. system, but I should like to suggest also that if it be abolished an alternative system for protecting our forest and grazing areas be set up, for it is very essential. I submit the conclusion that the existing areas in the forest reserves and in the grazing reserves, the regular organization of those departments is very inadequate to the task of defending our forest and grazing areas against the possibilities of sabotage or attack.

The CHAIRMAN. Thank you.

Senator McKELLAR. If the Senators will permit me to finish these excerpts, then I will submit myself for any questions that they may desire to ask. I want to call attention again to this (reading):

Mr. TABER. How many in a camp on an average?

Mr. McENTEE. That would include the entire Army personnel.

Mr. TABER. That includes the entire Army. That is the Army supervision?

Mr. McENTEE. That is right.

Mr. TABER. \$2,470 per camp-month?

Mr. McENTEE. Yes.

Mr. TABER. How many on an average in a camp?

Mr. McENTEE. Three. Two officers.

And again:

The CHAIRMAN. Do you spend anything for publicity?

Mr. McENTEE. There are two men in the public relations section of the office that might properly come under that term. They devote little time to publicity. They answer questions, they answer inquiries that come in, and things of that description.

And then came up the fact that Senator Lodge had testified before the Committee on Appropriations that he had seen in Boston, Mass., a truck covered with a C. C. C. sign urging young men of Boston to enter the C. C. C. camps last summer, and Mr. McEntee said this:

Senator McKELLAR. I do not believe Senator Lodge would tell a falsehood.

Mr. McENTEE. I am sure he would not intentionally, but we could get no information on it.

May I say this, Senator: We have never spent, since the inception of this corps, a 5-cent piece for recruiting, so-called. Senator Lodge was talking of recruiting at that time. We have never spent a nickel for the selection of the men in the States, nor for publicity of any kind in connection with it. Now, State selection agencies give out statements—they have to—as to periods of enrollment. That is a purely State function. We have no people in the State who do enrolling. That was a policy adopted in the very early days for two reasons: first, we felt that because of the amount of work being performed in the State, that the cost of enrollment would be borne by the State. I imagine the cost of enrollment to the State, of enrolling a boy on a corps, would be something in the neighborhood of \$2 or \$2.25; that includes the investigation by the welfare people, the clerk hire, and so forth. We felt, because of the amount of work that was being performed in the States, that that was an obligation that the State ought to assume. We also feel that—I do not know just how to say this, except just to say it—that if you had people making the selection whose job did not depend upon their getting enrollees, you would probably get more of the type of boy who needed this type of work. For that reason we do not spend any money for selection. The people who do our selection are State people. They have a job, whether they get anybody in the corps or not. So we do not spend any money for that, sir.

And again Mr. McEntee says:

As I stated, over all the years there has been a total enrollee cost of \$1,004. Out of that the physical value of the work performed by each enrollee has been worth about \$644.

The chairman, in answer to Mr. McEntee, said:

That is not a fair statement, Mr. McEntee, at all, to take something that may be worth it 30 years from now, to say that that is actually worth it today, in relation to estimating the value of the work of \$644 a year.

Now, here is a director that undertakes to say that the value of this training, which cost the Government \$1,004 per enrollee for 6 months, will be worth \$644 in the future. Well, in order to bring that about, he has to include the supposed benefit that it will be to the enrollee during the next 30 years, which is a very doubtful method of estimating, as I look at it.

And again:

Mr. McENTEE. I merely want to repeat here, Senator, if I may, what I said before the Appropriations Committee, that there is only one—or two, rather—factors that justify the operation of this Corps; one is the amount of work that it is doing; the other is the benefit that the Corps is to the young men coming up

themselves, and if in the opinion of Congress the work does not justify the expenditure, then I think the entire expenditure should not be reduced; it ought to be eliminated and the entire amount of money saved.

That is Mr. McEntee, and I will refer to him again.

Mr. McENTEE. I understand that, Senator. I recognize we have all got opinions on this. I am again back in this position, that if in the judgment of Congress the work being performed and the rather intangible values in connection with this Corps do not justify this expenditure, we ought to stop the entire expenditure.

Now, that is the position of Mr. McEntee, and that is the position that I take about it. Again:

Mr. McENTEE. We can give you those figures. I know they have about 8,000 or 10,000 a month leaving now to accept employment.

Eight thousand or ten thousand enrollees a month leaving to accept other employment.

Senator CHAVEZ. What places them in that position? The fact that they have been trained, the training that they get out of the Government, and then they go and get private employment.

Senator McKELLAR. They are leaving for some reason, I imagine to get better employment.

Senator CHAVEZ. But they would not get better employment unless they are qualified to do the particular job that they get.

Senator McKELLAR. I differ with the Senator about that, as I have already attempted to state, because the training they get in these camps is not sufficient to qualify them.

Senator CHAVEZ. Will the Senator pardon me there for a moment, because I will have to be leaving?

Senator McKELLAR. Yes.

Senator CHAVEZ. You mentioned the intangible value.

Senator McKELLAR. Yes, sir.

Senator CHAVEZ. I think the records of the War Department, in administering the Draft Act or the Selectees Act, is not intangible. That shows that they were so well prepared, from a health standpoint, that notwithstanding the fact that millions were turned down because they were not fitted to be enrolled in the Army, those boys from the C. C. C. camps are the ones that are in the Army now.

Senator McKELLAR. Now, Mr. Senator, if you can give us the facts on that, give us the records on that, I will be very happy to have it, and I hope you will get it from the War Department and see to what extent the enrollees from the C. C. C. camps are accepted more quickly or are better prepared than the enrollees generally. If you can get that information, I will be happy for it to go into the record.

Senator CHAVEZ. You read into the record awhile ago some figures showing how many were enlisted. Unless they were fitted they could not enlist.

Senator McKELLAR. Of course I understand that, but that is all over the country.

Senator CHAVEZ. You also read into the record the figures as to how many were taken in through the draft method, and if they had not been fitted they would not have been accepted.

Senator McKELLAR. I will give you the figures right here for the specific purpose of enlisting in the armed forces or being inducted into the selective service; 14,720 enlisted and 1,993 in the selective service.

Now, Mr. Chairman, I have one or two things more. [Reading:]

Mr. SMITH. I am wondering if it does not add just another complication in the relief program to have any money going back to the family from the C. C. C. I am wondering if it might not be better to have the C. C. C. deal solely with the needs of the boy. I would like to have your observation on that.

Mr. McENTEE. I think there is a great deal to that. The law says if a boy has dependents then an allotment must be made to his family.

Again:

Mr. McENTEE. Forty-four percent, about, from the cities, and 55.9 percent from the rural areas—

is the division in which they come into the C. C. C. camps.

Mr. Chairman, I think that concludes what I desire to say, unless there is something here, if you will pardon me just a moment.

I want to say one word about self-reliance in boys. I have spent a rather long life, and while I have no boys of my own, I have had many boys around me all my life. To my mind one of the finest characteristics in any boy's life is self-reliance and courage. When a boy is coming up the easy way and receiving everything that comes to him without effort, it hurts his self-reliance, it dims his courage, and I believe it would be very much better for us to contribute directly, if we want to educate boys, contribute to the States, the colleges of the States, to aid in educating those that are unable to educate themselves. It has been a dream of my life to have such a plan adopted. I would like to see it adopted, but not this plan that does not contemplate education except the education of a haphazard sort.

Now, Mr. Chairman, I want to say that I am going to offer an amendment to this bill which I hope will transfer camps in the West, and I would limit those camps to California, Oregon, Washington, Idaho, Nevada, Utah, Wyoming, Montana perhaps, Colorado perhaps, Arizona, and New Mexico. I want to tell you what I want those camps transferred to the Forest Service in those States. We have a situation out there that we haven't anywhere else in the Nation. We are up against a very serious problem today. It is more serious probably in the West than anywhere else, because we have got an enormous number of aliens of a certain race known as the Japanese race out there, and members of that race are being withdrawn from the shore line back into the interior. Now, some of those men may commit acts of sabotage, they may do even worse than that. They ought to be watched as no people ever have been watched, and I think that probably many of these camps could be used in the fire-prevention department, which might be enlarged to some extent. We need to protect our forests out there. Those men may indulge in acts of sabotage out there that ought to have our attention.

I am sorry I haven't got it with me, but I will put it in the record. It is in the hands of the draftsman, but he did not get it to me.

I am going to ask that those camps out there, or certain of them at any rate, be enlarged, to enlarge and increase our fire patrol department in the Forest Service, that they be used for this special purpose, and I think they can be very properly used there, and I am quite sure the chairman will agree with me about that. He is a very able member of the Military Affairs Committee and he knows that we have certain duties in regard to that. They are more specific and they ought to be dealt with in a practical way, and we could use many of these men in that way.

I think that is all I want to say, unless somebody has questions.

The CHAIRMAN: Are there any questions?

Senator AIKEN. Mr. Chairman I have no questions, but the Senator from Colorado, Mr. Millikin, was called away, and he left me this letter and a brief speech by H. A. Tiemann, State director of vocational education of Colorado. I have not read it, except to say he does not show any enthusiasm for the C. C. C. and N. Y. A. The Senator requested that it be inserted in the record.

The CHAIRMAN. It may be inserted in the record, and also a telegram from Mr. Neil C. Hurley, Jr., vice president of the Independent Pneumatic Tool Co.

(The letter and telegram referred to are as follows:)

STATE OF COLORADO,
THE STATE BOARD FOR VOCATIONAL EDUCATION,
Denver, March 16, 1942.

The Honorable EUGENE D. MILLIKIN,
*United States Senator, Senate Office Building,
Washington, D. C.*

DEAR SENATOR MILLIKEN: I am enclosing several clippings from the Rocky Mountain News together with a brief talk that I recently gave before the American Association of School Administrators in San Francisco.

These materials bear on a very important subject which it seems is now being debated in the Congress. If one-third of the money expended by the National Youth Administration, the Civilian Conservation Corps, and the Work Projects Administration adult education programs could be made available to State boards for vocational education and to the local vocational schools, we could train all the workers that would be needed for defense industries, with money to spare. It would be far cheaper to center all training responsibilities in the specialized and permanent vocational education training agencies. Under the existing plan we have the National Youth Administration, the Civilian Conservation Corps, the War Production Board Training Within Industry Division, the Federal Committee on Apprentice Training, and in some instances the Work Projects Administration Adult Educational Division, all infringing upon the prerogatives of the United States Office of Education and the State board for vocational education. With representatives of all these agencies now calling upon employers I sometimes wonder that the morale of the employing group isn't completely broken down. We have even had instances of the Department of Labor's Federal Committee on Apprentice Training officials contracting apprentices directly to the Federal Committee on Apprentice Training, in violation of Colorado's apprenticeship law which is one of the best in the country.

I am glad these matters are coming to your attention because I believe that when they are fully investigated by the congressional leaders there will be adjustments made to avoid the overlapping of responsibilities and the high cost that goes with duplication of effort.

Sincerely yours,

H. A. TIEMANN,
State Director of Vocational Education.

YOUTH PROGRAMS FOR A FREE PEOPLE—WORK EXPERIENCE

(Presented by H. A. Tiemann, Colorado State Director of Vocational Education, American Association of School Administrators, General Session, San Francisco, Calif., February 26, 1942)

"Work experience" is a term that came into prominence when it was used in House Document No. 146—an act providing moneys through the United States Office of Education to the States for defense training and to the National Youth Administration for work experience and training for youth employed on National Youth Administration work projects.

Thirty years ago we called work experience by the simple term a "job." There were millions of juvenile jobs then. There are millions of juvenile jobs now—real jobs, not pseudo or made-work jobs.

In 1917 the Smith-Hughes Act gave recognition to the problem of bridging the gap between school and work when it provided aid to the States for vocational education. This act and the subsequent acts providing for vocational education made it mandatory that such training be maintained on a practical and productive basis. Thus we had a different name for "work experience"—"training on a practical and productive basis." The act further provided that one-third of the fund, if expended at all, must be expended for the part-time education of employed youth.

The vocational schools of this country that followed the prescription outlined in our national vocational education legislation are today successful and internationally famous vocational schools. The school districts that had a so-called better way—that resorted to academic shop exercises, that reduced the time requirement below the minimum, that made other modifications in the fundamental concept of work on a practical and productive basis—have not only failed to provide vocational training to the youth they serve but they have brought about a situation that provided a basis of fact on which to build a work-experience program for youth. Thus we had created in this country the Civilian Conservation Corps and the National Youth Administration.

Someone has said, "Responsibility flows to those who will accept it." That is precisely what happened and what is happening in the present situation. We are faced, therefore, with an issue as important as any issue that has ever confronted the education policy of this country.

Shall we have a dual system of education with the public schools carrying the academic training load and the Federal Government operating a "work experience and training" system of vocational schools, or shall we have one public school system that meets all the needs of all the people?

I favor the latter plan, and so do you if you believe in democracy in education. No nation has conceived a better plan. One public school system operating under the direction and control of the local board of education with State and Federal aid in the form of money and policy-making service is the American plan. Federal money is necessary to equalize the cost of education, and to equalize the cost of policy-making or educational engineering service, to help the education system to meet National and State as well as local needs. Local school board direction and control are necessary if education is to meet the "grass root" needs of our people. Education should spring out of our living problems. We all live in some place and we must be served where we live.

Any other scheme will be too costly, too inefficient, and too subservient to the whims or phobias of some directing agency.

It is the function of the public schools as now organized and as they may be supplemented by better facilities to provide work experience for all youth.

Experience over a period of 25 years has given us many methods and devices that serve to bridge the gap between school and employment. In fact, I know of no device used by our youth work-relief agencies that has not been successfully employed by vocational education except the element of pay for work performed. Even in this field some schools have developed pay systems for productive work carried on in school shops.

1. One of the many schemes employed for city youth is that program known as the diversified occupations plan. Under this scheme out-of-school youth are given half-time employment in private plants, offices, stores, and in public and private service occupations, for which they receive a minimum wage. The remaining half-day is spent in the part-time school in studies or directed activities related to their employment.

2. Many youth are employed in apprenticeable occupations in the skilled trades and are guided through their apprenticeship by the part-time school.

3. The unit trade or day-trade classes offering practical and productive work had little difficulty even during the depths of the depression in placing those trained. This plan functions for the in-school group.

4. But what about the so-called unemployables? Can we devise a system of training and placement of those who cannot do skilled or even semiskilled work? Of course we can. Certainly if training can be given for the highly skilled occupations it can be offered for the lower skills, for such occupations as car washers, grease-rack workers, gardeners, custodial workers, window washers, street cleaners, bus boys, etc. Even shut-ins—wheel-chair cases—are trained for gainful employment through our vocational rehabilitation services throughout this Nation at glove making, knitting, embroidering, fly tying, custom-jewelry manufacturing, instrument repairing, shoe repairing, and for similar occupations.

Are there not many school jobs in which these people can be given work experience in preparation for similar jobs in private employment? Custodial work in school buildings, yard work on school grounds, messenger service around the school plant and maintenance of school equipment are all types of work that could be provided with little effort on the part of the school officials.

5. Farm projects so successfully maintained in all vocational agriculture schools can be expanded to meet the needs of farm youth. For those who cannot afford to purchase stock for an animal husbandry project or rent acreage for a field crop and buy livestock or seed we have the possibility of farm loans made by the Federal Government, business and farm organizations, banks, and interested individuals. No farm boy need be deprived of an opportunity to gain farm experience and the opportunity to enter upon a farm enterprise if he chooses to do so.

6. Other opportunities for seasonal work are afforded by agricultural industries such as sugar factories, packing industries, canning plants, stockyards and on farms, ranches and plantations during the planting, growing and harvest seasons. A survey of work opportunities for youth in any school district will reveal more juvenile jobs in regular employment fields than we have youths to fill them.

7. Suppose work jobs cannot be found? Can we find projects to give employment to youth? We are doing this now. The public schools are now sponsoring many of the work projects for National Youth Administration youths. We could find more jobs for youth such as: Co-op gardening projects, landscape work on school grounds, custodial work in school buildings, traffic patrol work, school building projects, playground equipment manufacturing projects, school ground maintenance, school equipment maintenance, school bus repair and maintenance work, building school drives and sidewalks, charity sewing, school cafeteria work, receptionists in school offices, home nursing, clerical assistance in school offices, domestic service, messenger service, child care service, bookroom work, library assistants, etc. Each school plant, each public building, is a community in itself and in each plant there are jobs enough to provide work for needy youth. With Government or State aid each needy youth could be cared for in his own community and by his own school system. We have always had the jobs for youth but we have not had funds to pay for their services.

Would not such a plan be better than the European work camp plan of providing jobs for youth such as our youth agencies are now using?

I know a man who decided to provide work for a limited number of unemployed youth during the depths of the depression. He was in the advertising business. He conceived the idea that handbills advertising the products of the neighborhood stores could be delivered by boys who would work from 3 to 4 hours daily. He assembled a small group of boys for the experiment; taught them something about the thoroughness with which the work must be done; demanded of them regular work hours; gave them instructions in courtesy, in customer relations, in cleanliness about their work—to place the handbill on the doorknob with a rubber band or in the mailbox and not to scatter them on the lawns and verandas of the homes visited; and many other things that every young man needs to know if he expects to get a job and hold his job. Today that little experiment has grown into a big business—city-wide in scope and giving part-time employment to over 1,000 young men. This businessman did not believe that the frontier was gone, as so many of us believed. He found a new American frontier and developed it into a profitable business.

I know a community of 1,200 people where the superintendent of schools in cooperation with the businessmen of his community developed a plan for half-time employment for 32 out-of-school and unemployed boys and girls of the community.

The dime store, the general store, the service station, the oil refinery, dental and doctor's offices, the insurance office, the bank, several garages, the railroad office and yard, the county courthouse, the county highway shops and other establishments yielded more than enough jobs to go around. All were employed at a minimum of 4 hours daily and at a wage of 30 cents per hour. All attended the part-time school 3 hours daily for instruction in customer relations, employer-employee relations, job analysis, commodity studies, English, business arithmetic, shop practices, etc. What did it cost? The salary of a full-time coordinator, half of whose salary was reimbursed by the State Board for Vocational Education, and a small travel allowance to permit the coordinator to visit each student and employer at the place of employment. The coordinator devotes half-time to teaching his group and half-time to visitation at employment stations. He finds by his visitation that some student has been placed in the wrong occupation.

Mary doesn't like her job in the county hospital—doesn't like to be around sick people. She finds it depressing. Elizabeth doesn't like the dime store. The coordinator arranges for them to trade jobs and both are happy. An employer reports that John will never make a salesman. The coordinator arranges for him to go to work in a garage because John likes to work on cars. And so this job adjustment and training and supervised work experience goes on until each youth finds his place. Most of them remain with the original employer and many are given permanent employment by their original employers.

What do the employers say about the plan? They say, "If this is vocational education let's have more of it," and "We have the finest educational system in the country." Is this good public relations work? Have these employers been made conscious of their responsibility for helping youth get a start in life? Is the Board of Education proud of its achievement? The answer is obvious. Education has been made a community affair in this town and it cannot fail to meet community needs. Too many people are interested in it. They will not let it fail in its service to the people.

Are these "made work" jobs? No, they are real jobs. They are discovered jobs that the community did not know existed in those dark days of depression. Now that more jobs are available any community should be able to give employment to all available youths.

It is now time for school administrators to adopt and adhere to certain axioms or tenets of faith. They should include:

1. The European work-camp idea is not the solution to the American youth problem. The National Youth Administration and Civilian Conservation Corps were copied after Hitler's work camps for youth.
2. Juvenile jobs must be cataloged and reserved for youth.
3. Job training must go hand in hand with juvenile work experience.
4. All the people of all communities must recognize that they have the responsibility to help youth to get work experience on real—not pseudo or relief—jobs.
5. Every young man and young woman must be guaranteed the right to work, and no youth may be deprived of that right.
6. Education must not be limited to those who remain in the full-time school and to those who can afford it.
7. Supervised work experience ranks with the best of educational procedures. It is education in its best form.
8. There can be no substitute for work. All men must work to live.
9. Work—all work—is honorable; therefore youth must be taught to work.
10. The strength of our way of life depends on the strength of the individual citizen, and the strength of our citizens gives endurance and permanency to our democracy.

Existing legislation authorizes the public schools to do the job. Supplemental legislation may be necessary to provide increased appropriations to meet the increase in demand and to clarify national needs and the functions and powers of school boards.

There are thousands of school districts in this country that accepted their full responsibility for vocational training. All must do so if vocational education is to remain one of the functions of the public school system as it is now organized. If they do not, the responsibility will flow to some agency that will accept it.

[Western Union]

CHICAGO, ILL., March 23, 1942.

Senator ELBERT THOMAS,

Chairman of the Education and Labor Committee:

Have noticed in the Chicago papers that there is a move on foot to abolish the National Youth Administration. Just wanted you to know that we who are operating 100 percent on war contracts have found their work centers an ideal source for trained youths to be employed in our plant. In fact, young men we have hired under this program are superior to other men we have hired from many other sources. Honestly feel that the National Youth Administration is rendering the victory program a great service through these work centers and hope they won't be abolished.

NEIL C. HURLEY, JR.

Vice President, Independent Pneumatic Tool Co.

STATEMENT OF CLARENCE H. CROSBY, GENERAL COUNSEL, FAY & SCOTT CO., DEXTER, MAINE

The CHAIRMAN. Mr. Crosby, for the record would you state your name, your address, and then continue as you wish.

Mr. CROSBY. Clarence H. Crosby, Dexter, Maine; general counsel for Fay & Scott, machine tool manufacturers.

The CHAIRMAN. Proceed.

Mr. CROSBY. I might say at the outset that my company is engaged in 100 percent defense work, making ammunition machinery for Remington-Arms and similar companies, but is not a prime contractor. My company also manufactures ammunition machinery for the British Purchasing Commission and Australian Purchasing Commission.

Thus far the company, with what we consider material assistance from this training unit of the N. Y. A. at Dexter, has been able to meet the Army production demands, and in some cases better them.

In 1939, when the establishment of an N. Y. A. training unit was first considered in Dexter, the matter was taken up with the local Chamber of Commerce, of which I was a member, and Fay & Scott, the company which I represent, sensing vaguely perhaps the shape of things that were to come concerning the war, saw the possibilities of materially adding to our apprentice system which, due to the depression of business, had been placed more or less in the discard. So this unit was established there in this town of about 4,000 in 1939 with around 100 boys. It took over a large boarding house, in which they are housed, and a part of the plant, that is, one large room was given over to the training unit.

Now, as concerns the machinery which was used, the company re-conditioned some old machinery and set it up in this room. The machinery was of various types. There might be 20 or 25 machines on which the boys could receive training. The training that the unit puts out is general in nature. They receive experience in the foundry, and in various departments of the shop, not limited to specialized work on any one type of machine.

I think the unit there is unique as concerns N. Y. A. training centers generally in that it is an integral part of a shop employing 650 men. The boys are part of the set-up. They are in the atmosphere of an active shop and they rub elbows with the workmen. For those reasons the training that they get is, in the viewpoint of the officials of my company, particularly valuable.

From time to time, as the foreign situation developed and it was apparent that war was in the offing, the number of boys trained at the center was increased from around 100 to 135. I think the top capacity is 150.

The boys, I might say, by and large, are serious-minded youth. They have conducted themselves well, and in fact it is my understanding that dismissals for disciplinary reasons are less than 2 percent. Of the 600-odd boys who have been turned out of this N. Y. A. training unit at Dexter, Fay & Scott have taken over 10 percent as apprentices, and at the present time we have over 50 boys actively at work in the plant, either as apprentices or as semiskilled labor, and some of those showing special aptitudes could be well classed as skilled labor.

In addition to the 10 percent which Fay & Scott has taken from this unit, other concerns in Maine, to my personal knowledge, have taken over quite a few of the graduates, particularly the Bath Iron Works, the Todd Shipbuilding Co., the Southworth Machine Co., and various machine tool concerns in southern New England. There seems to be, to my knowledge, considerable demand and interest, in the machine tool industry, in the graduates of this school.

Before I left home the local superintendent of the school showed me a letter from the General Electric Co., which I will read and ask to have placed in the record. It is addressed to Mr. Richard O. Starkey, acting project director, National Youth Administration, Dexter, Maine, and is dated March 16, 1942:

DEAR MR. STARKEY: About a year ago several of the young men from your project came to work in our plant and have given a very good account of themselves. They have been doing machine shop work of fairly high precision in the manufacture of various special devices for the defense program.

The demand for potential machinists, assemblers, and others in our plant is increasing, and there is a very good possibility of placing several young men with the necessary personal qualities and aptitudes in a preliminary training course, or in some of our manufacturing sections, including the one in which I am located. The actual degree of experience is of secondary importance if there are indications of the necessary potential skill.

Please let me know if you care to recommend any one at the present time and I will be most pleased to see that application forms are furnished and reach the interested departments in our plant.

Very truly yours,

W. G. HURT, JR.,
Pittsfield Works Laboratory.

He wrote this for the General Electric Co.

Now, since January 1941 the Dexter unit has actually been producing items in the defense production effort. At our plant they turned out a good many items for the Portsmouth Navy Yard, simple things like bolts, nuts, electric circuit boxes, things like that, and it is also my understanding that they have manufactured some items for the Army.

As to the point which was raised yesterday, that these machines now used in N. Y. A. units are vitally necessary in the production effort, I would say in reply that these machines are used in that effort. Of course these young men have got to be trained on machines. Those that they have at our plant were older models which were reconditioned.

As to the thought that possibly this training could be placed under some other agency, of course that is a matter of policy for the Congress to decide, but the position of my company is that this training unit is an integral part of our defense production effort and is a very material assistance to the company. If it were placed under departments of education in the various States—I can speak only for Maine—but from what I know of it I should doubt seriously that the manual training departments of our State are mechanically equipped to take this over. There would necessarily be a pause in production. It would materially affect, to some degree at least, the production in our plant, and of course, as we all know, production is the thing of prime importance today.

My company does think, however, that the present age limit, the floor of 17, is a little young. The boys are a little bit immature. The ages of 18, 19, and 20 are better. In fact it is my understanding

that the local unit has to hold the boys there until they reach their eighteenth birthday now before they can be placed. The average age before was 21, and then 20, and 22, and it is now 18.

It is entirely possible, due to the physical requirements that the Army and Navy have hitherto practiced, that there is a sufficient reserve of boys there who are 18, 20, or 21, who could profitably take this training.

Another point that my company wishes to register is that, whereas the original training period was 1 year, it has now been reduced, for one reason or another, to 4 months, which our superintendents and officials of our company feel is altogether too short. Eight months is about a minimum, and a boy with 8 months' training in back of him instead of 4 months can do not only a much better job for himself but a much better job in his contribution to the war industry.

To sum up the position of this machine tool company which I represent, we consider the training unit at Dexter, which is used in conjunction with our plant, of material assistance to the company in the war production effort. We think, so far as that unit is concerned—and I speak only for it—that it should be left alone, it should be allowed to continue.

The cost per boy is relatively small. It is my understanding that each boy receives about \$30 a month, out of which he maintains himself in his food, clothing, tools, and so forth, and ends up with about \$8 or \$10 per month to spend for personal pleasure, for movies, candies, cigarettes, and things like that.

An indirect effect of the training unit there has been in self-government. The unit elects a mayor and has a board of assemblymen, so-called, and they carry on their own organization and maintain discipline.

The community has been very glad to see them there and considers them a serious-minded group of boys, and would feel that removing them at this time, interrupting this training that they have been getting there in connection with this company, would not be in the best interest of the defense effort.

The CHAIRMAN. Senator McKellar, have you any questions?

Senator McKELLAR. No questions.

The CHAIRMAN. Senator Byrd?

Senator BYRD. No.

Senator AIKEN. I would like to ask one question.

The CHAIRMAN. Senator Aiken.

Senator AIKEN. I expect Mr. Crosby, coming from Maine, is having applications for work from men who have been engaged in the wood-working industries but are not familiar with metal working, but who could be reasonably and quickly trained to do metal work. Now, if the N. Y. A. organization is retained, of course everybody wants it to be of the fullest value. Do you think that these men from 35 to 50 could be given the advantages of the present N. Y. A. vocational training and qualified for metal workmen?

Mr. CROSBY. Yes; I think it is possible. I might say that our local schools are conducting a night course now in blueprint reading, wood turning, and things like that, which I think the group you mentioned could readily take.

Senator AIKEN. Do you think these men that run in ages from 40 to 50, most of them, could be qualified as machine tool workers?

Mr. Crosby. Well, the pool from which you would draw them under that age limit is relatively small. In our community we just scoured the country. Our plant normally employs 200 men. It has now 650 working all around the clock. We scoured the country for anybody that has dexterity with tools.

The CHAIRMAN. Thank you, Mr. Crosby. Senator Byrd. Senator Byrd, we will be glad to hear you.

STATEMENT OF HON. HARRY F. BYRD, UNITED STATES SENATOR FROM VIRGINIA

Senator BYRD. Mr. Chairman, I will be as brief as I possibly can. I first want to thank the chairman and the committee for this opportunity to make this statement.

Senator McKellar has very admirably and ably presented most of the details with relation to the bill he has proposed, and I will attempt not to duplicate what he said.

My chief interest in this, Mr. Chairman, is my interest as the chairman of the Joint Committee on Reduction of Nonessential Federal Expenditures.

Senator McKellar. May I interrupt the Senator at this time to ask him to please state at this point in his testimony the names of the members of that committee, because its composition and its recommendation ought to have some effect on this committee, I think.

Senator BYRD. Thank you, Senator. This Joint Committee on Reduction of Nonessential Federal Expenditures was first suggested by the Secretary of the Treasury, Mr. Morgenthau. In appearing before the Senate Finance Committee he stated he thought the best way to reduce nonessential spending was to have a committee composed of the membership of two committees of Congress, one dealing with appropriations and one dealing with finance, to sit down, as he expressed it, with the Secretary of the Treasury and the Budget Director and to then recommend those reductions that they believed were wise and proper as nonessential spending. Because of that suggestion the Congress then adopted an amendment to the last revenue bill which created this committee as an act of Congress.

Included in the committee are the three members from the Finance Committee of the Senate, three members from the Appropriations Committee of the Senate, three members from the Ways and Means Committee of the House, and three members of the Appropriations Committee of the House, and the Secretary of the Treasury and Director of the Budget.

The committee received from Congress a direct mandate, which was this:

To make a full and complete study and investigation of all expenditures of the Federal Government, with a view to recommending the elimination or reduction of all such expenditures deemed by the committee to be nonessential, and to report to the President and to the Congress the results of this study, together with its recommendations, at the earliest practicable date.

The Senate membership is composed of Senator Glass, the chairman of the Appropriations Committee; Senator McKellar, the ranking member on the Democratic side; Senator Nye, the ranking member on the Republican side; Senator George of the Finance Committee, Senator La Follette, and myself.

In the House the membership is composed of the chairman of the Appropriations Committee, Mr. Cannon; Mr. Taber of the Appropriations Committee, and Mr. Woodrum, the ranking member.

From the Ways and Means Committee, Mr. Doughton, the chairman; Mr. Treadway, the ranking member of the Republican side, and Mr. Cullen, the ranking member of the Democratic side.

The Secretary of the Treasury is a member, and the Director of the Budget.

This committee, in pursuance to that direct mandate of Congress, has held a large number of meetings, has made a careful investigation, so far as they have been able to do up to this time, particularly in those departments that they regarded as proper for reduction of nonessential spending. We had the benefit of the confidential reports of the Bureau of the Budget. We called before us the representatives of the Bureau of the Budget that handle these specific appropriations. We had before us, as you can see from the testimony that Senator McKellar has read, the heads of the departments where it was contemplated that reductions would be made.

Now, a preliminary report was made to Congress on December 24, 1941, and sent to the President, and I will ask the clerk to please pass it to the members of the committee.

I do not think it is necessary, Mr. Chairman, right at this time, for me to take the time of the committee to make an argument in favor of the reduction of every possible nonessential expenditure during the emergency that now confronts us. We are engaged, as Senator McKellar said, in a desperate war.

The total appropriations, defense appropriations and authorizations, including the bill pending, is now 160 billions of dollars. That is four times the cost of the last World War. We began the last World War with a Federal debt of \$1,000,000,000. We began this war with an indebtedness, including the guaranteed obligations of the Government, of approximately \$75,000,000,000, or 75 times as large an indebtedness as existed at the time of the last World War.

But in addition to that we have not only assumed the obligation in this war, as you gentlemen well know, to arm ourselves, but we have assumed the obligation to furnish military equipment to all those allied in the cause that we are fighting for, the cost of which will enormously increase the cost of our own preparedness.

Now, it is easily possible, as you gentlemen know, to create a public indebtedness that may cripple and perhaps wreck the private enterprise system of our country. I do not think it is beyond reason to say that we have in prospect a Federal indebtedness of at least \$200,000,000,000 if this war and this emergency lasts any length of time, and it may exceed that. I know of no greater obligation that we in Congress now have than to reduce every possible nonessential spending at this time, so that we may avoid a larger debt than it is necessary to have, so as to gain a victory for freedom, which we are now fighting for.

Now, there are only three ways that we can provide the funds for this colossal cost. One is to reduce nondefense, nonessential spending. I think that is the first solution of the problem that could be made by Congress, to save what it is possible to save at this time, so that the money thus saved can be devoted to national defense.

The second way is to increase taxes, which you have already done, in a colossal way, and we have pending in Congress now tax bills which will increase the general burden of taxation as it now exists by perhaps 50 percent, with still further tax increases to come.

The third way, of course, is to issue bonds for the costs that we must incur.

Now, the task of this joint committee was a very difficult one. I think you gentlemen will agree with that, because it is easy to talk about economy in generalities. We all favor it in generalities; the difficulty is to make specific and definite recommendations as to where the economies should be effected. That was the problem that the committee had to meet.

Now I want to say, in connection with this particular recommendation as covered by the bill of Senator McKellar, that the first suggestion that came to the committee for the abolition of the nondefense activities of the N. Y. A. and C. C. C. came from the Secretary of the Treasury. He presented to the committee, on November 14, a statement to this effect, that the Civilian Conservation Corps was then spending \$19,000,000 in administrative expenses, \$227,000,000 in other activities, with a total of \$247,000,000, which had been reduced under his estimate then by the impounding in the Treasury of \$200,000,000. That the National Youth Administration was spending \$5,800,000 for administrative expenses, \$86,000,000 for other activities, and there is an impoundment so that the net expenditure was \$90,000,000 for the regular cost of the N. Y. A., and \$60,000,000 for national defense, making the total of \$150,000,000. That the Office of Education was spending for regular expenses \$30,000,000, and for national defense \$118,000,000, making a total of \$148,000,000; and he made this economy suggestion, headed "Economy suggestion":

Each of the above agencies is under the Federal Security Agency and its primary function is the vocational training of youth, with present emphasis on employment in defense occupations. It would seem that the regular activities of the Civilian Conservation Corps and National Youth Administration must conflict with the more important defense program and should be eliminated or drastically reduced.

Now, that is the first suggestion which came to the committee for the abolition of the nondefense activities of the N. Y. A. and the C. C. C., coming from the Secretary of the Treasury, a member of the President's Cabinet and a man who is responsible for the financing for this gigantic fiscal program which it is necessary to do in order to finance the cost of the war. That was done, as I have said, on November 14.

Exhaustive hearings were held after that time. A great deal of information is contained in the printed report of the committee. Then, on December 16, Mr. Morgenthau himself offered this resolution; when the time came to decide as to what items the committee would recommend for reduction, he offered the resolution:

I move that this committee recommend the abolition of the Civilian Conservation Corps, the National Youth Administration, and the defense activities of the United States Office of Education, and in lieu thereof establish one agency whose activities would be confined solely to the training of persons for occupations in United States defense industries, the activities of the new agency to be certified only by the Secretary of War and Secretary of the Navy.

When the report was made—and you will find that recommendation on page 4—it was slightly revised to read as follows, and the purpose

of it was to try to avoid the conflicting activities that now exist in the preparation of those that would go into defense training.

Now, the final resolution which was prepared by Secretary Morgenthau reads as follows:

The committee recommends that the Civilian Conservation Corps, the National Youth Administration, and the national defense training activities of the Office of Education be abolished, effective as soon as possible and not later than July 1, 1942, and that there be established in some suitable agency facilities for training persons for work in defense occupations; this activity to be limited strictly to national defense work and confined to those fields and the number to be certified by the Secretary of War and the Secretary of the Navy as necessary for that purpose; also that there be merged in this new program any necessary part of defense training now under the Work Projects Administration as shall be certified by the Secretary of War or the Secretary of the Navy as necessary to national defense; and further that all portions of previously appropriated funds for these agencies now held in reserve by direction of the Bureau of the Budget (totaling \$132,000,000) be covered into the Treasury.

Now, that recommendation was signed without reservation by the chairman, myself, by Mr. Robert L. Doughton, the vice chairman, who is the chairman of the House Ways and Means Committee, by Mr. Henry Morgenthau, who made a qualification only with respect to the fact that the committee had not recommended in his judgment as large a reduction in the farm appropriations as he felt it should. It was signed unreservedly by Senator Glass, the chairman of the Senate Committee on Appropriations. It was signed by Senator George, the chairman of the Senate Committee on Finance, with this comment:

In my opinion the defense activities of the National Youth Administration and educational activities relating strictly to defense activities in the Bureau of Education should be continued in the agencies respectively unless a substantial saving could be made by combining the two.

It was signed unreservedly by Senator McKellar, the ranking member on the Democratic side; Mr. Woodrum, the ranking member on the Democratic side, and a member of the House Appropriations Committee; by Mr. Cullen, the ranking member on the Democratic side, and a member of the House Ways and Means Committee; by Mr. Treadway, the ranking member on the Republican side and a member of the House Ways and Means Committee; by Mr. Taber, the ranking member on the Republican side and a member of the House Committee on Appropriations, and by Senator Nye, the ranking Republican member and a member of the Senate Committee on Appropriations. He approved recommendations 1, 2, 3, 4, 6, 7, and 8, but made exception to recommendation 5 in regard to the farm appropriations.

Senator MCKELLAR. The only one who did not consent was Senator La Follette.

Senator BYRD. That is right. I should have said that Senator La Follette signed a minority report, that you will find printed in the back of the book.

The CHAIRMAN. Senator Byrd, may I say here that I received a letter from Mr. Morgenthau. I have not read it yet. It came last week, but I have not had a chance to read it. If it is germane to this subject, I want to put it in the record at this place.

Senator BYRD. Surely.

The CHAIRMAN. I think it came as the result of an invitation from the committee.

(The letter referred to is as follows:)

THE SECRETARY OF THE TREASURY,
Washington, March 21, 1942.

HON. ELBERT D. THOMAS,
United States Senate, Washington, D. C.

MY DEAR SENATOR: On November 14, 1941, I submitted to the Joint Committee on Reduction of Nonessential Federal Expenditures a series of recommendations by which reductions could be made in items that I considered non-essentials in the prosecution of the then defense activities. One of these suggestions stated that the regular activities of the National Youth Administration conflicted with the more important defense program and should be eliminated or drastically reduced.

I further suggested that vocational activities of the National Youth Administration should be consolidated with other Federal agencies doing training in a new Bureau of Defense Training. In making the suggestion for a consolidated training program, I had in mind that the activities of this agency would be more efficiently operated if it were joined together in a consolidated program.

It has come to my attention that my statement has been interpreted to mean that I was opposed to the defense activities carried on by the National Youth Administration. I did not so intend it to be construed at that time and do not now. It was my feeling that those activities of the National Youth Administration which were not contributing directly to the training of people for defense, as laudable and desirable as they might have been under conditions antedating the war, should now be eliminated.

I would appreciate it, if the occasion arises, that you would make my position clear.

Sincerely yours,

H. MORGENTHAU, JR.

Senator BYRD. I should say, too, the Director of the Budget, Mr. Smith, took, I think, a very proper position in the fact that he was working for the Budget as a representative of the Budget, so he declined to sign the report, but he was extremely helpful in furnishing information to the committee.

Now, I do not intend, Mr. Chairman, as I say, to duplicate what Senator McKellar so adequately said, but I would like to call your attention to just a few items which perhaps he did not touch upon.

The N. Y. A. was established in 1936 by an Executive order. The average of the appropriation for the first several years was \$34,400,000. In the present year that appropriation was increased \$91,767,000 for nondefense and \$60,000,000 for defense, making a total of \$151,767,000, of which \$28,000,000 was impounded by the Treasury, leaving a net of \$123,000,000.

I want to call your attention to the fact that the program of the N. Y. A. appears unquestionably to duplicate some of the defense activities that are now being conducted by Colonel Barnett, who is the Director of the Defense Training Branch of the War Production Board and Federal Security Agency. I have not had a chance to go into it as I should like, but I assume Director McNutt will deal with it, but Colonel Barnett has an appropriation of \$52,000,000 for training. This is in addition to what the N. Y. A. has. He has an appropriation of \$20,000,000 for equipment, of \$17,500,000 for engineering science and management, and an appropriation of \$15,000,000 for the out-of-school youth program.

I think today one of the great obstacles that exist to the expeditious preparation of this country to meet this crisis that confronts us is the duplication of effort here at Washington, the fact that so many departments are trying to do the same thing, using space which is very valuable, because there is a great storage of space, as we know,

in Washington, and using personnel that could be used in other things, but beyond that it is resulting in a simply fantastic confusion to find out where and how certain things that should be done ought to be done.

Senator PEPPER. Does the Senator care to complete his statement before interruption?

Senator BYRD. I would like to complete it, sir, and then I will be glad to answer any questions.

Now, I have got a statement here of the space that is being used by these two agencies. The National Youth Administration is using in Washington alone 34,926 square feet of space for their different activities. The National Youth Administration has in all 12,192 employees. Most of those, of course, are outside the city of Washington. Included in those 12,192 employees are 1,106 per-diem employees, the balance of them are listed as permanent employees, in the information that I have. There are 350 employees that are in Washington occupying 34,926 square feet of space.

Now, I want to give the same information with respect to the C. C. C. The C. C. C. occupies in Washington 91,820 square feet of space. That is divided into different sections. It occupies space in the Agriculture Department of 7,000 square feet; in the Interior Department of 30,000 square feet; the War Department of 40,000 square feet, and then rents 14,820 square feet, a total of 91,820 square feet.

Now, the C. C. C. total employees, by the figures that I have—it may be that they have been reduced since these figures were compiled—are 985 in Washington and 23,656 in all. That includes the administrative employees in the field, 1,314; the project employees in the field, permanent, 15,486; and other project employees in the field, permanent, 5,871; making a total number of employees of the C. C. C. of 23,656 employees.

Senator PEPPER. Does "employee" include "enrollee"?

Senator BYRD. No, no.

Senator PEPPER. Administrative employees?

Senator BYRD. Administrative employees and project employees.

Senator MCKELLAR. And what were the N. Y. A.?

Senator BYRD. The N. Y. A., including everything, are 12,192.

Senator MCKELLAR. And the other was 23,000?

Senator BYRD. The C. C. C. 23,656. The N. Y. A. uses 34,926 square feet of office space in Washington, but then they have offices scattered all over the country and of course use a great deal more there, and I haven't those figures available. The C. C. C. uses 91,820 square feet.

I just want to refer very briefly—and I will take up a very short time of the committee—to what I regard as excessively high overhead expenses of both the N. Y. A. and C. C. C. Now, I am taking the estimate as submitted to Congress. That estimate was not authorized in full, but I am assuming that the same percentage of overhead expenditures would probably apply. I haven't got the latest figures of some of these impounded funds, but I assume the same percentage of overhead expenditures would probably apply. As a matter of fact, it would probably be more, because there are less sums to be spent.

Before I do that, Senator McKellar is a member of the Appropriations Committee and has rendered, in my judgment, one of the greatest services that any Senator has rendered in that capacity and in the other work he is doing, and in his behalf I want to say, in response to some questions that were asked of him yesterday by the Senator from Alabama as to why it was that Congress appropriated these sums, that the expenditure of them is now regarded as extravagant. I want to say, with respect to the C. C. C., that the Department requested last year \$294,000,000, the Budget approved \$270,000,000, Congress reduced that to \$246,000,000, which was below the Budget estimate, reducing practically every item so that the total reductions were \$23,000,000, not from the request but from the actual Budget recommendation.

The N. Y. A. asked for \$102,000,000 for nondefense purposes, the Budget approved \$101,000,000, and \$91,000,000 was appropriated, so there was a reduction of \$10,054,000 by the Appropriations Committee.

Now, with respect to the excessive expenditures that Senator McKellar read, for travel expenses, for telephone, and other items, as I understand it, Senator McKellar, that is not controlled by the Congress in its appropriations, because it is made in the nature of lump-sum appropriations for the expenses of the office.

Senator MCKELLAR. That is true.

Senator BYRD. And therefore the Congress can certainly not be held accountable for those travel expenses, telephone expenses, and other items of that character, which now appear to be excessive. Perhaps they should have been itemized, but they took the statements of the bureau chiefs that these expenditures were necessary, and they were made in lump sum, and there was no break-down as to how much of it was spent for the different items.

Senator MCKELLAR: Senator, would it inconvenience you here to call attention to the fact that you speak of the last provision in this bill. You said one of these agencies, the C. C. C., had 23,656 employees, and the N. Y. A. had 12,192 employees. Now, it might be assumed by someone that these men will be thrown out of employment. That is not so at all under this bill. They could be given preferential rating and standing in the selection of employees for defense purposes, and of course will relieve the crowded and congested condition here in Washington by having them employed in other departments rather than to have new people brought in.

Senator BYRD: The Senator's bill, of course, only provides for the abolition of the nondefense expenditures anyway. If these people can find a place in the defense work, of course that would be desirable.

Senator AIKEN. Can you tell me whether the employees of these agencies are blanketed in under the civil service?

Senator MCKELLER. Oh, yes.

Senator BYRD. I want to refer to the overhead cost, because I think that is an important item in all of our expenditures in Washington. I am taking, as I say, the estimate, as requested, by the different departments.

Now, I find here that in the N. Y. A. \$101,000,000 was requested, and of that \$101,000,000 the item of approximately \$20,000,000 is for overhead, including the personal services in what is known as project supervision. I am speaking of the projects that are out in the field. \$15,000,000 is spent for personal services on this project supervision,

and \$5,000,000 on administrative salaries and expenses, making a total of \$20,000,000, which seems to me could be classified as an overhead, which is 20 percent.

Now, Senator Pepper asked some questions in regard to the aid that was given the students. In this break-down that I have here the student work program is \$27,000,000. Please understand this is not the actual appropriation, this is the estimate that was asked. \$27,000,000 out of a total of \$100,000,000, which is 27 percent. \$42,000,000 was requested for local projects, known as the out-of-school program. The residence centers, out-of-school program, \$6,000,000, and student work program is two-tenths of 1 percent. Now, none of this includes the figures I have given you, none of it includes the expenditures for national defense, which was estimated at approximately \$60,000,000.

Now, in regard to the C. C. C., the C. C. C. request was for \$270,000,000. I have the actual figures here. The appropriations of the C. C. C. were \$246,960,000. Now, of that amount 60 percent went to the enrollees, and, as I calculated it, 9 percent for project expense, 5 percent for camp maintenance, and 26 percent for salaries and overhead.

Please understand that I regarded the C. C. C., during the time that it was needed, to be one of the most desirable and one of the most beneficial agencies of the Government. I think it did a great deal of good work, but I cannot see, in the picture that confronts us today, any place whatever for the C. C. C. as a nondefense agency. In the first place, 79 percent of the enrollees of the C. C. C. comes from farms, and farm labor is getting desperately low, as those in farm areas know. It is about as beneficial, I should say, to the health of the boy to work on the farm as it is to work in the C. C. C. camps. Seventy-nine percent is coming from the farms, which is the testimony by Mr. McEntee, as I recall it. So the boys in the C. C. C., it seems to me, should either be in the Army or working on the farms, or working in some other industry that is vital to national defense. I say that because I have always approved of the C. C. C. I think for the time it was established it was a very desirable thing, and I think it has done a great deal of useful work, but Mr. McEntee himself says that so far as relief is concerned there is no need today of a C. C. C.

I simply want to make one other comment, Mr. Chairman and members of the committee, and that is, if the committee gave consideration, as I think it should, to the fact that judging by the amount of our national income, America today is in the most prosperous condition that it has ever known; our national income is now \$20,000,000,000 more than it was in the most prosperous previous year in our history, which was in 1929, and we believe that some, if not most, of the so-called relief agencies that were established at the time of the depression, in view of this great crisis that confronts us, can be well dispensed with under these conditions that now exist.

There are a good many other things, Mr. Chairman, that I could say, but Senator McKellar so adequately covered it that I shall not attempt to take the time to add anything to it. I will say this, however: The committee has received very numerous complaints and criticisms on the N. Y. A. I have no desire to burden this committee with them, but we adopted our recommendations after the

fullest possible consideration. Practically every member of the committee was present at the time that these recommendations were made as to the abolition of these different activities. We gave due consideration to them. Senator George was there constantly; Senator Glass was there, and we have done the best we could to carry out the mandate that was given us by the Congress, to recommend the reduction of those expenditures which appeared to us to be nonessential in this great crisis and emergency that confronts us.

I will be glad to answer any questions.

Senator ELLENDER. In the committee's study, did the committee give weight to the fact that today we have over 5,000,000 people unemployed, and then by converting the automobile industry, as an example, to war industry, the dislodgement that will follow of the hundreds of people engaged at the filling stations and other places? I am just wondering how far the committee went in order to determine what is going to become of these people. Certainly they cannot all be absorbed in our war effort because, as I understand from the figures that were given the other day by Mr. Nelson, the greatest number of persons that can be employed in the war effort would be about 22,000,000 to 23,000,000, and at the moment we have only 10,000,000. I am just wondering, until that peak is reached, whether the committee is willing to abolish all of these so-called nonessential agencies.

Senator BYRD. As a matter of fact, the committee did not recommend the abolition of the W. P. A., for instance, completely. We recommended that it be reduced to \$50,000,000 a month, and that, incidentally, was the recommendation of the Secretary of the Treasury. He made the motion in that case. And the committee took into consideration, of course, that that condition may exist, to a certain extent does exist, but we also took into consideration that there was a large number of other funds that can be drawn upon for cases such as the Senator has mentioned. For example, there is a balance of about \$2,000,000,000 in the unemployment insurance fund of the different States which is available for the payment of those that are out of employment right now, actually in cash, \$2,000,000,000 that is available now. We took into consideration the fact that the Social Security is aiding a great many people throughout the country, as well as other agencies of the Government, the old-age pensions established by the States, and so forth. We did not recommend the complete abolition of the W. P. A., we recommended a reduction in it, as the President himself recommended in his message, on the basis of \$50,000,000 a month.

Senator PEPPER. Mr. Chairman, Senator Byrd knows in what high esteem I hold him personally as to integrity and ability, but I do want to respectfully submit to him this observation that I have about the whole work of his committee, which is illustrated in what is being said here this morning. I know that that committee has done as excellent a job as any committee of this Congress could possibly do, no doubt a better job than any other committee that might be created by this Congress could do, but I want to ask for the Senator's observations on whether or not, in his opinion, it is possible for any committee of the Congress, without a factual and detailed survey of these matters, to be able to present to a committee of the Congress, or to

the Congress, the data upon which the Congress, sitting, as it were, as a jury, can properly decide these issues?

Just let me say, as a predicate to that, this: Let us take the C. C. C., for example. Now, there is so much money of the C. C. C. that is spent in forest preservation. Now, then, we should be told how many forests have been preserved and how much money has been spent for that purpose. Let us determine whether or not we are getting dollar receipts, dollar returns for the dollars spent, and then we can decide whether we better let the forests go for a while, until this emergency is over. Then we ought to know just how the money is being spent, how much for vocational training, how many men have been trained and what use is being made of those trained men, and whether they are desirable from the standpoint of the Army or not. Then in that way we could say whether or not the curtailment or the destruction of this appropriation would curtail the training program.

Now, then, as to the educational facilities that are employed in the C. C. C. program, how many boys are receiving educational advantages and then we could hold it up on a chart, as it were, and see what we are getting for our money through the C. C. C. program, and then, if we decide to do so, we can let the forests go, if we decide there is actual duplication.

But, Senator, what I am personally troubled about is, in the main, the way in which these conclusions were drawn, without having an opportunity to make detailed investigations right on the ground. There are duplications, for example, that are assumed in good faith, because the committee you refer to is trying to render a public service. It is assumed that there is a duplication because it appears here in Washington that there is a duplication. Of course everybody wants to cut out duplication.

I just want to say this last thing. If there is too much money being spent on telephone calls, on travel expenses, advertising, publicity information, someone ought to go down into that agency and tear it up and say, "This is a waste. Cut this 50 percent. Cut this 25 percent, or 10 percent," and entirely reshape its program. In other words, a sort of efficiency engineer. If you call in an effective group of experts that will go into the agencies and see what can be done and then come back and report, I think you will get a great deal more information than you have been able to get so far.

I know these various N. Y. A. programs in Florida, I know the number of boys and girls that are being helped in the high schools and colleges, and the Senator well knows all those boys and girls are not getting gratuities, they are working under a certificate by the school authorities. They get good grades. It means the difference between being in school or out of school.

Here is \$26,000,000, I believe the Senator said, that was included in that, and yet we are just going to cut that out, I assume, and we are taking away the opportunities of those boys and girls to stay in school. Before we make that decision ought not we look at the pensions that the Federal judges are getting, or the salaries that we are getting, the salaries that Government employees are getting, and see if there is not some way that we can save \$26,000,000 from somewhere else, that will not take the boys and girls out of school? That is the thing, Senator, I am getting at. I say it respectfully and very earnestly to the Senator.

Senator BYRD. I think the Senator will realize that there is no committee of Congress that can make the personal investigation that you suggest of these matters all over the country. It is one of the most colossal undertakings that can be conceived of under any conditions, because that involves the expenditure of billions and billions of dollars in all kinds of complicated ways. I think the committee had access to probably as reliable information, prepared in condensed form, as it was possible to secure, because we had as a member of the committee the Director of the Budget, and we had available to us all the confidential studies that the Budget made with respect to these same appropriations which they must approve before they go to the President and then the President sends them to us. So we obtained a great deal of information, I think, that would be very difficult to obtain any other way, because of the fact that the Director of the Budget was a member of the committee, and the Secretary of the Treasury was a member of the committee. Incidentally, the Treasury is making studies with respect to accounting constantly and these studies were available to the committee.

I do not contend, of course, that our report is perfect by any means. I have, of course, assumed that the committees of Congress would have hearings with respect to our recommendations, because under the terms of the bill creating this committee all we can do is recommend; we recommend to the President and recommend to the Congress, but we conducted the hearings just as exhaustively as possible. We gave the benefit of our very best information and best judgment to it, incident to all the recommendations we made.

We gave consideration to the fact, of course, that this Government has been built up on a high level of expenditures during the depression period. Beginning with 1933, we have constantly increased the total cost of Government, as the Senator well knows, year by year.

We gave consideration to the fact that in this emergency that now confronts us, in view of the fact that we will have an estimated expenditure of between 30 and 40 billion dollars for defense alone, that an expenditure of that sum can certainly be relied upon to relieve a great deal of the distress for which the relief expenditures have been made for the past few years.

Senator PEPPER. Senator, this will be my last comment, and it will only take about a minute. I say again, if there were one agency of this Government—I do not care what agency it is—that had this whole population picture before it, and it had come here to some committee of Congress and put a chart up on the wall and said, "This is a reflection of the population of the United States. There are so many unemployed. They have certain schools or lack of schools," and then say, "Here is, relatively, the number of unemployed that we know about now by a statistical examination of industry, that this number will be absorbed, and here is the evidence that sustains the statement that they will be absorbed," and make a factual and persuasive presentation that we do not need the appropriation of public funds; that is one thing, but, on the contrary, what our committees are forced to do is to come here and say, "Now, we are spending all this money and we surely do not need these relief agencies," which is not factual, which is not a scientific approach to the problem. Who can tell me that the women who are working in the sewing rooms in Florida under the W. P. A. program can get a job in private industry?

Senator BYRD. Do you want to make an investigation of every individual case? There would be no trouble then to find out the amount of unemployment.

Senator PEPPER. No, Senator.

Senator BYRD. You can find it out when the appropriations are made for these relief expenditures. You can find out what it is now.

Senator PEPPER. But somebody who is a student of that subject can come here and give us information to show us the probabilities that these people can be absorbed in certain places, so that we will have a student of the subject giving us information, and not we, as Senators here, just venturing an opinion on the subject that may or may not actually be the truth.

Senator BYRD. Of course I hold the opinion, which the Senator may not agree with, that any reasonable amount of relief can be given by the localities, which can be done in a much less wasteful way. I have been living in a county, Clarke County, which has never gone on relief. That county has taken care of its own people. They have done it by an appropriation of the board of supervisors, and they have done it by donations by individuals. We have done it much less costly than the Federal Government has done it. The reason that this county did that was because Mr. Hopkins, who was then the W. P. A. director, came down there and appointed three officials, without consultation with the local authorities, receiving a salary of, I think, \$300 a month for one, and down to \$200 and \$150 a month. Those people started to ride through the county to get people to go on relief, and the board of supervisors met and respectfully asked Mr. Hopkins to dismiss these three appointees and have them go out of the county. They did, and we have never had the slightest difficulty in attending to all the necessary cases on relief in that county, because the very thing that the Senator mentions occurred there; everybody knows everybody else. We know Jim Jones needs relief and give it to him, and if Jane Smith needs it, she gets it. In Washington those facts cannot be ascertained.

Senator HILL. Mr. Chairman, anent to what Senator Pepper said, we know just two forces destroy nations and civilizations: One is an invading force, invading army; and the other is depletion of the soil. I am very much interested to know just what has been done in the matter of depletion of the soil by this C. C. C. I think they have done a good work in regard to it. Whereas I freely admit that today the more immediate danger to America is perhaps the invading foe, at the same time I do not think anyone can study our soil conditions and the depletion that has taken place in our soil during the past 100 or 150 years without realizing that there is a very real danger to us in this very thing of soil depletion, the danger to our Nation and danger to our civilization.

Senator BYRD. A lot of that is being done, as the Senator knows, through the Agriculture Department, under the soil erosion program.

Senator HILL. I know the Soil Conservation Service has done a very good job, but it has not anything like met the need. There are more useless acres of ground today in our section, Senator, in the South, than in the entire area of South Carolina, and these useless acres have not come about from the depletion caused by crops, but primarily and almost entirely because of the erosion, the wash of the

soil, where we have gone in and destroyed our forests and our trees, and now we have this terrible erosion.

The CHAIRMAN. The Agriculture Department is spending a billion dollars a year. There is one force that the Senator did not mention that might destroy democracy, and that is insolvency. That would destroy democracy as quickly as any of the other forces can.

Senator HILL. If we had the soil and used the resources of the soil, and then had the character and genius of our people, I do not think we would be destroyed by lack of money.

Senator PEPPER. It might mean which kind of insolvency? Insolvency as far as soil is concerned or insolvency as far as money is concerned?

Senator BYRD. As far as that is concerned, you know as well as I do, much is being accomplished along that line, the money is being spent for it, and I hope it is being spent usefully and helpfully.

Senator ELLENDER. Reverting to the question that I originally put to Senator Byrd, I think it becomes imperative that some facts and figures be given to the Congress with respect to this dislocation of business. You have millions of people put out of work because of all of these so-called nonessential factories that are being closed.

Senator BYRD. They are being taken care of for 14 weeks under the unemployment insurance. That money is already there, and we can assume that they will get into some kind of war work.

Senator ELLENDER. Now, a good many of these people, Senator, are certainly not able to get into war work, because they lack the ability to do it, the knowledge of how to do it. If we go on and destroy and abolish some of these agencies that have made a specialty of training people for that work, the time may come when we will have to do it, but as to whether or not we should do it at this very moment, I doubt it.

Senator BYRD. What agency do you refer to? The C. C. C.?

Senator ELLENDER. Well, the C. C. C.

Senator BYRD. They are certainly able to get another job. They are able-bodied men.

Senator ELLENDER. You mean the younger boys?

Senator BYRD. Yes.

Senator ELLENDER. They have to be trained for it.

Senator MCKELLAR. I would like to make an observation about this particular colloquy. Many years ago, in 1931, I think, the President, who was then Mr. Hoover, a very delightful gentleman, called certain members of the Appropriations Committee to meet him and discuss the economic situation, and we had that discussion. There were quite a number there.

The President was very much in favor of economy. He had some members of his Cabinet there, and my first question to him was:

Mr. President, would it not be a good thing to convert some members, or all the members, perhaps, of your Cabinet? You are very strongly for economy, but I happen to be on the Appropriations Committee and I have heard the testimony of each and every member of your Cabinet, and every one of them have testified that they wanted increased appropriations, not decreased appropriations.

My experience here has taught me that everybody is willing to economize, except on some project in which he is interested. They want the other fellow to economize. We cannot bring about economy

because everybody wants somebody else to economize, and the only way in the world we can economize is to actually reduce the appropriations.

Now, this committee that the Senate has appointed has made its recommendations, and the two officers of the Federal Government, Mr. Morgenthau and Mr. Smith, the Budget Director, have acted with it, and they have given it their best judgment that these two particular agencies be discontinued, except certain work contained therein, and that is what we proposed to do.

Now, we find members of this committee wholly unwilling to follow the recommendations—apparently wholly unwilling to follow the recommendations—that have been made. In other words, it makes no difference what organization might have been suggested for economy, there will be some there arguing against the economy, and for that reason we are constantly increasing our appropriations when we ought not to do it, Senators.

We owe the American people, in my judgment, an obligation to cut down on these nondefense or nonwar appropriations, so that we can have more to preserve our country. I do not believe there is an organization connected with the Government that added to the defense part of it since this war came along.

Senator AIKEN. Is that self-defense?

Senator MCKELLAR. Maybe it is self-defense.

Senator BYRD. I would just like to say, in response to Senator Ellender, that the Director of the Budget, Mr. Smith, is making an investigation of those that will be dislocated on account of the defense program.

Senator ELLENDER. When you talk about abolishment, and your recommendations are here to abolish everything—

Senator MCKELLAR (interposing). No, no; just two agencies we ask to abolish.

Senator ELLENDER. I understand all that.

Senator MCKELLAR. We are just down to these two in this bill.

Senator ELLENDER. Let us take the two that you are going to abolish here.

Senator MCKELLAR. All right.

Senator ELLENDER. It is going to throw out of work by July about 35,000 or 36,000 people.

Senator BYRD. They will need them in other departments. They are advertising for people to come to Washington, begging them to come.

Senator ELLENDER. I do not deny that you may not have to reduce them, but when you talk about abolishing these agencies, that is quite a problem.

Senator BYRD. Cannot they be transferred to the defense effort on the country, which is the big effort of this country? We have one job to do, and that is to prepare to win the war. These people can go into defense work.

Senator PEPPER. Mr. Chairman, before we end, I want to say, as one member of the committee, there is a difference of opinion as to what you ought to economize on.

Senator MCKELLAR. That is always true.

Senator PEPPER. I know in one case the able Senator from Tennessee, as a member of the Appropriations Committee, turned down an

effort to appropriate \$3,000,000 from the Federal Treasury to match the same sum of money from the State to put into effect a program for research, correction, and prevention in respect to the flu, or common cold, and pneumonia, in spite of the fact that the witnesses, including Dr. Parran, testified it would save 20,000 lives a year. It is a question of where the economy is, in dollars or lives.

Senator MCKELLAR. That is a terrible charge, but I want to say this, that we spend more money——

Senator PEPPER. Senator, do you think——

Senator MCKELLAR. Wait a minute. We spend a simply tremendous amount of money for research in every department of the Government, and I speak as a man that knows, because I have been in this business for a long, long time. We have got every department of this Government in the research business. I do not remember the circumstances to which the Senator refers, but maybe the \$3,000,000 was refused by our committee. I do not remember the circumstances about it, but there is one thing that was not refused by our committee, that provided for research into this very thing.

Senator BYRD. I thank the Senators.

The CHAIRMAN. Governor McNutt, please.

STATEMENT OF HON. PAUL V. McNUTT, FEDERAL SECURITY ADMINISTRATOR

The CHAIRMAN. Will you come up, Governor? I think we will all hear better.

Senator MCKELLAR. There is no trouble about hearing the Governor. He has got a good voice.

The CHAIRMAN. You may proceed, if you wish, please.

Mr. McNUTT. Mr. Chairman and gentlemen: I appreciate the privilege of appearing before you on the question of whether the National Youth Administration and the Civilian Conservation Corps should be discontinued.

May I say at the outset that I am in entire accord with the principle which lies back of today's hearing—the principle of weighing expenditures and programs in the light of the supreme war effort, and of eliminating those expenditures and those programs which fail to meet this test. It would be a selfish and unpatriotic act for any person or any agency to recommend the continuance of expenditures and programs which would divert any funds or materials or energy from essential to nonessential purposes.

It is manifestly difficult for an individual closely connected with a program to give it an absolutely unbiased appraisal and see it in its exact perspective. Therefore, I shall attempt to present to you a factual statement as to what the Civilian Conservation Corps and the National Youth Administration are doing today, and plan to do tomorrow, rather than burden you with my opinion of the extreme importance of what they are doing and planning to do.

The original purpose of the two agencies was to provide employment and training to our youth. For the time being, the need of providing employment has virtually disappeared. The present need is not for jobs but for personnel, particularly trained personnel to fill special jobs in essential industry. They tell us that 2,000,000 more workers will be needed than can be supplied from converted or cur-

tailed nonwar industry this year. These 2,000,000 workers can be obtained only through training. As this committee is fully aware, the various training programs which have been established as war measures are supplying an enormous number of trained men, but despite the fact that all these training facilities are being used to their capacity, the demand still exceeds the supply.

Youth training programs are accordingly needed for training as many as possible of the vast reservoir of 2,500,000 capable, but untrained, boys and girls of employable age.

The National Youth Administration is currently the greatest single producer of trained workers for war industries. It has equipped and operating 1,670 shops with a total of 38,800 work stations, and through full-time, on-the-job employment, under expert supervision, rapidly trains operators of lathes, drill presses, milling machines, grinders, arc and spot welders, punch presses, and so forth.

These shops are located where there are concentrations of untrained youth, that is, usually outside of industrial areas and areas with ordinary vocational schools. The trainees are registered after training, and sent to places where most needed in vital war work. For instance, during the last 6 months some 2,000, trained elsewhere, were placed in the Connecticut machine-tool industry.

It might be noted in passing that the shops themselves, as an incident to practical training, are producing units. During the last fiscal year, the National Youth Administration shops manufactured for the military forces alone, more than 32,000 hand tools, 12,000 gun parts, 70,000 machine parts, 55,000 containers, and numerous miscellaneous items. They also engaged in extensive repair work.

With regard to National Youth Administration machine tools, I wish to point out that these tools have been obtained from surplus lists of other Federal agencies, purchases from second-hand dealers, and purchases of new equipment. It is believed that the equipment on hand should be utilized for training purposes. In this connection, your attention is called to the fact that because of the need for expanding training facilities, the Congress appropriated an additional \$10,000,000 to the Office of Education for the purchase of equipment required to establish an additional 18,000 training stations in vocational schools. This \$10,000,000 became available on February 21 of this year. The situation has now become so urgent that we have a request before the Congress for authority to utilize private vocational schools and any other facilities that might be used in the training of needed workers.

The Civilian Conservation Corps projects are now devoted entirely to construction work at military reservations and protection and development of natural resources. The importance, both of the work accomplished and the training in the essential construction, road building, bridge building, ditching, fencing, and reclamation work in expanding the military establishment would appear manifest. Likewise, the protection of forests is an essential function, as are flood-control measures.

Some 90 percent of the Civilian Conservation Corps boys are below draft age. On enrollment, many are in poor physical condition, they are untrained, and of no immediate use to the Army or to industry. In a few months, as a result of regular hours, proper diet, wholesome work, and incidental treatment, the enrollee is in first-class physical

condition, has excellent work habits, and is trained to intelligent discipline. Many have also acquired important skills. Those with practically no education are in the limited educational program of the corps and many are thus raised above the fourth-grade level required by the Army.

The demand for the Civilian Conservation Corps enrollee who has thus acquired training and general fitness is such that it is now the unusual case that one stays beyond his initial enlistment period. He has had camp experience and organizational training that prepares him peculiarly for the Army. It does not take long for a Civilian Conservation Corps graduate to learn to soldier. His training also fits him for many fields of essential civilian war work.

Mention should be made of the criticism that has been leveled at the Civilian Conservation Corps because of storing trucks in the open. I understand that this is the practice usually followed by contractors with large fleets of trucks. I believe you will find also that the same practice prevails in the Army. Likewise, today in various parts of the country, dealers are storing new automobiles and trucks in open fields pending authority from the local rationing boards to sell.

In connection with open storage of Corps equipment, I have been advised by the Director that caretakers are employed at such points and all reasonable precautions taken to care for such equipment.

While on this subject, I would like to call your attention to the act of December 23, 1941, which placed in the Director of the Bureau of the Budget the authority to direct the transfer of equipment surplus to the needs of the Civilian Conservation Corps. Small amounts of equipment were transferred under his direction prior to March 18, 1942, on which date he directed that all equipment, buildings, tools, and so forth, surplus to the needs of the corps, be transferred to the War Department. Every effort is being made to expedite such transfers.

The foregoing is a terse factual statement of the work of the Civilian Conservation Corps and the work of the National Youth Administration. The question which confronts your committee is whether this is essential work, whether its continuance is justified as part of the war program.

In this connection I have here a letter from the President expressing his views on the matter at hand. I should like with your permission, Mr. Chairman, to read this letter and have it inserted in the record at this point.

The CHAIRMAN. We will be glad to have it, Governor.

Mr. McNUTT. It is dated March 18, 1942. [Reading:]

MY DEAR MR. ADMINISTRATOR: I have your memorandum of March 18 wherein you refer to the request of the chairman of the Senate Committee on Education and Labor that you appear before that committee to testify on S. 2295, "A bill to provide for the termination of the National Youth Administration and the Civilian Conservation Corps."

You state that it would be desirable to have my views regarding this proposed legislation to place before the committee. In this connection, I wish to call your attention to our conversations on other proposed legislation affecting the youth agencies. My opinion as expressed in those conversations has not changed.

I feel that the youth agencies have a definite place in the all-out war effort. The 1943 program of the National Youth Administration to train approximately 600,000 youth for war industries and for other essential work will be a definite and necessary contribution to our expanding labor requirements. The Civilian Conservation Corps work on Army reservations is needed to prepare those reserva-

tions for full utilization. Likewise, the remaining projects of the Corps which are now limited to those essential to the various phases of our war effort and so located so as to provide protective services in vital areas should not be discontinued at this time.

It is unfortunate that it is not generally known that the employment of these youth in some cases releases soldiers for active duty and in others involves tasks which would require the employment of adult civilians. I also feel that it should be made clear to all our citizens that by far the greater number of those on the rolls are of premilitary age and that the training which they receive is preparing them for such service as they may be called upon to perform when they become of military age.

In view of the above, I cannot agree with those who take the position that these agencies should be terminated, and accordingly, you are advised that S. 2295 does not meet with my approval.

Very sincerely yours,

FRANKLIN D. ROOSEVELT.

Might I state in conclusion that we who are responsible to the Congress and to the public for the operation of the Civilian Conservation Corps and the National Youth Administration long before, and especially since Pearl Harbor, have continuously applied to these programs the principles underlying your inquiry today.

We have sought to eliminate activities under the programs which, though desirable, are not an essential part of an all-out war effort. We have conferred with and followed the advice of those we felt to be competent to advise as to what training, what projects were most essential in the prosecution of the war.

It has been most gratifying to us that the President has evaluated the contributions of these programs as essential in the prosecution of the war. We will continue our effort to perfect these programs to this end.

The National Youth Administrator and the Director of the Civilian Conservation Corps are here to answer any questions the Committee wishes to put to them.

The CHAIRMAN. Are there any questions?

Senator MCKELLAR. I doubt if you have the information with you, but I would like for you to put in the record the location of the 1,670 shops that you spoke.

Mr. McNUTT. I shall be glad to do that. Necessarily I haven't that detailed information with me, Senator.

Number of shop units, by region and State, youth work defense program, January 1948 :

FEDERAL SECURITY AGENCY, NATIONAL YOUTH ADMINISTRATION

Region and State	Number of shop units													
	Total	Machine shop	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Automotive	Aviation	Pattern-making	Joinery	Other wood-working	Power sewing
Grand total.....	1,670	865	328	307	38	101	97	44	163	27	43	30	67	66
Region I, total.....	162	48	34	28	3	8	10	3	10	2	3	2	1	10
Connecticut.....	15	6	5	2										3
Maine.....	10	4	1		1		2			1	1			
Massachusetts.....	36	13	7	9	1		2		1		1	1		1
New Hampshire.....	8	3	1	1			1		1					1
New York City and Long Island.....	18	3	3	3		1	1	3	2			1		1
New York (excluding New York City and Long Island).....	62	12	17	13	1	7	2		4	1				5
Rhode Island.....	7	5					1		1					
Vermont.....	6	2					1		1		1		1	
Region II, total.....	732	178	135	142	14	30	41	29	62	16	26	6	29	24
Delaware.....	5	1	1											
District of Columbia.....	4	1	1	1			2						1	
Illinois.....	100	24	22	20	1	7	2	3	1		4	1	3	3
Indiana.....	46	12	10	4	1				5	1		2	1	3
Kentucky.....	39	6	8	7	2	1	3		4		5		2	1
Maryland.....	22	5	5	5		4		1	1			0	1	1
Michigan.....	121	35	11	26	1		4	2	14	1	2		11	1
New Jersey.....	35	10	5	5	1	13	2	3	3		1	1	1	3
Ohio.....	62	12	13	12			11	1	9	1	2		1	
Pennsylvania.....	101	23	24	18	1	4	5	1	6	2	3		7	4
West Virginia.....	24	4	4	5	1		2	1	3	1	1		1	1
Wisconsin.....	173	45	31	39	6		3	18	12	10	5	2		2
Region III, total.....	404	71	84	69	7	34	22	6	52	5	5	16	18	16
Alabama.....	28	4	6	3	1	1	1	2	6			1		3
Arkansas.....	30	8	9	2			1		4				5	1
Florida.....	33	4	5	4		1	4		6	1		3		1
Georgia.....	61	10	11	11	1	10	4	1	6		1	1	4	1

Louisiana.....	86	7	5	7		9			5		1	1		1
Mississippi.....	23	4	3	4	1		2	3	3		1			2
North Carolina.....	41	10	8	9		5	3		4			4	1	2
South Carolina.....	9	3	1	1					1				1	1
Tennessee.....	32	3	12	7	1	3	1		2	1			1	1
Texas.....	91	16	21	19	3	4	5	1	12	2	2			1
Virginia.....	20	2	3	2		1	1		3	1		1		3
Region IV, total.....	258	46	50	55	6	20	13	3	35	3	6	4	4	9
Colorado.....	10	2	1	1	1		1	1	2		1			
Iowa.....	49	7	12	13		6			8		1			
Kansas.....	31	4	4	4	1	4	1		4				3	
Minnesota.....	29	5	5	5		5	3		1	1				
Missouri.....	31	9	7	8		2	1		1					
Montana.....	10	2	2	2		1	1	1	1					
Nebraska.....	15	3	5	1	1		2		1					
New Mexico.....	9	1	2	3		1			1		1			
North Dakota.....	9	3		3			1		2					
Oklahoma.....	54	7	10	12	3	1	2	1	12		2		4	
South Dakota.....	5	1		1			1		2					
Wyoming.....	6	2	2	2										
Region V, total.....	103	21	25	11	3	7	10	2	3	1	3	2	4	7
Arizona.....	4	1	1	1					1					
California.....	31	4	12				2			1	1	2	5	4
Idaho.....	23	6	4	3	2		2	2	1		2		1	
Nevada.....														
Oregon.....	11	4	1			1	2		1				1	1
Utah.....	13	4	2	3		1	2		1				1	1
Washington.....	21	2	5	4	1	5	2						1	1
Territories, total.....	11	1		2		2	1	1	1				3	
Puerto Rico.....	11	1		2		2	1	1	1				3	

Source: Statistics Section, Division of Finance and Statistics, Apr. 3, 1942.

Number of shop units by location and type, youth work defense program, January 1948

STATE OF ALABAMA

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and black-smith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
State total.....	28	4	6	8	1	1	1	2	6			1		8
1. Birmingham, 1814 2d Ave. North; 941-61-724.....	1													1
2. Birmingham, 2901 86th Ave. North; 941-01-726.....	8	1	1	1	1	1	1	1	1					
3. Huntsville, Madison County; 941-61-862.....	1													1
4. Mobile, Mobile County; 941-61-829.....	5	1	1	1					1			1		
5. Russellville, Franklin County; 941-61-889.....	1								1					
6. Atmore, Escambia County; 961-61-793.....	1													1
7. Gadsden, Etowah County; 961-61-769.....	5	1	1	1				1	1					
8. Dentsville, Elmore County; 961-61-812.....	2		1						1					
9. University, Tuscaloosa County; 961-61-878.....	2	1	1											
10. Fayette, Fayette County; 941-61-801-2.....	2		1						1					

STATE OF ARIZONA

State total.....	4	1	1	1					1					
1. Phoenix and Tempe; 941-02-195 and 961-02-193.....	4	1	1	1					1					

STATE OF ARKANSAS

1. State total.....	30	8	9	2			1		4				5	1
1. Camden, 109 1/2 Jackson St; 941-63-804-2.....	1						1							
2. Clarksville, Jackson County; 941-63-851-4 and 941-63-811-4.....	2		1						1					

3. Dumas, Desha County; 941-63-831-2.....	1	1												
4. El Dorado, Union County, Nash Field; 941-63-805-2.....	1	1												
5. Fayetteville, Washington County; 941-63-808-4 and 941-63-854-4.....	2		1									1		
6. Fort Smith, Sebastian County; 941-63-913-4 and 941-63-853-4.....	3	1	1									1		
7. Harrison, Boone County; 941-63-914-4.....	1	1												
8. Little Rock, Fair Park; 941-63-942-3.....	5	1	1	1					1				1	
9. Magnolia, Agricultural and Mechanical College; 941-63-807-2.....	1		1											
10. Mansfield, Sebastian County; 941-63-812-4.....	1												1	
11. Marriton, Conway County; 941-63-862-3.....	1	1												
12. Newport, Jackson County; 941-63-848-1.....	1							1						
13. Paragoved, Greene County; 941-63-956-1.....	2	1		1										
14. Pine Bluff, Jefferson County; 941-63-839-3 and 941-63-863-3.....	2		1										1	
15. Russellville, Pope County; 941-63-810-4.....	1		1											
16. Searey, White County; 941-63-813-1.....	2	1	1											
17. Smackoner, Union County; 941-63-850-2.....	1							1						
18. Batesville, Independence County, Bates St.; 941-63-966-1.....	1													1
19. Forrest City, Forrest City High School; 941-63-907-1.....	1		1											

STATE OF CALIFORNIA

State total.....	31	4	12			2		1	1	2	5	4
1. Bakersfield, 2735 O St.; 941-03-1356-9.....	1									1		
2. Compton, Compton Junior College; 941-03-1190-3.....	1		1									
3. Fresno, 1921 North Calaverast St.; 941-03-1156-9.....	1		1									
4. Los Angeles, 639 Antonia Ave.; 941-03-1195-3 and 1186-3, also 941-03-1188-3 and 1307-3.....	4	1				1					1	1
5. Los Angeles, 908 North Avila St.; 941-03-1188-3.....	1		1									
6. Oakland, 2090 Broadway; 941-03-1175-8.....	1											1
7. Pomona, Holt and San Antonio; 941-03-1191-3.....	1	1										
8. Sacramento, State Fairgrounds; 941-03-1370-7.....	1		1									
9. San Diego, 1902 Kettner Blvd.; 941-03-1180-1.....	1											1

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF CALIFORNIA—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
10. San Diego, 1344 National Ave.; 941-03-1179-1 and 1279-1, also 961-03-1338 and 1314-7	2		1										1	
11. San Francisco, 1380 Mission St.; 941-03-1379-6	1													1
12. Santa Ana, 415 East 4th St.; 941-03-1179-2	1		1											
13. Santa Rosa, Santa Rosa Junior College; 941-03-1181-6	1		1											
14. Santa Barbara, 415 East Cutlerrez St.; 941-03-1177-4 and 941-03-1303-4	2		1										1	
15. San Bernardino, 157 North E St.; 941-03-1176-2 and 941-03-1354-2	2		1										1	
16. Stockton, 625 East Market St.; 941-03-118707	1		1											
17. Visalia, 523 North Budge St.; 941-03-1184-9	1		1											
18. Wilmington, 636 Quay St.; 941-03-1269-3	3	1									1	1		
19. San Luis, California Polytechnic School; 961-03-1172-4	3	1	1					1						
20. North Sacramento, Grand Ave.; San Diego and 2865 Belt St.; 961-03-1314-7 and 1338-1	1									1				
21. Sacramento, State Fairgrounds; 941-1367-7	1												1	

STATE OF COLORADO

State total	10	2	1	1	1	1	1	1	2	1			
1. Colorado Springs, El Paso; 941-84-300	4		1	1			1	1					
2. Alamosa, Waverly Community Center; 941-84-330	1								1				
3. Denver, 1400 Delgang St.; 941-84-302	3	1			1					1			
4. Trinidad, National Youth Administration machine shop and garage; 941-84-301	2	1							1				

STATE OF CONNECTICUT

Total number of units.....	15	6	5	2																
1. Burlington, Nepaug Village; 941-15-347-3	2	1	1																	
2. Hartford, Brainard Field and Wangreen Lodge; 941-15-344-3	2	1	1																	
3. New Haven, 297 Orange St.; 941-15-343-1	4	1	1	1																
4. Norwich, Green Ave. and Falls Ave.; 941-15-352-4	2	1	1																	
5. Stamford, Wall St.; 941-15-350-2	3	1		1																
6. Waterbury, 439 West Main St.; 941-15-349-1	2	1	1																	

STATE OF DELAWARE

State total.....	5	1	1					2												
1. Dover, Pear St.; 941-24-D-3	1		1																	
2. Dover, Lockerman St.; 941-24-D-5	1							1												
3. Wilmington, French St.; 941-24-D-1	3	1						1												

DISTRICT OF COLUMBIA¹

Total.....	4	1	1	1																
1. Washington, D. C., 1327 S St., NW.; 941-26-54	4	1	1	1																

STATE OF FLORIDA

State total.....	33	4	5	4		1	4		6	1				8						
1. Coral Gables, 4300 Ponce de Leon Blvd.; 941-35-519	3						1		1					1						
2. Daytona Beach, Volusia County; 941-35-537	1		1																	
3. Eglin Field, Walton County; 941-35-516	5	1	1	1					1					1						
4. Jacksonville, 703 East Ashley St.; 941-35-585	3	1							1											
5. Lake City, 101 West Jefferson St.; 941-35-578	1								1											

¹ Not reported until Mar. 24, 1942, therefore not included in previous summaries of January 1942 production activity data.

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF FLORIDA—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Automotive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
6. Marianna, Jackson County; 941-35-611	1											1		
7. Orlando, 1330 West Washington St.; 941-35-584	2								1			1		
8. Panama City, 437 2d St.; 941-35-614	1											1		
9. Pensacola, Jefferson St. Wharf; 941-35-609	2						1					1		
10. Tallahassee, 530 West Madison St.; 941-35-615	1								1					
11. Ocala, Camp Roosevelt; 961-35-549	3		1	1						1				
12. Pensacola, Municipal Airport; 961-35-563	3	1	1	1										
13. Tampa, Camp De Sota; 961-35-548 and 941-35-579	7	1	1	1		1	1		1			1		

STATE OF GEORGIA

State total	61	10	11	11	1	10	4	1	6		1	1	4	1
1. Atlanta, 291 Ivy St. NE.; 941-34-566	1													1
2. Augusta, Milledge Rd.; 961-34-558	5	1	1	1		1			1					
3. Fayetteville, Fayette County; 941-34-595	4	1	1	1										
4. Waycross, Ware Junior High School Bldg.; 941-34-563	5	1	1	1		1							1	
5. Brunswick, Blythe Island; 961-34-556	4	1	1	1								1		
6. Clarkesville, Habersham resident project; 961-34-561	6	1	1	1		1	1		1					
7. College Park, Chapman Springs resident project; 961-34-564	8	1	1	1	1	1	1		1		1			
8. Carrollton, West Georgia College; 961-34-560	4	1	1	1		1								
9. Jesup, Wayne County; 961-34-701	4		1	1		1			1					
10. Madison, Morgan County; 961-34-559	1													1
11. Savannah, Old Fairground, State Route No. 4; 961-34-698	6	1	1	1		1			1					1
12. Toccoa Falls, Toccoa Falls Institute; 961-34-562	5	1	1	1		1	1							1
13. Marietta, Roswell Rd.; 961-34-718	8	1	1	1		1	1	1	1					1

STATE OF IDAHO

State total.....	23	6	4	3	2	2	2	1	2	1
1. Boise, 1200 Bellevue Ave.; 941-92-376 and 377, also 961-92-405.....	3	1	1				1			
2. Idaho Falls, Meterotto Machine Shop; 942-92-401.....	1	1								
3. Twin Falls, Krenzel Machine Shop; 941-92-369.....	1	1								
4. Nampa, Nampa High School; 941-92-374 and 375.....	2	1		1						
5. Rocatello, U. S. I. B.; 961-92-380.....	3	1	1	1	1		1	1	1	1
6. Sandpoint, J. D. P. A. Bldg.; 941-92-393.....	1	1	1							
7. Welser, Washington; 961-92-370.....	7	1	1	1	1		1	1	1	

STATE OF ILLINOIS

State total.....	100	24	22	20	1	7	2	3	4	1	4	1	3	8
1. Belleville, 95th and Carbon; 941-54-1186-7.....	6	1	1						1				1	1
2. Belleville, Scott Field No. 202; 961-54-1395-7.....	1								1					
3. Carlinville, 436 North Plum St.; 941-54-1127-7.....	3		1	1		1								
4. Chicago, 4427 South Parkway; 941-54-1382-3 and 961-54-1266-3.....	1								1					
5. Chicago, 153 West Huron St.; 941-54-1190-3.....	5	1	1	1									1	1
6. Chicago Heights, 15 West 15th St.; 941-54-1170-2.....	1													1
7. Chicago Heights, Reigle Road and 8th St.; 941-54-1158-2.....	5	1	1	1		1	1							
8. DuQuoin, 2 South Chestnut St.; 941-54-1485-7.....	3		1	1							1			
9. East St. Louis, 1818 East Broadway; 941-54-1222-7.....	4	1	1	1		1								
10. East St. Louis, 8 North 17th St.; 941-54-1130-7.....	1													1
11. Fairfield, 523-525 West Main St.; 941-54-1142-8.....	2	1												1
12. Galesburg, 46 Public Square.....	1								1					
13. Galesburg, 41 North Kellogg St.; 941-54-1443-10.....	3	1	1	1										
14. Grafton, Pere Marquette Park, R. W. O.; 961-54-1150-7 and 941-54-1350-7.....	3		1	1								1		

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF ILLINOIS—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
15. Jacksonville, Morgan County; 941-54-1481-6	2	1		1										
16. Johnson City, 106 East Broadway; 941-54-1123-5	1													1
17. Joliet, 151 East Cass St.; 941-54-1166-2 and 941-54-1390-2	4	1	1	1										1
18. Kenawee, 109 East 2d St.; 941-54-1457-10	1							1						
19. Litchfield, City Park; 961-54-1154-7 and 941-54-1357-7	2		1					1						
20. Marlon, Hangar Bldg.; 941-54-1165-5	3	1	1	1										
21. Maywood, 1st Ave. and Madison; 941-54-1174-2	1	1												
22. Metropolis, Fort Massac resident center; 961-54-1162-5 and 941-54-1334-5	1	1	1	1										
23. Mount Vernon, resident center; 961-54-1147-8	4	1		1			1						1	
24. Normal, ISNS, heating plant; 941-54-1360-4	3	1	1	1										
25. Oblong, City Park; 961-54-1151-8 and 941-54-1410-8	3	1	1	1										
26. Oblong, 511 East Main St.; 941-54-1374-8	2	1									1			
27. Peru, 801 Brunner St.; 941-54-1441-1	3	1			1						1			
28. Quincy, 330 South 6th St.; 941-54-1138-6	4	1	1	1		1								
29. Rantoul Champaign Co.; 961-54-1492-4	4		1	1		1		1						
30. Rockford, 319 South Madison St.; 941-54-1139-1 and 961-54-1343-1	3	1	1	1										
31. Savanna, Proving Grounds; 961-54-1387-1	1										1			
32. Savanna, 106-108 Main St.; 961-54-1387-1	3	1	1	1										
33. Springfield, resident center; 961-54-1155-6	3	1	1	1								1		
34. Springfield, 227 East Adams St.; 941-54-1135-6	4	1	1	1		1								
35. Spring Valley, Hall Vocational Bldg.; 941-54-1433-10	3	1	1	1										
36. Sycamore, 718 Somonauk St.; 961-54-1205-1	2	1												1

37. Vandalla, 329 South 3d St.; 941-54-1440-8.	1	1											
38. West Frankfort, 903 East St. Louis St.; 941-54-1497-5.	1		1										

STATE OF INDIANA

State total	40	12	10	4	1		4		5		5	2	1	2
1. Evansville, Buchanan Rd.; 941-1026-6	6	1	1	1			1		1		1			
2. Fort Wayne, Calhoun St.; 941-1012-2	3	1	1	1										
3. Gary, 9th St.; 941-1014-1	4	1	1		1				1					
4. Indianapolis, North Capitol St.; 941-1015-4	5	1	1				1		1		1			
5. Indianapolis, Keystone Ave.; 941-1011-4	1	1												
6. Hammond, Gastlin St.; 941-1013-7	1													1
7. Jeffersonville, Franklin Square; 941-1013-7	3	1	1	1										
8. Jeffersonville, Warder Park; 941-1018-7	1													1
9. Muncie, 13th and Franklin; 941-1020-2	3	1	1	1										
10. Sullivan, North Section St.; 941-1022-5	2	1	1											
11. Terre Haute, North 6th St.; 941-1023-5	4	1	1							1		1		
12. Washington, SE, 4th St. and Baltimore & Ohio R. R.; 941-1021-6	1	1												
13. Anderson, West 22d St.; 981-1010-2	6	1	1				1		1		1		1	
14. South Bend, Rural Route No. 4, Box 9; 961-1023-1	6	1	1				1		1		1	1		

STATE OF IOWA

State total	40	7	12	18		6		8		1				2
1. Burlington, 72 West Jefferson St.; 941-72-631	8		1	1				1						
2. Centerville, Appanoose County; 941-72-835	2		1	1										
3. Charlton, First Army; 941-72-643	3	1	1	1										
4. Clinton, 1307 Roosevelt St.; 941-72-629 and 961-72-701	5	1	1	1		1		1						
5. Council Bluffs, Centennial Grounds; 941-72-647	5	1	1	1		1		1						
6. Des Moines, 530 SW. 3d St.; 941-72-649	4	1	1	1		1								
7. Des Moines, 122 Walnut St.; 941-72-648	1			1						1				
8. Des Moines, 705 4th St.; 941-72-716	1							1						
9. Des Moines, 1617 Crocker St.; 941-72-739	1													1
10. Fort Dodge, Webster; 941-72-639	5	1	1	1		1		1						

1 Project located within Savanna Ordnance Depot; record of equipment will not be made available.

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF IOWA—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
11. Dubuque, Fulton School Annex; 941-72-640	2		1	1										
12. Harlan, 4th and Victoria Sts.; 941-72-645	3	1		1		1								
13. Ottumwa, National Youth Administration Camp, R. F. D. No. 6; 941-72-836	2		1	1					1					
14. Sioux City, 513 Plymouth St.; 941-72-833	2		1	1										
15. Waterloo, 1419 East 4th St.; 941-72-844 and 740	4		1	1					1					1
16. Millford; 961-72-852	6	1	1	1		1			1					

STATE OF KANSAS

State total	81	4	4	4	1	4	1		4	1			8	
1. Chanute, 17 South Evergreen; 941-82-549	1												1	
2. Emporia, 20½ East 5th Ave.; 941-82-660	1												1	
3. Kansas City, 1620 Central Ave.; 941-82-602 and 654	6	1	1	1		1			1				1	
4. Pittsburg, 610-614 East 7th St.; 941-82-654	2								1				1	
5. Topeka, 820 Harrison St.; 941-82-678	1												1	
6. Wichita, 223 West 3d St.; 941-82-626	2		1										1	
7. Eskridge, Lake Wahaunsee; 961-82-608 and 672	6	1		1	1	1			1				1	
8. Hutchinson, 16th and Plum; 961-82-601 and 648	6	1	1	1		1			1				1	
9. Topeka, 820 Harrison St.; 961-82-605	6	1	1	1		1	1							
10. Topeka, Phillip Billard Airport; 961-82-697	1									1				

STATE OF KENTUCKY

State total.....	139	16	18	17	2	1	3	1	4	3	2	2
1. Ashland, 41st and Winchester Ave.; 941-778 (43)	6	1	1	1	1		1			1		
2. Bowling Green, Russellville Rd.; 941-43-849. (Youth, assigned to 961-882 College Heights, works here)	3	1	1	1								
3. Covington, 12th and Russell Sts.; 941-43-779	7	1	1	1	1		1			1		1
4. London, Hill St.; 941-43-782	1		1									
5. Louisville, East Lee St.; 941-43-781	3	1	1	1								
6. Louisville, East Walnut St.; 941-43-838	1											1
7. Mayfield, 7th and James Sts.; 941-780 (43)	3	1	1			1						
8. Paducah, North 13th St.; 941-43-861	1								1			
9. Providence, East Maine and Montgomery; 941-43-888	3		1	1						1		
10. Richmond, Lake Reba; 961-43-784	3	1	1	1								
11. Carrollton, 11th St.; 961-43-826	3						1		1		1	
12. Williamsburg, Jellico Pike; 941-43-826	1								1			
13. Fort Knox, 961-43-937	4			1				1	1		1	

STATE OF LOUISIANA

State total.....	36	7	5	7	9	5	1	1	1
1. Franklinton, Washington County; 941-61-527	3	1		1	1				
2. Jennings, Sherman & Granger; 941-61-526	3	1		1	1				
3. Sulphur, Huntington and Burton Sts.; 941-61-522	3	1		1	1				
4. Lafayette, 1029 Oak Ave.; 941-61-400	4	1	1		1	1			
5. New Orleans, 611 Baroune St.; 941-61-486	1								1
6. Rineville, Sanders and Huddle Sts.; 941-61-463	5	1	1	1	1	1			
7. Shreveport, 945 Hope St.; 941-61-521	3	1		1	1				
8. Hammond, 121 South Cypress St.; 961-61-458	3		1		1		1		
9. Monroes, Old Country Club; 961-61-459	3		1		1		1		
10. New Orleans, 2229 Rosseau St.; 961-61-461	1					1			
11. New Orleans, 509-12 Rocheblone St.; 961-61-461	3			1			1	1	
12. New Orleans, 506-7 North Dorgenois St.; 961-61-461	4	1	1	1	1				

¹ Differs from 513 summary by 3 units because of duplication of units where youth assigned to Machine Shop, Sheet Metal, and Welding units at 961-882, College Heights, Bowling Green, use equipment located at Russellville Road, Bowling Green.

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF MAINE

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
Total	10	4	1		1		2			1	1			
1. Bangor, Cottage St. School; 941-11-27.....	1						1							
2. Dexter, Penabsco Co.; 961-11-5.....	3	1			1						1			
3. Lewiston, 69 Park St.; 941-11-18.....	1													
4. Rumford, Canal St.; 941-11-10.....	1	1												
5. Quoddy Village; 961-11-4.....	4	1	1				1			1				

STATE OF MARYLAND

State total.....	22	5	5	5		4			1				1	1
1. Baltimore City, Commerce St.; 941-25-306 and 961-338. (Reisterstown, uses same equipment).....	5	1	1	1		1								1
2. Cumberland, Allegany County; 941-25-303.....	3	1	1	1										
3. Hagerstown, Weller's Alley; 941-25-305.....	4	1	1	1		1								
4. Lonaconing, Evans Cutting Shop; 941-25-304 and 334.....	5	1	1	1		1							1	
5. Lonaconing, Community Center; 941-25-331.....	1								1					
6. Beltsville, Prince Georges County; 961-25-356.....	4	1	1	1		1								

STATE OF MASSACHUSETTS

State total.....	36	13	7	9	1		2		1		1	1		1
1. Beverly, Essex County; 941-14-650-1.....	1		1											
2. Boston, 716 Columbus Ave.; 941-14-580-2 941-14-579-2.....	2	1												1

3. Boston, 175 Ipswick St., 941-14-624-2	1								1										
4. Charlestown, 6 Spice St., 941-14-578-2	5	1	1	1	1														1
5. Chicopee, Hampden; 941-14-575-6	2	1																	1
6. Fall River, Bristol County; 941-14-583-4	3	1	1	1															
7. Holyoke, Cherry St. and Summer St.; 941-14-646-6 and 941-14-676-6	2	1		1															
8. Lawrence, Union and Canal St.; 941-14-572-1	1	1																	
9. Lynn, 17 Steward St.; 941-14-570-1	1	1																	
10. New Bedford, Bristol County; 941-14-584-4	4	1	1	1					1										
11. No. Quincy, 94 Densmore St.; 941-14-586-3	1																		1
12. Quincy, 106 Washington St.; 941-14-509-3	1	1																	
13. Roxbury, 67 Quincy St.; 941-14-577-2	1								1										
14. Salem, 21 Endicott St.; 941-14-572-1	2	1																	
15. Spencer, Thoppson Rd.; 951-14-682-5	3	1	1	1															
16. Springfield central and Spruce Sts.; 941-14-567-6	3	1	1	1															
17. Worcester, 1 Assonet St.; 941-14-581-5	3	1	1	1															

STATE OF MICHIGAN

State total	121	35	11	26	1	18	4	2	14	1	2		11	1
1. Adrian, Lanawee County Garage; 941-858 (51)	2	1		1										
2. Battle Creek, Shepard St.; 941 (51) 831	1												1	
3. Bay City, Central High School; 941 (51) 795	1	1												
4. Boyne City, S. Lake St.; 941 (51) 814	3	1		1										
5. Bronson, Buchanan St.; 941 (51) 849	2	1		1										
6. Crystal Falls, Iron County Garage; 941 (51) 839	4	1		1										
7. Detroit, State Fairgrounds; 941 (51) 781	1												1	
8. Detroit, French Rd.; 941 (51) 857	3		1	1									1	
9. Detroit, Southfield Rd.; 941 (51) 858	6	1	1	1			1		1					
10. Detroit, West Lafayette St.; 941 (51) 856	3	1	1	1										
11. Detroit, U. S. Coast Guard; 941 (51) 869	1	1												
12. Escanaba North 8th St.; 941 (51) 838	4	1		1			1		1					
13. Flint West Court St.; 941 (51) 827	1	1												
14. Flint, South Dort Highway; 941 (51) 879	1							1						
15. Flint, East Stewart Ave.; 941 (51) 941-651	2				1						1			
16. Grand Rapids, Burton, SW.; 941 (51) 854	1								1					
17. Grand Rapids, Commerce Ave. SW.; 941-51-646 and 941-51-648	2												1	1

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF MICHIGAN—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
18. Iron Mountain, Prospect Ave.; 941-51-664.....	3	1	1	1										
19. Jackson, Armory Court; 941-51-659.....	4	1	1	1									1	
20. Kalamazoo, Jackson St.; 941-51-647.....	3	1	1	1										
21. Lansing, East Shiawassee St.; 941-51-829.....	1						1							
22. L'Amse County Garage; 951-51-842.....	4	1		1		1			1					
23. Lauriam, Heda and 4th Sts.; 941-51-828.....	2	1											1	
24. Manistee, 1st St.; 951-51-876.....	4	1	1	1		1								
25. Marquette, Hampton St.; 941-51-836.....	1												1	
26. Menominee, Martha Ave. and Frederick St.; 941-51-859.....	4	1		1		1			1					
27. Mesick, Guthrie Shop; 941-51-975.....	2	1		1										
28. Muskegon, 9th St.; 941-51-862.....	1			1									1	
29. Mt. Clemons, Solbridge Field; 911-51-834.....	1								1					
30. Mt. Pleasant, Oak and High Sts.; 941-51-782.....	1	1												
31. Norway, City Garage; 941-51-841.....	4	1		1		1			1					
32. Ontonagon, County Garage; 941-51-840.....	4	1		1		1			1					
33. Royal Oak, Old Starr School; 941-51-794.....	1										1			
34. Standish, Forest and Beaver Sts.; 941-51-837.....	1	1												
35. St. Johns, Walker St.; 941-51-855.....	1	1												
36. Sault Ste. Marie, 126 Ridge St.; 941-51-835.....	1												1	
37. Traverse City, West Front St.; 901-51-887.....	3	1		1		1								
38. Van Dyke, Lincoln High School; 941-51-847.....	1	1												
39. Cassady Lake, Chelsea; 961-51-655.....	5	1	1	1			1			1				
40. Houghton, College Ave.; 961-51-653.....	5	1	1	1									1	
41. Ironwood, Hillcrest Station; 961-51-652.....	6	1	1	1			1		1				1	
42. Petosky, Howard St.; 941-51-806.....	2			1		1								
43. Howell, county highway garage; 941-51-846.....	1	1												
44. Alma, State highway garage; 951-51-889.....	1								1					
45. Ann Arbor, University of Michigan; 941-51-893.....	1	1												

46. Ray City, South Water St.; 941-61-804...	3			1		1			1				
47. Charlotte, county highway garage; 941-61-845	1	1											
48. Flint, East Kearsley St.; 941-61-897	1	1											
49. Grand Haven, Grand Haven High School; 941-61-885	2	1		1									
50. Monroe, Monroe High School; 941-61-891	1								1				
51. Saginaw, 801 North 20th St.; 941-61-890	3	1	1	1									
52. Sandusky, Steele St.; 941-61-860	4	1		1		1			1				

STATE OF MINNESOTA

State total.....	29	5	5	5	1	5	3		1	3	1		3
1. Duluth, 4832 Grand Ave.; 941-71-1038	5	1	1	1	1		1						
2. St. Paul, 10th and Sibley Sts.; 941-71-1001	7	1	1	1		1				1	1		1
3. Minneapolis, 19 2nd St. S.E.; 941-71-1110	1									1			
4. Minneapolis, 15 University Ave. S.E.; 941-71-1044	2									1			1
5. Winona, 3d and Hillert Sts.; 941-71-1037	4	1	1	1		1							
6. Glenwood, Pope County; 961-71-1003	5	1	1	1		1	1						
7. Shakopee, 1 1/2 miles east of Shakopee; 961-71-1002	5	1	1	1		1	1						

STATE OF MISSISSIPPI

Total.....	23	4	8	4	1		2		3		1		
1. Brookhaven, Lincoln County; 961-62-530	3	1	1	1									
2. Clarksdale, Coahoma County; 941-62-506-3	1								1				
3. Corinth, Alcorn County, Wick St.; 941-62-491-1	8		1		1						1		
4. Greenwood, Lepleore County, Post Office Box 695; 961-62-514-3	8	1	1	1									
5. Hattiesburg, Forrest County, Post Office Box 231; 961-62-468-2	5	1	1	1			1		1				
6. Laurel, Jones County, South 13th Ave.; 941-62-469-2	1		1										
7. McComb, Pike County; 941-62-516-4	1												
8. Senatobia, Tate County; 941-62-468-3	1		1										
9. Lupele, Lee County, 405 Clayton Ave.; 961-62-487-1	5	1	1	1			1		1				

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF MISSOURI

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Automotive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
State total.....	31	9	7	8		2	1		1					3
1. Bonne Terre, 694 Benham St.; 941-55-1131.....	3	1	1	1										
2. Jefferson City, 911 Dunklin; 941-55-1138.....	2	1		1										
3. Joplin, 18th and Connor; 941-55-1259.....	1	1												
4. Joplin, 531 Virginia; 941-55-1133 and 1264.....	2						1							1
5. Kansas City, 1921 Broadway; 941-55-1135.....	3	1	1						1					
6. Louisiana, 121 North 4th St.; 941-55-1137.....	3	1		1		1								
7. St. Joseph, 801 South 9th St.; 941-55-1132.....	3	1	1	1										
8. Springfield, 600 West Chase St.; 941-55-1265 and 1134.....	4	1	1	1										1
9. St. Louis, 4316 St. Ferdinand Ave.; 941-55-1136.....	2		1	1										
10. St. Louis, 3630 Marine Ave.; 941-55-1130.....	5	1	1	1		1								1
11. Fulton, Callaway; 961-55-1269.....	3	1	1	1										

STATE OF MONTANA

State total.....	10	2	2	2		1	1	1	1					
1. Great Falls, 8th Ave. North, and 9th Sts.; 941-91-266.....	4	1	1	1		1								
2. Helena.....	6	1	1	1			1	1	1					

STATE OF NEBRASKA

State total.....	15	3	5	1	1		2		1					2
1. Kearney, Buffalo.....	2	1	1											
2. Bellevue, Old Bellevue College; 961-81-967.....	3		1				1		1					
3. Lincoln, 2241 Y St.; 941-81-962.....	8	1	1		1									

4. Omaha, 30th and Burt St.; 941-81-959.....	3	1	1	1										
5. Hastings, 511 West 3d St.; 941-81-960.....	2		1				1							
6. Omaha, 716 South 15th St.; 941-81-960.....	1													1
7. Lincoln, 1429 M St.; 941-81-961.....	1													1

STATE OF NEW HAMPSHIRE

State total.....	8	3	1	1			1		1					1
1. Berlin, Willow St.; 941-13-114.....	1	1												
2. Berlin, City Garage; 941-13-114.....	1			1										
3. Concord, Eastside Drive; 941-13-117.....	3	1					1		1					
4. Manchester, No. 4 Stark Mills, Canal St.; 941-13-118.....	3	1	1											1

STATE OF NEW JERSEY

State total.....	35	10	5	5	1	1	2	2	3		1	1	1	3
1. Elizabeth, Broadway; 941-22-476.....	2	1	1											
2. Jersey City, Ferry St.; 941-22-469.....	1	1												
3. Jersey City, Florence and Bright St.; 941-22-575-9.....	1		1											
4. Keansburg, Carr Ave.; 941-22-463.....	1	1												
5. Newark, 54 First St.; 941-22-565-7.....	1								1					
6. Newark, Central Ave.; 941-22-468 and 475.....	2		1											1
7. Newark, Runyon St.; 941-22-473.....	3	1		1		1								
8. Petterson, 71 Warren St.; 941-22-465, 474, and 586.....	5	1	1	1					1					1
9. Phillipsburg, Shefer Ave.; 941-22-478.....	1	1												
10. Trenton, 3d St.; 941-22-464 and 466.....	2	1									1			
11. Trenton, Warren St.; 941-22-471.....	1													1
12. Union City, 17th St.; 941-22-467.....	2	1		1										
13. North Haledon, High Mountain Rd.; 961-22-481-16.....	6	1		1	1		1	1			1			
14. Verona, Grove Ave.; 961-22-480.....	7	1	1	1			1	1	1				1	

STATE OF NEW MEXICO

State total.....	9	1	2	3		1			1		1			
1. Albuquerque, 210 West University Ave.; 941-85-641.....	5	1	1	1		1					1			
2. Clovis, Municipal Airport; 941-85-647.....	1			1										
3. Las Vegas, Highlands University Campus; 941-85-648.....	2		1						1					
4. Santa Fe, Municipal Airport; 941-85-661.....	1			1										

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF NEW YORK

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
State total.....	18	8	8	8	-----	1	1	8	2	-----	-----	1	-----	1
1. Astoria, 43 Ditmars Blvd.; 941-97-107.....	6	1	1	1	-----	1	-----	1	-----	-----	-----	-----	-----	1
2. Brooklyn, 980 Atlantic Ave.; 941-97-101.....	5	1	1	1	-----	-----	-----	1	1	-----	-----	-----	-----	1
3. Flushing, Harper St. and Northern Blvd.....	1	-----	-----	-----	-----	-----	-----	-----	1	-----	-----	-----	-----	-----
4. Greenport, Fourth St.; 941-97-107.....	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----	1	-----	-----
5. New York, 145 East 32d St.; 941-97-103.....	2	-----	-----	-----	-----	-----	1	1	-----	-----	-----	-----	-----	-----
6. Oyster Bay, School St.; 941-97-104.....	3	1	1	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

STATE OF NEW YORK

State total.....	62	12	17	13	1	7	2	-----	4	1	-----	-----	-----	5
1. Albany, 63 Liberty St.; 941-21-1825-2.....	2	-----	1	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
2. Binghamton, Eldredge and Rollison Sts.; 941-21-1816-5.....	4	1	1	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	1
3. Buffalo, 828 East Ferry St.; 941-21-1813-10.....	3	1	1	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
4. Elmira, 808 Canal St.; 941-21-1909-5 and 981-21-1931-5.....	3	1	1	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
5. Glenn Falls, 36 Elm St.; 941-21-1822-1.....	4	1	1	1	-----	1	-----	-----	-----	-----	-----	-----	-----	-----
6. Harrison, Bradford and Crotona Sts.; 941-21-1922-3.....	4	1	1	1	-----	1	-----	-----	-----	-----	-----	-----	-----	-----
7. Newburgh, 358 Liberty St.; 941-21-1819-3.....	3	1	-----	1	-----	1	-----	-----	-----	-----	-----	-----	-----	-----
8. Newburg, Lakeside House, Orange Lake; 961-21-1926.....	1	-----	-----	-----	-----	-----	-----	-----	1	1	-----	-----	-----	-----
9. Niagara Falls, 904 Buffalo Ave.; 941-21-1915-7.....	2	-----	1	1	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----
10. Batavia, 9-17 Howard St.; 941-21-1951-77.....	2	-----	-----	-----	-----	-----	-----	-----	1	-----	-----	-----	-----	1
11. Haverstraw, Maple Ave.; 941-21-1933-32.....	2	-----	1	-----	-----	-----	-----	-----	1	-----	-----	-----	-----	-----
12. Poughkeepsie, Moline Work Center; 941-21-1821-3.....	3	-----	1	1	-----	1	-----	-----	-----	-----	-----	-----	-----	-----
13. Rochester, 228-30 South Union St.; 941-21-1827-9.....	5	1	1	1	-----	-----	1	-----	-----	-----	-----	-----	-----	1

14. Syracuse, 5295 Clinton St.; 941-21-1820-8.	2	1	1											1
15. Troy, 2 River St.; 941-21-1814-2.	2		1											1
16. Utica, 607 Kent St.; 941-21-1824-4.	4	1	1	1										1
17. Yonkers, 197 South Broadway; 941-21-1830-3.	3	1	1			1								
18. Watervliet, Watervliet Arsenal; 941-21-1920-2.	1								1					
19. Auburn, Cayuga; 961-21-1838-6.	6	1	1	1	1	1			1					
20. Barker, 27 Church St.; 961-21-1839-7.	3	1	1	1										
21. Lima, Livingston; 961-21-1840-5.	2		1					1						
22. Woodstock, Route 212; 961-21-1826-3.	1					1								

STATE OF NORTH CAROLINA

State total.....	41	10	3	9	5	3	4	4	1	2
1. Elizabeth City, Ehringhaus St.; 941-32-1358.	2	1		1						
2. Greensboro, 302½ South Davie; 941-32-1292	1									1
3. Greensboro, Mollanus St.; 941-32-954.	3	1		1	1					
4. Henderson, Raleigh Rd.; 941-32-1245.	1						1			
5. Kinston, Lout Hines Playground; 941-32-956.	1								1	
6. Sanford, Chatham St.; 941-32-1291.	1									1
7. Washington, 10th and Charlotte Sts; 941-32-1244.	1							1		
8. Asheville, Weaverville Rd.; 961-32-984.	5	1	1	1	1		1			
9. Charlotte, Mecklenburg County, Rural Free Delivery No. 8, Box 471; 961-32-1334	2					1	1			
10. Durham, East Club Blvd.; 961-32-988.	4	1	1	1		1				
11. Fayetteville, Teachers College; 961-32-1231.	1						1			
12. Greenville, Elm St. Extension; 961-32-985.	5	1	1	1	1				1	
13. Raleigh, State College Stations; 961-32-989.	4	1		1	1	1				
14. Wilmington, United States Highway No. 421; 961-32-987 and 941-32-958.	2	1		1						
15. New Barn, George and Geuin St.; 941-32-1247.	1								1	
16. Raleigh, State College Station; 941-32-1322.	3	1		1	1					
17. Edenton, Water St.; 941-32-1370.	1								1	
18. Elizabeth City, Coast Guard Air Base; 961-32-1382.	2	1		1						
19. Rocky Mount, Rocky Mount Resident Center; 961-32-1363.	1	1								

TERMINATION OF C. C. C. AND N. Y. A.

70422-42
1

16. Youngstown, East Wood St. 941-42-1396.	1								1					
17. Zaneville, 1600-1606 Maxahola Ave.; 941-42-1394 and 1462	2								1	1				
18. Portsmouth, Old Post Office Building; 941-42-1303.	1								1					
19. Portsmouth, Charles and Boundary Streets; 941-42-1463	1				1									
20. Carrollton, Muskogum Resident Center 961-42-1157	5	1	1	1	1				1	1				
21. Chillicothe, Mt. Logan Resident Center; 961-42-1155	5	1	1	1	1				1	1				
22. Dayton, Patterson Field, Miami Resi- dent Center; 961-42-1319	1										1			
23. Wilberforce, Box 55; 961-42-1158.	6	1	1	1	1				1	1	1	1		

STATE OF OKLAHOMA

State total	54	7	10	12	8	1	2	1	12	2	4		
1. Antlers, Pushmataka; 941-65-647-3	1								1				
2. Durant, Bryan County; 941-65-681	2				1					1			
3. Eddenville, Hughes County; 941-65- 655-4	2			1					1				
4. Oklahoma City, 29th and Grand Blvd. SW	5	1	1	1				1	1				
5. Pauls Valley, 120 North Chickasaw St. 941-65-648-5	1								1				
6. Tonkawa, 217 East Grand St.; 941-65-609	1						1						
7. Tulsa, State Fairgrounds; 941-65-544	5	1	1	1	1						1		
8. Ardmore, Armory Bldg.; 961-65-656-3	2		1	1					1				
9. Bristow, Creek County; 961-65-653-4	2		1	1									
10. Chickasha, County Fairgrounds; 961-65- 644-6	5	1	1	1	1					1			
11. Cordell, 1100 North Grand St.; 961-65- 649-7	2			1	1				1				
12. Enid, 600 East Elm St.; 961-65-651-7	4		1	1	1				1		1		
13. Muskogee, 40 and W. Okmulgee; 961- 65-633-2	4	1	1	1	1		1						
14. Muskogee, 328 South 2d St.; 961-65-652-2	4	1	1	1	1				1		1		
15. Mangum, South Oklahoma; 961-65-650-7	2		1	1	1				1				
16. Okmulgee, Okmulgee County; 961-65-693	2			1	1				1				
17. Tishomingo, Box 206; 961-65-501-4	2	1				1							
18. Waurika, Box 330; 961-65-687-6	1								1				
19. Weatherford, 123 North Broadway; 961-65-660-7	5		1	1							1		
20. Shawnee, University Station, Box 1; 961-65-703-4	3	1		1									
21. Valliant, McCurtain County; 941-65-696-3	1			1					1				

TERMINATION OF C. C. C. AND N. Y. A.

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF OREGON

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Automotive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
State total.....	11	4	1			1	2		1				1	1
1. Baker, Baker County, 9th and Place Sts., 941-94-398	1	1												
2. La Grande, Union County; High School Building; 941-94-449	1						1							
3. Portland, Multnomah County, 813 21st Ave. NW; 941-94-394	1					1								
4. Portland, 3037 2d Ave. SW; 941-94-393	1						1							
5. Portland, 813 21st Ave. NE; 941-94-407	1								1					
6. Portland, 6437 Division St. SE; 941-94-445	1											1		
7. Portland, 410 Southwest 13th St.; 941-94-395	1													1
8. Albany, Linn County, Albany College; 961-94-417	2	1	1											
9. Baker, Baker County, 12th and H Sts.; 961-94-397	1	1												
10. Eugene, National Youth Administration resident project; 961-94-415	1	1												

STATE OF PENNSYLVANIA

State total.....	101	23	24	18	1	4	8	1	6	2	3		7	4
1. Altoona, Old Post Office Building; 941-23-2563 and 941-23-2861	2	1					1							
2. Allentown, Plymouth and Congress Sts.; 941-23-2921	1		1											
3. Bethlehem, Technical High School; 941-23-2893	1	1												
4. Boynton, Somerset County, 941-23-2859	1		1											
5. Butler, Center Ave.; 941-23-2831	1			1										
6. Carbondale, Church and Russell Sts.; 941-233073	1	1												

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF PENNSYLVANIA—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Automotive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
38. Wilkes-Barre, Scott and Bowman; 941-23-2517	5	1	1	1		1	1							
39. Wilkes-Barre, Pine and Maxwell Sts.; 941-23-2571	1										1			
40. Broughton, McConkey Road and Sesqui Drive; 961-23-2512	6	1	1	1		1	1				1			
41. California, California Resident Center; 961-23-3052	2	1		1										
42. Harrisburg, 19th and Swatara Sts.; 961-23-2821	1									1				
43. Lancaster, Kiwanis Park; 961-23-3026	3	1		1					1					
44. Mauch Chunk, Broadway; 961-23-2521	4	1	1	1					1					
45. New Castle, Cunningham Park; 961-23-2821	3	1	1	1			1		1					
46. South Coatesville, Northeast Parkway and Blvd; 961-23-2516	3	1	1	1										
47. Reading, Reading Resident Center; 961-23-2851	4	1	1	1			1							
48. West Chester, Darlington Resident Center; 961-23-2983	1													
49. York, College Ave. and Oak Lane; 961-23-2514	4	1	1	1			1							

STATE OF RHODE ISLAND

State total.....	7	5					1		1					
1. Newport, 25 Church St.; 941-16-34	1	1												
2. Pawtucket, 347 Barton St.; 941-16-46	1	1												
3. Providence, 85 Pavilion Ave.; 941-16-32	1	1												
4. Providence, 200 Wickenden St.; 941-16-42	2						1		1					
5. Woonsocket, 341 South Main St.; 941-16-44	1	1												
6. Kingston, Box 58; 961-16-35	1	1												

STATE OF SOUTH CAROLINA

State total	9	3	1	1					1			1	3
1. Greenwood, 429 Rush Ave.; 961-33-612	1												1
2. Charleston, Navy Yard Box 216; 961-33-554	3	1	1	1									1
3. West Columbia, Lexington County; 961-33-523	3	1							1			1	
4. Columbia, Maxcy Gregg Park; 941-33-641	1	1											1
5. Greenwood, 429 Rush Ave.; 941-33-642	1												1

STATE OF SOUTH DAKOTA

State total	5	1		1			1		2				
1. Huron, 4th and Illinois Sts. NW.; 941-74-11	1								1				
2. Mitchell, 621 North Kittridge St.; 941-74-10	1	1											
3. Columbia, Sand Lake Res. Center; 961-74-6	3			1			1		1				

STATE OF TENNESSEE

State total	32	3	12	7	1	3	1		2	1			1	1
1. Chattanooga, Hamilton County, 41 Market St.; 941-44-784	1								1					
2. Dickson, Dickson County, One Mile West of Dickson; 941-44-562	2		1	1										
3. Dresden, Weakley County; 941-44-618	2		1	1										
4. Knoxville, Knox County, Gill St. and S. E. R.; 941-44-565	2		1	1										
5. Chattanooga, Hamilton County; 941-44-813	1					1								
6. Memphis, Shelby County, 612 Adams St.; 941-44-572	5	1	1	1		1	1							
7. Nashville, Davidson County, 2228 Winford Avenue; 941-44-563	1													1
8. Greenville, Greene County, Bernard Ave.; 941-44-771	1		1											
9. Nashville, Davidson County, 107 Madison St.; 941-44-600	6	1	1	1	1	1			1					
10. Paris, Henry County, Box No. 12; 941-44-586	1		1											

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF TENNESSEE—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
11. Rockwood, Roane County, South Front St.; 941-44-759	2		1	1										
12. New Providence, Montgomery County, Route No. 5; 941-44-627	1		1											
13. Union City, Obion County, Martin Highway; 941-44-587	1		1											
14. Cookeville, Putnam County, Tennessee Polytechnic Institute; 961-44-637	2		1	1										
15. Pickwick Dam, Hardin County; 961-44-678	4	1	1							1			1	

STATE OF TEXAS

Total	91	16	21	19	8	4	5	1	12	2	2		8	8
1. Quetin, Travis County, 101 San Antonio St.; 941-62-1724	1						1							
2. Bonham, Fannin County, East 4th St.; 941-62-1625	1						1							
3. Brenham, Washington County, East Commerce; 941-62-1636	2	1		1										
4. Cleburne, Johnson County, 715 E. Wardville; 941-62-1644	2	1		1										
5. Cuero, De Witt County, Municipal Park; 941-62-1818	3	1	1	1										
6. Dallas, Dallas County, Deere and Auned Sts.; 941-62-1624	1	1												
7. Dallas, Dallas County, 2204 Main St.; 941-62-1714	1								1					
8. East Bernard, Wharton County, National Youth Administration Wood-working Shop; 941-62-1828	1												1	
9. El Paso, El Paso County, 707 Montana St.; 941-62-1911	1													1

10. Fort Worth, Tarrant County, Municipal Airport; 941-62-1646
11. Fort Worth, Tarrant County, 900 North Commerce St.; 941-62-1646
12. Fort Worth, Central Garage; 941-62-1694
13. Graham, Young County, Shawnee Park; 941-62-1701
14. Hillsboro, Hillsboro Public School, Hill County; 941-62-1632
15. Houston, 1500 Louisiana St., Harris County; 941-62-1642
16. Kaufman, Kaufman County Fairgrounds; 941-62-1711
17. Kenedy, Karnes County, Box 302, Nichols St.; 941-62-1697
18. Laredo, Webb County, Park St. and Convent Ave.; 941-62-1687
19. Lufkin, Angelina County, Corner Chestnut and Coun. Sts.; 941-62-1633
20. McAllen, Legion Park and South Main; 941-62-1643
21. Meridian, Basque County, Post Office Box 303; 941-62-1631
22. Palestine, Anderson County, Church St.; 941-62-1848
23. Paris, Lamar County, O. J. C. Campus; 941-62-1788
24. Port Arthur, 820 Houston Ave., Jefferson County; 941-62-1841
25. Ranger, Howmer and Pine Sts., Eastland County; 941-62-1626
26. San Antonio, Exposition Park; 941-62-1638
27. San Antonio, 922 Austin St.; 941-62-1700
28. San Antonio, 525 South Laredo; 941-62-1791
29. San Antonio, Camp Normoyle; 941-62-1808
30. Sequin, National Guard Armory; 941-62-1639
31. Sequin, National Guard Armory; 941-62-1733
32. Waxahachie, Waxahachie High School; 941-62-1739
33. Greenville, 2010 Jordan; 941-62-1787
34. Smeltertown, El Paso County, 217 Smelter Hill; 941-62-1635
35. Huston, Harris County, Main at College; 941-62-1641
36. Tyler, Smith County Fair Grounds; 941-62-1696

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8	1		1		1								
1				1									

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF TEXAS—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
37. Waco, 26th and Bagley Sts., McLennan County; 941-62-1627	1		1											
38. Waco, 809 North Third St.; 941-62-1628, 1630, 1704, and 1790	5	1		1			1		1					1
39. Gladwater, Virginia Ave. and Maple Drive; 961-66-1809	1			1										
40. Burnet, Burnet County Inks Dam; 961-66-800	8	1	1	1	1		1	1	1		1			
41. Marshal, 807 South Grove St.; 961-66-1598-11-5	6	1	1	1	1				1		1			
42. Prairie View, Prairie View College; 961-66-1867-15-9	3	1		1		1								
43. Ranger, Honiser and Pine; 961-66-1597-8-3	4	1	1				1			1				
44. San Marcos, Southwest Teachers College; 961-66-1748-14-8	3	1	1	1										
45. South Houston, Main at College; 961-66-1599-9	4	1	1	1					1					

STATE OF UTAH

State total.....	13	4	2	8		1	2							1
1. Cedar City, Branch Agriculture College; 941-01-474	1	1												
2. Murray, 4966 South State St.; 941-01-475	4	1	1	1			1							
3. Salt Lake, 245 Southwest Temple; 941-01-508	1													1
4. Logan, USAC; 961-01-547	5	1	1	1		1	1							
5. Price, Carbon College Shops; 961-01-514	2	1		1										

STATE OF VERMONT

State total.....	6	2					1	1	1	1		
1. Barton, Water St.; 941-12-72.....	1	1										
2. Waterbury, Camp Smith; 961-12-70.....	5	1					1	1	1	1		

STATE OF VIRGINIA

Total.....	20	2	3	2		1	1	2	3	1		1	3	1
1. Farmville, Prince Edward County; 941-31-641.....	1												1	
2. Reedville, Northumberland County, Reedville Defense Shop; 941-31-692.....	1											1		
3. Roanoke, Roanoke County, 208 Center Ave. N.W.; 941-31-650, 941-31-704, and 941-31-747.....	3								1				1	1
4. Blacksburg, Montgomery County; 961-31-642.....	1									1				
5. Ettrick, Virginia State College; 961-31-640.....	3		1					1	1					
6. Manassas, Prince William County; 961-31-691.....	7	1	1	1			1	1	1				1	
7. Norfolk, Norfolk County, Academy Terrace; 961-31-639.....	4	1	1	1		1								

STATE OF WASHINGTON

State total.....	21	2	5	4	1	5	2						1	1
1. Chehalis, Lewis County Fair Grounds; 941-93-304.....	3		1	1		1								
2. Tacoma, Pierce County, 124 South Tacoma Ave; 941-93-304.....	2	1					1							
3. Everett, Snohomish County, 82d and McDougall; 941-93-318.....	2		1			1								
4. Everett, Snohomish County, California and Norton Sts.; 941-93-319.....	1				1									
5. Spokane, Spokane County, 2225 South Elm St.; 941-93-305.....	3		1	1		1								
6. Seattle, King County, 1106 East Union St.; 941-93-302.....	3						1						1	1
7. Yakima, Yakima County Fair Grounds; 941-93-311.....	3		1	1		1								
8. Seattle, King County, 6647 Corsen Ave.; 961-93-306.....	4	1	1	1		1								

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF WEST VIRGINIA

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and black-smith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
State total.....	24	4	4	5	1		2	1	3	1	1		1	1
1. Princeton, Glenwood Park; 941-495-C.....	1	1												
2. Clarksburg, Owens-Illinois plant; 941-473-F.....	4	1		1					1	1				
3. Huntington, 12th St.; 941-460-C.....	1													1
4. Wheeling, Warwood; 941-459-F.....	3	1	1	1										
5. Arthurdale, Preston; 961-458-F.....	3		1	1			1							
6. South Charleston, Naval Ordnance Plant; 961-456-R.....	8	1	1	1	1		1	1	1		1		1	
7. Webster Springs, Camp Caesar; 961-516-E.....	4		1	1					1				1	

STATE OF WISCONSIN

State total.....	17	45	31	39	6		3	18	12	10	5	2		2
1. Antigo, Antigo Vocational School; 961-53-445 and 941-53-421.....	5	1	1	1				1		1				
2. Appleton, Vocational School; 941-53-669.....	4	1		1				1	1					
3. Ashland, 603 2d St. West; 941-53-414.....	3	1	1	1										
4. Balsam Lake; 941-53-634.....	1								1					
5. Beloit, 201 Federal Bldg.; 941-53-415.....	1	1												
6. Camp Douglas, Camp Douglas Cantonment; 941-53-644.....	1								1					
7. Chippewa Falls, Vocational School; 941-53-437.....	4	1	1	1				1						
8. Columbus, Columbus Vocational School; 941-53-702.....	4	1	1	1								1		
9. Cudahy, National Youth Administration, General Mitchell Field; 941-53-411.....	5	1	1	1				1		1				
10. Cudahy, Vocational School; 941-53-412.....	2	1		1										
11. Eau Claire, Eau Claire Airport; 941-53-436.....	1									1				
12. Eau Claire, Mappa St.; 941-53-436.....	1										1			
13. Eau Claire, 1300 First Avenue; 941-53-436.....	3			1				1	1					

14. Eau Claire, 309 Jones Street; 941-53-436	2	1	1																	
15. Fond du Lac, 180 South Main St., 941-53-431	1			1																
16. Fond du Lac, 52 South Portland St.; 941-53-431 and 941-53-666	2	1							1											
17. Fort Atkinson, Fort Atkinson Vocational School; 941-53-427	3	1	1	1																
19. Green Bay, 200 South Broadway; 941-53-432	3	1	1						1											
19. Hayward, Camp Hayward; 941-53-650	3	1	1	1																
20. Kaukauna, 103 Oak St.; 941-53-433	2	1	1	1				1	1											
21. Kenosha, Vocational School, 1704 62d St.	2	1										1								
22. Kenosha, City Garage, 5424 10th Ave.; 941-53-601	1			1																
23. La Crosse, La Crosse Vocational and Adult School, 125 North 4th St.; 941-53-442	3	1	1											1						
24. La Crosse, 6th and Vine Sts.; 961-53-565	2	1	1																	
25. Madison, Madison Vocational School, 211 North Carroll St.; 941-53-404 and 941-53-699	3	1	1																	
26. Madison, 250 Langdon St.; 961-53-651	3	1	1	1				1	1	1		1								
27. Manitowoc, Manitowoc Vocational School; 961-53-400 and 941-53-430	4	1	1	1																
28. Marinette, 208 Federal Bldg; 941-53-422	3	1	1	1																
29. Marinette, 611 Mann St.; 961-53-440	4	1	1	1																
30. Marshfield, Purdy School, West 3d St.; 941-53-406	3	1	1	1							1									
31. Menomonie, 105 West Main St.; 941-53-569	3	1			1	1														
32. Merrill, 417 West Main St.; 941-53-419	2	1			1															
33. Milwaukee, Estabrook, National Youth Administration Center; 961-53-672	5	1	1	1																
34. Milwaukee, Milwaukee Vocational School; 941-53-410	7	1	1	1	1					1										
35. Milwaukee, 710 South 3d St.; 941-53-409	5	1	1	1	1					1										1
36. Niagara, Humberly Clark Corporation; 941-53-422	2	1			1															
37. Oshkosh, Oshkosh Vocational School, Algoma Blvd.; 941-53-643 and 941-53-423	5	1	1	1						1										
38. Racine, 800 Center St. (vocational school); 961-53-444 and 941-53-438	5	1	1	1						1										
39. Rhinelander, 212 West Rives St.; 961-53-441 and 941-53-598	2	1			1															
40. Rice Lake, Armory 941-53-802	3	1			1															
41. River Falls, River Falls State Teachers College; 961-53-446 and 941-53-698	2				1															
42. Sheboygan, Vocational School; 941-53-424	3	1	1	1																
43. Spooner, Hammill School; 941-53-570	1																			

Number of shop units by location and type, youth work defense program, January 1942—Continued

STATE OF WISCONSIN—Continued

Project No. and location	Number of units													
	Total	Machine	Sheet metal	Welding	Foundry	Forge and blacksmith	Radio	Electrical	Auto-motive maintenance	Aviation service	Pattern-making	Joinery	Other wood-working	Industrial sewing
44. Stevens Point, Vocational School, Clark St.; 941-53-428	4	1	1	1				1						
45. Stoughton, Stoughton Vocational School; 941-53-418	1	1												
46. Sturgeon Bay, Maple Ave.; 941-53-374	1			1										
47. Superior, Superior Vocational School; 941-53-413 and 961-53-407	8	1	1	1	1		1	1		1	1			
48. Tomahawk, Merrill Ave.; 941-53-420 and 941-53-387	2	1								1				
49. Two Rivers, Vocational School, East Park St.; 941-53-426	3	1	1	1										
50. Watertown, Watertown Vocational School; 941-53-429	2	1		1										
51. Waukesha, Waukesha Vocational School, 941-53-416	3	1		1	1									
52. Wausau, Vocational School, 5th and Scott Sts.; 941-53-405 and 941-53-408	3	1	1					1						
53. West Allis, West Allis Vocational School, 1216 South 71st St.; 941-53-439	6	1	1	1	1			1	1					
54. West Bend, 710 South 4th Ave.; 941-53-434	3	1	1	1										
55. Wisconsin Rapids, Galles Garage, 2331 8th St. South; 941-53-685	1								1					
56. Wisconsin Rapids, Lee's Welding Shop, R. F. D. No. 5; 941-53-402	1			1										
57. Wisconsin Rapids, Witter Vocational School, 431 Lincoln St.; 941-53-402 and 941-53-686	2	1							1					

STATE OF WYOMING

State total.....	6	2	2	2										
1. Casper, 226 South David St.; 941-83-104	3	1	1	1										
2. Torrington, Goshen; 941-83-151	3	1	1	1										

PUERTO RICO

State total	11	1	2	2	1	1	1	8
1. Puerto De Tierra, Military Furnaces; 941-36-1	3	1	1	1				
2. Puerto De Tierra, P.R.R. Garage; 941-36-1	3		1	1			1	
3. Mayaguez, College of Agriculture and Mechanical Art; 941-36-2	1							1
4. Nueve Norte, Corner Petaris St.; 941-36-3	1							1
5. Ponce, Roosevelt Industrial School; 941-36-3	1							1
6. San Juan, P.R.R. Garage; 941-36-4	2				1	1		

TERMINATION OF C. C. G. AND N. Y. A.

Senator McKELLAR. If you choose to put it in the record you may send it to the secretary.

I would also like to know how many of those 1,670 shops have been established since the 1st of December.

Mr. McNUTT. That information will be put in your hands. With regard to the number of shops that may have been established subsequent to December 1, 1941, I have been advised by the National Youth Administrator that shop operations at all locations listed were initiated prior to December 1. At a few locations, however, the work on all the shops had not been completed by that date. As these cases were insignificant when compared with the total and as it will not be possible to obtain the entire information without complete circularization of the field, no action has been taken to obtain specific information.

Senator MEAD. Mr. Chairman, may I ask the witness a question?

The CHAIRMAN. Senator Mead.

Senator MEAD. I was not here through all of the statement which you have just submitted to the committee, but I was wondering if you had submitted an estimate on the number of men that we would have to train vocationally for our home manufacturing army, as it were. I have only the figures that pertain to the aircraft industry from my home city of Buffalo.

Mr. McNUTT. I would estimate 4,000,000. We have not the facilities to train those men in 1 year.

Senator MEAD. This being a mechanized war, both at home and on the military front, I realize how important the training is. Now, I have been informed that in the aircraft production in Buffalo they now employ some 24,000 men, but, according to the plant expansion, which has already been practically completed, we will have to have 74,000 men there by the end of this year, and it has more than swamped every bit of our educational facilities, including the N. Y. A.

Mr. McNUTT. That situation obtains in all industrial centers.

Senator MEAD. I was wondering if that is true.

Mr. McNUTT. That is true.

Senator MEAD. I was also wondering if we could have some figures, because I would not like to be a party to any legislative effort that might in any way impair the magnificent war effort that is now going on in civilian defense training activities. I wish we could get the total figures, if you could give them to us.

Mr. McNUTT. Of course, necessarily, Senator, they will be estimates.

Senator MEAD. And will they be broken down as per industries? For instance, training necessary for aircraft?

Mr. McNUTT. I will see if it is possible. If so, you shall have it for the record.

(The estimates are as follows:)

Estimated increase in employment

Industry	End of 1941	End of 1942
Manufacturing (total).....	5,200,000	10,000,000
Shipbuilding.....	500,000	900,000
Aircraft.....	500,000	1,100,000
Ordnance.....	300,000	500,000
Metal and metal products.....	1,400,000	1,700,000
Machinery.....	1,200,000	1,500,000
Other manufacturing (including chemicals, food, clothing, rubber, etc.).....	1,300,000	4,300,000
Mining.....	400,000	700,000
Contract construction.....	600,000	1,200,000
Other war employment (including Government, public utilities, transportation, service, and other types of employment).....	800,000	5,300,000
Total.....	7,000,000	17,200,000

Senator ELLENDER. Governor.

Mr. McNUTT. Yes, Senator.

Senator ELLENDER. Have you given thought to the feasibility of using these sixteen-hundred-some-odd shops to the training of men above the age specified in the present law?

Mr. McNUTT. Necessarily we have, because we are concerned with this whole training program.

Senator ELLENDER. Are you offering any suggestion as to what ought to be done in that respect?

Mr. McNUTT. It will depend on what the Congress tells us to do with the shops.

Senator ELLENDER. Well, you expect, as I understand your statement, to fight for the preservation of them. That is my understanding.

Mr. McNUTT. I feel that they are necessary to this war effort.

Senator ELLENDER. Of course it would be necessary to amend the law so as to give you the power to undertake the training.

Mr. McNUTT. When that becomes apparent, then such legislation will be asked for.

Senator ELLENDER. You say you are now giving that some thought?

Mr. McNUTT. Necessarily, because we are deeply concerned in having enough training facilities.

Senator ELLENDER. To the extent that you can come to some conclusion and say what that conclusion is?

Mr. McNUTT. Not today.

Senator HILL. So far as the Federal Government is concerned, and the waging of this war, the burden and responsibility is on you as Administrator of the Federal Security Administration, having the C. C. C. and N. Y. A. in your department. You will have to shoulder the burden and responsibility of training and preparing these men that we are going to have in the war industries.

Mr. McNUTT. We have charge of it, except the training in industry, and apprentice training.

Senator HILL. In other words, all except that which is in private industry?

Mr. McNUTT. That is right.

Senator HILL. So far as what the Government is doing and what the Government has to do to meet the need, it is really all on your shoulders as Administrator of this Federal Security Administration?

Mr. McNUTT. Yes, sir. Many months ago, first with General McSherry and now with Colonel Burnell, I established a director of training who had complete charge of training in N. Y. A., in C. C. C., and the Office of Education.

The CHAIRMAN. In other words, you have already administratively united these agencies?

Mr. McNUTT. That is right, months ago.

Senator PEPPER. And avoided duplication?

Mr. McNUTT. Certainly.

Senator McKELLAR. If these 1,670 shops are left on your hands, you have no complaint?

Mr. McNUTT. I have no complaint, Senator. I will do what comes to my hands to do.

Senator McKELLAR. That is a very proper position to take, I want to say to you, Governor. These 1,670 shops—and I imagine practically all of them were begun before December 1, under an amendment that has been offered to this bill and which will be pressed, those 1,670 shops will be left in your hands to help the Government win this war, and therefore I take it that you have no complaint. You haven't mentioned any other complaint.

Mr. McNUTT. This suggestion which has been made in the form of an amendment, to transfer the training and war production activities of the N. Y. A. to the Office of Education, it would seem to me that a move of that character at this time would be unwise, for these reasons:

We are in a critical situation that requires every possible aid that can be put forth moment by moment. To transfer the activities at this time of this organization would be to disrupt the entire administrative structure and set back the effort of several months. We have the work now geared into a working relationship with industry and the schools for related training and into the United States Employment Service for intake and placement of the trainees. I can see no good purpose that would be served by attempting a vast reorganization of this whole structure in the vocational school system. I do not think it could absorb it, for one thing.

Senator HILL. You certainly do not think it could be absorbed immediately, do you?

Mr. McNUTT. No, no; it could not.

Senator McKELLAR. Did you read the President's message some time ago in which he recommended that that be done? The President recommended that those portions dealing with national defense should be consolidated, as I remember it.

Mr. McNUTT. If I am not mistaken, Senator, that was a recommendation of the President that there be a consolidation of N. Y. A. and C. C. C.

Senator McKELLAR. In some other department; yes, sir. Not that they be consolidated together, but that they be turned over to some individual department. As I recall it, that is what it was. I haven't got it before me, and I have to depend on my recollection about it.

Mr. McNUTT. I think the Senator is mistaken.

Senator McKELLAR. Maybe so.

Mr. McNUTT. If I may go ahead to tell you just what this would mean, to make such a transfer, it would involve establishing working relations with hundreds of local boards of vocational education and with 48 State boards of vocational education, which would vastly retard the whole program now in operation.

Senator McKELLAR. If you will let me interrupt you there, I would like to ask if you have got it now, if this part of it is transferred to you?

Mr. McNUTT. Yes; but the Office of Education today is merely handling grants in aid to States. This authority is in operation.

Senator McKELLAR. Yes; but you handle it with States, you are handling the whole situation, as I understand it; you are handling it now. Why could not you handle it cheaper and better if it was all under one organization than you can if it is separated into units?

Mr. McNUTT. Actually it is under one organization, Senator.

Senator McKELLAR. You do not seem to think so.

Senator HILL. You are the boss of all.

Mr. McNUTT. That is right. You are asking for the transfer of certain activities of the N. Y. A. to the Office of Education.

Senator McKELLAR. That is right.

Mr. McNUTT. I do not think such a transfer is feasible at this time. The Office of Education is set up to handle grants in aid. That is merely a matter of distributing these grants. After all, N. Y. A. is set up as an operating agency, it is doing the job.

Senator McKELLAR. The office of Education has an application for an appropriation this year for \$94,000,000, if I remember the sum for defense training.

Mr. McNUTT. I believe so.

Senator McKELLAR. Which is exactly what you propose to do now.

Mr. McNUTT. That money, regardless of amount, is for grants to States.

Senator BYRD. It is \$118,000,000.

Senator McKELLAR. My friend, Senator Byrd, says it is \$118,000,000. My recollection is, in the independent offices bill, as passed by the House, it is \$94,000,000, but evidently I am wrong about it. There is, though, one item of \$96,000,000 for doing the very kind of training that you are talking about now, and, my heavens, it does seem to me that with one organization under you doing identically the same thing, and you are asking for this enormous appropriation to do identically the same thing that is done in the N. Y. A. and C. C. C., that it would be done so much better and easier, and more economically and more properly all under one head.

Mr. McNUTT. Senator, the whole point is, that money which the Office of Education asks for will go to the States for grants in aid in the operation of their vocational schools. The Office of Education is not operating a single school itself.

Senator McKELLAR. Well, you are authorized to do it; you are authorized to do it under the law, under the present law, because we passed a law last year giving you, if I remember right, \$52,000,000 or \$56,000,000, I have forgotten which, one or the other, and you have asked that it be doubled this year. It may be that you are entitled to it.

Mr. McNUTT. It is in operation, Senator, within the vocational schools of the States.

Senator MCKELLAR. It is a mighty good thing to cooperate with the States on these schools. You have to cooperate with them sooner or later anyhow.

Mr. McNUTT. We have done it.

Senator BYRD. Mr. Chairman, may I ask a question?

The CHAIRMAN. Senator Byrd.

Senator BYRD. Governor, what is Colonel Barnett's title?

Mr. McNUTT. He is the Director of Defense Training for the Federal Security Agency.

Senator BYRD. I was told by his office this morning that he had \$52,000,000 for training, \$20,000,000 for equipment, \$17,500,000 for engineering science and management, and \$15,000,000 for other school youth programs. Does not that duplicate the work? Is there not competition and duplication in that work?

Mr. McNUTT. There is no competition there, Senator Byrd.

Senator BYRD. Why is it that the National Youth Administration could not be absorbed in that particular program? There may be some reason why it could not be in the program of the Office of Education, but is not this, to some extent, doing the same work? What do they have \$20,000,000 for equipment for? What kind of equipment do they buy?

Mr. McNUTT. For the schools that they have operating.

Senator BYRD. The N. Y. A. buys its own equipment?

Mr. McNUTT. That is right.

Senator BYRD. Why not have one agency buying the equipment instead of two? You want to compete with each other and buy these essential tools all over the country?

Mr. McNUTT. We might apply the same argument to the Government. Why not let one agency of the Government do all the buying?

Senator BYRD. They are doing the same work that Mr. Aubrey Williams is doing, the same character of work.

Mr. McNUTT. He represents me. Colonel Burnell represents me in directing all these training programs.

Senator BYRD. These are separate appropriations. I am not talking about the N. Y. A. appropriations. What I refer to are appropriations entirely independent of the \$160,000,000 that N. Y. A. gets.

Mr. McNUTT. Every penny of that went to the schools. That is not an operation on the part of Colonel Burnell. He is simply the director.

Senator HILL. You make the schools back in the States?

Mr. McNUTT. Yes, sir.

Senator MCKELLAR. I know in my State, the State or the locality, the counties in the States, and the States together and the Government are operating an N. Y. A. school. We have these appropriations regularly before us and we are duplicating these things. My own judgment is, they all ought to be under one head, and we ought to get the very best. By having one head we ought to get the very best work that is possible to get.

Mr. McNUTT. You have it, Senator.

Senator MCKELLAR. I do not think so. I do not believe you at all.

Senator HILL. You are the one head, are you not?

Mr. McNUTT. That is right, and under me is Colonel Burnell.

Senator PEPPER. You can see it.

Senator McKELLAR. How is that?

Senator PEPPER. Cannot you see his head?

Senator McKELLAR. I do not know exactly what it means.

Senator BYRD. I would like to ask you again about this equipment. Colonel Barnett has \$20,000,000 for equipment. He buys the equipment and does what with it?

Mr. McNUTT. It goes to these vocational schools in the States.

Senator BYRD. Does the State pay half of that cost?

Mr. McNUTT. No; that is a straight grant.

Senator BYRD. The N. Y. A. has how much of combined tools and equipment?

Mr. McNUTT. I cannot answer that question without having the facts before me.

Senator BYRD. Why could not that be consolidated? Why should the N. Y. A. buy tools for training schools and Colonel Burnell buy tools for training schools?

Mr. McNUTT. Of course the N. Y. A. was in existence long before.

Senator BYRD. Are not they doing the same character of work?

Mr. McNUTT. No. Colonel Burnell is really directing the operation and then the N. Y. A. does the operating.

Senator BYRD. That is not what he told me this morning over the telephone. There are certain parts of the N. Y. A. that he said he had nothing to do with.

Mr. McNUTT. Then he misread an order I gave him a long time ago, a direct order.

Senator BYRD. I think we ought to have Colonel Burnell come before our committee and see where this difference occurs.

Senator HILL. There are some activities still being carried on, perhaps, by the N. Y. A. that are not directly defense activities.

Mr. McNUTT. Yes.

Senator HILL. And that he does not have anything to do with directing the nondefense activities?

Mr. McNUTT. Certainly not.

Senator BYRD. I asked him if he had anything to do with the charges made with respect to the tools, and he said he did not.

Mr. McNUTT. He did not.

Senator BYRD. He does have something to do with it. You just said it was under Colonel Burnell.

Mr. McNUTT. I said that the training was.

Senator BYRD. Does he have charge or control of the schools that the N. Y. A. does the training in?

Mr. McNUTT. He has charge of the training program. He can give the directions.

Senator BYRD. Does he give the directions?

Mr. McNUTT. Yes.

Senator BYRD. Does not that mean that he ought to give the directions about buying the tools, too?

Mr. McNUTT. I do not know that that would necessarily follow.

Senator BYRD. Here Colonel Burnell has \$15,000,000 for the out-of-school-youth program. Does not that conflict with the same program that the N. Y. A. has?

Mr. McNUTT. I do not see that it would be in conflict. They are not teaching the same people.

Senator PEPPER. Nor are they in the same schools.

Senator BYRD. Well, they are both serving the same purpose, if it applies to defense training, is that not correct? Are not they both trying to train people for national defense?

Mr. McNUTT. We are utilizing all the facilities on which we can put our hands.

Senator BYRD. You do not think by combining them you would have today coordinated control?

Mr. McNUTT. So far as I was concerned, I was perfectly willing and urged the combination of N. Y. A. and C. C. C.

Senator BYRD. You urge that now?

Mr. McNUTT. Yes.

Senator BYRD. Then, after it is consolidated, where will it go?

Mr. McNUTT. It will be right where it is. It will be in the agency both those operations. We were confronted, of course, with certain statutory provisions which we had to follow.

Senator McKELLAR. There are no statutory provisions about N. Y. A., because there is not any statute there.

Mr. McNUTT. There are some about the C. C. C.

Senator McKELLAR. Yes, there are some about the C. C. C.

Mr. McNUTT. If you start to combine one that has statutory provisions and another that has not, you are in trouble with the Comptroller General.

Senator BYRD. You do not think the N. Y. A. ought to be absorbed in that other defense program headed by Colonel Barnett? You think that would be a mistake?

Mr. McNUTT. I think it would.

Senator BYRD. You are doing the same work?

Mr. McNUTT. I will get back to it, if I may, in the simplest English I can use. He is the director of the training. Now, he handles grants in aid to schools, in some of the funds which have come to him, but the operating agency and actually the only training operating agency we have is the N. Y. A.

Senator BYRD. Well, your objective is the same in both instances, to train people for national defense?

Mr. McNUTT. That is right.

Senator BYRD. Then there ought to be one head of both activities that are trying to do the same thing.

Mr. McNUTT. I think with modesty I can say I am that head under the law.

Senator BYRD. I pay great tribute to you for that. You cannot do everything. You have a vast department.

Mr. McNUTT. That is true.

Senator BYRD. It does seem to me the training activities ought to be put under one head.

Mr. McNUTT. I decided that sometime since.

Senator BYRD. It has not been done?

Mr. McNUTT. Yes; it has.

Senator BYRD. I do not understand.

Senator HILL. Colonel Burnell is head of it.

Senator BYRD. Not the head of the N. Y. A. We have Mr. Aubrey Williams as the head of the N. Y. A.

Mr. McNUTT. Mr. John Studebaker is the head of the Office of Education, Mr. James McEntee of C. C. C., and Mr. Aubrey Williams of N. Y. A. Training programs of all three units are under the di-

rection and supervision of the Director of Defense Training, a position established by Agency Order No. 26, as follows:

FEDERAL SECURITY AGENCY

AGENCY ORDER NO. 26

Subject: Creation of the office of the Director of Defense Training.

By virtue of the authority vested in me as Federal Security Administrator, the following order is promulgated for the guidance of all concerned:

1. There is hereby established in the office of the Administrator a Director of Defense Training who shall be responsible for the direction and supervision, with as full authority as the laws permit, of all national defense training programs, including defense projects, under the jurisdiction of this Agency.

2. The Director of Defense Training, Federal Security Agency, shall be responsible for—

(a) Direction and supervision of national defense training programs carried on by the United States Office of Education and the defense projects of the National Youth Administration and Civilian Conservation Corps, including the formulation of policies, procedures and organization necessary to further the defense effort of the Nation.

(b) Initiation of action leading to the determination and approval of policies and joint agreements which will enable the Federal Security Agency and its subordinate agencies to carry out more effectively and efficiently the intent of the Congress in the conduct of national defense training programs and defense projects.

(c) Creation and maintenance of supervision of the functions of the subordinate agencies in executing the policies, agreements and operations now approved, or to be approved, relative to the national defense training program and defense projects.

(d) Liaison in connection with the national defense training matters affecting the Federal Security Agency or any of its subordinate agencies, with proper authorities of the Office of Production Management and other Government establishments dealing with labor supply and training within defense industries.

PAUL V. McNUTT,
Administrator.

MARCH 27, 1941.

Senator BYRD. Let me ask this question: You do not deal with the non-defense activities, as I heard you say, of the N. Y. A.?

Mr. McNUTT. I said even before Pearl Harbor we were going through liquidating nondefense activities.

Senator BYRD. What are you expecting to ask in the way of appropriations this coming year for nondefense activities in N. Y. A.?

Mr. McNUTT. It will depend on our discussions with the Budget during the week. If you recall, there was an item budgeted for youth activities, that is all, without being broken down to N. Y. A. or C. C. C.

Senator BYRD. \$100,000,000?

Mr. McNUTT. \$150,000,000, if I am not mistaken. There were two items. There was \$100,000,000 on one item, and then \$50,000,000 more.

Senator BYRD. Do you favor the continuation of the nondefense activities of the N. Y. A.?

Mr. McNUTT. I am perfectly willing to liquidate everything that does not have to do with the winning of this war.

Senator BYRD. What do you mean by that?

Mr. McNUTT. Just that.

Senator BYRD. What does it mean?

Mr. McNUTT. It means training. It might go to the extent even of going into the aid program for N. Y. A. There are some of these youngsters who are now attending college under an accelerated program where they will be going to school 12 months a year without any

opportunity to utilize the summer to help pay their expenses. It may be necessary to give them some help. Now, if you call that a non-defense expenditure, that is up to you.

Senator BYRD. What I want to do is get your interpretation of it. That is all I am asking.

Mr. McNUTT. If it were necessary to training a technician, which the Government needs for the war effort, I think that has a direct connection.

Senator MCKELLAR. But as a policy you are not in favor of non-defense, as I understand it?

Mr. McNUTT. That has been our policy for months.

Senator MCKELLAR. I congratulate you.

Senator PEPPER. I should think that the boy or girl getting an ordinary education, or a predicate for a future education, either in the high school or college, so long as he or she may be permitted to remain there, is a phase of the acquisition of the knowledge that will make them more capable to render defense work.

Mr. McNUTT. I have always favored that program. However, most of the budgetary reserves cover that item.

Senator PEPPER. You mean the Budget cut that out?

Mr. McNUTT. Yes.

Senator PEPPER. That is not being operated now?

Mr. McNUTT. In a lot of places.

Senator PEPPER. The Budget cut out the whole item for training in high schools and colleges?

Mr. McNUTT. That is right. That is a great part of that budgetary reserve.

Senator PEPPER. I thought that the experience of the Army had indicated that boys who had high-school training or some college training are certainly better qualified and equipped to meet the demands upon the modern soldier.

Mr. McNUTT. There is no question about that in mechanized war, that is true.

Senator PEPPER. It looks to me like a very distinct loss to the national defense, purposely to impair the opportunity of these boys to get the ordinary rudiments of an education.

Mr. McNUTT. Well, I have always been in favor of school aid. I believe equality of opportunity is one of the primary rights of an American citizen, and that can only come through the schools.

The CHAIRMAN. Governor, one question, and this is necessary because we have before us an amendment which reads, "for training in the Army." That is a man. That does not take into consideration the need for training women. Do you consider that the training of women should be a part of our defense effort?

Mr. McNUTT. It will be necessary, Mr. Chairman, if we are to meet the demands which will arise within the year.

Senator MCKELLAR. Not to go into the Army, though.

Mr. McNUTT. No; not necessarily.

Senator MCKELLAR. I again want to commend you, Governor.

Mr. McNUTT. I still hope it will be left with the male of the species to fight the war.

The CHAIRMAN. We thank you, Governor.

The committee will stand in recess until Thursday morning at 10:30.

(Whereupon, at the hour of 1:20 p. m., the committee recessed until Thursday, March 26, 1942, at 10:30 a. m.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

THURSDAY, MARCH 26, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 312, Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Ellender, Hill, Chavez, Schwartz, Rosier, Doxey, Taft, Butler, and Aiken.

Also present: Senator Kenneth McKellar.

The CHAIRMAN. The committee will come to order.

Mr. Pipkin, please.

STATEMENT OF JOHN G. PIPKIN, COMMISSIONER, DEPARTMENT OF PUBLIC WELFARE, STATE OF ARKANSAS, LITTLE ROCK, ARK.

The CHAIRMAN. For the record, will you please state your name, your position, and then proceed with your testimony, Doctor?

Mr. PIPKIN. John G. Pipkin, State commissioner, department of public welfare, Arkansas.

Gentlemen, I appreciate the opportunity of appearing before this body and testifying as to what our State has experienced in regard to both C. C. C. and N. Y. A., and how we think it relates to the war effort. You know it is the welfare department that certifies most all the boys to the C. C. C. and N. Y. A., and it is in that capacity that I have become acquainted with these agencies. I have been connected, of course, with the N. Y. A. indirectly, as business manager of the Little Rock public schools and had many contacts with the N. Y. A. through our public-school system there in Little Rock.

During this approximately 9-year period of the C. C. C. there have been 76,000 boys trained, Arkansas boys trained in the C. C. C. That has added materially to the citizenship of our State. They have gone in there and learned youthful things; they have been disciplined, and at this time they are conditioned to the war effort. The other day the county director of one county made the statement that at least three-fourths of all the selectees that had been inducted into the service from his county were former C. C. C. enrollees. As commissioner, I have been primarily interested in what it does for the boy as to citizenship training, work experience, and so forth. I recall not a single case of any former C. C. C. boy coming in and

asking for any type of relief. I have been in there just a little over a year.

Now, what have these boys done for Arkansas? Through many avenues they have developed the wealth and resources of the State. Most of our camps have been engaged in soil conservation and in forestry. In 1940, there were 10,000 fires in our forests. We have two great national forests there, the Ozark and Ouachita. We have a great many State forests there. In 1941 there were about 7,500 fires that these boys helped to put out.

Now, in World War No. 1 we used 7½ billion board-feet of lumber. It is estimated that we will need 28½ billion board-feet just for 1942 in this war. Now, that is a natural resource that is very vital to the war effort, and these boys helped to put these fires out. In the month of January we had over 1,100 fires in Arkansas that burned 28,000 acres of fine forest land. That is in 1 month.

Now, I am for the retention of both these agencies, not for what they particularly do for the boy and girl but for what they can do to win the war. That is the prime consideration of all of us today.

Now, these boys that come into these camps are mostly 17- and 18-year-old boys. Last year we brought into the C. C. C. over 12,500 boys; 10,594 of them were 17 and 18 years old. So you see they are not of military age yet, but they are coming into the camps, are learning how to cook, how to drive trucks and tractors, they learn automobile mechanics, and things like that, construction work, building roads and bridges, masonry work, sheet-metal work, and all those kind of things. That training carries right on over into the war, and we have 3,000,000 trained C. C. C. boys in the Nation. What has been happening there in Arkansas has also been happening in the Nation. So, it is just fine training.

Now, as to their education, about 10,000 of these boys have not been through the eighth grade. Our public-school system has not met their needs, but they are boys of native ability, they want to take a part in this war effort, and the C. C. C., I think, is the best agency through which these boys can serve both the development of our State and the Nation, and also prepare them quickly to take a leading part in the war effort.

About a year ago I went with Mr. Fred Hill through Camp Joseph T. Robinson there, when he was making an inspection for Iulio. We went into some of the camps. There was the cook, a C. C. C. boy, there was the company clerk, a C. C. C. boy, boys in the garages, and things like that.

I believe, just on a mathematical basis, one-sixth, perhaps more, of our Army is going to be made up of some C. C. C. boys. From statistics that I have been able to gather, the selection of these boys, from a health standpoint, showed that these boys, when they come in, are almost 100-percent perfect.

Senator TAFT. Have you got those certificates?

Mr. PIPKIN. No, sir; they are scattered.

Senator TAFT. You said you had been able to gather them. I wondered if you have them here to put in the record?

Mr. PIPKIN. No, sir; I have not.

Senator TAFT. You mean you have not gathered them, perhaps. I mean, it is just the impression; it is not a statistical study.

Mr. PIPKIN. It is an impression; yes, sir. In going over the State, talking to the county directors and boys by the scores, that is the impression we get. I know from reading the press, and other studies, that the culling of selectees has been pretty high on account of physical disabilities.

Senator ELLENDER. Can you point out for the committee any activities that are carried on in these camps in Arkansas that are not connected with national defense?

Mr. PIPKIN. No, sir.

Senator ELLENDER. To what extent do the boys go to the camps from the farm?

Mr. PIPKIN. We specifically urge our county directors not to certify any boy that is needed in agricultural work.

Senator ELLENDER. That does not seem to reflect the facts, from a lot of correspondence that some of us get. I have received quite a few letters here recently that indicate that quite a few of the C. C. C. boys who are now enrolled, and who have been enrolled in the past, were actually taken from the farm. Now, assuming that to be true, what would be your view then?

Mr. PIPKIN. We are opposed to taking boys that are needed on the farm. One of the last bulletins that we issued makes that very clear. It states:

The State selecting agency wants it thoroughly understood that the Civilian Conservation Corps does not want those needed for military service, those engaged in war industry production, and those engaged in war agricultural production.

Then we go ahead and implement it further by telling how to clear through the different agricultural committees, so that no boy will be brought into the Corps there in Arkansas that is needed on the farm.

Senator ELLENDER. Have you any idea what percentage of the boys who come to your camps, let us say, come from the rural areas of Arkansas?

Mr. PIPKIN. Our State is pretty generally rural, if you define "rural" as towns of 2,500 and under.

Senator ELLENDER. I would define one of 500 and over as not being farming. I mean those who live there, most of them are not engaged in farming. Let us take towns and villages of, say, 500 and under; what percentage of those boys would come from those areas?

Mr. PIPKIN. I would say it is about 50-50.

Senator ELLENDER. 50-50?

Mr. PIPKIN. Yes.

Senator ELLENDER. And the rest of them would come from the larger cities?

Mr. PIPKIN. From the small towns and villages.

Senator ELLENDER. You mean under 500?

Mr. PIPKIN. No, sir; the 500 and over would be 50 percent, and then those in the rural sections, in the incorporated towns and villages, and the farming sections.

Senator ELLENDER. Those would come from the farms then?

Mr. PIPKIN. From the rural areas; yes.

Senator ELLENDER. In other words, you would have 50 percent coming from villages and cities over 500, and the rest of them, 50 percent, would come from the farms, would they not, or from the country, as it were?

Mr. PIPKIN. It would be in the rural area, but you would not say that those boys were engaged in farming. They would be out on the highway, probably they live on an acre that is heavy clay or a sandy hill. They do not put in a great deal of work on that. The father probably is a W. P. A. worker, he and his family are mostly living on public work, road construction, and things like that. It is that type of boy that will not go into direct agricultural production.

Senator ELLENDER. Of course, he will not go if he can be induced to go somewhere else.

Mr. PIPKIN. I will say in that connection that the C. C. C. boy has practically revolutionized agriculture in certain sections of our State by going in there and learning how to farm.

Senator ELLENDER. How to run a tractor?

Mr. PIPKIN. No, sir; he will learn about the rotation of crops, seeding, terracing, drainage, things like that. There are certain sections of our State where you can travel all day long and hardly see a farm which does not show signs of C. C. C. work.

Senator AIKEN. Mr. Pipkin.

Mr. PIPKIN. Yes, sir.

Senator AIKEN. May I ask you this: Considering the agencies, C. C. C., N. Y. A., and W. P. A., which is taking the most labor from the farms of your State?

Mr. PIPKIN. Right now I would say that neither of those agencies are affecting adversely the agricultural situation.

Senator AIKEN. How many enrollees are there in the C. C. C. and N. Y. A., the C. C. C. particularly?

Mr. PIPKIN. We have a little over 3,000; about 3,200 C. C. C. boys now.

Senator SCHWARTZ. Are they all in Arkansas?

Mr. PIPKIN. About 950 of them are in the eighth and ninth corps areas.

Senator AIKEN. What percentage of them are from Little Rock?

Mr. PIPKIN. I would say very few come from the big cities.

Senator TAFT. Would you say farm labor was completely adequate in Arkansas?

Mr. PIPKIN. No, sir; I have sat in on several meetings with big planters and others trying to solve this farm situation.

Senator TAFT. Would not it be better for these 3,200 to be back on the farm working than working in the C. C. C. camps?

Mr. PIPKIN. Very few, if any, would go back there and do what specific job is available at this time.

Senator TAFT. If we did not employ them at the C. C. C. they certainly would get a job somewhere; would they not?

Mr. PIPKIN. Not necessarily. This age boy cannot go into the war industry.

Senator TAFT. Why would he be in the C. C. C. unless he did not have the money? Is not that the purpose of the C. C. C., because they come from relief families where they have to have the money in order to go on?

Mr. PIPKIN. To a large extent there in Arkansas, the C. C. C. does meet a relief need, but that has not been the primary purpose of our department in selecting these boys.

Senator TAFT. It is no longer a relief agency at all then. Do you regard the C. C. C. as a relief agency or an agency for vocational education?

Mr. PIPKIN. It is a rehabilitation program for the boy and the Nation, as I see it.

Senator TAFT. I know, but how about the boy? Do you take only boys who need to be rehabilitated or who are in some way delinquent?

Mr. PIPKIN. Under the national standards that is not a qualification. These statistics will show that out of the 12,000 last year over 10,000 of them made their allotment to their mothers and fathers.

Senator TAFT. My understanding was that the primary purpose of the C. C. C. was a relief purpose. The only reason that I doubt the wisdom of continuing it is that apparently there is a demand for farm labor, there is a demand for factory labor, so there seems to be no longer any relief justification for it.

Mr. PIPKIN. The need for relief is not as great as it was back a few years ago but these boys will not get employment in the defense industries. There are no industries there. About as many boys will be thrown out due to priority in regard to plants, not being able to get materials. In Camp Jacksonville there, in Marshall and Texarkana, those plants will not use a 17- or 18-year-old boy.

Senator TAFT. Why not? They are perfectly willing to take them in the industrial plants in most places.

Mr. PIPKIN. They will not take them there.

Senator TAFT. If you have got a shortage of farm labor the farmer will certainly be glad to get a boy 17 or 18 years of age, will he not?

Mr. PIPKIN. Yes, sir; those boys, if they were available.

Senator TAFT. If they are available for the C. C. C., they are equally available for the farm. They do very much the same kind of work in the C. C. C., as on the farm.

Mr. PIPKIN. You take the strawberry crops, they are concentrated in two counties, and strawberry picking is coming on now shortly. Now, these boys come from up in the hill country very largely, maybe four or five counties back, and they will not go down there and pick strawberries.

Senator SCHWARTZ. Why?

Mr. PIPKIN. Because, in the first place, there is no way to get there. They are going to have to rely on other help.

Senator SCHWARTZ. You mean you cannot transport these boys to where they pick strawberries, you cannot get them there?

Mr. PIPKIN. That is pretty largely the problem.

Senator SCHWARTZ. Well, that is a marvelous situation.

Mr. PIPKIN. There will be some few boys that will come. I picked up two or three boys in Walnut Ridge last strawberry picking. They were hitchhiking down from the Missouri border. There will be a few like that.

Senator ELLENDER. What is the average distance they have to go to pick the strawberries?

Mr. PIPKIN. If they come from the hill country, it will be 175 miles.

Senator TAFT. As a matter of fact, the strawberry picking is a very short season, it is a seasonal thing. I mean more permanent farm employment. Don't you think these boys can be directed into these areas where there is a shortage of farm labor throughout the whole summer?

Mr. PIPKIN. Not very well.

Senator SCHWARTZ. Would not they go?

Mr. PIPKIN. If they were allocated there they would go.

Senator SCHWARTZ. What would they do if you turned them loose? Would they go there or starve?

Mr. PIPKIN. These farmers do not need them except at cotton-picking time, or a few weeks here and there.

Senator AIKEN. Dr. Pipkin, what does an Arkansas farmer pay these boys; how much a day?

Mr. PIPKIN. The prevailing wage is a dollar or a dollar and a quarter a day for farm labor.

Senator SCHWARTZ. That includes their food, too, does it? They get their food also?

Mr. PIPKIN. No, sir.

Senator SCHWARTZ. They cook their own meals?

Mr. PIPKIN. No, sir.

Senator TAFT. What do they get from C. C. C.?

Mr. PIPKIN. \$30 a month.

Senator TAFT. So really they earn more money from the C. C. C., and you could probably get as many C. C. C. boys as we are willing to spend money for to go to C. C. C., rather than work on the farm?

Mr. PIPKIN. No, sir; we have never tried to get any boy at any time except to do what we thought was best for that boy, from a rehabilitation standpoint.

Senator TAFT. You made the statement that the schools have not met their needs in regard to the 17- or 18-year-old boy. Why have not the schools met their needs? There is adequate school for boys in Arkansas, is there not?

Mr. PIPKIN. No, sir.

Senator TAFT. There is not?

Mr. PIPKIN. No, sir; a great many of these boys are not academically minded.

Senator TAFT. I did not have that in mind. Do you not have enough high-school facilities for all boys to finish high school? I mean it is not so crowded that you could not take all the boys and put them in the high schools?

Mr. PIPKIN. They could if they had the services there, the type of training that they would need, and the type of teachers.

Senator TAFT. What I understand the justification of the C. C. C. to be is that they could not afford to go through school. You say most of them are 17 or 18 years of age. In Ohio, they have to go to school, unless they get a work certificate. Now, it seems to me that the only justification for taking those boys out of school and sending them to C. C. C. is the relief question. Now, if the relief question does not exist any more, I do not quite see the justification for continuing it.

Mr. PIPKIN. Well, there is a human resource upon which a democracy is predicated, as I see it, and the winning of this war.

Senator TAFT. We are willing to predicate on their going to school to 18 years of age. We will make an exception if they work. We cannot predicate it on C. C. C. It may be a good thing, but certainly democracy is not all predicated on C. C. C. continuation.

Mr. PIPKIN. That is the only agency that I know anything of that has been able to meet the needs of these boys.

Senator TAFT. What I am trying to get at, is it education or is it relief that is the justification for C. C. C.?

Mr. PIPKIN. It is a complex problem. All those things enter into it.

Senator TAFT. My experience with C. C. C. has always been that as a relief agency it costs twice as much as ordinary relief, it is extremely expensive from the relief standpoint, and from the educational standpoint, I never have felt the vocational education was as good as they could get in other vocational educational lines.

Mr. PIPKIN. We never emphasize that phase of it. What these boys need is work experience. They need education of the brain, heart, and hand, all combined.

Senator TAFT. Don't you think work experience in actual work is better than work experience in some camp?

Mr. PIPKIN. It is actual work.

Senator TAFT. I agree with you, when you could not get it, I understand the need for it; but now that you can get it, I cannot understand why we should continue this.

Mr. PIPKIN. I will go so far as to say, gentlemen, that toward the conserving of our soil and conserving of our forest, that if the boys did not come forward through an adventurous spirit or relief need or work experience need, we would have two or three camps in Arkansas closed down, the ones working in the national parks; that is, building a few recreational centers, we could cut those out, but as to preserving these forests, that is another matter.

Senator TAFT. You are suggesting now a third cause for it; that is, public work. You are suggesting that the C. C. C. is justified by public work. Of course, as a method of performing public works also, it is a fairly acceptable method, but the Federal Government is not engaged in the general program of doing public works for the States. That is for the State, as a general thing.

Mr. PIPKIN. No price, in my estimation, is too much to pay for the conservation of our resources. Our children have a direct effect on our civilization. I just do not think that the price we have paid to rehabilitate these boys through the C. C. C. and the girls and boys through the N. Y. A. is too big a price to pay for the saving of our civilization.

Senator AIKEN. Mr. Pipkin.

Mr. PIPKIN. Yes.

Senator AIKEN. Do not these boys try to get in the C. C. C. and N. Y. A. hoping that they will get education enough in some line so that they will not have to spend their lives working for a dollar a day which is evidently all that agriculture can afford to pay them? I think that it is a crime that there are people in the country who think agriculture should be held in such a position that it cannot pay but a dollar a day. Evidently that is all it can pay in Arkansas. Can anyone blame these boys for wanting to get out of that position of where they will have to work for a dollar a day all their lives? Is not that one reason for wanting to get into the camp, hoping they can make more of themselves?

Mr. PIPKIN. Well, they do not think of it as a mere educational training. It is the age at which they are adventurous where they want work experience. Over 10,500 of these 12,000 boys last year had never earned 1 dime in remunerative work, this last year, 1940.

Senator SCHWARTZ. How much are the boys paid, \$30 a month?

Mr. PIPKIN. That is the total.

Senator SCHWARTZ. Who gets the \$30?

Mr. PIPKIN. Their mothers and fathers at the present allotment get \$10. The boy gets \$12, I believe, and he saves, until his enrollment period is over, about \$8.

Senator SCHWARTZ. As originally set up, the C. C. C. was intended to relieve dependent families, was it not?

Mr. PIPKIN. Yes.

Senator SCHWARTZ. As far as I have observed, throughout the West at least, the boy gets \$5 and \$25 goes to his dependent family. Have you got boys who have no dependent families?

Mr. PIPKIN. Very few.

Senator SCHWARTZ. You have some, do you?

Mr. PIPKIN. Yes.

Senator SCHWARTZ. How do you account for that?

Mr. PIPKIN. Well, for example, we picked up a boy in a boxcar there a few months ago who had pneumonia. He went into the C. C. C. camp, he was hospitalized, cured, and put in the camp.

Senator SCHWARTZ. That is fine, but probably is not in the scope of the particular law under which you are operating.

Mr. PIPKIN. We were the certifying agency and he was eligible for the C. C. C. Now, that was an orphan boy. In our allotment last year, out of the 12,500, as I just said, 10,500, approximately, made allotments to their parents. Some 400 or 500 made allotments to obligations.

Senator SCHWARTZ. What do you mean by obligations?

Mr. PIPKIN. I imagine they owed some money to somebody.

Senator SCHWARTZ. Then, the C. C. C. is also engaged in the business of furnishing money to a man to pick up his past obligations?

Mr. PIPKIN. I do not know in a single instance what those obligations were, but whoever certified them considered that it was a valid reason for allotment.

Senator ROSIER. Mr. Chairman, we have a large number of witnesses from different sections of the country, and it seems to me that there ought to be some limitation on time here, so that we can hear from more of these witnesses.

Senator TAFT. Mr. Chairman, I suggest that as long as any Senators want to ask questions they ought to be permitted to ask them. I have got a few more questions that I would like to ask Mr. Pipkin, if I may.

Senator MCKELLAR. I want to say to the Senator I have no questions to ask. I am satisfied with the witness' testimony. I think he is one of the best witnesses we have had on our side.

Senator TAFT. Mr. Pipkin, I want to ask you this: You say you are the business manager of the public schools of Arkansas?

Mr. PIPKIN. Little Rock.

Senator TAFT. Little Rock?

Mr. PIPKIN. Yes.

Senator TAFT. Are you a school man yourself, a teacher?

Mr. PIPKIN. Yes, sir; I have been all my life up until the last year.

Senator TAFT. You are a member of the National Education Association of the United States and the American Association of School Administrators?

Mr. PIPKIN. Yes.

Senator TAFT. You are familiar with the report they made last October, are you?

Mr. PIPKIN. Yes, sir.

Senator TAFT. Mr. Chairman, I would like to put in the record the first three pages, up to the conclusion, of the Educational Policies Commission of the National Education Association of the United States and the American Association of School Administrators report.

I will just read the conclusion and ask the witness to what extent he agrees with it.

The Commission concludes and recommends:

1. That Federal funds for student aid should be continued and hereafter should be appropriated to the United States Office of Education, rather than to the National Youth Administration, for distribution to schools, colleges, and universities through the appropriate educational agencies of the several States.

2. That as soon as they have completed their present emergency assignment of training workers for the national defense production program, the National Youth Administration and the Civilian Conservation Corps should be discontinued as separate youth agencies; that their functions as agencies of vocational training, general education, and guidance should be continued but should be transferred to State and local educational agencies; and that their functions as public work agencies should be continued but should be located with the general agency or agencies of public works.

3. That Federal financial aid should be provided for State and local educational agencies, to equalize educational opportunities between the States and to establish new educational services required to meet Nation-wide needs; and that this aid should be adequate to support a comprehensive effort to meet the educational needs of youth.

4. That the Federal Government should supply leadership to the State and local educational agencies, through research, conference, experimentation, demonstration, and publication; and that the Government should center its educational leadership in the United States Office of Education.

(The first three pages of the report referred to are as follows:)

Important national policies on education are involved in the relationship between the National Youth Administration and the Civilian Conservation Corps, on the one hand, and the State and local agencies of public education, on the other.

The basic issue in this relationship reaches to the very foundation of the American educational structure. Briefly stated, the issue is this:

"When educational needs arise which affect the national welfare, cut across the bounds of States, and appear to be beyond the unaided powers of States to meet, should the Federal Government operate and control educational programs intended to meet these needs? Or should the Federal Government undertake to meet these needs by working through the State and local educational systems strengthening these established agencies, supplying leadership and financial aid, but not exercising control over the processes of education?"

Throughout the history of the Nation down to 1935, the Federal Government followed the second alternative. It worked through the established State and local agencies of education, supplied financial aid, sought to give leadership, yet refrained from control.

Since 1933, however, in addressing itself to the educational needs of unemployed youth, the Federal Government has largely turned to the first alternative. Through the Civilian Conservation Corps and the National Youth Administration it has both operated and controlled Nation-wide programs of vocational training and other forms of education for unemployed youth. Although originally established solely to give useful employment to needy out-of-school youth, both the Civilian Conservation Corps and the National Youth Administration in time became agencies to provide vocational training and other forms of education as well as employment. Their educational activities, like all other parts of their programs, were under Federal control.

Since July 1940, to be sure, steps have been taken to transfer some of the vocational training and other educational activities from these Federal agencies to the

public schools, both by administrative agreements and by statutes. These steps, however, have not met the main issue. In the Civilian Conservation Corps, Federal officials continue to operate and control vocational training and all other educational activities for the great majority of enrollees. In the National Youth Administration, the job of vocational training, in effect, has been divided between the National Youth Administration and the public schools. Under this division of responsibilities, the National Youth Administration is now operating a program in which on-the-job training is the dominant purpose, rather than an incidental part of employment for the production of goods and services. The schools, furnishing class instruction to about one-third of National Youth Administration youth, play but an auxiliary part. Although it no longer conducts class instruction, the National Youth Administration is still the chief agency of vocational training and guidance for several hundred thousand youth.

The Educational Policies Commission believes that the Federal Government should now formulate and adopt a consistent policy on the issue before us. The need for such action is urgent. A clear and sound Federal policy with respect to education and youth services is essential for intelligent planning for the period of readjustment which will surely follow the defense emergency.

The Educational Policies Commission is convinced that there is a policy which will best promote the well-being of youth, advance national interests, strengthen educational agencies, and safeguard the Nation against the dangers of centralized control of education.

Briefly stated, the policy is this:

The State and local agencies of education should have full authority and responsibility for the control and operation of all public education, including vocational training. The responsibilities of schools should extend to all youth and should embrace all the services required to meet the educational needs of youth—including the need to be prepared for and placed in an occupation with reasonable possibilities for personal satisfaction and social usefulness.

The Federal Government should be responsible for promoting the national interest in education by stimulating, strengthening, and supporting the State and local agencies. It should supply competent leadership for planning, research, experimentation, and demonstration on a national or regional scale, but should not itself operate educational programs. It should provide funds for aid to the State and local agencies, in order to equalize the abilities of States to support the educational program which is needed.

In times of general unemployment, the Federal Government should perform another service for youth. It should take the lead in providing employment on public works programs for all competent workers who cannot be placed in private employment, including young people who have completed their vocational education. The purpose of such employment should be the production of useful goods or services—not relief, and not training.

Senator TAFT. Do you believe that the vocational education business should be transferred away from the C. C. C. and N. Y. A. and should be conducted under the State and local vocational education program?

Mr. PIPKIN. In a long time program it might be done, but under war conditions—and the war had not broken out when that report was made—

Senator TAFT. This particular question I am asking you does not deal with the question of training for war, but merely the general question of the peacetime activities of the N. Y. A. and C. C. C.

Mr. PIPKIN. That report, with all due respect to the fine men that made it, is not related, in my estimation, to realism at this time. They offer no plan by which these services will be rendered to these boys and girls, and our public school systems in the United States and particularly in Arkansas and the South are not equipped, either through facilities, through equipment, through personnel, or through financial ability to do what the C. C. C. and N. Y. A. are doing for these boys and girls.

Senator TAFT. How much money has the Federal Government put into the State of Arkansas on this work?

Mr. PIPKIN. During the 8 or 9 years approximately \$56,000,000.

Senator ELLENDER. Doctor, how many camps have you in Arkansas at present?

Mr. PIPKIN. Eleven.

Senator ELLENDER. Have you any difficulty in keeping the required number at each camp so as to comply with the rules and regulations of Washington here?

Mr. PIPKIN. No, sir.

Senator ELLENDER. As I understand it, 240 are permitted at each camp; is that not true?

Mr. PIPKIN. Two hundred.

Senator ELLENDER. Two hundred?

Mr. PIPKIN. Yes. We have a maximum strength at these 11 camps.

Senator ELLENDER. How many of those 11 camps teach boys such work as will make them fit, as will give them jobs, let us say, in these defense plants?

Mr. PIPKIN. I do not know how many are taking any specific course, but the whole routine equips them for employment. I would say there are no unemployed C. C. C. boys in Arkansas as the present time—former C. C. C. enrollees.

Senator ELLENDER. Does most of the work done by these C. C. C. boys involve, let us say, agriculture or forestry, or just what does it involve? In other words, what is the major endeavor?

Mr. PIPKIN. About 50-50, soil conservation and forestry. At the present time I believe there are six soil conservation and the rest of them are forestry, with the exception of one veteran camp.

Senator ELLENDER. You do not have any camps that are devoted exclusively to training boys to operate lathes?

Mr. PIPKIN. No, sir.

The CHAIRMAN. Are there any further questions, gentlemen?

Senator MCKELLAR. Not from me, sir.

Senator TAFT. I would like to ask Dr. Pipkin one question, if I may. Is it not a fact that there were no national defense workers in Arkansas?

Mr. PIPKIN. No, sir.

Senator TAFT. I notice the N. Y. A. lists in their last report 2,088 under the so-called defense program in the State of Arkansas.

Mr. PIPKIN. Senator, I thought the question referred just to the C. C. C. camps. In the N. Y. A., now, that is different. Since July 1 we have sent over 1,900 boys to national defense industries.

Senator TAFT. From where?

Mr. PIPKIN. From Arkansas.

Senator TAFT. From N. Y. A.?

Mr. PIPKIN. From N. Y. A.; yes, sir.

Senator TAFT. Do they have plants with lathes, and so forth? I thought you said that they did not.

Mr. PIPKIN. I thought the question referred only to the C. C. C., your last question. As to the N. Y. A., now, that is different. They have subjects for boys and girls devoting themselves exclusively to war industries. That is the number that we have actually sent out since July 1. We have 35 units teaching machine-shop work, automobile mechanics, sheet-metal work, and things like that.

The CHAIRMAN. Thank you, Mr. Pipkin. We will next hear Dr. Edward C. Elliott, president of Purdue University.

STATEMENT OF EDWARD C. ELLIOTT, PRESIDENT, PURDUE UNIVERSITY, LAFAYETTE, IND.

The CHAIRMAN. Dr. Elliott, for the record, will you please give your full name, your address, and your position?

Mr. ELLIOTT. Mr. Chairman, my name is Edward C. Elliott. I am president of Purdue University, Lafayette, Ind. Purdue University is the land-grant institution of that State. It was originally created in consequence of the Morrill Act of 1862, and by legislative action in 1864, as the Indiana College of Agriculture. As the result of the benefactions of John Purdue in 1869, it was named Purdue University. I have been president of the institution for the past 20 years.

The CHAIRMAN. Doctor, right there, in order that we might connect it up, when you became president of Purdue you were just in the midst of finishing up the after-war vocational training; were you not?

Mr. ELLIOTT. It had been completed at Purdue. I was finishing up at Montana at that time.

The CHAIRMAN. It was completed by 1922?

Mr. ELLIOTT. Yes. During recent years the attendance of the university has been approximately 7,000 students, chiefly in engineering, agriculture, applied science, pharmacy, and home economics. Approximately half of the students are enrolled in the schools of engineering, chemical, mechanical, civil, and electrical engineering. It is the largest school of its kind in the country; 20 percent of the students are women; 85 percent of these women are in the professional course in home economics; 30 percent of the students come from other States and other countries.

The university maintains a unit of the Reserve Officers' Training Corps. In the last 20 years we have trained and sent into the Reserve army about 2,500 Reserve officers.

I have related these circumstances, Mr. Chairman and gentlemen of the committee, not to describe Purdue University alone, but in so describing I am perhaps giving the main characteristics of fifty-odd similar institutions in the country, land-grant institutions.

The students of this institution represent a cross section of American families of modest, or perhaps less than modest, means. The students come to the university for the direct purpose of becoming trained for some form of useful work. The annual expense of attending the university, exclusive of clothing, traveling, and fees, is from four to five hundred dollars. The majority of the students are obliged to earn a part or all of the expenses while they are in the institution. Naturally, the depression years hit these students with considerable effect. From 1931 to 1933, the attendance at the university declined about 20 percent. Only through the assistance provided originally by the F. E. R. A. and later by the N. Y. A. were many students able to continue their technical training in the university.

In the beginning I was not in favor of the plan set up by the National Youth Administration. In my judgment greater emphasis should have been placed upon the aid to students of superior ability instead of basing that aid upon economic circumstances combined with that indefinite standard "ability to do college work." However, from the very beginning the university accepted the National Youth Administration and made serious and determined efforts to make it

a success. Year by year the National Youth Administration has improved its service to the youth of the university.

It is my judgment, seasoned by now 9 years of experience, that the National Youth Administration has exerted the most beneficial effect upon our youth, not merely by providing needed financial assistance, \$10 to \$15 a month, thereby keeping open the door of opportunity for these youth, but also by maintaining their morale. It is also my judgment that in the present very critical period it would be very short-sighted to abandon this form of student work, and the mechanism through which the Federal Government accomplishes the work.

Purdue University, in an effort to fulfill its obligations for speeding up and increasing the supply of technically trained men, has organized itself to operate continuously throughout the year. There will be no summer or any other vacations.

It is estimated that during the coming summer term somewhere between 3,500 and 4,000 students will be in the university. It is also estimated that at least 600 of these students will not be able to continue there in the university during the summer if the National Youth Administration aid is withdrawn.

Senator TAFT. As a matter of fact to continue through the summer would require additional appropriations, would it not?

Mr. ELLIOTT. I think so, sir.

Senator TAFT. I mean the N. Y. A. heretofore has not covered this summer term proposition.

Mr. ELLIOTT. That is quite right, sir.

Senator TAFT. That would require additional appropriations?

Mr. ELLIOTT. Yes.

The CHAIRMAN. Are we right there? Is it true that the N. Y. A. in general has not had any vacation period training at all?

Mr. ELLIOTT. As far as my institution is concerned, the aid stopped at the close of the institution in June.

The CHAIRMAN. No summer work has been done throughout the country?

Mr. ELLIOTT. I am speaking only for my institution.

Senator TAFT. I mean this additional summer term that all of the colleges are putting in has not been provided for by any previous appropriations, as far as I know.

Mr. ELLIOTT. Not so far as my institution is concerned.

Senator AIKEN. Will putting in the summer term increase or diminish the need of financial assistance to the students who will take it, at Purdue, for instance?

Mr. ELLIOTT. I am unable to say it will increase it. It will not diminish it, if I may give a left-handed answer to your question.

Senator ELLENDER. It will take the same amount for the same number of students. That is all it will do.

Mr. ELLIOTT. I think it will do more than that, sir.

Senator TAFT. I have had the complaint, for instance, that these students were able to go away in the summer and work, a good many of them, and provide themselves with a lot of money. If you give a third term it will require more expenses for that third term and require more appropriations.

Mr. ELLIOTT. That has been our experience, sir. We have made a more or less complete census of our study body. Going back to the

answer, sir, I think I should have said it will greatly increase the need for help.

Senator AIKEN. But you are continuing the 4-year course just the same?

Mr. ELLIOTT. We are continuing the 4-year course just the same.

Senator AIKEN. So that the 3-year course is optional. They do not have to go to the summer school.

Mr. ELLIOTT. No, not necessarily. We have impressed upon them the importance of remaining in the university, if they expect to complete their technical training before they are called for the armed services.

Senator AIKEN. If they do not have the money, they cannot do it.

Mr. ELLIOTT. That is what I am pleading for this morning. They should have some money to continue to go.

Senator TAFT. Of course, it should be made clear if we aid them now they will get through college sooner. I mean the net expense per student might not be greater, even though we increase the appropriation, looking at it from the standpoint of the student's whole college course.

Mr. ELLIOTT. I think that is a fair conclusion.

Senator ELLENDER. Dr. Elliott, because some of the students may not work through the summer, do you think it is necessary to increase that per month allowance so as to permit them to remain in college?

Mr. ELLIOTT. We have thought so, and we are now making a very careful man-to-man survey, to discover how great the need would be. As I said a moment ago, the aid to these students has run from \$10 to \$15 a month under the N. Y. A. program. It has been our policy to spread this aid over as wide an area as possible. If a student only needed \$8 a month, that is all he was permitted to earn. If he needed \$15 a month, we allowed him to earn the \$15 a month. In the case of graduate students, I think they were allowed to earn \$15 a month.

Senator ROSIER. Do you have reason to believe that the conditions which you are describing in your institution prevail in every one of the other universities and colleges?

Mr. ELLIOTT. Well, as someone remarked, sir, all generalizations run true, and perhaps this one runs true, too. I would be inclined to say, sir, as I have described the Purdue University, I have described 50 other land-grant colleges of the Nation.

Senator HILL. Do you have any idea as to what the total number of students would be who would have to stop college if the N. Y. A. were continued?

Mr. ELLIOTT. I can only speak for my own institution. We have estimated—well, it is more than an estimate, because we have interviewed the men—about one-sixth of them who ordinarily would be there during the summer would not be there unless some form of aid is found.

Senator HILL. Would that apply to your fall term, too? What do you think would be the effect on your fall term?

Mr. ELLIOTT. If the N. Y. A. is withdrawn I should say we would lose 20 percent of our students, largely because of the draft by industry, particularly. At this present moment, on my campus are representatives of 20 industries juggling for the possession of these trained engineers. I am thinking of setting up a priority board to find out how these men may be distributed.

Senator HILL. Your statement rather emphasizes the fact that in addition to giving these boys an opportunity to become educated, to become trained, to prepare themselves for life, this N. Y. A. is making a tremendous contribution to the winning of this war in preparing these boys to go into these industries, these war production plants, and turn out the stuff that we have got to have in order to win the war. Is that right?

Mr. ELLIOTT. At the present moment, sir, I am concerned with but one thing, and that is to make my institution a part of the fighting forces of the Nation. I am not interested in doing anything else at the present time. We are spending all of our time and all of our energy in revamping this institution so that its contribution to the fighting strength of the Nation may be recognized.

Senator TAFT. How many students have you this year as compared to last year, Doctor?

Mr. ELLIOTT. We went down about 10 percent from what it was 2 years ago.

Senator TAFT. What do you expect next year?

Mr. ELLIOTT. We estimate we will have about 5,000 in the autumn and about 4,000 in the second period.

Senator TAFT. You are likely to lose 20 percent more than you have lost already, in spite of the fact that it is an engineering college?

Mr. ELLIOTT. Yes, and over one-half of the students are engineering students.

Senator TAFT. Do you have any connection with this engineering defense training?

Mr. ELLIOTT. We have about 7,000 students being trained in plants outside of the institution.

Senator TAFT. That is under the Office of Education here?

Mr. ELLIOTT. Yes, sir.

Senator TAFT. Under Dean Seaton?

Mr. ELLIOTT. Yes, it was organized under our own Dean Potter, originally.

Senator TAFT. You have 7,000 in that?

Mr. ELLIOTT. Yes, in the industries in the States. It takes care of the universities principally.

Senator TAFT. What do they do, do they come into the universities for a while?

Mr. ELLIOTT. No; they remain in their own places. The work is done in the various cities in the State.

Senator TAFT. How does Purdue University come into it? I am just trying to get a picture of how it operates.

Mr. ELLIOTT. We were asked to organize it. We found a staff to do the teaching. We found 250 to 300 men actually working in industry, and we organized these classes in the respective communities of the State.

Senator TAFT. So about 7,000 men and how many women are working under this set-up?

Mr. ELLIOTT. Under the direction of my institution. There are three institutions in the State. Ours, Rose Polytechnic, and Notre Dame University.

Senator TAFT. Seven thousand are being trained by your institution?

Mr. ELLIOTT. By our institution? I presume that is probably three-fourths of all those in the State.

Senator TAFT. So there are 10,000 or 12,000 men being trained in this other engineering defense training?

Mr. ELLIOTT. Yes.

Senator TAFT. About how many students does the N. Y. A. now support in Purdue University?

Mr. ELLIOTT. About 700 or 800. I can give you the exact figures on that, sir. I have them here. I can only give you the figures for last year, Senator. Last year there were 1,024 students who were assisted.

Senator TAFT. Probably about the same this year?

Mr. ELLIOTT. About the same, probably somewhat fewer. The attendance is somewhat fewer this year.

Senator TAFT. May I ask, are there any other agencies working with you on this general question of training workers for war besides the N. Y. A. and this engineering defense training?

Mr. ELLIOTT. No. Of course, we are doing a very considerable amount of research work in my institution for the Army, for the Navy, and for the Air Corps.

Senator TAFT. Let me ask you this: Does Purdue University operate a self-help bureau of its own?

Mr. ELLIOTT. Yes.

Senator TAFT. Does it have some funds for that purpose?

Mr. ELLIOTT. Yes; we exhaust those funds every year.

Senator TAFT. I know. I think every university does.

How does it compare? How much do you provide for your self-help bureau?

Mr. ELLIOTT. Principally through land-grant funds and through incidental employment I presume we provide one-third of it.

Senator TAFT. You mean one-third of what?

Mr. ELLIOTT. Of what the N. Y. A. contributes which is about \$60,000 a year now for my institution.

Senator TAFT. The N. Y. A. contributes \$60,000 a year?

Mr. ELLIOTT. Yes.

Senator TAFT. And you contribute about \$20,000 a year?

Mr. ELLIOTT. Yes.

Senator TAFT. Do the two work together? I mean you work the whole business through your own self-help bureau?

Mr. ELLIOTT. Yes; it is all operated through one agency.

Senator TAFT. How do you select these thousand boys that are helped either one way or the other?

Mr. ELLIOTT. Well, we have a rather elaborate system. We started out, Senator, upon the assumption, that is, I gave specific instructions that we would regard the N. Y. A. money as our own money; it would have to be expended with the same meticulous care that we spend other public moneys, and therefore we set up a selective board that examined into the personal circumstances of every student, who was obliged to bring a certificate of character and of need from a responsible officer in his own community. That is carried out yet.

Senator TAFT. Are there any mental qualifications, or do they have to take an examination besides?

Mr. ELLIOTT. They are obliged to maintain at all times a passing grade in their work in the institution.

Senator TAFT. I mean as to admission. Is there any entrance examination?

Mr. ELLIOTT. We admit them directly from the high schools.

Senator TAFT. With the assistance of the N. Y. A. are you practically able to take all those that apply?

Mr. ELLIOTT. All but in the case of women.

Senator TAFT. All but in the case of women?

Mr. ELLIOTT. Yes; we have no place for the women to live.

Senator TAFT. You take in practically all the men who apply?

Mr. ELLIOTT. Practically all from the inside of the State, but not from outside of the State. We set a little higher level for students outside of the State than we do inside of the State.

Senator TAFT. Do you have a State-aid university in the State of Indiana? Does the State provide part of the funds?

Mr. ELLIOTT. It provides all of it, sir.

Senator TAFT. It is a State university?

Mr. ELLIOTT. It is a State university.

Senator TAFT. What does the State of Indiana provide for the university altogether?

Mr. ELLIOTT. About \$2,500,000 a year.

Senator TAFT. \$2,500,000 a year?

Mr. ELLIOTT. Yes.

Senator TAFT. I see. Thank you very much.

Senator BUTLER. Senator Taft asked about the different plans of student assistance. I was wondering if a student who qualifies for N. Y. A. assistance is also eligible for the other set-up that might be available like the self-help or other plans, or is he limited to the N. Y. A. alone?

Mr. ELLIOTT. Not necessarily. Although the case to which you refer would be a rare one. It might be that a student was so badly off, misfortune in the family, that in addition to the \$15 a month he had to have a little bit more work. In my institution, where these students have received on the average about 30 cents an hour, a student cannot spend more time than represented by \$15 a month, and at the same time carry on his university work. Since the N. Y. A. program was set up many students now take 5 years to do their work instead of 4, because they are unable to carry a full load of student work. Purdue University is not an easy place for people of less than ordinary ability to remain.

Senator TAFT. It is real work, is it not, in all cases? I mean, the students do not really feel that they are getting a gratuity, but that they are getting paid for doing actual work?

Mr. ELLIOTT. Now and then, Senator, we find a misguided individual who thinks that, but he is immediately cut off the list. In other words, we have regarded this exactly the same way as if the State of Indiana had appropriated this money for the youth of the university. That would be audited and scrutinized in exactly the same manner and to that end we have printed each year a report setting forth exactly what was done each year and the kind of projects that were carried on.

Senator TAFT. Would you send me one of those reports, the last one?

Mr. ELLIOTT. The first one is a good example. This was the F. E. R. A. report. The others are of the same character, sir. I will give that to you right now.

My conclusion, sir, is that the present time is the worst possible time to make any change in this form of student help.

Senator McKELLAR. Doctor, I would like to ask you a question. Out of the 1,024 students that were assisted through N. Y. A. last year at your institution, how many have gone into the Army?

Mr. ELLIOTT. I could not answer that.

Senator McKELLAR. Could you get the statistics and send them in?

Mr. ELLIOTT. How many went into the Army, you say?

Senator McKELLAR. How many have gone into the Army out of that 1,024 that you assisted last year?

Mr. ELLIOTT. I can give you only a general answer.

Senator McKELLAR. You could not get the figures?

Mr. ELLIOTT. We can get that, sir.

Senator McKELLAR. Cannot you get that and mail it to the committee?

Mr. ELLIOTT. I can.

Senator McKELLAR. I will thank you very much if you do that.

Senator ELLENDER. Would you have to write to each student who left the university to find out as to what he had done?

Senator McKELLAR. He said he can get it.

Mr. ELLIOTT. I think my intelligence service should be able to tell me without that, sir.

Senator McKELLAR. I believe you said the cost to the Government, through N. Y. A., was about \$60,000 a year.

Mr. ELLIOTT. It was a little bit more than that last year, sir.

Senator McKELLAR. Give it to us.

Mr. ELLIOTT. It has averaged about \$60,000 a year.

Senator McKELLAR. What was it last year?

Mr. ELLIOTT. For 1940-41 it was \$80,723.

Senator McKELLAR. And you say you would like to have it increased. Did not I understand you to say that you would like to increase that amount?

Mr. ELLIOTT. It will need to be increased, because we are now running 12 months a year; that is, the annual amount will be increased.

Senator TAFT. You will run three terms instead of two.

Mr. ELLIOTT. Yes.

Senator McKELLAR. Is this money paid to your institution or is it paid to the boys, or how is it paid? Who pays it to you or to the boys?

Mr. ELLIOTT. We regard these students as if they were employees of the university.

Senator McKELLAR. Yes, sir.

Mr. ELLIOTT. Careful time records are made. I have all the forms here that we use. Those wage records are prepared and transmitted to the N. Y. A. office in Indianapolis. I think now, Mr. Williams, the checks are mailed directly to the students, are they not?

Mr. WILLIAMS. That is right.

Senator McKELLAR. Were they formerly mailed to the university?

Mr. ELLIOTT. No. I suppose they are mailed to some central place in the university and the university distributes them to the students.

Mr. WILLIAMS. They are mailed to the students directly.

Senator McKELLAR. Mailed to the students?

Mr. ELLIOTT. Yes.

Senator McKELLAR. Upon your recommendation or whose recommendation?

Mr. ELLIOTT. Upon our recommendation.

Senator SCHWARTZ. On your pay roll?

Mr. ELLIOTT. On our pay roll. It is a certified pay roll made out as any other university pay roll is made out.

Senator MCKELLAR. How many of these 1,024 students have gone into industry? Could you get the number that have gone into industry and would you let me know the number?

Mr. ELLIOTT. I will give you a careful analysis. Of that 1,024, a certain number of them have graduated; a certain number are still in the institution.

Senator MCKELLAR. You could easily break that down, could you not?

Mr. ELLIOTT. I could break that down, yes.

Senator MCKELLAR. I would be very much obliged to you.

Mr. ELLIOTT. I shall send that to you, sir. (See pp. 172.)

Senator MCKELLAR. You say that you are now receiving from the Federal Government funds to educate engineering students.

How much do you receive from that source?

Mr. ELLIOTT. You mean this engineering defense training that has been carried on?

Senator MCKELLAR. Yes.

Mr. ELLIOTT. I cannot give you the figures on that, sir.

Senator MCKELLAR. Could you let us have them?

Mr. ELLIOTT. I can; yes.

Senator MCKELLAR. I would be very much obliged. You also receive from the Government funds from the land-grant fund, do you not?

Mr. ELLIOTT. Yes, sir.

Senator MCKELLAR. About how much do you receive from that?

Mr. ELLIOTT. I haven't the figures in front of me, sir. We received what the other States receive, whatever that amount may be. We receive money under the second Morrill Act, which is now, I think, \$60,000 a year. We receive money for the agricultural experiment station; we receive money for the agricultural extension service.

Senator MCKELLAR. Would you be good enough to give us a break-down of all the monies that Purdue University receives from the National Government at the present time?

Mr. ELLIOTT. I can send you the printed report, sir. It is all printed every year.

Senator MCKELLAR. We will be very glad indeed to have it. You said that the industries wanted your students.

Mr. ELLIOTT. Yes.

Senator MCKELLAR. I can understand that. Are they engineering students or N. Y. A. students that they want?

Mr. ELLIOTT. Well, industry does not inquire.

Senator MCKELLAR. Industry does not inquire?

Mr. ELLIOTT. Industry does not inquire; no.

Senator MCKELLAR. I thought in war industries we had to be very careful about what a student is able to do, or what any boy is able to do in industry, and where he has had engineering training. He is probably better prepared when he has had engineering training than when he has had a different kind of training.

Mr. ELLIOTT. What I mean to say, the industry inquires whether he has had engineering training. The industry does not necessarily inquire whether he received that training under N. Y. A. assistance.

Senator MCKELLAR. No, no; I did not ask that question. I merely wanted to find out what industry wanted. You can give me the figures of how many of your students go into industry and how many go into the Army, I suppose.

Mr. ELLIOTT. Every student today who goes into industry, Senator, goes in with the reservation that he is going to be called for the national armed service, unless the industry into which he goes can prove that he is a necessary man in that industry.

Senator MCKELLAR. Is the university given any leeway in that regard? Are any of your students exempted by the local authorities from being inducted into the Army?

Mr. ELLIOTT. At the present time the local draft boards are inclined to defer students who are in these various courses of technical training until they have completed their training.

Senator MCKELLAR. If you can give the number, would you be kind enough to get the number from your books? It, of course, will show the number that have been deferred in order to complete their education. I will be greatly obliged to you if you do that.

Mr. ELLIOTT. I can send you that. It is all prepared, sir, and tabulated.

Senator MCKELLAR. Thank you.

Senator TAFT. Do you find any tendency at all on the part of boys to try to get into these essential industries as something that they prefer to going into the Army in this war effort?

Mr. ELLIOTT. Now, and then, sir, we discover those cases. Generally speaking, however, the boys want to get into the Army service rather than to get into industry.

Senator TAFT. Also, I suppose they are pretty well impressed with the fact that it is rather unlikely that they would be found to be necessary men, is not that true?

Mr. ELLIOTT. Well, we have tried to impress upon them that going into industry is only a temporary period away from the Army.

Senator TAFT. Of course, your engineering training is also a good background for any advance in the Army, after they get in the Army, is it not?

Mr. ELLIOTT. Yes.

Senator TAFT. Do you not believe that those who have had that engineering training made more headway in the Army in the last year and a half than others?

Mr. ELLIOTT. There would be two classes of students; those who have had the advance Reserve Officers' Corps training and those who have not. But today, as you well know, the various armed services of the Nation are asking for all kinds of technically trained men, chemists, bacteriologists, as well as engineers, and consequently many of these people are being taken into the service in a semi- or pseudo-military rank.

Senator TAFT. What is the average age of your graduates?

Mr. ELLIOTT. I would say about 22.

Senator TAFT. I suppose the speed-up will reduce that?

Mr. ELLIOTT. Somewhat.

Senator TAFT. To 21, probably.

Mr. ELLIOTT. Somewhat. The disposition of these students, of course, is to get in where the fighting is, and industry is having some difficulty in keeping those men.

Senator MCKELLAR. Doctor, that interests me very much. I would be very interested if you would give, in this break-down, the number of Purdue students of all kinds—I asked for those receiving N. Y. A. assistance a while ago, but would you be good enough to give us the number of Purdue students of all kinds that have gone into the Army in the last year?

Mr. ELLIOTT. I can say to you, Senator, that in the week following Pearl Harbor, 100 of these students, who should have stayed in the institution, enlisted in the services.

Senator MCKELLAR. That is fine. I think they did exactly right, because we have got a real war before us. We haven't got a mock war. I want to congratulate those students. I think they have done the manly, patriotic thing. We have got a great war on, Doctor. It is not a theoretical war.

Mr. ELLIOTT. Unfortunately, some of these students who enlisted, however, sir, should have stayed in the institution. I recall an instance that happened where a father telephoned me about his son, who had to remain in the institution only until May to graduate. The boy was going to enlist in the Air Corps. I sent for the boy and talked to him for over one hour, and this boy arose and said: "Mr. President, all the things you say are true; I should remain in the institution; but I am enlisting tomorrow morning."

Senator MCKELLAR. I commend the boy very highly, Doctor.

Senator CHAVEZ. The deferments you speak of are generally confined to those who are about to graduate, is not that correct?

Mr. ELLIOTT. Principally now those who are of junior and senior rank, because they are the ones who have been registered under the selective service.

The CHAIRMAN. I would like to say, Doctor, that under the Selective Service Act there is only one general deferment, and that is for students in seminary schools, who are preparing for the priesthood. Each individual case is handled by the local board upon its individual merits under the theory which the local board itself works out, under the fundamental theory of the Selective Service Act. Now, it has been charged, President Elliott, that some students have wanted to continue the N. Y. A. work because they thought it was an aid in keeping them out of the Army. Is there any way under the sun that a boy would be kept out of the Army by continuing N. Y. A. work?

Mr. ELLIOTT. I spoke only for my own institution. Certainly not, sir.

The CHAIRMAN. In other words, the person who makes the statement does not understand the Selective Service Act, does not understand the way in which it operates.

Now, there have been before our military committees delegations from medical schools and from engineering schools and other lines of what may be called necessary persons, asking us to set up these preferred lists. Congress has always refused to do that, on the basis that selective service is a matter that should be between the individual and local boards and not a matter of arbitrary application, like we did in regard to the seminary student working for the priesthood. We

have turned them down each time, so that the original theory of selective service remains. Now, in the working out of that theory, a boy in a school like yours, who is about ready to graduate with a second lieutenant's commission which takes him immediately into the Army—

Senator TAFT. How does he do that? You mean the R. O. T. C. boy?

The CHAIRMAN. The R. O. T. C. boy, which, of course, is the backbone of our Army officer corps at the present time. Such a boy, who spoils his chances of making a good commissioned officer by two months of zeal, is not acting very wisely, either from the standpoint of the Army, the country, or anybody else, it seems to me. We like his zeal, everybody likes his zeal, but the theory of selective service is recognized in the necessary man proposition there. We want the man where he can serve the best.

I want to ask one other question. You say you scatter this N. Y. A. benefit on the basis of individual need; that is, some boys work 8 hours. In other words, you assume that the boy who does not work at all has more time for his studies. That is the ideal situation. That is, your curriculum should take up the 24 hours of the boy's work; is that not true?

Mr. ELLIOTT. That is right.

The CHAIRMAN. It is reckoned on that kind of a basis. Then when a man works 8 hours, he has to take it from something, and you recognize that fact. So that you try to keep those hours down, if you try to give him the most advantages upon his studies. Since you are doing that on the basis of need, and every institution does it, do you find that there are still more persons who are eligible for N. Y. A., in spite of the defense effort on the outside, in spite of the demands by industry, in spite of the persons that are going into the Army under age, you still have an excess of persons that you can choose?

Mr. ELLIOTT. No; not this year, sir.

The CHAIRMAN. It is beginning to dwindle?

Mr. ELLIOTT. It is beginning to dwindle somewhat.

The CHAIRMAN. Therefore, any estimate about the expenditures for next year is based upon the number of students who would be eligible for N. Y. A.?

Mr. ELLIOTT. There would have to be a certain amount of guessing about that.

The CHAIRMAN. Yes.

Mr. ELLIOTT. But under the rules set up by the N. Y. A. only a certain percentage of the students—I think this year it is 12 percent—could be made eligible.

The CHAIRMAN. Anyone can get N. Y. A. benefits, even if he has not proved to be in actual need?

Mr. ELLIOTT. Not in our place, he cannot.

The CHAIRMAN. Can he in any first-class university?

Mr. ELLIOTT. I think not.

The CHAIRMAN. I think the standards are uniform throughout the country. Don't you think your association, the land-grant colleges, would see to it?

Mr. ELLIOTT. Naturally, sir. That is dependent a good deal upon the degree of efficiency of a local administration.

The CHAIRMAN. Is it not because the land-grant colleges of the country have got a level of work and understanding that you do not have this migratory student any longer, the fellow who chases from here to there for some kind of student benefit, or some kind of loafing benefit, or something of that kind; have not you eliminated that in the last generation?

Mr. ELLIOTT. Well, we have never had it at Purdue, sir. They do not come to our place unless they are pretty serious and unless they have something more than a moderate amount of intellectual competency.

The CHAIRMAN. They have got to matriculate before they can get in? You do not take in the unmatriculated student anymore?

Mr. ELLIOTT. Not only do they have to matriculate, but they have got to labor after they get there.

The CHAIRMAN. And the N. Y. A. boy has to meet his matriculation requirements, and you cannot take a man in your engineering school unless he has the qualifications necessary in mathematics to carry him in the freshmen's course?

Mr. ELLIOTT. I think it is a little more difficult for the N. Y. A. boy to remain in the institution than the ordinary student.

The CHAIRMAN. Of course, if he gives his time in one place he has got to cut down his time somewhere else. In the engineering college you estimate a boy has got to study about 2 hours in every class he takes?

Mr. ELLIOTT. At least; but he does not always do it.

The CHAIRMAN. Some of us were always bright, of course. The point I want to make is that the N. Y. A. has been able to—and if it has not I was going to say I am thoroughly disgusted with it—has been able to give its aid to the people who are qualified to take it.

Mr. ELLIOTT. That would be true in my institution, sir.

The CHAIRMAN. In other words, you would not have a person coming to Purdue who was not qualified to enter Purdue if he did not have N. Y. A. assistance?

Mr. ELLIOTT. Certainly not, sir.

Senator BUTLER. May I ask one more question, please, of the president?

The CHAIRMAN. Senator Butler.

Senator BUTLER. I may have the wrong impression, and if so he can correct me. You have been receiving a certain amount of N. Y. A. assistance; and it is your feeling that that amount should be increased, the appropriation should not be reduced, and, if anything, it should be increased. Is that not the general feeling among schools?

Mr. ELLIOTT. My answer has to be qualified somewhat by the uncertainty as to the attendance next year.

Senator BUTLER. That is where my curiosity is aroused a bit. All institutions, perhaps your own, have shown a drop in attendance?

Mr. ELLIOTT. Yes.

Senator BUTLER. How can you correlate the two ideas, the drop in attendance without a corresponding drop in the amount of assistance from N. Y. A.?

Mr. ELLIOTT. Well, that drop in attendance is more apparent than real. Let us assume that my institution had 7,500 students, as it nearly did 2 years ago: If those students attended two semesters, that

would be 15,000 there per semester. On the other hand, if we had only 5,000 students who attended three terms—let us call it for convenience a semester—that would also equal 15,000 per semester. So that the amount in either case needed for assistance would be approximately the same.

Senator BUTLER. But it seems that there has been a quite decided drop in attendance in most schools. There has been an army of a few million arranged for, and that takes out a certain number of those who would ordinarily be in school. There must be quite a shift in the type of student attending. Possibly the boys who were well able to pay their way in school are the ones who have gone into the Army, and those who are not so able financially to pay their own way are the ones who are attending college, and therefore it is necessary that student aid be increased rather than diminished; is that not so?

Mr. ELLIOTT. I have not any data to base a certain answer upon that question. It appeared last September that the students coming into the institution needing aid were a smaller proportion of the student body than it had been in previous years, but the difference was too small to make any practical difference in the administration of N. Y. A. funds.

Senator TAFT. I think by next fall it might be in the book, but I do not suppose you can determine it now.

Mr. ELLIOTT. We could not say it now. On the other hand, if the aid were not used under the formula for the legitimate assistance of college students, it simply would not be used. I should think it would be a wise military precaution to provide the additional aid. If it were not used then it could be used in the following year. The greatest single problem we have now is providing trained manpower.

Senator TAFT. Dr. Elliott, let me ask you a question or two. In the first place, you have been testifying, of course, about the in-school program of N. Y. A. That is only one-fifth or one-sixth of the total appropriation of the N. Y. A. Are you familiar with the out-of-school program? Do they have some of these projects in and near Purdue, whether they are N. Y. A. projects or not? Do you know anything about that?

Mr. ELLIOTT. Only incidentally, sir. I do know we are cooperating with the local public schools. They use our shops.

Senator TAFT. The local public schools, they would be working through the Office of Education?

Mr. ELLIOTT. Yes.

Senator TAFT. I am wondering about the out-of-school program.

Mr. ELLIOTT. No, I have no knowledge of that.

Senator TAFT. The other question is this: Of course, your university is in a rather different situation, as to war work, than a good many of the other universities. You have a very much higher proportion of engineering and scientific training than the ordinary, you might call, liberal-arts university.

Mr. ELLIOTT. That is all we have, of course, is technical training.

Senator TAFT. So that the need in your university is obviously greater, perhaps, than it is in some universities like Yale or Princeton, in proportion, at least, to the number of students. I am talking about its relation to the war effort.

Mr. ELLIOTT. Yes. Naturally, the type of student that comes to an institution of the sort of Purdue, or Ohio State University, comes from families probably of a lower economic level than those going to certain other institutions.

Senator TAFT. What I mean is, for instance, is not Purdue teaching much more in the highly mechanized art, so to speak? At least has not it got much more engineering and scientific preparation or training than Ohio State University, for instance?

Mr. ELLIOTT. Yes.

Senator TAFT. You specialize in that line, and you have specialized in that line. That is the point.

Mr. ELLIOTT. For 50 years.

Senator MCKELLAR. Mr. Chairman, I want to put in the record at this time an article by Harry S. Sherwood in the Baltimore Evening Sun of March 24, 1942. It begins on page 1 and ends on page 4, and I will just pass it to the stenographer.

(The article referred to is as follows:)

[Extract from the Evening Sun, Baltimore, Md., March 24, 1942]

NATIONAL YOUTH ADMINISTRATION ABOLITION WOULD AID WAR EFFORT—SEIDEL

By Harry S. Sherwood

"The National Youth Administration and its vocational training, which is supposed to help the war industries, could be ended tomorrow without loss to anyone and with positive benefit to the war effort," John H. Seidel said today.

Mr. Seidel is in charge of the national defense training courses conducted by the public schools in Baltimore and elsewhere in the State. He is assistant State superintendent of education in charge of vocational training and is president of the American Vocational Association, a national organization of vocational teachers. He was National Youth Administration administrator in Maryland in 1935 and 1936, when the Federal agency was limited to helping needy youths through high school and college.

CITES OTHER FACILITIES

"If the National Youth Administration were abolished," Mr. Seidel continued, "the tools which it has in its shops in Beltsville and in Baltimore could be made available for training a much larger number of people who are taking the national defense training courses financed by another department of the Federal Government. That is, some of the tools could be so used.

"Some of the tools the National Youth Administration has are of such type that they should not be used in training. They should be handed over to the industries which need them. They are the finer tools and those most difficult to obtain.

"The National Youth Administration training activities are confined to persons under 24 years of age. If the tools were made available for use in the national defense courses, they would serve a larger number of people. Those taking the national defense courses are persons of all ages who are taking the training to fit themselves for work in war industries.

ENDORSES EDITORIAL

"I subscribe to everything that was said in an article on the editorial page of the Evening Sun on February 18, which was headed 'An invitation to the National Youth Administration,'" said Mr. Seidel.

In that article it was said:

"The closing of the National Youth Administration classes in Maryland would be a fine thing from almost any point of view but that of the National Youth Administration jobholders.

"The closing of them would yield a saving of hundreds of thousands of dollars a year of Federal funds—for which there is plenty of use in the war effort—which are now being spent in the State of Maryland."

COSTS WOULD BE PAID

"Abandonment of the National Youth Administration would make an end of a situation in which two separate departments of the Federal Government, working to accomplish the same thing, have two separate forces and two separate sets of administrative costs," said Mr. Seidel. "There would be, instead, one department with one force and one set of administrative costs.

"There isn't anything which the National Youth Administration does which could not be done as well by the national defense training courses. In fact, the work can be done better by the latter and it can be done without paying the students while they are taking the training.

"The truth is that a large part of the vocational training which those enrolled in the National Youth Administration take, they take from our instructors who conduct classes in the public schools. National Youth Administration students in the Reisterstown residential center go to Public School No. 250 at Baltimore and Aisquith Streets for the vocational training which instructors working under the national defense training courses give.

INDUSTRY FURNISHES MEN

"Our instructors come from the industries themselves. They are men from the industries who are lent to us to conduct the classes. The training of the student in what we call the preemployment classes is designed to fit them to do certain definite tasks in the war industries, so that when they leave our classes they can go directly to work and make the weight of their work felt in the production of the war industries.

"That is not true of the National Youth Administration shops. In those shops they must produce something and what they produce may have no use in the war industries.

"For example, at a national defense course center in Hagerstown the students make struts and ribs for airplanes for an airplane factory in Hagerstown.

"The National Youth Administration students were supposed to do woodwork. They put up the parts of the buildings which have been erected for the National Youth Administration shops in Beltsville.

PROGRAM COMPLICATED

"The whole program of the National Youth Administration, with its vocational training, its work projects, its payments to students, etc., is very complicated and difficult to understand unless you make a close study of it.

"I am not criticizing Glen L. Brown, the present administrator of the National Youth Administration in Maryland who took charge of the work last June and who has tried sincerely to do a good job in handling it here and has made some improvements.

"The national headquarters in Washington will not permit him to do some of the things he would like to do. I asked him on one occasion to lend to me certain tools which he had in western Maryland. He agreed to do it.

"Later, he was informed that this was in violation of the national policy of the National Youth Administration and he was not permitted to lend the tools.

"DELAYS CREATED

"In some cases the operation of National Youth Administration actually works to delay the employment of men in the war industries. It will send to this State men who have been trained in other States, Kentucky or Tennessee, for example. It requires them to live here for 2 weeks before they enter the war industries, whereupon the industries would be glad to take them on when they arrive. That is done at the expense of the Federal Government. The National Youth Administration pays their fare here and maintains them until they go to work.

"What I have said relates to one group of those who are given training and who usually find their way ultimately into the war industries.

"There is another group to which the National Youth Administration gives training. The members of this second group, for one reason or another, are regarded as not fitted for employment in the war industries. In this group people remain on the National Youth Administration rolls for from 13 months to 50 months.

"It has been estimated that before January 1943 the war industries will need 30,000 workers in addition to those now on their pay rolls.

"The national defense training courses are working to train workers to fill this need.

COURSE HAS WAITING LIST

"We have in Baltimore a waiting list of 425 who would take training in the national defense courses in electric welding such as is used in the shipyards. And we have at Glen Burnie another waiting list of 90 who want to take the same training.

"If we had the tools which the National Youth Administration had, that is, the tools which should be used in training, exclusive of the finer tools which are more difficult to get and which should be turned over to the industries, we could speed up the training of those people and help in supplying to the war industries the skilled labor they need.

"Elimination of the National Youth Administration would undoubtedly reduce the cost of the training to the Federal Government and would eliminate duplication in training for the war industry as well as other training on which the Government is spending money and which has no relation to the war effort."

FIGURES HARD TO GET

Mr. Seidel said it was difficult to get statistics on those receiving training under the National Youth Administration at this time. His information for Maryland indicated that the following were in training March 1, exclusive of those at Beltsville: White males, 136; white females, 265; Negro males, 3; Negro females, 66. A number of Negro women are said to be in training as nurses aids at the Hopkins Hospital, the Provident Hospital, and the city hospitals.

The State employment office, available reports indicate, has placed a total of 2,407 graduates of both national defense and National Youth Administration classes in the war industries, but has not separated those trained by the National Youth Administration from those who got their training through the national defense courses.

Mr. Brown recently reported that the National Youth Administration was being operated in the current fiscal year on a budget of the \$1,200,000 of which \$582,000 was being spent on those who were expected to go into the war industries and \$424,000 was being spent on those who were not expected to go into the war industries.

The sums now being spent on those who are being helped through high school and college, the purpose for which National Youth Administration originally was created, are: High schools, 2,120 students, \$75,774; colleges, 1,314 students, \$97,747.

The CHAIRMAN. Thank you, President Elliott. Mr. Herbert Pease, of the New Britain Machine Co.

STATEMENT OF HERBERT H. PEASE, PRESIDENT, NEW BRITAIN MACHINE CO., NEW BRITAIN, CONN.

The CHAIRMAN. Mr. Pease, for the record, will you state your name, your address, and position; and then proceed with your testimony as you wish?

Mr. PEASE. Mr. Chairman, my name is Herbert H. Pease. I am president of the New Britain Machine Co., of New Britain, Conn. I have been with the company since 1910. I have been president since 1919, I think.

The only phase of this Youth Administration work that I know about and that I am particularly interested in now is their vocational training. We have been using National Youth Administration boys since last June in our business.

Senator McKELLAR. How many?

Mr. PEASE. We have employed very nearly 300 boys. Now, I will give you a little background of what the situation is in Connecticut. I am only speaking for the New Britain Machine Co.

As you all know, it is an industrial State, and a great many of the mechanical concerns, the metalworking concerns, in New England and in Connecticut, are working on war production. In our particular case—and I am only using this as an illustration—our normal output is perhaps three or four million dollars a year of automatic machinery, multiple spindle, automatic screw machines, and chucking machines. We have another department where we make metal products. We are making these precision parts, hardened and ground parts that go in the airplane engines, making hundreds of thousands of them. We are making projectiles for the Navy in our production division.

Normally, as I say, we do a business of perhaps of \$3,000,000 a year. Last year we did a business of about \$21,000,000 on all defense work.

Our experience is not a great deal different from these other concerns that are really trying to do something on this war production program.

You all know what the situation is in regard to machine tools. Machine tools are made mostly by small concerns; there are no large concerns making machine tools, because of the nature of the business. The kind of workmen, the kind of employees, the kind of machinists that are required to make machine tools have to be experienced men; at least the backbone of the concern has to be made up of experienced machinists.

Now, you can realize what it means to increase your capacity seven times in that character of work since the fall of 1939. Now, we have done, and others have done, I think, pretty well. We have done what we could to train young men. We have taken the boys from the trade schools that have had the 5,000- and 3,000-hour courses. They are pretty good kids when they come out, and we are able to use them.

We have taken the boys and men that have come in from the surrounding States, and we try to train them. They are rather the floating type, a good many of them. They come and they are hard to keep. They perhaps will come to work for us and then they will go to the aircraft, or some place else.

We have used every resource we know how, all of us, to increase our working force. We have skilled and semiskilled mechanics. There are not any more skilled mechanics available. That is just out of the picture. The men that have had 10, 15, and 20 years' training, they are employed and they are doing their best. But when it comes to this expansion, we have to take these boys and put them alongside these other men and let them train these youngsters to take a machine and operate the machine.

Now, we have just used up the supply in Connecticut. The boys that we have secured from the National Youth Administration, as I understand it, have had about 6 months' training in the National Youth Administration schools all over this country, and then they are brought to appraisal camps in Connecticut, for instance. I know about Connecticut. There are three camps in Connecticut. One is at Nepog. These boys come into these camps and they are appraised as to how good they are. They have 2 weeks' training there; 2 weeks' instruction; and then they are doled out to industry.

Now, in our case, our employment manager is in touch with this crowd. If we want 20 men, if we want so many grinder hands, if we

want so many turret-lathe operators, or so many boring-mill operators, we will put in a requisition to Nepog. They will broadcast this requisition in Arkansas, in Mississippi, in Tennessee, in North Carolina, in these States where they are running these National Youth Administration vocational schools and giving these youngsters, 17 and 18 years old, 6 months' training. Now, they will fill our requisition from these States. These boys will come to Nepog, they will get a final going over, and then they will be brought down to our plant in a truck. We know just where they are going, and we put them to work.

Senator ELLENDER. Mr. Pease, can you be a little more specific as to the number of boys that come to your place from these various camps?

Senator TAFT. Could you take the total additional help that you put in the last 6 months or so and divide that into where they came from?

Mr. PEASE. I have it here.

Senator ELLENDER. You stated a moment ago that you had increased your business from \$3,000,000 to \$21,000,000, and you said something about increasing your plant seven times its original size.

Mr. PEASE. No; I said we have increased our output.

Senator ELLENDER. Will you be able to tell us then how many employees you have and to what extent you have increased your employees?

Mr. PEASE. I will tell you how we have done it. We have increased our output by increasing our own employees from 900 to about 3,000. We have also increased our output by subcontracting. We are subcontracting for machine parts with a carefully supervised organization. We have over 50 concerns working for us in making machine parts.

Senator ELLENDER. You have increased your own employees from 900 to 2,100, which is 1,200 additional.

Senator TAFT. From 900 to 3,000.

Mr. PEASE. Roughly, from 1,000 to 3,000.

Senator ELLENDER. You increased the number by approximately 2,100, then?

Mr. PEASE. Yes.

Senator ELLENDER. How many of those would you say came from these N. Y. A. training centers?

Mr. PEASE. We have 263 of those boys who are still with us. We had, I think, more than that. I have a list here of a few that have left. A few have gotten sick and gone home. The turn-over of these boys has been remarkable.

Senator McKELLAR. How many enlisted?

Mr. PEASE. Well, sir, I will tell you—

Senator McKELLAR. I will be glad to get it.

Mr. PEASE. There is one joined the Navy.

Senator McKELLAR. One joined the Navy.

Mr. PEASE. One joined the Army.

Senator McKELLAR. One joined the Army.

Mr. PEASE. And I suppose there are others. I have a memorandum here as to why they left, the date they left, and so forth.

Senator McKELLAR. As a matter of fact, you get them deferred, do you not? Does not your local board defer them at your request? When you tell them they are engaged in war production work, they defer them, do they not?

Mr. PEASE. Well, you see, these boys are under age.

Senator MCKELLAR. They are under age?

Mr. PEASE. Yes, they are 18 and 19 years old. That is one beauty of this proposition. We are certain to have the use of these boys for probably 18 months at least.

Senator MCKELLAR. Would you be good enough to get their ages and put them in the record later on, unless you have it there?

Mr. PEASE. I know their age. They are 18.

Senator MCKELLAR. Well, you know we can be very greatly mistaken about the ages of people by looking at them.

Mr. PEASE. I am basing my figures on what the National Youth Administration told me.

Senator MCKELLAR. If you have got it there, that is what I want. If you have got it there, I would be very happy for you to put it in the record.

Mr. PEASE. I will do that, sir.

One of you gentlemen asked me where these boys are from. They are from West Virginia, Pennsylvania, Kentucky. Here are 10 from Kentucky. Oklahoma, Arkansas, West Virginia, Oklahoma, Arkansas—4 or 5 from Arkansas—Oklahoma, 8; West Virginia, Vermont, Tennessee, Kansas—

Senator MCKELLAR. How many have you got from Tennessee? I am interested in that. You pay them good wages, don't you?

Mr. PEASE. We haven't quite so many from Tennessee as we have from Arkansas, Oklahoma, and Kansas, but we have a few. West Virginia, five; Tennessee, again.

Senator MCKELLAR. Yes?

Mr. PEASE. Oklahoma, Kansas, West Virginia, four or five; Ohio, Arkansas, Kentucky, Louisiana, Kentucky, West Virginia, Mississippi, Kentucky, Mississippi, West Virginia.

Senator MCKELLAR. Do these come certified from the N. Y. A.?

Mr. PEASE. Yes, sir.

Senator MCKELLAR. They do?

Mr. PEASE. Yes.

Senator MCKELLAR. What do you pay these boys?

Mr. PEASE. When they come into our employ we pay them 50 cents an hour for the first month or two, I think, and then 55 cents for another month or two, and then 60 cents as the base rate.

Senator MCKELLAR. 50, 55, and 60?

Mr. PEASE. As a base rate.

Senator MCKELLAR. What else do you pay them? Do you give them a bonus?

Mr. PEASE. We pay them a premium.

Senator MCKELLAR. Or a bonus?

Mr. PEASE. Well, it is a premium.

Senator MCKELLAR. Is that before income taxes or after income taxes?

Mr. PEASE. Well, I should think it is before.

Senator MCKELLAR. All right, I just want to know.

Mr. PEASE. We all like to.

Senator TAFT. Is it a premium for overtime or a premium even if they do not work overtime?

Mr. PEASE. We run our time on a 40-hour-week basis. We pay overtime for anything over 40 hours, or over 8 hours a day, but we

are not running 40 hours, as you gentlemen all know, we are running these men and our old machinists just as many hours as they can take it—as they can stand—there is no percentage in cutting a man down to 8 hours a day.

Senator TAFT. They get 60 cents and for overtime they get 30 cents extra. That is approximately right, I think.

Mr. PEASE. Then, there is the production premium, efficiency premium.

Senator TAFT. What does the premium amount to for a week? Just give us an idea.

Mr. PEASE. That depends on how good they are.

Senator HILL. What is the basis for that premium? That is what we are trying to get.

Mr. PEASE. Well, sir, it is a little complicated. If you would like to hear it, we will tell you.

Senator MCKELLAR. We would like to hear it. You are very interesting.

Mr. PEASE. Well, there is a standard time allowance arrived by our estimating department on every operation, every machine operation, on every part. Now, that is based on what a good man can produce on that machine. If a good man can produce 100 pieces—or, say, make it 10 pieces in an hour—we set our standard time at 8 pieces an hour. Now, if a man does 9 pieces an hour he gets his proportion over that rate.

Senator TAFT. And they are getting 60 cents as the base rate?

Mr. PEASE. In other words, he gets one-ninth of an hour extra pay.

Senator MCKELLAR. You say your turn-over was very large. How does that happen? If you are paying them a base pay of 55 and 60 cents an hour, how does it happen that your turn-over is very large?

Mr. PEASE. I did not say our turn-over was large.

Senator MCKELLAR. You said that the turn-over of the employees was very great.

Mr. PEASE. No; I beg your pardon. I said—

Senator MCKELLAR. Wait one minute. Mr. Chairman, may I ask that no corrections may be made in this record? We had the stenographer take down what you said, and we will just drop that and let the stenographer's notes show what you said.

Senator ELLENDER. I think he has a right to explain it.

Senator MCKELLAR. I want him to explain it.

Senator SCHWARTZ. Let him explain it.

Senator MCKELLAR. I want to ask him a question. He can say what he likes. You said the base pay was 50, 55, and 60, depending on whether he had been there such and such a time, and then that you paid him for extra time; and then you paid a premium, as you call it; many people call it a bonus, but some may call it a premium.

Mr. PEASE. Yes, sir.

Senator MCKELLAR. Now, you also, as I recall—and the record will show whether I am correct or not about it—as I recall, you also said you had quite a turn-over of these boys. Some went home, some went here and there; there was quite a turn-over in all your boys—I am not talking about N. Y. A.—all your boys, as I look at it, and that is a pretty fair wage. If such is the case, why is it that you have this large turn-over?

Mr. PEASE. May I explain?

Senator McKELLAR. Yes, sir; I want you to.

Mr. PEASE. If I gave the impression that we had a large turn-over, I did not mean to. We have a very small turn-over, in proportion to any industrial plant that I know of. That is because we pay our men well, we have good working conditions, and they like to work. We try to treat them like human beings.

Senator McKELLAR. That is fine.

Mr. PEASE. What I meant was that this crowd of boys that come from the N. Y. A. apparently come down from this appraisal camp with the right ideas. They come down to work, they come down to do something in the war effort. They are not looking for another job, they come down to complete their training with us, to learn more about handling the machine, to be specialists in this branch or the other branch, and they stick, while the ones that come in and that you hire at the door do not stick in such proportions, but the turn-over of our older employees is very, very low.

Senator HILL. The turn-over as to the N. Y. A.; you say the turn-over is very, very small, as far as they are concerned?

Mr. PEASE. Yes.

Senator HILL. They come there with the idea of staying there?

Mr. PEASE. Yes.

Senator HILL. They are working very well and are making their contribution to this war production; is that right, sir?

Mr. PEASE. That is exactly what I tried to explain.

Senator TAFT. Mr. Pease, you say you added 2,100 men and 263 others from N. Y. A. Have you any break-down at all of where the others came from?

Mr. PEASE. I have not.

Senator TAFT. You spoke of a good many coming from vocational training schools in the neighborhood. What proportion of the 2,100 do you think live in and around New Britain, or lived in and around New Britain before they came with you?

Mr. PEASE. That is hard to say. The local supply is cleaned right up. We have two large defense housing projects in New Britain and they are filled up with men from out of the city and out of the State. We are taking care of them.

The way these youngsters are being taken care of, the men like them so well, the old timers, that a great many of them will take these boys in their own homes. They are a fine class of boys.

Senator TAFT. What about the training of older men? Is anybody engaged in training older men? Because, as we go on, we will lose these particular boys in the Army, probably.

Mr. PEASE. We are taking in training anybody that looks available.

Senator TAFT. You take people into your plant and train them yourself right from scratch?

Mr. PEASE. Well, it depends on what you mean by "training".

Senator TAFT. I mean supposing a farm boy came in who knew something about work on the farm but never had seen a machine; do you take him and train him to be a machinist?

Mr. PEASE. Well, it all depends. We do not get many of them.

Senator TAFT. Well, there are not many farm boys in Connecticut.

Mr. PEASE. No; there are not many farm boys in Connecticut.

Senator TAFT. What I am trying to get is whether you do train or whether you did train, yourself, this number of 2,100 men that you

have taken on. They were not all trained mechanics, of course, and hardly any of them were mechanics of 10 years' experience.

Mr. PEASE. Two years ago, you could some; but we have been draining the supply steadily ever since the emergency started.

Senator TAFT. You train yourself?

Mr. PEASE. Yes.

Senator TAFT. Before even any N. Y. A. came in, they required some additional training on the machines?

Mr. PEASE. They are just good material, on that point; but they are so much better material than the boys, as you say, that come off the farm without any training that there is no comparison. There is any quantity of time saved by getting boys of that character, that have the 6 months' training. These men that are running these camps in Connecticut are working close to the employment managers. They know when you want a boring machine operator, you cannot take a boy that weighs 115 pounds, you want a boy that weighs 170. They get the right kind of material. It is working very well.

Senator TAFT. I am not criticising anyone, I am trying to get an idea of what other kind of training is going on, and how far they are trained in the industry itself.

Mr. PEASE. We are all of us training all the time.

Senator MCKELLAR. Mr. Pease, would it satisfy you if this training continued, this N. Y. A. training continued? Is that the reason you are here?

Mr. PEASE. Yes.

Senator MCKELLAR. That is the only reason you are here?

Mr. PEASE. That is the only reason I am here.

Senator MCKELLAR. That is the only thing you are interested in?

Mr. PEASE. That is the only thing I know anything about.

Senator MCKELLAR. An amendment has been offered to this bill providing that those in training be continued. Would not that satisfy you?

Mr. PEASE. It certainly would.

Senator MCKELLAR. No use for us to talk to you any more, is there?

Mr. PEASE. Not a bit.

Senator MCKELLAR. As far as I am concerned, you are excused.

Senator SCHWARTZ. How long does this bill provide for a continuance?

Senator MCKELLAR. This year.

Senator SCHWARTZ. Would you be satisfied if it was wiped off the slate at the end of this year?

Mr. PEASE. I am not a specialist in youth training on the social side of it.

Senator SCHWARTZ. I am talking about your end of it. Would you be satisfied if there were no N. Y. A. students available to you at the end of this year?

Mr. PEASE. No, sir, not if the war lasts.

Senator SCHWARTZ. There is a probability that it will last for a good long while.

Mr. PEASE. We are going to need every trained man we can get, and this agency is operating, and I would hate to see it closed up.

Senator ROSIER. Mr. Pease, what is your position on this bill which proposes to abolish the C. C. C. and N. Y. A.?

Mr. PEASE. I do not know anything about it.

Senator ROSIER. Are you in favor of abolishing them?

Mr. PEASE. I would rather limit my discussion to what I know a little about. I really do not know anything about it.

Senator ROSIER. You know we are having a hearing on a proposal to abolish these agencies.

Senator ELLENDER. Mr. Pease, to put it this way, what you are interested in is that we continue to train those boys for the kind of work that you need them for; is that right?

Mr. PEASE. Yes, and other defense industries.

Senator ELLENDER. Whether it is done by the C. C. C., N. Y. A., or other agency, what you are interested in is to see that we keep turning them out so that they may be used in this defense effort?

Mr. PEASE. Yes.

Senator TAFT. Do you think the N. Y. A. has done a good job up to this date?

Mr. PEASE. In this vocational training for boys in machine shops, yes. If you want me to express my opinion, I think it would be too bad, I think it would be a great mistake to stop an organization like that, functioning in that line of work at this time. You could not start it up in the trade schools. They just could not do it with all the rest that they are doing.

Senator HILL. In other words, you feel the N. Y. A. set-up ought to remain as it is?

Mr. PEASE. As far as that particular function s concerned.

Senator McKELLAR. So far as training young boys is concerned.

Senator HILL. So far as training young men for industry is concerned.

Mr. PEASE. Yes.

Senator HILL. That is what you are here to speak on?

Mr. PEASE. Yes.

Senator HILL. So far as training young men for industry is concerned, you feel the N. Y. A. set-up ought to remain like it is?

Mr. PEASE. Yes, I understand they are turning out 35,000 a month now. I know we are getting 400 a month from this one camp in Connecticut, where they come for a final look-over.

Senator TAFT. You mean your plant or all the plants in Connecticut?

Mr. PEASE. All plants in Connecticut; this one center, and the two other centers in Connecticut, where they are bringing the boys in.

Senator McKELLAR. You said you are getting about 300 boys.

Mr. PEASE. We have employed 300 up to date.

Senator McKELLAR. You have 263 now?

Mr. PEASE. I think those are the figures, yes.

Senator HILL. Mr. Pease, would it be going too far to say that you feel you are fortunate to be able to get these young men from N. Y. A.?

Mr. PEASE. No; you are not going too far. I talked with our foremen about it. I have gone into this thing very carefully, to be sure that we were right, that I was right in coming down here to testify. The foremen think that these are an unusually fine lot of boys; their attitude is good; their character is good; they are very apt, intelligent.

Senator McKELLAR. You made a suggestion about you coming down to testify. How did you happen to come down to testify? Would you mind saying?

Mr. PEASE. Yes; I would be glad to explain. We happened to employ the two-thousandth graduate of the Nepog School. They

had a little party, a celebration. Mr. Williams was up there. We took him to the Governor's office, the Governor congratulated him, and Mr. Williams asked me if I would come down.

Senator McKELLAR. I understand.

Senator ELLENDER. Are there any further questions?

Senator SCHWARTZ. In other words, Mr. Williams wanted some witnesses here who knew something about the subject.

Mr. PEASE. Well, that is complimentary. Thank you very much.

Senator McKELLAR. I am sure you heard something this morning.

Senator TAFT. I wanted to ask Mr. Pease one question. Mr. Pease, do you have a union in your shop?

Mr. PEASE. We have an independent union.

Senator TAFT. This premium arrangement was worked out with them, I suppose?

Mr. PEASE. No, sir; we worked it out ourselves.

Senator McKELLAR. Then, the C. I. O.—is that the name of it?

Senator SCHWARTZ. C. I. O.

Senator McKELLAR. The A. F. of L., I believe it is called, and the C. I. O.—

Mr. PEASE. I have heard of an organization like that.

Senator McKELLAR. You have heard of both of those organizations. They do not operate in your shop?

Mr. PEASE. The independent union has the majority and is the bargaining agency.

Senator McKELLAR. So you do not deal with those organizations. All right.

Senator ELLENDER. Mr. Williams.

STATEMENT OF CLARENCE E. WILLIAMS, PACKARD MOTOR CAR CO., DETROIT, MICH.

Senator ELLENDER. Mr. Williams, will you give your name and your present occupation?

Mr. WILLIAMS. Clarence E. Williams. I am from the Packard Motor Car Co., Detroit, in the industrial relations division.

Senator McKELLAR. Is Mr. Pipkin still in the audience?

Mr. PIPKIN. Yes, sir.

Senator McKELLAR. Will you tell us how you happened to come down?

Mr. PIPKIN. I got a wire from Senator Thomas.

Senator McKELLAR. Senator Thomas?

Mr. PIPKIN. Yes.

Senator HILL. The chairman of this committee?

Mr. PIPKIN. Yes, sir.

Senator McKELLAR. The chairman of this committee. All right.

Senator ELLENDER. Have you a prepared statement, sir?

Mr. WILLIAMS. What is it you want me to talk about? Is it these N. Y. A. boys?

Senator ELLENDER. Yes, N. Y. A. or C. C. C. The purpose of the bill that we are now considering is to abolish both of those agencies.

Senator McKELLAR. And to transfer certain vocational training facilities to other administrations.

Mr. WILLIAMS. I will tell you approximately about how many N. Y. A. boys we have.

Senator McKELLAR. Talk a little louder, please, sir. I do not know whether I am deaf or not, but sometimes I cannot catch everything, and you look like an interesting man. I want to hear what you say.

Senator HILL. Did he identify himself? You are with the Packard Motor Car Co.?

Mr. WILLIAMS. Yes.

Senator HILL. What is your position with the company?

Mr. WILLIAMS. I am in the personnel division. We call it the industrial relations department.

Senator HILL. I see.

Mr. WILLIAMS. I will tell you about how many N. Y. A. boys we have in our plant at the present time. We have employed 122 of them. Thirty-five of those boys were from a camp known as Cassidy Lake, which is near Chelsea in Washtenaw County, in the State of Michigan. Those 35 boys were trained in the N. Y. A. camp there exclusively along the lines of, I would say, disassembling motors and assembling them. Those motors were of the various airplane engine type. I do not know all the motors they have there. Nevertheless those 35 were used in our dynamometer recording room, that is recording the functions of our motors as we test them out. The remaining number were employed throughout the plant on various kinds of machines.

As to the C. C. C. boys, there are a few of them employed there but we never kept track of them, because the few that were employed were returned to Detroit to their parents, and have been, I suppose, discharged from the camp.

Senator ELLENDER. How many employees do you now employ?

Mr. WILLIAMS. At the Packard plant, as a whole?

Senator ELLENDER. Yes.

Mr. WILLIAMS. 19,000, in round figures.

Senator ELLENDER. 19,000?

Mr. WILLIAMS. Yes.

Senator ELLENDER. And of that entire number you have 122 from the N. Y. A.?

Mr. WILLIAMS. 122 from the N. Y. A. We also have quite an extensive training program of our own.

Now, may I say this: Perhaps the reason we have not employed more people is because we have discontinued building automobiles, and we have had to absorb those men, which is now just about exhausted, so from now on we will employ many other people.

Senator HILL. You will be looking for new men who have not worked for you in the past?

Mr. WILLIAMS. We are employing some new people now, especially skilled workers.

Senator ELLENDER. You mean in your conversion, you are now absorbing all?

Mr. WILLIAMS. We have absorbed just about all of them. We have only several hundred left.

Senator McKELLAR. Are you employing N. Y. A. students?

Mr. WILLIAMS. Yes.

Senator McKELLAR. How many have you employed in the last 30 days?

Mr. WILLIAMS. I would like to make that 60 days, because the last number of boys came from the Cassidy Camp in the last 60 days.

Senator MCKELLAR. In the last 60 days you employed the number of 132 N. Y. A. boys?

Mr. WILLIAMS. One hundred and twenty-two, I said.

Senator MCKELLAR. One hundred and twenty-two.

Mr. WILLIAMS. There were 122 of those boys that came in.

Senator MCKELLAR. One hundred and twenty-two of those boys came in, in the last 60 days. All right.

Mr. WILLIAMS. That exhausted the supply they had ready of that particular kind of boy at that time.

Now, they will have some more later on.

Senator MCKELLAR. You are in favor of that training, as I understand.

Mr. WILLIAMS. That training in that particular line of work has been, I would say, helpful and enlightening to those boys and has given them a certain foundation that has been helpful to us in that particular line.

Senator ELLENDER. To what extent do you do training yourself in your own plant?

Mr. WILLIAMS. Well, we have two programs. One is where we take a trainee, if you want to call him that, and put him right on the job he is going to work on.

Senator ELLENDER. How do you select him?

Mr. WILLIAMS. We select him through the employment office, through applications.

Senator ELLENDER. What are the requirements?

Mr. WILLIAMS. Well, we ask about his education, and ask if he has had machine shop work in high school, and we have even given tests along that line.

Senator MCKELLAR. Do you help to train any of the N. Y. A. boys, or are they put immediately to work?

Mr. WILLIAMS. Well, regardless of whether they are N. Y. A. boys, even if a mechanical engineer came from Purdue University or the University of Michigan, M. A. C., we would have to teach him.

Senator MCKELLAR. You would have to teach him before you put him to work?

Mr. WILLIAMS. Yes. He would have to become familiar with our plant and our ways of doing things, if you want to state it that way.

Senator ELLENDER. With further respect to your training methods, what inducement do you give to a trainee by way of pay?

Mr. WILLIAMS. I will explain the 6 weeks' program, and then I will explain the other one that the War Department appropriates the money for. For instance, the rate on the job will be paid.

Senator MCKELLAR. What is the 6 weeks' program?

Mr. WILLIAMS. He is on a probationary period for 6 weeks, if you want to use that term.

Senator MCKELLAR. Yes.

Mr. WILLIAMS. He would be started in at 75 cents an hour, and at the end of 6 weeks, he would be brought up to 90 cents an hour, and in 30 days an additional 5 cents, and then a merit raise. Inside of 6 months he should be receiving a dollar an hour, which is the maximum rate paid on that particular kind of job.

Senator ELLENDER. What about those that are trained under the War Department appropriation that you just referred to?

Mr. WILLIAMS. On that program, we had 1,040 to start with, and then we put in 60 more, and we still have some of those on the roll; we keep adding on. That program, the maximum I think, was about 6 months.

Senator ELLENDER. How much money is paid to those trainees?

Mr. WILLIAMS. We started them in at these rates. In the beginning they started at 60 cents an hour. Shortly after that time there was a general increase given to all employees of 8 cents, which then brought it up to 68 cents an hour that we had to start them in on, and every 30 days they are given a 5-cent increase.

The CHAIRMAN. Does the War Department furnish the money to operate this training school?

Mr. WILLIAMS. There was an appropriation made for that purpose, yes.

Senator ELLENDER. To what extent do they contribute toward the pay that is made to these trainees when they first come into your place of business?

Mr. WILLIAMS. Well, they were put right on the Packard pay roll.

Senator MCKELLAR. And the War Department paid it?

Mr. WILLIAMS. Well—

Senator MCKELLAR. So the War Department is paying for 1,040?

Mr. WILLIAMS. I don't know. That was my understanding, that there was an appropriation.

Senator TAFT. Do they pay all, or only pay a part—do you know?

Mr. WILLIAMS. Well—

Senator TAFT. Is that Mr. Dooley's office in T. W. I.—Training Within Industry?

Mr. WILLIAMS. That is under the W. P. B.

Senator TAFT. I think that is it.

Mr. WILLIAMS. Training Within Industry is the proper name.

Senator TAFT. You do get Federal money for those 1,000 men during their first 6 months?

Mr. WILLIAMS. Yes.

Senator ELLENDER. To what extent do you get Government money per person?

Mr. WILLIAMS. Well, a fund was appropriated. These men would be trained until the fund was used up.

Senator ELLENDER. Who gets the benefit of their work while they are training?

Mr. WILLIAMS. Who gets the benefit of it?

Senator ELLENDER. Yes.

Mr. WILLIAMS. The Federal Government, I would think; because it is exclusively on war work, and we are training them.

Senator ELLENDER. I know; but this war work is being done under your supervision and I presume under the contract you have with the Government.

Senator MCKELLAR. You get paid for that just like you get paid for any other work?

Mr. WILLIAMS. Yes.

Senator MCKELLAR. The stenographer cannot take it down when you just bow.

If you will just say "yes" or "no", then we will get it down in the record.

Mr. WILLIAMS. All I know is the appropriation was made and the men were trained for the sole purpose of doing war work.

Senator McKELLAR. The Government paid it, and whatever work they did do was included in your contract with the Government and you got paid for it, of course.

Mr. WILLIAMS. That is right.

Senator McKELLAR. He says: "That is right." I hope the stenographer got it.

Senator ELLENDER. There has been quite a lot of discussion with respect to that. I think Senator McKellar himself suggested on two or three occasions—if I am wrong, I would like to be corrected—that some of this work could be transferred from N.Y.A. to the War or Navy and let them continue their work. I would like to get a little more detailed information as to how the War or Navy Department does that.

Senator McKELLAR. I haven't made that suggestion.

Mr. WILLIAMS. I cannot tell you about the War or Navy Departments.

Senator TAFT. This is the War Production Board.

Senator ELLENDER. Do you have any idea of how much of the pay that is made to these trainees comes from the Government; does all of it come from the Government, or a part of it?

Mr. WILLIAMS. I do not know that.

Senator McKELLAR. He has testified that all of it came from the Government.

Senator ELLENDER. I do not think he did, Senator.

Senator McKELLAR. Did not you testify awhile ago that these 1,040 boys that you are training up there were paid out of the Government appropriation?

Mr. WILLIAMS. There was an appropriation made.

Senator McKELLAR. There was an appropriation made and you paid these boys out of that appropriation?

Mr. WILLIAMS. I cannot tell you how much of it was divided up, whether there was any or not; I do not know that. I am just telling you that there was an appropriation made.

Senator McKELLAR. And you trained them as long as that appropriation held out; is not that right?

Mr. WILLIAMS. Yes.

Senator McKELLAR. The company did not pay any part of that fund, did it?

Mr. WILLIAMS. That I do not know.

Senator McKELLAR. You do not know. They were working at the time, and working on Government work?

Mr. WILLIAMS. Strictly Government work; yes.

Senator McKELLAR. And you received pay for that; is that right?

Mr. WILLIAMS. I did not say that; I do not know whether Packard received pay for it. I am just telling you there was an appropriation made for training purposes.

Senator ELLENDER. What kind of work were they engaged in while they were being trained? Let us put it that way.

Mr. WILLIAMS. Manufacturing aircraft motors, Rolls-Royce aircraft motors.

Senator ELLENDER. Under your supervision?

Mr. WILLIAMS. Yes.

Senator ELLENDER. Were those products sold to the Government or were they made for the Government by the trainees and the Government was to get the benefit of their work? Just exactly how was that done? Cannot you tell us?

Mr. WILLIAMS. I presume the Government must buy that product that Packard makes for war work.

Senator ELLENDER. Why should they pay for the product if they have paid enough to make it in the first place?

Mr. WILLIAMS. That is not for me to decide.

Senator ELLENDER. I am just asking you.

Senator MCKELLAR. He has already testified to it, Mr. Chairman.

Senator ELLENDER. He said that he did not know, Senator. I do not think it is fair to make him agree as to a thing until he has a chance to explain it. If you do not know, say so; and if you do know, say so.

Now, do you know or don't you know?

Mr. WILLIAMS. Well, what I say to you, as I understood, there was an appropriation made for it.

Senator ELLENDER. To Packard?

Mr. WILLIAMS. Yes.

Senator ELLENDER. That appropriation was for the specific purpose of training the men?

Mr. WILLIAMS. Yes.

Senator ELLENDER. Now, when you trained them did they work on engines that you afterward sold to the Government or that the Government utilized?

Senator TAFT. In other words, did you get paid twice for their work?

Mr. WILLIAMS. No. I see what you mean now.

Senator SCHWARTZ. We are getting up a record here that nobody will read.

Senator MCKELLAR. I hope that you will read the newspaper article that I put in.

Senator SCHWARTZ. I do not know who Mr. Sherwood is; I do not know whether he knows what he is talking about, whether he is qualified. We might as well start a metropolitan paper and be done with it.

Senator ELLENDER. I am of the opinion that it would be very important for us to know how the War and Navy Departments have trained these men in the past.

Mr. WILLIAMS. I think I can explain that.

Senator ELLENDER. Because I certainly do not want to transfer these duties from N. Y. A. and C. C. C. if the Government furnishes you, for instance, with pay for the 1,040 men and then you take the engine and sell it to the Government and make a profit on that. I do not think anyone else on this committee wants to do that.

Senator MCKELLAR. I think it is very enlightening, and I call the stenographer's attention to the fact that I want him to keep the record like he has made it here this morning. This is a very interesting record, and I know he can do it. That is all I want to ask him, Mr. Chairman.

Mr. WILLIAMS. I would like to say one other thing, please.

The CHAIRMAN. Proceed.

Mr. WILLIAMS. Those men go in from an observing standpoint at the beginning. At no time do the operator and trainee work at any one time, but when the trainee works the operator won't work.

Senator ELLENDER. You do have two men, then, at the same engine?

Mr. WILLIAMS. The operator is right along with that man all the time.

Senator TAFT. Do you do the same thing with the men that you get from the N. Y. A. for a while?

Mr. WILLIAMS. From the very beginning, yes.

Senator ELLENDER. Well, why is it that you train them 6 weeks when they come from the N. Y. A. and 6 months when they come from the Government?

Mr. WILLIAMS. The 6 weeks' training program is the Packard training program, a program of their own.

Senator ELLENDER. What about the one for the Government, the one that you spoke of lasting 6 months?

Mr. WILLIAMS. That was anywhere from 4 to 6 months, depending on how long it would take the boy to qualify. That boy is not allowed to work when the operator is working.

Senator ELLENDER. In other words, are we to understand that every trainee that comes in, that is paid from the Government fund, is supervised by one of your own employees?

Mr. WILLIAMS. Yes.

Senator ELLENDER. And, as a matter of fact, there are two at the same machine, at the same work?

Mr. WILLIAMS. Yes, but when one is observing the other is working, and vice versa. They are not, both, on that working at the same time.

Senator TAFT. You could operate the machine with one man if you were not training someone?

Mr. WILLIAMS. That is correct.

Senator TAFT. Mr. Williams, let me ask you, what about the so-called engineering defense training? Do you know anything about that?

Mr. WILLIAMS. What is that?

Senator TAFT. The so-called engineering defense training. You do not know about that, you are not familiar with it?

Mr. WILLIAMS. We do not have that.

Senator TAFT. Under Dean Seaton here.

Mr. WILLIAMS. No.

Senator TAFT. The president of Purdue testified they had 7,000 men in industries in Indiana in that service. I wondered if they had it in Michigan.

Mr. WILLIAMS. I have never heard of it in our plant. It may be in other plants.

Senator TAFT. But you do have about 1,000 men in this War Production Board, "Training Within Industry"?

Mr. WILLIAMS. Yes. They are all graduated out and regular operators now.

Senator TAFT. So in your total training picture, 122 men from N. Y. A., that is a minor factor in your whole training picture?

Mr. WILLIAMS. We will keep on adding to it right along.

Senator TAFT. You hope to get more?

Mr. WILLIAMS. Yes.

Senator TAFT. Up to date it has not been an important factor?

Mr. WILLIAMS. Beginning this week we are sending out for people who had not been formerly employed in our plant.

Senator TAFT. In regard to the conversion question, do I understand that today or as of today there is practically no unemployment among the men formerly employed by you because of this conversion, and you have got everybody back now?

Mr. WILLIAMS. There are only several hundred left, and approximately about 250 of them are women.

Senator TAFT. Seven hundred or several hundred?

Mr. WILLIAMS. Several hundred, yes.

Senator TAFT. You expect to get them all back shortly?

Mr. WILLIAMS. Yes, all who care to come back. Some will work in other industries.

Senator TAFT. In the meantime, if they are out of work, they will get workmen's compensation from Michigan?

Mr. WILLIAMS. There would not have to be anyone getting workmen's compensation at Packard at the present time, because most of them are in there now.

Senator MCKELLAR. I just want to ask him a very simple question, and I hope he does not think it impertinent, because I do not want it to be that way. How did you happen to come up?

Mr. WILLIAMS. Well—

Senator MCKELLAR. Who gave you the invitation?

Mr. WILLIAMS. I was told by Mr. C. E. Weiss, the director, to come here. That is all I know about it.

Senator MCKELLAR. That is all you know about it?

Mr. WILLIAMS. Yes.

Senator MCKELLAR. All right, sir.

Senator SCHWARTZ. Mr. Williams, during this T. W. I. training period, when presumably the Government appropriation is carrying for the time the boy is being trained—you say during that time you have one of your own men instructing him and watching him?

Mr. WILLIAMS. Yes.

Senator SCHWARTZ. Who pays for the man who is instructing him? Do you?

Mr. WILLIAMS. The Packard Motor Car Co.

Senator SCHWARTZ. Sure, that explains the whole story.

Senator MCKELLAR. Do you have one man with each trainee?

Mr. WILLIAMS. Absolutely. You could not work it with the two. We would be taking advantage of that fund then. We do not do it that way.

Senator HILL. Mr. Williams, I realize you have not had many of these N. Y. A. boys up to date, but has your experience with these N. Y. A. boys up to date been such that you want more of these N. Y. A. boys?

Mr. WILLIAMS. Yes; we will take more of them. The reason we have not used more is because we have been using our own employees.

Senator HILL. I suppose your policy has been to reemploy your former employees?

Mr. WILLIAMS. Well, that is in our contract with the union. They have priority as to seniority.

Senator HILL. They have priority?

Mr. WILLIAMS. Yes, that is correct. They are all notified by telegram or letter or postal card, and as they come in we employ them.

Senator HILL. You have reached the point now where you have got practically all your old employees reemployed and you want other men than those who are employed?

Mr. WILLIAMS. Yes.

Senator HILL. And you would like to have N. Y. A. men; is that right?

Mr. WILLIAMS. Yes, we would be glad to have them.

Senator MCKELLAR. You have a union shop, do you not?

Mr. WILLIAMS. Yes, that is correct.

Senator MCKELLAR. Is it a closed shop?

Mr. WILLIAMS. Well, it is next door to it.

Senator ELLENDER. When these N. Y. A. boys come to get employment from you, are they forced to join the union?

Mr. WILLIAMS. No, indeed. Nobody is forced to join the union. You are allowed 30 days' grace before they solicit you to join the union.

Senator ELLENDER. Suppose you refuse?

Mr. WILLIAMS. You can refuse.

Senator ELLENDER. What do you do when they refuse? Do you keep them on the pay roll?

Mr. WILLIAMS. Yes.

Senator ELLENDER. That is all.

Senator SCHWARTZ. We ought to have some information about the weather up there. We have got practically everything else. [Laughter.]

Senator ELLENDER. The reports from Detroit are that it is fine. I am glad to tell you that.

The CHAIRMAN. Thank you, Mr. Williams.

Mr. WILLIAMS. Thank you, too.

The CHAIRMAN. We will take one more witness.

Mr. Clifton Brannon.

Senator HILL. There is one question that I want to ask Mr. Williams.

Mr. Williams, are you going to need a great many more men?

Mr. WILLIAMS. Yes, sir.

Senator HILL. You are going to need a great many men?

Mr. WILLIAMS. Yes. We have 19,000 now, and we expect to employ 28,000 or more.

Senator HILL. You expect to employ 28,000 more. You need and you want all of these men who had the 6 months' training; you want all these men that you can get?

Mr. WILLIAMS. Yes. Just before I left I sent out telegrams to over 100 men who had never worked for our company before, to come in and be employed. There will be a decided increase from now on.

STATEMENT OF CLIFTON W. BRANNON, COUNSEL, R. G. LE TOURNEAU, INC., TOCCOA, GA.

The CHAIRMAN. Mr. Brannon, for the record, will you state your name, your business, and your address, please?

Mr. BRANNON. My name is Clifton W. Brannon, and I am labor relations director and counsel for the R. G. Le Tourneau, Inc., Toccoa, Ga.

Mr. Chairman, I am indeed honored to appear before you gentlemen today in behalf of the N. Y. A. My presence here is at the specific instance and direction of Mr. R. G. Le Tourneau, the president of the Le Tourneau Co. of Toccoa, Ga., a defense industry, with the object in view to show the contribution that N. Y. A. has made to essential defense industries in providing the necessary labor training and organization to perform the essential jobs necessary to the present vital war effort, and the reasons why such sources of labor should be continued and the N. Y. A. retained in its present status.

Before giving those reasons, I would like to state something about my company and its relation to the war effort.

During the past year the company was engaged in producing grading equipment to be used in connection with erecting cantonments, building airports, strategic roads, bolstering offshore defenses, exploiting essential raw materials, and a countless number of equally vital jobs.

Senator TAFT. I do not believe I understood what it was you manufacture.

Mr. BRANNON. We manufacture and contract heavy grading equipment.

Senator TAFT. I see.

Mr. BRANNON. Road-making equipment generally known as carry-all scrappers, tournapulls used in building air bases, tournacranes used to carry heavy material for the plant, and our most recent employment is a \$20,000,000 contract which we have with the Government for the manufacture of shells for the Government, 155-millimeter shells.

Senator TAFT. What was your total output before the war, your total volume?

Mr. BRANNON. In 1940, our total sales were approximately \$11,000,000. In 1941 our sales were \$20,955,866.28. Eighty-five percent of our 1941 shipments went for defense.

Senator TAFT. With this shell business, it would be very much larger then?

Mr. BRANNON. It would be twice as large. We have 13 months in which to produce these shells, and they are getting underway on production now. We are operating according to the contract and the production averages approximately 3 per minute.

The CHAIRMAN. Do you fill the shells there?

Mr. BRANNON. No, sir; we do not. They are shipped away empty.

Senator McKELLAR. Who owns the company?

Mr. BRANNON. Mr. R. G. Le Tourneau is president and 66 percent of his stock is owned by the Le Tourneau Foundation, a religious institution. I imagine that you gentlemen know Mr. Le Tourneau, or have heard of him.

Senator McKELLAR. By reputation.

Mr. BRANNON. He is known to be a man that is a sincere Christian.

At the end of 1941, practically 100 percent of our production was going into victory project, either for use by the Government or by contractors working on victory programs.

We believe today the initiative and victory definitely belong to offensive power. That is the reason I am here today on behalf of the N. Y. A.

There are three things I would like to show you, gentlemen, if I may, about the N. Y. A. as it is related to us. We have 1,900 employees at our Toccoa, Ga., plant, which is situated and located 3½ miles east of Toccoa, Ga., in the foothills of the Blue Ridge Mountains, what was heretofore known as a rural section of Georgia where only farmers and farm hands grew up, uneducated and illiterate, and by virtue of the training of N. Y. A., the training centers and work experience centers in close proximity to our plant we find that production has speeded up and there is a saving and also a safety factor brought about by the employment of the youth from these N. Y. A. training centers.

We have in our employment 382 N. Y. A. youths, which is 20.1 percent of our employees at this particular plant in Georgia. One hundred and forty of those youths came from Habersham College, N. Y. A. station, at Clarksville, Ga., which is a work experience center; 104 came from Chapman Springs, College Park, Ga., a work experience center; 25 came from Jackson Lake, a N. Y. A. project near Covington, Ga., and 80 of those youths came from Toccoa Falls Institute, a N. Y. A. shop near Toccoa Falls, Ga., and in close proximity to the plant.

We find, and our experience has been with these employees that come into the plant, that they speed up production. I believe that the greatest contribution made by the N. Y. A. to our defense industry there in Toccoa, Ga., is that the men are shop broken at the time they come in. These men can be taken in and placed on to a production line, and they can produce goods which are vital to our war effort at this time much more quickly than any other of the run-of-the-mine, as we call them, that come in there.

On the proficiency of the men employed from N. Y. A. projects, they have proven to be far above the average, since only the qualified applicants interviewed are employed, and through selection the undesirables are eliminated. This elimination was derived through interviews, mechanical and mental aptitude, and personality tests conducted by the N. Y. A. It is our experience that the N. Y. A. eliminates or weeds out the undesirables, those who are not apt to produce and go right into the work. They have had the experience of doing a production job right on the line; they know what they are doing; they know how they are to do it. We find that these men, by coming in there, in a few days, working along, produce according to schedule, and that there is a great saving effected. They not only speed up production of matériel vital to the defense effort, but they also make a saving, and that saving to industry in our particular section of the country is effected by these men having been trained by the N. Y. A., they come in there and are able to produce, whereas, if we had to train those men ourselves it would be necessary for us to comply with the labor laws and to pay them a higher scale than we should necessarily, and these men would not produce. We would have to

do that elimination, we would have to weed them out ourselves. We are saved that expense, and, accordingly, indirectly the Government is saving on it.

When we were computing the estimated cost of those shells we took into consideration the fact that the \$20,000,000 shell contract would be produced in Toccoa, Ga., we took into consideration that we had this source of labor supply from Habersham, from Chapman Springs, from the Toccoa Falls Institute, and Jackson Lake.

We anticipate within the coming month to employ an additional 100 of those men who will make up and comprise a swing shift.

Senator TAFT. What is the average age? Around 17?

Mr. BRANNON. The average age is around 18. The reason I am familiar with that is because I am required to obtain the work certificate from the superintendent of county schools for each and every employee when he comes there.

Senator TAFT. These people come from Georgia originally?

Mr. BRANNON. They come from out of the hills of Georgia originally, they come from in and out of Georgia, out of the foothills of the Blue Ridge Mountains. These men I have in mind come from families who have an income of approximately \$200 to \$500 per year. They are deprived of any opportunity for education. They would be worthless to this present war effort because of their ignorance and illiteracy, if it were not for the training program. But they take the strong mountain boys, bring them into the schools and training centers, and they are given the experience, they are shop-broken, they come on the production line, and they can produce commensurate with men that they have been there for quite some time.

Senator TAFT. They could enlist, of course, in the Army as many of the boys are doing.

Mr. BRANNON. I assume they could.

The CHAIRMAN. Not boys 17 years old.

Senator TAFT. Oh, yes; they are taking them in the Navy at 17, and even 16.

Senator MCKELLAR. What do you pay the boys?

Mr. BRANNON. We pay the minimum of 30 cents per hour, but the average pay for the boys, according to their production, is 45 and 50 cents per hour. It is according to how they produce, what is determinative of the wage which they get. The standard of living in the homes of Georgia has been raised, crime has decreased by reason of the N. Y. A. project there, employing the young men and paying them wages who were formerly engaged in making liquor.

Senator SCHWARTZ. Was your contract acquired on a competitive basis?

Mr. BRANNON. Yes, our contract was acquired on a competitive bid basis.

Senator SCHWARTZ. You do not have any trouble in competing with people who pay the men 50 and 60 cents an hour?

Mr. BRANNON. Our average pay is over a dollar an hour. That is the average pay. These are the boys I have reference to.

Senator MCKELLAR. Do you have a union?

Mr. BRANNON. We have the A. F. of L. union in one of the shops, but the particular shop in Toccoa does not have a union.

Senator MCKELLAR. What do you pay at the shop where they have the union? These are such splendid boys, could not you pay them

all the same rate? You made a wonderful eloquent address. I think the committee has come to the conclusion that you may be for the N. Y. A. I do not know.

Mr. BRANNON. I am 100 percent back of the N. Y. A. project. If you could see the great human effort that has been made, the way the living conditions have been raised in that section of our State, you would be sold on it, too, Senator. I would like to get over to Tennessee and make a few speeches over there in regard to the N. Y. A. [Laughter.]

Senator McKELLAR. If you do and stick to the truth like I know you would, my eloquent young friend, you will find that I was one of those who enacted the N. Y. A., and it has done and is doing good along the line that you have mentioned, unless some of you gentlemen undertake not to pay them what they deserve to be paid. Now, the proof has been presented here just a moment ago that in other sections of the country they are paying a great deal more and they did not give half of the flowery praise to these boys that you gave to them. You ought to pay more, and I know you will be for the N. Y. A. by paying them more. Why don't you pay more?

Mr. BRANNON. We do pay more, Senator.

Senator McKELLAR. Well, give us what you pay.

Mr. BRANNON. I was only speaking of the initial payment.

Senator McKELLAR. What do you pay regularly? You said 45, 50 cents.

Mr. BRANNON. A man that is employed at 40 cents per hour, according to his ability to work would every 3 months be raised a minimum of 3 cents per hour. He has that guarantee. It is a policy in our plant to raise them at least 12 cents per hour per year, so at the end of the first year he would be making 52 cents per hour. It would go right on up. The average pay is way up above that of these boys. It goes on up according to their ability. There is one other point I would like to bring out.

Senator McKELLAR. Just a moment. You said awhile ago that 50 cents was the highest pay you paid.

Mr. BRANNON. For the initial start; yes, sir.

Senator McKELLAR. You said 30 cents an hour for the initial start, and 45 or 50 cents after they had some experience. That is what you testified a few moments ago.

Mr. BRANNON. There is no limit to their initial pay. It is according to their production.

Senator McKELLAR. I do not know anything about that, but that is what you said.

Mr. BRANNON. I believe the record will disclose I said their ability to produce was determinative as to the amount they were paid.

Senator McKELLAR. Just do not let us change the record. Just leave it like it is, because this stenographer is one of the best in the country and will take it down just like you said it.

You say you have no union in this Toccoa plant?

Mr. BRANNON. That is correct.

Senator McKELLAR. And you have a union in another shop?

Mr. BRANNON. Yes.

Senator McKELLAR. And you are counselor for the other shop, are you not?

Mr. BRANNON. I only handle labor relations in that shop.

Senator MCKELLAR. That is just what I want to ask you about. How much do you pay these laboring boys in the other shop where they have their union?

Mr. BRANNON. Well, the minimum pay is 40 cents per hour.

Senator MCKELLAR. The minimum is 40 cents per hour. What is the maximum?

Mr. BRANNON. No maximum. It goes on up.

Senator MCKELLAR. How much does it go up?

Mr. BRANNON. According to their work. They go up according to the job.

Senator MCKELLAR. How far does it go up?

Mr. BRANNON. Some men are making \$1.75 per hour, and some men are making \$2 per hour.

Senator MCKELLAR. That is in the union shop.

Mr. BRANNON. And in our shop at Toccoa, Ga., the man who lives across the street from me and works in the machine shop makes a larger salary than I do.

Senator MCKELLAR. Is he a union man?

Mr. BRANNON. No, sir; he is not.

Senator MCKELLAR. He is not a union man?

Mr. BRANNON. No.

Senator MCKELLAR. What does he do?

Mr. BRANNON. We foster good employer and employee relationships by paying far above the average in Georgia today. Our average pay roll exceeds \$98,000 per week for those 1,900 employees. I believe if you divide it up you will find the average per employee per week.

Senator MCKELLAR. I admit that you trying to arrange a nice relationship between employees and employer at your place, but I am struck with the idea that you pay the boys at the union shop so much more than you pay in this good-will shop. You have got a good-will shop here that you have been talking about. I find that in the good-will shop, with all of your eloquence and all of your diplomacy in arranging nice, pleasant, agreeable relationships between your employees and the owner, that you are paying very much less to those. Now, why?

Mr. BRANNON. May it please the Senator, I believe that our employment personnel records will show we have a smaller turn-over in the Georgia plant than we have in the Peoria, Ill., plant where they have the union. That is true especially of the N. Y. A. students. They are more patriotic; they have more patriotic fervor.

Senator MCKELLAR. Ah, that is fine. You get them cheaper. You get them cheaper because they have got a fine patriotic fervor—and I endorse that fervor, and in carrying it out I am going to ask you another little question.

How many have gone out of this particular shop of yours into the United States Army in the last 6 months?

Mr. BRANNON. I do not have those figures at hand.

Senator MCKELLAR. Won't you be good enough to get us the figures? Your books will show it.

Mr. BRANNON. Yes.

Senator MCKELLAR. How many have gone into the Army from that nice little good-will, cultural, kindly disposed employer and kindly disposed employee—how many have gone into the Army from

that model shop that you have established down there? Will you get it and put it in the record?

Mr. BRANNON. I shall get it and mail it to you, Senator.

Senator McKELLAR. Mail it to the chairman of the committee, Senator Elbert Thomas.

Mr. BRANNON. All right, sir, I will mail it to him. I believe the will show these boys, when they become of military age. I am primarily interested in the boys that are of the premilitary age, these men that help us produce materials vital to the defense effort. They not only speed up the production of materials that are vital to the defense effort, but they make a saving in the production of those materials, and there is also the safety angle which is also vital and important at this moment. I handle personally each and every injury where there is loss of time through an accident among the 1,900 employees, and I find from my own experience that there are very, very few N. Y. A. students that come to my desk for compensation on account of lost time and accidents, because they have been trained in N. Y. A. work centers to be careful and to do the job safely. They come in with experience; not like some awhile ago, with a bit in his teeth and go down the line not knowing what he is doing. These men come in familiar with the job and they do the job safely.

Senator McKELLAR. I want to make one other suggestion. These are such fine, outstanding young men here, doing such wonderful work—and I congratulate them; I congratulate you—doing such wonderful work for themselves, for you and for their State and their country, cannot I suggest privately, or publicly, either one, that you examine your pay rolls in the union shop and give these splendid boys that you talk about the same wages that you give the boys in the union shop?

Mr. BRANNON. We are making an effort to do that.

Senator McKELLAR. You are subject to suggestions, are you not?

Mr. BRANNON. There is one other way that I want to show, if I may, how the N. Y. A., in producing this source of labor supply, has helped Georgia especially, and that is this: That in Georgia today there has been appropriated \$52 per capita for war and defense contracts. The Le Tourneau Co. in Georgia obtained the first contract, I think, of \$7,500,000, or approximately that, and we could not have obtained it; that place would not have been there today if it was not that we had the assurance that one-fifth, or 20 percent, of our employees could be obtained through these work training centers where these men get this experience, where we can place them on the production line. I believe it is to the advantage of our Nation today to train and to foster and further subsidize the N. Y. A. project not only in Georgia but throughout the Nation.

Senator McKELLAR. Now, we are subsidizing you by giving you a big contract of \$7,500,000, and yet you are not willing to devote a very small, insignificant part of this subsidy to those splendid boys, those wonderful boys that you speak of, and give them just a little more wages as they go along. You have not answered my question, but I want to implore you to think about it and give your boys in the nonunion shop the same wages that you give to those in the union shop.

Mr. BRANNON. May it please the Senator, I believe when I return to Georgia that I am going to have the personnel department make a

study and show the relationship between the wages paid to the employees in Georgia as compared with the wages paid those in the union shop, and I believe, because of the small turn-over in our Georgia shop, it will be equal to or commensurate with the amount we pay in Peoria. I believe we can do that, and we can show that.

Senator MCKELLAR. You send me the figures as between the two shops. I do not care about that other stuff in Georgia, because I do not think it is necessary to go into that; but you are paying your employees in one shop a different wage from what you are paying in the other, although they are great boys, I admit it. I know something about mountain boys myself. They are fine boys. I would like for you to just compare those two and send to Senator Thomas here, our splendid chairman, the results of your studies on that subject. I hope you pay them all alike.

Mr. BRANNON. We shall try to do that.

Senator MCKELLAR. Thank you.

Mr. BRANNON. There is one other thing that I want to bring out, and that is the morale of these boys that come from N. Y. A. projects. They not only speed up production of war materials, they not only produce them with a saving and in a safe manner, but they produce them with an efficiency that is far above the average man that we bring into our shop.

There is one illustration that I want to bring and present to this committee here. Less than 30 days ago, a man came into our plant. We were trying to employ men to produce these shells in order to complete the job as fast as we could. We hired this young lad about 19 years of age. He had no N. Y. A. training. He came into our plant and he had to be shop-broken. He was a like a young colt, never broken to the plow. It cost us money. We had to pay him 30 cents per hour and pay the man while training him, and it took the man's time training him to produce the goods for the war effort. This boy, the 8th day after he came into our employ, dropped a piece of iron on his leg, breaking it, and now he is worthless not only to his country, when he cannot aid in this war effort, but worthless to himself also. Whereas, if he had been trained in the N. Y. A. he would have been more efficient, he would have been more safe in his work.

Senator MCKELLAR. Did they pay him a retirement pay while he was laid up?

Mr. BRANNON. Under the workmen's compensation law of Georgia we are required to pay him one-half of his ordinary wage.

Senator ROSIER. Perhaps we ought to send this young man into Tennessee.

Senator MCKELLAR. I will be very glad to have him. I want you to come there. I would be glad to see you. I would like to find such a good talker in Tennessee.

The CHAIRMAN. Thank you. I will ask the reporter to insert in the record at this point a telegram from Mr. Harriman, another telegram from Mr. Saul Mills, and a letter from Mr. Bishop addressed to Mr. Aubrey Williams.

(The telegrams and letter, respectively, are as follows:)

[Telegrams]

BOSTON, MASS.

SENATOR ELBERT THOMAS,
Senate Office Building:

Much regret could not be at National Youth Administration hearing yesterday. Feel they are doing excellent work in training youth for war work. Prior to war feel they filled very important place in our educational effort. Like all new organizations, they undoubtedly make mistakes but have vastly improved with experience.

HENRY I. HARRIMAN.

NEW YORK, N. Y.

SENATOR ELBERT D. THOMAS,
*Chairman, Committee on Education and Labor,
 Senate Office Building, Washington, D. C.:*

Behalf our affiliated membership of 500,000 urgently request you vote against McKellar bill to end Civilian Conservation Corps and National Youth Administration. 17,000 young people have found employment in defense industry this area as result of National Youth Administration training. Urge National Youth Administration and Civilian Conservation Corps be continued, with increased appropriations, to permit expanded training program for production and war activities.

GREATER NEW YORK INDUSTRIAL UNION COUNCIL,
 SAUL MILLS, *Secretary.*

LYCOMING,
 DIVISION, THE AVIATION CORPORATION,
 Williamsport, Pa., March 25, 1942.

MR. AUBREY WILLIAMS,
Washington, D. C.

DEAR MR. WILLIAMS: I regret exceedingly my inability to attend the meeting before the Senate investigating committee, but it is absolutely necessary that I be in Philadelphia tomorrow at 10 a. m. instead of Washington.

I do want, however, to get this information to you and before the committee. I have checked with Dr. Alderfer, who has charge of the two National Youth Administration centers in Williamsport and since the establishment of these centers we have taken into our employ 31 National Youth Administration boys, who are housed in these centers and trained in the Williamsport Technical Institute. These boys are all doing a good job, and they are employed on the following job classifications:

- 7 Warner & Swasey turret lathe operators.
- 4 engine lathe operators.
- 3 drill press operators.
- 2 Gisholt machine operators.
- 1 Potter & Johnson automatic lathe operator.
- 2 on burring and polishing operations.
- 2 aircraft engine assemblers.
- 1 aircraft engine assembly inspector.
- 2 bench inspectors.
- 1 spray painter.
- 1 heat treat helper.
- 1 stock clerk.
- 2 apprentice toolmakers.
- 2 stenographers.

There is practically no skilled help available in our community and it has been the policy of our company not to pirate labor from other defense industries. Since June of 1940 we have employed 1,650 additional people and of this number at least 1,250 were trained by the Williamsport Technical Institute.

We are now adding an additional building due to increased orders from the Army Air Corps, Navy, and Ordnance Departments, which will necessitate our employing an additional 2,000 people during the next 6 months.

In addition to our expansion there are a number of other defense industries in Williamsport which will increase their personnel and a new Ordnance plant is

now definitely planned at a location which is within 12 miles of Williamsport. It is reliably reported that 10,000 people will be engaged in the construction of this plant and that 4,000 will be required for its operation upon completion.

With the expansion as outlined above, there will be a definite shortage of labor in this community, which will mean that unless people can be obtained from other training centers in the State, they will have to be brought to Williamsport, housed and trained for work in our plant.

It is my understanding that the two centers in Williamsport can house about 150 young men and we trust that it will be possible for these centers to continue in Williamsport in order to assist us in taking care of our increased production.

We feel that the N. Y. A. set-up, as operated in Williamsport, is entirely satisfactory and if operated in the same manner in other communities, there should be no complaint against the N. Y. A.

Very truly yours,

C. W. BISHOP, *Personnel Director.*

(We have also received the following information compiled by President Elliott at request of Senator McKellar, and it is submitted for the record:)

PURDUE UNIVERSITY,
Lafayette, Ind., April 6, 1942.

HON. ELBERT D. THOMAS,
The United States Senate, Washington, D. C.

MY DEAR SENATOR THOMAS: You may recall that during the hearing on the bill for the abolition of the Civilian Conservation Corps and the National Youth Administration held on March 26, I was requested to transmit to the Committee on Education and Labor certain additional information. This information is now presented on the enclosed memoranda.

► Memorandum No. 1 is a copy of the operating plan for the National Youth Administration program at Purdue University for 1941-42.

Memorandum No. 2 deals with the record of men students receiving aid under the National Youth Administration Act during the year 1940-41.

Memorandum No. 3 is a file of the forms now being used for the selection of students to receive aid and for recording the service of such students.

Memorandum No. 4 is a summary of the report of the university committee on the National Youth Administration for the academic year 1940-41.

Memorandum No. 5 (especially requested by Senator Taft) is a summary of the finances of the University for 1940-41 showing specifically the amounts received from Federal sources.

Very sincerely yours,

EDWARD C. ELLIOTT.

Enc.

SUMMARIZED REPORT REGARDING REVISED PLAN FOR OPERATING THE NATIONAL YOUTH ADMINISTRATION PROGRAM AT PURDUE UNIVERSITY FOR THE ACADEMIC YEAR 1941-42

Report Submitted January 2, 1942, by Mr. W. E. Musser, Graduate (National Youth Administration) Assistant, Mr. W. E. Vogler, Director of Personnel, and Mr. F. C. Hockema, Assistant to the President

REVISED PLAN FOR OPERATING THE NATIONAL YOUTH ADMINISTRATION PROGRAM AT PURDUE UNIVERSITY

GENERAL

During the past 7 years, the Federal financial aid for needy and worthy students on the Purdue University campus has been very worth while. Through experience gained, not only on this campus but also on others, each year the National Youth Administration program has been materially improved. The present revised plan for the administration of the National Youth Administration program was approved last summer by the Federal and State National Youth Administration directors and by the executive committee of the faculty. Under the revised plan, the general supervision is under the direction of a National Youth Administrative committee appointed by the president of the university, consisting of the director of personnel as chairman, the assistant to the president, the dean of men, the dean of women, the director of placement for women, and the chief accountant.

The director of personnel is responsible for the administration of the plan. A half-time graduate assistant, whose salary is paid from university funds, has been assigned to the director of personnel to assist in the general supervision.

The deans and directors, through the heads of schools or departments concerned, are responsible for carrying out the National Youth Administration work program in their respective schools, divisions, and departments in accordance with Federal and State regulations pertaining to National Youth Administration work. The head of each unattached department is responsible for his department. Adequate direct supervision of the National Youth Administration projects in each of the several divisions, schools, and departments is provided by using capable upper classmen and graduate students as supervisors.

In order that students receiving National Youth Administration financial assistance could do practical and useful work in line with their abilities and major interests most effectively:

(a) High grade blanket National Youth Administration projects were provided in line with students' skills and training;

(b) Students were assigned to blanket projects in their respective schools as far as was practicable;

(c) Work schedules were provided to allow the maximum number of students to work not less than 2 hours for any one period, except for an emergency; for example, from 3 to 6 p. m. daily, Monday through Friday, and from 1 to 6 p. m. Saturday afternoons, at times most convenient to both students and staff members.

REVIEW OF APPLICATIONS

The student applications for work on the National Youth Administration program are examined and approved or rejected by the dean of men for men students, and by the dean of women for women students. The approved applications are then turned over to the National Youth Administration's assistant for assignment to the approved projects which have been submitted by the several schools, divisions, and departments of the university.

ANALYSIS OF APPLICATIONS

An analysis of the applications of the students working on the National Youth Administration program this year at Purdue shows that 65 percent are from city homes, while 35 percent are from rural areas. Of the urban group, 47 percent rent property, while 23 percent of the rural families are tenant farmers. The owner-operator farm families own farms ranging from 24 to 124 acres.

It is found that 39 different occupations are represented by the parents of these students. The largest group, 23 percent, is made up of farmers, with industrial workers, salesmen, and small businessmen following in the order named. The professions are almost entirely lacking.

More than 50 percent of the students on National Youth Administration come from families which have annual incomes of \$1,500 or lower. The average National Youth Administration worker at Purdue comes from a family of five children, two or three of whom are in elementary school. Approximately 14 percent of the National Youth Administration students come from broken homes. Approximately 40 percent have \$300 or less available each year for their university expenses. In addition to their National Youth Administration work, a large number have other part-time jobs on and off the campus, in order to maintain themselves. Approximately 23 percent of the National Youth Administration students are holders of university scholarships.

This analysis definitely shows that most National Youth Administration students come from homes of the lower income brackets, and from parents who, because of low incomes, are unable to assist their children to any appreciable extent in securing a college education. Often several other younger children in the family make college support even more remote. While many National Youth Administration students have part-time jobs, in addition to their National Youth Administration work, they maintain scholastic indexes above the university average. Without National Youth Administration assistance, a college education would likely be an impossibility for these needy, worthy students.

NYA STUDENT SUPERVISORS

The organization at Purdue was set up so that the students might be given maximum responsibility for the conduct of the several projects; to afford an opportunity to learn organization procedure; and to take an active part in the

actual supervision. All items relative to National Youth Administration projects are handled by the student supervisor concerned, and his recommendations on matters of discipline, remuneration, transfer, promotion, or termination, are required before any action is taken.

The student supervisor checks on punctuality, efficiency of the worker, pay rolls, etc., and reports to the departmental staff assistant, appointed by each department head to look after such National Youth Administration matters. With the staff assistant's full knowledge and approval, the student supervisor clears routine matters with the National Youth Administration assistant, through student supervisors assigned on definite National Youth Administration work in the personnel office. In the basic organization, the personnel department functions as a service organization to the departments sponsoring National Youth Administration work.

ASSIGNMENT PROCEDURE

The experience, training, interests, and preference of the students are considered in assigning them to projects on which they can gain maximum benefits. After a sufficient number of students have been assigned to service departments of the university, such as the library, residence halls, physical plant, etc., the remaining students are generally assigned to the school or department in which they are majoring.

All requests for student workers are made directly to the National Youth Administration assistant in the personnel office.

JOB ANALYSIS

It is planned to place all jobs within each department on a permanent basis as the result of a job analysis. Each job has a definite title as well as a definite hourly rate, based on its relative value compared to all the jobs on the campus.

Regardless of the rate of the job to which a student is assigned, he is assigned the number of hours a month that would make it possible for him to earn \$12 to \$15 each month. If added funds are available at the end of any pay period, after careful calculations are made, every student is permitted to work a given number of additional hours during the next pay period.

INDUSTRIAL RELATIONS POLICIES

DEPARTMENT IN CHARGE

Each school, division, or department head is directly in charge of all National Youth Administration work in his school, division, or department, and he along with his project supervisors plan the work for all students. The student supervisor in each case assists the project supervisors in actual supervision of the work. A definite weekly work schedule is worked out for each student by his project supervisor at the beginning of the year; and each student is expected to report for work regularly during his assigned hours. A form was made available to each project supervisor to keep an accurate and detailed record of each student's work schedule, as well as a daily and monthly record of his time.

The performance record of each student worker is frequently reviewed by his supervisor. This record, supplemented by adequate supervision, reduces laxness and loafing on the job to a minimum. Every effort is made to develop efficient work habits.

SUSPENSIONS AND DISCHARGES

If, on his job, a student fails to maintain a satisfactory performance, which has been discussed with him by his project supervisor and the department head, and after he has been given adequate opportunity to improve, he may be suspended for a 2-week period. If such a suspension is necessary, the case is referred to the director of personnel for his approval. If approved, the student is suspended by the department head personally, so that the student understands fully the reason for the action.

At the end of the 2-week period, the student again is allowed to continue his work on a 2-week probationary period, after which his case again is reviewed. If satisfactory, he is allowed to continue work. With supporting evidence of inefficiency, the student may be discharged and not allowed any further work on the National Youth Administration program.

TRANSFERS

The head of each school, division, or department has complete jurisdiction of his National Youth Administration workers, so that he may transfer them to different projects under his supervision if necessary for maximum efficiency. All

interdepartmental transfers are made through the National Youth Administration assistant's office.

No transfers among departments are made because of poor work habits of the students; instead, it is the department's responsibility to rehabilitate the student. For example, at the beginning of the year, a crippled student was assigned to a certain department. Instead of granting this student's transfer to another department, the head was encouraged to develop the student and use him in some profitable way. Although at the beginning it was found necessary to spend considerable time planning work for the student, he is now fitting into a job that is of great value both to the student and to the department.

If it is found that a transfer is advisable because the special training of a student can be used more profitably in another department, or for a similar reason, the transfer will be made after permission has been granted by the head of the department concerned. Early in the year, it was found that only one student was available on National Youth Administration who had taken enough technical course work to fill a special project. Although he had already been assigned, after receiving approval of the heads of both departments concerned, the student was transferred to the job for which he was best qualified.

DISSATISFACTIONS

All student workers are encouraged to discuss any dissatisfactions as they occur with their project supervisors, and if necessary, with the head of the department. If it develops that a transfer is the best solution to a student's problem, the transfer will be made after clearing with all departments concerned. Every effort is made to adjust students to their jobs so that they will create an enthusiasm for their work. In line with this objective, the National Youth Administration assistant plans to interview personally each National Youth Administration student and assist him with his problems.

REVIEW OF RATES

Although each job has been assigned a definite hourly wage rate through job analysis, rates are reviewed periodically to keep them in line with each other. If a student worker is dissatisfied with his rate, he is permitted to take up his case through his project supervisor to the head of the department. If recommended by the department head, the personnel director has final authority to adjust the rate if it is found advisable.

OTHER POLICIES

All National Youth Administration policies and procedures approved by the National Youth Administration committee are sent out from the personnel office, over the signature of the Director of Personnel, in brief, numbered National Youth Administration memoranda. These include questions of policies, rates of pay, changes in procedure, etc., and are issued whenever necessary. The paragraphs, as well as the memoranda, are each assigned a number so that ready reference may be made.

For example, at the beginning of the year, in National Youth Administration memorandum No. 10, it was suggested that each school, division, and department head hold a meeting of all National Youth Administration students in order to explain to them the National Youth Administration program, efficiency, and performance expected of each student, and to answer any student questions.

Also in the same memorandum, because of the increased number of off-campus jobs having reduced the number of National Youth Administration applications, it was suggested that department heads refer needy students to the personnel department for applications for National Youth Administration work. In this way, additional students in need of part-time work were employed on National Youth Administration projects.

The policy regarding the use of students as supervisors has relieved the staff members from much routine work and, of more importance, has given the students valuable leadership experience. This National Youth Administration program provides sound industrial experience, not only for the student supervisors, but for all of the National Youth Administration students. All students have equal opportunity to work toward jobs of better training and pay, especially during their junior and senior years. It is expected that the students working on the National Youth Administration program will acquire skills, training, and good work habits that will be necessary for success in industrial work after graduation.

FUTURE DEMAND FOR NATIONAL YOUTH ADMINISTRATION WORK

Because of the increased employment during recent months, there has been a marked decrease in the student demand for National Youth Administration work, partially due to the fact that students are able to find more remunerative jobs off campus. Then, too, many of the students were able to earn considerably more money last summer than during previous summers, because of higher wages.

The great demand for men and women with special training to aid the Government in the prosecution of the present war and in preparing for the future has made it expedient for many institutions of learning to shift academic calendars to an efficient war basis.

Needy students who avail themselves of the revised academic calendars of universities, making it possible to complete 4 years of training in 3 years, will find it difficult, if not impossible, to remain in the university during the summer period unless National Youth Administration or some other financial assistance is made available to them.

PURDUE UNIVERSITY—DATA AS OF APRIL 1, 1942, RELATING TO MEN STUDENTS RECEIVING NATIONAL YOUTH ADMINISTRATION AID DURING THE ACADEMIC YEAR 1940-41.

Seniors (as of June 1941):

Graduate students and assistants in college departments.....	21
Teachers in public schools.....	7
In military service:	
Navy.....	13
Army.....	11
Air Corps.....	3
Other Government work.....	7
	34
Employed in defense industries.....	50
Miscellaneous.....	8
No information.....	8
Total.....	128

Other men:

Now registered in the university.....	396
In military service.....	1
No information.....	163
Total.....	560

Men who quit working under the National Youth Administration program before the end of the year 1940-41:

No information.....	94
Now registered in the university.....	64
In military service.....	4
Employed in defense work.....	1
Seniors (not included elsewhere, probably graduated in January 1941).....	19
Total.....	182
Total.....	870

¹ It is known that the majority of these students left the university because of lack of means to maintain themselves.

APRIL 6, 1942.

NYA FORMS IN USE AT PURDUE UNIVERSITY

I. *Application for National Youth Administration work project.*—This form is submitted in triplicate by the head of each department for approval for each National Youth Administration work project. If the project meets National Youth Administration specifications, it is approved and an hourly rate is established for the workers. One copy of each approved application is filed in the office of the department concerned, the personnel office, and the accounting office.

II. *National Youth Administration applicant questionnaire.*—This form is completed by student applicants and is submitted for approval, together with two National Youth Administration reference questionnaires, to the dean of men in the case of men students, and the dean of women in the case of women students. Approved applications are forwarded to the personnel office for assignment.

III. *Oath of allegiance and work authorization card.*—The oath of allegiance is completed by every applicant. Upon assignment the student is given four copies of the National Youth Administration work authorization card and reports to the head of the department to which he is assigned. The copies of the work authorization card are distributed to the department office, the project supervisor, the personnel office, and the accounting department.

IV. *National Youth Administration time record.*—Each staff member is required to maintain a National Youth Administration time record on each student assigned to him.

V. *Individual monthly time record.*—This record signed by both the student worker and the project supervisor is completed and forwarded by the accounting department to the National Youth Administration State office at the end of each pay period as authorization for issuing pay check.

VI. *Rating of student National Youth Administration workers.*—Each National Youth Administration student was rated on his performance by his project supervisor. This was used in adjusting the program for the second semester.

APPLICATION FOR NATIONAL YOUTH ADMINISTRATION WORK PROJECT

(For 1941-42)

Project Number 298

Application is hereby made for approval of the following work project under the National Youth Administration work program at Purdue University. This work cannot be done without National Youth Administration assistance. It will not displace anyone now employed.

Please do not write in the space below.

Rate of pay per hr.
Class: A__ B__ C__

1. Describe fully the kind of work to be done. See the other side for a description of the types of work projects. You will be expected to see that students assigned to this project do the kind of work described herein.
 2. Number of workers wanted: Men ___ Women ___
Either ___
 3. Hours per month per person (not to exceed 40 hours) _____
 4. Total hours for project for the entire year _____
(There will be nine work periods. Estimate carefully.)
 5. When do you want the work to start?
(No work may be done before Sept. 11, 1941.)
 6. What experience, knowledge, or training must the worker have in order to succeed on this project? Be specific, but give minimum rather than maximum requirements. (More than 50 percent of National Youth Administration assignees are freshmen and sophomores.)
 7. List the names of known National Youth Administration workers whom you would like to have assigned to this project.
 8. Who will supervise this project? _____
 9. What department? _____ Building? _____
 10. This project requested by _____
Head of Department.
- Please note the information on the other side before you file this application.
- Project approved _____, or rejected _____

GENERAL CONSIDERATIONS GOVERNING NATIONAL YOUTH ADMINISTRATION
PROJECTS

1. Work upon which students are employed must be in addition to that customarily provided for the University out of its regular budget, and must not displace any regular employee.

2. Preference is likely to be given projects which indicate that they will leave some permanent record or report, a piece of apparatus or other construction, or evidence of some new accomplishment or public service.

3. The description of National Youth Administration work projects given in Federal Bulletin No. 5, dated August 5, 1940, includes the following classifications:

- (1) Construction, Repair and Remodeling of Buildings.
- (2) Construction, Repair and Remodeling Facilities other than buildings.
- (3) Construction, Remodeling and Repair of Apparatus, Models, Equipment.
- (4) Improvement and Maintenance of Grounds.
- (5) Building Maintenance.
- (6) Clerical Assistance, Typing, Filing, Stenography.
- (7) Library Service and Book Repair.
- (8) Reproduction Work, Mimeographing, Blue Printing, etc.
- (9) Departmental Services, Classroom aid, laboratory aid, prepare exhibits.
- (10) Research, Statistical and Survey Projects.
- (11) Health and Hospital Work, Clinics, Nursing, Preparing hospital supplies.
- (12) Home Economics. Sewing, nursery school, school lunch room service.
- (13) Recreational Leadership and assistance.
- (14) Arts and Crafts, Music, Writing.
- (15) Miscellaneous.

4. The rate of pay on any project is determined by the nature of the work described in the project application. Care should be used to make your project conform to one of the types listed above.

5. Rates of pay:

Clerical, Common labor and service, 30 cents per hour.

Library work, 30, 35, and 40 cents, depending on experience.

Research, survey, recreational, welfare and health, 40 cents per hour.

Graduate projects and workers, 50 cents per hour.

6. National Youth Administration projects are *not* intended to enable a graduate student to get paid for writing his thesis. The preparation of material for use in textbooks or papers for which the author is paid cannot be approved.

7. The National Youth Administration project supervisor has an opportunity to render real service to the workers. Here is a chance for guidance. Many of these workers have never before had a job or a responsibility. The impressions, habits, and experiences that come to them while on this work will have a lasting effect on their characters. Care should be taken that only desirable character traits result from their experience while on National Youth Administration work. Here is an opportunity as well as a duty of the supervisor. Those projects which have proven of most benefit in the past have been those whose supervisors have shown an interest in, and an appreciation of, the work and the workers.

8. The National Youth Administration supervisor has a definite responsibility in the National Youth Administration work program. National Youth Administration work should be of lasting value to the student in many ways other than financial aid. Dependability, honesty, promptness, industry, efficiency, courtesy, and cooperation should be insisted upon at all times. These are desirable qualities. They should be important factors in the future success of the student in his life work. Work should be furnished in abundance, a regular schedule arranged for each worker and no one should be permitted to loaf while on the job. Unless the supervisor is willing to do these things he should not ask for the approval of a project.

NYA APPLICANT QUESTIONNAIRE

(All questions should be answered fully)

1. Name.....
2. Home address.....
3. University address.....
Phone.....
4. Married..... Single..... Color.....
Date of Birth.....
5. State of health..... Height..... Weight.....

Do not write in this space		
NYA		
Date.....	Rate.....	number.....
Project.....	Rate.....	Hours.....
Supervisor.....		
Department.....		Building.....
Ceased work.....		

6. NAME OF PARENT..... Street or RFD..... Post Office..... State.....
7. If you live in a city or town answer the following questions:
Is your father living?..... What is his occupation?.....
For whom does he work?..... What is his income?.....
Is your mother living?..... Does she have an income?..... How much?.....
Give all other sources of family income and amount from each.....

Dr.

Do your parents own the property in which they live?..... If not, what rent do they pay?..... What were their taxes last year? Property and personal tax..... State Income tax..... Federal Income tax.....

8. If you live on a farm answer the following questions:
Is your father living?..... Your mother?..... How many acres do they own?..... How many acres do they rent?.....
Total cash sales of farm products last year?..... What were their operating expenses?..... Their taxes: Property tax.....
State Income tax..... Federal Income tax.....
How much interest must they pay on indebtedness?.....
For what?..... Do they have other income?.....
How much?..... From what source?.....

All applicants will answer the following questions:

9. How many brothers and sisters have you?..... How many are under 21 years of age?..... How many of them are in grade school?.....
In high school?..... In college?.....
10. Name any others who are dependent on your parents.....
11. Do your parents own an automobile?..... How many?..... A truck?.....
12. Do you own a car yourself?..... Will you have your car with you at Purdue?.....
13. Has your family received support from public relief?..... When?.....
How much?.....
14. From what high school did you graduate?..... When?.....
15. Will this be your first semester at Purdue?..... When were you here last?.....
16. In what are you specializing, or in what do you expect to specialize at Purdue?.....
17. Are you pledged to, or do you expect to pledge to, a fraternity or sorority?.....
Are you a member of a fraternity or sorority?.....
Which one?..... When initiated?.....
18. What was your scholastic index for your last semester?..... Your cumulative index now?..... How many hours of B or better have you?.....
19. Do you have any part time work other than NYA work?..... What kind?..... Hours per week?..... Wages per hour?.....
Are you paid in cash?..... Board?..... Room?.....
20. Do you have a scholarship?..... Kind?..... Value per year?.....
21. List below three persons who can certify as to your need, including your banker, if you have one, and some member of your high school faculty.
NAME..... ADDRESS..... BUSINESS.....

.....

.....

.....

22. Financial data for the school year.....
 How much cash will you have on hand at the beginning of the year?.....
 How much are you sure you will receive each month throughout the year?.....

How much are you sure you can earn each month? (Do not count on NYA earnings here.).....

Suppose you cannot get NYA work, what then?.....

Estimated expenses for the entire year.	From what source do you expect to get the funds to pay for each item you list?
Fees.....
Deposits.....
Board.....
Room rent.....
Books and class supplies.....
Traveling expense.....
Extra clothing for school.....
Laundry, cleaning, pressing.....
Insurance.....
Church donations.....
Recreation and amusement.....
Cigarettes, tobacco, etc.....
Other expense (List each one).....
.....
.....

Total cash on hand at opening of school.....

Your total income for the year.....

Total funds available for the year.....

Total estimated expense.....

Estimated deficit for the year.....

23. In case your application is accepted it will be of much help in placing you to have you check on the following list such things as you believe you could do successfully. Mark X after those you believe you can do; XX after those in which you have had experience.

Animal Husbandry.....	Printing.....
Bookkeeping.....	Radio work.....
Cabinet Making.....	Research—kind.....
Carpentering.....	Shorthand.....
Dairying.....	Sign or poster painting.....
Drafting.....	Boy or Girl Scout.....
(grades G. E. 11...G. E. 12...)	Scout rank.....
Electrical work.....	Church work.....
Farming.....	Playground supervision.....
Grading papers.....	Y. M. C. A. leadership.....
Horticultural work.....	Y. W. C. A. leadership.....
Laboratory assisting.....	Other.....
Kind.....	Statistical work.....
Library work.....	Student counseling.....
Machinist.....	Surveying.....
4-H Club Activities—Specify.....	Switchboard operation.....
Model making.....	Training livestock.....
Wood.....Metal.....	Tutoring: what?.....
Newspaper work.....	Typing:
Experience.....	Words per minute.....
Painting.....	Have you a machine?.....
Photography.....	Can you cut stencils?.....
Poultry.....	Other kinds.....

24. What is your first choice of work?.....

25. What is your second choice of work?.....

26. Have you worked on NYA before?..... For whom?.....

What kind of work did you do?.....

27. Are you an American citizen?..... Native or naturalized?.....

We the undersigned, hereby state that the questions contained in the application have been answered truthfully and accurately to the best of our knowledge.

.....
 (Signature of Applicant)

.....
 (Signature of parent or guardian)
 (Indicate which)

NYA REFERENCE QUESTIONNAIRE

To REFERENCES:

The person whose name appears below has applied for work under the college student work program of the National Youth Administration. One of the conditions for granting this request is that the student must have aid from sources outside his family in order to enter and remain in the university.

It will be a decided favor to the applicant if you will kindly fill in the questionnaire below and mail it to one of the undersigned at once.

Your answers will be held confidential.

Mail to Office of Dean of Women, or Office of Dean of Men,
 Purdue University, Purdue University
 (For women students) (For men students)

Name of applicant -----
 Home address of applicant -----

The budget of men students who live in Indiana and spend economically varies from about \$400 to about \$500 for one year; women students need \$450 to \$550. A student from another State will need from \$100 to \$150 more than this on account of the out-of-state fees.

1. Do you believe the family of the above can supply the amount indicated for this year? ----- If not, please explain why -----
2. What is the source of family income? -----
3. Do you believe the parents are doing all they can to help the applicant attend college? -----
4. Family status of the applicant:
 - Both parents living? ----- Both deceased? ----- Father deceased? -----
 - Mother deceased? ----- Are parents divorced? -----
 - Does applicant live with parents? ----- If not, why? -----
 -
 - Is father employed? ----- Is mother employed? -----
 - Do they own their home? ----- Do they own an automobile? -----
 - More than one? ----- How many children are at home and dependent on parents? ----- Are there other dependents? -----
 - Who? -----
5. Do you consider the applicant a good student? -----
6. Please check the following as applying to the applicant:

	Above average	Average	Below average
Honesty -----			
Industry -----			
Health -----			
Personal Habits -----			
Reliability -----			

7. The following items should be checked by the applicant's high school teacher, principal, or superintendent only.
 - A. Does applicant learn—
 Slowly? ----- Average? ----- Quickly? -----
 - B. Applicant's rank in class:
 Upper third ----- Middle third ----- Lower third -----
 - C. Personality:
 - a. Manners:
 Good ----- Average ----- Poor -----
 - b. Appearance:
 Neat ----- Careless ----- Slovenly -----
 - c. Temperament:
 Agreeable ----- Otherwise -----
 8. Are you related to the applicant? -----
- Signed ----- Position -----
 Firm or kind of business -----
 Address ----- Date -----

(Please write any additional information on the other side)

N. Y. A. Form 304
(Revised 7-1-41)

(To be filled in by applicant or institution)

FEDERAL SECURITY AGENCY
NATIONAL YOUTH ADMINISTRATION

(Institution)

(City)

(County)

(State)

STUDENT APPLICATION—COLLEGE
AND GRADUATE WORK

1. (Print) -----
(Name—Last) (First) (Middle) 2. (Sex) 3. (Date of application)
4. -----
(Home address—Street and number) (City) (County) (State)
5. -----
(College or university address) 6. (Fresh., soph., etc., or grad.) 7. (Race or color)
8. -----
(Married or single) 9. (Number of dependents) 10. (a) (b)
(Age last birthday) (Month, day, year of birth)
11. -----
(Name of parent or guardian) (Address)
12. -----
(Parent or guardian is employed, unemployed, or retired) 13. (Occupation of parent or guardian, if employed)
14. -----
(If parent or guardian is employed, name and address of employer)
15. -----
(Source of income of parents or guardian, if unemployed)
16. (a) ----- (b) -----
(Number in family household) (Number employed in family household)
- (c) ----- (d) -----
(Number of family in elementary and/or secondary school) (Number of family in college)
17. Total income of all members in your family household who contribute to its support:
(a) ----- (b) -----
(Last month) (During past 12 months)
18. Anticipated resources or income, and expenses, of applicant, exclusive of N. Y. A. Student Work, during next school year:

<i>Income</i>	<i>Expenses</i>
Cash on hand or savings ----- \$-----	Tuition and fees ----- \$-----
Assistance from family -----	Books -----
Scholarships and fellowships -----	Room -----
Loan from college -----	Food -----
Anticipated earnings and assistance, and other income exclusive of N. Y. A. Student Work (specify): ----- -----	Other (specify): ----- ----- -----
Total resources or income ----- \$-----	Total expenses ----- \$-----
	Net deficiency -----

19. -----
(Scholarship average last year)
20. -----
(Number credit hours to be carried next {semester} {quarter})
21. Names and addresses of three persons, not relatives, from whom information can be secured concerning applicant or applicant's family situation:

<i>Name</i>	<i>Address</i>
-----	-----
-----	-----
-----	-----

CERTIFICATION OF NEED

We, the undersigned, hereby state that the work provided through the National Youth Administration is essential to enable the applicant to continue properly his education in -----

(Name of institution)

The questions contained in this application have been answered truthfully and accurately to the best of our knowledge.

(Signature of parent or guardian)

(Signature of applicant)

CERTIFICATION OF UNIVERSITY OR COLLEGE

(NOTE.—This space is to be filled in only by the designated official representative of the institution, if the applicant is accepted for college or graduate work.)

The ----- certifies that the foregoing application (Name of institution)

is correct insofar as possible to ascertain, and that contingent upon funds being available therefor, the applicant is entitled within the regulations of the National Youth Administration to receive N. Y. A. Student Work. In payment for services to be designated by this institution, it is recommended that an amount between {a minimum of \$10 and a maximum of \$20 (college work)} a month be {a minimum of \$10 and a maximum of \$30 (graduate work)} made available to this applicant.

(Signed)

(Official N. Y. A. representative)

(Title)

(Date of certification)

NYA Form 51 a (Revised 7-1-41)

FEDERAL SECURITY AGENCY NATIONAL YOUTH ADMINISTRATION

EMPLOYMENT AFFIDAVIT—AND OATH OF ALLEGIANCE STUDENT WORK PROGRAM

I, -----, do solemnly swear (or affirm) that I will (Name) support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office (or employment) on which I am about to enter (or which I now occupy). So help me God. I further depose and say that I am a citizen of the United States, or, if not a citizen, that I owe allegiance to the United States; and that I do not advocate, nor am I a member of any political party or organization that advocates, the overthrow of the Government of the United States by force or violence.

(Signature of affiant)

(Street address)

(City)

(County)

(State)

Subscribed and sworn to (or affirmed) before me this ----- day of -----, A. D. 19----- at -----

(City or place)

(State)

(Administering officer)

(This oath administered under authority delegated by the National Youth Administrator)

(TO BE FILLED IN BY NYA ADMINISTRATIVE OFFICE)

Youth employee or official NYA representative Name of institution ----- Date of entrance on duty -----

TERMINATION OF C. C. C. AND N. Y. A.

NYA WORK AUTHORIZATION

Name in full _____ Age _____ Class _____
 School address _____ Phone _____ School _____
 Home address _____ Street or R. R. _____ City _____ State _____ Number _____
 Project _____ Rate of pay _____ Hours per month _____
 Supervisor _____ Department _____ Building _____
 Date assigned _____
 Transferred to project _____ Supervisor _____ Date _____

Record of work and earnings

Period	Hours	Earnings	Period	Hours	Earnings
1			6		
2			7		
3			8		
4			9		
5			Total		

This assignment sheet must be dated, signed by the supervisor, and returned to the office of the Dean of Men, or Dean of Women, when the student ceases working on above project.

Date ceased work _____

Signed _____

Supervisor

INSTRUCTION TO THE STUDENT

1. Report at once to your supervisor and arrange a definite work schedule with him. Try to report each day when scheduled.
2. Be sure to check your time with your supervisor on the seventh of each month so that he can report your time. If you do not do this your pay may be late, or may even be forfeited.
3. Only time actually worked will be paid for. NYA work is a job and not a dole or gift. It will be to your interest to be prompt in reporting for work and to give your best effort while on the job.
4. You cannot work after you have become 25 years of age.
5. You should keep the Dean of Men's office informed of any changes in your address.

INSTRUCTION TO THE SUPERVISOR

1. Time worked for you by this NYA student must be reported promptly and accurately. Work periods will end on the seventh of each month. Time reports are due in the accountant's office before four o'clock on the eighth of each month. Only time already worked may be reported. The name of the student must appear on each time report exactly as it appears on this authorization.
2. The head of your department should procure cards from the accountant's office for reporting time and supply them to you.
3. Failures to report time correctly and promptly will be deemed sufficient cause for cancelling your project.
4. You should keep in touch with the student and give him every aid in putting in his time. Be sure that you have work for him to do on the days when he is scheduled to report, and then see that he does it. Not more than 8 hours may be worked in one day nor more than thirty hours in one week. If the worker does not put in at least an average of three-fourths of the assigned time, you should request the cancellation of the assignment.

(To be filled in by Department Head or NYA Staff Assistant)

2. *Financial need.*

- a. Is this student in need of NYA assistance for the second semester?
Yes_____ No_____ Comments-----
 - b. Does he have other outside work? Yes_____ No_____.
Number of hours per week_____ Earnings per week \$_____.
Nature of job-----
 - c. Will he have time to work NYA regularly during the second semester?
Yes_____ No_____
 - d. What percentage of his assigned number of NYA hours has he worked
during the first semester?----- Scholastic index first semester

 - e. Will he need part-time work in order to remain in the University during
the Summer semester? Yes_____ No_____ Approximate monthly
earnings that will be needed, \$-----
3. If it became necessary to reduce the number of workers in your department,
would you retain this student? Yes_____ No_____
4. Comments:

Signed-----
(Department Head)

Document 831

PURDUE UNIVERSITY, THE BOARD OF TRUSTEES—PRESIDENT'S CALENDAR, OCTOBER
15-16, 1941

REPORT OF THE COMMITTEE ON NATIONAL YOUTH ADMINISTRATION FOR THE
ACADEMIC YEAR 1940-41, M. L. FISHER, CHAIRMAN

Particularly worthy of note is the fact that out of the total of 1,024 students who received pay from National Youth Administration funds during the last fiscal year, 110 were elected to national honorary societies. At the end of the first semester, 65 men and 20 women, or a total of 85 students on National Youth Administration received distinguished rating in scholarship. Distinguished rating at the end of the second semester was given to 89 of these students, 74 to men and 15 to women.

The above figures become more pronounced when one realizes that out of this same total and during the same period only 23 students were placed on scholastic probation. It therefore seems safe to assume that the high type of workmanship that has been reported from the many projects on our campus is due in no small part to the high intellectual caliber of the students employed. Had it not been for the National Youth Administration, many of these students could not have entered a school of higher learning and neither the Nation nor the individual would have received the many benefits that have accrued.

Report on National Youth Administration expenditures for the academic year 1940-41

Administration-----	\$3, 569. 51
Agriculture (including agricultural experiment station and extension) --	19, 875. 47
Engineering-----	14, 755. 37
Science-----	14, 494. 50
Home Economics-----	1, 217. 12
Education and applied psychology-----	3, 050. 17
Library-----	3, 102. 13
Pharmacy-----	1, 467. 29
Unattached departments-----	3, 630. 09
Physical plant-----	2, 728. 40
Residence halls-----	7, 313. 36
Student activities-----	423. 24
Student health service-----	1, 647. 65
Miscellaneous-----	3, 449. 30
Total-----	80, 723. 60

*Types of work done by National Youth Administration workers during the year ending
June 30, 1941*

<i>Classification</i>	<i>Amount of money earned</i>
1. Construction, repair and remodeling of buildings.....	-----
2. Construction, remodeling, and repair of facilities other than buildings.....	\$437. 13
3. Construction, repair, remodeling of apparatus, models, and equipment.....	12, 018. 84
4. Improvement and maintenance of grounds.....	1, 022. 30
5. Building maintenance.....	2, 477. 40
6. Clerical assistance and service projects.....	9, 876. 66
7. Library service and book repair.....	3, 493. 88
8. Reproduction work, mimeographing, etc.....	425. 25
9. Departmental services, including classroom assistance, museum and art gallery assistance, laboratory assistance, preparation of exhibits.....	33, 673. 61
10. Research, statistical and survey projects.....	2, 297. 47
11. Health and hospital work.....	1, 647. 65
12. Home economics, sewing, nursery school, etc.....	57. 45
13. Recreation leadership and assistance.....	4, 206. 17
14. Arts and crafts, music, writing.....	567. 78
15. Miscellaneous.....	8, 522. 01
Total expended on all projects.....	80, 723. 60

Report of National Youth Administration work, 1940-41

Total number of workers who received some pay, 1,024:	
Undergraduates: Men, 872; women, 131.....	1, 003
Graduates: Men, 16; women, 4.....	20
Special student (E. E. Moore).....	1
Total.....	1, 024
Number, National Youth Administration students elected to honorary so- cieties.....	110
Number, National Youth Administration students placed on probation:	
At the end of semester 1: Men, 9; women, 0.....	9
At the end of semester 2: Men, 13; women, 1.....	14
Total, both men and women for the year.....	23
Number, National Youth Administration students making distinguished student rating:	
Semester 1: Men, 65; women, 20.....	85
Semester 2: Men, 0; women, 0.....	0
Number, National Youth Administration seniors graduating with distinc- tion.....	16
Distribution by classes:	

	Men	Women	Total
Freshmen.....	257	46	303
Sophomores.....	271	32	303
Juniors.....	190	31	221
Seniors.....	154	22	176
			1, 003
Special student.....	1		1
Graduate students.....	16	4	20
Total.....			1, 024

Distribution by schools in the university:

Ag.....	291	PE.....	28
CE.....	18	P.....	31
Ch.....	67	S.....	123
EE.....	71	HE.....	85
Fresh. Eng.....	134	Grad.....	20
ME.....	122	Special.....	1
Met.....	17		
PS.....	9	Total.....	1, 024
I.....	7		
Number of projects approved.....			484
Number of projects worked on.....			451
Fund allotment:			
Total.....		\$83, 350. 00	
Per month:			
First 6 months.....		\$9, 266. 66	
Last 3 months.....		\$9, 250. 00	
Total number of hours worked.....		240, 168	
Total dollars earned.....		\$80, 723. 60	
Balance unearned.....		\$2, 626. 40	
EARNINGS			
Graduate men earned.....		\$2, 334. 00	
Graduate women earned.....		494. 77	
Total.....		2, 828. 77	
Undergraduate earnings.....		77, 833. 83	
Average graduate workers.....		141. 43	
Average undergraduates.....		77. 60	

Document 862

REPORT RE INCOME AND EXPENDITURES

To: Dr. Edward C. Elliott, President.

From: R. B. Stewart, Controller.

Re Report, Income and Expenditures.

Attached, for your information, is a report of the source of university income and expenditures for university operation for the period July 1, 1940, to June 30, 1941.

R. B. STEWART, *Controller.**The sources of university income, July 1, 1940, to June 30, 1941*

From the State of Indiana:

The legislative maintenance appropriation.....		\$2, 150, 399. 00
For the general support of instructional, research, and administrative departments and the operation and maintenance of the physical plant.....	\$1, 792, 600. 00	
For the operation of the agricultural experiment station.....	298, 699. 00	
For the operation of the Department of Agricultural extension.....	59, 100. 00	
The State educational improvement tax.....		14, 487. 05
For the improvement of, and the additions to the physical property of the State universities and normal schools. Purdue University's share of the total tax collected was seven-twentieths.		

The sources of university income, July 1, 1940, to June 30, 1941—Continued

A special appropriation for the agricultural engineering building addition (in lieu of the mill-tax fund).....		\$95,000.00
Horticultural greenhouse.....		17,000.00
A special appropriation for repairs to buildings.....		30,000.00
Staff retirement annuity appropriation.....		50,000.00
The special projects administered and carried on by the university for the general benefit of the people of the State. These projects include the administration of control laws which provide for supervision, inspection, and licensing in connection with agricultural seeds, creameries, feeding stuffs, fertilizers, stallions, eggs, and plant inoculants; also county agents under the Department of Agricultural extension and muck crop research.....		386,883.02
From the United States:		
For instruction, research and extension activities.....		794,141.70
For the resident instruction division.....	\$178,715.15	
For the agricultural experiment station.....	152,722.60	
For the department of agricultural extension.....	462,703.95	
Public Works Administration grants.....		189,459.58
Purdue Union annex.....	41,454.25	
Hall of music and auditorium.....	121,489.72	
Men's residence hall, south.....	26,515.61	
From contributions for various purposes:		
For research in agriculture, engineering science, and pharmacy.....		318,347.01
For the resident instruction division.....	\$136,884.03	
For the engineering experiment station.....	92,263.88	
For the agricultural experiment station.....	89,199.10	
From university departments and farms.....		1,249,670.98
Student fees.....	\$771,966.99	
Other fees for testing and instruction in connection with public services.....	14,437.89	
All other miscellaneous departmental income, including sale of farm products plus other goods and services in connection with instructional, research, and extension functions.....	350,099.21	
Beginning balances in stores and work in process inventories.....	113,166.89	
From endowment and trust funds:		
Income from land grant endowment and other specific trusts established for educational purposes.....		16,055.16
Transfer from Thomas Duncan bequest for erection and equipping of high-voltage laboratory.....		339,532.03
From self-supporting enterprises.....		1,828,976.54
The income from the operation of the residence halls, the Purdue Memorial Union, creamery, student health service, intercollegiate athletics and other self-supporting enterprises, no part of whose income is from the State.		
Total cash receipts for all sources.....		7,479,952.07
Cash balances July 1, 1940.....		1,779,815.44
Free.....	\$1,749,795.54	
Impounded.....	30,019.90	
Grand total.....		9,259,767.51

The expenditures for university operations July 1, 1940, to June 30, 1941

For administration of the university.....		\$368, 915. 14
The expenses of the administrative offices and the special general expenses including group insurance, staff retirement annuity, and general campus activities.		
For the educational divisions.....		3, 693, 431. 23
The cost of salaries and wages, supplies, expenses, repairs, and departmental equipment for resident instruction, research, and extension divisions, including the library:		
Resident instruction.....	\$2, 032, 084. 19	
Engineering experiment station.....	124, 107. 57	
Department of engineering extension....	29, 857. 54	
Agricultural experiment station.....	812, 722. 57	
Department of Agricultural extension...	694, 659. 36	
For the physical plant.....		424, 748. 32
The cost of operating and maintaining the buildings and grounds of the main campus including those buildings on the campus used by the agricultural experiment station:		
Resident instruction.....	\$395, 010. 95	
Agricultural experiment station.....	29, 737. 37	
For additions to physical plant.....		937, 331. 54
Expenditures for new buildings and equipment for new buildings.....		
	\$907, 331. 54	
Land.....	30, 000. 00	
For self-supporting enterprises.....		1, 590, 915. 78
The costs of operation, including capital expenditures (exclusive of new buildings) of the Purdue Memorial Union, the residence halls for men and women, creamery, student health service, intercollegiate athletics and other self-supporting enterprises.		
For the retirement of long-term indebtedness.....		120, 000. 00
Disbursements for the scheduled retirement of bonds of the Purdue Memorial Union, residence halls for men and women, and the fieldhouse and gymnasium.		
Other miscellaneous expenditures.....		252, 801. 91
Increase in revolving funds.....	\$5, 825. 00	
Transfers to sinking funds.....	120, 192. 88	
Ending balances, stores, and work in process..	119, 820. 35	
Military stores adjustment.....	6, 963. 68	
<hr/>		
Total expenditures for all purposes.....		7, 388, 143. 92
Cash balances June 30, 1941.....		
Free.....	\$1, 841, 603. 69	1, 871, 623. 59
Impounded.....	30, 019. 90	
<hr/>		
Grand total.....		9, 259, 767. 51

The CHAIRMAN. The hearing will stand in recess until tomorrow morning at 10:30.

(Whereupon, at the hour of 1:15 p. m., a recess was taken until 10:30 a. m., Friday, March 27, 1942.)

TERMINATION OF THE CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

FRIDAY, MARCH 27, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met, pursuant to adjournment, at 10:30 a. m., in Room 312, Senate Office Building, Senator Elbert Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Murray, Pepper, Ellender, Hill, Chavez, Schwartz, Mead, Rosier, Doxey, Taft, and Aiken.

Also present: Senator Kenneth McKellar.

The CHAIRMAN. The committee will come to order.

Dr. Richmond, please.

STATEMENT OF JAMES H. RICHMOND, PRESIDENT, MURRAY STATE TEACHERS COLLEGE, MURRAY, KY.

The CHAIRMAN. Dr. Richmond, for the record, will you please state your name, your address and title, and then proceed as you wish?

Mr. RICHMOND. James H. Richmond, president of Murray State Teachers College, Murray, Ky.

The CHAIRMAN. That is the Kentucky State Teachers College; is it?

Mr. RICHMOND. That is right. One of the four in the State.

The CHAIRMAN. Proceed.

Mr. RICHMOND. Mr. Chairman and gentlemen of the committee, I notice one of the Senators yesterday was asking why certain people were here, and I want to state why I am here and how I happened to know about this hearing.

I asked Mr. Williams to notify me when there would be a hearing of this character because, out of my experience and observation, I wanted to testify on behalf of N. Y. A., and that is the reason I am here, Mr. Chairman.

The National Youth Administration, in my judgment, has done a fine piece of work. It did it during the depression, and it is doing it today. It has afforded work opportunity for the education of thousands of young men and women in my State, and other States, both at the college level and secondary level. It has developed in these young men and women crafts and skills which have made those securing such training distinct assets to society. These things were done during the depression and are being done today.

In my judgment, N. Y. A. is needed as much today as it has ever been needed. The dislocation of industry resulting from the war and

the mounting costs of living bring problems similar to those of the depression.

In my State, especially in the part from which I come, war efforts have not brought much money into that section. We have no war industries. It has affected us chiefly in the mounting cost of living. Automobile shops, filling stations, and things of that kind are in much poorer shape today than they were a year ago. Those people have children to be educated, and they are finding it more difficult today to prepare for their education than they did in normal times.

This N. Y. A. program in my State, and I assume that is all true in all the States, is contributing immeasurably to national defense. I would like to submit some exhibits from my own campus and throughout the State of Kentucky to support this statement. These data show that our college, a liberal arts and teacher-training institution, has trained a large number of young men and women, students were aided by N. Y. A. to the end that they are today holding important jobs in defense industries.

Exhibit 1, which I will file, shows that in my own college—and it is a small college with between 1,000 and 1,100 college students—we are supplying people for du Pont at Charlestown, Ind., Wilson Dam, the petroleum industry, various airplane factories in Baltimore, Md., the American Chain & Cable Co., and various others. I heard a gentleman yesterday from New Britain, Conn., testify that four or five of our boys are working in that factory.

Now, that is in the college-aid program. That program enabled many of these young men and women to go to college. I presented diplomas last June to four boys who majored in chemistry. All of them had N. Y. A. jobs, what is known as the college-work program. Those four boys immediately, within a week, were employed by du Pont at Charlestown and are working there today in a defense industry. I doubt if a single one of those boys could have gone to college had it not been for this aid.

In addition to that we have a residence project on our campus, workers in ceramics, radio, woodwork, metalwork, electrical work.

I have a list of some 30 or 40 boys here who have been transferred to the East after receiving training on our campus and who are now working in the defense industries.

I will file this with the secretary.

The CHAIRMAN. We will be glad to have it.

(The list referred to is as follows:)

EXHIBIT I. NATIONAL YOUTH ADMINISTRATION WORKSHOP DATA, MURRAY STATE COLLEGE

Seventy-three students now receiving National Youth Administration aid through college workshops.

Average monthly National Youth Administration allotment during last semester, \$1,007.45.

Average monthly National Youth Administration allotment during this semester, \$838.15.

GRADUATES AND STUDENTS HOLDING DEFENSE JOBS

Elmer Jones, du Pont, Charlestown, Ind.

Harry D. Williams, du Pont, Charlestown, Ind.

Bob Evans, Federal Bureau of Investigation, Washington, D. C.

William F. Boling, agricultural project, near Baltimore, Md.

Leslie McKeel, Henry Ford's Memphis, Tenn., factory.
 Bill Carneal, Wilson Dam, Ala.
 Walter Murray, Wilson Dam, Ala.
 Tom Veazey, du Pont, Charlestown, Ind.
 John Cosby, petroleum industry, State College, Pa. (Federal Emergency Relief Administration).
 John R. Mitchell, du Pont, Charlestown, Ind.
 Charles Henson, du Pont, recently transferred from Charlestown, Ind., to Claremore, Okla.
 J. W. Wilkinson, assistant to captain (civil service), Camp Tyson, Paris, Tenn.

NATIONAL YOUTH ADMINISTRATION RESIDENT PROJECT ENROLLEES HOLDING DEFENSE JOBS—ASSIGNED TO DEFENSE JOB THROUGH NATIONAL YOUTH ADMINISTRATION, VERONA, N. J.

Waco C. Arant
 William T. Barret
 Joseph R. Brandon
 Casey H. Stephenson
 Wesley Burnett
 L. V. Youngblood
 L. B. Skaggs
 John P. Davis
 John D. Galloway
 Carl Vincent
 James V. Lunsford
 Clifford Page
 John Brinkley
 Henry Fortner
 Walter R. Burns
 J. K. Hughes

William Douglas
 Alfred J. Lowe Jr.
 Phillip M. Long
 Mahlon R. Jackson
 George R. Green
 Richard Herndon
 Tommie Lowe, Jr.
 Robert Cope
 Luther Johnson
 Roy Wilson
 Harry M. Wright
 Chester D. Helm
 Clyde Rogers
 Charles C. Below
 Harold Gill
 Leron M. Holt

Floyd Burdett, physical education director, Bonham Aviation School, Jones Field, Bonham, Tex.
 Ralph Love, du Pont, Charlestown, Ind.
 Eugene McGarvey, airplane factory, Baltimore, Md.
 James E. Burley, American Chain & Cable Co., New York.
 Joe Youngblood, du Pont, near Birmingham, Ala.
 Jane Alley, ordnance plant, Milan, Tenn.
 Martha Jean Wise, civil service (defense work), Washington, D. C.
 Virginia Cable, Department of State, Washington, D. C.
 James C. Manees, Emerson Electric Co., St. Louis, Mo.
 Eural B. Wadlington, Emerson Electric Co., St. Louis, Mo.
 Jesse J. Wilkins, Delco Electric Co., Newark, N. J.
 Marion A. Brown, defense industry, Hudson Co., Detroit, Mich.
 Arthur L. Poole, ammonia plant, Henderson, Ky.
 Arlie C. Colson, Goodyear Rubber Co., Akron, Ohio.
 Robert I. Herndon, Tennessee Valley Authority, Centerville, Tenn.
 Joe Banken, defense factory, Cincinnati, Ohio.
 Byron Holloway, assistant Tennessee Valley Authority property and supply clerk, Lenoir City, Tenn.
 Lewis Drake, Bay A Miss., instructor aeronautics, Jackson, Miss.

Mr. RICHMOND. On my way up here I stopped in Louisville. I inspected 2 N. Y. A. projects, out-of-school projects, 1 for young men and 1 for young women. In the young men's project I saw a fine organization working in metal, turning all sorts of needed production for Camp Knox, which is just 25 or 30 miles from Louisville. They built 165 field kitchens, 330 tank gasoline racks, 1,400 machine-gun pins, and things of that kind. I shall not read all of those, but I will file this; show what that particular project is doing for defense. Their entire production is taken by Fort Knox.

The CHAIRMAN. It may be inserted in the record.

(Exhibit II is as follows:)

EXHIBIT II. NATIONAL YOUTH ADMINISTRATION FOR KENTUCKY, MARCH 1942

Metal articles produced for the armed forces during past 3 months

	Quantity		Quantity
Field kitchens.....	165	Water can racks.....	1, 200
Tank-loading ramps.....	40	Cleaning staff racks.....	1, 200
Tank-gasoline racks.....	330	Tarpaulin and roll racks.....	1, 200
Signal Corps trailer frames.....	8	30-caliber spare part boxes.....	600
Motor assembly racks.....	15	Canteen racks.....	1, 800
Tank couplings.....	50	First-aid brackets.....	1, 725
Firing pins.....	200	Binocular brackets.....	1, 725
Machine-gun pins.....	1, 400	Bucket supports.....	1, 200
Filing cabinets.....	43	Water can brackets.....	1, 125
Radio mountings.....	200	Rear deck holders.....	1, 125
Tool boxes.....	50	Metal typing stands.....	6
55-gallon drum-barrel racks.....	25	Reel boxes.....	20
Waste receptacles.....	50	Special bolts.....	400
V blocks and clamps (pair).....	24	Metal machine-gun racks.....	400
Metal-kitchen cabinets.....	165	Machine-gun brackets.....	23
Metal ladders.....	165	Gun parts.....	50
Metal ice boxes.....	80	I- and U-bolt assemblies.....	400
Pan racks.....	80	Large decorative post heads.....	150
Gasoline racks (small size).....	230	Small decorative post heads.....	150
Metal tables.....	246	Corner tuyeres.....	16
Antiaircraft pedestals.....	140	Tuyere plates.....	230
Ammunition boxes.....	190	Furnace shakers.....	25
Gunners quadrant case brackets.....	600	Grates.....	40
Musette bag racks.....	1, 800	Assorted items.....	50

Repaired: 400 rifle cleaning rods.

Completed the following woodworking on which metal hardware is required

	Quantity		Quantity
Flat top tables.....	264	Executive desks.....	65
Typing desks.....	84	Bulletin boards.....	154
Filing cabinets.....	180	Record boxes.....	50
Tablet arm chairs.....	520	Book shelves.....	50
Typing stands.....	195	Writing tables.....	50
Chairs.....	305	Ping-pong tables.....	50

Senator TAFT. Do you know anything about the comparative cost?

Mr. RICHMOND. No, sir; Senator, I cannot answer that question. While there I visited the women's project. I saw over 100 girls coming from the lower levels economically, that had been liabilities in Louisville, that were being trained to cut garments and make suits. At the particular time I was there, Mr. Chairman and gentlemen of the committee, they were making the suits for the inmates for one of our eleemosynary institutions in Kentucky. Those young women were being taught a trade, to the end that they would become distinct assets of society, rather than liabilities.

I have another exhibit here which I shall not read in detail, except to briefly give you some of the high spots regarding the youth personnel in the Kentucky N.Y.A.

Now, may I say in passing that my primary interest, of course, would be in the activities on my campus, but that would be a narrow approach to this subject. I see its good work all over Kentucky. I visited many of these projects and they are doing splendid work. My institution has sent some 30 or 40 East. There is a resident out-of-school project at Mayfield, just 21 miles from my home, from where they have sent 221 East. There have been sent within the last 8

months 426 from other points in the State and put into defense industries in various parts of this country. I have a list in this exhibit 3 which names many of the concerns that are employing these boys who have worked in these defense industries. I should like to file that with the committee.

The CHAIRMAN. It may be inserted in the record.
(Exhibit II is as follows:)

EXHIBIT III. FACTS AND FIGURES ON YOUTH PERSONNEL IN KENTUCKY NATIONAL YOUTH ADMINISTRATION

1. Total number of youth employed on defense projects, Mar. 18, 1942.....	2, 115
2. Total number of defense projects in the State.....	18
3. Total number of youth leaving Kentucky National Youth Administration program for private employment (July 1, 1941, to Feb. 28, 1942).....	4, 276
4. Total number of youth transferred to Eastern States to be made available for employment in war industries, Aug. 1, 1941, through Mar. 28, 1942.....	770
Number sent from Murray.....	33
Number sent from Mayfield.....	221
Number sent from other points in the State.....	426
5. Total number of youth entering military service from National Youth Administration projects—July 1, 1941, through Feb. 28, 1942.....	565
6. Total number of youth leaving National Youth Administration projects for public employment (other Federal and State agencies).....	301
7. Average age of National Youth Administration workers in Kentucky:	
75 percent.....	17-20
25 percent.....	20-25
8. Some employers that have accepted National Youth Administration youth for defense jobs:	
Aluminum Co. of America.....	Bridgeport and Fairfield, Conn.
Brown & Sharp Manufacturing Co.....	Providence, R. I.
Electric Boat Co.....	Groton, Conn.
General Electric Co.....	Bridgeport, Conn.
Glenn L. Martin Aircraft Co.....	Baltimore, Md.
Hamilton Propeller Co.....	Hartford, Conn.
New Britain Machine Co.....	New Britain, Conn.
New Departure Manufacturing Co.....	East Hartford, Conn.
Remington Arms Co.....	Bridgeport, Conn.
Revere Cooper & Brass Co.....	Baltimore, Md.
U. S. Army Ordnance.....	Springfield, Mass.
Vought Sikorsky.....	Stratford, Conn.
Westinghouse Manufacturing Co.....	Baltimore, Md.
Do.....	Bloomfield, N. J.
American Rolling Mill.....	Ashland, Ky.
American Tool Works.....	Cincinnati, Ohio.
Armco Co.....	Ashland, Ky.
Avon Signal Corps.....	Lexington, Ky.
Balloon barracks.....	Paris, Tenn.
Belknap Hardware & Mfg. Co.....	Louisville, Ky.
Bethlehem Steel Co.....	Baltimore, Md.
Bradford Mills, Inc.....	Louisville, Ky.
Champion Iron & Wire Works.....	Do.
Crown Overall Co.....	Cincinnati, Ohio.
Curtiss-Wright Airplane Co.....	St. Louis, Mo.
Fort Knox post headquarters.....	Fort Knox, Ky.
Hamilton Carhartt Mfg. Co.....	Irvine, Ky.
Henry Voght Machine Co.....	Louisville, Ky.
Hercules Powder Co.....	Radford, Va.
Hoosier Ordnance Plant (Goodyear Bag Plant).....	Charleston, Ind.
Jeffersonville Boat & Machine Co.....	Jeffersonville, Ind.
Kane Mfg. Co.....	Louisville, Ky.
Ken-Rad Tube & Lamp Co.....	Owensboro, Ky.

Mengel Box & Body Co.....	Louisville, Ky.
Norfolk Navy Yard.....	Portsmouth, Va.
Reynolds Metal Co.....	Louisville, Ky.
Sun Ship Building & Dry Dock Co.....	Chester, Pa.
U.S. Cartridge Co.....	St. Louis, Mo.
Vega Airplane Co.....	Burbank, Calif.
Vultee Aircraft Co.....	Nashville, Tenn.
Wright Aeronautical Corporation.....	Lockland, Ohio.

Mr. RICHMOND. Now, I attended this hearing yesterday, and I have been reading various newspaper reports of the hearing. It seems that there has grown up in the minds of some people the idea that N. Y. A. is trying to obstruct the draft. I see no such evidence of that in Kentucky, nor do I understand how it could obstruct it. Many N. Y. A. students in my college have been drafted. The day I left a big, fine, strapping boy came to tell me good-bye. He was from N. Y. A. He lacked 3 college hours to graduate. I told him to go on with my blessing, that I would see he got his diploma next June because we did not propose to have 3 hours stand between the boy's college degree and his country.

The CHAIRMAN. That is a bachelor's degree?

Mr. RICHMOND. Yes; bachelor of arts degree.

I may state, in my college I was very much surprised to find the figures are in line with the figures published. Seventy-five percent of the youth are under draft age, under 21. I find in the school program and in the resident projects these young men and women are taught to use their hands as well as their heads to better advantage—workers in woods, metals, radio, and commerce, and when they are drafted, because of that training, in my judgment, they would be better soldiers, they can be fitted into the places in the Army where they can serve to the best advantage.

I have also heard the word "mollycoddle" mentioned in connection with it. There are no mollycoddles in Kentucky. You go into the N. Y. A. shops and you find them with overalls on, with grease on their faces and grease on their hands, and they are working there, doing good work, and they are serious in the work that they are doing.

Now, gentlemen, surely the Federal Government will begrudge worthy and needy youth a few basic opportunities. In the great depression youth was unduly penalized. I am a schoolman, and I resented very much the undue penalties placed upon youth in the last depression, and I hope there will be no moratorium in education in this emergency. My conception of democratic government is a government that is sensitive to the fundamental social and economic needs of all its people, and keenly conscious of the needs of the great inarticulate group that are unable to organize effective blocs for their advantage.

Now, the need for the services, such as are rendered by N. Y. A. goes back further than the depression. Youth needed those services during the twenties when we had an abortive and maladjusted type of prosperity. In my section of the State, when millions were being made in Wall Street and when sand under the ocean was being sold for \$100 a front foot in Florida, the cotton growers and tobacco growers in western Kentucky were not sharing in that prosperity, and there was a need then on the part of the youth of that section and many

other sections of the country. A great emergency, be it a depression or a war, often makes us conscious of conditions which existed even before those emergencies arose, and then we want to do something about it. Something should have been done about it in the twenties. Society becomes conscious of its neglect of certain groups of people in depressions or national emergencies. We became conscious of our youth in the depression, and we are conscious of them today.

I feel that N. Y. A. is needed about as much today as it was ever needed. I think it will be needed tomorrow. I am hoping, frankly, gentlemen, that this N. Y. A. service, under whatever name it may be listed and under whatever agency of Government it may function, will continue to be and become a permanent part of our governmental set-up. After all, this country is made up of people, and the people that will handle this Government tomorrow are the youth of today. They have been sorely neglected in many parts of our country. I want these young men and women that are ambitious to have the ability to be able to go to college, to be able to use their hands more intelligently, and what a marvelous service N. Y. A. has rendered in that connection.

I attended the hearing yesterday. The question was raised about shifting this N. Y. A. agency to some other branch of the Government. Well, I never believe in swapping horses in the middle of the stream, and I do not think it is sound policy to junk a going, functioning organization, to put it in another organization where it will have to start all over again. Now, it may be, after this war is over, that it should be placed somewhere else. I am not sure of that.

Senator TAFT. The war program has already moved it under Colonel Burnell. He stands above the N. Y. A. That was done by the President.

Mr. RICHMOND. That is true.

Senator TAFT. About one-third of all the agencies of the Government have moved since the war started.

Mr. RICHMOND. That is true.

Senator TAFT. So we are changing a lot of horses in the middle of the stream

Senator HILL. But is not this true, Doctor, that Colonel Burnell is a sort of supervisor, but the administrative set-up or the organization is still in the N. Y. A.? Colonel Barnell is an expert, I take it, on this matter of the needs for defense, as to what we should do as far as defense is concerned.

Senator TAFT. I understand the defense training is under his orders. They have to take Colonel Barnell orders on how they do the defense jobs.

Senator HILL. That is true, he is the authority, but the machinery, the organization, the set-up, is all in the N. Y. A. which is an entirely different thing from taking all this work and putting it in another set-up, another organization, or another machinery of some kind.

Senator TAFT. I never saw a Federal bureau moved yet but that 99 percent of the employees did not stay right there. It just moves under somebody else.

Mr. RICHMOND. Senator, I do not live in Washington, although I come so frequently that I think sometimes I better move up there. I would not undertake to argue that point with you, because you are much better posted on that than any of us back in Kentucky are.

I think it would be unwise to shift this now. I will tell you one thing I like about N. Y. A., gentlemen. They have not smothered us and strangled us with red tape. They say: "Now, here are the boys and girls"—I am thinking now of the college-work program—"you determine whether or not they are able to do college work and whether they need this help and we will pay them up to \$15, the undergraduate level. You pick them. You see that they work, and they will get the checks." I like that. It was put to us on our mettle. It has put this thing on our conscience, and, by and large, I think the schools have done a good job.

When we select students for N. Y. A. aid to go to college we first determine in our minds that they are able, by past performance to do good college work; and, second, we determine need. That is our formula—ability and need. Well, it is quite interesting that those students rank a little higher in scholarship than the other students. Now, that is not due to the fact that all N. Y. A. students are more brilliant, but it is due to the fact, if you use that formula in selecting, that you have a type of student that you may reasonably expect to do good work.

The CHAIRMAN. You have not reduced your standards in any way, have you?

Mr. RICHMOND. Not at all.

The CHAIRMAN. The point you are making is that the grant which is given to the student is an incentive for good work?

Mr. RICHMOND. That is right.

Senator TAFT. Dr. Richmond.

Mr. RICHMOND. Yes, sir.

Senator TAFT. I do not want to interrupt your statement.

Mr. RICHMOND. That is all right.

Senator TAFT. Will you tell us how many students you have that are getting N. Y. A. aid?

Mr. RICHMOND. Approximately, yes. About 90.

Senator TAFT. This is in college?

Mr. RICHMOND. In college, that is right.

Senator TAFT. About 90 days?

Mr. RICHMOND. That is correct.

Senator TAFT. What is your total student force?

Mr. RICHMOND. Around 1,000.

Senator TAFT. Have you other self-help agencies, of whatever kind they may be?

Mr. RICHMOND. Oh, Senator Taft, we have a good many jobs that are paid for out of our budget.

Senator TAFT. We call them bursory jobs.

Mr. RICHMOND. Yes.

Senator TAFT. Do one-half of the whole number of students get some assistance?

Mr. RICHMOND. About one-third of the number of students in our college get some assistance. You see, a teachers' college, especially located in the section that we serve, is made up of students that haven't any too much money, and, as a matter of fact, since my board is not here and the legislature cannot hear me, we spent more money—

The CHAIRMAN. Do you want that off the record?

Mr. RICHMOND. No; put it in the record. They never read the Congressional Record anyhow, Senator. [Laughter.]

Senator HILL. Do you, Doctor?

Mr. RICHMOND. I am going to read this hearing. [Laughter.]

Senator TAFT. He evades the question. You figure about one-third, though?

Mr. RICHMOND. Yes. My budget last year, Senator Taft, called for \$21,000 out of our budget for payment for student work on the campus, and that is \$3,000 more than we paid before we had the N. Y. A.

Senator TAFT. How much does the N. Y. A. give you for the 90 students?

Mr. RICHMOND. I think it runs between \$9,000 and \$10,000. It is not over \$10,000. I think it may be as low as \$9,000.

Senator TAFT. Don't you find that all the self-help students are really a little better than those who do not have to work at all?

Mr. RICHMOND. I think that is true. I think most any of us would appreciate the thing more if we worked for it.

Senator TAFT. What is your total budget?

Mr. RICHMOND. The total budget—our budget reflects room and board—is about \$400,000.

Senator TAFT. How much of that comes from the State of Kentucky?

Mr. RICHMOND. \$230,000. The rest comes from fees.

Senator TAFT. Where do you get the \$21,000 for self-help? Does that come from the State of Kentucky?

Mr. RICHMOND. It comes out of our revolving fund, out of the fees. We put it all together and scramble it up, but then, in the matter of bookkeeping, we reflect it as coming from the fees.

Senator TAFT. Are you an entirely normal school?

Mr. RICHMOND. No, sir; it is a liberal arts college and a teacher-training college. I will say 50 percent of our students in normal times were preparing to teach. We offer premedical courses, preengineering courses, things of that kind and are a recognized liberal arts college. We do not get a dollar from the Federal Government; we are not a land-grant college. We have a resident project there.

Senator TAFT. I mean outside of that, are there other agencies from which you get help?

Mr. RICHMOND. None.

Senator TAFT. What about the resident project? What is that? That is independent of the college?

Mr. RICHMOND. It is on the campus. Incidentally, may I say my board issued bonds to build a low-cost dormitory, \$65,000 in bonds, and we now have a \$130,000 plant there, and that plant was built by N. Y. A. students. They live there. We have projects in radio, metalworking, woodworking, and ceramics. Some of the finest clays in America are to be found in our section, so we are developing the ceramics art down there.

Senator TAFT. How many resident students are there?

Mr. RICHMOND. In that particular project there are 85. Sometimes it goes as high as 100, and sometimes as low as 70. We have a girls' project of 50 which has been closed, or will be closed the 1st of April. In this girls' project, they were taught weaving, and things of that kind.

Senator TAFT. Do those boys and girls get their board from N. Y. A.?

Mr. RICHMOND. They are permitted to earn around \$25 a month.

Senator TAFT. Plus the board?

Mr. RICHMOND. The board is provided. The N. Y. A. makes a contract with our college.

Senator TAFT. I mean, as to the student, does he get his board paid?

Mr. RICHMOND. He gets his board paid.

Senator TAFT. And plus how much?

Mr. RICHMOND. About \$25.

Senator TAFT. For the work he does on these projects?

Mr. RICHMOND. That is correct.

Senator TAFT. Do any of the students attend college classes there?

Mr. RICHMOND. Technically, they are not supposed to, but we have an agreement with the N. Y. A. that if these boys have enough time, after they have spent their hours, if they want to take some extra work, we give it to them, but they are not bona fide students of the college that you would call more or less the regular students. Some of them do not go to school, and some want to, Senator, and if they have the time we permit them to.

Senator TAFT. How old are those resident students?

Mr. RICHMOND. Oh, as I said, 75 percent of them are below 21. A few are above that. That percentage basis, 75-25, is maintained both in our in-college program and our out-of-college work program.

Senator TAFT. You said 75 percent were under 21?

Mr. RICHMOND. Yes; 75 percent are under 21.

Senator TAFT. How many are under 20?

Mr. RICHMOND. I cannot answer that question.

Senator ELLENDER. Doctor, how many applications did you have to pick from to make up this ninety-some-odd that you now have in college?

Mr. RICHMOND. I cannot answer that definitely; but when I explain this, I think it will answer your question.

Senator ELLENDER. But you do have a good many more applications?

Mr. RICHMOND. I was going to say we have the same application form for those that are wanting jobs paid for out of our budget as we have for those wanting N. Y. A. jobs. We usually go over the applications in the middle of August. We had 700 applications.

Senator HILL. How many, Doctor?

Mr. RICHMOND. Seven hundred. I think I am very conservative when I say that at least 500 of those applications had merit. Our situation down in western Kentucky is just about as bad as it was 3 or 4 years ago. As I say, we have no defense industry down there. One is coming in Paducah. I do not know when it will get there. I understand some sort of \$30,000,000 proposition is to go down there. That is about 50 miles from the campus. There is one in Senator McKellar's State. There are a lot of them down there, over on the Tennessee side, but in our particular State we haven't a single defense industry now.

Senator TAFT. They must be spending a lot of money in Gilbertsville.

Senator MCKELLAR. In my own State?

Mr. RICHMOND. In my part of the State.

Senator McKELLAR. You are saying in my State. It is half in Kentucky and half in Tennessee. Why not tell the facts about it?

Mr. RICHMOND. I am not talking about that, I am talking about Paris, Ky.

Senator McKELLAR. You are talking about something else. A few miles from you, at Clarksville, on the line, there is a tremendous camp being established there, one-half in Kentucky and one-half in Tennessee. I want to tell you I haven't had anything to do with it.

Mr. RICHMOND. I can join with you in that. I did not have anything to do with it either.

Senator McKELLAR. Your insinuations are absolutely false.

Mr. RICHMOND. Mr. Chairman, I rather resent a statement like that.

Senator McKELLAR. You can resent it, if you please. I resent your statement.

The CHAIRMAN. Doctor, if you lived around here very long, you would never resent anything. [Laughter.]

Senator McKELLAR. I resent his statement about Tennessee.

Mr. RICHMOND. Mr. Chairman, the camp to which Senator McKellar refers is not yet in existence. I was referring to the camp at Paris, Tenn., which is about 25 miles from Murray. Murray is 8 miles from the Tennessee line. I meant no offense to anybody. I am merely stating the facts. If the facts are offensive, I am sorry.

Senator TAFT. I was going to ask how much money they spent at Gilbertsville.

Mr. RICHMOND. Gilbertsville is about 30 miles from our campus. We are quite sure of that development there, and we think it will do a great deal of good. If that is recognized as a defense project, then I will have to qualify my statement.

Senator TAFT. I hope you get the power for that defense project.

Mr. RICHMOND. That is right. During this hearing great emphasis has been placed upon the effectiveness of N. Y. A. as a defense agency. It is highly proper to give primary consideration to that phase of its services. But may I call to your attention the imperative necessity of continuing to support those social agencies which are needed in peace, as well as those required in war. My institution is a teacher-training institution. Although it is a liberal-arts college, its primary function is to train teachers. At the present time, there is a definite shortage of well-trained teachers. A recent survey by the Commission for the Defense of Democracy through Education of the National Education Association reveals the fact that that shortage by next year will be approximately 60,000 teachers. Society demands that the schools function even more effectively in this period of emergency than in normal peacetime periods.

We cannot afford to neglect our schools even while we fight for the very existence of this Nation. The school truly effects every home in America. The efficacy of its services will determine the social and economic well-being of the America of tomorrow. Let us keep these schools efficient and progressive. To do so, good teachers are required. These teachers must be trained, and many of the prospective teachers will be able to secure this training through the work opportunities afforded by N. Y. A.

I should like, in that connection, to file as an exhibit an article appearing in the Des Moines Register of February 4, 1942, entitled:

"British Warns United States on Youth Delinquency," and written by Mr. William H. Stoneman. It is a very excellent article which I think will be of interest to the members of the committee. I will file that.

The CHAIRMAN. It may be included in the record.
(The article referred to is as follows:)

[Extract from the Des Moines Register, February 4, 1942]

BRITAIN WARNS UNITED STATES ON YOUTH DELINQUENCY

By William H. Stoneman

LONDON, ENGLAND.—The United States, in the estimate of British experts, can prevent the increase of juvenile delinquency in wartime if it can profit by several grim lessons learned by wartime England.

American youth probably will not be faced by the temptations of the blackout, bombed stores and houses. Night after night and month after month of shelter life, with all its sordid results, probably will not be necessary.

Children will not be evacuated to strange surroundings where emotional distress can ruin their equilibrium. Those things all have gone far to send juvenile delinquency in Britain soaring. But Britain in the confusion of wartime, has made certain mistakes which have also played a part and which may do the same in the United States unless Britain's lessons are learned and used.

British experience dictates the following "don'ts" to Americans:

1. Don't close schools anywhere if you can help it. Don't call up school teachers for service or let them enlist; expand instead of cutting down on normal educational facilities.

2. Don't close any clubs or recreation centers. Increase activities of such organizations as Knights of Columbus, Young Men's Christian Association, Young Women's Christian Association, and of all settlements and playgrounds. A good Boy Scout or Young Men's Christian Association leader or a good playground supervisor can do more for his country by sticking to his job than by trying to learn to fire a rifle.

3. Avoid the break-up of families by conscripting fathers for military service or mothers for industry. If it is necessary to conscript them or to allow them to enlist be sure that every child has some responsible relative or friend to care for him.

4. Don't throw an army of youngsters into industry any old way; also, limit the amount of cash paid to young people employed in industry.

Much of Britain's rise in juvenile crime and delinquency has been caused by the disruption of school life and by "officially sanctioned truancy." Even where schools have continued to operate in safe area, systems have been disorganized by calling up capable teachers for active service.

A SAD MISTAKE

It is natural for the more red-blooded type of teacher to try to enlist and in England he was allowed to do so. It was a sad mistake and one for which this country will pay for a generation.

British youth depends to a large extent upon voluntary clubs where youngsters who work can find wholesome recreation in the evenings. Because nobody in the Government had worked the thing out beforehand, the Government at the war's outbreak suddenly embarked on the wholesale and disastrous policy of commandeering club premises and calling up, or enlisting, the people who had been responsible for running them.

The result is that hundreds of those clubs have gone completely out of action and that thousands of children, who depended upon them for recreation, have had to find it in other ways.

Another result, which still is not realized fully by many people, is that clubs and organizations which are running are largely staffed either by physical misfits or pacifists. Some of the latter are doing splendid work and encouraging those under their supervision to cooperate in cadet units organized by the Government. But most of them are not exactly the type to command the respect and cooperation of wartime children.

The result is that thousands of children, who should be granted proper recreational facilities, have been turned out onto the streets.

This situation now is being corrected by the development of a great system of youth centers throughout the country. Yet everybody admits that the situation should never have arisen and that it certainly could be prevented from arising in the United States.

IN BROKEN HOMES

It is estimated that 75 percent of all British juvenile delinquents come from "broken homes," and one of Britain's greatest difficulties in dealing with the youth problem has been created by the wholesale breaking of homes through conscription of parents.

Without knowing the statistics, British social workers believe that a sensible apportionment of fighting duties to people without family responsibilities, in the United States, would allow family life to remain comparatively unaffected without any blow to war effort. That, they urge, would help more than any other one thing to prevent the disruption of American youth in wartime.

LACK OF MANPOWER

Britain has been prevented from doing the same thing partly by sheer lack of manpower and partly by failure of the authorities to plan the distribution of manpower early in the game and scientifically.

High wages for young workers are credited with having caused just about as much wartime youthful crime in this country as any other factor.

Here in Britain, this problem may be solved by limiting the amount of cash payable to workers below the age of 17 or 18 and placing the rest of the wages due them in savings accounts or war-savings certificates.

STAY IN SCHOOL

British social workers, who have traditionally quarreled with the British educational system for releasing children for work at the age of 14, suggest that the United States should maintain children in school as long as possible. If large numbers under 17 years old do go into industry then they believe some limitation might be found desirable.

It is the fervent hope of all the British experts that the United States may escape Britain's unpleasant experience. They offer their own laboratory experiment for the benefit of the Americans and believe it will not be disregarded.

Senator ROSIER. President Richmond.

Mr. RICHMOND. Yes, Senator.

Senator ROSIER. At this point, I would like to bring attention to the fact that yesterday we had a distinguished university president here who testified before the committee and who gave a very excellent report on the services of N. Y. A. in the universities, land-grant colleges of the country. He said he represented about 50 of those great institutions. He said, while he was reporting on his own institution, he was of the opinion, and I think he properly drew the conclusion, that the same conditions that existed at Purdue University existed also at practically every State university and land-grant college. Now, you are describing your own institution. You and I happen to be old colleagues and were engaged in the same sort of work when we were at home, but I wanted to bring out the fact that, while you speak for your institution, you have in your group how many institutions of a similar type?

Mr. RICHMOND. Well, we have four teacher-training institutions in Kentucky. We have the University of Kentucky and some 25 or 30 private colleges at the junior and senior-college levels, and the same situation is bound to exist in all of them.

Senator ROSIER. Approximately how many institutions of your type are in the United States?

Mr. RICHMOND. Well, some 200, I think, more or less. You know the exact figures possibly better than I do, Senator.

Senator ROSIER. Around 200.

Mr. RICHMOND. That is what I thought.

Senator ROSIER. Now, these have been in times past known as normal schools, and in the last 25 years they developed into colleges, teacher-training institutions, fine arts and science colleges that serve mainly their immediate localities.

I would like to have you give me an idea of the type of young people that come to schools like ours. Where do they come from?

Mr. RICHMOND. They come from the farms; they come from homes of modest means; they come from homes where very definite evidences of poverty are to be found; they come from the lower economic levels.

Senator ROSIER. Do you think that condition prevails in practically every institution?

Mr. RICHMOND. I should say it prevails in 90 percent of the teacher-training institutions of the United States; yes, sir.

Senator ROSIER. And all these institutions serve the common people more particularly, more directly, than even the universities?

Mr. RICHMOND. Unquestionably, that is true, sir.

Senator ROSIER. A student can come to your institution and get higher education, who never, even in the most remote grades, can think about Yale and Harvard?

Mr. RICHMOND. Absolutely, and their mental ability is such that it would enable them to do good work there.

Senator ROSIER. For instance, the University of Kentucky fees are low as compared to other State university fees?

Mr. RICHMOND. Yes. It means that scores and, oh, hundreds of young men and women are getting good college training in our institution and others of its type that would never have an opportunity to get a college education if they had to go to the university or some private college, however good that college may be.

Senator AIKEN. Do I understand you, Doctor, that you think farming is definitely on a lower economic level or scale of income?

Mr. RICHMOND. Those that attend our college?

Senator AIKEN. Yes.

Mr. RICHMOND. Yes, sir; that is true. The studies do reveal that, Senator, that is true.

Senator HILL. There is no question about that being true in our section, is there, Doctor?

Mr. RICHMOND. No.

Senator HILL. Unfortunate as it may be, it is undoubtedly true.

Mr. RICHMOND. It is an ugly fact, but it is a fact, nevertheless, sir.

Mr. Chairman, I should also like to file a clipping from the Courier-Journal, Louisville, Ky.—to make it a part of the record, showing some of the N. Y. A. activities in our State.

The CHAIRMAN. That will be entered in the record.

(The article referred to is as follows:)

[Extract from the Courier-Journal, Louisville, Ky., March 22, 1942]

NATIONAL YOUTH ADMINISTRATION TRAINS SKILLED WORKERS AND PRODUCES WAR GOODS AT SAME TIME, OFFICIALS HERE SAY

BAXTER DENIES MACHINES, TOOLS BEING WASTED

The National Youth Administration, in Kentucky and elsewhere, is probably the only organization which is training skilled workers and producing war material at the same time, National Youth Administration officials here declared yesterday

in answer to a charge printed in the Baltimore Sun that the agency is using 10,000 machines and tools which are needed by war production factories.

(In Washington, Donald M. Nelson, head of the War Production Board, promised a survey to determine if critical tools and equipment used for training purposes should be shifted to war plants, with proper steps to be taken "to see to it that machine tools are distributed in the interests of the war program.")

W. Edmund Baxter, deputy National Youth Administration administrator for Kentucky, conceded that the 16 National Youth Administration shops in Kentucky are equipped with machines which could be used in war production. But, he pointed out, these machines are being used to train war production workers and such training is vital because there are signs already that a shortage of workers is developing.

2,115 WORK IN KENTUCKY

Furthermore, he said, the Kentucky shops have produced more than 20,000 important metal articles for the armed forces during the past 3 months while hundreds of boys were being trained for service in privately operated war industry factories.

"We have 2,115 boys working in the Kentucky shops now," Mr. Baxter said. "They range in age from 17 to 24 with 75 percent of them between the ages of 17 and 20, not subject to selective service. We have no idle machinery in our shops. Our shops operate around the clock on a 6-day week basis.

"Of course, the machinery in our shops could be used for war production and, as a matter of fact, it is being used for war production in two ways—actual production and training of workers. Some of our machinery is new. Much of it was obtained more than 2 years ago, when National Youth Administration conceived this training program, from surplus lists furnished by the Government. I'd like to emphasize that National Youth Administration began the training program long before war started."

DEMAND FOR WORKERS

"Today there is an increasing demand from eastern shops for boys trained in the Kentucky shops. Here is a telegram from the Glenn Martin airplane factory asking us to please send 10 youths with machine-shop and sheet-metal training to Baltimore to arrive March 25. We get a stream of such requests and the demand is increasing.

"As a matter of fact, there is a meeting now in Washington to consider the feasibility of expanding the National Youth Administration training program, the need for workers in war production is so great."

The shops in Kentucky are located in Louisville, Covington, Ashland, Prestonsburg, Hazard, Richmond, London, Somerset, Bowling Green, Mayfield, Williamsburg, Murray, Providence, Carrollton, Vine Grove, and Paducah.

RESIDENT CENTERS

Those at Vine Grove, Carrollton, Richmond, and Murray are known as resident centers; that is, the trainees live there. Boys attending the other shops are from the area where the shops are located and live at home. In the latter case the boys are paid \$24 a month while training, Mr. Baxter said. Those at the resident centers get \$10 a month in cash and their subsistence.

TRAIN 500 MONTHLY

"Working in the shops the boys get the feel of tools, acquire the work habit," Mr. Baxter explained. "You must remember that many of these Kentucky boys, especially those from the rural and small town areas, never held a job. They must be taught what it means. Our shops are operated as much like privately owned plants as possible. The boys produce while they learn.

"We try to train a boy for work in a work production factory in 300 hours of shop work which is about 3 months, but we frequently better this. Our turnover now is about 500 boys a month. About one-half of these go to shops in the east where they become helpers or machine operators. The others get jobs in local plants. This is especially true in Louisville and Covington.

"Those who get the jobs earn from 50 to 80 cents an hour. Many of the boys go directly into the Army as skilled mechanics of one kind or another. The Army needs such men, too."

Mr. Baxter emphasized that the training program has proved particularly worthwhile for youngsters in the rural areas where there has been little chance to get a job in an industrial plant.

NATIONAL YOUTH ADMINISTRATION FARMS OUT JOBS

He also pointed out that the National Youth Administration shops follow the modern industrial practice of farming out work among the various shops. Thus, one part of a job may be done in the Louisville shops, another at Covington, another at Mayfield.

Among the jobs which the National Youth Administration shops in Kentucky have done for the Army was the building of 165 field kitchens mounted on Army trucks. Some of the others in the last month include the making of 1,400 machine gun pins; 200 radio mountings; 230 gasoline racks; 1,200 water-can racks, 1,200 tarpaulin and roll racks; 1,800 canteen racks; 1,725 binocular brackets; 1,200 bucket supports; 1,125 water-can brackets; 600 gunner case brackets; 190 ammunition boxes; 140 anti-aircraft pedestals; 400 special bolts; and 165 metal ladders.

"These jobs were done more quickly by the National Youth Administration shops than they could have been done by private industry because the Army did not need to go through the details of letting contracts," Mr. Baxter said. "The Army merely showed us a diagram of what was wanted and furnished us with the material. I do not say we can do that work better, because I want to emphasize that National Youth Administration is not competing with private industry.

"And in all of this work the boys were learning as well as producing. It is vital to produce war production workers. That is why the machines we use or their equivalents would have to be used someplace and by some organization to train workers as we are doing. That is why the Baltimore Sun story does not give a true picture of what National Youth Administration is doing."

Mr. RICHMOND. I have just one other statement, gentlemen, and then I am through, unless you have some questions to ask me. The National Youth Administration, as I stated at the outset, is rendering a great service to the youth of America. It has challenged apathetic and bewildered youth. It has kindled ambition. It has discovered genius, and it has revealed to youth and to society responsibilities that have been too long ignored and neglected. It usually takes a period of great adversity or crisis to arouse society to the fundamental things that it has neglected. The depression through its revelations brought the National Youth Administration into being; the present war, in my judgment, reveals the necessity for its continuance. I will go further in taking the position that many of those agencies created by necessity should be nurtured in normal times to the end that future crises may be more intelligently met.

Senator ELLENDER. Are there any questions?

Senator McKELLAR. Yes; I want to ask a question.

Dr. Richmond, you say you get \$9,000 or \$10,000 for National Youth Administration students?

Mr. RICHMOND. No, sir; we do not get a dime of it.

National Youth Administration students get \$8,000 or \$9,000 or \$10,000 in salaries.

Senator McKELLAR. You pay these students, as you have stated. Let us put it this way: The \$10,000 goes to your institution or the students of the institution, does it not?

Mr. RICHMOND. It goes to the students. We do not get the check. The check goes direct to them.

Senator McKELLAR. The check goes direct to them?

Mr. RICHMOND. Yes.

Senator McKELLAR. Now, these other activities, the resident project, how much does your institution get out of that? There are two of them.

Mr. RICHMOND. That resident project makes a contract with us for heat, light, water, and residence for these 150 students, for anywhere from 80 to 100 of the boys and approximately 50 of the girls, and that contract is on a subsistence basis. We rent to them like we rent to any other agency of the Government.

Senator MCKELLAR. I notice you haven't answered the question.

Mr. RICHMOND. You want to know how much?

Senator MCKELLAR. The question was very simple. The question was how much?

Mr. RICHMOND. All right. For the 50 girls we get \$18.50 per girl for room and board.

Senator MCKELLAR. How many girls?

Mr. RICHMOND. About 50.

Senator MCKELLAR. About 50 girls. And you get how much?

Mr. RICHMOND. \$18.50—wait a minute. I had to raise it 50 cents. It is \$19 now.

Senator MCKELLAR. It is \$19 now?

Mr. RICHMOND. Yes, that is all we get; and we furnish the space in which they work free of charge.

Senator MCKELLAR. Now, the boys—how much do you give the boys?

Mr. RICHMOND. We have a contract with the State N. Y. A. providing for us furnishing these housing accommodations, the space for shops, rooms, and board—no, they have their own subsistence project now. That is \$6,500 a year.

Senator MCKELLAR. \$6,500 for the boys?

Mr. RICHMOND. Yes.

Senator MCKELLAR. How much for the girls?

Mr. RICHMOND. Well, \$19 per girl. They live in our girls' dormitory.

Senator MCKELLAR. That is per month?

Mr. RICHMOND. Yes.

Senator MCKELLAR. How much for the year?

Mr. RICHMOND. I can figure that up in a minute.

Senator MCKELLAR. That is \$440 a month; is it not?

Mr. RICHMOND. Well, that is \$450 a month multiplied by 9 months.

Senator MCKELLAR. I mean \$950 a month.

Mr. RICHMOND. \$950 a month, multiplied by 9 months. Remember that is room and board. I think that is making it pretty cheap.

Senator MCKELLAR. That is \$8,000. So, in addition to the \$10,000 that you get for N. Y. A. you get from the Government an additional \$14,500?

Mr. RICHMOND. No, sir; we do not.

Senator MCKELLAR. So that there cannot be any mistake about it, would you be good enough to put a copy of your contract with the Government in the record?

Mr. RICHMOND. I will be delighted to do it, sir.

Senator MCKELLAR. That makes \$24,500; does it not?

Mr. RICHMOND. Mr. Chairman, I must challenge that statement, for this reason: We are charging these girls—

Senator ELLENDER (interposing). That is not the question, Doctor. No matter who pays for it, what Senator McKellar wants to find out is how much the Government pays toward the subsistence of those boys and girls. That is a very simple question.

Senator McKELLAR. Very simple.

Senator ELLENDER. I think you could very easily answer it.

Mr. RICHMOND. I want to answer it.

Senator ELLENDER. That is all he is asking.

Senator SCHWARTZ. Let's give the witness time to answer it.

Senator McKELLAR. Yes; give him all the time he wants. It might be answered by "Yes" or "No."

Mr. RICHMOND. These girls get the same monthly wage as the boys, which is approximately \$25 a month. We do not get a dime of that. The girls get it. They get their checks. The girls board in our girls' dormitory, and they pay us \$19 a month board; and I suppose out of that \$19 a month we might make a profit, if we have a good dietitian and a good business manager, of about a dollar a month per girl.

Senator CHAVEZ. You make a profit \$1 on \$19 on 50 girls?

Mr. RICHMOND. I am hoping we will do it this year. I fancy we will get into history if we do.

Senator CHAVEZ. I think we will need you in the Government.

Mr. RICHMOND. I am pretty well satisfied where I am, Senator.

Senator McKELLAR. Now, I want to ask you this: You will put those contracts in the record?

Mr. RICHMOND. Yes. I will have to send them to you, because I haven't them here.

Senator McKELLAR. All right, send them to the chairman.

Mr. RICHMOND. I will be delighted to do it, sir.

MURRAY STATE TEACHERS COLLEGE,
Murray, Ky., March 31, 1942.

HON. ELBERT D. THOMAS,
Chairman, Senate Committee on Education and Labor,
Washington, D. C.

MY DEAR SENATOR THOMAS: On a separate page, I am enclosing the additional information which your committee asked me to give. I trust that I have overlooked no item which you requested. If I have inadvertently done so, have your secretary call the matter to my attention, and I will promptly supply the additional information.

I want to thank you and the committee for the very courteous hearing which you were good enough to give me. I believe in the National Youth Administration; this great organization is doing a splendid piece of work, and a type of work that needs to be continued. One reason that the New Deal appeals to me so strongly is that its policies concern the welfare and happiness of so many people that in years past were totally ignored by government. Streamlined democracy of today, and tomorrow, must, in my judgment, concern itself more and more with the happiness and prosperity of all our people. As Abraham Lincoln once so happily said, "God must love the common people; He made so many of them."

With every good wish, I am

Respectfully yours,

JAMES H. RICHMOND,
President.

MARCH 31, 1942.

NATIONAL YOUTH ADMINISTRATION INFORMATION REQUESTED BY SENATE
COMMITTEE ON EDUCATION AND LABOR

(Murray State Teachers College)

I. Rent contract for dormitory and shop space for National Youth Administration resident project on campus of college, \$500 per month. (During the first 6 months of this fiscal year, the contract was for \$650 per month.)

The provisions of this contract include dormitory space for 100 boys, with water, heat, light, and equipment furnished, and with adequate space for the

shop activities of this project, including ceramics, radio, metal work, and wood work. We do not furnish subsistence, this being provided by the National Youth Administration organization.

II. Subsistence contract for the girls' resident project is 64 cents per day.

III. At the present time, 72 boys are on the boys' project, and 63 on the project for girls. These numbers fluctuate from time to time, as you can well understand. Not only do we furnish room and board for these girls, at a cost of 64 cents per day, but we provide them with a large workroom in which they carry on their projects in weaving, upholstering, sewing, etc. Of course, the National Youth Administration pays us for their subsistence. I regret that I became somewhat confused when questions pertaining to this were asked me by various members of the committee. I was thinking of one thing; they were thinking of another. I was gratified, however, that I cleared up that point before I withdrew from the stand; but I wasn't far wrong at that. The National Youth Administration does pay us the board for these girls, but withholds from each girl the amount of her board out of the \$30 a month paid her. The same policy is maintained by the resident project for boys. In that project, the National Youth Administration takes care of subsistence; but they withhold \$19.20 from each boy's salary check of \$30. So, after all, I was substantially correct in the first statement which I gave your committee.

IV. I was asked by Senator McKellar to give the number of former National Youth Administration students who are now in the service of their country. It is impossible to give accurate information about this. We keep no formal records on matters of this kind, and see no reason for doing so. We do know that many of our students are being drafted from time to time; many others have joined the armed forces of our country; and the best information available, which can only be an approximation, indicates that between 150 and 200 of our students are now in some branch of the military or naval service; and, from checking on our National Youth Administration students, we have information, in part, which prompts me to make a conservative estimate that about 25 of them are enlisted in the service of their country. Bear in mind that at least half of our National Youth Administration students are girls.

V. At the present time, 73 students are receiving the regular college aid, which cannot exceed \$15 a month. At least 50 percent of these students are girls.

VI. In my testimony before your committee, I stated that these National Youth Administration students on our resident projects receive \$25 per month; I was slightly in error about that. They receive \$30 per month. Out of this \$30, they pay their board to the National Youth Administration organization. As I have stated above, in the case of the boys' project, the amount of \$19.20 is withheld from their \$30 monthly payment. In the case of the girls' project, 64 cents per day is withheld and paid to our college by the National Youth Administration.

Respectfully submitted.

JAMES H. RICHMOND,
President, Murray State Teachers College.

Senator McKELLAR. Now, you say you know of the Gilbertsville Dam. How far is it from you?

Mr. RICHMOND. Oh, as the crow flies, I should say about 28 miles.

Senator McKELLAR. 28 miles. It is nearby.

Mr. RICHMOND. Yes, sir.

Senator McKELLAR. You will recall that we tried to get it even nearer you, I imagine some several years ago, but T. V. A. put it at Gilbertsville instead of Aurora.

Mr. RICHMOND. Yes, sir; I remember that.

Senator McKELLAR. You remember the fight we had.

Mr. RICHMOND. Yes.

Senator McKELLAR. And that spends a tidy little sum in your community—well, it will be probably, \$125,000,000 within 28 miles of you; is not that true?

Mr. RICHMOND. Yes, sir.

Senator McKELLAR. How far are you from the county line closest to Montgomery County, Tenn., or Clarksville?

Mr. RICHMOND. Oh, I should say about—I may be off 5 miles—about 40 miles, I should say, from the county line.

Senator MCKELLAR. They are building a \$20,000,000 camp there, and they are condemning the property and are hard at work preparing for this institution. That is the third in 30 or 40 miles of you; is that not true?

Mr. RICHMOND. About 40 miles.

Senator MCKELLAR. How far is Fort Knox from you, where we have all the gold in the world nearly buried?

Mr. RICHMOND. About 110 miles.

Senator MCKELLAR. That is a little further?

Mr. RICHMOND. Yes.

Senator MCKELLAR. I will not charge you with that, but if you examine the facts, Doctor, you will find that Kentucky has fared well, as well as Tennessee.

Mr. RICHMOND. Well, according to the figures that I studied yesterday, defense industries have invested \$80 per capita in Tennessee where they invested \$24 per capita in Kentucky. Those are Government figures.

Senator MCKELLAR. I do not know the figures, but if that is so I feel Tennessee has been quite lucky.

Mr. RICHMOND. I think you are quite right, sir.

Senator MCKELLAR. How many students have you that have gone into the Army, Doctor, N. Y. A. students?

Mr. RICHMOND. I think I have got that right here.

Senator MCKELLAR. That will be fine.

Mr. RICHMOND. I anticipated that question. Now, for the State of Kentucky—I cannot give it for my college, but it will be about the same proportionately.

Senator MCKELLAR. Of course, they are easily ascertainable for a State, but what I am asking now, you have 90 students, you testified, and all I am asking you is to find out how many have gone into the Army from your school.

Mr. RICHMOND. Senator McKellar, when I came here to appear at this hearing it never occurred to me to break down the number of students that had gone to the Army, whether they were N. Y. A. or not. I can tell you about how many students have gone into the Army. About 200 students have gone into the Army.

Senator MCKELLAR. Two hundred students have gone into the Army?

Mr. RICHMOND. Yes.

Senator MCKELLAR. That is fine. What I would like you to do, when you go back, out of your 90 N. Y. A. students I want you to see how many have gone into the Army in the last year. Do you have any going in after December 7?

Mr. RICHMOND. Oh, yes.

Senator MCKELLAR. How many went then?

Mr. RICHMOND. I cannot recall; I cannot give you those figures.

Senator MCKELLAR. Have any left your institution since that time?

Mr. RICHMOND. To go into the Army?

Senator MCKELLAR. Well, to go into the Army or any other place.

Mr. RICHMOND. Oh, yes; our enrollment is off about 15 percent, so some of them have left.

Senator McKELLAR. Your enrollment is off about 15 percent. I am going to read you a letter and see what you think about it. It is a copy of a letter addressed to Secretary Morgenthau.

Senator SCHWARTZ. Where is it from?

Senator McKELLAR. Searcy, Ark.

Senator SCHWARTZ. Is that a college?

Senator McKELLAR. Yes.

Senator SCHWARTZ. What college is it?

Senator McKELLAR. It is the Harding College at Searcy, Ark.

Senator SCHWARTZ. It is not the witness' college?

Senator McKELLAR. No, sir. I am asking him a question with reference to it. [Reading:]

HARDING COLLEGE,
Searcy, Ark., January 24, 1942.

SECRETARY MORGENTHAU,
United States Treasury Department,
Washington, D. C.

DEAR MR. MORGENTHAU: This letter is coming to you from the entire group of students receiving National Youth Administration assistance at Harding College, Searcy, Ark.

We are requesting, with the approval of Harding College, that we be eliminated from the National Youth Administration pay roll effective February 1, 1942, and that the appropriation allotted to Harding College be henceforth used in national defense.

We have been anxious to do our part to assist in the great defense program of our Nation. Being working students at first we did not know just what we could do. We have also thought of the growing national debt which we understand is expected to reach \$110 billion by the end of next fiscal year.

We have also observed a scarcity of labor which now affects our own community very noticeably. Accordingly, it occurred to us that we could secure employment and make our way in college without receiving National Youth Administration assistance. Finding that it is possible for us to secure other employment by which we may continue in college, we feel that it is not right for us to accept the National Youth Administration assistance in the face of this great emergency.

We desire, however, that our allotment not be used to increase the allotment of some other college, which probably needs the assistance no more than our own college, and where the students could likely find other employment just as we have found that we can get other employment here. This sacrifice is being made as a contribution to the defense of our nation.

We are indeed happy that work is now abundant, that we do not longer need the National Youth Administration assistance, and that we can offer this contribution to the defense of our Nation.

Very respectfully yours,

John E. Sands, Candell H. Lane, Joseph A. Rea, Frances W. Williamson, Doris V. Healy, Shelton W. Ruebush, Billy T. Anthony, Elizabeth Arnold, Sarah Beth Brown, Clara Belle Duncan, Betty M. Chambers, Mary Z. McCullough, May B. Holbrook, Thomas A. Formby, Marguerite E. O'Banion, Johnnie O. Anderson, Lola B. Nessamon, Axel W. Swang, Claude A. Richardson, Jr., Era M. Ellis.

And accompanying that letter is a letter to Mr. D. M. Scott.
[Reading:]

HARDING COLLEGE,
Searcy, Ark., February 14, 1942.

D. M. SCOTT,
New Smyrna Beach, Fla.

DEAR MR. SCOTT: This will recognize receipt of your recent letter of February 10, received here today.

I am glad you liked my testimony before the Ways and Means Committee. As a result of that testimony and a later testimony before the Senate Finance Committee a lot of publicity went to the papers all over the country. At least, in some measure as a result Senator Byrd did establish a committee to study

nondefense expenditures and I believe as a result many millions, perhaps some two billions, will be cut from the Budget this spring.

I am also herewith enclosing a later speech which I gave entitled "America at the Crossroads."

I am still speaking about twice a week. Spoke in Chicago on Wednesday of this week and will speak in Spokane, Wash., on Saturday of next week before the Lumbermen's Association of five Northwestern States. Then will be in Los Angeles and San Francisco before returning to the college.

Some few weeks ago our students who are receiving National Youth Administration assistance requested that their names be cut off the pay roll, effective February 1. This met hearty approval throughout the country except for Aubrey Williams, National Youth Administration head at Washington. He did his best to discredit the students and also the president of the college, because these youngsters did not wish to continue receiving National Youth Administration assistance, but believed that they could get other jobs and make their own way without governmental help and respectfully requested that their names be removed. I am herewith enclosing copy of a letter which they sent to Secretary Morgenthau making such request. The Secretary's office approved the action of the students very heartily.

Very sincerely yours,

GEORGE S. BENSON, *President.*

Now, the way it came into my hands was this [reading]:

NEW SMYRNA BEACH, FLA., *March 23, 1942.*

Senator McKELLAR,

Washington, D. C.

MY DEAR SENATOR: I am taking the liberty of enclosing herewith a letter which is in answer to a comment of mine to Dr. Benson a short time ago.

Am also enclosing the copy of the petition the students were obliged to send to Secretary Morgenthau in which they requested they be dropped from the National Youth Administration rolls.

Please note Dr. Benson's remarks concerning this in the last paragraph of his letter.

"'Buy Bonds for Defense' falls rather flat on many ears and fails to register in many pocketbooks when such things are known and nothing being done to stop them.

"'Buy a Bond' to pay the fat salary of an Aubrey Williams that they may, at your expense, pay spineless young men and women to remain in college and thus be deferred from military service."

The truth is pretty damned raw, isn't it?

and that is underscored.

Thanks a million, Senator McKellar; we are backing you to the limit.

When the enclosures have served your purpose, please return them for my files. I'd like my grandchildren to know, if they lose their liberty, WHY they lost it.

Sincerely yours,

D. M. SCOTT.

I received that letter this morning. Don't you think when the two greatest military nations that have ever existed on the face of the earth have combined and made war on the United States, don't you think it is the duty of all of us, not some of us or not part of us but all of us, to make every sacrifice possible to win that war?

Mr. RICHMOND. Why, certainly, sir.

Senator McKELLAR. Now, don't you think that however good the N. Y. A. and C. C. C. have been generally in the past, don't you think they could be deferred until the greater question of winning this war is over?

Mr. RICHMOND. Are you trying to leave the impression, Senator, that the war will be won or lost on the basis of what we do for N. Y. A.?

Senator McKELLAR. Oh, no, no, no; the war will probably be won or lost on our ability to carry on, and it takes money to carry on.

Mr. RICHMOND. Yes, sir.

Senator McKELLAR. The thought that I am trying to impress on you, Doctor, is that this training, that this education, that you are giving will be of precious little value to these youngsters, whether they are girls or boys, if we lose this war; that the war transcends it all, it is the most important of everything. We will be in economic slavery, as the people of Europe are now, unless we win the war. We ought not to take any chances. Don't you agree with that statement?

Mr. RICHMOND. I certainly agree with it.

Senator McKELLAR. I am glad to hear it.

Senator SCHWARTZ. Dr. Richmond.

Mr. RICHMOND. Yes.

Senator SCHWARTZ. Is it not true also that money will not win this war, that we have got to have trained men to win it?

Mr. RICHMOND. Money alone will not win the war. The Senator referred to the 19 or 20 billion dollars in gold in Fort Knox. I do not know what good it is doing anybody. It is not doing my college any good. Money will not win the war. The most powerful social agency in the world is education. Hitler has taught us a lesson in that with his indoctrinated program of education he has made fanatics of a hundred million people, through the power of his fanaticism.

Senator McKELLAR. Do you want his form of education?

Mr. RICHMOND. No, sir; I want democratic education, and democratic education is voluntary education. A dictatorship may go along without education; but a democracy cannot. A democracy must have educated people. There will be a post-war period coming along, and we have got to have trained leaders in that post-war period, and if the public schools and colleges, public and private, of this country are worth anything, and evidently they are or our society would not support them, that training, to a large degree, must be secured in these colleges to solve the problems after the war.

Senator SCHWARTZ. Are you acquainted with this town of Searcy?

Mr. RICHMOND. Oh, yes.

Senator SCHWARTZ. Do you know what form of private employment all these students can get at the same time they attend college?

Mr. RICHMOND. No, sir; I would be very much surprised if they could get any employment down there at all. Those students did not write that letter. That is some fellow that found one way in his lifetime to get his name in print. It is easy enough to form a letter like that. It is pure demagoguery.

The CHAIRMAN. Any other questions?

Senator McKELLAR. That is all, sir.

Senator SCHWARTZ. I would like to ask the witness one more question that I overlooked.

The CHAIRMAN. Senator Schwartz.

Senator SCHWARTZ. How much board did you say the girls pay a month?

Mr. RICHMOND. \$19.

Senator SCHWARTZ. Where do they get the \$19?

Mr. RICHMOND. They get it out of the \$25 that the N. Y. A. pays those girls to work.

Senator SCHWARTZ. The N. Y. A. pays \$25 and they pay \$19 for their board; they do not get their board and \$25 besides?

Mr. RICHMOND. That is correct.

Senator TAFT. I misunderstood you. In answer to my question, you said they did.

Mr. RICHMOND. Wait a minute. I must correct myself. I apologize. The \$19 board is part of the subsistence contract with the N. Y. A.

Senator TAFT. I am sorry.

Mr. RICHMOND. Certainly Senator Taft. I meant to leave you under no wrong impression, but so many questions are fired at a poor country school teacher of Kentucky that sometimes he gets his figures mixed.

The CHAIRMAN. Thank you.

Mr. Lon McAdam.

STATEMENT OF LON J. McADAM, PRESIDENT, BOARD OF EDUCATION, BARKER, N. Y.

The CHAIRMAN. Mr. McAdam, for the record, will you state your name?

Mr. McADAM. Lon J. McAdam, president of the board of education, of the Barker Central High and Vocational School, located 30 miles east of Niagara Falls in Niagara County.

Senator McKELLAR. You are superintendent of schools?

Mr. McADAM. I am president of the board of education.

Senator McKELLAR. You are president of the board of education?

Mr. McADAM. Yes; in a secondary school.

Senator McKELLAR. Thank you, sir.

The CHAIRMAN. Your occupation?

Mr. McADAM. I am a businessman, a manufacturer of farm machinery at Barker, N. Y.

Senator McKELLAR. A manufacturer of farm machinery?

Mr. McADAM. Yes. In 1938 we made application that a resident center be established at Barker so as to make possible a vocational school in connection with our grade, junior, and senior high school, so as to provide vocational training, particularly for rural youth. That was established in 1939. There are 40 boys forming that resident center, and attending our school—1,131 were trained in the last 2 years.

These boys came to us from 77 different post-office addresses all over the State of New York and have been trained, starting with auto mechanics and welding and sheet-metal practice. We are within a 45-mile drive of the big industrial center on the Niagara frontier. It is interesting to note that some 77 trainees have been placed in Curtiss-Wright, and I have a list here which I will file—I will not take time to go over it—a list of the other industries that these boys have been placed in.

(The list referred to is as follows:)

Curtiss-Wright Corporation.	Eastman Kodak.
Bell Aircraft.	National Carbon.
General Motors—Harrison division.	Stromberg-Carlson.
General Motors—Chevrolet division.	Hooker Chemical, etc.

Mr. McADAM. It is interesting to note that 75 percent of these young men have been placed in General Motors' plants, Harrison division and Chevrolet division, Pratt & Whitney, Curtiss-Wright, Bell Aircraft, and Buffalo Arms Co.

Senator McKELLAR. How many have you altogether?

Mr. McADAM. There are 60 young men placed there.

Senator McKELLAR. How many students do you have altogether?

Mr. McADAM. We have 700 of our own; that is, in the grade and high school.

Senator McKELLAR. Seven hundred?

Mr. McADAM. Seven hundred in the grade and high school, and 60 of the N. Y. A. boys located now in these 2 resident centers, together with a recreational hall. That makes up their center development in our village. These young men are trained, of course, in our vocational schools, which is a cosponsored proposition with N. Y. A., and the unusual thing in that is I do not think anyone else in the State has a secondary school that is tied in so closely with the N. Y. A.

These young men are now coming to us and going too fast, I think, regardless of the need of this situation.

To tell you just why we have such a large placement, I will state that the head of our vocational schools spent for many months 1 day a week visiting the Carborundum Co., the Bell Aircraft, and the Curtiss-Wright plants, talking with the personnel departments, trying to determine the type of training these boys would need, and just where it would be best to place them. It is through efforts of that kind that our percentage of placements has been so outstanding in this particular war effort.

About 6 weeks ago we asked the personnel departments of these big institutions, industrial institutions, to come to Barker and give us the benefit of their experience as to the particular boys we were supplying and advise as to training. We had Dr. Ladd, of the State department of education, who has charge of all the vocational schools in western New York, there to talk to them and with them, and in a round-table discussion many things were brought out that were of great benefit to us, and led, I think, to a better understanding of what the great idea of the N. Y. A. is in this particular type of training.

I wish to say this, that they were asked definitely should we force these boys through and into their industries within a few weeks now recommended by the National Youth Administration. That was one of the first questions before they went through our shops or contacted the personnel directing these boys, or the boys themselves. We asked them to keep that in mind, and everyone of them came back and said definitely that—

We have a plenty supply of poorly skilled or semiskilled labor available. We want these young men to come to us with the skill and training that you have been giving them.

Now, that does not fit into the present plan of quantity that N. Y. A. has now on its dockets, but I am telling you that this is the opinion of men who have observed these young men in training.

Senator TAFT. Mr. McAdam, what I am rather confused about and interested in particularly is this question of the fitness of the N. Y. A. in your own school. How do they work together? They have a resident center?

Mr. McADAM. That is right.

Senator TAFT. They train in a building that they built themselves?

Mr. McADAM. It is in connection with our school.

Senator TAFT. Do they have a shop?

Mr. McADAM. They have a shop.

Senator TAFT. Did they build the shop themselves?

Mr. McADAM. It is a cosponsorship.

Senator TAFT. Do you have vocational training in your school besides?

Mr. McADAM. That is right, and they dovetail.

Senator TAFT. How many students are there in there?

Mr. McADAM. Of our own boys?

Senator TAFT. Yes.

Mr. McADAM. It varies from 20 to 30 of our own boys.

Senator TAFT. That gets money indirectly from the Federal Government through the Office of Education, does it not? Is there a grant from the State in some way to help you in your vocational school?

Mr. McADAM. That is true.

Senator TAFT. I understood N. Y. A. was not an educational institution; I understood N. Y. A. was a relief proposition.

Mr. McADAM. That is right; it is.

Senator TAFT. And as far as vocational education from Federal funds is concerned, it all came from the Office of Education assistance to the States?

Mr. McADAM. That is right.

Senator TAFT. One thing I am doubtful about in this whole N. Y. A. business is whether, if we are going into the question of vocational education, there ought to be just one Federal Bureau dealing with it and not two or three.

Mr. McADAM. You understand, of course, better than I, that these young men get up at 6 o'clock in the morning, they are in school at 7 o'clock, and they work on their own budgets.

Senator TAFT. I think it is a highly desirable thing. What I wonder is why the N. Y. A. should do this. Who employs the teachers in the N. Y. A. school?

Mr. McADAM. They do.

Senator TAFT. They do themselves?

Mr. McADAM. They have their own directors.

Senator TAFT. I thought the last appropriation bill I saw forbade them from employing anybody to teach vocational education.

Mr. McADAM. They do not. They are on their own project, and that is where they get their schooling. Now, they fit into our program this way, that in the event a boy comes as a junior from college, or from some other school, or he might be graduated, he goes into the subject in our school, and that is where we are the cosponsor. We educate the boy in the academic subject, particularly, of course, in the vocational field such as in mathematics and science.

Senator TAFT. Do you take people from all over New York State and educate them in your high school without charge?

Mr. McADAM. Yes; the State of New York pays us.

Senator TAFT. The State of New York pays you?

Mr. McADAM. That is right, based on an average daily attendance.

Senator TAFT. Even though they come from elsewhere?

Mr. McADAM. That is right.

Senator TAFT. And are living there at the cost of N. Y. A.?

Mr. McADAM. That is right.

Senator TAFT. I do not know how many millions we are spending on vocational education to promote the State local system of vocational education. I am a little curious to know why we have to have the N. Y. A. also go into that field. When you first got it it had no relation to the war?

Mr. McADAM. No, no; that is a relief agency.

Senator TAFT. Why did you want it particularly?

Mr. McADAM. For this reason: To develop in a rural village a vocational school. There are none in western New York, and as far as I know, anywhere else in the State. We have got the approval of the State department of education, and it made the unit big enough for us to make it practical and workable.

Senator TAFT. Did you try first to get it through the State department of education directly?

Mr. McADAM. Oh, yes.

Senator TAFT. You did not get it that way and then you went to the N. Y. A.?

Mr. McADAM. Yes.

Senator TAFT. You found they had some money available for that purpose?

Mr. McADAM. Absolutely, and we made it work.

Senator McKELLAR. Have you finished, Senator?

Senator TAFT. Yes.

Senator McKELLAR. I want to ask a question. I see on the list of witnesses "Lon McAdam, Barker Foundry Corporation." What sort of corporation is that?

Mr. McADAM. That is a misstatement. We manufacture, in a small way, farm machinery. We have a foundry and machine shop.

Senator McKELLAR. Let me see if I get your situation correctly. I am just asking for information. If I am wrong, I want you to correct me. You have a foundry corporation of your own which manufactures farm machinery, that is, in your individual capacity?

Mr. McADAM. That is right.

Senator McKELLAR. Then, as superintendent of education, you have the educational facilities of your county; is that right? You are superintendent of education for the county or for the town?

Mr. McADAM. I am president of the local board of education.

Senator McKELLAR. That is for the town board then?

Mr. McADAM. That is right.

Senator McKELLAR. The town board of education. Now, how many young men do you work in your foundry?

Mr. McADAM. None.

Senator McKELLAR. None at all?

Mr. McADAM. We are very small.

Senator McKELLAR. You do not work any men in your foundry?

Mr. McADAM. I thought you meant N. Y. A. boys. Men? Yes.

Senator McKELLAR. You work your own men there?

Mr. McADAM. We have a total of six men in our employ right now.

Senator McKELLAR. Six men in your own employ?

Mr. McADAM. That is right.

Senator McKELLAR. So that the foundry is a side line; is it not?

Mr. McADAM. No, no; that is how I make my living.

- Senator CHAVEZ. That is how you get your bread and butter?
- Mr. McADAM. That is right.
- Senator McKELLAR. You get a salary from the county and State?
- Mr. McADAM. No, sir.
- Senator McKELLAR. You do not get a salary from the county and State?
- Mr. McADAM. No, sir; nor does the member of the board of regents, I might say.
- Senator McKELLAR. I am just getting the facts. The superintendent of education in my county gets a salary.
- The CHAIRMAN. This is not the superintendent of education. He is the president of the board of education.
- Senator McKELLAR. The president of the board of education in my county gets a salary.
- Mr. McADAM. He does?
- Senator McKELLAR. He does in mine. But he does not in yours; is that right?
- Mr. McADAM. That is right.
- Senator McKELLAR. That ends that.
- Now, I want to ask you about these boys. How many did you say you have?
- Mr. McADAM. In the school, the N. Y. A. boys?
- Senator McKELLAR. Yes.
- Mr. McADAM. It varies from, I think, 50 to 60.
- Senator McKELLAR. It varies from 50 to 60?
- Mr. McADAM. Yes.
- Senator McKELLAR. How much do you get from the Government for these boys?
- Mr. McADAM. As a school?
- Senator McKELLAR. Yes.
- Mr. McADAM. We do not get anything, that is, from the Federal Government.
- Senator McKELLAR. How much do the boys get?
- Mr. McADAM. Thirty dollars a month. Then they paid \$21.95, or something like that, back for their subsistence, I think. I do not know exactly.
- Senator McKELLAR. They pay \$21.95 to whom for subsistence?
- Mr. McADAM. That goes back into the N. Y. A. fund. I do not just know how that works out, but it pays for their board.
- Senator McKELLAR. They have to pay for their board. They get their board and a few dollars in addition?
- Mr. McADAM. They get \$8, about \$8.02, or something like that.
- Senator McKELLAR. \$8.02, and they pay \$21.95 for board?
- Mr. McADAM. That is as I recall it.
- Senator McKELLAR. About \$30?
- Mr. McADAM. That is right.
- Senator TAFT. You say they do attend school?
- Mr. McADAM. They do.
- Senator TAFT. A full-time school?
- Mr. McADAM. Well, no. They stagger. They start at 7 o'clock, in order to get their own training in.
- Senator TAFT. They work so many hours at their training, and then they go so many hours to school?
- Mr. McADAM. That is right.

Senator MCKELLAR. How many hours do they go to school and how many hours do they work?

Mr. McADAM. I cannot tell you that.

Senator MCKELLAR. Can you find out?

Mr. McADAM. Yes; I can find out.

Senator MCKELLAR. I will be glad for you to put it in the record. We would like to know just exactly what the situation is there.

Mr. McADAM. They have to work so many hours a week under N. Y. A. One boy may lack some one subject, perhaps two subjects, and he has the privilege of taking those in the regular classes, and they have the privilege of every extracurricular activity in the school.

Senator MCKELLAR. Who passes on how many subjects he takes? The boy himself?

Mr. McADAM. Yes; it is determined by him, by what he has had in the school previously.

Senator MCKELLAR. The boy determines how much education he needs?

Mr. McADAM. Yes.

Senator MCKELLAR. If he determines he is already well educated, you do not bother him; is that right?

Mr. McADAM. We have a great staff of guidance teachers that talk to these boys individually and try to plot their careers.

Senator MCKELLAR. Are there any of them who do not take those studies?

Mr. McADAM. I do not think so. I believe every boy is taking something.

Senator MCKELLAR. You think they are all taking something?

Mr. McADAM. Yes.

Senator MCKELLAR. You do not know much?

Mr. McADAM. No.

Senator MCKELLAR. Well, "taking something" at school is not much education, is it?

Mr. McADAM. Well, they have already had their high-school education.

Senator MCKELLAR. We have all been in school sometime in our lives and we know if a boy only takes one or two subjects he does not get very far along the line of education.

Mr. McADAM. He has had it before he comes to us.

Senator MCKELLAR. He has had it before he comes to you?

Mr. McADAM. Yes; in high school.

Senator MCKELLAR. So if he has had it before he comes to you, then he does not have to take it from you, does he?

Mr. McADAM. Pardon me. He may be poor in intermediate geometry or trigonometry or some particular branch of mathematics, and he will take those subjects, and it will help him in his vocational training and later in his work, in blueprint reading, and so forth. He gets that there.

Senator MCKELLAR. Many of them are high-school students?

Mr. McADAM. Some of them have graduated.

Senator MCKELLAR. Some of them have graduated from the high school?

Mr. McADAM. Some have and some have not.

Senator MCKELLAR. Surely after they graduated from high school, they do not take any further training in your school, do they?

Mr. McADAM. Absolutely.

Senator McKELLAR. What kind of training?

Mr. McADAM. They carry on the subject that they may have skipped.

Senator McKELLAR. And it is up to him to choose that?

Mr. McADAM. That is right.

Senator McKELLAR. All right. Now, how many of your boys have gone into the Army?

Mr. McADAM. I would not know.

Senator McKELLAR. I hope you will get it for us. (The following communication was received in reply to this request and placed in the record.)

BARKER CENTRAL SCHOOL,
Barker, N. Y., April 7, 1942.

Senator ELBERT THOMAS,
Chairman, Education and Labor Committee,
Senate Office Building, Washington, D. C.

DEAR SENATOR THOMAS: When I appeared before your committee on Friday morning, March 27, and outlined the National Youth Administration resident center program existing here in Barker, Senator McKellar requested information for the committee regarding enlistments and draftees. I present this information herewith.

Since our center is on a secondary level and has sought to serve boys in the completion of high school and vocational school work, the boys whom we enroll are naturally young in age. Of the 60 enrollees, the average age is between 17 and 18 years. Figuring 17.4 if even years are used and figuring an 18-year average age if the months were used, thus you will see that few of these boys are of draft age. Even in spite of these rather young years, 10 boys have enlisted during this school year and an eleventh is expected to have done so either yesterday or today. There are but 3 boys in the center 21-years of age or over. One of these boys had sought to enlist, was turned down because of a serious tonsil condition, has been in the hospital to have this remedied during the late winter or early spring, now has but 2½ months before completing school and expects to attempt reenlistment at that time. The other 2 boys are each graduating within 8 weeks of school time, and while neither has yet been called up, I know that at least one of the two expects to enlist if he is not called up by that time.

There are 9 boys in the center who are 20 years of age. 3 of these boys have become 20 years old since the last registration. Every one of these boys, with one exception, has become 20 sometime during the present school year. Not one of these boys has yet been called up. Each of these boys will complete a high school course or a vocational shop course, or both, within the next few weeks. Certainly it is our best thought that these boys in technical and vocational training who have and are just reaching 20, who may complete this full 12-year education in the course of a few weeks or a few months, and who have not as yet been called up, should certainly complete the 8 or 9 weeks that will mean the completion of a course that will be of definite wartime value to their country.

I am enclosing a bulletin¹ outlining the work of the vocational school. This bulletin is somewhat over a year old. It is substantially correct as to the type of courses and work offered.

Thank you for your kind courtesies last week when I was privileged to appear before you.

Very truly yours,

BARKER CENTRAL SCHOOL,
LON J. McADAM, President,
Board of Education.

Mr. McADAM. I can give you three instances of my own personal contact with them.

Senator McKELLAR. Give that to us right now.

Mr. McADAM. Well, there was a young man I picked up on the road to Buffalo the other day that had enlisted 3 or 4 months ago,

¹ Bulletin in committee file.

went to Norfolk, and he found in his record that he had been selected, because of a particular aptitude he had in our work, and he was picked immediately to go to Great Lakes.

Senator MCKELLAR. To do what there?

Mr. McADAM. To carry on his vocational training for the Navy.

Senator MCKELLAR. Although he had vocational training at your institution he went to another place to get technical training?

Mr. McADAM. To a better school.

Senator MCKELLAR. Although he had vocational training at your institution the boy went to another school to get better training?

Mr. McADAM. Better, absolutely.

Senator MCKELLAR. That is the way to get the training, you know.

Mr. McADAM. Certainly.

Senator MCKELLAR. If at first you don't succeed, try, and try again.

Mr. McADAM. Absolutely, and I am trying.

Senator MCKELLAR. Who are the other two?

Mr. McADAM. A young fellow came down in the train with me, and he enlisted. In his questionnaire, or whatever they may have when they go in, he had to state his training, and he is going to be directed along that same field.

Senator MCKELLAR. Who is the next one, the third one?

Mr. McADAM. The other fellow is not in yet, but the day I came up here he was in the office. He has recently been taken into our Phi Beta Society. He is the head of our press club. He has the rest of this year to graduate. He was insisting upon enlisting before the draft got him, fearing that he would be taken before the end of the year anyway, and the principal was pleading with him, he said that he would go to the draft board and see if he could not be deferred until the last of June so he could graduate from school.

Senator MCKELLAR. The principal of the school was pleading with him not to go into the Army at this time when we are so besieged with enemies?

Mr. McADAM. Absolutely, because he would be a better boy because of the skill and training that he would have if he stayed the rest of it here.

Senator MCKELLAR. If the Japanese and Germans got control of us, do you think he would be any better off, whether he had an education or not?

Mr. McADAM. I think we are going to be safer because he has better training.

The CHAIRMAN. Mr. President, I would like to say here that in both Germany and in Japan boys who are going to school are always deferred until they finish. That is the fundamental rule.

Senator MCKELLAR. I was not disputing that.

Senator CHAVEZ. Mr. Chairman, sometime ago I was surprised to read in some American magazine that the average training of the Japanese soldier is higher than the average training of the American soldier. That was in an American magazine.

Senator MCKELLAR. I hope we will never have an opportunity of finding out personally that that is correct.

Senator SCHWARTZ. We are going to have an opportunity; we are going right into Tokyo.

Senator MCKELLAR. I hope so, but we do not want the Japanese coming here.

Senator CHAVEZ. I would like to say something else that is probably along the same line as Mr. McAdam is stating here. The records of the agency that has to do with the selectees, that is the draft administration, will indicate that there were thousands of American boys who were good, healthy, strong, loyal, patriotic American boys who wanted to serve their country, but who had an average schooling up to the fourth grade. That is what the records of the Selective Draft Administration show.

Senator MCKELLAR. I want to ask the witness something about his own draft board. Have you ever appeared before that draft board on behalf of having boys deferred?

Mr. McADAM. No, sir.

Senator MCKELLAR. Never have?

Mr. McADAM. No, sir.

Senator MCKELLAR. I thought you said awhile ago, as to one of these young men, that the principal of this school went before the draft board to get the boy deferred. Did I understand you correctly?

Mr. McADAM. No.

The CHAIRMAN. May I say this, that the young man had not been drafted, according to the testimony of the witness: the young man wanted to volunteer because he thought he would rather go in on a voluntary basis, but until he is called under Selective Service he is not eligible to be called.

Senator MCKELLAR. Now, I want to know if you can remember a single one of the other 700 students, except these three, that has gone into the Army? Can you remember, of your own knowledge, from memory, anyone else who has gone into the Army?

Mr. McADAM. Yes—no; I beg your pardon. I have no definite knowledge.

Senator MCKELLAR. You have given us all out of your 700 who have offered to go into the Army?

Senator PEPPER. Is there an inference by the Senator that these men were under any peculiar obligation to offer themselves to the Army ahead of other people?

Senator MCKELLAR. I think so. I will say this: If I accept schooling, training, from my Government, when the two greatest warlike nations in all the world attack our Government, I think I would be grateful enough to get into the Army.

Senator PEPPER. Before you reach the age limit at which the Government calls the youth of the country to its colors?

Senator MCKELLAR. I would get in there one way or another, under those circumstances. All right, that is all I want to ask him.

Senator HILL. Let me ask you a question, please, Mr. McAdam. You are the president of the board of education?

Mr. McADAM. Yes.

Senator HILL. You are a businessman and living in your home town?

Mr. McADAM. Yes.

Senator HILL. You serve in this position of president of the board of education as a matter of public service?

Mr. McADAM. That is right.

Senator HILL. You get no reward, no remuneration, or anything of that kind, except what personal gratification you might get out of the

fact that you are doing something for the boys and girls of your own city?

Mr. McADAM. That is right, sir.

Senator HILL. You spoke about the fact of the N. Y. A. shops being there at the school. Would you like to have the shops turned over to the board of education, or would you prefer to operate them as they are now operated and have them in the hands of N. Y. A.?

Mr. McADAM. May I make a statement that might clarify that?

Senator HILL. Sure.

Mr. McADAM. I have the greatest admiration and respect for the State department of education and the board of regents. Owen Young is the chairman of the State department of education, and Dean Bryan is the popular representative up and down the State. I come in contact with the resident board of regents on different matters. I know many heads of that department. I have the greatest admiration and confidence in their ability of educators, but here is something that is absolutely vital: The greatest inspiration that has come to a boy in rural New York was when we gave him an opportunity of equal educational facilities, as far up as a vocational school on the secondary level can go, and they have had it in their hands and have failed with it. Germany did not fail. They have applied to the 7th degree skills in training, and it is vital to our future welfare.

Now, I do not feel, with all due respect to the men of higher learning, that they can come down to the level where I, as a businessman, have had my knocks and have seen the boy who has not had this educational opportunity work it out, though he is not one on the higher level in the intelligent quota. The skill of his hands may save our lives, and why not apply it?

N. Y. A. has come into the field to pick this boy up and, through this resident center work-out, has made it possible for him to live with the educators who have developed that school. It has never been done before.

Oh, I plead with you: Don't do anything to jeopardize the welfare of this young lad who now is in our hands. If he wants to use our plan, or anyone else's plan as a model, we will work with him to develop it. You will find it will be one of the finest things in the world.

I will admit this, however, that it will vary over the United States, just as any Federal agency varies in its application, because of local failure. The great thing is in the local situation, whether it is in a Federal relief agency, or anywhere else, the great thing is in the carrying out of the program and its development. Our faculty have addressed themselves to this problem and have made a great success of it.

Senator McKELLAR. How many boys and how many girls in your institution?

Mr. McADAM. These 700 are from the first grade through our junior and senior high schools.

Senator McKELLAR. I just want to know how many boys and how many girls in the 700 that you say you have.

Mr. McADAM. I would not know definitely.

Senator McKELLAR. Could you get the figures and put them in the record?

Mr. McADAM. Yes; I would be very glad to.

Senator HILL. Mr. McAdam, I do not want to take any further time, but I am very much impressed by your statement, by what you

said about the opportunity for that boy to develop the skill within him. He not only develops that skill for his own benefit, but he develops that skill whereby he can now render the best possible service to his country in this hour of his country's peril; is that not true?

Mr. McADAM. That is the important point.

Senator HILL. We hear much about Germany and Japan. The reason they have the two greatest military machines the world has ever seen is because they have developed that skill within their people and within their youth; is not that true?

Mr. McADAM. That is true.

Senator McKELLAR. I pray to God that we may never develop that kind of skill, that is used now in the destruction of the human race.

Senator HILL. Is not this true, that unless we do develop our skill as Germany and Japan have developed their skill we will inevitably lose this war?

Mr. McADAM. Absolutely.

Senator HILL. Because you cannot match skill with raw, unskilled manpower, can you?

Mr. McADAM. That is right, and in the aftermath of the war that carries through all-importantly.

The CHAIRMAN. Are there any other questions?

Senator SCHWARTZ. I did not get what you said about the boy who was transferred from Norfolk to the Great Lakes.

Mr. McADAM. He was transferred for further training.

Senator SCHWARTZ. What kind of training?

Mr. McADAM. Well, he was skilled in lathe operation.

Senator SCHWARTZ. Just in that connection, I think this is a fact, that regardless of the machinist's skill, when he goes into the Navy he serves a 6-week course in particular skills?

Mr. McADAM. That is right.

Senator SCHWARTZ. He specializes?

Mr. McADAM. That is right.

The CHAIRMAN. The training station of the Navy at Great Lakes is one of the largest naval training stations in the country, and everyone who goes there is in the Navy.

There happens to be in my community a very skilled machinist, who has been working as a machinist for 25 years, and notwithstanding his somewhat advanced age—that is, he is no longer a kid—he asked to go into the Navy as a machinist, and they told him they would be glad to accept him, but it was necessary for him to take a 6 weeks' training course to do some particular kind of welding.

Mr. McADAM. That is right.

Senator PEPPER. I wish to express our thanks to you for the statement you made. There are a lot of people with you in your fight.

Mr. McADAM. Thank you very much.

The CHAIRMAN. Father Kelley, please.

STATEMENT OF RT. REV. MSGR. JAMES F. KELLEY, PRESIDENT, SETON HALL COLLEGE, SOUTH ORANGE, N. J.

The CHAIRMAN. Father, for the record, you may please state your name, title, address, and then proceed as you wish.

Dr. KELLEY. Dr. James F. Kelley, president of Seton Hall College, South Orange, N. J., a college 86 years old, with 2,100 boys. I have been president there now for 6 years.

Mr. Chairman and gentlemen of the committee; briefly, first of all, I wish to explain how I came here. I was not asked to come by anyone, but I suggested to our State chairman that I would be glad to come, for two reasons that I think will be evident as I explain them.

About a year and a half ago I was asked to join a New Jersey State N. Y. A. Advisory Board. At that time I knew no one on the N. Y. A., but the purpose of this board appealed to me. They explained that they were seeking a group to preserve a democratic character for the N. Y. A. and to assure community participation. This was to be an unsalaried committee and was to merely offer advice, with no administrative powers or functions. That committee was formed—it is still in existence, and I am State N. Y. A. chairman. This committee of 23 is made up of 3 representatives of labor, 3 of business, 3 from the social agencies, including the New Jersey State Commissioner of Industries and Agencies, 4 from education, including the New Jersey Assistant Commissioner of Education, and the New Jersey Chairman of School Work Council, and a member of the New Jersey State Board of Education. There are 2 civic leaders; there are representatives of 3 employment agencies, including the New Jersey State Director of Employment Service; 2 representatives of youth; 2 of agriculture, and 1 of racial minorities.

Now, I mention the make-up of that group, because at their latest meeting they passed a resolution, which I would like, very briefly, to read, and, with your permission, to submit for the record.

They have been rather proud of the fact that in our State the N. Y. A., since July 1, has placed 5,833 trained workers in industry, since July 1941, until March 20 of this year. There are at the present time 1,105 students, if you want to call them that, or better still, individuals working in the 21 shop centers.

Senator McKELLAR. How many were those? I did not get it.

Dr. KELLEY. 1,105.

Senator McKELLAR. 1,105?

Dr. KELLEY. That is right, Senator.

Senator McKELLAR. Thank you.

Dr. KELLEY. Most of these are working in machine shops, a few in sheet-metal shops, in welding work, auto mechanics, radio, and the like. I have a break-down of the number that have been placed each month, and if I might, in place of taking up your time, I will just submit it.

The CHAIRMAN. It may be inserted in the record at this point. (The break-down is as follows:)

New Jersey placement of trained workers in private industry

1941		1942	
July.....	1,193	January.....	475
August.....	988	February.....	480
September.....	852	March.....	2,240
October.....	659		
November.....	636	Total.....	5,833
December.....	550		

¹ Since October Office of Production Management has not issued list of defense industries.

² Defense only as of March 21.

Today: 1,435 on regular training projects; 1,105 on defense training projects.

Dr. KELLEY. At the last meeting of this Board they passed three resolutions—or, rather, one resolution in triplicate form, which I would like to read with your permission.

This is dated February 25, 1942.

Whereas, the members of the New Jersey National Youth Administration Advisory Committee recognizes from first-hand knowledge and experience the great service rendered to our youth by the National State National Youth Administration organizations; and

Whereas, the present war time emergency has only served to increase the need for youth training programs, particularly for defense production, such as abound in the great industrial centers of New Jersey; Therefore be it

Resolved, That any budgetary reductions necessitated by national economy be wisely limited as regards the National Youth Administration so that it may continue its great service to our Nation and to the State of New Jersey.

We have placed these students, these trained personnel or trained workers, in some 48 major defense industries in the State of New Jersey and New York, and again, in place of reading them, I might submit the names of the 48 concerns where these young men have been placed.

(The list referred to is as follows:)

Some of the outstanding defense plants that have employed National Youth Administration youth are the following

Western Electric, Clifton, N. J.	Alloy Steel Co., Linden.
Wright Aeronautical, Paterson.	American Can & Foundry Co., New York.
Curtiss-Wright, Clifton.	Atlantic Products, Trenton.
Watson-Flagg, Paterson.	Belleville File & Tool Co., Belleville.
Elastic Stop Nut Corporation, Union.	Bendix Aviation, Bendix.
American Type Founders, Elizabeth.	Bendix Radio Co., Red Bank.
Arcco Corporation, North Bergen.	Boonton Moulding Co., Boonton.
L. S. Broch Manufacturing Corporation, Newark.	Cramp's Shipyard, Philadelphia, Pa.
Walter Kidde Co., Newark.	Crucible Steel Co., Harrison.
Ingersoll-Rand, Phillipsburg.	Du Pont Co., Arlington.
Brewster Aeronautical, Newark.	Electronic Mechanics, Paterson.
J. R. Edwards Machinery Co., Newark.	Federal Shipyards, Kearny.
Canister Corporation, Phillipsburg.	Fleetwing Aircraft, Bristol, Pa.
Lionel Corporation, Hillside.	General Electric, Hoboken.
Monroe Calculator, West Orange.	Gio-Jo Tool Co., Irvington.
Breeze Corporation, Newark.	Jersey City Welding Machine Works, Jersey City.
Du Pont Co., Deepwater.	Johns-Manville, Manville.
New York Shipbuilding Co., Camden.	Luscombe Aircraft, West Trenton.
Radio Condenser Co., Camden.	Singer Manufacturing Co., Elizabeth.
RCA Manufacturing Co., Camden.	A. P. Smith & Co., East Orange.
Accurate Tool Co., Camden.	Sperry Gyroscope Co., Brooklyn, N. Y.
All Tool Co., Hillside.	

Senator TAFT. What is the average age of those men, do you know?

Dr. KELLEY. I would say under 18, because of the fact that these are out-of-school workers.

So much, then, for the N. Y. A. work of training defense workers.

Now, if I might, I would like to go back to the field where I would be more at home, to a situation that has been explained rather fully, first by my friend, Dr. Elliott, yesterday; and, then, by Dr. Richmond just a few moments ago. I would like to go back to attempt to emphasize the need of continuing N. Y. A. assistance for our colleges and universities.

Last year at Seton Hall we received approximately \$22,500 which was distributed to 160 students, or, rather, as was pointed out by Dr. Richmond, paid directly to their parents and repaid by them to the school for tuition cost. Now, I personally know this allowed many

students to attend Seton Hall who might otherwise not have had the opportunity. Our campus employment opportunities and our endowments are comparatively small.

I wondered, when I first read of possible curtailment of N. Y. A. funds for universities and colleges, and when I heard of it at the meeting of college presidents some 2 months ago in Baltimore, at which Mr. Studebaker and Mr. McNutt and others spoke, I wondered what was the feeling of my other universities and colleges in the State of New Jersey; and, therefore, on February 5 of this year, I called a meeting for the first time in the State of New Jersey of college presidents or their representatives, and some 33 attended, representing 98 percent of the colleges and the universities of the State of New Jersey, and after 3 hours of discussion they unanimously passed these resolutions which I would like, briefly, to read, in part, and then to submit them in full:

SETON HALL COLLEGE,
South Orange, N. J., February 5, 1942.

RESOLUTION

Whereas the National Youth Administration college work program has, during the last 6½ years provided financial assistance through employment for students in need; and,

Whereas participating institutions have found that the administration of this program, through the National Youth Administration, has been efficient; and,

Whereas there is evidence of need for the continuance of the program, due to reduced family income, resulting from induction or enlistment in the armed forces, unemployment due to industrial dislocations, increased taxes and other wartime demands on income; Therefore, be it

Resolved:

1. That the reduction in the present 1941-42 allotment be restored immediately;
2. That the appropriation for the 1942-43 program be substantially increased;
3. That the following statement of principles, adopted by the College Work Council, Region II, be endorsed:

STATEMENT OF PRINCIPLES, COLLEGE WORK COUNCIL, REGION II

(Advisory to the National Youth Administration)

It is the judgment of the College Work Council, Region II, that the college work program of the National Youth Administration be continued and administered as heretofore. This program has rendered great service to the youth of America, the need of which service has increased rather than diminished in the present emergency as the result of mounting costs of living and accelerated college programs.

It must be borne in mind, moreover, that college services must function unimpaired to the end that competent leadership will be provided for the war period and thereafter.

In the depression too great a portion of financial retrenchment was imposed upon the youth of America. This must not happen again. We must not declare a moratorium on education. National interest as well as social justice demand that all basic interests of youth be safeguarded.

Senator TAFT. You referred to this as assistance to universities and colleges. Is that the way this group generally look on it?

Dr. KELLEY. I do not think I understood your question.

Senator TAFT. You referred to this aid as assistance to universities and colleges. Do these college people regard it as such assistance to the colleges?

Dr. KELLEY. Directly, no, of course. It would be assistance to the individual students, as I say, who might otherwise not have the opportunity of attending a college or university.

Senator TAFT. Throughout your talk you referred to it as assistance to universities and colleges. I wondered if that is the way they look on it.

Dr. KELLEY. Indirectly, yes. In my institution we do not look on it like that. We get from 250 to 350 in the freshman classes each year. We have the enviable situation of being able to choose our students. We seek, therefore, not merely the type of student who can afford to pay, who might be at school just because his parents want him to have a college education or because his father is a professional man and insists that the son follow in his footsteps; we would rather take the student, the man who would make the most of his college educational opportunity. With the limited endowment funds we have, and the limited employment opportunities it would be inevitable that we would turn away many for financial reasons. It has been possible for our school to accept them because of the N. Y. A.

Senator MCKELLAR. Are you through, Senator?

Senator TAFT. I would like to finish this line. What is your total budget?

Dr. KELLEY. About a half million dollars.

Senator TAFT. You get no assistance from the State?

Dr. KELLEY. No.

Senator TAFT. No other assistance from the Federal Government?

Dr. KELLEY. No.

Senator TAFT. \$22,500 through the N. Y. A.?

Dr. KELLEY. That is right.

Senator MCKELLAR. That is the question I wanted to ask you, so I will omit it. Go right ahead.

Dr. KELLEY. Now, this request seemed rather audacious to some members of the organizations of colleges, the request for increased funds seemed somewhat strange, and the thought struck me whether it was a peculiar request to make, but we unanimously just agreed. There is at the present moment a rather heavy reduction of students. Dr. Elliott yesterday approximated it at about a 10-percent decrease in his school. That is a rather low decrease for institutions throughout the country, and in his case, it would be low because it is entirely a technological institution and many of his students would be deferred because of the necessary training that is going to be required of engineers. My own school, I know, has already had a 14-percent decrease, 280 students have left, some of them for work, some for volunteer service, and others for the draft.

Senator MCKELLAR. How many for the draft?

Dr. KELLEY. I wish I could answer that.

Senator MCKELLAR. Could you get the figures and put them in the record?

Dr. KELLEY. I would be glad to try, but it would take several months.

Senator MCKELLAR. That would be too late.

Dr. KELLEY. As an illustration, as I listened to you asking that question before I was hopeful I might even telephone back to attempt to get partial data.

Senator MCKELLAR. Do it inasmuch as you can.

Dr. KELLEY. We had, for example, as an illustration of the point of the difficulty of getting it, or, rather, on what element it may be

required—we had 59 students who did not return in February for the second term.

Senator MCKELLAR. How many?

Dr. KELLEY. Fifty-nine. Now, to find out why they did not come back, it is not the custom to proselytize it to find out why they do not come back, but to attempt to find out you must communicate with the parents, find out who went to work, who did not return because he felt he was going to be drafted in the second semester—you would have to really send a questionnaire out. It can be done, but with a little lapse of time.

Senator MCKELLAR. Have you any vocational training?

Dr. KELLEY. No; as such we do not. We have 13 schools or departments and among them we have preengineering, premedical and pre dental, we have the physical educational department, and then, of course, the school of physical sciences.

Senator MCKELLAR. How many in your school receive N. Y. A. aid?

Dr. KELLEY. About 160.

Senator MCKELLAR. About 160. You do not know how many of the 59 were N. Y. A. students?

Dr. KELLEY. No; I could not tell you.

Senator MCKELLAR. Could you ascertain that and put it in the record?

Dr. KELLEY. I will attempt to do it, Senator.

Senator MCKELLAR. I will appreciate it, if you will.

Do you know how many, if any, have gone into the Army by any route?

Dr. KELLEY. How many of my student body?

Senator MCKELLAR. No; of the 160.

Dr. KELLEY. No; I do not. I have never made that differentiation.

Senator MCKELLAR. Do you know any of them?

Dr. KELLEY. Individual instances of them, yes; I could, offhand, perhaps, recall a few. Not authoritatively, because I am not in charge of the N. Y. A. and I do not know the students who are on that list.

Senator MCKELLAR. All right.

Dr. KELLEY. But I do want to say this: In a new \$700,000 auditorium or gymnasium I attempted to put up a list, on a memorial plaque of the men in service. I know definitely we have 250 boys who are in service. It took me quite a time to attempt to find their names and where they are.

I would like to point out that that percentage, 14 percent, is rather small. It would be greatly increased only for the fact that the 250 members of the present senior class are almost all deferred until June because they have signed up in organizations like the Naval Reserve Corps, the Air Training Corps, the Marine Officers School, Coast Guard, and the like.

Senator MCKELLAR. How do they get deferred?

Dr. KELLEY. These various portions of the armed forces prefer a college graduate and they deferred them, this year at any rate, until graduation.

Senator MCKELLAR. I understand the reason for it, but what I am asking is, what is the process by which they get deferred?

Dr. KELLEY. Simply by enlistment in these various services.

Senator MCKELLAR. I understand that, but what I am asking is, how do they get deferred? Does your institution, through its officers, ask that they be deferred?

Dr. KELLEY. No.

Senator MCKELLAR. Or recommend that they be deferred?

Dr. KELLEY. No; we have never sought deferment of any of them, but, to the contrary, we have accelerated enlistment. Our entire track team on December 8 went and volunteered, and with our blessing.

Senator MCKELLAR. On December what?

Dr. KELLEY. December 8. I agree rather with the majority opinion that seems to be prevalent, that if the President of the United States, and if these armed services prefer the individual to stay at school for specific training, then the school should be made available for them. We do not attempt to induce the student to stay or to go, other than those that do want to go, and they have our blessing. The procedure is they sign up with the various services, the services notify the draft board when the man's call comes up.

We expect about a 40-percent reduction next fall, and that, I think, is an unanimous opinion, as I have heard it expressed. I just came back from a trip to 12 or 13 universities or colleges throughout the New England States—two men's colleges which should be through because they are technological institutions. The reasons for this reduction are these: Many will be going into the armed services; many will go into attractive positions of employment; some might not come back in September because they cannot be sure of completing; many will not come back because our colleges and universities, about 90 percent, are putting in the 3-year accelerated program which, as Dr. Elliott said yesterday, is not compulsory in most institutions. We have been advised by the educational agencies not to make it compulsory, but we are very strongly urging students to take the summer course in order that they might be prepared as quickly as possible for the specific skills needed in national defense.

To sum up, or, rather, to end with one little thought, I have been out on the Pacific coast for 2 months, and, as I say, I have just come back now from about a 3-week tour of the New England States, at which time I stayed with college presidents and got their opinions—I only express my own, however. It is a fact that colleges and universities want to serve to the utmost. They have never made money. The colleges throughout the country universally show a deficit, unless they have large enough endowment funds or some private donations to take care of this deficit. But universally our colleges have abandoned the long-term view of training leaders for the future and they are very much interested right now in the question of winning this war. They know that the Nation is in need of all of the liberal arts colleges; they know that they must train chemists, physicists, engineers, doctors, mathematicians; they know many of these students will not be able to get that training without some outside assistance.

As I was listening to the conversation here it raised very interesting and I think most essential and practical points. Yesterday I heard Senator Taft mention this editorial, or this bulletin, on Civilian Conservation Corps, National Youth Administration, Public Schools, put out jointly by the National Educational Association and Amer-

ican Association of School Administrators, and I spent last night reading that 79-page pamphlet. I am a member of both of those institutions, and I know they are both admirable. I believe they both can make a mistake, and I think in this instance they have. It is very important to notice that that bulletin was published in October 1941, after a year's preparation and a year's debate. This is the entire thesis of that pamphlet, and I am quoting from page 4:

The State and local agencies of education should have full authority and responsibility for the control and operation of all public education, including vocational training.

They do not disapprove of the Government allocating funds and putting the unemployed youth to work for relief purposes, but they insist that the Government must not step into the field of education, and must not train these youths. The main thesis of this pamphlet is opposed even to the concept of the N. Y. A. training these boys for essential and vital defense production.

This is really, you may say, a fetish of educators. Perhaps they are justified in normal times, not merely from the viewpoint of competition but from the viewpoint of the preservation of independence, the independence that has always characterized American educational institutions, and they have been the ones that have produced the tremendous, widespread, universal education in this country as in no other country in the world. They have always felt that the Government must not step into and supply funds and dictate the policies of training.

I frankly believe that that document would not be published today, and some of the men responsible for it would regret that it has been published since Pearl Harbor, and the subsequent events. In other words, that thesis they have is not against N. Y. A. it is against, rather, funds being used by any governmental agency for any training of youth. It is perfectly all right, they say, to put youth to building roads, teaching them agriculture, teaching them how to develop farms, or putting them on this particular work but never with the idea of training them for it.

The unanimous opinion then of my two groups—and I merely bring you their resolutions because I was asked by them to circularize them and send them to all our State representatives, both in the Senate and in Congress—it was the unanimous opinion then of this group that the N. Y. A. was doing the best possible job of administering the Federal help without interfering with this traditional independence of our American school system. While they granted there had been deficiencies in N. Y. A., just as in any other group, they felt we could discount them, and it would be a mistake in this emergency to deny the N. Y. A. funds, either those which are used for defense projects or those which are used for equally important defense contributions by colleges and universities in turning out chemists, physicists, mathematicians, doctors, engineers, and the like. It was their feeling that this organization is doing a good job. While another Government agency might do as well, it could do no better, and they saw no reason, therefore, for a discontinuance of N. Y. A.

The CHAIRMAN. Thank you very much, Doctor.

Mr. Quigley, please.

STATEMENT OF THOMAS H. QUIGLEY, HEAD OF THE INDUSTRIAL EDUCATION DEPARTMENT, GEORGIA SCHOOL OF TECHNOLOGY, ATLANTA, GA.

The CHAIRMAN. Mr. Quigley, for the record, will you state your name, your position, and your address?

Mr. QUIGLEY. My name is Thomas H. Quigley, and I am head of the industrial education department, at Georgia School of Technology, Atlanta, Ga.

Mr. Chairman, and members of the Committee on Education and Labor, this statement, in response to Senator Thomas' letter of March 18, 1942, represents the experience of only one school man of a vocational education persuasion, and not of any group. The opinions presented, however, so far as I know, square with the policies of the Georgia State Department of Education, to whom I am frequently loaned by Georgia Tech for the purpose of coordinating the relations of the State and local schools and the National Youth Administration. These experiences in vocational education and in attempting to coordinate the State and local public schools with the N. Y. A. have helped to formulate the following points of view.

1. In an all-out, long-continued war, during which the present youths will grow into adults, the problem of the preparing of our present youth for the armed forces and for war-essential production in industry, on the farm, and in the home is almost coequal with the problem of the war itself.

2. Three general means of such preparation are possible:

(a) Schooling, meaning by schooling any activity of the youth which is provided for the primary objective of increasing the youth's abilities. Production of goods or any other results would be merely a byproduct incidental to this one objective.

(b) Work, meaning by work any activity of the youth which is provided for the primary objective of furnishing remunerative employment of commercial efficiency or of producing goods or services of commercial standards of quality and cost. Any increasing of youth's abilities would be merely a byproduct incidental to this one objective.

(c) Direct social service of providing youth medical attention, clinical correction of readily remedial physical defects, correction of malnutrition, and habituating youth to a hygienic and wholesome cooperative social life.

3. Our country is in such dire need of manpower, particularly skilled manpower, that the primary youth problem that faces the Congress and everyone else concerned for our Nation and its youth seems to be:

(a) How best to increase the fighting and productive abilities of our youth; and

(b) By what agency or agencies can such qualifying schooling, work, and social service be administered.

4. On the grounds of efficiency alone—of quick understanding and response to the needs of the individual youth and to the needs of war industry, as well as of getting the most value out of the schooling dollar expended—to say nothing of preserving necessary local participation and freedom in education—I stand unalterably opposed to public schooling for the normal civilian American boy or girl, man or woman, being carried on by any agency but the regularly constituted

present State and local school systems, cooperating with the Federal Government through the United States Commissioner of Education.

5. From general observation of the public schooling of many thousands of youth employed at N. Y. A. work experience projects and from some acquaintance with their home conditions, I am convinced that—

(a) There is a considerable crop of American boys and girls at any given time who are unemployable in war industry, and of boys who are unfit for military service because of physical maladjustments, malnutrition, and lack of wholesome personal, social, and work habits and attitudes, to say nothing of specific skills.

(b) A considerable proportion of these and other American boys and girls from the country and from the poorer sections of the cities are unable to finance themselves in order to attend vocational and other schools in which they might overcome the foregoing employment liabilities.

6. Hence, some agency or agencies, especially responsive to the peculiar economic and social problems of youth and to America's employment and production needs must provide to youth:

(a) Work that shall closely simulate the atmosphere of private industry, and provide practice in the wholesome work habits demanded by private employment, and bring out undiscovered talents of youth.

(b) Direct social service to youth.

(c) Or, financial support while attending vocational and other schools.

7. Such an agency or agencies must assume the responsibilities for securing production orders for public purposes, agreeing upon prices, securing priorities, maintaining production to commercial standards, dealing with the difficulties that arise with labor and employers in such production, harmonizing all these matters with Federal and State wage, hour, and other labor laws. It must investigate and pass judgment upon the financial, health, and social needs of youth applying for such work experience or financial support.

8. The functions listed in points (6) and (7) must be performed by some agency, no matter what that agency may be named.

9. It would be with considerable misgiving that I would view the forcing of some of the foregoing nonschool economic and social responsibilities upon our school systems.

10. In the State of Georgia, since the provision by Congress of funds to the school systems for the vocational and other schooling of N. Y. A. youth workers, the National Youth Administration has confined its activities to these nonschool economic and social adjustment responsibilities. There is no duplication by the N. Y. A. of the functions of the public schools.

11. Our experience in Georgia convinces me that the State and local public schools and whatever agency or agencies are charged with the responsibility of performing these nonschool economic and social functions can coordinate their efforts to the one aim of adjusting our youth to the awful problems that lay ahead if the Congress and the national leadership will adopt adequate and understanding policies that really comprehend this far-reaching and complicated American youth problem.

12. Every agency of government that impinges upon youth must face the youth problem with a degree of patriotism and an intimacy

of coordination that leaves no room for concern as to which agency shall walk the second mile or who shall receive the commendation.

Senator HILL. Mr. Quigley, are you a member of the National Vocational Educational Association?

Mr. QUIGLEY. Yes, sir.

Senator HILL. Did you ever hold any office in that association?

Mr. QUIGLEY. Yes, sir.

Senator HILL. Would you mind stating what that office was?

Mr. QUIGLEY. I was president of it once.

Senator HILL. You were president of the association?

Mr. QUIGLEY. Yes.

The CHAIRMAN. Any other questions?

Senator McKELLAR. I have no questions. I just want to say Dr. Landis will have to look to his laurels. I compliment you, sir.

Senator PEPPER. We all do, Dr. Quigley.

The CHAIRMAN. Thank you.

Dr. Paul B. Jacobson.

STATEMENT OF PAUL B. JACOBSON, PRINCIPAL, UNIVERSITY HIGH SCHOOL, UNIVERSITY OF CHICAGO, CHICAGO, ILL.

Mr. JACOBSON. I am Paul B. Jacobson and the principal of the University High School of the University of Chicago, and I appear here as the official representative of the National Association of Secondary School Principals, a voluntary group of 8,000 high-school administrators, to speak for the high school children who are receiving N. Y. A. aid.

The CHAIRMAN. The University High School, Doctor, is part of the University of Chicago?

Mr. JACOBSON. Yes.

Senator McKELLAR. How much money do you receive from the N. Y. A.? If it does not put you out at all to answer the question.

Mr. JACOBSON. You mean the school system?

Senator McKELLAR. Yes.

Mr. JACOBSON. Not one cent. We charge \$300 tuition of the children who attend and they are obviously unable to qualify for N. Y. A. aid.

Senator McKELLAR. No N. Y. A. aid is given your school?

Mr. JACOBSON. No, sir; there is a considerable sum given in the university. I cannot tell you what it is, because that is not my responsibility.

Senator McKELLAR. All right.

The CHAIRMAN. How many students have you in the training school?

Mr. JACOBSON. We have 280. It is a 4-year high school. We start them at 8, 9, 10, and over, until the children are 16 years of age.

The CHAIRMAN. Do they all, or nearly all, come from Chicago?

Mr. JACOBSON. About six from the suburbs, and the others are all from the city of Chicago.

I wish to speak about a survey that the National Association of Secondary School Principals has made, and I submit our survey as part of the record. I have additional copies that I shall be glad to distribute to you gentlemen, if you wish.

I wish to make a statement about the need for N. Y. A. The National Association of Secondary School Principals sent a questionnaire to one-half of its members, 4,000 members, asking them five questions which are tabulated on this sheet. The one I wish to mention is the number who have left school since the 1st of February 1942, because the N. Y. A. aid for secondary schools was cut from \$10,000,000 to \$7,000,000. We received 2,500 answers from the 4,000 which were sent out. Those men tell us that 1,149 children dropped out of the secondary schools since February 1, 1942. You can draw two inferences from that. There are 25,000 high schools, and we had 2,500 replies. You can say 11,500 dropped out, and you can choose the inference, which I prefer, that there were 1,698,000 children enrolled in these schools. That is one-fourth of the total enrollment in the United States. So that approximately 4,800 children have dropped out of school since February 1, because of the reduced aid. (The summary of replies referred to is as follows:)

Summary of replies by States to youth committee post card questionnaire

State	Number of answers	Enrollment	Receiving aid, Feb. 2, 1942	Deserving aid	Dropped from N. Y. A. since Jan. 1, 1942	Left school account no aid	Present rate			
							Keep (1)	Increase (2)	Reduce (3)	Eliminate (4)
Alabama.....	20	27,246	597	1,067	131	38	15	21	2	8
Arkansas.....	3	6,452	182	260	68	3	1	2	0	0
California.....	168	177,207	3,558	4,119	1,459	109	62	34	13	34
Connecticut.....	86	66,731	994	726	178	43	31	3	11	25
Delaware.....	1	280	7	10	7	0	0	0	0	1
Florida.....	55	32,975	376	511	134	41	11	20	7	13
Georgia.....	2	1,908	28	28	20	0	1	0	1	0
Illinois.....	277	119,691	2,317	2,995	1,596	293	76	81	21	78
Indiana.....	1	300	5	5	0	5	0	0	0	1
Iowa.....	60	37,942	612	782	127	7	19	19	11	11
Maine.....	95	20,494	634	840	127	13	48	15	11	19
Massachusetts.....	98	73,381	1,196	1,075	82	0	35	6	15	29
Minnesota.....	14	7,026	149	239	121	7	4	5	0	4
Mississippi.....	10	4,173	101	185	66	6	6	1	0	2
Missouri.....	63	31,835	698	897	130	91	17	16	6	16
New Jersey.....	110	105,811	1,885	1,799	379	21	45	20	5	23
New York.....	144	76,017	1,346	1,749	374	19	57	32	12	36
North Carolina.....	12	7,732	172	199	56	5	2	6	2	3
Ohio.....	142	150,082	3,167	3,472	1,103	36	39	26	14	53
Oklahoma.....	50	41,898	1,307	1,477	310	53	26	32	4	14
Oregon.....	82	14,471	403	486	110	5	27	7	6	10
Pennsylvania.....	332	281,218	4,786	6,287	1,851	73	105	72	25	108
Rhode Island.....	44	30,807	554	452	140	1	18	6	2	9
South Carolina.....	16	11,240	159	312	30	1	8	5	0	0
South Dakota.....	8	3,621	92	193	121	6	0	5	0	2
Tennessee.....	96	31,418	1,019	1,556	448	46	37	22	11	19
Texas.....	68	83,197	1,325	1,620	662	44	18	18	7	19
Utah.....	31	16,941	585	576	145	39	10	13	0	7
Vermont.....	92	17,319	472	662	95	9	31	26	7	18
Virginia.....	118	65,156	919	1,043	235	22	49	13	22	30
Washington.....	54	29,747	698	718	123	10	15	15	7	12
West Virginia.....	117	54,768	1,478	2,173	858	60	34	39	5	30
Wisconsin.....	78	45,127	1,290	1,053	153	15	26	21	9	17
District of Columbia.....	21	24,242	92	155	79	8	7	4	1	5
Total.....	2,568	1,698,453	33,200	39,721	11,518	1,149	880	605	237	656

Mr. JACOBSON. School aid is needed very badly in large sections of our country, particularly in the deep South, the Southeast, Southwest, Appalachian, and Ozark regions, the cutover territories of Minnesota, Wisconsin, and Michigan, the Dust Bowl area, and some of our semiarid sections.

I am sure in my own city of Chicago that student aid for white children is much less needed than it was a year ago, because of the defense contracts. Student aid for colored children is probably needed just as badly, because in Chicago the colored have not been absorbed into the war effort.

I would like to also submit some evidence which has just been published by the North-Central Association of Colleges and Secondary Schools, relative to the cash cost of attending the free American high school. Ordinarily you say it is a free American institution and that anyone can attend. That, gentlemen, is not the case. The only study that I know which has been made has been made by Professor Hand of the University of Maryland, and it indicated the cash cost of going to a free American high school is approximately \$100 a year, ranging for the sons of lawyers and physicians from \$150 down to \$54 for the children of unskilled laborers. That has resulted in freezing out the lower economic group from the so-called free American high school. Only two-thirds of the children are enrolled. Of 10 children from the lower economic group who finish the eighth grade one graduates from high school. From the class that you represent, 9 out of 10 children who finish the eighth grade graduate from the secondary school. Here is an inequality of opportunity which the aid to these children has attempted to equalize.

Now, I would like to use a trite phrase in that connection, that the money furnished to high-school students through the N. Y. A. has been "too little and too late"; too little from the Federal Government and too late on the part of organized educators in coming to tell you what our needs really were, and the fault is far more grievous on our part than yours. If you cut out N. Y. A. aid, if you cut out the N. Y. A., or if you cut out assistance to children, you are going to send out untrained children, you are going to freeze them out of the so-called free American high school and send them into the labor market untrained.

The N. Y. A. money—and I have so told Mr. Williams, I think—could be used effectively not only to give equal educational opportunity, but also to assist in the war effort by paying children to release adults from the social-service agencies in a community, to release them to go into direct defense effort and into the armed forces. It seems to me that you do not want 16- and 17-year-old children in the defense effort, you want, rather, to release people in the communities and let them take their place in the defense effort.

Senator PEPPER. Will you speak, Doctor, also, about the correlation between the lack of education generally and crime and delinquency?

Mr. JACOBSON. Sir, I had not intended to speak about that, because my commission from the Principal's Association has to do merely with the need for aid in the secondary schools, but I will digress and say there is a very close correlation between lack of training and economic insecurity and delinquency.

Senator PEPPER. Am I correct in the impression I had that Mr. J. Edgar Hoover made the statement within the last few days that the national crime bill was something like \$15,000,000,000?

Mr. JACOBSON. I have a recollection—I would not be sure about the \$15,000,000,000. That is something I did not understand.

Senator PEPPER. What I meant to infer was when the child is not educated the State not only loses the aid and the contribution that that child's skill might make, but may also have to pay a penalty for the fact that it did not educate that child by virtue of it being a criminal or delinquent.

Mr. JACOBSON. Yes, sir. Then I should like to make a comment on the record that Senator Taft read into the record yesterday, and present an opposing point of view.

I do not claim what I present is any more correct than what the Senator presented, but they are divergent, and on a controversial issue, it seems to me both sides should be recorded in the record. I will present one to the secretary, and if any of you want copies of this document I hope you will take one.

The CHAIRMAN. It will be inserted in the record.
(The matter referred to is as follows:)

[Reprinted from the School Review, vol. L, No. 2, February 1942]

THE RELATIONSHIP OF LOCAL SCHOOLS TO YOUTH WORK PROGRAMS¹

Recently the Educational Policies Commission has issued a pronouncement entitled "The Civilian Conservation Corps, the National Youth Administration, and the Public Schools." The Policies Commission has in the past issued a series of statements which were well received by the educational press and the professional fraternity. Concerning this statement there will be a difference of opinion. It is a disappointment to note that the commission espouses one side of the controversial question of jurisdictional control of the youth programs without public examination of the alternatives. Educational statesmanship would have required public examination of both sides of the controversy. Because of this omission, there is presented here, in some detail, the other side of the controversy.

SOME EXCELLENT RECOMMENDATIONS

The recommendations with respect to jurisdiction and the discontinuance of youth-work programs are particularly unfortunate because they are coupled with many excellent statements with which a substantial number of school men will agree. The report draws attention to the magnificent work which has been done in defense-training courses in public schools since July 1, 1940. It recommends the "Nation-wide reconstruction of educational programs, in an effort more adequately to meet the needs of youth."² It recommends that vocational training through "terminal courses in a wide variety of occupational fields be offered in the later years of the senior high schools, in junior colleges, and in technical schools."³ It endorses work experience as a part of the general education for adult life. It recognizes that the schools have at least a shared responsibility with the public employment service in initial placement on a job, and it recognizes that the school should follow up its graduates after placement. It advocates supplementary education and training for young people employed both in private industry and in public-work projects, and finally it recommends Federal subsidy to enable the schools to carry out these functions. All this is commendable.

A consideration of the conclusions and major recommendations of the Educational Policies Commission and a consideration of an alternative point of view relative to the control of the youth work program are herewith presented.

¹ The Judd Club, a group of high-school principals in, and suburban to, Chicago, appointed a committee to prepare this report. The committee was composed of the following members: Fred L. Biester, Glenbard Township High School, Glenn Ellyn, Ill.; Raymond D. Meade, Bloom Township High School, Chicago Heights, Ill.; E. R. Sifert, Proviso Township High School, Maywood, Ill.; J. Lloyd Trump, Horace Mann School, Gary, Ind.; P. B. Jacobson (chairman), University High School, University of Chicago. At a meeting of the club held on January 13, 1942, the statement was unanimously approved by the 50 club members present. The high schools which these men administer enroll approximately a hundred thousand pupils.

² The Civilian Conservation Corps, the National Youth Administration, and the Public Schools, p. 56. Washington: Educational Policies Commission of the National Education Association and the American Association of School Administrators, 1941.

³ *Ibid.*, p. 60.

THE RECOMMENDATIONS OF THE COMMISSION

The Educational Policies Commission has recommended:

1. That Federal funds for student aid should be continued and hereafter should be appropriated to the United States Office of Education, rather than to the National Youth Administration, for distribution to schools, colleges, and universities through the appropriate educational agencies of the several States.

2. That as soon as they have completed their present emergency assignment of training workers for the national defense production program, the National Youth Administration and the Civilian Conservation Corps should be discontinued as separate youth agencies; that their functions as agencies of vocational training, general education, and guidance should be continued but should be transferred to State and local educational agencies; and that their functions as public-works agencies should be continued but should be located with the general agency or agencies of public works.

3. That Federal financial aid should be provided for State and local educational agencies, to equalize educational opportunities between the States and to establish new educational services required to meet Nation-wide needs; and that this aid should be adequate to support a comprehensive effort to meet the educational needs of youth.

4. That the Federal Government should supply leadership to the State and local educational agencies, through research, conference, experimentation, demonstration, and publication; and that the Government should center its educational leadership in the United States Office of Education.⁴

These recommendations are based on the assumption that all public educational activities should be under the control of local and State educational systems. This assumption is based on tradition. It has no basis in law or court decisions.⁵ It does not consider the conditions of society in the 1940's.

THE ASSUMPTIONS WHICH UNDERLIE THE ARGUMENT]

An alternative point of view raises serious questions relative to the first two conclusions. This alternative argument is based on three assumptions which square with contemporary conditions:

1. Modern life has become so complex that the school should not attempt to administer all public activities which assist in the development of young people. Certain activities, such as public works for out-of-school youth, employment service, adequate recreation, and public health, are primarily the concern of the Federal Government.

2. When conditions, such as the unemployment of young people, are of such magnitude as to be of national concern, the Federal Government has the responsibility, under the general-welfare clause, of ameliorating the condition. This assumption has a basis in Supreme Court decisions.

3. The school has the duty and obligation to cooperate with, and to coordinate, all agencies which aid in the development of young people—private industry, public works, and community activities.

1. *Complexity of modern life.*—In an earlier day conditions were simpler than they now are. Children learned civic competence from observation and precept at home. They saw the performance of civic duties in the immediate communities. Then, too, there was homogeneity of values and beliefs in most communities. Today in urban communities there is the greatest variety of moral standards, value patterns, and conflicting ideologies. All of these make the development of a stable and well-adjusted individual much more difficult than was true in an earlier generation. Herein lies one of the greatest obligations and possibilities of service which the school has ever faced: The building of values and the development of civic competence through an understanding of social, economic, and political problems which confront us and on which we vote. These needs the school has striven to meet, but as yet it has not fulfilled its potentiality.

There is a readily observed tendency toward increased centralization of all governmental functions, whether one likes it or not. Federal subsidies for roads, for agriculture, for old-age pensions, for aid to dependent children, and a host of other activities are indications of this trend. Public work for unemployed youth—the age group hardest hit by unemployment—is another illustration of Federal

⁴ *Ibid.*, pp. 5-6.

⁵ For a summary see John S. Brubacher, *The Constitutionality of a National System of Education in the United States: School and Society*, XLVI (October 2, 1937), pp. 417-423.

administration. Similar tendencies toward centralization are evident in merchandising, industry, and all forms of business activities. All are a result of the evolving social structure.

It is the belief of many secondary-school administrators that problems of National-wide concern, such as public work for young people who have not yet been absorbed into private industry, provisions for public health of those communities which cannot now command such services, and the provision of adequate recreational facilities, are of national importance and demand Federal subsidization and control.

2. Responsibility of the Federal Government.—Because of the provisions of the tenth amendment to the Constitution, educators and legal scholars have long been accustomed to argue that any activity not specifically granted to the Federal Government is a State rather than a Federal function. Recent decisions of the Supreme Court show that the inference is unfounded, for anything that can be justified as pertaining to the general welfare (and the Supreme Court decisions on the Agricultural Adjustment Administration and on social-security cases indicate that unemployment is thus justified) can be considered a function of the Federal Government. In practice, the educational system in this country has grown up under State and local control; during the formative period of the educational system the Federal Government made no effort to engage directly in educational activities except for governmental personnel. Therefore it has become a revered tradition among American educators that education is a State and not a Federal function.

As the conditions of pioneer life gradually changed to modern industrial economy, the control over schools gradually shifted from the local community to the State. Incidentally, this process of centralization has been paralleled in almost all governmental activities. The gradual realization that State and local communities could not or would not provide all the educational services necessary for national welfare, has led to the provision of Federal subsidies for certain educational activities. Indeed, the Federal Government at its inception was unable to participate in even modest educational expenditures. Later it became able to participate and did so. Vocational education and colleges of agriculture and mechanic arts were thus subsidized.

Recently it has been apparent that there were other needs of young adults which were not adequately met. Among these were work experience as a prerequisite to getting a job, public work for young people who had not yet found a place in private industry, and employment service to assist in locating a job. As a result we have the National Youth Administration, the Civilian Conservation Corps, apprenticeship training, and the United States Employment Service.

3. Obligations of the school.—The school is strategically located to coordinate all Federal and local activities which affect the development of young people. Youth attend school immediately before enrolling with the employment service or before beginning to work and learn on a Public Works project. The school knows the young people well and has a wealth of information about them. This information is invaluable, for example, to the public placement agency.

The school has always made its facilities available to organizations such as the Boy Scouts, but in no sense does the school have the obligation—nor need it be assumed—to administer a Scout program. It is equally true that, in its efforts to coordinate with school facilities the activities which influence the development of young people—work in private industry, public work for unemployed young people, public recreation, public-health service, or placement in a job by a public agency—the school has a task sufficiently large to occupy its entire attention. It is doubtful that the school should undertake to administer a public program such as work for out-of-school youth, employment service, or public health when another agency is available to do so. This is not to say that some schools have not successfully operated placement agencies, provided work experience, administered recreation programs, or employed school physicians. Such activities are commendable and can easily be merged with a public agency where one exists on a National or State basis. But most schools are not fortunate enough, or rich enough, to enjoy such services independently. The ultimate hope is cooperation with federally operated agencies.

RELATIONSHIPS OF THE SCHOOL TO WORK EXPERIENCE

Work experience should be part of the general educational preparation of every young person who passes through the school, no matter whether he plans to be an unskilled laborer, a highly skilled tool and die maker, a clerical worker,

or a surgeon. Many young people need to acquire experience and facility in semiskilled occupations because nearly half of the gainfully employed workers in this country are engaged in semiskilled or unskilled occupations and will, in all probability, continue to be so engaged. Young people are found principally in these occupations. Only one-eighth of the gainfully employed in the United States are engaged in skilled trades or as foremen.⁶ Recently two-thirds of the employers questioned in a comprehensive survey said that work experience was a prerequisite to employment in private industry.

If young people are to be trained realistically to face the vocational prospects which our society provides, they must have work experience, habits of persistence and punctuality, and the like. If it is properly supervised, real work, whether in private industry, in cooperative courses in the distributive occupations, on jobs paid for by funds appropriated by the local board of education, or on work assignments in the school or in the community for which the National Youth Administration furnishes the subsidy, is good education for young people enrolled in school. Such experience should be extended. Work experiences which are subsidized from public funds, whether appropriated by the board of education, a State legislature, or the Federal Congress, should be administered and supervised by the local school officials, who should select, assign, transfer, promote, and dismiss workers. They should determine the rate of pay in accordance with local conditions. The National Youth Administration student-work program is now so administered and supervised. This is not to say that the State and the Federal Government should not stimulate local schools through leadership, research, and publication.

It should be emphasized that work experience provided for pupils enrolled in school full time or for a major portion of their time is to be regarded as part of general education and as the responsibility of the local school administrator. Work experience either in private industry or on public-work projects should not be administered by the school, but the school may help coordinate the program.

Ultimately the day must come when the young person will leave school because he has completed his general education, because he cannot or will not learn, or because economic reasons force him to leave. Usually this time comes between the ages of 17 and 21. What the youth then wants and needs is a job in private industry. For the persons who find them, such jobs possess training value. But other young people will not find jobs in industry. For them, jobs must be provided on public works under conditions as like those in private industry as possible. These jobs also possess training value, but the jobs should be administered by a public-works agency under conditions similar to best practice in private industry. This function the National Youth Administration and the Civilian Conservation Corps perform for as many young people as their funds permit.

If the school were to provide such experience for young people who are out of school and out of work, plus the opportunity to earn, the local school administrator must, of necessity, operate many work projects in the community. This the school should not do. If a work program for all out-of-school youth is operated in the community, it is inevitable, and desirable, that these young people should produce goods and services needed by themselves, by submarginal families in the community, and by public agencies. Even though organized labor and industry are generally brought to look favorably on production for use, there are certain to be individuals who do not view such activities with satisfaction. Local pressure could easily result in the dismissal of a local administrator who should operate such a program, in the elimination of the youth work program, and in a curtailment of other necessary services for young people. Local pressure can be brought against a Federal official who operates a local program, but it cannot cause his dismissal in summary fashion.

The school, however, has a responsibility to furnish "related education" both for the young people employed in private industry and for those who are temporarily employed on public works. For some youths this education may be blue-print reading, for others it will be remedial mathematics or remedial reading. For both the young people employed in private industry and those engaged on public works, there should be vocational training to "upgrade" workers for those tasks for which they have aptitude and for which there is a demand. For both groups "related education" to deepen and widen the individual's knowledge as a citizen is imperative. In this enterprise the Federal Government has a responsibility to stimulate and subsidize.

⁶ Alba M. Edwards, *A Social Economic Grouping of the Gainful Workers of the United States*, p. 7. Washington: U. S. Bureau of the Census, 1938.

THE RECOMMENDATIONS OF THE EDUCATIONAL POLICIES COMMISSION

If one accepts the assumption of the Educational Policies Commission, it is perfectly logical to agree with its first recommendation that student aid should be appropriated to the United States Office of Education rather than to the National Youth Administration. If one accepts the alternative assumptions, it is just as logical to believe that the Federal funds should be administered by the National Youth Administration. It is agreed, in either case, that the sum available from the Federal Government for student work should be increased.

With the second recommendation of the Educational Policies Commission—that, after having completed their defense functions, the National Youth Administration and the Civilian Conservation Corps should be abolished as separate youth agencies—there is fundamental disagreement. It is contended that the interest of out-of-school and out-of-work young people will, for several reasons, be best served by a Federal program. Furthermore, it is recognized that public work of this character has training value.

The rapid increase in employment, resulting from the defense boom which preceded the outbreak of the war, has created a scarcity of labor in a few industrial States, particularly in the East, while in the Plains States of the Middle West there has been no appreciable change in employment opportunities. Because the problem is national rather than local, only a federally controlled program can expand or contract in accordance with employment needs of young people. The fact that the sums available for both the National Youth Administration and the Civilian Conservation Corps have recently been substantially decreased by Executive order indicates that a Federal program can be contracted because of a decrease in unemployment. The expansion of these programs in the 1930's is evidence that Federal programs can also be expanded rapidly.

Much of the public work for young people, aside from defense training, has been, and after the war probably will again be, conservation work in public parks or national reservations. Population is sparse in the States which contain the vast reserves of public lands. Unless the program of public works is federally controlled, it is difficult, if not impossible, to transfer unemployed young persons from the areas where they live to the places where work needs to be done.

Concerning one additional part of the second recommendation of the Educational Policies Commission, comment must be made. The commission recommends that there should be no separate work agency for young people. Our entire social pattern denies this. Special provision is made for aid to dependent children, for juvenile delinquents, for apprenticeship, and for activities in a host of other areas. Because of our war efforts, unemployment is now less prevalent than it has been for a decade. In the days which lie immediately ahead, there is a strong probability that unemployment may virtually disappear, but after the war the problems of transferring millions of men from the armed forces and the defense industries to the regular occupations of civil life will be tremendous. Those who have served in the armed forces and the defense industries will expect and deserve special consideration in the period of readjustment. Young people, now in school, who will then enter the labor market cannot "have the same chance for employment as any other citizen, being neither handicapped nor favored because of his age." They will be passed over because of their inexperience, their youth, and their lack of dependents. Unless special provision is made for youth, as was done by the Federal Government when the Civilian Conservation Corps was established in 1933 and the National Youth Administration in 1935, we shall again have millions of young people unemployed and out of school.

Special provision on public works must always be made for young people in periods of widespread unemployment. The evidence shows a greater percentage of unemployment among persons in the 15-to 24-year age group than among those of any other age, including those over 65. Young people are among the first to be discharged when employment declines; they are not the first to be hired as employment increases.

The third recommendation of the Educational Policies Commission requests Federal aid to schools to enable them to establish new and needed services, and the fourth recommends Federal leadership in education centered in the United States Office of Education. With these two recommendations there is substantial agreement. For example, it is apparent that more adequate and realistic guidance is needed in the schools. It is not clear, however, that schools need to operate

¹ The Civilian Conservation Corps, the National Youth Administration, and the Public Schools, p. 65. Washington: Educational Policies Commission of the National Education Association and the American Association of School Administrators, 1941.

placement agencies for youth who have left school. By law, placement is supplied through the United States Employment Service and State employment services. The placement agency has need for information and records about young people, which the school can easily supply. The school may well assist in initial placement. Beyond that point the school has concern for the individual and should study the success of its product. But it cannot supply further placement service such as is available through the governmental agencies. With all these agencies the school has rather a task of coordination, and coordination may be initiated by either the local school or the Federal agency. Both have equal responsibility.

CONCLUSION

Certainly it is desirable to have the matter of jurisdiction threshed out democratically in the public forums locally and nationally. Probably a decade will be necessary to settle the question. It is probable that the trend toward centralization will continue and that the assumption of the Educational Policies Commission—that all public educational activities should be under the control of local and State educational systems—will become increasingly untenable as the years roll on. The assumptions stated earlier in this document—that the school should coordinate many educational activities rather than operate them and that the Federal Government has a responsibility to ameliorate conditions which are national in character—will gain strength and adherents as the discussion continues.

Mr. JACOBSON. Senator Taft mentioned that the Educational Policies Commission has issued a pronouncement relative to the youth-work program. I should like to say that, at the meeting of the American Association of School Administrators in San Francisco, that document was not endorsed by the American Association of School Administrators. The only resolution which related to the document was one in which the coordination and articulation of all youth-serving agencies was recommended. The purport of this document is that a Federal agency is needed to administer youth-work programs, rather than to combine them with other agencies, because so far as the out-of-school program is concerned, training is an interstate affair. You heard how our boys were taken from Minnesota and sent to Connecticut. If you have a State or local system, it becomes impossible to transfer workers, as you can with the Federal agency.

Relative to the recommendation that the schools should administer the school-work program, about which I spent most of my time, I agree in principle, but I cannot agree in practice, and I should like to give you two illustrations.

It is well known that in certain of our Southern States the Negroes do not now receive a proportionate share of the State school funds, and if money were distributed through the Federal-State system instead of direct federally to the locality, it is impossible for me to believe that the Negroes would receive a proportionate share of that money.

If you go out into certain sections of our Northwest, the State department of education would be prohibited from giving aid to individuals who were enrolled in parochial schools. It is not prohibited under direct Federal appropriation from the Federal Government, to its State subsidiary, to the individual school, and I, for one, could never countenance discrimination on the basis of religion, and where one's parents wanted a boy to attend school.

Gentlemen, I feel very deeply about this topic. I should like to speak to you for an hour, and you have other witnesses, so I will

conclude, but I would welcome questions from any of your relative to the need for continued assistance to worthy high-school students.

(ED. NOTE: A letter and enclosures from the Educational Policies Commission, in the form of a reply to Mr. Jacobson's statement will be found on page 626.)

Senator PEPPER. As a matter of fact, if you would express your own convictions, you would ask for a large increase in N. Y. A. funds, would you not?

Mr. JACOBSON. Yes.

Senator PEPPER. I mean, if you were addressing yourself to what ought to be done, instead of trying to save what there is, you would ask for probably enough to meet the total need?

Mr. JACOBSON. Well, I said there has been too little and too late, and it is our fault, because we did not tell you what we needed.

The CHAIRMAN. Are there any other questions?

Senator HILL. You definitely feel the set-up ought to remain like it is, certainly for the present?

Mr. JACOBSON. Yes. May I present another thing? There has been criticism of the high-school N. Y. A. program, saying that the projects were not good. I have addressed myself to that question vigorously, and have compiled a bulletin which contains over 100 illustrations of excellent projects which are going on in 22 States, and where cooperation between the school and the N. Y. A. is superior. I should like to leave this for the record and, if any of you gentlemen would like a copy, I would consider it a privilege to send you one.

The CHAIRMAN. I think we would all like one. There are 18 members of the Education and Labor Committee.

Mr. JACOBSON. I will be very glad to attend to that.

(The pamphlet referred to was filed with the committee, the foreword of which is as follows:)

FOREWORD

The National Association of Secondary-School Principals, in devoting this publication to work programs operated under the National Youth Administration, is making a distinct contribution toward the further coordination of programs for youth sponsored by the schools and the Youth Administration. The contents strikingly illustrate not only the important role which the schools are filling in the functioning of National Youth Administration, but also the kind of cooperation which is so sorely needed in these times, when every youth should be prepared to assume an important responsibility in preserving and improving our way of life. Significantly, this publication likewise presents additional clear-cut evidence that the world of the schoolroom and the world of the workshop are not separated by an unbridgeable gap.

The work programs described on the following pages are a fitting tribute to the vision of schoolmen who have recognized the need for work experience in the lives of young people. They, as local administrators of the student-work program and as sponsors of National Youth Administration out-of-school work projects, have made use of National Youth Administration work programs in order to enrich and broaden the scope of service to youth.

Work for young people is a tradition in America—it is a vital part of youth's development—and youth's boundless energies must be routed into constructive channels through work activities which are satisfying to the individual and beneficial to the community. The schools, and to a smaller degree the National Youth Administration, are dealing with the Nation's most potent resource—the millions of young men and women who will do the work, and if necessary fight the wars of the future. The two agencies are working in different areas, employing different methods, but are performing complementary functions in seeking to fulfill the same objective—a more orderly transition from adolescence to adult participation in the complex structure of modern life.

The material which Dr. Jacobson has assembled presents a cross section of National Youth Administration work programs, including both student projects and projects for out-of-school youth. The projects are as varied as the States of the United States, for they were planned locally to meet local needs. If these descriptions are helpful in enabling schools and communities better to fulfill their responsibility to youth, this issue will have been well worth-while.

AUBREY WILLIAMS,
Administrator, National Youth Administration.

Mr. JACOBSON. May I make one other comment? Just recently, Mr. Henry I. Willett from Virginia sent me a statement that the principals of Virginia had made a study of the average income in the families of recipients of N. Y. A. aid in the secondary schools in Virginia. That was \$532 and the number of persons in those families was a little bit more than six. I submit that unless they have some aid, those children cannot go to high school.

There was a similar study in New York, and there the family income, excluding relief clients, was \$967, and I should hate to try to send my children to a high school in New York on an income of \$900-odd.

The CHAIRMAN. What was the average number in the New York family, do you remember?

Mr. JACOBSON. Six.

The CHAIRMAN. Six there, too?

Mr. JACOBSON. Yes.

The CHAIRMAN. The Virginia study included both the colored and white?

Mr. JACOBSON. Yes, sir; and if you would like I can submit both of those for the record, because I have them with me.

The CHAIRMAN. We would like to have them.

Mr. JACOBSON. They are mimeographed statements signed by Mr. Henry I. Willett, for Virginia, and the one for New York is New York City and Long Island, which is probably the most expensive part of New York State; \$984.57 was the income and 66 percent had from four to seven persons in the family.

The CHAIRMAN. Both will be included in the record.

(The matter referred to is as follows:)

STATEMENT OF VIRGINIA SCHOOL WORK COUNCIL

We, the Virginia School Work Council, meeting in called session at Richmond, Va., this 14th day of February 1942, after careful deliberation and consideration of the facts collected from 617 school officials, urgently recommend the continuance of the National Youth Administration school work appropriation for reasons set forth hereunder.

1. At least 2,000 students will be forced to discontinue attendance in the Virginia public schools next year if they are not given National Youth Administration work, and at least 3,000 more will be forced to attend irregularly and under very great difficulty without this aid. The reduction in appropriations this year will cause the withdrawal of 661 students and has led to very irregular attendance on the part of a large number of other students.

2. The income of the average family of 5,392 public-school students who have had National Youth Administration work this year, has been \$532.01, and the average number in the family is 6.16. This condition will almost certainly continue as there is a large number of people in Virginia in the lower-income bracket whose income has not been increased proportionately to the increases in the cost of living. In many cases no member of the family except the student is able to do regular work. Farm laborers, tenant farmers, and subsistence farm owners have profited very little from the increase of the selling price of farm products. War industries are localized in a few areas. The larger part of the State has not greatly profited from these war industries.

3. Thirty-one percent of National Youth Administration school aid has gone to help needy Negro students. Their economic condition is bad. Only few have had the advantages of special training which equip them for skilled labor. Many Negro students have to pay bus transportation fees to and from school. Very few Negro schools have any labor assistance other than the National Youth Administration.

4. In addition to helping to relieve the economic conditions of students, who had been given National Youth Administration work, the National Youth Administration school-work program has been used both as a means of providing practical training for students, and as a means of securing for the school and the community much needed services, which the schools have been unable to render without this aid. The National Youth Administration school work appropriation is an educational fund, which has been strengthening democracy at one of its weakest points in that it has been making the less fortunate youth and their families, loyal American citizens.

HENRY I. WILLETT,
 Director of Instruction, Augusta County,
 Chairman, Virginia School Work Council.

On February 6, 1942, questionnaires were mailed to all division superintendents of schools and to the principals of all schools participating in the National Youth Administration school-work program. These school officials were asked to state the number of students who would discontinue school attendance this year because of the reduced National Youth Administration quota, and the number who would discontinue school next year if there were no National Youth Administration school-work funds. A total of 937 questionnaires were sent out; 619 replies were received—59 from superintendents and 560 from principals; 29 superintendents answered that they did not anticipate any drop-outs; 31 superintendents answered that this year 94 would drop out and next year 327; 253 principals answered that they did not anticipate any drop-outs; 307 principals answered that this year there would be 568 drop-outs, and next year there would be 1,127.

Total reported drop-outs this year..... 661
 Total reported next year..... 1,441

Adjusting these reports by one-third since only two-thirds answered, we obtain the following anticipated drop-outs due to insufficient National Youth Administration school-work funds:

This year..... 990
 Next year..... 2,181

Virginia National Youth Administration high-school pupils, by income per family, by size of family 1941-42

Family income (12 months)	Number of members in each family																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Under \$200.....	27	55	128	140	137	106	103	90	55	38	25	21	6	3	1			935
\$200 to \$399.....	2	44	174	199	236	223	168	144	102	76	41	37	11	6			1	1,464
\$400 to \$599.....	24	93	159	164	127	131	83	66	51	24	14	5	6	3	2			953
\$600 to \$799.....	19	74	120	126	113	99	86	67	32	25	10	5	4	3				783
\$800 to \$999.....	8	64	72	87	82	76	70	45	27	14	5	3	1	1				555
\$1,000 to \$1,199.....	5	13	39	40	34	34	28	19	18	10	3	2						245
\$1,200 to \$1,399.....	2	22	53	42	38	27	27	18	11	9	2	2	1					254
\$1,400 to \$1,599.....	1	4	14	20	18	20	15	4	7	5	1	2						111
\$1,600 to \$1,799.....				2	7	9	8	4	5	1	3	1						40
\$1,800 to \$1,999.....				1	3	8	5	2	3	4	2	1	1					30
\$2,000 to \$2,199.....			1	2	1	3	2	1			1	1						12
\$2,200 and over.....					1	2		1		1	3			2				10
Total.....	29	158	573	801	863	761	674	552	385	265	159	98	39	23	8	2	2	5,392

Average income of—	Average members in—
White family..... \$594.27	White family..... 6.09
Negro family..... \$44.47	Negro family..... 6.38
All families..... 532.01	All families..... 6.16

Virginia National Youth Administration Negro high-school pupils, by income per family, by size of family, 1941-42

Family income (12 months)	Number of members in each family																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Under \$200.....	5	20	52	55	51	46	57	37	28	17	20	17	4	3	1			413
\$200 to \$399.....	1	17	76	66	86	100	62	62	41	36	18	16	8	3		1	593	
\$400 to \$599.....		11	42	56	62	42	47	21	18	21	17	8	4	3	2	2	357	
\$600 to \$799.....		3	23	31	38	30	24	20	17	7	10	3		2	1		209	
\$800 to \$999.....		1	11	14	13	13	14	11	12	12	4	2			1		108	
\$1,000 to \$1,199.....		1	3	4	3		3	4	1	2							21	
\$1,200 to \$1,399.....				1	3	4			1	1	3		1				14	
\$1,400 to \$1,599.....				2			2	1	1	1							7	
\$1,600 to \$1,799.....				2				1				2					3	
\$1,800 to \$1,999.....										1	1	1					3	
\$2,000 to \$2,199.....																		
\$2,200 and over.....										1				1			2	
Total.....	6	53	207	229	256	235	209	157	119	98	73	49	18	12	5	2	2	1,730

Average income of family.....\$404.47
 Average members per family.....6.38

Virginia National Youth Administration white high-school pupils, by income per family, by size of family, 1941-42

Family income (12 months)	Number of members in each family																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Under \$200.....	22	35	76	85	86	60	46	53	27	21	5	4	2				522	
\$200 to \$399.....	1	27	98	130	150	123	106	82	61	40	23	21	3	3			871	
\$400 to \$599.....		13	51	103	102	85	84	62	48	30	7	6	1	3	1		596	
\$600 to \$799.....		16	51	89	88	83	75	66	50	25	15	7	5	2	2		574	
\$800 to \$999.....		7	53	58	74	69	62	59	33	15	10	3	3	1			447	
\$1,000 to \$1,199.....		4	10	35	37	34	31	24	18	16	10	3	2				224	
\$1,200 to \$1,399.....		2	22	52	39	34	27	27	17	10	6	2	1	1			240	
\$1,400 to \$1,599.....		1	4	12	20	18	18	14	3	6	5	1	2				104	
\$1,600 to \$1,799.....				2	7	9	8	3	5		1	1	1				37	
\$1,800 to \$1,999.....				1	3	8	5	2	3	4	1						27	
\$2,000 to \$2,199.....			1	2		1	3	2	1			1	1				12	
\$2,200 and over.....					1	2		1				3		1			8	
Total.....	23	105	366	572	607	526	465	395	266	167	86	49	21	11	3		3,662	

Average income per family.....\$594.27
 Average members per family.....6.09

DECEMBER 1, 1941.

SCHOOL-WORK PROGRAM 1941-42, NEW YORK CITY AND LONG ISLAND

ANALYSIS OF APPLICATIONS

The table below shows the family-income bracket in which the different-sized families of 14,181 students fall. Applications taken by teachers at 235 schools show complete information certified by parent and teacher. From these applications of students now employed by National Youth Administration funds the figures below were compiled.

The median number in the family is 5.1 persons. Excluding the unemployed (5,791) families, the median student family has an income of \$984.57 per year. If the unemployed are included, the median family income is \$639.56.

Of the total number of families, 37 percent are receiving relief from public-welfare agencies; 61 percent have incomes under \$800 per year; 71 percent have incomes under \$1,000; and 86 percent under \$1,250 2 percent have incomes of \$2,000 and over. If we consider the number in the families, we find 66 percent of the total are from four to seven persons, inclusive.

Number in family	Income of family of student												Total
	One or more in the family employed										Unemployed		
	\$1 to \$199	\$200 to \$399	\$400 to \$599	\$600 to \$799	\$800 to \$999	\$1,000 to \$1,249	\$1,250 to \$1,499	\$1,500 to \$1,749	\$1,750 t \$1,999	\$2,000 and over	No relief	Receive relief	
1.....	0	1	0	0	0	0	0	0	0	0	3	144	148
2.....	9	51	138	128	62	35	7	7	0	0	36	453	926
3.....	11	75	179	373	287	205	55	37	25	22	129	927	2,325
4.....	14	60	138	423	524	559	174	128	47	35	170	1,123	3,395
5.....	7	45	97	292	464	489	212	161	58	54	96	945	2,920
6.....	2	25	66	161	237	332	138	108	62	68	63	647	1,909
7.....	1	21	27	71	106	196	121	55	38	33	34	423	1,126
8.....	0	4	12	40	81	110	70	48	25	30	17	253	690
9.....	0	3	5	13	22	48	31	25	24	14	6	159	350
10.....	0	0	4	8	12	39	9	11	11	16	5	100	215
11.....	0	0	1	8	5	19	7	8	4	13	0	22	87
12.....	0	1	0	2	4	9	8	5	0	4	2	21	56
13.....	0	0	0	1	3	0	2	3	0	1	1	6	17
14.....	0	0	0	1	1	1	1	1	1	2	0	4	12
15.....	0	0	0	0	0	0	0	0	1	0	1	1	3
16.....	0	0	0	0	0	0	2	0	0	0	0	0	2
Total..	44	286	667	1,521	1,808	2,044	835	597	296	292	563	5,228	14,181

Senator PEPPER. Did I understand you to say a while ago that another study to which you referred showed it cost a minimum of about \$50 to send that low-income group child to a school?

Mr. JACOBSON. I said the average of all children who have been studied shows that it costs \$100 a year to buy books, even though there is no tuition. You have to buy books, you have to buy pencils, you have to have a bottle of soda pop once in a while, you ought to go to one or two football games during the season, and all of that sort of thing, and the low-income group could only spend \$50. They could not buy reeds for a clarinet, if they could afford to buy a clarinet. The doctor's son was spending something over \$140. This \$100 which a youngster now earns in high school makes up part of that difference.

Now, gentlemen, I want to tell you that my grandfather was an immigrant from Norway. When he came over here the Government gave him a homestead. That has been the financial backbone of our family for three generations. That is quite a little different from giving them \$6 a month, which is what we give these young people in the secondary schools now. I submit we haven't overpaid them.

Senator PEPPER. Thank you.

The CHAIRMAN. Thank you, Mr. Jacobson.

Mr. Patton, please.

(No response.)

The CHAIRMAN. Mr. Patton is evidently not present.

I have a group of letters that I will ask to have inserted in the record, if there is no objection.

(The matter referred to is as follows:)

570 LEXINGTON AVENUE,
New York, March 24, 1942.

Hon. ELBERT D. THOMAS,
United States Senate, Washington, D. C.

MY DEAR SENATOR THOMAS: First, let me confirm the receipt of a telegram from you this morning and my reply as follows:

"The Senate Committee on Education and Labor is holding hearings on the bill S. 2295 providing for termination of the Civilian Conservation Corps and the National Youth Administration. This committee would be pleased to hear your views on this bill Friday morning. Please wire me whether you can come."

"Answering your telegram this morning I came up from Florida especially to study some General Electric problems for 2 weeks and present my report at the regular director's meeting which takes place on Friday morning. After that it is quite necessary for me to return South for 10 days. Under the circumstances perhaps your committee will permit me in lieu of personal appearance to file a written statement of my views regarding the National Youth Administration or postpone such appearance until after April 13. Letter follows."

As the activities of the General Electric Co. are almost completely given over to war supplies direct and indirect, and the problems before me were important in that area, I felt that it was essential for me to deal with the matters here.

I am enclosing herewith a statement for the record such as I would ask permission to read in the record if I appeared before the committee in person.

I describe more fully in the enclosed statement the American Youth Commission.

Very respectfully yours,

OWEN D. YOUNG.

STATEMENT OF OWEN D. YOUNG, TO THE SENATE COMMITTEE ON EDUCATION AND LABOR, ON BILL S. 2295, PROVIDING FOR THE TERMINATION OF THE CIVILIAN CONSERVATION CORPS AND THE NATIONAL YOUTH ADMINISTRATION, MARCH 24, 1942

My name is Owen D. Young and I reside at Van Hornesville, in the State of New York. My qualifications to speak on the pending bill are as follows: (1) As chairman of the American Youth Commission; (2) as a member of the National Advisory Committee of the National Youth Administration; (3) as a member of the Board of Regents of the State of New York.

American Youth Commission: The American Youth Commission came into existence in 1935 when the American Council on Education appointed the members and they agreed to serve. As originally constituted, the commission included 17 members, of whom 12 have served continuously throughout the life of the commission. The Honorable Newton D. Baker was chairman from the beginning until his death in 1937. I served as vice chairman of the commission under Mr. Baker and became chairman after his death and served until the final report of the commission was made and its life terminated on December 31 last.

The members of the commission at that time were as follows: Owen D. Young, New York, chairman; Henry I. Harriman, Boston, vice chairman; Miriam Van Waters, Framingham, Mass., secretary; Will W. Alexander, Chicago; Clarence A. Dykstra, Madison; Dorothy Canfield Fisher, Arlington, Vt.; Williard E. Givens, Washington; George Johnson, Washington; Mordecai W. Johnson, Washington; William F. Russell, New York; Chester H. Rowell, San Francisco; John W. Studebaker, Washington; Henry C. Taylor, Chicago; Matthew Woll, New York; George F. Zook, Washington; and Floyd W. Reeves, director.

The American Youth Commission caused a study to be made by its staff of the activities of the Civilian Conservation Corps and of the National Youth Administration. The results of those studies and the views of the commission on them were embodied both in interim and final reports of the commission. Those reports can be made useful to this committee best by obtaining a summary of them from Dr. Floyd W. Reeves, the director of the American Youth Commission.

Broadly speaking, it may be said that the commission felt that both the Civilian Conservation Corps and National Youth Administration had rendered an extraordinarily useful service to the youth of the Nation during the period when there was great unemployment in the country and greatly diminished opportunity for youth to be absorbed in private industry or any of the usual public-work programs. It seemed fairly clear that it would be advisable to continue such agencies as the Civilian Conservation Corps and National Youth Administration, perhaps in consolidated form, during the period of diminished unemployment for the following reasons:

First, because the organization had acquired very considerable experience in dealing with unemployed youth which would be invaluable in the future, if and when, as seems likely, the Nation will again face a period of unemployment at the close of the year.

Second, because notwithstanding there is practically full employment opportunity for all boys in the Nation, there are large areas in which the boy is far removed not only from the employment, but also from the training needed to acquire the basic skills precedent to employment.

Third, there is still great need to train girls everywhere.

Fourth, because the work programs of National Youth Administration for youth in school and in college are needed now as much as ever; perhaps, so far as the colleges are concerned, more than ever. This aspect of the matter, I will speak of later.

II. National Advisory Committee, National Youth Administration: I assume that the membership of the National Advisory Committee has already been listed in your hearings so I will not repeat it here.

Reports of the activities of the committee have been made from time to time and can be best made available for the use of your committee by Charles W. Taussig, the Chairman of the National Advisory Committee.

III. Board of Regents, State of New York: The Board of Regents of the State of New York have, under the constitution, the control and direction of all of the educational activities of the State. All public schools of all grades are subject to its jurisdiction and also, to a slightly more limited extent, all privately endowed colleges and private schools, including the parochial schools. The board has naturally watched with the greatest interest the aid which National Youth Administration has rendered through its work programs to in-school and in-college students throughout the State. It believes that work programs have a value in education which many professional educators failed to realize before the need arose for National Youth Administration for aid to students.

That need continues today and is especially acute in the case of the colleges. The war is taking many young men from the colleges. This drain is especially severe on the small privately endowed colleges of the conventional type which do not have schools of engineering or similar professional training. Many of these colleges rely largely for their support and maintenance on tuition fees and the war drain, if continued, as seems likely for some years, will practically force suspension or partial paralysis of their valuable activities.

Under such circumstances, it is highly desirable, in the interest of the Nation, that all young men not needed in war activities either because of physical limitations or because they are under age should, if qualified, be encouraged and enabled to take college work. If such aid as National Youth Administration has given can be continued and enlarged, it would, to a considerable extent, insure the maintenance of the student roll so as to permit these small institutions to continue. That procedure is not only in the interest of the colleges, which are a vital part of the educational system of the Nation, but in the general interest as well. Looking forward to the future, we cannot afford to reduce unnecessarily the number of college trained men. We shall need them too much in many fields. We shall need them as teachers, as members of the learned professions, as members of the Government and in society everywhere.

While it is undoubtedly true that there is a general increase in family incomes, there will be found many cases in which family resources are diminished by reason of war services.

I should wish to urge the continuance of National Youth Administration as an agency to carry on work programs in the schools and colleges of the Nation. Whatever criticism may be made, looking backward, of some of the other activities of National Youth Administration (and personally I do not believe they are more than might have been expected in a new venture) it is true in the areas with which I am familiar that student aid has been wisely and economically administered. The student aid has rendered unique and irreplaceable service to something like 2,000,000 young people.

There is an opportunity for it to render equal or even greater service in the years immediately ahead.

There is another aspect of this aid to college students which I regard as extremely important. The colleges are quite generally adopting full-year programs in place of the traditionally 36 or 40 weeks. In this way they hope to reduce the time in college from 4 years to 3. The importance of saving that additional year is very great, and especially so now when we need to fill and keep full the certain professional schools such as those in medicine, for example, where a great shortage is threatened if the war continues. The great barrier to the 3-year course lies in the limited financial resources of many students. Under the 4-year regime, they could work during the summer vacations and frequently from their earnings supply that additional narrow margin which was enough to keep them in college. Insofar as it is possible to do so, I would like to see the work programs fostered by National Youth Administration so developed that these students of limited means could do their work and complete their course in 3 years. That will bring out college-graduated manpower more rapidly and make it available for earlier use.

I am quite aware of the criticism that in some institutions it is charged that the work is artificially made and therefore colorable only, and that the result is to give students the idea that the Government will take care of them. While instances of this kind may well be found and used as horrible examples, I think our investigation in New York State shows that, for the most part, it has been useful work and extremely helpful to the colleges.

This student aid is a matter of major importance to the colleges in maintaining students, to society in enabling many students to get an education who could not otherwise do so, and in these times particularly to the entire morale of the country. I hope we shall not impress men into our military services and at the same time fail to provide adequate educational aids to their sons or brothers who are left at home. There should be an opportunity for every boy who is competent to do the work to get a college education if he desires it. We must not, in these years ahead, leave colleges open only to boys whose families are rich. I know it will be said that that is a large financial order but, as a matter of fact, it is not. Anyone familiar with this problem in the colleges will tell you that ridiculously small sums frequently make the difference between a boy staying in or going out. After all resources have been strained to the utmost of family, friends, and college in aid of a student, additional sums as low as \$50, \$100, or \$200 not infrequently determine the question of whether the boy can complete his course. When we think we have saved a few million dollars in the education of our most promising children, I venture the statement that it is the most wasteful saving that can be made.

I recommend that the National Youth Administration be continued not only because it is, as in the case of the Civilian Conservation Corps desirable to conserve for future needs the experience gained in the last few years, but because there is an important job for it to do right now in its work program for girls and for its training and student aid program for boys.

For the student-aid program there must be Federal funds, and if it is to be a work program, as I think it should, there is no other organization which has the necessary experience and enthusiasm to carry on such projects.

THE F. H. LAWSON CO.,
Cincinnati, Ohio, March 20, 1942.

HON. ELBERT D. THOMAS,
Senate Office Building, Washington, D. C.

DEAR SENATOR THOMAS: May we add our voice to the many who have urged the termination of the Civilian Conservation Corps and the National Youth Administration?

Frankly, we feel that these two agencies have, more or less, outlived their usefulness now that we are in a shooting war. We believe that the activities of these two organizations should be handled by the War Department or the Office of Education.

The time for frills in Government passed on December 7, last.

Very truly yours,

THE F. H. LAWSON CO.,
F. H. LAWSON,
Secretary-Treasurer.

TRUSCON STEEL CO.,
New York, N. Y., March 23, 1942.

The Honorable ELBERT D. THOMAS,
Washington, D. C.

DEAR SIR: I understand your Committee on Education and Labor is beginning hearings today on Senator McKellar's bill (S. 2295) to terminate the National Youth Administration and Civilian Conservation Corps.

There is no question in my mind but what these two organizations the past few years have been beneficial and helpful, but now with the war on and the necessity of us doing all we can to win this war prompts me to suggest that we should eliminate, if possible, in their entirety these two agencies at least for the emergency or duration of the war. I cannot feel there is any necessity for their continuation at the present time, and I hope you will use your effort and influence to get this bill through to terminate these two agencies.

Yours very truly,

C. C. LOVELAND,

YOUTH SUBCOMMITTEE, NEW YORK CITY AND
LONG ISLAND ADVISORY COMMITTEE,
NATIONAL YOUTH ADMINISTRATION,
March 24, 1942.

The Honorable ELBERT D. THOMAS,
United States Senate, Washington, D. C.

MY DEAR SENATOR THOMAS: We, a group of young citizens in this area, were selected by our respective community organizations and associations to represent the point of view of all youth in the various groups from which we come. Therefore, we represent a cross section of youth opinion throughout New York City.

In this capacity we are appealing to you, the elected representatives of the citizens of the United States. We want to protest vehemently against a bill which is before you, which provides for the termination of the National Youth Administration and the Civilian Conservation Corps.

These two agencies were established to help the youth of the United States. They have accomplished their job ably and well. Here in New York City we have seen the National Youth Administration defense-work centers. We have seen how these centers have given outstanding preemployment defense training to the young people of the city; 17,000 of them left the National Youth Administration work program last year and went directly into jobs in industry. In this hour of great peril, industry itself has profited; 17,000 more young people were ready and trained to enter its jobs last year, than if there had been no National Youth Administration. The saving to industry is, therefore, obvious.

In this hour of great emergency, any agency which has saved us time, or has made more trained manpower available now, to produce the weapons, planes, ships, which are so urgently needed today, should under no condition be abolished.

National Youth Administration is giving no fancy theoretical training. It is giving training by real work, producing materials, needed urgently by the Army and Navy. It is serving two purposes; training young people on a real productive job and producing the vital materials now so urgently needed by the armed forces.

Great Britain learned after the war began that the only solution to training workers for the war industries was by just such defense-training centers as National Youth Administration was foresighted enough to establish before the United States entered the war.

We cannot afford to ignore the lessons learned by the British. We cannot afford to make the costly mistake of creating new defense agencies, or to lose the 6 months or a year required to get a new agency organized and functioning effectively. We, the youth, want the National Youth Administration student-work program also to continue. We do not want outright gifts or loans or relief. We want to work and earn our money so we can get our high-school and college education.

Vote against the McKellar bill, S. 2295.

Very truly yours,

(MRS.) GRACE S. CANE,
Chairman, Youth Subcommittee.

STUDENT LEAGUE OF AMERICA,
New York City, March 24, 1942.

HON. ELBERT D. THOMAS,
United States Senate, Washington, D. C.

DEAR SENATOR THOMAS: Speaking for the Student League of America, I have been asked to write telling you of our deep concern regarding the immediate threats facing the National Youth Administration. Students from our 66 chapters all over this country have been writing asking that we get in touch with you and other Senators to ask you to try and help save this worth while and needed agency. The National Youth Administration, as you are well aware, has made such remarkable progress and achieved so much in its short existence that we would consider it a grave loss to the progress that has been made during the last 8 years.

We hope that you will give this letter and appeal your earnest and thoughtful consideration.

Respectfully yours,

PRISCILLA TRICK,
Executive Secretary.

[Telegrams]

MARIETTA, GA., March 24, 1942.

Senator ELBERT D. THOMAS,
Chairman, Senate Committee on Education and Labor,
 Washington, D. C.

Long observation and cooperation with the National Youth Administration has convinced us that it has and is serving a purpose which no other agency is prepared to do and we most earnestly request that no move be made to discontinue this necessary training program. The youth of this country is in need of the training that the National Youth Administration is furnishing and has taken advantage of every opportunity offered and as a result are developing into worthwhile citizens.

CITY OF MARIETTA,
 By JOHN W. LEWIS,
Mayor pro tem.

FEDERAL SECURITY AGENCY,
 Washington, March 24, 1942.

HON. ELBERT D. THOMAS,
Chairman, Committee on Education and Labor,
 United States Senate, Washington, D. C.

MY DEAR MR. CHAIRMAN: Reference is made to your letter of February 24, 1942, requesting a report relative to S. 2295, a bill to provide for the termination of the National Youth Administration and the Civilian Conservation Corps.

Although the primary purpose for which these two agencies were established (i. e., the extension of opportunities for work and education to needy young people) no longer requires the consideration accorded it in time of limited industrial activity, it has been found that both the Civilian Conservation Corps and the National Youth Administration are readily adaptable to present demands, and they have, in fact, already taken their places in contributing materially to the war effort.

Probably the most urgent present need of the over-all defense program is for the provision of trained workers to industry. In meeting this need the Civilian Conservation Corps and the National Youth Administration are both highly efficient and effective producers. Both agencies have on hand, and are using in acceleration, equipment and personnel which can and is supplying to industry, as well as to the armed forces, young people who have been disciplined to regular work and trained in special skills.

Since the beginning of the national-defense program in mid 1940 the National Youth Administration has followed the policy of converting all its facilities to the training of war workers. By April 1, 1942, this transition will be complete. The program which will be operated during the last 3 months of the current fiscal year will be geared solely to war purposes. It is contemplated that this same program will be continued for the next fiscal year, for, if it is not so continued, other arrangements for the provision of this training will have to be established.

The National Youth Administration program now in operation provides primary work experience which is strictly limited to trades required by war industries. Concurrently, the youth are given systematic vocational training in classes conducted under the regular national defense training program. Further, many young people are enabled to attend school in preparation for more productive employment.

As an incident to its highly important training program the National Youth Administration is actually producing large quantities of essential materials for the military service such as hand tools, gun parts, machine parts, containers, and miscellaneous items. By so doing the National Youth Administration is approaching the maximum in expending its funds entirely for war purposes.

Early in February of this year the Civilian Conservation Corps was placed on a full time war-work basis. The Corps is now limited entirely to construction projects on or in the immediate vicinity of military reservations and contributing directly to the operations of the armed forces and projects for the protection and development of natural resources essential to the war effort. All camps not engaged in or adaptable to such projects have been or are being closed and only camps to be assigned to such projects are being opened.

Further, under section 901 of the Second War Powers Act, 1942, the Civilian Conservation Corps, to the extent necessary, is to be assigned to protect the

munitions, aircraft, and other war industries, municipal water supply, power, and other utilities, and to protect resources subject to the hazards of forest fires.

It is to be noted that the Civilian Conservation Corps while engaging in the several essential war-work projects to which it has been and is being assigned also contributes training and discipline of great importance to the all-out war effort. The Corps is a natural and highly efficient training field. Its enrollees not only receive regular vocational training, and general education designed to raise all to the minimum Army requirement of fourth grade, but it gives the boys' essential work experience. They learn the discipline of regular employment which prepares them to hold that first job without the strain and economic loss that ordinarily accompanies an initial breaking-in period. They also learn camp life including correct personal and group hygiene habits, which fits them peculiarly for military training when they attain the age for selection for service in the armed forces. Civilian Conservation Corps training has long since proven itself as of tremendous value in both the industrial and military fields.

As another byproduct of its regular operations the Civilian Conservation Corps provides an excellent rehabilitation service in preparing men for the Army. Numerous selective service rejectees are physically fit for service in the Civilian Conservation Corps. With proper diet, regular habits, and incidental corrective treatment large numbers of them are enabled to overcome their physical deficiencies and are made available for military service.

Further, the Civilian Conservation Corps is an organization of immeasurable potential value in case of disaster. The Corps has proven itself in forest fires, wind storms, and floods. It is an ever available and efficient organization of trained men that can be immediately brought to the scene of a calamity for emergency work. This is of particular interest in the face of possible air raids, other enemy action, or necessitous evacuation activities. It is thought that it would be well worth while to maintain some organization which would be immediately available in case of such emergencies.

In view of the value of both National Youth Administration and the Civilian Conservation Corps in contributing to the war effort, enactment of S. 2295 is not recommended.

While I have received no reply from the Bureau of the Budget to a letter dated March 13, 1942, relative to this bill, I am advised by the President under date of March 18 that enactment of this bill would not be in accord with his program.

Sincerely yours,

PAUL V. McNUTT, *Administrator.*

CITY OF KANKAKEE,
March 25, 1942.

COMMITTEE ON EDUCATION AND LABOR,
United States Senate, Washington, D. C.

GENTLEMEN: I wish to take this opportunity, as a Republican member of the City Council of Kankakee, to express my opinion concerning the National Youth Administration.

It is my measured opinion that this organization is doing splendid work in transforming boys and girls into good products for our national defense industries.

It would be a genuine tragedy if the work of the National Youth Administration were curtailed or eliminated.

Sincerely yours,

EARL L. BETOURNE,
Alderman, Seventh Ward, City of Kankakee.

AUBURN CHAMBER OF COMMERCE,
COMMITTEE ON NATIONAL LEGISLATION,
Auburn, N. Y., March 26, 1942.

HON. ELBERT THOMAS,
United States Senate, Washington, D. C.

DEAR MR. THOMAS: As chairman of the Senate Committee on Education and Labor:

In times of need our Government becomes generous in helping the unfortunate. But when the need passes those beneficiaries are quite prone to still expect aid, even to look upon the benefaction as a contractual obligation.

Now this country is at war! Its very life is threatened!

The need for the National Youth Administration and the Civilian Conservation Corps are largely passing or have passed, and what remain of such need, we believe may easily be cared for by other agencies.

Your committee will, we trust, consider these suggestions and if large economies can be secured, the savings will be accredited to your efforts as a great contribution to the national welfare.

May the above be inserted in the record.

Very respectfully submitted.

Sincerely yours,

CHARLES G. MEAKER.

The CHAIRMAN. The hearing will stand in recess until Monday morning at 10:30.

(Whereupon at the hour of 12:50 p. m., the committee recessed until Monday, March 30, 1942, at 10:30 a. m.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

MONDAY, MARCH 30, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in the caucus room, Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Elbert D. Thomas (chairman), Pepper, Hill, Schwartz, Rosier, Doxey, Ball, and Aiken.

Also present: Senators McKellar and McCarran.

The CHAIRMAN. The committee will come to order. General Ulio, please.

STATEMENT OF MAJ. GEN. JAMES A. ULIO, THE ADJUTANT GENERAL, UNITED STATES ARMY, ACCOMPANIED BY LT. COL. W. N. WHITE

The CHAIRMAN. General, for the record will you state your name and your title, and then proceed as you wish.

General ULIO. Maj. Gen. James A. Ulio, The Adjutant General of the Army, War Department representative on the C. C. C. Advisory Council. Colonel White, who is with me, has charge of the C. C. C. Division of The Adjutant General's Office.

The Civilian Conservation Corps contributes to the war effort of the United States: (a) By work on war projects on military reservations; (b) by the conservation features of the Civilian Conservation Corps program.

Civilian Conservation Corps companies were first allocated to military reservations in the late summer of 1940. By January 24, 1941, 18 camps had been approved by the Director, Civilian Conservation Corps, for allocation to projects on military reservations and requests for an additional 12 were in process for approval. The contribution of the companies was so valuable that the Director was requested to approve the allocation of 25 additional companies to military reservations. By December 13, 1941, 55 companies were at work. The projects did not include post or camp maintenance work nor were they solely fire-protection projects.

On December 17, 1941, the Secretary of War requested the Director, Civilian Conservation Corps, to make immediately available, at the direction of corps area commanders, any or all Civilian Conservation Corps companies for constructing, maintaining, and repairing facilities of urgent military and strategic necessity.

The CHAIRMAN. General, you used the word "company." That corresponds to the old C. C. C. word of "camp," does it?

General ULIO. The C. C. C. company of 200 men.

The CHAIRMAN. That is the camp?

General ULIO. Yes; the camp. There are now 102 companies allocated to military reservations of which 87 are at work. In addition, requests for 74 additional companies are in process for approval.

The companies are working in all of the 9 corps areas divided between Corps areas as follows:

First Corps Area, 2; Second Corps Area, 8; Third Corps Area, 11; Fourth Corps Area, 43; Fifth Corps Area, 3; Sixth Corps Area, 0—3 approved; Seventh Corps Area, 5; Eighth Corps Area, 5; Ninth Corps Area, 10.

The projects on which they are engaged are:

- Construction of narrow-gage railroads.
 - Construction and repair of roads and bridges.
 - Construction of fire breaks and lookout towers.
 - Construction of truck trails for fire suppression.
 - Construction of training aids, such as bayonet courses, rifle ranges, antitank ranges, pistol ranges.
 - Constructing telephone lines and power lines.
 - Fencing military reservations.
 - Clearing wooded areas for fire prevention.
 - Clearing maneuver and impact areas.
 - Clearing, grading, and seeding or sodding landing fields for aircraft.
 - Drainage.
 - Mosquito control—includes measures of control other than drainage such as spraying of breeding areas with larvicides.
 - Soil erosion control by means of grading, seeding, and riprapping where stream control is required.
 - Topographic mapping and survey.
 - Removal of and salvage of material from abandoned buildings on military reservations.
 - Construction of safety paths and roads at arsenals.
 - Erosion control on storage igloos at ordnance plants.
 - Operation of sawmills.
- All work performed is directed by the post commander or his representative, but is supervised by one of the technical services.

The conservation features of the Civilian Conservation Corps program contributes to the war effort through work on public domain in the preservation of forests, watersheds, and grazing areas. This is accomplished by clearing, reforestation, soil-erosion control, and development of water supply. In addition, the location of companies along the coast lines, particularly on the Pacific, makes available trained crews for fire suppression. This contribution is directed by the United States Department of Agriculture and the United States Department of the Interior and supervised by the services and bureaus of each department.

The War Department feels that the Civilian Conservation Corps companies on military reservations release enlisted men from non-military duties and enable these men to confine their activities to combat or other training or duty. We find that the C. C. C. training is most helpful when an enrollee enlists or is inducted into the military service, and we find that they, in short order, after their basic train-

ing, quite often become noncommissioned officers. They have the advantage of the C. C. C. training and living in groups, they have discipline and respect for authority, which we feel makes the enrollee a better soldier in the Army.

That is about all I have in this statement, sir.

The CHAIRMAN. Any questions?

Senator MCKELLAR. I would like to have your memorandum, if I may.

General ULIO. Yes, sir.

Mr. Chairman, I have several of my assistants here who can answer the fine points on some of the questions that may be asked, the answers to which I do not have readily at my fingertips.

Senator MCKELLAR. Well, General, I will ask you some questions and then, if you cannot answer them, we will ask the others.

General ULIO. Yes, sir.

Senator MCKELLAR. General, how many boys from the C. C. C. camps have enlisted in the Army?

General ULIO. Have you that available?

Colonel WHITE. Yes, sir.

Senator MCKELLAR. Will you give the number?

Colonel WHITE. Yes, sir; 2,069 enrollees enlisted or were inducted during the period December 10 to March 10.

Senator MCKELLAR. Out of how many?

Colonel WHITE. The strength on the 31st day of December was, I believe, 104,000.

Senator MCKELLAR. And out of 104,000, 2,069 have enlisted?

Colonel WHITE. Or have been inducted.

Senator MCKELLAR. Or have been inducted?

Colonel WHITE. Yes, sir.

Senator MCKELLAR. Do you know how many have been inducted and how many have enlisted?

Colonel WHITE. No, sir; I can get that.

General ULIO. We can get that for the Senator and enter it in the record.

(The statement referred to is as follows:)

The percentage of enrollees registered under the selective service for each registration

	<i>Percent</i>
Oct. 16, 1940: Juniors (21 to 35).....	17.3
July 1, 1941: Juniors (reached 21).....	4.3
Feb. 16, 1942: Juniors and veterans (20 to 44).....	12.1

Number of Civilian Conservation Corps enrollees who have enlisted in the armed forces in the last 18 months

July 1, 1940, through Feb. 28, 1942.....	17,481
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Civilian Conservation Corps enrollees enlisted in the armed forces and inducted into the U. S. Army

Dec. 10, 1941 to Mar. 20, 1942:	
Enlisted.....	2,362
Inducted.....	578
May 1941 to Dec. 31, 1941:	
Enlisted.....	5,033
Inducted.....	2,582
July 1, 1940, to Apr. 30, 1941:	
Enlisted.....	10,086
Inducted.....	1,715

The CHAIRMAN. The 2,000 which you mentioned there, Colonel, that is for a period of 3 months?

Colonel WHITE. That is a period of 3 months; yes, sir.

Senator McKELLAR. What is the average age of those?

Colonel WHITE. The average age of the Civilian Conservation Corps enrollee now is 18 years and 4 months. That excludes veterans.

Senator McKELLAR. Does that exclude the men of the first World War?

Colonel WHITE. That excludes the veteran enrollees; yes, sir.

Senator McKELLAR. 18 years and what?

Colonel WHITE. Four months.

Senator McKELLAR. How many have you over 20 years of age?

Colonel WHITE. That I do not have. I think it can be obtained.

Senator McKELLAR. Could you get that for me?

General ULIO. Yes; I could get that for the record.

Record of enrollment for second quarter, fiscal year 1942, indicated that 11.7 percent of the enrollees were over 20 years of age. On March 20, 1942, there were 72,714 junior enrollees in the Corps. Using the quoted percent as a basis, there would be 8,507 enrollees over the age of 20 in the Civilian Conservation Corps on March 20, 1942. This number is in addition to 20,676 veterans.

Senator McKELLAR. Would you be good enough also to let us know how many have the local boards been asked to excuse because of being in the Civilian Conservation Corps?

Colonel WHITE. They may not be excused because of service in the C. C. C., sir.

General ULIO. They cannot be excused, sir.

Senator McKELLAR. You say you do not know exactly now how many you have over 20, but certainly out of this 104,000 you have a great many over 20.

Colonel WHITE. Yes.

The CHAIRMAN. What is the normal C. C. C. age? From 17 to 20, is it not?

Colonel WHITE. From 17 to 24, sir.

The CHAIRMAN. To 24?

Colonel WHITE. Yes.

Senator McKELLAR. And only 2,000 out of 104,000 boys have enlisted?

General ULIO. Or inducted; yes, sir.

Senator McKELLAR. Have you got the figures about N. Y. A., too?

General ULIO. No, sir; I do not have that.

Senator McKELLAR. You do not have the figures about N. Y. A.?

General ULIO. No, sir; I do not have anything to do with it.

Senator McKELLAR. You are just talking about C. C. C. camps. How many camps have you in the States? I doubt if you have the figures now, but you can furnish them for the record, can you not?

General ULIO. Yes, sir; we can.

Senator McKELLAR. In the State of California, Oregon, Washington, Idaho, Montana, Utah, Nevada, Wyoming, Colorado, Arizona, and New Mexico?

General ULIO. Yes, sir.

(The statement referred to is as follows:)

<i>Number Civilian Conservation Corps camps in following States</i>			
California-----	32	Wyoming-----	11
Oregon-----	23	Colorado-----	15
Washington-----	18	Arizona-----	9
Idaho-----	19	New Mexico-----	16
Montana-----	15		
Utah-----	14	Total-----	183
Nevada-----	11		

Senator MCKELLAR. You spoke of those around camps. How many in camps have you now, or did you have on the 1st of December 1941?

Colonel WHITE. How many enrollees in the camps?

Senator MCKELLAR. How many C. C. C. men in military camps or military reservations?

The CHAIRMAN. I can give those figures quite readily.

Senator MCKELLAR. I would like to have them.

The CHAIRMAN. General Ulio said there were 74 camps on military reservations. If they average about 250 it would be 18,500.

Senator MCKELLAR. 200 to a camp, that would be 14,800.

The CHAIRMAN. Yes.

Senator MCKELLAR. What would be the cost of keeping up those 74 camps of 200 each? What would be the cost of keeping them on military reservations?

General ULIO. I think Major Nuss will probably be able to answer that.

Maj. R. W. NUSS (Finance Department). They were running this year on an average of about \$1,060 per year.

Senator MCKELLAR. Per year or 6 months?

Major NUSS. Per year. That is the over-all cost per enrollee.

Senator MCKELLAR. The over-all cost for 6 months last year was \$1,004. Has it decreased since then?

Major NUSS. Last year's costs were a trifle lower than this year.

Senator MCKELLAR. Last year's costs, as I recall it, were only for 6 months.

Major NUSS. No, sir. That is for a year.

Senator MCKELLAR. That is for a year?

Colonel WHITE. Yes, sir.

Senator MCKELLAR. So that if there are 200 in a camp it would cost \$212,000. If you keep the 74 camps—

General ULIO. We have planned on 176. There are 102 allocated to the reservations, 87 at work, and 74 more requested; so it would be a total of 176, Senator.

Senator MCKELLAR. A total of 176. How many of those have you actually started?

General ULIO. 87.

Senator MCKELLAR. So if there were 87 camps it would cost \$18,400,000. You gave a statement here.

General ULIO. Yes, sir.

Senator MCKELLAR. That you used them to build narrow-gage railroads. Are they under your direction, General?

General ULIO. They are under the direction of the commander of the local post. We assign them to the military reservations. They must first submit a project for which they desire the company. That

comes to me; then goes to the Director, then comes back to me, and the company is then allotted to that post under the post commander to carry out the approved project.

Senator MCKELLAR. Do you have any idea how many are actually used for building narrow-gage railroads? Can you give us that figure? I would like to have that.

General ULIO. That can be obtained.

Senator MCKELLAR. You haven't that with you?

General ULIO. No, sir; we haven't it here.

Colonel WHITE. I know of one camp that is building a narrow-gage railroad.

Senator MCKELLAR. You know of one camp that is building a narrow-gage railroad?

Colonel WHITE. Yes.

(The list of camps where such construction is in progress is as follows):

Construction of narrow-gage railroads:

Camp Blanding, Fla.....	2
Fort Jackson, S. C.....	1
Camp Polk, La.....	1
Hunter Liggett Military Reservation, Calif.....	1
Total.....	5

Senator MCKELLAR. Do you have any idea whether or not this same work could not be done by the Army with its civilian employees just as well or better than it could be done by the camps?

General ULIO. I would not say that, Senator.

Senator MCKELLAR. I will ask you this, General: Is it not true that the C. C. C. organization has been very insistent upon building more camps at Army posts lately?

General ULIO. Well, at our request.

Senator MCKELLAR. Was it at your request?

General ULIO. Yes; it was at our request, Senator.

Senator MCKELLAR. Just give us, without referring to these various items that you speak of, just give us your reasons as to why you would prefer these men in the Civilian Conservation Corps camps? Is that because they had experience in the last war, that 27,000 of them?

General ULIO. Well, some of them, and the fact that they are organized and work well with the military people. They are a trained organization and we feel they can do the work to our entire satisfaction.

Senator MCKELLAR. Would not you prefer, as a rule, to have those who are in the camps because they were enlisted in the last war, World War, or the first World War? Would not they be of more value to you?

General ULIO. You mean the veterans?

Senator MCKELLAR. The war veterans that are with you. There are 23,000 of them. Could not they be of very much greater service to the Army as an Army? I am talking about an Army as an Army now, an Army of fighting men. Would they be of more value to you in doing this work than the younger boys?

General ULIO. Well, not necessarily, sir.

Senator McKELLAR. Well, you say "not necessarily." Ordinarily would not men of experience, who had been in the Army, and probably many of them doing the very things that you now wish them to do, had experience in doing the very things that you now wish them to do, do not you think they would be better?

General ULIO. Well, we have to consider, in some of the work that is being done, Senator, that the veterans are fairly well along in years.

Senator McKELLAR. Well, as I recall, many of the young men in these camps are not laborers. I was born in the country, General.

General ULIO. Yes.

Senator McKELLAR. Near to a village. A lot of these young men are what were known as young men about town, young boys about town, that did not have anything else to do, and in order to give them employment these camps were instituted, and did a fine work when there was a lack of employment, but now there is no lack of employment, is there?

General ULIO. No; I understand not.

Senator McKELLAR. It would seem to me that boys 18 years old, or between 18 and 19 years old, would not be as serviceable to the Army—I am looking at the Army purely as a fighting force.

General ULIO. Yes; I understand.

Senator McKELLAR. I want to point out at this point that no man on earth is more in favor of our Army accomplishing things in this war than I am.

General ULIO. I know, Senator.

Senator McKELLAR. I think everything—everything—not one thing, not two things, not three things, but everything and everybody ought to have but one idea in this war, and that is to win it.

General ULIO. I agree, sir.

Senator McKELLAR. And let all other things go.

General ULIO. Yes, sir.

Senator McKELLAR. And that is why I think we should do away with those things that are not vital to the war. Now, if you did not get these young men in the camps you would be able to get people to serve in the capacities you speak of. You have no trouble in the other Army camps, have you?

General ULIO. I will put it this way, Senator: We might get some civilian employees, but the use of these C. C. C. companies on the reservations, as I said, releases the soldiers from doing non-military duty, what we call special duty assignments.

Senator McKELLAR. That brings me to another question that is very important. War is a hardship.

General ULIO. Yes, sir; it is.

Senator McKELLAR. And soldiers ought to be able to do most everything that their hands find to do in a fight like this.

General ULIO. Yes, sir.

Senator McKELLAR. Would not it be most advisable to have some of these soldiers do the laborious things that you speak of, that you now put the young men, or the elderly men, in the C. C. C. camps to do, would not it be infinitely better to have it all under the Army, and would not you get better results, and do it at less pay?

General ULIO. Well, the thought that comes to me is the fact that we want the soldier to be trained in his combat duty.

Senator McKELLAR. Yes.

General ULIO. And we harden him by our process of training for that combat duty.

Senator McKELLAR. Yes; but you recall that during the First World War—I imagine you were in that war?

General ULIO. Yes sir; I was.

Senator McKELLAR. And I was a civilian in that war. I was in the Senate at that time.

General ULIO. Yes, sir.

Senator McKELLAR. And have a very considerable knowledge of what took place. You remember we had many companies formed?

General ULIO. Yes.

Senator McKELLAR. Who did this very thing, and it apparently worked out very well. Is not that true?

General ULIO. Yes.

Senator McKELLAR. And we won the war, anyhow.

General ULIO. Yes, sir.

Senator McKELLAR. That is what we want to do this time; we want to win the war.

General ULIO. You are correct in that; yes, sir.

Senator McKELLAR. Now, how many camps in the country have you that have not civilian camps near? I mean, how many posts, not how many camps.

General ULIO. I will have to get that tabulated for you, Senator.

Senator McKELLAR. You haven't got it here?

General ULIO. I haven't got it handy.

Senator McKELLAR. I would like for you to give us a list of posts and show which ones have the 87 camps.

General ULIO. We better list, Senator, the posts that will have the 176 camps, I think it is.

Senator McKELLAR. You can do that?

General ULIO. Yes.

Senator McKELLAR. But I want the 87.

General ULIO. I see.

(The statement referred to is as follows:)

Number of camps by State

Second Corps Area:		Fourth Corps Area—Continued.	
Connecticut.....	1	Mississippi.....	14
Maine.....	2	North Carolina.....	29
Massachusetts.....	1	South Carolina.....	15
New Hampshire.....	2	Tennessee.....	15
Rhode Island.....	1	Fifth Corps Area:	
Vermont.....	2	Indiana.....	14
Delaware.....	1	Kentucky.....	19
New Jersey.....	9	Ohio.....	10
New York.....	13	West Virginia.....	9
Third Corps Area:		Sixth Corps Area:	
District of Columbia.....	1	Illinois.....	15
Maryland.....	11	Michigan.....	14
Pennsylvania.....	9	Wisconsin.....	13
Virginia.....	27	Seventh Corps Area:	
Fourth Corps Area:		Arkansas.....	10
Alabama.....	15	Iowa.....	8
Florida.....	10	Kansas.....	6
Georgia.....	19	Minnesota.....	12
Louisiana.....	15	Missouri.....	22

Number of camps by State—Continued

Seventh Corps Area—Continued.		Ninth Corps Area:	
Montana.....	3	California.....	32
Nebraska.....	6	Idaho.....	19
North Dakota.....	5	Montana.....	12
South Dakota.....	7	Nevada.....	11
Eighth Corps Area:		Oregon.....	23
Arizona.....	9	Utah.....	14
Colorado.....	15	Washington.....	19
New Mexico.....	16	Wyoming.....	5
Oklahoma.....	12		
Texas.....	22	Total.....	600
Wyoming.....	6		

Civilian Conservation Corps companies on military reservations

SECOND CORPS AREA	Number of companies	FOURTH CORPS AREA—CON.	Number of companies
Camp Edwards, Mass.....	1	Camp Shelby, Miss.....	2
Fort Ethan Allen, Vt.....	1	Camp Stewart, Ga.....	3
Fort Dix, N. J.....	2	Camp Wheeler, Ga.....	1
Fort Hancock, N. J.....	1	Fort Benning, Ga.....	5
Fort Tilton General Hospital, N. J.	1	Fort Bragg, N. C.....	7
Picatunny Arsenal Navy Depot,		Fort Jackson, S. C.....	4
N. J.....	1	Fort Oglethorpe, Ga.....	1
Pine Camp, N. Y.....	2		
Plattsburg Bks, N. Y.....	1	FIFTH CORPS AREA	
		Billings General Hospital, Ind.....	1
THIRD CORPS AREA		Fort Knox, Ky.....	2
Aberdeen Proving Ground, Md....	1	SEVENTH CORPS AREA	
Municipal airport, Harrisburg, Pa.	1	Camp Crowder, Mo.....	1
Camp Lee, Va.....	1	Fort Leavenworth, Kans.....	1
Fort Belvoir, Va.....	2	Fort Leonard Wood, Mo.....	2
Fort Eustis, Va.....	1	Fort Meade, S. Dak.....	1
Fort Meade, Md.....	2	EIGHTH CORPS AREA	
Fort Story, Va.....	1	Killeen project area, Texas.....	2
Marine Barracks, Quantico, Va....	1	Fort Bliss, Tex.....	1
Naval mine depot, Yorktown, Va....	1	Fort Sill, Okla.....	2
FOURTH CORPS AREA		NINTH CORPS AREA	
Choctawhatchee National Forest,		Medford, Oreg., Airport.....	2
Fla.....	1	Hunter Liggett Military Reserva-	
Huntsville Arsenal, Huntsville, Ala.	1	tion, Calif.....	1
Key Field, Meridian, Miss.....	2	Oakland, Calif., Airport.....	1
Marine barracks, New River, N. C.	2	Camp Callan, Calif.....	1
Shaw Field, S. C.....	1	Camp Roberts, Calif.....	1
Wellston Air Depot, Wellston, Ga.	1	Camp San Luis Obispo, Calif.....	1
Camp Claiborne, La.....	1	Fort Lewis, Wash.....	1
Camp Blanding, Fla.....	4	Fort Ord, Calif.....	1
Camp Croft, S. C.....	2	Ogden General Depot, Ogden, Utah.	1
Camp Davis, N. C.....	1		
Camp Forrest, Tenn.....	1		
Camp Livingston, La.....	2		
Camp Polk, La.....	1		

Senator McKELLAR. It seems that these camps have gotten very busy in the last few months to secure increases of camps at Army posts and elsewhere in the country, when it seems, to some of us at least, that it is not necessary for such an increase to be. I believe you have a list here of the companies that are working in all of the nine corps areas?

General ULIO. Yes.

Senator McKELLAR. Divided into or between the corps areas as follows: In the First Corps Area you have two camps?

General ULIO. Yes.

Senator McKELLAR. Now, how many posts have you, or military camps, in that area? If you do not remember it, I will get you to put it in the record.

General ULIO. We will get it for you. Of course, Camp Edwards is the large camp.

(The statement referred to is as follows:)

Number of Civilian Conservation Corps companies on military reservations in the First Corps Area

Bradley Field, Windsor Locks, Conn.....	1
Camp Edwards, Mass.....	1
Fort Ethan Allen, Vt.....	1
Total.....	3

Senator McKELLAR. In the Second Corps Area, 8 camps; in the Third Corps Area, 11; in the Fourth Corps Area—how much is that?

General ULIO. Forty-three.

Senator McKELLAR. Forty-three. Where is that?

General ULIO. That is in the South, sir.

Senator McKELLAR. What does that comprise?

General ULIO. The Fourth Corps Area comprises North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, and Louisiana.

Senator McKELLAR. Tennessee is not in there?

General ULIO. Tennessee also; yes, sir.

Senator McKELLAR. Tennessee is in that?

General ULIO. Yes.

Senator McKELLAR. I have been considerably struck, General—and I am glad to have this conversation with you, because we are engaged in the same enterprise.

General ULIO. Yes.

Senator McKELLAR. You and I both want to win this war.

General ULIO. Absolutely.

Senator McKELLAR. I have been a little surprised that since this hearing began, which has caused a good deal of newspaper comment throughout the country, that I have not received a single letter from my State and my corps area—the head of that corps area is in Atlanta—I have not seen a single letter in my correspondence—and I get hundreds of them every day—which has protested against the abolition of this law, or repeal of the law, and all of those that I have received, that I have noted—and I am keeping a count of them—have been in favor of a repeal of the camps. They think that these boys, some of them, get deferments, and others will not be able to do the work that you seek. Now, if they can—I want to be very frank with you—if they can do work, it might be very well to let those who can do it, but to establish these camps for the purpose of helping win this war, to establish new camps of this kind for the purpose of aiding in the war effort, is, to my mind, very illy advised, costly, and wholly unnecessary at this time, and I would be glad for you to consider that in the matter.

General ULIO. Very well, sir.

Senator McKELLAR. I am appealing to you, as you know.

General ULIO. Yes, indeed, sir.

Senator McKELLAR. We have got a tremendous load to carry. We all have got burdens. We must lay aside everything in the world except what we are seeking to accomplish, and that is the defeat of the Japs and Germans. I did not mention the Italians, because I do not think they are any longer an equation, but so far as the Japs and Germans are concerned, we all are a thousand percent, a million percent, behind carrying that to a successful conclusion.

General ULIO. Yes, indeed, sir.

Senator McKELLAR. And these unnecessary things could well be postponed until another season.

General ULIO. All right, sir.

Senator McKELLAR. You have got here, "Construction and repair of roads and bridges." You are familiar with the fact that the Army has almost unlimited funds, and if they haven't got unlimited funds they would get unlimited funds, for the repair of roads and the building of roads; is not that correct?

General ULIO. Yes.

Senator McKELLAR. You have a force for that, and these boys would be duplicating what you are already doing in the Army; is not that true?

General ULIO. I would like to say practically duplicating. You are referring to the engineers on that?

Senator McKELLAR. It has charge of that?

General ULIO. To some extent.

Senator McKELLAR. There is no post in the country that wants its roads improved or its airplane landing fields improved or repaired, that appropriation bills do not come before the committee of which I happen to be a member.

General ULIO. Yes.

Senator McKELLAR. And we uniformly have furnished all necessary funds. Now, when the Army undertakes to bring in side issues, it looks to me like they are stepping just a little outside, if you will let me say so, and I am saying it in the best of spirit.

General ULIO. Yes, I know, sir.

Senator McKELLAR. The best of intentions, because I haven't but one idea, and that is the success of our country in this matter. Now, do you have any idea what these boys know about firebreaks and look-out towers?

General ULIO. Well, they are instructed very ably by the technical services, Senator.

Senator McKELLAR. They are not instructed by your services?

General ULIO. No, sir.

Senator McKELLAR. And you just assume that they are instructed by those who have recently engaged in defense; is not that true?

General ULIO. Well, yes, but the technical services are trained men who are over these boys in the construction of firebreaks.

Senator McKELLAR. Would you be good enough to get me the number of those who are trained on construction and repair of roads and bridges—we will go through this list that you offered me awhile ago?

General ULIO. Sure.

(The statement referred to is as follows:)

Civilian Conservation Corps camps engaged in work projects on military reservations

Construction of telephone and power lines:	Number of companies	Construction of telephone and power lines—Continued.	Number of companies
Camp Croft, S. C.-----	2	Fort Leonard Wood, Mo.---	2
Fort Jackson, S. C.-----	3	Fort Lewis, Wash.-----	2
Camp Polk, La.-----	1		
Eglin Field, Fla.-----	1	Total-----	12
Fort Leavenworth, Kans.---	1		

List of Civilian Conservation Corps camps requested and approved for work on military reservations

	Com- panies requested	Com- panies approved		Com- panies requested	Com- panies approved
FIRST CORPS AREA			FOURTH CORPS AREA—CON.		
Bradley Field, Windsor Locks, Conn.-----	1	1	Craig Field, Selma, Ala.---	1	0
Camp Edwards, Mass.---	1	1	Dale Mabry Field, Tallahassee, Fla.-----	1	1
Fort Ethan Allen, Vt.---	1	1	Eglin Field, Fla.-----	1	0
SECOND CORPS AREA			Falls Creek, Falls Artillery Range, Spencer, Tenn.---	1	0
Fort Dix, N. J.-----	2	2	Hendricks Field, Sebring, Fla.-----	1	0
Fort Hancock, N. J.---	1	1	Huntsville Arsenal, Ala.---	1	1
Fort Tilton General Hospi- tal, New Jersey.-----	1	1	Jackson Army Air Base, Jackson, Miss.-----	2	0
Picatinny Arsenal, N. J.---	1	1	Key Field, Meridian, Miss.---	2	2
Pine Camp, N. Y.-----	2	2	Keesler Field, Biloxi, Miss.---	1	0
Plattsburg Barracks, N. Y.---	1	1	Lexington Air Field, Lexing- ton Co., S. C.-----	1	1
THIRD CORPS AREA			Louisiana Ordnance Plant, Minden, La.-----	1	0
A. P. Hill Military Reserva- tion, Va.-----	2	2	MacDill Air Field, Fla.---	1	0
Aberdeen Proving Ground, Md.-----	1	1	Marine Barracks, New River, N. C.-----	5	5
Blackstone Cantonment, Va. District Engineer, Norfolk, Va.-----	2	0	Maxwell Field, Ala.-----	1	1
Municipal Airport, Harris- burg, Pa.-----	1	1	Milan Ordnance Depot, Mil- an, Tenn.-----	1	0
Naval Mine Depot, York- town, Va.-----	2	0	Moody Field, Ga.-----	3	0
Phillips Field, Aberdeen Proving Ground, Md.---	1	1	Morrison Field, Fla.-----	1	0
Richmond General Depot, Richmond, Va.-----	1	1	Myrtle Beach, Airport, S. C.---	1	0
Camp Lee, Va.-----	2	1	Nasper Field, Dothan, Ala.---	1	1
Fort Belvoir, Va.-----	2	1	Savannah Army Air Base, Ga.-----	2	0
Fort Eustis, Va.-----	1	1	Shaw Field, S. C.-----	1	1
Fort Meade, Md.-----	3	2	Turner Field, Albany, Ga.---	2	0
Fort Storey, Va.-----	1	1	Tuskegee, Ala. Advanced Flying School.-----	1	0
Marine Barracks, Quantico, Va.-----	1	1	Tyndall Field, Fla.-----	2	0
Naval Academy, Annapolis, Md.-----	1	0	Wellston Air Depot, Well- ton, Ga.-----	1	1
FOURTH CORPS AREA			Vernon Parish Artillery Range, La.-----	(1)	(2)
Air Corps Advanced Flying School, Kaye Field, Col- umbus, Miss.-----	1	1	Wolf Creek Ordnance Plant, Milan, Tenn.-----	2	0
Air Corps Advanced Flying School, Lake Charles, La.---	1	0	Camp Claiborne, La.-----	1	1
Atlanta General Depot, At- lanta, Ga.-----	1	1	Camp Blanding, Fla.-----	6	4
Barksdale Field, La.-----	2	0	Camp Croft, S. C.-----	2	2
Charlotte Air Base, Char- lotte, N. C.-----	2	0	Camp Davis, N. C.-----	2	2
Choctawhatchee National Forest, Fla.-----	1	1	Camp Forrest, Tenn.-----	1	1
			Camp Gordon, Ga.-----	1	0
			Camp Livingston, La.-----	2	2
			Camp Polk, La.-----	1	1
			Camp Shelby, Miss.-----	2	2
			Camp Stewart, Ga.-----	5	5
			Camp Tyson, Tenn.-----	2	2
			Camp Wheeler, Ga.-----	2	2
			Camp Barrancas, Fla.---	1	5
			Fort Benning, Ga.-----	6	5
			Fort Bragg, N. C.-----	9	8

1 No companies.

List of Civilian Conservation Corps camps requested and approved for work on military reservations—Continued

	Com- panies requested	Com- panies approved		Com- panies requested	Com- panies approved
FOURTH CORPS AREA—CON.			EIGHTH CORPS AREA		
Fort Jackson, S. C.	5	4	Air Corps Advanced Flying School, Foster Field, Victoria, Tex.	1	0
Fort McClellan, Ala.	2	0	Camp Hulen, Tex.	1	0
Fort Oglethorpe, Ga.	1	1	Ellington Field, Tex.	2	2
FIFTH CORPS AREA			Killeen Project Area, Tex.	1	0
Berlin Reservoir project, Mahoning River, Ohio.	1	-----	Lubbock Army Flying School, Lubbock, Tex.	1	0
Bluestone Reservoir project, Hinton, W. Va.	1	-----	San Antonio Air Depot, Duncan Field, Tex.	1	1
Camp Atterbury, Columbus, Ind.	2	-----	Waco Arm/ Flying School, Waco, Tex.	1	1
Morganfield Triangular Division Cantonment, Morganfield, Ky.	2	-----	Will Rogers Field, Okla.	1	1
Fort Benjamin Harrison, Ind.	1	-----	Camp Barkeley, Tex.	2	0
Baer Field Airport, Ind.	1	-----	Camp Bowie, Tex.	1	1
Billings General Hospital, Indiana.	1	1	Camp Wallace, Tex.	1	0
Kingsbury Ordnance Plant, La Porte, Ind.	2	-----	Camp Wolters, Tex.	1	1
Darnall General Hospital, Danville, Ky.	1	-----	Fort Bliss, Tex.	2	2
Fort Knox, Ky.	3	2	Fort Clark, Tex.	2	0
SIXTH CORPS AREA			Fort Sam Houston, Tex.	1	0
Kankakee Ordnance Works, Joliet, Ill.	1	1	Fort Sill, Okla.	2	2
Camp McCoy, Wis.	2	-----	NINTH CORPS AREA		
Camp Grant, Ill.	1	1	Dugway Proving Ground, Dugway, Utah.	1	0
Camp Custer, Mich.	1	1	General Hospital Project, Brigham City, Utah.	2	0
Fort Sheridan, Ill.	1	1	Harbor Defenses, Fort Stevens, Oreg.	1	0
SEVENTH CORPS AREA			Hunter Liggett Military Reservation, Calif.	1	1
Gardner Naval Reserve Aviation Base, Kans.	1	1	Medford Airport, Oreg.	2	2
Southwestern Proving Ground, Hope, Ark.	1	1	Oakland Airport, Oakland, Calif.	1	1
Camp Chaffee, Ark.	2	0	Camp Callan, Calif.	1	1
Camp Crowder, Mo.	2	1	Camp Cooke, Calif.	2	0
Camp Joseph T. Robinson, Ark.	2	0	Camp Roberts, Calif.	1	1
Fort Des Moines, Iowa.	1	1	Camp San Luis Obispo, Calif.	1	1
Fort Leavenworth, Kans.	1	1	Fort Lewis, Wash.	3	3
Fort Leonard Wood, Mo.	5	2	Fort Ord, Calif.	1	1
Fort Meade, S. Dak.	1	1	Ogden General Depot, Ogden, Utah.	3	1
Fort Riley, Kans.	2	0	Wendover Bombing and Gunnery Range, Nev.	3	0

Number national defense camps, by State

Second Corps Area:		Fourth Corps Area—Continued.	
Massachusetts.	1	South Carolina.	8
Vermont.	1	Tennessee.	3
New Jersey.	5	Fifth Corps Area:	
New York.	3	Indiana.	1
Connecticut.	1	Kentucky.	2
Third Corps Area:		Sixth Corps Area:	
Maryland.	4	Illinois.	3
Pennsylvania.	1	Michigan.	1
Virginia.	12	Seventh Corps Area:	
Fourth Corps Area:		Kansas.	2
Alabama.	2	Missouri.	3
Florida.	6	South Dakota.	1
Georgia.	15	Arkansas.	1
Louisiana.	6	Eighth Corps Area:	
Mississippi.	4	Oklahoma.	3
North Carolina.	15	Texas.	8

Number national defense camps, by State—Continued

Ninth Corps Area:		Ninth Corps Area—Continued.	
California.....	6	Oregon.....	2
Utah.....	1		
Washington.....	2	Total.....	123

Number of Civilian Conservation Corps camps by types of project

Mosquito control:		Construction of narrow gage railroads:	
Camp Edwards, Mass.....	1	Camp Blanding, Fla.....	2
A. P. Hill Military Reservation, Va.....	2	Fort Jackson, S. C.....	1
Camp Lee, Va.....	1	Camp Polk, La.....	1
Fort Belvoir, Va.....	2	Hunter-Liggett Military Reservation, Calif.....	1
Fort Eustis, Va.....	1	Total.....	5
Marine Barracks, Quantico, Va.....	1		
Camp Livingston, La.....	2	Construction and repair of roads and bridges:	
Camp Blanding, Fla.....	4	Camp Edwards, Mass.....	1
Camp Claiborne, La.....	1	Fort Ethan Allen, Vt.....	1
Camp Davis, N. C.....	2	Fort Dix, N. J.....	2
Camp Forrest, Tenn.....	1	Fort Hancock, N. J.....	1
Marine Barracks, Jacksonville, N. C.....	5	Plattsburg Barracks, N. Y.....	1
Key Field, Miss.....	2	Pine Camp, N. Y.....	2
Fort Oglethorpe, Ga.....	1	Bradley Field, Windsor Locks, Conn.....	1
Camp Polk, La.....	1	Aberdeen Proving Ground, Md.....	1
Camp Stewart, Ga.....	3	Naval Mine Depot, Yorktown, Va.....	1
Wellston Air Depot, Ga.....	1	Fort Meade, Md.....	2
Camp Wheeler, Ga.....	2	Fort Storey, Va.....	1
Fort Barrancas, Fla.....	1	Marine Barracks, Quantico, Va.....	1
Kankakee Ordnance Works, Illinois.....	1	Atlanta General Depot, Ga.....	1
Fort Leavenworth, Kans.....	1	Camp Livingston, La.....	2
Duncan Field, Tex.....	1	Camp Blanding, Fla.....	4
Total.....	37	Fort Bragg, N. C.....	8
		Camp Forrest, Tenn.....	1
Topographic mapping and survey:		Fort Jackson, S. C.....	4
Camp Stewart, Ga.....	3	Marine Barracks, Jacksonville, N. C.....	5
Camp San Luis Obispo, Calif.....	1	Key Field, Miss.....	2
Total.....	4	Fort Oglethorpe, Ga.....	1
		Camp Polk, La.....	1
Work on air fields:		Shaw Field, S. C.....	1
Aberdeen Proving Ground, Md.....	1	Camp Stewart, Ga.....	5
Municipal Airport, Harrisburg, Pa.....	1	Camp Tyson, Paris, Tenn.....	2
Phillips Field, Aberdeen Proving Ground, Md.....	1	Camp Wheeler, Ga.....	2
Napier Field, Ala.....	1	Fort Benning, Ga.....	5
Key Field, Miss.....	1	Fort Barrancas, Fla.....	1
Lexington Airfield, S. C.....	1	Eglin Field, Fla.....	1
Wellston Air Depot, Ga.....	1	Billings General Hospital, Indiana.....	1
Fort Leavenworth, Kans.....	1	Fort Knox, Ky.....	2
Waco Army Flying School, Texas.....	1	Kankakee Ordnance Works, Illinois.....	1
Will Rogers Field, Okla.....	1	Camp Grant, Ill.....	1
Medford Airport, Medford, Oreg.....	2	Gardner Naval Aviation Base, Kansas.....	1
Oakland Airport, Oakland, Calif.....	1	Camp Crowder, Mo.....	1
Total.....	13	Fort Leavenworth, Kans.....	1
		Fort Leonard Wood, Mo.....	2
		Killeen Project Area, Texas.....	2

Number of Civilian Conservation Corps camps by types of project—Continued

Construction and repair of roads and bridges—Continued.

Waco Army Flying School, Texas.....	1
Will Rogers Field, Okla.....	1
Camp Bowie, Tex.....	1
Camp Wolters, Tex.....	1
Fort Bliss, Tex.....	2
Duncan Field, Tex.....	1
Fort Sill, Okla.....	2
Hunter-Liggett Military Reservation, Calif.....	1
Camp Roberts, Calif.....	1
Camp San Luis Obispo, Calif.....	1
Fort Lewis, Wash.....	2
Fort Ord, Calif.....	1
Ogden General Depot, Utah.....	1
Total.....	89

Construction of fire breaks and lookout towers:

Fort Ethan Allen, Vt.....	1
Fort Dix, N. J.....	2
Picatinny Arsenal, N. J.....	1
Pine Camp, N. Y.....	2
Plattsburgh Barracks, N. Y.....	1
Bradley Field, Windsor Locks, Conn.....	1
Aberdeen Proving Ground, Md.....	1
Naval Mine Depot, Yorktown, Va.....	1
Fort Eustis, Va.....	1
Marine Barracks, Quantico, Va.....	1
Atlanta General Depot, Georgia.....	1
Camp Livingston, La.....	2
Camp Blanding, Fla.....	4
Fort Bragg, N. C.....	8
Marine Barracks, Jacksonville, N. C.....	5
Camp Polk, La.....	1
Camp Shelby, Miss.....	2
Camp Stewart, Ga.....	2
Fort Barrancas, Fla.....	1
Eglin Field, Fla.....	1
Fort Leonard Wood, Mo.....	2
Fort Meade, S. Dak.....	1
Fort Sill, Okla.....	2
Hunter-Liggett Military Reservation, Calif.....	1
Camp San Luis Obispo, Calif.....	1
Fort Lewis, Wash.....	2
Total.....	48

Construction of truck trails for fire suppression:

Fort Dix, N. J.....	2
Fort Hancock, N. J.....	1
Picatinny Arsenal, N. J.....	1
Pine Camp, N. Y.....	2
Plattsburgh Barracks, N. Y.....	1
Fort Knox, Ky.....	2
Camp Crowder, Mo.....	1
Fort Leonard Wood, Mo.....	2
Fort Meade, S. Dak.....	1
Fort Lewis, Wash.....	2
Camp San Luis Obispo, Calif.....	1
Fort Ord, Calif.....	1
Total.....	17

Construction of training aids such as bayonet courses, rifle ranges, antitank ranges, and pistol ranges:

Fort Ethan Allen, Vt.....	1
Aberdeen Proving Ground, Md.....	1
Marine Barracks, Quantico, Va.....	1
Camp Livingston, La.....	4
Fort Bragg, N. C.....	8
Camp Croft, S. C.....	2
Camp Forrest, Tenn.....	1
Fort Jackson, S. C.....	4
Marine Barracks, Jacksonville, N. C.....	5
Fort Oglethorpe, Ga.....	1
Camp Polk, La.....	1
Shaw Field, S. C.....	1
Camp Shelby, Miss.....	2
Camp Stewart, Ga.....	2
Camp Tyson, Paris, Tenn.....	2
Camp Wheeler, Ga.....	2
Fort Benning, Ga.....	5
Fort Barrancas, Fla.....	1
Eglin Field, Fla.....	1
Fort Knox, Ky.....	2
Fort Eustis, Va.....	1
Fort Custer, Mich.....	1
Fort Sheridan, Ill.....	1
Camp Crowder, Mo.....	1
Fort Leonard Wood, Mo.....	2
Waco Army Flying School, Texas.....	1
Will Rogers Field, Okla.....	1
Fort Bliss, Tex.....	2
Hunter-Liggett Military Reservation, Calif.....	1
Camp Roberts, Calif.....	1
Fort Lewis, Wash.....	2
Camp Callan, Calif.....	1
Total.....	62

Number of Civilian Conservation Corps camps by types of project—Continued

Fencing military reservations:		Clearing maneuver and impact areas:	
Fort Dix, N. J.....	2	Fort Ethan Allen, Vt.....	1
Plattsburg Barracks, N. Y.....	1	Pine Camp, N. Y.....	2
Richmond General Depot, Va.....	1	Bradley Field, Windsor Locks, Conn.....	1
Atlanta General Depot, Ga.....	1	A. P. Hill Military Reservation, Va.....	2
Camp Blanding, Fla.....	4	Aberdeen Proving Ground, Md.....	1
Napier Field, Ala.....	1	Blackstone Cantonment, Va.....	2
Fort Jackson, S. C.....	1	Naval Mine Depot, Yorktown, Va.....	1
Fort Oglethorpe, Ga.....	1	Fort Belvoir, Va.....	2
Camp Polk, La.....	1	Fort Meade, Md.....	2
Camp Tyson, Paris, Tenn.....	2	Fort Storey, Va.....	1
Camp Crowder, Mo.....	1	Camp Livingston, La.....	2
Fort Leonard Wood, Mo.....	2	Camp Blanding, Fla.....	4
Fort Meade, S. Dak.....	1	Fort Bragg, N. C.....	8
Camp Wolters, Tex.....	1	Camp Davis, N. C.....	2
Fort Bliss, Tex.....	2	Camp Forrest, Tenn.....	1
Duncan Field, Tex.....	1	Marine Barracks, Jacksonville, N. C.....	5
Fort Sill, Okla.....	2	Shaw Field, S. C.....	1
Camp Roberts, Calif.....	1	Camp Stewart, Ga.....	2
Total.....	26	Camp Wheeler, Ga.....	1
Clearing wooded areas for fire prevention:		Fort Benning, Ga.....	5
Camp Edwards, Mass.....	1	Eglin Field, Fla.....	1
Fort Hancock, N. J.....	1	Fort Knox, Ky.....	2
Fort Tilton General Hospital, New Jersey.....	1	Camp Crowder, Mo.....	1
Picatinny Arsenal, N. J.....	1	Fort Leonard Wood, Mo.....	2
A. P. Hill Military Reservation, Va.....	2	Camp Bowie, Tex.....	1
Blackstone Cantonment, Virginia.....	2	Total.....	53
Richmond General Depot, Virginia.....	1	Drainage:	
Camp Lee, Va.....	1	Fort Dix, N. J.....	2
Fort Storey, Va.....	1	Fort Hancock, N. J.....	1
Camp Livingston, La.....	2	Plattsburg Barracks, N. Y.....	1
Camp Blanding, Fla.....	4	A. P. Hill Military Reservation, Va.....	2
Fort Bragg, N. C.....	8	Aberdeen Proving Ground, Md.....	1
Camp Croft, S. C.....	2	Blackstone Cantonment, Va.....	2
Camp Forrest, Tenn.....	1	Naval Mine Depot, Yorktown, Va.....	1
Fort Jackson, S. C.....	3	Richmond General Depot, Virginia.....	1
Marine Barracks, Jacksonville, N. C.....	5	Fort Eustis, Va.....	1
Fort Oglethorpe, Ga.....	1	Camp Livingston, La.....	2
Camp Shelby, Miss.....	2	Camp Blanding, Fla.....	4
Camp Stewart, Ga.....	2	Camp Davis, N. C.....	2
Camp Tyson, Paris, Tenn.....	1	Napier Field Ala.....	1
Fort Benning, Ga.....	5	Huntsville Arsenal, Ala.....	1
Fort Barrancas, Fla.....	1	Camp Polk, La.....	1
Fort Knox, Ky.....	2	Shaw Field, S. C.....	1
Kankakee Ordnance Works, Illinois.....	1	Camp Stewart, Ga.....	5
Camp Grant, Ill.....	1	Camp Grant, Ill.....	1
Camp Roberts, Calif.....	1	Fort Custer, Mich.....	1
Camp San Luis Obispo, Calif.....	1	Fort Sheridan, Ill.....	1
Fort Lewis, Wash.....	2	Gardner Naval Aviation Base, Kans.....	1
Fort Ord, Calif.....	1	Southwestern Proving Ground, Ark.....	1
Ogden General Depot, Utah.....	1		
Total.....	58		

Number of Civilian Conservation Corps camps by types of project—Continued

Drainage—Continued.		Soil erosion control by means of	
Fort Leavenworth, Kans.	1	grading, seeding, and riprapping	
Fort Leonard Wood, Mo.	2	where stream control is required—Continued.	
Waco Army Flying School, Texas.	1	Gardner Naval Aviation Base, Kansas.	1
Will Rogers Field, Okla.	1	Southwestern Proving Ground, Ark.	1
Camp Bowie, Tex.	1	Camp Crowder, Mo.	1
Camp Wolters, Tex.	1	Fort Leavenworth, Kans.	1
Fort Bliss, Tex.	2	Fort Leonard Wood, Mo.	2
Duncan Field, Tex.	1	Fort Meade, S. Dak.	1
Fort Sill, Okla.	2	Killeen Project Area, Tex.	2
Camp San Luis Obispo, Calif.	1	Waco Army Flying School, Texas.	1
Fort Ord, Calif.	1	Will Rogers Field, Okla.	1
Ogden General Depot, Utah.	1	Camp Bowie, Tex.	1
Camp Callan, Calif.	1	Camp Wolters, Tex.	1
Total.	50	Fort Bliss, Tex.	2
Soil erosion control by means of grading, seeding, and riprapping where stream control is required:		Duncan Field, Tex.	1
Camp Edwards, Mass.	1	Camp Roberts, Calif.	1
Fort Dix, N. J.	2	Camp San Luis Obispo, Calif.	1
Fort Hancock, N. J.	1	Fort Ord, Calif.	1
Pine Camp, N. Y.	2	Camp Callan, Calif.	1
Blackstone Cantonment, Va.	2	Total.	68
Richmond General Depot, Virginia.	1	Removal of and salvage of material from abandoned buildings on military reservations:	
Fort Eustis, Va.	1	Fort Dix, N. J.	2
Marine Barracks, Quantico, Va.	1	Pine Camp, N. Y.	2
Atlanta General Depot, Georgia.	1	A. P. Hill Military Reservation, Va.	2
Camp Livingston, La.	4	Richmond General Depot, Virginia.	1
Fort Bragg, N. C.	6	Marine Barracks, Jacksonville, N. C.	3
Camp Claiborne, La.	1	Camp Tyson, Paris, Tenn.	2
Camp Croft, S. C.	2	Eglin Field, Fla.	1
Camp Davis, N. C.	2	Billings General Hospital, Indiana.	1
Napier Field, Ala.	1	Fort Knox, Ky.	2
Camp Forrest, Tenn.	1	Hunter-Liggett Military Reservation, Calif.	1
Huntsville Arsenal, Ala.	1	Total.	17
Camp Polk, La.	1	Construction of safety paths and roads at arsenals:	
Shaw Field, S. C.	1	Huntsville Arsenal, Ala.	1
Camp Shelby, Miss.	2	Operation of sawmills:	
Camp Stewart, Ga.	2	Pine Camp, N. Y.	2
Camp Tyson, Paris, Tenn.	2	Aberdeen Proving Ground, Md.	1
Camp Wheeler, Ga.	2	Total.	3
Fort Barrancas, Fla.	1		
Billings General Hospital, Indiana.	1		
Fort Knox, Ky.	2		
Kankakee Ordnance Works, Illinois.	1		
Camp Grant, Ill.	1		
Fort Custer, Mich.	1		
Fort Sheridan, Ill.	1		

All corps areas have Civilian Conservation Corps companies allocated to camps on military reservations.

Senator MCKELLAR. The construction of firebreaks and look-out towers, and the truck trails for fire suppression; construction of training aids such as bayonet courses, rifle ranges, antitank ranges, pistol ranges. You astonish me tremendously, General, when you give me those. I say I am astonished, for this reason: If the Army is going to turn over to the Civilian Conservation Corps instruction in the bayonet courses, and rifle ranges, and antitank ranges, and pistol ranges, it seems to me that the Army is very greatly neglecting its duty, and I say that with the utmost respect.

General ULIO. Yes; I know.

Senator MCKELLAR. When I say that I do not believe that your Army is undertaking to do that, General.

General ULIO. Yes.

Senator MCKELLAR. I think the Army is doing everything under Heaven it can do to reach a righteous and just result, that is, a successful result, and I do not believe that these young men—and I have seen many of them in camp—I do not believe these young men are able to instruct your Army in bayonet courses, or in rifle ranges, or antitank ranges, or pistol ranges.

General ULIO. Senator, they are not instructing, they are building these ranges for us under supervision.

Senator MCKELLAR. Not under your supervision but under the supervision of the C. C. C. Director.

General ULIO. Well, the technical service, the foreman, the officer in charge or in command of that post camp.

Senator MCKELLAR. Yes. I come to the next—"Constructing telephone lines and power lines."

General ULIO. Yes, sir.

Senator MCKELLAR. I happened to have been in the power business once, myself, and very actively in the power business, and I have been connected with power enterprises, you know, in my State.

General ULIO. Yes, sir.

Senator MCKELLAR. Ever since I have been in Congress.

General ULIO. Yes, sir.

Senator MCKELLAR. I happen to know telephone lines and power lines are matters of the most careful technicality. I happen to know that it requires trained experts to construct telephone lines and power lines. Is not that true?

General ULIO. Yes; I realize that.

Senator MCKELLAR. Is it possible that you think—I am just asking for information, I am not criticizing you—

General ULIO. No, no.

Senator MCKELLAR. I think very highly of you, General. I am just asking you to get the information. Do you think the C. C. C. boys can possibly construct power lines and telephone lines that would be of use to the Army?

General ULIO. They have done it, Senator.

Senator MCKELLAR. They have done it?

General ULIO. Yes, sir.

Senator MCKELLAR. Will you find out how much and where?

General ULIO. Yes.

Senator MCKELLAR. And give me the places where they have constructed them?

General ULIO. Yes, sir.

Senator McKELLAR. Now, "Fencing military reservations"—I expect they do that.

General ULIO. Yes.

Senator McKELLAR. I think that is one that they possibly could do. "Clearing wooded areas for fire prevention." That, if I understand the situation, is a mammoth task, and it would take many more than the 17,400 men that you have in these Army camps to do it; and you do not have camps in densely wooded areas, as I recall, no camps that I know of are in densely wooded areas that would require clearing the wooded areas, that would mean the clearing of the wooded areas around them, the areas that belong to other men, and I am sure the Army would not for a moment think of sending these boys out on private property and directing them to cut out the woods and clearing wooded areas for fire prevention or for any other purposes.

General ULIO. Senator, I can cite Fort Benning, Ga. They did some work there—the woods on the reservation adjoining the camp.

Senator McKELLAR. That is possible, because, if I remember Fort Benning, Ga., it is down in the valley close to the Chattahoochie River.

General ULIO. Yes.

Senator McKELLAR. There were a lot of willows and cottonwood trees that they might cut down, some of them.

Now I come to the next one, "Clearing maneuver and impact areas." Well, I should think that that would require the best trained men that you have got in the Army to do that.

I next come to the "Clearing, grading, and seeding or sodding landing fields for aircraft."

General ULIO. Yes, sir.

Senator McKELLAR. Now, have you found that of any particular value?

General ULIO. Yes; I think so.

Senator McKELLAR. Where would you say that these boys have cleared—wait a minute—cleared, graded, seeded, or sodded landing fields for aircraft? Can you get that? I know you haven't that with you.

General ULIO. Do you have that?

Colonel WHITE. Yes; that is being done at Fort Benning, Ga.

Senator McKELLAR. That is being done at Fort Benning, Ga.?

Colonel WHITE. Yes.

Senator McKELLAR. How many boys have they got there?

General ULIO. Five companies.

Senator McKELLAR. You have got 1,000 men there?

General ULIO. Yes, sir.

Colonel WHITE. Yes, sir.

Senator McKELLAR. I do not want to hurt your effort and I do not want to hamper your effort.

General ULIO. Yes.

Senator McKELLAR. There are many of these things here that would seem to me to be impossible. If it is necessary at Fort Benning, they ought to be kept there.

The next is "Drainage." I doubt very much whether the boys that I have seen in training camps would be fitted for drainage work, even at Fort Benning. That requires engineering skill and ability, and the Army, I should think, would not be one to turn it over to the

Civilian Conservation Corps. I think that they would rather do that themselves, would not you, just ordinarily?

General ULIO. Well, under supervision they have done very well, Senator.

Senator MCKELLAR. At Fort Benning?

General ULIO. At various posts.

Senator MCKELLAR. Will you get the posts?

General ULIO. Yes.

Senator MCKELLAR. The next is "Mosquito control." Well, I have been, as I say, on the Committee on Appropriations for about a quarter of a century, and we have more mosquito control in a number of the bottoms—by the way, I am very friendly for that control. I came from a mosquito country originally and I know it requires very expert control. Dr. Parran, head of the Bureau of Public Health, and a number of other departments, can do a great deal better; it seems to me, than a lot of C. C. C. boys, or even the soldiers in the camps.

General ULIO. Yes.

Senator MCKELLAR. I come next to the "Drainage—such as spraying of breeding areas with larvicides." Is that the way you pronounce it?

General ULIO. I am not sure, Senator.

Senator MCKELLAR. I am not sure, myself. I know what it means, all right, but I am not sure of the pronunciation. You know what I mean.

General ULIO. Yes.

Senator MCKELLAR. I say again it would take a good deal of expert control.

Now I come to an old friend, one who is a great friend of mine, "Soil erosion." Well, control of soil erosion is a very valuable thing. We are spending hundreds of millions of dollars for different kinds of soil erosion control.

General ULIO. Yes, I know.

Senator MCKELLAR. "Soil erosion control by means of grading, seeding, and riprapping"—I am not familiar with the use of the word "riprapping" in that connection, but I am with the other words, "where stream control is required." Again I think it would be better to have that under the superintendence of medical and professional men who would know more about it. "Topographic mapping and survey." That requires engineers of the greatest skill and ability, the greatest and most technical skill and ability and training. These boys, as I understand it, are largely grade school boys, and I do not believe that they would have training for that.

General ULIO. There are some, though.

Senator MCKELLAR. Some of them, maybe 1 out of 100, or maybe 1 out of 300 would be more accurate. I would like to get the number, if you will, of whoever had training in that particular line.

I next come to "Topographic mapping and survey." Well, I just know these boys could not do that. That requires the greatest skill and ability, and, incidentally, we are spending millions of dollars—not millions, we are spending hundreds of millions of dollars, for topographic maps and surveys. We have quite a controversy over that particular subject in the Appropriations Committee today. It will start at 2 o'clock. We are going to appropriate all the money that is necessary. The Army has got an enormous sum—I cannot state it

offhand, I will have to be like you, I will have to look at the figures in order to tell, I cannot carry it in my head, but we have appropriated, enormous sums for the Army for topographic mapping and surveying and I doubt if these young men could be able to help you.

"Removal of and salvage of material from abandoned buildings on military reservations." That might be done by these young men.

General ULIO. Yes.

Senator McKELLAR. I concede that that might be done, but that is a very minor and inconsequential matter.

"Construction of safety paths and roads at arsenals." Well, one guess is as good as another on that.

"Erosion control on storage igloos at ordnance plants." Well, if you take my advice—and I am not a military man either, General—if you take my advice, you have got to have military experts to look after that.

General ULIO. They do. Experts control it, sir, direct it.

Senator McKELLAR. "Operation of sawmills." Well, there are sawmills running in every part of the country where there is timber, and wherever it is necessary for the Government to have timber in other avenues of the Government, in other departments of the Government, we are furnishing the material, and not only that, we are furnishing an enormous amount of material for your Army, for your Department, for the War Department.

General ULIO. Yes, sir.

Senator McKELLAR. To secure these very things, and this is a duplication of effort.

Now, I have read what you read first, I have taken it up, item by item, and I want to say that in my judgment I should think 95 to 97 percent of the work that is mentioned here cannot be done by the young men in the Civilian Conservation camps.

Now, you say, "All work performed is directed by the post commander or his representative but is supervised by one of the technical services."

General ULIO. Yes.

Senator McKELLAR. Now, who does the technical service?

General ULIO. The Department of Agriculture or the Department of the Interior.

Senator McKELLAR. Did you ever hear of the old wise saw, that "Too many cooks spoil the broth"?

General ULIO. Yes; I have heard it.

Senator McKELLAR. We are in a fight, General, we are in a fight, and the most desperate fight we were ever in, and we want to win it, we do not want too many cooks.

Now you say, "The conservation features of the Civilian Conservation Corps program contribute to the war effort through work on public domain in the preservation of forests, watersheds, and grazing areas." Did you know we had a department of government on each of these proposals? For instance, we appropriated—I would not say hundreds, but we appropriated scores of millions of dollars—oh, we appropriated hundreds of millions of dollars for the protection of forests.

General ULIO. Yes; I know.

Senator McKELLAR. We have got people who fight forest fires in the Agriculture Department, and they do it with great skill and abil-

ity. We appropriate tremendous sums for that purpose, and why go beyond it?

Now, the next proposition is watersheds. Of course, that is a very general term, it would be hard to locate. As to watersheds and grazing areas, we have two separate departments dealing with that, for which we appropriate scores of millions of dollars. That money is used for that specific purpose.

You take the forest fires under the Department of Agriculture—I mean forest fire fighters—they are wonderful. Now, it is possible, for other reasons, that we might use some of these camps in the far West, where the Japanese are being forced back, we might use them for the purpose of preventing sabotage or forest fires, but to use them throughout the country, when we have already appropriated, or we will appropriate all of the money that is necessary, it seems to me we are just putting a fifth wheel to our wagon here, and this is the time when we ought to have a four-wheel wagon.

General ULIO. Senator, those funds are allotted to the Department of Agriculture and to the Department of the Interior for their use.

Senator MCKELLAR. I know exactly how that is done, but the control still remains with the C. C. C.

General ULIO. Yes.

Senator MCKELLAR. That is very bad. You would not want the State Department to come down into your office and direct where your work should go. You would not stand for it a minute.

General ULIO. No.

Senator MCKELLAR. And if you did you would not be General Ulio.

General ULIO. You are quite right.

Senator MCKELLAR. That applies everywhere. Now, I have tried to analyze the reasons that you give for maintaining this tremendous thing. Don't you know that last year, on the N. Y. A. and C. C. C., we spent the enormous sum of \$397,000,000?

General ULIO. Yes.

Senator MCKELLAR. For this side-line work.

General ULIO. Yes.

Senator MCKELLAR. The purpose of it being to furnish employment for unemployed boys. Now, at a time when there was so much unemployment, when we had no war on, when we did not need these boys to go into the Army, that was not only justified but, in my judgment, it was a very excellent work.

General ULIO. Yes.

Senator MCKELLAR. But now, when you need every young man, almost, that you can get to go into the Army to fight the Germans and Japs, it does not seem to me that we ought to be practicing, so to speak, with these vagaries that may or may not be of use to our great country in the fight.

I believe that is all.

Senator SCHWARTZ. May I ask you a question or two, General?

General ULIO. Yes, indeed, sir.

Senator SCHWARTZ. These enrollees in the C. C. C. camps that are assigned to the camps that have military value, they are not excepted from the draft, are they?

General ULIO. No; they are not.

Senator SCHWARTZ. Have you ever made a study—probably not—as to the number of young men of military age in the C. C. C. camps,

that are called in, as compared to the numbers of civilians outside of the C. C. C. camps?

General ULIO. I do not believe we have those figures as yet. They are not available, Senator.

Senator SCHWARTZ. And in your considered judgment, do you consider that the employment of these boys in the military areas, where they are being employed now, is necessary to our war program?

General ULIO. I think they contribute to the war effort, yes, I do.

Senator SCHWARTZ. I am a civilian, like the Senator over here, Senator McKellar, I was not in the military in the last war, for one reason, I was not young enough, and also I was not in the Senate. I have come to rely on the military men, not to accept my own judgment, so I accept your statement that they are necessary in the work that they are now doing, and I would like to ask you one more question.

General ULIO. Yes, sir.

Senator SCHWARTZ. Is it not a fact that the camps that have no relation to military activities are now being abandoned over the country and that we are confining our present C. C. C. camps to those places where, in your judgment, and men like you that are informed, are necessary to carry on this war?

General ULIO. To some extent—to a great extent, I might put it that way, but there are other C. C. C. camps, other than doing military service.

Senator SCHWARTZ. In the forest areas?

General ULIO. Yes.

Senator SCHWARTZ. I know they are being pulled out of Wyoming right along, except where they might be kept in some military establishment.

General ULIO. Yes.

Senator SCHWARTZ. That is in Wyoming.

General ULIO. Yes.

Senator MCKELLAR. They tell me, Senator, that they are being enlisted very rapidly in Wyoming. I want to congratulate you on that thing.

Senator ROSIER. General, what class of homes and families do most of these young fellows come from? Do you have any information as to the family status in regard to these boys?

Colonel WHITE. We do not have those, sir.

General ULIO. Mostly in the lower-income bracket.

Senator ROSIER. They come mostly from the poorer homes?

General ULIO. Yes, they do.

Senator ROSIER. What is their physical condition when they come to these camps?

General ULIO. Sometimes they are in poor physical condition, undernourished, and I know that they improve tremendously in the C. C. C.

Senator SCHWARTZ. I think the record will disclose that they gain from 1 to 10 pounds in the first 2 or 3 months that they are there, and they also get used to hard labor, and their physical condition improves. In other words, that class of young men will, when they are called, give better service to the Army?

General ULIO. Yes; they do. We also give them physical training to a certain extent, to build them up.

Senator ROSIER. These activities are really of secondary importance, that is, what they do, whether they build a bridge or railroad or what. The discipline they get there, and the physical development, the food, the housing, and so forth, really qualify them for military service, do they not?

General ULIO. Yes.

Senator ROSIER. Which they would not qualify for if they were taken directly from their homes?

General ULIO. To a great extent, that is correct.

Senator ROSIER. After all, the greatest contribution the C. C. C. makes to the defense program is that it takes the ill-nourished, the undernourished, ill-fed, ill-housed boys from the poorer homes, puts them in these camps and gives them proper food and puts them under discipline and puts them in training, so that in the course of time they are developed to the point where they would be better qualified for military service?

General ULIO. Yes, sir; that is correct?

Senator ROSIER. Would you say that that is the best contribution that the C. C. C. makes, as far as the defense program is concerned?

General ULIO. I would say it is a very splendid contribution, together with what the boys accomplish, the young men accomplish themselves, in their work.

Senator ROSIER. You agree that that has a certain amount of value?

General ULIO. Yes, sir.

Senator ROSIER. Their labor is not without result, as far as the direct contribution is concerned, but that is secondary. The big thing is that they get a physical development, they are disciplined.

General ULIO. They are disciplined, they have respect for authority. Group living, Senator, is the great thing. They are living in the barracks with other men, and they are better soldiers when we take them.

Senator DOXEY. One question. General, I regret I was not here at the beginning of your testimony, and this question possibly has been answered, but have you the break-down as to the total number of camps and how many are engaged in and known as forest camps, how many soil-conservation camps, and how many camps engaged in some kind of defense work, that is, caring for the defense projects, something of that nature?

Number of Civilian Conservation Corps camps by types of project

Department of Agriculture:		Department of the Interior:	
Forest Service.....	200	National Park Service.....	111
Prairie States.....	1	National Park Service, Tennessee	
Forest Service, Tennessee		Valley Authority.....	1
Valley Authority.....	7	General Land Office.....	4
Bureau Animal Industry.....	2	Fish and Wildlife Service....	22
Bureau Plant Industry.....	1	Grazing Service.....	34
Beltsville Research Center...	4	Bureau of Reclamation.....	26
Soil Conservation Service....	182		
		Total.....	198
Total.....	397	Army.....	5
		Grand total.....	600

Colonel WHITE. I have a record only of the camps that are engaged in military service. I think Mr. McEntee would be able to give you the number that are on the other types of work.

Senator DOXEY. You have jurisdiction at all camps, have you?

Colonel WHITE. That is correct.

Senator DOXEY. That character of the work, as to the work program, is divided under various heads; in other words, soil conservation, one department has charge of that work program; and the forest fires, the Forest Service is in charge of that program; but you people in the Army, the War Department, you have jurisdiction of all camps. Now, when a camp is engaged in a good deal of defense work, have you charge of that work program? I mean, defense work with reference to guarding munition plants, or something of that type.

General ULIO. Senator, they do not do any guarding at all. They do construction work, something of that nature, but guarding is different.

Senator DOXEY. Under the Second War Powers Act, where the President has authority to assign for that duty, he has not assigned any of the camps for that purpose yet, has he?

General ULIO. No, sir; we haven't done it.

Senator DOXEY. None of it is being done at the present time?

General ULIO. No.

Senator DOXEY. That is all.

Senator BALL. Mr. Chairman.

The CHAIRMAN. Senator Ball.

Senator BALL. General, the work these camps do on your military reservation is chiefly done by unskilled or semi-skilled labor, is it not?

General ULIO. Mostly, I think.

Colonel WHITE. Yes; some. A little is skilled.

Senator BALL. On the whole, the work they do is work that the Army would still carry on, either by using its own enlisted personnel or by hiring a contractor to do it, if you did not have the C. C. C. camps?

General ULIO. Yes, sir.

Senator BALL. I am not clear yet in my own mind as to just what peculiar advantage there is to the Army in having the C. C. C. do it rather than doing it itself, one way or the other, either using its own enlisted personnel, hiring contractors, or hiring civilian employees.

General ULIO. The main thing is, Senator, that we have a trained, controlled group which we can use, a group that lives right on the military post, and that the Army can direct in the work that they desire.

Senator BALL. Have you a labor company?

General ULIO. We have no labor company as such.

Senator BALL. Your engineer company could do the same work. They are still under your control.

General ULIO. The engineer companies have their own training, their own duties, Senator. We prefer not to take them away from such military training as they are having.

Senator BALL. In other words, you just do not want to do it with enlisted personnel?

General ULIO. We want the enlisted personnel to be used for combat training.

Senator BALL. You feel if you hire a contractor to do it, his men would not be under your control as closely as the C. C. C.?

General ULIO. They would not be under our control as closely as the C. C. C.

Senator BALL. Is the cost a factor?

General ULIO. I beg pardon?

Senator BALL. Is the cost of doing the work with the C. C. C. boys a factor? Is it less expensive than if it were done by the Army?

Colonel WHITE. It is less expensive; yes, sir. An enrollee gets \$30 a month.

Senator MCKELLAR. Is it less expensive to the Army or to the Government?

Colonel WHITE. That is a question that I could not answer.

Senator MCKELLAR. It is all paid by the Government, is it not? I wish you would get the figures to see as to how much it costs the Government and how much it costs the Army.

Colonel WHITE. Yes, sir.

Senator MCKELLAR. General, I overlooked a question that I want to ask you.

General ULIO. All right, sir.

Senator MCKELLAR. Is the Army united on it?

General ULIO. What is that, sir?

Senator MCKELLAR. Is the Army united on this plan? There are some Army posts that prefer not to have them?

General ULIO. That may be so, sir. I cannot say as to that, but I know that the idea of the War Department is favorable to the Civilian Conservation Corps.

Senator MCKELLAR. Favorable?

General ULIO. Yes.

Senator MCKELLAR. Now, you were asked about what kind of soldiers these kind of boys make. You said they were excellent soldiers.

General ULIO. Yes; they do make excellent soldiers, sir.

Senator MCKELLAR. I am delighted to hear that. How many boys have we got in the Army? You will have to put this in the record. It won't do good if the papers publish it. I will ask you not to insert it. You might get me the information, if you will.

General ULIO. Yes, sir.

Senator MCKELLAR. You say 2,069 of these boys have come into the Army.

General ULIO. Or inducted into the service.

Senator MCKELLAR. Since when?

Colonel WHITE. December 10, sir. We did not keep records before that.

Senator MCKELLAR. How many—and this is one that, I think, would be better for you not to answer, and you can furnish me with a memorandum and furnish Senator Thomas with the same memorandum.

General ULIO. Sure.

Senator MCKELLAR. Furnish it to him first and then give me a copy of it. How many men in the Army have come in the Army since December 10 from all sources?

General ULIO. Yes; we will get that.

Senator MCKELLAR. Now, you say these are better soldiers. That is an opinion, is it not, because you haven't the records?

General ULIO. No; I have not, sir.

Senator McKELLAR. These millions that have come into the Army from every source?

General ULIO. No.

Senator McKELLAR. And compared it with these 2,069, have you?

General ULIO. No; I have not.

Senator SCHWARTZ. General—if I may interrupt.

Senator McKELLAR. Surely.

Senator SCHWARTZ. When you prepare that data will you also give the number of men of military age in the United States as compared to that, so we will find out whether or not there is anybody in the C. C. C. camps who is lying back, trying to keep out of the war, and all that sort of poppycock?

General ULIO. We can get that information.

(The statement referred to is as follows:)

Number of enrollees in military reservation camps on Mar. 31, 1942

Corps area:	Enrollees	Corps area—Continued.	Enrollees
Second.....	1, 264	Seventh.....	757
Third.....	1, 324	Eighth.....	991
Fourth.....	6, 414	Ninth.....	1, 392
Fifth.....	510		
Sixth.....	0	Total.....	12, 652

Number of veteran companies on military reservations on Mar. 31, 1942

Corps area:	Companies	Corps area—Continued.	Companies
Second.....	3	Seventh.....	1
Third.....	1	Eighth.....	1
Fourth.....	4	Ninth.....	3
Fifth.....	0		
Sixth.....	0	Total.....	13

Number of men of military age in the United States

27,500,000 between the ages of 20 and 44.

Registration—Legal—by act of Congress.

Comparative costs

COMPARATIVE COSTS

The figures are given for the month of March 1942 for the seven camps at Fort Bragg, N. C. This is the largest group on one reservation, and the work performed embraces most types required on reservations.

EXPENDITURES BY ARMY

For contribution of supplies and equipment, and maintenance of equipment.....	\$30, 231. 00
For skilled labor.....	6, 000. 00
Total.....	36, 231. 00

EXPENDITURES BY CIVILIAN CONSERVATION CORPS

For contribution of supervision, supplies and equipment, and maintenance of equipment.....	50, 163. 52
Total cost to Government.....	86, 394. 52

Senator BALL. Would the age of the boys in the C. C. C. camp reservations be roughly the same as those of the men in the Army?

Colonel WHITE. Yes.

Senator BALL. Are not you, in effect, using the C. C. C. in the way that the hospital is training nurses, in the Nurse Training Corps, that the nurses in training are to do all the rough and tough chores?

General ULIO. No, sir; I can say very frankly we get the stipulation from the Director and we abide by that.

Senator BALL. Have you made any investigation as to how the C. C. C. boys themselves might like the camps on the reservations?

General ULIO. Yes; I have inspected many camps, and we find them generally happy, enjoying the work and enjoying the association with the Army.

Senator MCKELLAR. Would you like to have those you saw in the Army?

General ULIO. Yes; I would, gladly.

Senator MCKELLAR. If they follow the law, if they are not exempted for some reason or another, they will be in the Army in a few months?

General ULIO. In the long run; yes, sir.

Senator HILL. Do you think this training will be very helpful, so far as the Army service is concerned, when they reach the age under which they come into the Army, General?

General ULIO. Yes; I do, sir.

Senator HILL. Do you think they will be much better soldiers by virtue of the fact that they have had this training?

General ULIO. As I told the Senator, that is right, because from what I heard them tell me, they make splendid soldiers, because they have the discipline and training, they are ready to come, and we will receive them there.

Senator HILL. In other words, they have to be disciplined?

General ULIO. Yes.

Senator HILL. Which is the backbone of all Army success?

General ULIO. Absolutely.

Senator MCKELLAR. When it is exerted by the Army.

General ULIO. What is that, sir?

Senator MCKELLAR. When it is exerted by the Army it is; is not that so?

General ULIO. That is true, Senator.

The CHAIRMAN. Any other questions?

Senator MCKELLAR. That is all. Thank you very much.

The CHAIRMAN. Mr. McEntee.

STATEMENT OF HON. JAMES J. McENTEE, DIRECTOR, CIVILIAN CONSERVATION CORPS

The CHAIRMAN. Mr. McEntee, your full name and position for the record, and then proceed as you wish.

Mr. McENTEE. James J. McEntee. Director of the Civilian Conservation Corps.

I appreciate, Mr. Chairman and members of the committee, this opportunity to appear before you this morning in connection with Senate bill 2295. Those who advocate this legislation believe it is going to save considerable funds and be helpful in our war effort. It is my judgment that this legislation, if enacted, will not help in our war effort and may hinder it in many respects, because it will take away some 18,000 men who are now working on Army reservations, doing the type of work that General Ulio described, and this work must

be done either by civilian labor or by soldiers. This legislation will prevent also, if passed, the placing of some 17,000 more men that the War Department has requested to be placed on their reservations.

The question was asked here as to cost. May I say it costs about \$190,000 a year to keep a Civilian Conservation Corps company on an Army reservation. That is the pay of the enrollees, subsistence, equipment, and material that they use. To do that with civilian labor will cost, on a minimum estimate, about \$320,000 to \$333,000 per year.

When a Civilian Conservation Corps company moves in on an Army reservation, it carries its own buildings, its own hospital facilities, its own equipment, and its own technical personnel. Army officials, in charge of cantonments, tell us that the labor these camps supply is the best type of civilian labor they are able to secure.

May I at this time read a letter from the Secretary of War, Mr. Chairman, which has a direct connection with this bill? The letter was written under date of December 17, 1941 [reading]:

WAR DEPARTMENT,
Washington, December 17, 1941.

THE DIRECTOR, CIVILIAN CONSERVATION CORPS,
Washington, D. C.

DEAR SIR: The Department requests that there be made immediately available, at the direction of the corps area commanders, any and all Civilian Conservation Corps companies for national defense duty in constructing, maintaining, and repairing facilities of urgent military and strategic necessity. The Department will work with existing Civilian Conservation Corps agencies to select for this work companies which will cause the least dislocation to existing projects and plans.

Reports of movements of companies will be submitted through channels to the Director, Civilian Conservation Corps. Additional detailed information as to companies required will be furnished as soon as practicable.

The present need is such that the broad authority requested herein is vital to the national defense.

Sincerely yours,

HENRY L. STIMSON,
Secretary of War.

May I say this: The question was raised about these boys being capable of doing this work. The all-important fact remains that they are doing it, they are doing it under the technical supervision of engineers from the Forest Service, Park Service, or Reclamation Service, and at one Army post, at Fort Benning, under the direction of the Army. After the camps were put at Fort Benning the Army requested that they be furnished with technical supervision, and that has been done.

The total area of the United States is about 1,937,150,000 acres. More than 500,000,000 acres of this is in forest area; about 34 percent of which is Federally owned.

Since the first settlers built a timber stockade, as protection against the Indians, the American forest has always been a vital factor in national defense. Today the Army needs lumber for the building of barracks, warehouses, cantonments, plane construction jigs, and so forth. The Navy uses it for the building of trawlers, mine sweepers, patrol boats, and so forth. It also has thousands of various uses in industry.

This timber that covers more than one quarter of the entire area of the United States must be protected from fires. There is always

danger of fire from natural causes, but there is a double danger today—there is the added danger of sabotage from the ground, or incendiary bombs from the air. Fires in the timber area on the Pacific coast, in the Rocky Mountain region, or in the Middle West, will not only destroy timber, but will destroy towns, factories, reservoirs, and power lines.

Eliminate the Civilian Conservation Corps and you will take out of active service in these dangerous areas 40,000 men who must be replaced either by soldiers or civilian labor. Fire fighting is not a new job for the Civilian Conservation Corps; it has carried on that work for the past 9 years.

The question has been raised here about the Forest Service fighting forest fires, and the Park Service also, which direct the fighting, but the actual fire fighting that is carried on has been carried on by enrollees of this Corps, under the supervision of park and forest rangers.

There is also a vast amount of soil erosion control work, particularly in the South, that is vital in our war effort. We are stopping a great deal of that because we are reducing the number of camps. There, is also a vast amount of work that should be done in the grazing areas such as bringing back grass and water to grazing land in the West from which most of the Nation's beeves and hides come. That area is our Nation's meat basket, if you will. Much of that work has been stopped.

In the minds of some people the Civilian Conservation Corps is a relief agency for which a need no longer exists. I do not want to be misunderstood in what I am going to say. I appreciate that the Corps in the early years, did a splendid job of relief. It was an experiment being tried out on a scale never attempted any place else in the world, and the results achieved were more or less astounding. I have a pretty thorough knowledge of the social values of the C. C. C. organization, and I say that because I do not want to be misunderstood in what I am going to say now. This Corps never was a relief agency from the standpoint that "made work" is supplied to men in order to give them something to do. This impression naturally comes from the fact that the Corps was organized, back in 1933, to furnish jobs to unemployed young men and to do a vast amount of necessary conservation work. An aggregate of \$669,500,000 has been sent to the families of enrollees in allotments. From its inception, to conserve Federal funds, we have never spent any money in the selecting of enrollees. The Governors of all the States were asked to select a State agency to handle the selection, and invariably they selected the State welfare agency. That undoubtedly also has led to the impression that the Corps was entirely a relief agency.

Ever since the inception of the Corps the work performed by enrollees has been of a type and of a character that, in my opinion, has or will return to this Nation every dollar that has been expended on it. In this connection may I say that when Mr. Harry W. Murphy, of the West Coast Lumbermen's Association, was in my office recently protesting about the closing of camps, he stated that for every dollar the members of his association had paid in taxes to the Federal Government they had received \$5 worth of work in return from the Civilian Conservation Corps.

I might say in passing, in that connection, that this Corps, in the last 9 years, has spent 6,379,000 man-days fighting forest fires. The

Forest Service and Park Service do not maintain any great reservoir of men to go out and fight forest fires, but when a forest fire occurs they send recruiting parties into Spokane and other western towns to get men. They close down the mills and the employees go out and fight fires. Had civilian labor been employed to fight the fires the Corps has worked on it would have cost the Federal Government something like \$40,000,000. That is what I had in mind when I spoke of the value of the work performed.

Something was said at this hearing about my testimony before the Joint Committee on Nondefense Government Expenditures, and I understand I was quoted by Senator McKellar as having said that the value of this work to the boy was \$644. I never attempted to evaluate before the committee the value of the work to the enrollee.

Senator MCKELLAR. Just one moment, please, sir. If you have no objection, I will just put what you actually did say right there in the record, and I will ask the stenographer to leave a little place to show your testimony on that subject. I do not recall exactly what it was.

(For the testimony referred to by Senator McKellar see p. 316.)

Mr. McENTEE. I understood you, and I want to make this explanation, that I never said that the value to the enrollee was \$644. I would not attempt to evaluate the psychological or physical effect of life in these camps on these youngsters. They come to us out of broken homes and sometimes out of fairly good homes, and they leave the Corps with, we believe, their education improved, with better work habits and better posture, but I would not attempt to evaluate just what that is worth in dollars and cents. That could not be done.

Senator MCKELLAR. Would you mind stating, now that you brought it up, would you mind stating just what you did evaluate it at, rather than the \$644? I think that would be wise, because we have got the other testimony and it shows for itself.

Mr. McENTEE. That figure was what I quoted as the value of the work that had been performed, the telephone lines constructed, bridges built, and work of that character, forest trees planted. Now, that was where the figure of \$644 came in.

The CHAIRMAN. You mean by that, Mr. McEntee, that out of the one-thousand-odd dollars that it cost the Government to maintain an enrollee for a year, the Government gets back in work \$644? Is that what you mean?

Mr. McENTEE. Yes, sir. You have to figure tangible future values on this. I believe that the actual value of the work each enrollee does is worth \$644, and that is what I meant when I said I thought, either immediately or in the future, the work these boys have performed will return to the Government every dollar that has been spent on them.

The CHAIRMAN. Of course, there are some projects that return very much more than that. That is, I have in mind a project where the loss from flood was over \$3,000,000, and the number of persons who lost their lives in the flood ran into 20, which we will not estimate the value of, but the amount of money put into the correction of that is just around a quarter of a million dollars. Now, you cannot figure those things.

Mr. McENTEE. You cannot, Senator, I know, and I was figuring the minimum.

May I take the committee's time to say this: The Corps built two dams, one at East Barre and one at Montpelier, Vt. In 1927, I think the year was, the Winooski River overflowed and did something like \$20,000,000 worth of damage, killed a lot of livestock, and I believe several human lives were lost. Vermont, for various reasons, never was able to build the dams to check the floodwaters of that river, until the Corps was organized. We built the two dams. While there has been a great deal of high water there in recent years there has never been a flood disaster in that section since those dams were built.

Senator McKELLAR. Have you a copy of your testimony before the Committee on Nonessential Expenditures?

Mr. McENTEE. I do not think I have, sir. They never furnished it to us.

Senator McKELLAR. I will get a copy of it, and I will furnish it to you.

Senator SCHWARTZ. Mr. McEntee, as to those figures that you have just stated, \$644, does that include the value of standing timber that has been saved by fighting forest fires?

Mr. McENTEE. It does not include that. It does include, in my estimate, the value of the two-billion-odd trees that had been planted and the estimate furnished me by the National Lumbermen's Association as to what the value would be when they matured. It does include that. It does not include soil-erosion control work done. I tried to get Dr. Bennett, of the Soil Conservation Service, to give me an estimate as to the value of all of these hundreds of thousands of square yards of land where we had worked on soil-erosion control. Dr. Bennett's reply was, "It cannot be done," that nobody can estimate the value of that. I can understand that, because when you control erosion, when you build, as this Corps has done, some 6,000,000 check dams in order that rain may be kept in the ground and not permitted to wash away, you prevent the silting of streams with valuable top soil that swells the banks of rivers. That work with its consequent prevention of floods has a value which you cannot estimate. That was why Dr. Bennett would not make an estimate as to what the value of the soil erosion control work was. In that connection may I say this: The question has arisen about these boys being able to handle the difficult techniques of carrying on soil erosion work. They would not know enough to carry on this work, were it not for the fact that they are directed by the technicians of the Soil Conservation Service. The technicians furnish the technical skill; they do the directing.

Senator SCHWARTZ. That is true also in the publicly owned land?

Mr. McENTEE. That is handled by the Grazing Service.

Senator SCHWARTZ. But the work is done by the C. C. C. camps?

Mr. McENTEE. The camps perform the work. The particular service that has the directing of that work, that is trained in that type of work, furnishes the technical guidance and skill.

Senator SCHWARTZ. And that is giving us more beef right now, when one of our greater needs is more beef?

Mr. McENTEE. Very much so, I think, Senator.

Senator SCHWARTZ. More wool and more mutton?

Mr. McENTEE. Yes. I think, frankly—this is perhaps not important—the price of wool has gone up—I do not think they will kill

so many lambs. The result is the grazing areas are going to be taxed a great deal harder than they have been in the past.

To my mind, Mr. Chairman and members of the committee, it would constitute a tremendous indictment against our Nation's common sense to dismantle an effectively operating organization, then build up some other organization that would have to do the same things the Corps is doing today. The vast amount of money and energy—particularly if time is of any value—that would be expended in following this procedure of liquidation and recreation would be, to my mind, the height of folly.

All of us are familiar with the distressing figures—yes, I might say, rather humiliating figures—of the selective draft, which reveal that some 40 percent of the registrants were physically unfit for military service. Much has been said about physical fitness but relatively little has been done about it. The Civilian Conservation Corps is an agency that is doing something about it.

Senator McKELLAR. Mr. McEntee, would it interrupt you—if it will, I will withdraw the question, but if it would not interrupt you, will you get for the record how many young men from the C. C. C. have been called for the draft and how many have been refused for lack of physical fitness?

Mr. McENTEE. We do not have those records, Senator. I can tell you how many were called. In the last 11 months there were called by the Selective Service, I think the best record is, about 3,000.

Senator McKELLAR. In a year and a half?

Mr. McENTEE. In 11 months, Senator.

Senator McKELLAR. Yes.

Mr. McENTEE. There have gone into the Army or Navy from the Corps in the last 20 months 20,000 of these youngsters as volunteers. Someone asked the question this morning about men being exempted. There is no exemption for anyone in the Corps. I might say, in passing, that neither the Corps itself nor in my office has there been a single request to exempt anyone from the draft.

Senator ROSIER. Would you allow a question there?

Mr. McENTEE. Yes, Senator.

Senator ROSIER. Is it true that a majority of these people come from the poor homes, where they come to you ill-conditioned, undernourished, and that they belong very largely to the underprivileged classes, who haven't had any opportunities back home?

Mr. McENTEE. With a great many of them, that is true, Senator.

Senator ROSIER. If we abolish this agency we will be robbing these underprivileged people of the opportunities which they have had in the last few years?

Mr. McENTEE. Unless some other method can be found to handle them.

Senator McKELLAR. Mr. McEntee, would not you say that the same thing applies in respect to the boys who enlist in the Army? Do not a great body of the boys who enlist in the Army belong to that same class of our people?

Mr. McENTEE. That may be true, Senator.

Senator McKELLAR. Yes.

Mr. McENTEE. I will say this about these enlistments—and I believe this committee is calling in the medical officer of the Army

here—I will venture the assertion that the vast majority of the men who have enlisted in the Army from the C. C. C. could not pass the Army physical examination had it not been for their Corps experience.

Senator MCKELLAR. I just wanted to ask someone who is connected with General Ulio's office, would you ask General Ulio to put in—oh, I see you are here.

Colonel WHITE. Yes.

Senator MCKELLAR. Will you ask General Ulio to find out how many C. C. C. men have enlisted voluntarily in the Army in the last year and a half?

Colonel WHITE. Yes, sir.

The CHAIRMAN. The Army and the Navy?

Colonel WHITE. In all of the armed forces?

Senator MCKELLAR. How is that?

Colonel WHITE. In all of the armed forces?

Senator MCKELLAR. Yes.

Colonel WHITE. A break-down, the Army, Navy, and Coast Guard?

(Enlistments by categories cannot be furnished, but for all categories, the total, July 1940–February 1942, is 17,481.)

Senator MCKELLAR. Yes. Thank you very much.

Mr. McENTEE. Over the past 9 years, nearly 3,000,000 men have been physically improved while in the Corps. The regular hours, calisthenics, marching, regular food, with plenty of hard work and the necessary discipline have all contributed in obtaining this result.

In the Civilian Conservation Corps the war veterans are, in general, 45 years of age or over. Nearly all of the junior enrollees are 17, 18, and 19 years of age, with the great majority in the 17-year old group. By and large, when they joined the Corps, most of them could not pass the physical Army standards. If this conflict is a long war, as it may be, you cannot make good armies with men who are not in good physical condition.

The CHAIRMAN. Right there, Mr. McEntee, the 17-year-olds would not be accepted in the Army, would they?

Mr. McENTEE. No, sir; they are not eligible for service in the Army. Eighteen is the minimum. We find that after 3 or 4 months in the Corps, boys who enter under weight have gained so much in weight and general health that they can pass the Army physical standards. Thousands more could be brought to the point of passing such an examination if that were the will of Congress.

There is one other factor where this Corps has paid dividends. Army officers would undoubtedly tell you, if you asked them, just as they have informed me, that they have less trouble getting a former C. C. C. enrollee into shape as a soldier than they do with selectees who have never had any C. C. C. experience. This is due to the fact that men are taught to live together in barracks, they have been taught personal and public hygiene, and among young selectees they are rid of the specter of homesickness, which is natural with boys who have never been away from home. I wonder sometimes why we do not give immediate attention to the youngsters of this country who are physically soft, possibly starting out at the age of 17, and encouraging them to spend what might be termed a 6 months' apprenticeship in these camps.

I say to you, if we could use the labor of these young men, many thousands of them, to increase and protect the defense of this Nation, the youths also would do a great deal of highly valuable work, could be toughened physically to a point where, when, and if they are called for active military service, the Army will not have to spend an additional 3 to 9 months in toughening their bodies to the point where they can "take it," to use a slang expression.

This Corps is an organization that over the past 9 years has not only built the two dams I mentioned to you at Montpelier and Barre but has also built some 7,000 additional large dams in other parts of this country. The Corps has strung 86,000 miles of telephone lines. Something was said this morning about that requiring a lot of skill. It does require skill. The fact remains that these kids, under the direction of technical supervision, have built some 86,000 miles of telephone lines. They have built 123,000 miles of roads; something over 45,000 bridges. They have planted 2,258,000,000 forest trees, and worked on control planting on 4,100,000,000 square yards of land, in soil-erosion control.

Senator McKELLAR. In that connection, would it put you out if I were to ask you what has been the cost of the C. C. C. from the date of its beginning until the present time?

Mr. McENTEE. \$2,827,000,000, sir.

Senator McKELLAR. With a \$2,000,000,000 expenditure we ought to have something.

Mr. McENTEE. You have, Senator.

The CHAIRMAN. Right in there, what is your total enrollment since the beginning?

Mr. McENTEE. The total enrollment in the Corps is about 3,000,000, Senator.

The CHAIRMAN. About 3,000,000?

Mr. McENTEE. Yes. I think it was about 50,000 under that.

The CHAIRMAN. That is 3,000,000 individual boys?

Mr. McENTEE. Three million individual boys; yes, Senator.

Senator McKELLAR. And what were the figures, again?

Mr. McENTEE. The cost, Senator?

Senator McKELLAR. Yes, sir.

Mr. McENTEE. \$2,827,000,000.

Senator SCHWARTZ. That includes the material that the Government has used?

Mr. McENTEE. That includes the material, the construction, the \$820,000,000 that was directly paid to industry for equipment and clothing. We spent, Senator, by the way, \$173,000,000 for heavy automotive equipment.

The CHAIRMAN. What was the value of the automobiles you handed over to the Budget Bureau, and the equipment you handed over to the Budget Bureau?

Mr. McENTEE. I could not answer that, Senator. The Budget now is transferring that surplus stuff to the Army. We turned over the other day \$5,000,000 worth of equipment to the Army, and there has been a considerable amount of other equipment, but I recall that one particular figure now.

I might say, in passing, as to this equipment that was turned over, we have just been asked by the Bureau of Public Roads and the Army

to repair in our central repair shops some 2,500 pieces of our heavy equipment, and turn it over to them—which is now being done—to help build the Alaskan Highway.

Senator McKELLAR. While we are on that subject, you say there have been 3 million, or just a little less, 3 million all told in the Corps since it was established.

Mr. McENTEE. That is right, Senator.

Senator McKELLAR. Now, if you divide \$2,827,000,000 by 3 million, how much would you get as the cost per enrollee?

Mr. McENTEE. That would be in the neighborhood of about \$930, would it not, Senator? But that is not a man-year cost. We figure this on a man-year cost, when we say it costs \$1,000 to have a boy in the Corps. It is quite possible we have had two boys for that \$1,000, who both served 6 months. I have not figured that, Senator. I hope my mental arithmetic is right. I said about \$930. May I go on?

The CHAIRMAN. Please.

Mr. McENTEE. In addition to that work, Senator, we have a plant today whose physical value is \$125,000,000, and it seems to me that a far more intelligent use can be made of it than to liquidate it.

Most of the newspapers of this country have been very complimentary in their comments on the work of the Corps. A few seem to think it is something created to give jobs to unemployed boys for which there is no longer any need. I would like to take some of these people, Mr. Chairman and members of the committee, who seem to think this is a molly-coddling arrangement, and put them through 1 week's C. C. C. camp routine; get them up at 5:30 in the morning, put them through 15 minutes of calisthenics, 15 minutes of close-order drill, have them police up the barracks, and then report on a work project for 8 hours' work, then come back and take educational classes at night.

There have always been two thoughts on the question of education in the Civilian Conservation Corps. A few years ago a number of educators of this country thought we were not carrying on enough education. A few months ago the Educational Policies Committee made a report in which they stated we were competing with the schools in the matter of education. The truth is that the Civilian Conservation Corps has been carrying on a worth while, result-producing, educational program. Many, many employers have told me repeatedly that the thing they liked about the former enrollees of the Corps was their ability and willingness to put in a good 8 hours' work. I wonder if there is not something for the educators of the country to investigate in that. That is the plan for teaching young men—to teach men how to work, the value of working, and something of its responsibility.

Some question was raised, and some member of the committee mentioned about education in the Corps, whether or not there was any. I would like to submit just 4 textbooks. We use 36 of those. They begin with illiteracy and run up to the eighth grade. We have never printed any textbooks beyond that, because after the eighth grade it is high school, and we use the State books when we are carrying on education beyond the eighth grade, to meet the particular State requirements.

(The textbooks referred to were filed with the committee.)

Mr. McENTEE. Something was said about certificates, and I would like to submit for the record the type of educational certificate which is issued to the enrollee.

The CHAIRMAN. These are what you call your certificates of proficiency, are they?

Mr. McENTEE. That is right, Senator.

(The certificates referred to were filed with the committee.)

Mr. McENTEE. I understood from the testimony of the other day that something was said about there being 107,000 illiterates in the Corps, who had no education. That came out of a statement that I issued to the Joint Committee on Nondefense Expenditures. The statement, however, did not say there were 107,000 illiterates, the statement set forth, in as clear detail as we were able to set it forth, that 107,000 men had come into the Corps, illiterate and that out of this group of one hundred and seven thousand odd 105,000 were taken out of that illiterate bracket. The other 1,500 or so, who could not read and write, we just, frankly, were unable to make literate.

We carry on in the Corps what we think—and I do not want to take very much time on that, because I understand the committee has summoned Dr. Studebaker, the Commissioner of Education, and he is far more capable than am I to go into the educational program of the Corps—is a very excellent educational program. This program takes the boy who is illiterate, takes the boy who has put in a year at high school, and carries him through his 4 years, and he gets his credits from his State, and a number of boys have passed the entrance examination to college through the educational program put on in the Corps.

On top of that, it is a type of education that we are rather proud of, that is, the training of men on the job. When bridges are being built, an explanation is given enrollees as to why timber has to be cut a certain way. If a road job is to be constructed, the details and techniques of running a tractor or bulldozer are taught to the enrollee. There are thousands and thousands of enrollees all over this country now engaged by many industries who learned how to run a tractor or bulldozer while serving as an enrollee in the Civilian Conservation Corps.

During the past 9 years, enrollees of the Corps have been engaged in rescue and salvage work in fire, flood, and hurricane catastrophes that have taken place in this country. The Civilian Conservation Corps' work with the American Red Cross, I believe, was what led Mr. Norman Davis, the head of that organization, to ask the Corps to cooperate with that organization and the Office of Civilian Defense in case cities have to be evacuated because of bombing raids. You gentlemen, I assume, are familiar with the agreement that the Corps has with the Red Cross. If you haven't, I would be glad to insert one in the record.

The CHAIRMAN. We would like to have one in the record.

Mr. McENTEE. We will insert it.

(The agreement referred to is as follows:)

COOPERATIVE DISASTER RELIEF UNDERSTANDING BETWEEN AMERICAN RED CROSS AND CIVILIAN CONSERVATION CORPS

Under the terms of cooperative agreements, the Red Cross is able to draw upon the resources of various governmental agencies in meeting extensive supply and equipment needs during major disasters. As a matter of policy it has

consistently made the greatest possible use of these existing resources. Consequently, it has not needed to acquire large stores of materials in anticipation of disaster needs.

Today some of these cooperating agencies may be affected by the national emergency. At the same time, the Red Cross must be prepared for the possible intensification of disaster problems by war hazards, such as bombings or other enemy action. In view of this situation, it is making a survey of all available resources, in order to correct any inadequacy which may hamper the fulfillment of the duties imposed upon it by its congressional charter and to assure the fullest possible utilization of existing facilities in disaster relief. Two conditions have been borne in mind: The need of avoiding purchases that are not absolutely essential during this critical period, and the importance of acquiring essential supplies and equipment that might be difficult to secure on short notice.

This survey reveals that the Civilian Conservation Corps of the Federal Security Agency possesses resources which can be of great value in disaster relief. It is Nation-wide, with completely equipped camps and transportation facilities in every State. During the current emergency, moreover, its personnel has been sharply reduced, and its organizational framework, its camps, trucks and other equipment, are consequently available in large part for other uses. This combination of conditions fits the Civilian Conservation Corps to play a vital part in disaster preparedness and relief. The utilization of this reserve strength for the disaster relief work of the Red Cross is an economically sound use of the Civilian Conservation Corps for the advantage of the people generally.

There is now a functioning agreement between the Division of Safety of the Civilian Conservation Corps and the Red Cross First Aid, Water Safety and Accident Prevention Service covering instructions in first aid, transportation of the injured, and water safety. In addition, the following plan has now been worked out between the American Red Cross and the Civilian Conservation Corps.

(1) Through its national director of disaster relief, the Red Cross will maintain close liaison with the office of the Director, Civilian Conservation Corps, so that there will be coordination of the program for cooperation in disaster relief work.

(2) The Red Cross will give training in disaster relief policies and procedures to key personnel in Civilian Conservation Corps companies throughout the United States. Plans for such training will be prepared by the Red Cross and will have the approval of the Director of the Civilian Conservation Corps.

(3) The Red Cross will continue the present program of instruction in first aid, transportation of the injured, and water safety for Civilian Conservation Corps personnel. This trained personnel will be made available by the Civilian Conservation Corps for first aid and related activities during disasters.

(4) The Red Cross will request the assistance of the Civilian Conservation Corps in disaster relief through the Administrator, Federal Security Agency. This assistance may include:

(a) Trucks and personnel for rescue of evacuees and for their transportation with their personal belongings to concentration points;

(b) Ambulances, trucks for conversion into emergency ambulances, stretchers, and other emergency equipment, and such medical supplies and medical personnel as can be made available;

(c) Trucks and personnel for transportation of supplies and equipment;

(d) Trucks and personnel for distribution of relief rations;

(e) Cots, blankets, kitchen and feeding equipment on a loan basis;

(f) Services in preparation of food, either in Civilian Conservation Corps camps used as feeding centers or on other premises operated as mass shelters;

(g) Personnel and equipment for all emergency housing and feeding facilities on Civilian Conservation Corps premises;

(h) Assistance in carrying out the fire, sanitary and police regulations for mass shelters;

(i) Storage space for Red Cross or other supplies and equipment.

(5) In extreme emergencies, when evacuation and mass care are major problems, the Civilian Conservation Corps will make available any of its unoccupied camps for sheltering evacuees.

(6) In accordance with detailed plans which will be developed, the Red Cross will replace materials and supplies actually expended in connection with a disaster relief operation, such as gasoline, oil, food, and medical supplies, or will reimburse, the Civilian Conservation Corps for such materials and supplies.

(7) Personnel furnished by the Civilian Conservation Corps will carry out their assignments in cooperation with the Red Cross Disaster Relief Organization and,

especially in emergencies created by belligerent action, under the general direction of such Federal or other governmental agency which may be designated to supervise a particular program.

A detailed, written plan to guide Civilian Conservation Corps and Red Cross personnel in working out the program outlined herein will be prepared. It will have the approval of the Administrator, Federal Security Agency, and the National Director of Disaster Relief of the American Red Cross. This written plan will show the location and extent of Civilian Conservation Corps camps and equipment, describe Red Cross disaster-relief facilities, and outline the method to be followed in establishing a cooperative relationship for disaster relief.

It is understood that the activities proposed in this plan will be governed by present or future legislation controlling the operation of the Civilian Conservation Corps.

Approved January 12, 1942.

P. V. McNUTT,
Administrator, Federal Security Agency.
NORMAN H. DAVIS,
Chairman, American Red Cross.

Senator MCKELLAR. What connection has that with the O. C. D.? They have several million dollars for that work, that they got not long ago.

Mr. McENTEE. No, Senator. The Red Cross submitted an agreement—

Senator MCKELLAR (interposing). I am not asking about that. I mean, how do you cooperate with the O. C. D., the Office of Civilian Defense?

Mr. McENTEE. It is my understanding, Senator—and I, of course, cannot talk for that organization—that they have an arrangement with the Red Cross that works something like this: The O. C. D. handles the evacuation direct, they then turn them over to the Red Cross for housing, medical care, and things of that character. Both organizations are working in very close cooperation.

Senator MCKELLAR. How do you come in?

Mr. McENTEE. The Red Cross asked that we leave all of our buildings intact, that were not required by the Army or the Navy, instead of dismantling them.

Senator MCKELLAR. What about your men?

Mr. McENTEE. That in case of a raid, trucks, equipment, men, and so forth, will be used. It might interest you to know, Senator, that all of these enrollees take a 20-hour Red Cross course. There are thousands of them that are quite versed on that.

Senator MCKELLAR. That 20-hour course ought to fit them for any purpose—to be judges, or lawyers, or attorneys.

Mr. McENTEE. The course is on how to bandage an arm, how to straighten out a man, how to put a broken leg in splints; that is what the training is. It is the standard first-aid course.

Some 70 of these boys have died in forest fires in the last 9 years. Three of them up in the forest fire in New Jersey, nine in the fire in Pennsylvania in 1938, five died in a forest fire in Nevada in 1939.

Senator SCHWARTZ. They had some die in Wyoming, too.

Mr. McENTEE. Some died in Wyoming, yes, Senator. Eleven died in Wyoming in 1937. I mention that because I again want to say this: I would like some of these people who think that these kids do not earn this \$30 a month to spend a little time on the fire line. If I

am right in my analysis of the situation today, then I ask in all candor—at a time when we need physical fitness in our youth, and when we have this vast amount of work to do to protect our forest areas, and so forth—if we are doing a sensible thing if we bluntly strike from our war effort a practical program which, today, is effectively building the physical strength and hardihood of our youth and preparing them for military service when they reach the Selective Service age.

I haven't anything else, Senator, that I want to add. I appreciate the committee has been very tolerant in listening to a very long statement.

The CHAIRMAN. Are there any questions?

Senator McKELLAR. Yes; I have some questions. I would like very much for us to go over, though until I can have time to cross-examine the witness.

The CHAIRMAN. At Senator McKellar's request we will stand in recess until 10:30 tomorrow morning.

(Whereupon, at the hour of 12:20 p. m., the committee recessed until 10:30 a. m., the following day, Tuesday, March 31, 1942.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

TUESDAY, MARCH 31, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 312, Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Ellender, Hill, Bunker, Rošier, and Taft.

Also present: Senator McKellar.

The CHAIRMAN. The committee will come to order, please.

Mr. McEntee, Senator McKellar wishes to ask some questions.

STATEMENT OF HON. JAMES J. McENTEE, DIRECTOR, CIVILIAN CONSERVATION CORPS—Resumed

Senator McKELLAR. Mr. McEntee, how many camps—

Mr. McENTEE. Senator, may I, before you start, make a correction in what I stated yesterday? I misquoted a figure in answer to Senator McKellar as to the total cost of the Corps. I should have stated the total cost was \$2,827,000,000. I stated it \$2,260,000,000-something.

Senator McKELLAR. How much did you spend during the present year? How much have you spent up to this time, the present fiscal year?

Mr. McENTEE. Our total appropriation was \$246,960,000, Senator.

Senator McKELLAR. Yes, sir. And how much have you spent?

Mr. McENTEE. As we can figure it now—I can get that exact figure of what we have spent—we will probably turn back to the Treasury about \$105,000,000, sir.

Senator McKELLAR. How much did the President freeze?

Mr. McENTEE. \$95,000,000.

Senator McKELLAR. You are not going to spend any of that, are you?

Mr. McENTEE. No, Senator; and there will be about \$10,000,000 additional, I think, added to that, insofar as I can figure, unless there is some emergency that we are called upon to meet.

Senator McKELLAR. So it will cost this year \$141,000,000. How many camps have you?

Mr. McENTEE. We are working now down to 600, Senator. I think as of this morning we might have probably 680, or something like that.

Senator McKELLAR. 680?

Mr. McENTEE. Yes. The instructions are to work down to 600. We expect to reach that by the 15th of April. The letters are all out on that and the program is set for 600 camps. You cannot always close a camp on schedule, because there may be some unfinished project, but by the 15th of April we figure we will be down to the 600 camps.

Senator McKELLAR. So you expect to have 120,000 boys?

Mr. McENTEE. Possibly 108,000 or 110,000, Senator.

Senator McKELLAR. You are not going to have 200 to the camp, then?

Mr. McENTEE. We will probably average about 170 or 173, Senator, I think.

Senator McKELLAR. 170 to 173. How many camps have you in the State of California?

Mr. McENTEE. I will give it to you all in just a second, Senator. California, Senator, at the present time has 32.

Senator McKELLAR. And how many has Oregon?

Mr. McENTEE. I say 32, Senator. There may be a few more than that, but coming back to the 600 camps, that is the figure we have set on the 600-camp basis for California.

Senator McKELLAR. How many in Oregon?

Mr. McENTEE. In Oregon, 23, sir.

Senator McKELLAR. And how many in Washington?

Mr. McENTEE. Eighteen.

Senator McKELLAR. How many in Idaho?

Mr. McENTEE. Nineteen, Senator.

Senator McKELLAR. How many in Montana?

Mr. McENTEE. Fifteen.

Senator McKELLAR. And Wyoming?

Mr. McENTEE. Eleven.

Senator McKELLAR. In Utah?

Mr. McENTEE. Fourteen.

Senator McKELLAR. Nevada?

Mr. McENTEE. In Nevada, 11, Senator.

Senator McKELLAR. Arizona?

Mr. McENTEE. Nine.

Senator McKELLAR. New Mexico?

Mr. McENTEE. Sixteen.

Senator McKELLAR. And in the rest of the country how many have you?

Mr. McENTEE. I will have to add that all up, Senator.

Senator McKELLAR. Never mind, you need not add it up. I can do it. You will have 600 less the numbers that you have given for those States?

Mr. McENTEE. That is right, Senator.

Senator McKELLAR. What do those boys out there do now?

Mr. McENTEE. They are engaged in a varied type of work. Some are working in the national parks, others in the timbered areas; a few camps are on reclamation, and some are on grazing. All of these camps are being revamped, because we have to make allowances for the additional camps going on Army reservations and for the transferring of camps in the fire areas. There is a new program being prepared for the coming fiscal year which will shift a number of these camps and will shift many camps into the western area that are not there now.

Senator McKELLAR. In other words, you are having a kind of a revolution in the camps?

Mr. McENTEE. Well, we are stopping a lot of work, Senator. Take, for instance, wildlife work, that is interesting and important, but it is something that can wait. That work is being stopped.

Senator McKELLAR. You will stop wildlife. You do not think that is necessary to the defense?

Mr. McENTEE. No, Senator.

Senator McKELLAR. What else will you stop?

Mr. McENTEE. Recreational work on parks.

Senator McKELLAR. Recreational work on parks. Well, you will stop the principal part of the work, will you not, in the camps?

Mr. McENTEE. No, Senator.

Senator McKELLAR. Do not you devote more time to recreation than anything else?

Mr. McENTEE. No, Senator.

Senator McKELLAR. You do not?

Mr. McENTEE. No. There is a very small percentage of the camps on park recreational work, so-called. When I spoke about recreational work, Senator, I had in mind work in terms of parks that had been built. For instance, when this corps was organized I do not think the State of Virginia had a State park. There are seven very fine parks there now that this corps built. That is what I referred to as recreational work.

Senator McKELLAR. You have gotten very much interested in national defense or the war lately, haven't you?

Mr. McENTEE. I think everyone is interested in that, Senator.

Senator McKELLAR. Do you know how many of the C. C. C boys have enlisted?

Mr. McENTEE. That have enlisted?

Senator McKELLAR. Yes.

Mr. McENTEE. In the last 18 months, 20,000, Senator.

Senator McKELLAR. 20,000 in the last 18 months. How many in the last 2 months?

Mr. McENTEE. I think we have that in the figures here some place, Senator. I will give it to you a few moments later, if I may. I am sure we have it in here.

The CHAIRMAN. Yesterday you said 2,500 between December and March.

Senator McKELLAR. Well, if that is in the record you need not bother about it. 2,500. My recollection is it was 2,200.

Mr. McENTEE. To answer your question, there were 866 enlisted in December, and 1,143 in January. That is the latest figure we have.

Senator McKELLAR. One thousand and how much?

Mr. McENTEE. 1,143.

Senator McKELLAR. You said the average age was 17 years.

Mr. McENTEE. Well, I think the exact percentage, Senator—and I think I have that in the file—I know that 54 percent of the boys are 17.

Senator McKELLAR. And more?

Mr. McENTEE. I can give you the correct figure now, Senator.

Senator McKELLAR. All right; give us the correct figure.

Mr. McENTEE. 54.5 percent of the enrollees are 17.

Senator McKELLAR. Exactly 17, or 17 plus?

Mr. McENTEE. Oh, something over 17, some months over 17. The number is 58,245. 23,438 of the boys are 18, or 21 percent.

Senator McKELLAR. How do you expect to keep those 23,000, or calculate on keeping the 23,000, the 23,438, out of the Army if they are eligible for service?

Mr. McENTEE. These 18-year-old boys are eligible to volunteer. When I spoke of the eligibility, Senator, I was thinking of what Congress has established as the military age. That is 21.

Senator McKELLAR. That is what I am thinking about. These 23,438 are subject to what we commonly call the draft, are they not?

Mr. McENTEE. They are not, Senator.

Senator McKELLAR. They are not?

Mr. McENTEE. No. They are 18 years of age.

Senator McKELLAR. I thought you said 23,000 were more than 18 years old.

Mr. McENTEE. No; there are 58,245 that are 17.

Senator McKELLAR. Wait a minute. Let me get that. Fifty-eight thousand how much?

Mr. McENTEE. 58,245.

Senator McKELLAR. That are what?

Mr. McENTEE. Seventeen years of age.

Senator McKELLAR. And more?

Mr. McENTEE. Some months.

Senator McKELLAR. Seventeen plus. What did you say about the 23,000?

Mr. McENTEE. They are 18 years of age. I could give you the correct age limit up to 23.

Senator McKELLAR. Wait one minute. Do not let us go too fast. 23,438 that are 18 plus?

Mr. McENTEE. That is right, sir.

Senator McKELLAR. All of those within the next year, of course, would be subject to the draft?

The CHAIRMAN. No, sir.

Mr. McENTEE. Not unless Congress changed the law.

Senator McKELLAR. It is 18, is it not?

Mr. McENTEE. No; 21.

Senator McKELLAR. I beg your pardon. It is 19.

The CHAIRMAN. No, sir.

Senator Rosier. Twenty.

The CHAIRMAN. There has not been a single boy under 21 who was called into the draft. They were just registered.

Senator McKELLAR. Let us take those over 21. How many have you over 21?

Mr. McENTEE. Roughly, about 5,000. I will give you that in a moment.

Senator McKELLAR. 5,000?

Mr. McENTEE. I will give it to you exactly, Senator, as soon as I can add these figures up.

Senator McKELLAR. All right. Give us the ones 19 and over.

Mr. McENTEE. 5,498, Senator.

Senator McKELLAR. Twenty or over?

Mr. McENTEE. Yes, Senator.

Senator McKELLAR. 5,428?

Mr. McENTEE. 5,498, Senator.

Senator McKELLAR. How many, 19 plus?

Mr. McENTEE. 12,844.

Senator McKELLAR. Now, of course, that 12,844 and 5,498, they will be subject to the draft very shortly, you cannot count on those boys?

Mr. McENTEE. That is true, Senator.

The CHAIRMAN. They all will finish their 6 months' enlistment before the draft.

Mr. McENTEE. They will all finish their 6 months' enlistment before the draft. There will be additional boys coming on. The boys do not stay in the corps indefinitely.

Senator McKELLAR. That depends on their age, does it not?

Mr. McENTEE. When they go into the service, Senator, there are other boys usually coming along. The average stay of a boy in the corps is less than 9 months.

Senator McKELLAR. Now, how many applications have you got at the present time?

Mr. McENTEE. I would not know that, Senator, unless I check with the field.

Senator McKELLAR. Well, I would like for you to check with the field. Give us the amount. It seems to me that is a very important question, because, if you know, if you recall the evidence of Senator Lodge, he said in the city of Boston there were busses or trucks going around with advertising on the sides, "Join the C. C. C. camps." You are having difficulty in getting boys, are you not?

Mr. McENTEE. Senator, I answered that question before. I could never find any information about that truck. May I say this, Senator, if you please—

Senator McKELLAR (interposing). I took it that Senator Lodge, when he testified he saw it himself, is not likely to be mistaken, Mr. McEntee. Do you doubt that? Do you doubt his testimony?

Mr. McENTEE. No; I do not doubt the Senator's testimony.

Senator McKELLAR. Now let us go ahead. I would like to know how many applications you received.

Mr. McENTEE. I have to check with the selecting agency, Senator.

Senator McKELLAR. You ought to have some information about it here, ought you not? Do not you require information as to how many applicants there are?

Mr. McENTEE. No. We check how many applicants are expected, Senator. We do not make any survey, as to how many available applicants there are.

Senator McKELLAR. Who selects them?

Mr. McENTEE. The selecting agency. That information is probably in our office.

Senator McKELLAR. In your office?

Mr. McENTEE. Yes.

Senator McKELLAR. Will not you get it and submit it?

Mr. McENTEE. Yes; I will submit it.

Senator McKELLAR. For instance, I would like to know how many applications you have had to go into the C. C. C. camps between December 5 and the present time.

Mr. McENTEE. We can get that for you, Senator.

Senator McKELLAR. Last year you asked for \$246,000,000 and received it, and the President voluntarily cut down that appropria-

tion—or he did not cut the appropriation down but he froze that appropriation. Until July it is usable, but he voluntarily cut your camps from \$246,000,000 to \$141,000,000. That shows a tremendous decrease in effort, and the reason of that decrease is because people do not need it, or did not need this aid and were not applying for it, is not that true, Mr. McEntee?

Mr. McENTEE. There are a number of causes that account for that, Senator.

Senator McKELLAR. Well, I would like to have them.

Mr. McENTEE. May I take time to explain it this way?

Senator McKELLAR. Go ahead and explain it.

Mr. McENTEE. At our last hearing before the Appropriations Committee for the 1942 budget, that budget was prepared, oh, 7 or 8 months before that period. The appropriation passed was the \$246,960,000. The Appropriations Committee, in anticipation, after the discussion that there might be a reduction in camps, put a limitation on it that if we fell below our enrolled strength of 200,000, we could only use so much money. I make that explanation because the action of the Appropriations Committee automatically, when the enrolled strength came down, accounted for the saving of \$40,000,000. With the cooperation of the technical agencies; that is, Agriculture, Interior, and War Departments, we were able to save another \$30,000,000, I think. We notified the Federal Security Administrator who in turn notified the Budget, and it was after that that the \$95,000,000 reserve was set aside.

You spoke of the people available, Senator. Industry is picking up. Neither the Appropriations Committee nor ourselves could anticipate what was going to be the condition the year hence. Industry, the defense program before the war, accounted for the absorption of a tremendous amount of boys. Going into the armed forces accounted for a great deal more, but again it comes back to the fact, Senator, that the 1940 Census showed the sum of 8,226,000 young men in this country between the ages of 17 and 23.

Senator McKELLAR. Well, now, they do not all want to go into the C. C. C. camps, and you were mistaken last year in asking for such an enormous sum as \$246,000,000, were you not? That is the plain truth of it, is it not?

Mr. McENTEE. The estimate was based upon the number of camps, Senator, that the technical agencies had work for, but we did not anticipate a war. Different types of work and projects came in, and the budget was based on the number of camps that would be needed to do the necessary work.

Senator McKELLAR. Well, that is what this budget is based on, is it not?

Mr. McENTEE. What budget, Senator.

Senator McKELLAR. If you were mistaken by \$95,000,000 last year, why are not you just as likely to be mistaken now?

Mr. McENTEE. What budget—

Senator McKELLAR. Wait 1 minute.

Mr. McENTEE. Pardon me.

Senator McKELLAR. If you were mistaken by \$95,000,000 in your request for the budget last year, are not you likely to be mistaken in a very large amount this year?

Mr. McENTEE. Well, there has been no discussion here, Senator, as to what our budget requirements are this year.

Senator McKELLAR. I happen to know something about it, because you have got to come before the Committee on Appropriations, and I happen to be a member of it.

Mr. McENTEE. Yes.

Senator McKELLAR. There will be, I assure you, either confidentially or openly, quite a discussion about the amount of your budget this year, and I am asking you now—and there is no reason why you cannot answer now before this committee—if you were \$95,000,000 wrong last year about the amount that you needed, how can we assume that you are going to be right this year when you make your request, whatever the request is?

Mr. McENTEE. Of course, that is probably true, Senator, except this: There is one thing you can be sure of, that if there is not a legitimate reason for spending the money it will be returned to the Treasury. This Corps has turned back millions of dollars every year.

Senator McKELLAR. That is not your business, Mr. McEntee. Your business is to make a recommendation for what is reasonable and right and proper for your corps.

Mr. McENTEE. To the best of my ability, sir.

Senator McKELLAR. I am just calling your attention to the fact that your estimates last year were far afield and that both the Congress and the President have undertaken to correct that, have corrected it in part. Now, don't you think that there will be a great deal more difficulty in getting boys into your camps, even if you use every effort that is known to get them there, you are going to find it increasingly difficult to get boys into camps like this when there is a war going on, and when we are paying the highest wages that were ever paid in private industry, that were ever paid under the shining sun? Don't you think that there is going to be a very great difficulty in getting these boys to go into your camps?

Mr. McENTEE. We anticipate that, Senator. What I started to say, this camp group that we are talking about, these 600 camps, that is substantially more than the budget is going to be asked for this year when the budget is prepared.

Senator McKELLAR. How much are you going to ask for this year, do you know?

Mr. McENTEE. The budget is not prepared yet, sir.

Senator McKELLAR. I know it is not, but I am asking you the question. You are the head of this organization. How much are you going to ask for this year?

Mr. McENTEE. About 350 camps.

Senator McKELLAR. How much money are you going to ask for to handle those 350 camps?

Mr. McENTEE. They will cost somewhere between \$70,000,000 and \$80,000,000, Senator.

Senator McKELLAR. How much?

Mr. McENTEE. Somewhere between \$70,000,000 and \$80,000,000.

Senator McKELLAR. \$70,000,000 and \$80,000,000?

Mr. McENTEE. Somewhere in between there, depending a good deal on subsistence cost and clothing cost. We have no control over subsistence cost, as you know.

Senator McKELLAR. Now, you heard the testimony of General Ulio yesterday. You had a talk with him about it before, had you not?

Mr. McENTEE. Not immediately before this hearing. General Ulio and I have discussed this corps on numerous occasions.

Senator McKELLAR. You talked with him about this hearing, did you not? Did not you refer to him and did not he refer to you in making your statement yesterday?

Mr. McENTEE. I referred to the General's testimony; yes, Senator.

Senator McKELLAR. You referred to his testimony?

Mr. McENTEE. Yes.

Senator McKELLAR. You knew what his testimony was, did you not? Had not you furnished the figures and facts?

Mr. McENTEE. The figures and facts about the Office of the Corps, Senator, are furnished to all of our cooperating agencies, and the War Department is one of them.

Senator McKELLAR. I will ask you this: General Ulio, who is one of our finest officers, read what you have done, such as construction of narrow-gage railroads, construction and repair of roads and bridges, construction of fire breaks and lookout towers, construction of truck trails for fire suppression, construction of training aids such as bayonet courses, rifle ranges, antitank ranges, pistol ranges, construction of telephone lines and power lines, fencing military reservations, clearing wooded areas for fire prevention, clearing maneuver and impact areas, clearing, grading and seeding or sodding landing fields for aircraft, drainage, mosquito control—includes measures of control other than drainage such as spraying of breeding areas with larvicides, soil erosion control by means of grading, seeding, and rip-rapping where stream control is required, topographic mapping and survey, removal of and salvage of material from abandoned buildings on military reservations, construction of safety paths and roads at arsenals, erosion control on storage igloos at ordnance plants, and operation of sawmills.

Now, you furnished him that material, did you not?

Mr. McENTEE. It so happens we did not, Senator.

Senator McKELLAR. You did not. Where did he get it?

Mr. McENTEE. Out of the records, out of the War Department records.

Senator McKELLAR. Out of the War Department records?

Mr. McENTEE. Yes; reports on the work of the projects.

Senator McKELLAR. You discussed this with him and never furnished this information to him?

Mr. McENTEE. Not that particular information; no, sir.

Senator McKELLAR. Did not you furnish it to him?

Mr. McENTEE. My report covers most of the things you mentioned, with the possible exception of the pistol ranges, and so forth. There is nothing on that in my report. My report to the Federal Security Administrator covers most of those things as work that the Corps is doing. But to answer your question directly, that was not prepared by me, nor in my office.

Senator McKELLAR. It was not prepared by you nor in your office, but you knew about it?

Mr. McENTEE. As to just what the General was going to testify to, I was very interested, Senator, in just what he was going to say, but, as a matter of fact, I did not know until he testified.

Senator McKELLAR. You did not know until he testified. Now, you know, don't you, that the Government is spending scores of millions of dollars fighting fires? Do you know that or not? Is that in another department?

Mr. McENTEE. I do not know as I follow your question, Senator.

Senator McKELLAR. Don't you know that the Government furnishes the Forestry Department, and various other departments, money by appropriations for fire fighting?

Mr. McENTEE. I do not know so much about that, Senator.

Senator McKELLAR. You have doubt about it?

Mr. McENTEE. No; I have no doubts about it, Senator.

Senator McKELLAR. Why do you say you do not know it?

Mr. McENTEE. I say I have no personal knowledge of it. I do not follow the appropriations of other departments. I do know this, however, Senator, that in all the forest fires that this country has had for the last 9 years it has been the enrollees of the Corps, under the direction of forest rangers and park rangers, that have fought those fires.

Senator McKELLAR. You put them under the direction of forest rangers to control the fires?

Mr. McENTEE. They work under those people all the time, Senator.

Senator McKELLAR. They work under those people. They do not work under you, they work under them now, is that right?

Mr. McENTEE. This Corps is set up, Senator, on this basis, that the various—

Senator McKELLAR (interposing). I am asking you a question, Mr. McEntee, that is susceptible of a perfectly plain answer. I am asking you, do they work under the direction of the forest rangers now, and do not work under your direction, in fighting forest fires? That is all I am asking you.

Mr. McENTEE. They work under the technical direction of Forest Service employees, on the pay roll of the Civilian Conservation Corps. Does that answer the question?

Senator McKELLAR. That does not answer the question, because you do not say whether they are under the direction of men in your Corps, or under the Forest Fire Corps.

Mr. McENTEE. They work under the direction of men in the Corps, Senator.

Senator McKELLAR. In what Corps?

Mr. McENTEE. In the Civilian Conservation Corps.

Senator McKELLAR. Then they do not work under the Forest Fire Corps?

Mr. McENTEE. The technical work of the Corps in the field, Senator, is directed by technicians, and the forestry and park people, who are—

Senator McKELLAR (interposing). Does it require technicians to put out a forest fire?

Mr. McENTEE. It requires a tremendous amount of knowledge to put out a forest fire.

Senator McKELLAR. I think it requires a tremendous amount of physical effort, but I never heard of technicians being used to put out forest fires. How many technicians have you in this forest-fire business?

Mr. McENTEE. There are no particular men, Senator, who stand by for nothing else, waiting for a forest fire to start, but when a forest fire does start, the technicians in charge, the camp superintendent, the camp foremen direct the work of the enrollees in combating that fire. There is no force that I know of, that this Government maintains, that stands by and does nothing else, waiting until a forest fire starts some place.

Senator McKELLAR. Don't you know that we have a forest fire—I haven't got the record but I will put it in the record, as to the amount we spent. I am just wondering if you happen to know a Mr. C. S. Cowan, of the Washington State Forest Fire Association. Do you know him?

Mr. McENTEE. No, Senator; I do not.

Senator McKELLAR. Now, the States out there have their own forest-fire associations, do they not? They not only have forest-fire organizations but they have an association of forest fires in each of the States out there, is not that true, the States themselves?

Mr. McENTEE. I think that is true, Senator.

Senator McKELLAR. Well, now, listen to this. This is dated yesterday, and addressed to me:

Budget requesting \$5,800,000 cut by House to \$2,000,000 wholly fails to meet minimum requirement. Appropriation should be \$10,000,000 for emergency forest-fire control necessary in view of war conditions. Incendiary forest fires set in this district during past week demand increased appropriation to protect vital but inflammable national resources and require greatly increased patrol and equipment service. Please consider urgency of matter and necessity for full appropriations.

That is just one of the many activities that we have already, outside of the men that you have in forest fires. Let me see what the total number of men was that you have got in the camps in the Western States. I had that a moment ago. It would not amount to a great many if they had to be patrolled.

Mr. McENTEE. There were, Senator, at one time, 1,500 camps in operation.

Senator McKELLAR. I am talking about today. The time that you speak of, when we had 1,500 camps, that was when we were hard up, the hardest kind of times, when boys could not get work, boys were idling around, and we established these camps for their benefit, for their aid, so as to give them something to do and keep them from idling around, and there were a lot of camps, but in all of these States you haven't got a great many camps, and judging from this telegram alone, the part that you play in the forest-fire protection is infinitesimal as compared with the great number of forest fires that we have got in this country, the great amount of money that we spend for forest-fire protection in this country.

Mr. McENTEE. Sometime during these hearings, Senator, I imagine there will be somebody from the Agriculture and Interior Departments testifying, and you might ask them as to this question of fighting forest fires.

Senator McKELLAR. You never fought one in your life, did you, Mr. McEntee?

Mr. McENTEE. Sir?

Senator McKELLAR. You never fought one in your life, did you?

Mr. McENTEE. No, sir.

- Senator McKELLAR. You do not know anything about it, do you? You are one of the technicians that knows something about forest fires?

Mr. McENTEE. I would not profess to know a great deal about forest fires.

Senator McKELLAR. And you haven't got any expert in your office, have you, on forest fires?

Mr. McENTEE. A number of experts that are connected with the cooperating agency, Senator.

Senator McKELLAR. I am not talking about the cooperative agency, I am talking about your agency. I would like to have you give me a list of all the expert fire fighters or technicians, as you call them, that you have here in Washington in your own department, and then I would like for you to give me the expert fire fighters that you have got in any of the camps, I do not care where they are. That would not be hard to get, would it?

Mr. McENTEE. In the camps it would not be hard, if we can work out a designation as to what is an expert fire fighter.

Senator McKELLAR. Of course, if you just take any man who is sane and is able-bodied and regard him as a technician—because I think most anybody could fight fires, if it burns close to him, if it gets hot enough I know he will fight it, but you look that up and get me what you can.

Now, are you continuing the soil-erosion work?

Mr. McENTEE. Some of that work is being continued, Senator. A great deal of it is being discontinued.

Senator McKELLAR. A great deal of it is being discontinued. We have enormous sums spent for soil-erosion work in the country. We appropriate enormous amounts of money for it. Now, why would you take it up except to give boys a chance to work?

Mr. McENTEE. I do not know just how to say this, Senator. You keep repeating. Don't misunderstand me; I want to clear the point up.

Senator McKELLAR. It is pretty clear.

Mr. McENTEE. I hope you will be tolerant with me for a moment.

Senator McKELLAR. Yes, we will be tolerant with you.

Mr. McENTEE. You keep talking about the money appropriated. I want to say this to you, that the Soil Conservation Service furnishes the technicians. Ninety-nine percent of all the work on soil conservation that has been done in the last 9 years has been done by enrollees of the Civilian Conservation Corps.

Senator TAFT. What happens to the \$500,000,000 a year that we pay farmers for soil conservation?

Senator McKELLAR. Yes; I am just wondering what happens with that program.

Senator TAFT. What is the \$500,000,000 for?

Senator McKELLAR. I am glad you are trying to clear that up. I am just wondering what in the name of heaven have we been appropriating all this money for, the hundreds of millions of dollars for soil erosion, when your corps has done 99 percent of all the soil conservation.

Mr. McENTEE. Not all the soil-conservation work in the country, Senator; do not misunderstand me.

Senator McKELLAR. I will not misunderstand you.

Just turn back and read out loud, Mr. Stenographer, what Mr. McEntee said.

(The statement of Mr. McEntee was read by the reporter.)

Senator McKELLAR. I do not think I am mistaken. Just leave that as it is in the record, Mr. McEntee, because that is what you said. That is what the stenographer finds you said, and that is what I heard and everybody else heard. You just leave it that way.

I will pass on to something else.

Senator ELLENDER. Suppose he states what that work is, because the question asked by Senator Taft about the \$500,000,000 hasn't much to do with soil erosion. This \$500,000,000 that is appropriated each year, a good deal of it, is given for work that the farmer does in rotation of crops, and things of that kind.

Senator TAFT. Is it not also true that a large amount of it is paid to farmers for soil conservation direct, and prevention of soil erosion? That is the basis of soil conservation.

Senator McKELLAR. I prefer to leave it as it was read, Senator.

Senator ELLENDER. It is paid for terracing, and things of that kind, that the farmer himself could not do. That is why you have these various State districts, where the States can organize these districts, wherein the C. C. C. boys come in and aid in building various soil-erosion projects, that will conserve that particular soil, but it does not apply to every State in the Union, every part of the State where there is soil erosion, where most of this money is used.

Mr. McENTEE. I would like to add this—

Senator McKELLAR (interposing). Just a minute. Won't you let me say something to Senator Ellender?

Mr. McENTEE. Pardon me.

Senator McKELLAR. Now, when I find that the C. C. C. is doing such a grand work, has taken over the soil-erosion work, as has been testified to by the witness, don't you think we can leave that like it is?

Senator ELLENDER. It is not in it; that is why I asked the witness to explain; and it ought to be in the record as to what the C. C. C. does. In my own State we have several districts organized that way. We have a camp, for instance, in the Sixth District, that has so many projects at hand, and they do work there that is copied by other farmers in other parts of the State, but they do not do it in all parts of the State.

Mr. McENTEE. May I make an explanation on this soil-conservation thing, Mr. Chairman?

The CHAIRMAN. I would be glad to have it.

Mr. McENTEE. When I said that 90 percent of the work—

Senator McKELLAR (interposing). Ninety-nine percent.

Mr. McENTEE. Ninety-nine percent; what I meant was this, that the work that is directly done by the Soil Conservation Service, the technicians of the Service use the Corps' equipment and the Corps' enrollees. To the best of my knowledge, unless during this reduction, the Soil Conservation Service has never hired men to do the laboring and the semiskilled work; they have used the enrollees of the Corps.

It works like this: There is a soil-conservation district established in a State, and one or two or three soil-conservation camps move in there; that is, C. C. C. soil-conservation camps. It is one of the few projects we can work on, under the law, on private land. We obvi-

ously cannot work on all of the farms in that area, so one or two farms are picked out as a demonstration area. The farmer agrees that he will comply with certain restrictions which the Soil Conservation Service sets up as to the rotation of crops, the taking out of production of certain parts of his farm and planting it in timber. That work is done for him. He furnishes the material and in some cases the oil and gasoline. That, however, is not done on all farms in the area; it is done as a demonstration, and it is followed so that the farmers in that area who have had eroded soil will take care of their own erosion.

I did not mean in my statement that we did all the erosion work. I was talking about the Soil Conservation Service and the amount of labor required. When they require labor they do not hire it; they use the enrollees of the Corps.

I might say, in passing, that the type of work done is back sloping, building permanent check dams, temporary check dams, seeding and sodding, tree planting, and gully work, ditches and diversion work, and things of that kind.

Senator ELLENDER. That is all done on the demonstration farms?

Mr. McENTEE. That is all done on the demonstration farms. I did not want to imply we did 99 percent of all the work; I did mean to state, to the best of my knowledge, that all of the labor that the Soil Conservation Service uses, where they actually do the work, is furnished out of these camps, or it was up until a year or so ago when we started to close these camps and had to close a great many Soil Conservation camps.

Senator McKELLAR. Now, Mr. McEntee, yesterday you said—and today you corrected the figures—that since the camps had been established you had spent \$2,800,000,000 plus. That is correct, is it not?

Mr. McENTEE. That is correct, Senator.

Senator McKELLAR. Then you said, with a great deal of pride, that \$669,500,000 of that sum had been sent to the families of enrollees in allotments. That is correct, is it not?

Mr. McENTEE. I will get that figure.

Senator McKELLAR. I am reading from your statement.

Mr. McENTEE. If I stated that, that was the figure, Senator.

Senator McKELLAR. That was not the figure?

Mr. McENTEE. I said, if I stated it I am sure that was the figure. I would like to check it.

Senator McKELLAR. You look at it here and see. I do not want a controversy as to what your figures are. That is \$669,500,000, is it not?

Mr. McENTEE. That is correct, Senator.

Senator McKELLAR. Now, if you will pass it back to me—

Mr. McENTEE. Yes, sir. That is correct.

Senator McKELLAR. That is correct. Now, you say—I do not want to use the word "charity"—as an aid, as a need, the C. C. C. camps are no longer necessary. You said that, did you not?

Mr. McENTEE. I said that, Senator, and I will repeat it now.

Senator McKELLAR. You will repeat it now. That is fine.

Mr. McENTEE. Senator, may I finish my statement?

Senator McKELLAR. You are still allotting money to the boys' families, are you not?

Mr. McENTEE. Yes, sir; some of it.

Senator McKELLAR. If they do not need it, we are just allotting the yearly proportion of the appropriations that we make to the families of boys who do not need it any longer. You said yourself they did not need it any longer as an aid. What have you to say about that? I shall be glad for you to say whatever you have to say on it.

Mr. McENTEE. I stated before the Joint Committee on Reduction of Nonessential Federal Expenditures that, from the standpoint of relief, there was no longer any reason to operate this Corps. If that was the only reason to operate this Corps, I would not be talking to this committee about the continuance, and I would not be appearing before an Appropriation Committee asking for an appropriation.

I will say to you, Senator, from the standpoint of the work to be done, there is a need for the work of the Corps, not from the standpoint of relief. If that is the only angle, then Congress ought to abolish it. Let me put it this way: If the work that is being done, in the judgment of Congress, is not of value, or if there is no value being received for the work that is being done, then I do not believe there is any reason for the operation of this Corps.

Senator McKELLAR. Well, now, you are still continuing to send these allotments to the families of these boys, are you not?

Mr. McENTEE. That the relief agencies certify are in need, that is right, Senator.

Senator McKELLAR. Well, now, if they do not need it—and you just said they no longer need it as a relief agency—why should you spend the Government's money in giving out these allotments to the families of these boys?

Mr. McENTEE. There is a very wide difference of opinion on this question of need, Senator.

Senator McKELLAR. No doubt there is.

Mr. McENTEE. I am expressing my opinion that there is not any need of operating a Corps of this size, because if there are these cases of relief, they can be taken care of through the regular relief agencies without the Corps. There is a certain amount of need, and there probably always will be in this country.

Senator ELLENDER. I understood you to say awhile ago that unless you reach a point where you have enrolled 200,000 enrollees, that the appropriation made was going to be cut \$90,000,000—odd. Am I correct in that?

Mr. McENTEE. What is that?

Senator ELLENDER. Read that, Mr. Reporter.

(The question of Senator Ellender was read by the reporter.)

Mr. McENTEE. It was not quite that, Senator.

Senator ELLENDER. I want to clear that in my mind.

Mr. McENTEE. I am talking from memory now. What happened was this: We submitted an appropriation for \$246,000,000 to the Appropriations Committee.

Senator ELLENDER. Yes.

Mr. McENTEE. In their approval of the appropriation they put some appropriation language in—and I am again stating it from memory—which was something like this, that they put a limitation on it that not more than \$1,000 per enrollee man-year could be expended unless the enrolled strength falls below 200,000 boys. Then the committee felt that with a reduced strength of course the

overhead goes up constantly, when the strength is low the committee felt that that \$1,000 limitation should not apply, because if we fell below 200,000 we did not need the appropriation, and that action of the committee automatically created a saving of about \$40,000,000.

Senator ELLENDER. Did you have to close many of your camps because of the fact that you could not get those 200,000 enrollees?

Mr. McENTEE. No, Senator. They were closed, frankly, because the enrollment was not there.

Senator ELLENDER. To what extent was the office force cut down in Washington when this became apparent?

Mr. McENTEE. This entire reduction, I think, in the last year, the entire personnel all over the Corps, Senator, has been cut about, pretty close to 50 percent, and may be a little more.

Senator ELLENDER. I am talking about Washington. I am not talking about outside of Washington.

Mr. McENTEE. All right. There was quite some reduction in several of the offices. Not a terrible lot in my office, for this reason: We employed last year 100 people, and we have 84, I think, today. The closing of these camps does not give much of a relief to my office. As a matter of fact, it piles up the work on it for a considerable period because the reports of camps are coming in, the approvals are coming in, and there just is not much room to make any change of that kind in a small staff.

Senator ELLENDER. As I recall some of the evidence given last week, I think there were something like 35,000 persons employed in the C. C. C., and you occupy a space in Washington, as I figure it, something like 650 rooms that would cover a space, 12 by 12, for each room.

Mr. McENTEE. Yes.

Senator ELLENDER. I am wondering if, in view of the fact that you cut out a lot of camps outside, whether that would not likewise reduce the space occupied by your force in Washington, and if so, to what extent. That is what I was trying to find out.

Mr. McENTEE. The total employment in Washington, in all the departments, that is, War, Interior, Agriculture, and the Director's office, are 1,001.

Senator ELLENDER. Their work is with your corps? They do not do anything else but work with your corps?

Mr. McENTEE. That is right, Senator.

Senator ELLENDER. You say there are only about 1,000?

Mr. McENTEE. 1,001.

Senator ELLENDER. The rest of them are on the outside?

Mr. McENTEE. There are 29,572 in the field. That staff has been reduced, as I told you, over, or close onto, 50 percent.

Senator ELLENDER. And here in Washington just about what percentage?

Mr. McENTEE. About 30 percent, I would say, Senator. You cannot reduce the staff here in proportion to what you can reduce it in the field.

Senator McKELLAR. How many have you now in Washington?

Mr. McENTEE. 1,001.

Senator McKELLAR. 1,001?

Mr. McENTEE. Yes; in all agencies.

Senator McKELLAR. How many did you have a year ago?

Mr. McENTEE. I can check that up, Senator. I think it is a reduction of about 30 percent, but let me look into it for you, Senator.

Senator McKELLAR. Have you discharged anybody on account of this great reduction in work?

Mr. McENTEE. Oh, yes. You do not get the heavy reduction in the Washington office that you get in the field.

Senator McKELLAR. We are very cognizant of that in dealing with these departments.

Mr. McENTEE. I have got to make another correction here, if I may. There are 719 people employed in Washington, not 1,001.

Senator McKELLAR. Now?

Mr. McENTEE. Now, Senator.

Senator McKELLAR. 719?

Mr. McENTEE. That is right. We had, at the beginning of the fiscal year, 1,001, and that was the figure I quoted, at the beginning of the fiscal year. As of February there are 719, or a reduction of 28.2 percent.

Senator ELLENDER. I want to ask you one more question. You may have this in the record already, but I was not here all the time, I could not be present at all hearings. How many camps have you now in operation?

Mr. McENTEE. We are cutting back to 600, Senator. I imagine that probably, as of this morning, there are 680.

Senator ELLENDER. What do you mean by your statement that you are cutting back to 600?

Mr. McENTEE. We are cutting down to 600.

Senator ELLENDER. You are cutting the number of camps down to 600?

Mr. McENTEE. Yes. The orders are out on it. I would say this morning there are 680. The camps are going out every day. There might be 660. By the 15th of April we expect to cut down to 600 camps.

Senator ELLENDER. In answer to a question by Senator McKellar you said you probably would ask for the retention of 350.

Mr. McENTEE. 350 camps, Senator.

Senator ELLENDER. Which would require from \$60,000,000 to \$70,000,000?

Mr. McENTEE. Between \$70,000,000 and \$80,000,000, Senator, because, while we can figure salaries and enrollees' pay, we cannot figure subsistence and things of that character, which are going up constantly. That is why I say somewhere between \$70,000,000 and \$80,000,000.

Senator ELLENDER. Have you already stated for the record the kind of camps that you propose to maintain if Congress should permit you to do so? Have you put that in the record already?

Mr. McENTEE. Only in a general way, Senator. We are working toward the establishment of camps on Army reservations. We think they have first priority. We are also working for camps in the heavily timbered areas in the West. Those two kinds of camps have the priority. There may be, and undoubtedly are, some reclamation camps or individual grazing control camps which must be maintained because of the heavy drain on certain grazing areas.

Senator ELLENDER. How about drainage camps?

Mr. McENTEE. Some drainage camps will be maintained. There will be very few, however, because the preference will be given to Army reservations and the heavily timbered areas. We are going to stop the building of parks and recreational areas and wildlife work.

Senator ELLENDER. Should the Congress abide by your recommendation, how much of a cut does that make in the number of camps as compared to the highest you have ever had?

Mr. McENTEE. It was 2,615, I think, Senator.

Senator ELLENDER. 2,615?

Mr. McENTEE. 2,652, to be exact.

Senator TAFT. Mr. McEntee, I am sorry I was not able to hear your testimony yesterday. I wanted to ask a few questions. Do you regard the C. C. C. continuation now as based more on the public work done or vocational education?

Mr. McENTEE. On the public work done, Senator.

Senator TAFT. That is the reason for your desire to continue it?

Mr. McENTEE. That is the reason for our desire to continue it, because vocational training can be obtained in other ways.

Senator TAFT. It will practically all be public work under the Department of Forest Service?

Mr. McENTEE. And work on Army reservations. We have 101 camps on Army reservations, as the schedule of those that are to go in there. I think there are actually eighty-some-odd there today. The War Department has asked for 74 more. We are making those camps priority camps.

Senator TAFT. Do you have difficulty getting men to enroll now?

Mr. McENTEE. We haven't had the crowds, the number of applicants that we had in former years when business was poor.

Senator TAFT. I notice in Mr. Taylor's letter to me of November 13 he said:

The need for discontinuing camps is caused, first, by the difficulty of securing a sufficient number of enrollees to properly man the camps, due to improvement in employment conditions.

But you still think you will be able to get enough for 350 camps?

Mr. McENTEE. We think so, Senator. If we do not, we will close.

Senator TAFT. Do you have to advertise for them?

Mr. McENTEE. We haven't done any advertising, Senator, and despite the statements made sometimes, we have never done any recruiting. It seems to me, because of the necessity for doing this work, that a recruiting drive would be very much in order and offer an opportunity to these young fellows who are below military age.

Senator TAFT. Mr. Entee, I have a copy of the Taft Tribune of Taft, Tex., that is a little bit old, but according to your statement you have never done any enrollment advertising. This is a copy of the newspaper of December 26, 1940. The headline is:

THE CIVILIAN CONSERVATION CORPS WANTS 5,000 BOYS

The State department of public welfare—

That is, of Texas—

has been advised it will be necessary to have 5,000 new boys available for enrollment in January to bring all camps up to full strength.

These replacements are needed due to the great number returning home, having served their full 18 months' period, and others to accept private employment.

Now, the following is quoted:

"Young men between the ages of 17 and 23½ years of age, of good character, unemployed and in need of work, regardless of their financial condition, are now eligible for the Civilian Conservation Corps," stated Mr. J. S. Murchison, executive director of the department. "Recent changes in regulations allow a member of the corps to save \$7 each month when he has dependents, and if he has none, the entire \$22 is put aside, as in the past. Eight dollars will be paid each man in camp to take care of incidental expenses, dependents receiving \$15."

That is the headline in a small-town newspaper in Texas that just happened to come to my attention. You were not, at that time, trying to get additional boys to fill these camps?

Mr. McENTEE. That is a statement given out by a State selecting agency. About the only part of that letter that may have come out of Washington was the fact that they have to maintain their quota at so much, and if they do not maintain that quota in a section, we close the camp.

Senator TAFT. Would you try to discourage the State Department of Public Welfare in Texas from trying to fill up their camps?

Mr. McENTEE. No, Senator.

Senator TAFT. Don't you think, as a matter of fact, that the man down there, regardless of what you think, went to this fellow and said, "Here, we are going to have to close the camp up if you do not get more boys"? Is not that the necessary implication from such a statement?

Mr. McENTEE. It is rather costly to run a camp at too low a strength, and if any questions are asked, certainly the field people will say, "if the strength does not reach such and such a figure we will close the camp."

Senator TAFT. Let me read you another newspaper dispatch of May 26, last year, from Columbus, Ohio:

A State-wide drive to get young men into Ohio's Civilian Conservation Corps camps was in progress today as the Civilian Conservation Corps sought to bring enrollment in the 28 Ohio camps up to capacity.

John W. Davis, supervisor of selection of Civilian Conservation Corps men for the State welfare department, said that enrollment drives were on at 20 stations and that 600 white boys and 225 Negroes were sought.

Ohio, he said, now has 8,760 boys in the Civilian Conservation Corps camps compared to 12,637 last August.

With Civilian Conservation Corps efforts being directed to the training of young men for defense jobs in industry, full quotas are being set so young men can be equipped to do essential work in the State industries.

The shortage of youths seeking to get into the Civilian Conservation Corps was first noticed in the April enrollment, Mr. Davis said. He expressed the belief that the State would be unable to enlist its quota in the present drive that will last for the final days of May.

I will leave out something immaterial.

The Civilian Conservation Corps shortage has developed because many eligible boys have been called for military training and others are finding jobs in industry, Mr. Davis said.

Boys must be between 17 and 23½ years old to get into the Civilian Conservation Corps. They enroll for 6-month periods and get paid \$30 a month in addition to shelter, food, clothing, and medical care.

Now, you do not think the C. C. C. inspired that at all, or made any effort to get the supervisor of selection of C. C. C. men for the State welfare department to go out and put on that drive?

Mr. McENTEE. May I say this, Senator: We do not employ any of these people. They are State employees. This corps has never

spent a 5-cent piece on selection. The average State selector, however, who is appointed by the Governor and is generally the State welfare agent, holds a rather high regard for the corps, for what it has accomplished for these boys, and they probably do go out. If I was a State selector I would not hesitate if I thought the boy could be benefited by being in the camp, because there must be, looking again at this census chart, there are 1,233,103 boys in this land of ours 17 years of age.

Senator TAFT. Is it not a fact that there was such an effort being made to get C. C. C. boys that Director McNutt had to issue an order that no proselytizing should be done at all, either in the C. C. C. or the N. Y. A.?

Mr. McENTEE. I do not think that had anything to do with Director McNutt's letter.

Senator TAFT. But he did issue such an order?

Mr. McENTEE. He issued an order that there was to be no recruiting, following the statement which Senator McKellar mentioned, made by Senator Lodge.

Senator TAFT. Here is another letter dated January 16, last year, from a lawyer, a man whom I know, who is entirely reliable, in Youngstown, saying:

This morning I heard over the local radio station an appeal made in the name of J. L. Tower, head of the Mahoning County Relief Office, for more Civilian Conservation Corps boys to make application, as it appears that there are not sufficient applications pending to fill the number of young men who may be sent to these camps from this county in the next few days.

Now, I have had many other letters and newspaper articles showing a deliberate drive to fill up the C. C. C. camps all through the beginning of last year. Certainly it would seem to me, if Director McNutt issued the letter, I suppose that was the reason he issued it.

Mr. McENTEE. Senator, the letter was principally directed to the N. Y. A. and ourselves. We were not to take people, one from the other.

Will Senator Taft pardon me for a moment? May I say this, Senator: Certainly the State selecting agencies must make an announcement. If they do not, how is anyone going to have the slightest idea, who may want to join the Corps, as to where they are going to apply?

Senator TAFT. This has always been a relief agency, up until today, when you say it is not a relief agency any more, but it always has been. A man who applies for relief, it seems to me, can very properly be told that he fits the requirements of this kind of relief, but to put in articles in newspapers, and to go on the radio stations, advertising, broadcasting, "We want boys to fill up the C. C. C. camps," it seems to me far beyond any proper function of the C. C. C.

Mr. McENTEE. I wonder, Senator, if I may make a statement on this relief. You say, Senator, if you will pardon me, that this always was relief. That is not entirely correct. Congress struck the relief provision, anything pertaining to it, and the committee was more or less critical of the Director of the Corps at the time. Back in 1933 the act said nothing about relief, but the relief load was so heavy throughout the country that the President instructed Mr. Fechner that all of the enrollees in the Corps must come from families on relief, and because of the Presidential order at that time we carried it on, and in

1937 there was considerable criticism in Congress, when the basic act was passed, that we were accepting boys only from relief, and Congress wrote the language into the bill, and I think the exact language reads this: "Young men unemployed and in need of employment." Now, a young man out of a job is not necessarily in need of employment.

Senator MCKELLAR. Mr. McEntee, if that is the case, why have you allotted to the families of the boys—I will give you the exact amount—six-hundred-million-and-odd dollars out of the pay? If there is no relief connected with it, why are you distributing money to the families of the boys, if there is no relief question in this matter?

Mr. McENTEE. Because we always followed in selection, Senator, as between two boys who might apply, one whose family is on relief and one is not, we give preference to the boy whose family is on relief.

Senator MCKELLAR. You do, after the Government has already considered the need of that family and put it on relief, W. P. A., or any other relief, you have got another relief agency? If they are on one relief agency, then you give them preference to go on another agency?

Mr. McENTEE. No. When they go on the C. C. C. the State department always takes care, Senator, to deduct whatever they receive from the C. C. C. allotment from the general relief program.

Senator MCKELLAR. That is your opinion. You do not know whether that is done or not, do you?

Mr. McENTEE. I have heard enough complaints about it. That is why I assume it is a fact, Senator.

Senator MCKELLAR. How many men are in your camps now? You have not only reduced the number of your camps, but you have been forced to reduce the number of men in the camps, have you not? Is not that true?

Mr. McENTEE. You mean the number of men?

Senator MCKELLAR. The number of men in the camps.

Mr. McENTEE. In individual camps?

Senator MCKELLAR. Yes.

Mr. McENTEE. We try to run an average of about 180, Senator.

Senator MCKELLAR. Did not you state 170 a little while ago? I think your testimony will show that it was 170. Is not that correct?

Mr. McENTEE. I said we tried to run 180, Senator, because that makes a better balanced camp. You will find camps today, that we are closing, with only 155, but we try to balance them to 180.

Senator MCKELLAR. You started out with camps overflowing, did you not, with a great many more men, many times that many men?

Mr. McENTEE. Two hundred was the limit.

Senator MCKELLAR. Two hundred was the limit?

Mr. McENTEE. That is right.

Senator MCKELLAR. So you have not only had to reduce the camps from 2,600 to 600, but you are now reducing the number of men in your camps. Does not that make it perfectly obvious to your mind that the necessity for these camps has passed away with the prosperity and with the demand for boys in business and the demand for boys in the Army?

Mr. McENTEE. There has been no change on the 200-man camp, Senator. From the closing of these camps because of the reduced strength until the thing can be balanced, some of the camps' strengths are low.

May I add this, too, Mr. Chairman, as to this allotment. We are required by law to make an allotment to the family of any boy who has dependents.

Senator MCKELLAR. But in your judgment they do not need it because you say your institution is no longer a relief institution.

Mr. McENTEE. I said in my judgment, Senator, that if the only reason for running this Corps is one of relief, it is not a logical reason to run it, but there is plenty of reason to run it from the standpoint of the work that must be done.

Senator MCKELLAR. That is what I understood you to say. Now I want to ask you something else.

Senator HILL. Senator, let me ask a question before you go on to another subject.

Senator MCKELLAR. Surely.

Senator HILL. You spoke of this matter of recruiting, the effort being made to get boys in the C. C. C. by the State welfare agencies who have jurisdiction over the enlistments in the C. C. C. Is it not true that there has been great pressure from local communities to get camps, and wherever a camp has been established the local community invariably has always opposed the discontinuance of the camp?

Mr. McENTEE. That is true, Senator.

Senator HILL. You have had great pressure from Members of the Congress, haven't you, including myself, about discontinuing these camps? Because, as soon as any word got around, any whispered rumor of any kind that a camp was about to be closed, why, there was tremendous pressure from that local community to keep the camp, is not that true?

Mr. McENTEE. That is true, Senator.

Senator HILL. Of course, these local communities—you cannot blame them. The camp is rendering a service there and it is a real asset to that particular community. These local communities have brought all kinds of pressure to bear on their State officials who handle this matter to keep those camps going, just the same as they have importuned and petitioned Members of Congress to do everything they could to keep the camp going. They did not want to lose the camps; is not that true?

Mr. McENTEE. I have had a chamber of commerce, sir, that offered to go out and recruit the camp to full strength, to keep it there.

Senator TAFT. Don't you think that is a very bad argument for any Government activity, that they like to get the money out in the localities? You are not urging that, are you?

Mr. McENTEE. No; I am not urging that. I do not mean the pressure to get the money out there; I will tell you why. I am very much impressed with what the communities think of these camps. I do not think it is altogether from the amount of money which the camp brings to the community, I think it is because of the amount of work that the camp has done. I would rather think the community felt that way about it and protested the closing than to have them say: "Well, we wish the thing to get out of here. The sooner it is gone the more money the Federal Government will save."

Senator TAFT. I agree that work has been done, and well done. The only thing we are considering is whether this is a proper Federal activity. I would like to ask this question. This is practically a

public works proposition, as I understand it. I do not quite see why we should have the forest conservation employing some men and the C. C. C. employing other men. I do not quite see why there should not be just one Federal agency working in the public parks, for instance. Why could not the C. C. C. work so far as it relates to parks be transferred to the Park Service, and so far as it relates to the Army be transferred to the Army, and let them run the civilian work corps?

Mr. McENTEE. Something on that line may be worked out, Senator, but may I give this brief explanation of the set-up?

Senator TAFT. That is what I want.

Mr. McENTEE. This thing was whipped together rather hastily in 1933. The President had an idea. I do not think he even then visualized how well it was going to work. His thought was just to set up a small office, set up a director with a small coordinating office and then utilize the services of a number of Government agencies. When it was set up, the President's thought was this, that instead of the director of this corps setting up a huge supply agency, that the Army Quartermaster General would handle that, that the Chief of Finance of the Army would handle the finances, and it is a tremendous problem, and that the Forest Service, the Reclamation Service, and the Park Service, and all of these agencies would utilize their technicians to direct this work, the first thought being that possibly they had enough. It developed, as this work enlarged, that these agencies did not have sufficient technicians, and thousands of men had to be employed.

Senator TAFT. Is it not also true that these agencies welcomed the C. C. C., because it enabled them to get a lot of money for their work, the work they were interested in, without appearing in their own appropriations?

Mr. McENTEE. It enabled these agencies, Senator, to do a vast amount of work. You know a forest man thinks the only real thing—and it is a fine thought in this country—is to take care of the forest. Then you take the park man, the recreational man, they are all enthused about their own work, and I think that is a very fine spirit. These agencies were given the manpower. They had a lot of plans that they had drawn years ago, but they never did have the manpower nor the money to perform this work, until this Corps was organized.

Senator TAFT. In effect, you say what I said, that they could not get the money out of Congress directly from appropriations so of course they welcomed these large C. C. C. appropriations that enabled them to do some work, even though it may be it cost the Government a good deal more than appropriating directly to them. They welcomed that money that would help them do the work they were interested in. I am not saying it is not human nature, I am only suggesting that is the reason they are so eager to have it continued.

Mr. McENTEE. If it can be done, Senator. You see, there are many things that enter into it. You talk about having one department do it. I do not think it would work like it will with the C. C. C. After all, we have had 9 years on this thing. I am not trying to leave any impression that it is perfect, or that we haven't made mistakes, but I think, as an organization, it has worked very well.

Senator TAFT. I think it has worked very well also. I am only interested in the theoretical set-up of a Government activity, that is all.

Mr. McENTEE. I am going to theorize, gentlemen for a moment, and say this: I think the efficient way of doing it would be to have the Corps, if they maintain it, to have a director's office as a coordinator, to turn that into a sort of contracting outfit and let the services say what they want done, and then turn the Corps loose to do it. That might or might not be the efficient way of doing it. Some might find fault with that. We work with eight different agencies. You cannot give the job to the Forest Service, or you cannot give it to anyone of these agencies, because you have got to work with the Soil Conservation, the Forest Service, the Park Service, and so on.

Senator TAFT. If this is to be based on public works, if we can look at the forest work and say: "In the Forest Service it is worth doing, therefore, we will make an appropriation for it," rather than saying: "Here is so much money for the C. C. C. and that will be distributed by them to so many different agencies," don't you think that is a better and more sound effort in spending the Government's money?

Senator HILL. In that connection, I wonder if you understood or anyone understood the question as to whether or not it is more economical to have this one corps working with these eight agencies, or let each one of these eight agencies be their own little corps, so to speak? That is a thought that has to be considered. Have you given any thought to that, Mr. McEntee?

Mr. McENTEE. Yes, but you would have the question of selection. There are so many things that dovetail into it. You have the question of supplies. You have the question of medical care, you have the question of education, there are so many things that dovetail into this.

Senator HILL. In that connection, take the supplies, you are using the Quartermaster General of the Army in that connection?

Mr. McENTEE. That is right, sir.

Senator HILL. It seems to me it is better to use the Quartermaster General's department, an old supply service that has been set up from the days of the beginning of our Government, than it would be to go out here and have a lot of new supply agencies set up, as you might have to do, for each one of the outfits who had their own little corps. The same thing holds true about the medical corps of the Army. There you are using the old established corps, which is more economical than if you were to go out and establish a separate corps, or a number of separate corps.

Senator ELLENDER. Mr. McEntee, I questioned you awhile ago with respect to the total number of camps that you had in existence at the peak, and what you proposed to do in the future. Can you tell us about how much your overhead will be increased per camp by having fewer camps?

Mr. McENTEE. The general overhead will be increased, Senator.

Senator ELLENDER. I understand that; but I say to what extent will you be able, for instance, to relinquish a lot of this office space that is now being utilized?

Mr. McENTEE. Some of it, Senator, not all of it. Again, to come to me, if I may, Senator, in the director's office itself this reduction means very little to us from the standpoint of less work: As a matter

of fact, the closing of these camps is piling more work in there. All of these things entail a lot of correspondence, until the thing gets established.

Senator ELLENDER. Have you any idea to what extent this overhead per camp will be increased because of the decrease in the number of camps?

Mr. McENTEE. The particular camp overhead will not be increased any, Senator, but the general picture will be increased because we will have to maintain so many regions; we will have to maintain a certain amount of overhead on the question of supplies, and it is bound to increase the enrollee man-year cost, no question about that.

Senator ELLENDER. I know that, but what I want to get from you is an idea of the extent of the increased cost, if you can give it.

Mr. McENTEE. What is that, Senator?

Senator ELLENDER. I want to get from you an idea of the increased cost per camp.

Mr. McENTEE. I think possibly 5 or 6 percent, maybe.

Senator McKELLAR. May I go ahead now?

The CHAIRMAN. Yes.

Senator McKELLAR. Mr. McEntee, you testified about the value of these camps and undertook to justify it in the Joint Committee on Reduction of Nonessential Federal Expenditures, did you not?

Mr. McENTEE. I answered the questions and submitted quite some data to that committee.

Senator McKELLAR. I will read it to you and see if you stated this:

Mr. McENTEE. As I stated, over all the years there has been a total enrollee cost of \$1,004. Out of that the physical value of the work performed by each enrollee has been worth about \$644.

You stated that, did you not?

Mr. McENTEE. That is right, per man, Senator.

Senator McKELLAR (reading):

Mr. SMITH. A total of what?

Mr. McENTEE. A total of \$644 per enrollee. Out of the \$1,004, it cost to keep the enrollee in the Corps the physical value the work performed is worth about \$644.

Senator McKELLAR. Worth to whom?

Mr. McENTEE. The Federal Government, the States.

Senator McKELLAR. In what way?

Mr. McENTEE. In forests planted, in soil erosion control work, and so on.

The CHAIRMAN (Senator Byrd). How do you estimate that work?

Mr. McENTEE. It was estimated on the value of the work performed. Take, for instance, we have planted about two and one-half billion trees—we planted more than that in connection with soil erosion control, but about two and one-half billion trees that will, barring any accident, be commercial timber in 25 or 30 years.

We asked an expert from the National Lumber Dealers' Association to estimate the value of that timber, and he estimated \$260,000,000 that that timber would be worth in 30 years. We got our figures from that.

I will try to explain how we got this figure. That is the figure of the Lumber Dealers' Association, that they estimated, \$260,000,000, and we used that as part of the figures we have here.

The CHAIRMAN. It will not be worth that for so many years from now.

Mr. McENTEE. It will be in 30 years that it is worth that. It will be 30 years before it is worth that.

Now, you undertook to justify the existence of your department on the ground of what work would be done in the way of planting trees and other things in 30 years, did you not?

Mr. McENTEE. Not altogether, Senator.

Senator McKELLAR. Not altogether?

Mr. McENTEE. I cited that as one instance of where we arrived at the value of the work performed.

Senator McKELLAR. That is a pretty good instance, is it not, judging from the amount that you gave for that item? Did not the chairman say: "Is that included in this estimate?"

Mr. McENTEE. That is included in this estimate yes.

The CHAIRMAN. That is not a fair statement, Mr. McEntee, at all, to take something that may be worth it 30 years from now, to say that that is actually worth it today, in relation to estimating the value of the work of \$644 a year.

Mr. McENTEE. That, on a total average, would be a small figure. We figured it was worth while considering, because these forests are valuable and will be valuable.

The CHAIRMAN. If that is the way you have estimated the value of this work, I will be perfectly frank with you and say it is not an accurate estimate at all.

Senator McKELLAR. It is worth just one twenty-fifth of that.

Mr. McENTEE. We did estimate it that way, Senator. In addition, there is the fire-suppression work that has been done.

On December 4, 1941, you threw away the idea that it was a relief organization, and did not you undertake to justify it by figures like that? Is not that true?

Mr. McENTEE. Those figures, Senator, I happened to have before that committee.

Senator McKELLAR. Yes, sir.

Mr. McENTEE. Because we made a very exhaustive study, at the request of the Appropriations Committee.

Senator McKELLAR. Evidently.

Mr. McENTEE. That was last May. When I quoted that timber cost, I estimated a future value. You build an office building out here, it is a dead loss for years until you collect rent from it, to justify its original expenditure. You build a steel mill, you put in millions of dollars worth of expensive equipment in it, and it is years before that mill begins to pay dividends, and when I cited that timber I simply cited one part of a very expensive program of dams built, roads built, and I do not like to repeat, but I put all of that into the record yesterday. I said, and I will repeat it, Senator, that for every dollar this Corps has cost the Federal Government, in the years to come that money is going to be returned in a material way.

We hear a lot, and I have said many things here about the health of the enrollees in the Corps, Senator, and the work which has been helpful to them, but you know the real beneficiary, from a health standpoint, of the work these youngsters have done are the millions of people who have an opportunity to take short vacations in the parks, the hundreds of them that have been built, either of them over here in Virginia, that never had a State park until the Corps came along and built them, and built the lakes that are in those parks.

Senator McKELLAR. I recall very definitely aiding Senator Swanson way back twenty-odd years ago, maybe 18 years ago, in establishing the Shenandoah Park down there, which is a great park. You are mistaken about Virginia. Virginia has got several parks.

Mr. McENTEE. They were all built by the Corps, Senator.

Senator McKELLAR. They were all built by the Corps?

Mr. McENTEE. Yes, Senator.

Senator McKELLAR. What do you call being built by the Corps?

Mr. McENTEE. The lakes were put in there, the overnight cabins were built, the recreational areas were developed, the toilet facilities were put in. These lakes were built so you could boat and fish.

Senator McKELLAR. All that was good work, of course, for the time being when these boys had nothing else to do, but now, when you are going to have more trouble getting these boys into your camps, 10 times the trouble than you are going to have in getting them into the Army—we will have no trouble about getting them into the Army, we passed a law to that effect—we ought not, in my judgment, to keep an organization that may have done some good at a different time under different circumstances, keep it while we are prospering and nobody needs relief, that you say you are extending, and you say, yourself, if it is a relief organization it ought not be continued, why, it seems to me it should not be continued.

I am serious about another thing. I introduced this bill several months ago, and I have got literally thousands of fellows endorsing it, and practically none or exceedingly few that have come in favor of retaining it.

I think nine-tenths of the newspapers of the country think it is a worthless and useless piece of business at this time. The only people that are very active for it seem to be the people in the bureau which is conducting it.

Have you received any letters urging its continuance, except from your employees?

Mr. McENTEE. I read into the record yesterday a letter from Secretary of War Stimson.

Senator McKELLAR. Yes. I read that.

Mr. McENTEE. As to the value the War Department placed on this work that was being done.

Senator McKELLAR. Yes, sir.

Mr. McENTEE. There should not be any consideration, Senator, given to our employees or anyone else in our office. I am a very firm believer in the fact that a Federal job ought to be a question of service and not so much a question of a livelihood, and I do not think most of our people are looking at the Corps from that angle.

Senator McKELLAR. I saw in the papers yesterday—and I merely refer to it because I do not know anything about it—I saw a rather lurid report that your organization had been burying much material up here in Pennsylvania. Could you give us any information about that? It is just a newspaper report. I do not know what it is worth.

Mr. McENTEE. Senator, I read several of those reports.

Senator McKELLAR. Have you examined into it?

Mr. McENTEE. We have had an investigation made.

The first one came out of camp S-51.

Senator McKELLAR. Camp S-51?

Mr. McENTEE. Yes, sir.

Senator McKELLAR. Where is that, now?

Mr. McENTEE. Pine Grove Furnace, Pa.

Senator McKELLAR. How far is that from some place we all know?

Mr. McENTEE. That is up near Carlisle, Senator.

Senator McKELLAR. Up near Carlisle. Now, you are getting close to it.

Mr. McENTEE. That was the first story which told about the new clothing and blankets being piled on a fire and burned. They said the caretaker there had rescued some of this clothing.

Senator McKELLAR. I did not see that, but you are going to tell us about it. Go ahead.

Mr. McENTEE. We, of course, had an investigation made. In the first place, I want to say that Reserve officers are in charge of these camps, and I cannot conceive of any employee, particularly a Reserve officer in the Army who has his record to consider—I cannot conceive of anyone in their sane senses burning up new clothing. However, an investigation was made. There was not a particle of truth in that. The story is rather interesting. The investigation was made by a reporter from the Philadelphia Inquirer and a photographer who came up there in a State car, accompanied by the State commissioner of forests and waters. The investigation showed that the man who had the clothing had taken it out of the stock room. His explanation for having it was that he thought it was going to be burned.

Senator McKELLAR. It was C. C. C. clothing?

Mr. McENTEE. That is right.

Senator McKELLAR. Yes, sir; go ahead. I did not mean to interrupt you.

Mr. McENTEE. I want to repeat again, I cannot conceive of an officer permitting clothing to be burned, particularly because the Government law happens to be very rigid, as you know, in connection with the destruction of Federal property. We made an investigation of that story about S-71. That is at Phillipsburg.

Senator McKELLAR. Is that another one now?

Mr. McENTEE. That is another one.

Senator McKELLAR. Before you leave the first one, let me ask you this about it: Was there any clothing burned there?

Mr. McENTEE. No, sir.

Senator McKELLAR. At the first camp?

Mr. McENTEE. No, Senator.

Senator McKELLAR. Did you recover the clothing?

Mr. McENTEE. Yes. The man has been arrested who had the clothing.

Senator McKELLAR. The man who had the clothing has been arrested?

Mr. McENTEE. Yes; Senator.

Senator McKELLAR. He did not burn them?

Mr. McENTEE. No; except the story did state about equipment standing in the open. It did stand out in the open.

Senator McKELLAR. Is that true?

Mr. McENTEE. Yes.

Senator McKELLAR. Do you allow your equipment to stand out in the open in the various camps?

Mr. McENTEE. That is old equipment, Senator, that has been concentrated at that point. That is a concentration point for equipment that has been abandoned from other camps.

Senator McKELLAR. How much equipment do you have there that is being abandoned? It is good for scrap, is it not?

Mr. McENTEE. It is good for scrap; yes.

Senator McKELLAR. Especially in these days?

Mr. McENTEE. Some of it can undoubtedly be repaired.

Senator McKELLAR. Some of it can be repaired, but you have not repaired it; you have put it in the scrap heap?

Mr. McENTEE. It is not done that way, Senator. We save the old equipment for this reason, that very often a motor may be worn out but there is a good transmission in the truck, and it may be used again.

Senator McKELLAR. The transmission apparatus would not be good if it is left out in the weather, would it?

Mr. McENTEE. It would not particularly hurt it, Senator.

Senator McKELLAR. It would not particularly hurt it to be left standing in the weather?

Mr. McENTEE. No.

Senator McKELLAR. Maybe it is a fine place for material, I don't know.

Mr. McENTEE. Equipment stands out on every construction job all over this country.

Senator McKELLAR. All right. How much was there there of this old equipment.

Mr. McENTEE. I imagine there might have been 60 or 70 pieces of equipment. I do not know if that is the exact figure, but I judge that from the picture.

Senator McKELLAR. What kind of equipment is that?

Mr. McENTEE. Some tractors and trucks. The camp is a concentration point. Where we close four or five camps in an area we center our equipment at one point until such time that it is moved, that it can be disposed of under the law.

Senator McKELLAR. Is it still there?

Mr. McENTEE. It is still there; yes.

Senator McKELLAR. It has not been burned, it has not been destroyed?

Mr. McENTEE. No.

Senator McKELLAR. It is under your general supervision?

Mr. McENTEE. There is a caretaker there.

Senator McKELLAR. There is a—what?

Mr. McENTEE. There is a caretaker in the camp.

Senator McKELLAR. Of course, there is a caretaker in the camp.

Mr. McENTEE. Would it be of any interest, Senator, if I entered a statement that we made on that situation in the record?

Senator McKELLAR. Sure.

The CHAIRMAN. It may be inserted in the record.

(The statement referred to is as follows:)

FEDERAL SECURITY AGENCY
CIVILIAN CONSERVATION CORPS
Office of the Director

WASHINGTON, D. C., March 13, 1942.

STATEMENT OF JAMES J. McENTEE, DIRECTOR, CIVILIAN CONSERVATION CORPS, WITH REFERENCE TO A STORY IN THE PHILADELPHIA (PA.) INQUIRER, MARCH 8, 1942, CHARGING "DEFENSE MATERIALS WRECKED; CLOTHING, BLANKETS BURNED"

The story appearing in the Sunday Philadelphia Inquirer of March 8, 1942, makes serious charges with reference to wanton destruction and improper handling of Civilian Conservation Corps property at Civilian Conservation Corps Camp S-51, Pine Grove Furnace, Cumberland County, Pa. I ordered an immediate investigation of these charges and investigations have been made by the War Department and by this office. An investigation by the Department of Agri-

culture is still in progress, but as a result of the investigations already completed, I state that the story which appeared in the Inquirer is false and misleading.

The major charges appearing in the story and the facts as disclosed by investigations are shown below. The facts we are stating are based on the sworn testimony of men who have been stationed at the camp over a considerable period and on the testimony and observations of inspecting officers detailed to dig into the charges made by the Philadelphia Inquirer.

1. The Inquirer charges that the Civilian Conservation Corps is wrecking valuable and vital national defense material—much of it irreplaceable.

The facts are, this charge is false. The property records of Camp S-51 appear in good order and valuable property has not been wrecked or destroyed. At the time this camp closed, a considerable amount of usable and salvageable material was transferred to the Fleetwood Supply Depot and a considerable amount of other property was taken with the company to its new location at New Cumberland, Pa. Civilian Conservation Corps clothing, condemned or otherwise, was not thrown away or wantonly destroyed. A careful system of inventories and inspections was maintained to guard against wasting property. It is also true that large amounts of clothing and other types of supplies are renovated and repaired over and over again to avoid waste and unnecessary costs. Many Civilian Conservation Corps camps have been closed during recent months and as they close, relatively large amounts of materials of many types are being accumulated, renovated, and being made available to various war agencies including Army, Navy, Marine Corps, Coast Guard, Maritime Commission, Federal Bureau of Investigation, and so forth.

It should also be emphasized that the property stored at this camp is not property which is entirely surplus to the needs of the company which was recently moved away from this location. The buildings in this area are used as a central storage point and distributing point for property from a group of camps. No one individual Civilian Conservation Corps camp would ever have for its own use under any conditions, relatively substantial amounts of property such as are indicated in the Philadelphia Inquirer's story.

2. The Inquirer charges that the Corps has burned brand new, unpacked stocks of long underwear, uniforms, raincoats, arctics, other rubber overshoes, and Army blankets.

The facts are that this charge is absolutely and utterly false. No new and usable clothing or material of any kind was burned at this camp. After sending or storing usable or salvageable material from this camp, there was a balance of a few totally unusable and unsalvageable items which were burned. The cost of packing and shipping these items—all of which were junk—would have been greater than the amount which could have been received for them as junk. The items which were burned according to the sworn statement of the supply clerk then detailed at Camp S-51 were as follows: Approximately 50 old torn and/or acid-eaten and otherwise deteriorated raincoats, 10 or 15 old worn-out shoes which could not have been further repaired or used, approximately 20 worn-out and badly cut arctics, 10 completely worn-out and unrepairable pairs of trousers. The Inquirer shows a picture of certain clothing items which they claim to be unused clothing which was "rescued from fire." This picture and the caption under it is false. The picture was posed and taken in the quarters of the custodian at Camp S-51 and is a picture of new or usable material which was wrongfully in the possession of this custodian. The custodian has been suspended from duty, pending an investigation. When first questioned, the custodian said that he knew nothing of this picture or clothing but later admitted that he saw the picture taken and that it was the clothing in his possession and that the picture was posed. The supply clerk at this camp, Anthony F. Kufrovich (now transferred to Camp AF-1, New Cumberland, Pa.), stated under oath that all stock was accounted for by the commanding officer before it left camp, that he told no one, including the custodian that there was going to be any clothing burned or destroyed and that no clothing or other items were destroyed save that referred to above.

The camp custodian, Bernard S. Billet, in a signed statement with reference to the article, testified substantially as follows: On Thursday, March 5, 1942, three men and a uniformed chauffeur came to his headquarters asking for the custodian. Billet identified himself as the custodian and the three visitors said they wanted to get into the buildings where the tires were stored. Billet requested credentials and one man identified himself as Gerson H. Lush, reporter for the Philadelphia Inquirer. Billet said that these credentials were not enough for him to admit

them to storage buildings and then the third member of the party identified himself as G. Albert Stewart, secretary, Department of Forests and Waters, Commonwealth of Pennsylvania, giving Billet his official card. Billet then admitted the men to various buildings and pictures were taken. This party eventually came into the technical building used as quarters by Billet, and Lush said, "You have some Civilian Conservation Corps clothing. Can I see it?" Billet said that he had a coat hanging nearby and one on the day bed and some additional clothing in the bedroom. The men wanted photographs of this clothing. Billet identified the photograph of clothing appearing in the Philadelphia Inquirer, March 8, 1942, as a photograph of clothing that was in his possession and taken while he was present. He states, "They hung an oil skin on the door and a coat and a pair of trousers and one cap. I was asked to get them a table which I did and they put a pile of underwear on it." Billet also states that one pair of arctics was placed on the table for the purpose of making a picture and that after the picture was taken, the three men went out to the car and left.

3. The Philadelphia Inquirer charges that Civilian Conservation Corps warehouses are loaded to the ceiling with brand new tools.

The facts are that this statement is largely false and certainly misleading. It is true that the Corps has a considerable stock of tools both new and used which are constantly being issued to replace tools which are no longer fit for use. It is also true that the Corps has preserved its used tools and has at present certain excess stocks of both new and used tools which are at the moment being made available to and transferred to other Federal agencies concerned in the war effort. This is a policy which has been in effect for many months and which will continue to be in effect. Several months ago further orders were given that all surplus tools should be carefully repaired, renovated, and stored so they could be made more effectively available to agencies participating in the war effort.

4. The inquirer alleges that one Civilian Conservation Corps warehouse is packed with at least 1,200 good truck tires—some of them virtually new.

This charge is wholly misleading and partially false. A considerable number of tires stored at this particular place are unfit for further use and will be used as reclaimed rubber. The usable tires which are stored will be issued for Civilian Conservation Corps and other Government vehicles and these tires will cut the necessary demand for new tires. The Civilian Conservation Corps operates in the course of its work, thousands of vehicles. To keep them operating, stock piles of tires in various sizes are essential. The Corps is making surplus tires available to other agencies concerned in the war effort.

5. The Inquirer charges that near Harrisburg, Pa., there are parked and permitted to rot in open fields, 200 usable trucks, 23 graders, and 9 tractors.

The facts are that this charge is misleading. Some of the items in this group of equipment are awaiting repair and will be repaired shortly at nearby shops and made available to other agencies of Government—particularly those concerning the war effort. This has been done with numerous other vehicles surplus to the needs of the Civilian Conservation Corps. The great majority of the items of equipment listed are neither usable nor economically repairable. Their present junk value per vehicle is in the neighborhood of from \$50 to \$125. The reclaimed parts value of these vehicles (and that is why they are being held) for the use in repairing other Government vehicles is, in most instances, considerably in excess of their junk value. This is particularly true at the present time when parts of many types are exceedingly difficult to obtain at any price. We believe it is in the best interests of the Government to continue to hold many of these vehicles for reclaimed parts use rather than selling them as junk at the present time. This policy has already resulted in a saving to the Government of several millions of dollars that would not have been possible had these vehicles been disposed of as junk. The ultimate disposition of these vehicles, after stripping for desired parts will be as scrap metal. In general, the salvage value of these vehicles for scrap metal will not be appreciably affected by the reclaimed parts taken from them nor is the value of these vehicles for reclaimed parts or scrap metal appreciably affected by the amount of exposure to which they have been subjected. The cost of providing shelter for these junk vehicles would be greater than the savings effected through providing such shelter.

6. The Inquirer charges that the reporter saw the trucks, tires, and tools, and saw clothing saved from the fire.

The facts are that the reporter saw no clothing which had been saved from fire because no usable clothing or salvageable materials had been burned. In seeing the trucks, tires, and tools, the reporter was unacquainted with the uses to which they were being put or any of the conditions surrounding their storage or disposal.

Merely as a background material, it should be stated that the Civilian Conservation Corps—and any other relatively large organization—must maintain reasonably large stocks of many types of materials and equipment in order to operate. In this connection, it should be noted that the work operations of the Corps are being carried on to a greater and greater extent on military reservations. The work projects carried on on the military reservations are all tied directly into the war effort and in most instances involve extremely heavy work and long hours of use on the part of equipment and heavy expenditures of materials and supplies. Work on these military projects requires an abnormal amount of replacements as compared with work on most of the other Civilian Conservation Corps camps. The Corps believes, however, that all of the equipment necessary and all of the supplies needed should be furnished to these projects because of the vital importance of the work prosecuted on these reservations. To keep a constant flow of materials and equipment going into these reservations at the present time—when the production of many items is limited or has been eliminated—calls for the storage of usable, similar items so that they may be immediately diverted for use on these military reservations projects.

Senator MCKELLAR. What is the next one?

Mr. McENTEE. I wanted to say this, Senator: I have read all the accounts possible, because we are interested, of course.

Senator MCKELLAR. I hope you are.

Mr. McENTEE. We are interested in anything like that. One of the other stories was, I guess, 5 years ago—

Senator MCKELLAR. Where is this one?

Mr. McENTEE. This camp was up near Williamsport.

Senator MCKELLAR. In Pennsylvania?

Mr. McENTEE. In Pennsylvania.

Senator MCKELLAR. All right, go ahead.

Mr. McENTEE. The story that the newspaper carried was that 5 years ago somebody testified that we had dumped a ton of food into a ditch and covered it up. It so happens that the officer who closed out that camp is now on duty in Washington with the War Department, and he was easy to locate. One of our inspectors going in there could find not only no evidence of anything being destroyed, but this interesting story came out of it, that the camp had been scheduled for closing. The story came out that that camp was scheduled for closing, was not able to move out because of an uncompleted project, and the camp commander had to get authority from the Corps to buy and did buy his supplies locally for the last 3 days he was there. So there was not anything to destroy. I talked to the executive officer of the Third Corps this morning, and he said he got so wearied by these newspaper stories, that had no truth in them, that he was inclined not to investigate them any more. Of course, there has not been a bit of evidence shown to justify any of those stories.

Senator MCKELLAR. As I understand, there were a number in Pennsylvania. What are the others?

Mr. McENTEE. That is all we have, Senator. We will let you have a report on all of them, as fast as we can get them, sir.

Senator MCKELLAR. Yes, sir. I know nothing in the world about it, but it seems, from the newspaper articles, that people thought the management was exceedingly bad. I do not keep a clipping bureau, so I do not know, but so far as I could see, the entire press of the country—almost the entire press of the country, which is, I believe, sometimes called an estate,—the entire press of the country is opposed to continuing these camps, both the N. Y. A. and C. C. C. My mail is full of editorials that are sent me from people I never heard of, showing that they are very much opposed to them. Now, if they were such

good things in localities, and people were so anxious to have them in those localities, why is it that the press would be almost unanimously against these camps, against continuing these camps, when you say they are not any longer relief organizations?

Mr. McENTEE. I am sure I do not know.

Senator McKELLAR. You do not know?

Mr. McENTEE. I do not know what the opinion of the press might be. I know this, Senator: I would not want to say the papers are unanimous, as I see a tremendous amount of newspapers that do not concur in the opinions of the other papers that you have mentioned.

Senator McKELLAR. I would like for you to present one or two of them. I would like to see the other side.

Mr. McENTEE. I am not concerned about that. The Corps is a matter for the Congress to decide. If it is not justified, if there is no justification because of this work, that is one thing, but it is the opinion of the War Department that this work must be done. Somebody has to do it.

Senator McKELLAR. Don't you think now, when we are at war with two of the most warlike nations that ever existed on the face of the earth, combined against us, that we can well postpone, for a while at any rate, such operations as you have been conducting, like the various things that we read into the record yesterday and that you have referred to again this morning? Some of them are very well in themselves, if we were not fighting for our lives.

Boys, when they get to that age, go into the Army and fight for our country. We have got a terrific contest before us, one which ought to keep us united and vigorous on the one item, and that is to lick the enemy. We have got a very serious situation, and I feel like this about the other frills and furbelows that we have had in the Government for a long, long time.

I found a rather peculiar thing yesterday, Mr. McEntee. I found we are spending more for travel pay—and your organization is spending a lot of money for travel pay, too—we are spending one-sixth for travel pay today of what the entire cost of running the Government was when I first became a member of the Government here 30 years ago. By the way, the charges were being exceedingly extravagant at that time. It was about the first or second billion dollar Congress, and we spent just a little over a billion dollars. Here it was said that we spent \$150,000,000, or about one-sixth of what we spent for all purposes at that time, the Army, the Navy, the Interior Department, and every other department of the Government, we spend one-sixth today of what we spent for all purposes then, for travel pay on railroads, on airplanes, on cars. That does not count the travel pay on private cars at all. I expect our travel pay last year, taking everything into consideration, the travel pay that this Government furnished, would be about \$200,000,000 to \$250,000,000.

We are just obliged to cut out these things if we are going to win this war, and I am going to urge you to be as saving as you can, if you continue, and I hope very much your activity will be discontinued by our committee.

Is there anything further you wish to say?

Mr. McENTEE. Only this, Senator, that I concur with you, that every effort ought to be made toward the winning of this war, and one of the reasons that I have been presenting this case to this com-

mittee—I want to repeat what I said yesterday—that here is a plant worth \$125,000,000 that we ought to be able to use far more intelligently than just to scrap it.

Senator McKELLAR. Well, we can turn over all your material to other departments that can use it just as well, or better, in my judgment, because you said yourself, as far as fire is concerned, that your organization does not fight forest fires, you simply put your men, the technicians, into the forest fire services, and probably that is a very sensible thing to do, but why keep up two organizations? Why not let the forest fire service do it, do the work that is valuable, in my mind?

Mr. McENTEE. I said they were placed under the technicians in the camps, Congressman. I do not know of any organization of the Government known as the forest fire service.

Senator McKELLAR. You do not?

Mr. McENTEE. No.

Senator McKELLAR. I wish you would study the workings of your Government. I think a man holding the high position that you are holding ought to know the workings of the Government. If you like, I happen to be on that committee, I will help you; I will undertake to help educate you about the appropriation, and I will show you how much we are spending for forest protection, besides the amount that you use in the C. C. C. I will be glad to do that.

Mr. McENTEE. If you will pardon me, Senator, what I referred to, I did not know that the Forest Service and Park Service, all of the agencies, had a special department to keep down fires.

Senator McKELLAR. You are acting in cooperation with them all the time.

Mr. McENTEE. What I mean, I do not know any particular organization that takes charge of the fighting of forest fires. When a forest fire occurs the park rangers, the forest rangers, the Civilian Conservation Corps, everybody in the area goes into action on it. It is not anybody's particular job.

Senator McKELLAR. I am going to take the trouble to give you a list of the appropriations that we spend for that purpose, and the officers who control it.

The CHAIRMAN. Is that all?

Senator McKELLAR. That is all.

The CHAIRMAN. Thank you, Mr. McEntee.

We have held some witnesses here for 3 or 4 days now, and we will go forward with them as soon as we can. Colonel McNinch.

STATEMENT OF LIEUTENANT COLONEL JOSEPH H. McNINCH, MEDICAL CORPS, U. S. A.

The CHAIRMAN. Will you state your name, your position, and then proceed with your testimony as you wish?

Colonel McNINCH. Joseph H. McNinch, Lieutenant Colonel, Medical Corps, United States Army.

Senator McKELLAR. A little louder, please. What was that about the Corps?

Colonel McNINCH. Lieutenant Colonel, Medical Corps, United States Army, on duty in the Office of the Surgeon General.

Mr. Chairman, and Senator McKellar: In the past 9 years the Medical Department of the Army has been charged with the responsibility for the medical service of the Civilian Conservation Corps. This service includes the physical examination of applicants for enrollment as well as the actual medical care of the sick.

There is little doubt that former members of the Corps are better prepared to serve this country in the present emergency as a result of their service in the Corps. From a medical standpoint this preparation has been accomplished in several ways.

First, the general physical fitness of those young men who served in the Corps was improved during that service. In the section of the country where I served during the years 1934 and 1936 45 percent of the new enrollees were infected with hookworm, and in some areas as high as 18 percent were infected with chronic malaria. Frequent surveys were made of enrollees in camps in this section and those found suffering from hookworm infection and chronic malaria were given proper treatment to eradicate these two disabling diseases. Another criterion of improvement in physical fitness is the gain in weight which occurred in enrollees. Studies made in the Office of The Surgeon General show that the average enrollee spent 13 months in the Corps, and that during that period gained 11 pounds in weight. The 11 pounds that was gained is not an average figure for all of the enrollees.

Senator MCKELLAR. Let me interrupt you to ask you what is the average increase in weight of all young men of the same age, between 17 and, say, 23? Would not that be about the same average increase, because all young men, nearly all young men 17 years of age increase their weight within 13 months, do not they? Could you get the figures and put them in the record?

Colonel McNINCH. The average would be about 6 pounds.

Senator MCKELLAR. And 11 pounds with the enrollees, all right.

Colonel McNINCH. Actually, in studying the differences between the 17-year-old boys and 18-year-old boys, and the difference between 18 and 19 as they came in the camp, we found the average difference was only 2 or 3 pounds. That is, this particular group of young men apparently were not gaining as much in the course of 1 year as we would expect on the average from those studies.

Senator MCKELLAR. All right, sir.

Colonel McNINCH. Also a further analysis of these figures showed that actually there was a decrease in weight in those who tended to be overweight. Not all of the enrollees who come into the camp are underweight; there are many overweight, fat, flabby, and these men tended to lose weight.

Senator MCKELLAR. That is a great institution, that will cause the fat to grow thin and the thin to grow fatter. I should think that the ladies ought to know something about it.

Colonel McNINCH. Senator, I think that is something normally to be expected.

Senator MCKELLAR. That is wonderful.

Colonel McNINCH. It happens to our enlisted men, when they join the Army also, sir.

Senator MCKELLAR. Maybe so.

Colonel McNINCH. So actually the net weight gain was much more than the 11 pounds. This gain is about twice that normally expected in young men in a similar period of time.

I have a chart, Mr. Chairman, that has four lines on it. The lower line shows the weight of the enrollees when they come in, the group 18 to 20. Of the two center lines, one shows the weight of college students taken from a Nation-wide survey of college students, and the other shows the weight of men who are applicants for enlistment in the Regular Army. Both groups weigh more than the Civilian Conservation Corps, but at the end of the period in the Corps, which is represented by the top line on the chart, those men who have served in the Civilian Conservation Corps weigh more than either the college students or the applicants for enlistment in the Regular Army. That furnished us the only two comparable age groups on which we had statistics. I would like to submit this chart for the record.

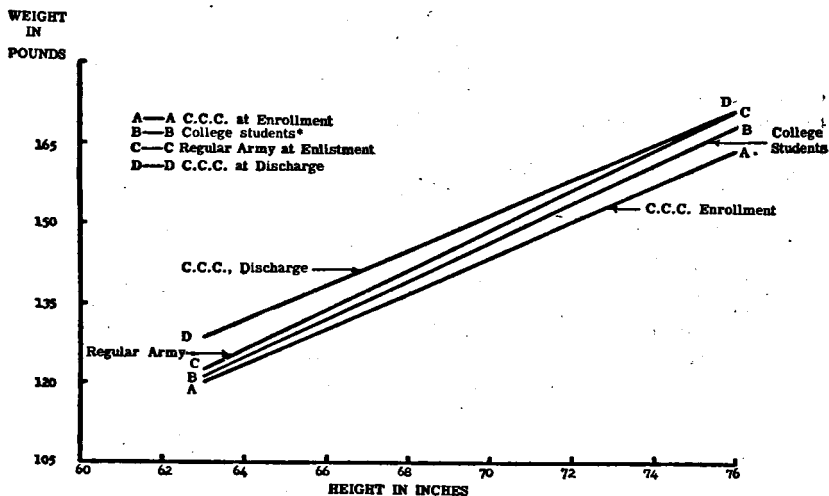
The CHAIRMAN. It may be inserted in the record.

(The chart referred to is as follows:)

CHART No. 1

Height-weight regression lines. C. C. C. enrollees at enrollment and at discharge college students¹ and enlisted men, regular army, at enlistment.

(All groups 18-20 years of age, except C. C. C. enrollees at discharge. This group was 17-19 years of age at enrollment, with average length of service of 10.71 months.)



¹ "Heights and Weights of American College Men and College Women", Harold S. Diehl, Human Biology, vol. 5, Nos. 3-4, Sept.-Dec., 1933.

Colonel McNINCH. Secondly, enrollees in the Corps have as a group become largely immune to those common diseases which ordinarily occur in epidemics during the mobilization of large numbers of men. Such diseases are measles, mumps, scarlet fever, and cerebrospinal meningitis. These diseases are prone to occur whenever men are grouped together as in Army camps. They are important because they are responsible for the loss of a great deal of time and thus interfere extensively with training. This loss usually comes in a period of mobilization, when time is of the essence. This loss of time not only

occurs in the case of those men contracting these diseases, but also as a result of the establishment of quarantine in others that have been exposed, as these diseases are highly contagious. That is, in mobilization we have always had a large number of these diseases. They are not serious diseases from the standpoint of fatalities, but they are highly contagious, and when you have four or five cases of measles, mumps, scarlet fever occurring in a company it becomes necessary to take quarantine measures. While we are able to work men in quarantine and continue their training, nevertheless it interferes with their training extensively. The several million men who have had Civilian Conservation Corps experience represent a large reservoir of men who have been exposed to these diseases, and who are now largely immune to them. It has been estimated that 10 percent of the men who registered in September 1940 had had service in the Corps. It is not known at this time how many of these men are now in the armed forces. Nevertheless, we do know that they represent a group who were immune to the usual diseases which interfere with large-scale mobilization of manpower. The incidence of these diseases in the Army of 1917-18 and of 1941 is shown below:

Measles: 1917, 87.0; 1918, 28.0; 1941, 15.2.

Mumps: 1917, 39.0; 1918, 75.0; 1941, 6.8.

Scarlet fever: 1917, 0.8; 1918, 4.4; 1941, 2.0.

Meningitis: 1917, 4.1; 1918, 1.3; 1941, 0.1.

The CHAIRMAN. Take the cases of meningitis, Doctor, and compare them with the average in the last war. Have we gotten control of that sickness pretty well?

Colonel McNINCH. Mr. Chairman, we have accomplished a great deal in the treatment of meningitis in the past few years. We have not had any serious epidemics of any disease during the present mobilization. I do not maintain that that is entirely due to the fact that a certain percent of these men have had Civilian Conservation Corps experience, but it is true, and it has always been true, that whenever large numbers of men are grouped together they immediately have these diseases. Men live in barracks, in tents, and are in close contact with their fellows; and once the disease enters the camp it spreads rapidly. For some reason, in the present mobilization, we have had no epidemics of any severity. The rates have been extremely low. Probably there are other factors at work besides that of the Civilian Conservation Corps experience. Nevertheless, it has been very pleasing to us in the Army that it has been so.

The CHAIRMAN. In other words, the average man who goes in the Army today has less chance of being carried out by disease than the average man who entered the Army in 1917?

Colonel McNINCH. Yes, sir.

It cannot be determined to what extent the presence of these immune individuals among the men entering the armed services has been responsible for the difference in the incidence of these diseases in the years 1917-18 and 1941. It is reasonable to assume, however, that at least, those immune to these diseases bring with them no health hazard of this type. That is, while we do not know to what extent the experience in C. C. C. has played in the incidence of these diseases in the present mobilization, we do know that those who had measles, mumps, and scarlet fever, while they were in the Civilian Conservation Corps at least are not going to have them again in the Army.

Thirdly, it is extremely important that all soldiers learn the essentials of personal hygiene and sanitation. The great majority of those men entering the Army who have had Civilian Conservation Corps experience have already learned the essentials of these subjects.

At the present time approximately 1,000 beds in Army hospitals are occupied by enrollees. This number does not at present constitute a burden on the hospital facilities of the Army. Another 1,500 enrollees occupy beds in camp dispensaries and in hospitals maintained by other Government agencies.

In summary, it is my belief that the existence of a large number of young men with Civilian Conservation Corps experience has provided the Army with a source of men who have been exposed to, and are now immune to the usual contagious diseases which constitute a serious problem during mobilization. To this may be added the fact that many of these men have been freed from chronic, disabling conditions such as malaria, hookworm disease, and from the effects of improper diet and malnutrition, and have learned the rudiments at least, of personal hygiene and sanitation. They have in addition, as part of the medical program been immunized against typhoid fever and small-pox.

In addition to that, a large number of men have been immunized with pneumonia vaccine. How successful that is we do not know at the present time. That was conducted as an experiment in the C. C. C., and the result of that experiment, which was carried on over a number of years, showed that at least the vaccine was partially effective, and during the last 5 years approximately half of the men who served in the C. C. C. have been immunized against pneumonia.

The CHAIRMAN. And you are continuing the same practice in the Army, are you not, Colonel?

Colonel McNINCH. In the case of pneumonia, we have not continued it in the Army. We have made it voluntary. The experiment was not completed at the time the mobilization started, and we are unwilling at the present time to go on record and say pneumonia vaccination is successful enough to require vaccination in the Army.

The CHAIRMAN. But you will have some comparative statistics at the end of the year, will you not, so you can tell?

Colonel McNINCH. Yes. That is all I have to say.

The CHAIRMAN. Are there any questions?

Senator McKELLAR. No questions.

The CHAIRMAN. We are much obliged to you, Colonel.

Major Lingle, from the Adjutant General's office, please.

STATEMENT OF MAJ. JESSE B. LINGLE, CORPS OF ENGINEERS, UNITED STATES ARMY

The CHAIRMAN. Major, for the record, will you state your name, your position, and then proceed with your testimony, please?

Major LINGLE. Maj. Jesse B. Lingle, Corps of Engineers, detailed on duty in the Adjutant General's Department.

Mr. CHAIRMAN and Senator McKELLAR. I haven't any written statement. My duty with the Civilian Conservation Corps began in January 1941, when I was detailed to the Director's office to maintain a close liaison between the work being accomplished on the military reservations by the Civilian Conservation Corps and the

Army. At that time we had just a very few companies that had started out.

To correct the record of yesterday, General Ulio stated we had 87 at work, one or two allowed and 74 requested. As of this morning we had working and approved from the Director's office for work on military reservations 123 companies, with 13 still pending. That is being sent out to the technical agencies for their investigation as to the feasibility of the work to be accomplished by the Civilian Conservation Corps.

Senator McKELLAR. How many men in the 123 companies?

Major LINGLE. That varies, Senator.

Senator McKELLAR. I mean what is the total.

Major LINGLE. Approximately around 22,000 to 23,000, sir.

Senator McKELLAR. 22,000 to 23,000?

Major LINGLE. Yes, sir; that number fluctuates, due to men, after the expiration of their term of enrollment, going out, which is practically a constant feature.

Senator McKELLAR. About 200 to the company?

Major LINGLE. Not 200, Senator; but it averages from around 170 to 180, and in other camps where we can keep them, that is a little higher. The veteran companies we can keep up higher, the same way that we can with the colored companies.

Senator McKELLAR. How many colored and how many white?

Major LINGLE. I do not have that figure, sir.

Senator McKELLAR. Could you get that and put it in the record?

Major LINGLE. Yes. These companies are scattered throughout the United States, and on about, I would say, 50 or 60 different reservations, from the extreme north end of the United States to the extreme south, and from east to the west.

I have gone over these work projects which the Civilian Conservation Corps companies are doing on the reservations, and they are varied in number. They are soil erosion work, construction of anti-tank ranges, pistol ranges, rifle ranges, bayonet courses, construction of telephone and power lines, truck trails, bridge construction, fire-break construction, fire-reduction, and combating of forest fires.

Senator McKELLAR. That is done by what might be called unskilled labor?

Major LINGLE. That, Senator, is I would say one who is not skilled in any particular trade or calling.

Senator McKELLAR. I mean the work you have mentioned is practically all done by what we know as unskilled labor, is it not?

Major LINGLE. To some extent, sir; yes, sir.

Senator McKELLAR. Well, to a very large extent?

Major LINGLE. Yo a large extent.

Senator McKELLAR. Yes. You do not put colored companies, do you, in that kind of work, or white companies either?

Major LINGLE. Yes, sir.

Senator McKELLAR. You do?

Major LINGLE. Yes, sir. This work is being done by the Civilian Conservation Corps companies on these reservations.

Senator McKELLAR. How much work are they required to do a day?

Major LINGLE. Eight hours, sir.

Senator McKELLAR. Eight hours a day?

Major LINGLE. Yes, sir.

Senator McKELLAR. Every day?

Major LINGLE. 40 hours a week, sir.

Senator McKELLAR. You have the 40-hour-a-week rule, too?

Major LINGLE. What is that, sir?

Senator McKELLAR. You have the 40-hour-a-week rule?

Major LINGLE. I haven't anything to do with that, sir.

Senator McKELLAR. No, no; but you have practically that rule?

Major LINGLE. Yes, sir.

Senator McKELLAR. All right.

Major LINGLE. This work, accomplished by the Civilian Conservation Corps companies, is under the direction of the various technical agencies which are assigned to these different companies.

Senator McKELLAR. Technical agencies of the Army or of the C. C. C.?

Major LINGLE. The Department of Agriculture and Department of the Interior, sir.

Senator McKELLAR. You bring them all in?

Major LINGLE. Yes.

Senator McKELLAR. The Department of Agriculture has technicians?

Major LINGLE. Yes.

Senator McKELLAR. The C. C. C. has technicians. What is the other Department?

Major LINGLE. The Department of the Interior, sir.

Senator McKELLAR. All have their fingers in the pie. Did you ever hear the old adage that "too many cooks spoil the broth"?

Major LINGLE. I have heard that, yes.

Senator McKELLAR. All right, go ahead.

Major LINGLE. However, despite that fact, Senator, if I may say so, they are getting along, they are very wonderful, they are doing a very good job.

Senator McKELLAR. That is fine; I am glad to hear it. We need it.

Major LINGLE. The fact of the matter is the War Department considers that they are essential, they are that essential that we would like to have them in all camps. That was brought out in the letter from the Secretary of War. In my periodic inspections of these various work projects I find that all of these projects which they are working on have been done according to a set of plans which have been furnished by the post commander through his utilities officer.

Senator McKELLAR. How in the name of the heavens does the Army get along? It is almost impossible for me to understand how, in the name of heaven, does the Army get along, or these Army posts get along when you are so terribly unfortunate as not to have a Civilian Conservation Corps camp right there to do all the work?

Major LINGLE. I think General Ulio, sir, stated yesterday that we desire to utilize these companies.

Senator McKELLAR. I know that, but I am talking not about these companies. You stated in splendid terms how well you got along when you had the companies to do all the menial work around the camp, and I can understand that, but how do you get along around the camps where you are not lucky enough to have these C. C. C. camps? Where do you get the labor to perform the same services that the C. C. C. performs at the camps?

Major LINGLE. Senator, that is accomplished either by contract or by what few civilian laborers are allotted to the utilities officer on the post.

Senator McKELLAR. I happen to be on the Appropriations Committee, and I know that you sent in a request for appropriations to employ these laborers to do the work at these other camps. Is that not correct?

Major LINGLE. That I am not familiar with, sir.

Senator McKELLAR. You are not familiar with the appropriations. If you will look it up, you will find that there is an appropriation for every camp.

Major LINGLE. That is quite right, sir.

Senator McKELLAR. Including these, by the way; and the Civilian Conservation Corps is just an addition, just a nice, fine addition. I do not blame the Army for taking all that comes along, but it is just an addition to what you have already money appropriated for.

Major LINGLE. That may be right, sir. I do not question the Senator's word whatsoever, sir.

Senator McKELLAR. If you have any doubts about it, you can come down to the Committee on Appropriations, and we will give you the information.

Major LINGLE. What I wanted to bring out, Senator, was this: When the appropriations are made up there are things at times which come up for which there were no appropriations made up, sir, and there is not anything set up there. That is what we are using the Corps for, sir.

Senator McKELLAR. I am tremendously interested in the testimony you are giving, and that General Ulio gave yesterday, because I know if the C. C. C. boys, at the posts where there are C. C. C. camps, do all this work, then we can reduce the appropriations to the Army that they ask for doing exactly the same work. They undertake to get labor to do this very work. Now, if the C. C. C. camps at those places where you have camps are doing the work without cost to the Army, that is a very important matter and we will take it into consideration in the general Army bill. Go ahead.

Major LINGLE. As I said before, the only thing that I am interested in, in this corps, is the work which is being done on these various reservations, that it is being done according to specifications and according to plan, and from my knowledge of engineering it has all been done according to that plan.

Senator McKELLAR. You have been associated with the C. C. C. for some time, haven't you?

Major LINGLE. I was assigned to duty here, sir, in 1941.

Senator McKELLAR. I forgot to ask that of the medical officer over here a little while ago, Colonel McNinch. He has been assigned to the same thing. You all are connected in that way with it, are you not?

Major LINGLE. Yes, sir.

Senator McKELLAR. All right.

Major LINGLE. As I said, the work has been done according to plan, according to specifications, and the post commanders are all well pleased with the work which has been accomplished by these Civilian Conservation Corps companies, because they are an organized group, they know how to work, they can work, and they do. They

bend every effort in order to put these installations in on these very posts, so that the troops may utilize them for training purposes.

Senator McKELLAR. Do you know of a single lessened cost of labor around any one of these camps that have the C. C. C. outfit with them? In other words, the work that the C. C. C. does is just in addition to what the Army allows for that particular post, is it not? The Army does not save anything, because it keeps all its own labor there, just as you do, just as other camps do, and in addition some of the camps have the C. C. C. camps, is that not true?

Major LINGLE. Yes, sir.

Senator McKELLAR. All right, go ahead.

Major LINGLE. As I have stated, that was my particular interest in the Civilian Conservation Corps, in seeing that it is accomplished properly, that it is being done according to plans and according to specifications that have been set out by the post commander, and the work is carried out efficiently, so that the troops can use those facilities as efficiently as possible and as soon as possible.

The CHAIRMAN. Thank you, Major.

Any other questions?

Senator McKELLAR. No more questions.

The CHAIRMAN. Thank you very much. Mr. Earl W. Loveridge.

STATEMENT OF EARL W. LOVERIDGE, ASSISTANT CHIEF, UNITED STATES FOREST SERVICE

The CHAIRMAN. State your name and position, for the record, please.

Mr. LOVERIDGE. Earl W. Loveridge, Assistant Chief, United States Forest Service.

Senator McKELLAR. The Forest Service?

Mr. LOVERIDGE. Yes, sir.

The CHAIRMAN. Mr. Loveridge, you may proceed with your testimony.

Mr. LOVERIDGE. In order to save the committee's time I have a prepared statement which I would like to go over with you, concerning the use of the C. C. C. in the Nation's forests, primarily on forest fire control.

The Forest Service in the Department of Agriculture has, as you know, by acts of Congress, two major responsibilities:

(1) The protection and management of the national forests. Within their boundaries are more than 200 million acres. That is the equivalent of 1 acre in 10 in the continental United States. Growing in the national forests are some 520 billion board feet of timber. This is not only a vast reservoir of timber for the Nation's future needs but is also serving to meet present needs; over 2½ billion board feet of timber being cut from the national forests this year to meet a part of the greatly increased demand for lumber, pulpwood, and other forest products. And at all times of course these forests are serving one of their major purposes—that of watershed protection and flood control on the headwaters of most of the important rivers in the country.

The second responsibility which Congress has fixed on the Forest Service in the Department of Agriculture is to assist in fire protection and to encourage decent cutting practices on the 400 million acres of

forested lands in State and private ownership. We are doing a hell of a poor job in getting private owners by encouragement to stop devastating the Nation's forests—as disclosed in the recent report of your Joint Congressional Committee on Forestry. This, of course, makes it doubly important that the forests that are left are protected from fire and we are trying to do so, and with some success, through formal cooperative arrangements under section 2 of the Clark-McNary Act with all of the forested States in the country.

In handling the forest fire protection job the C. C. C. has been of immense help. The job requires as you know vigor, endurance, power, and speed, and the C. C. C. boys under competent leadership have all of these qualities. In 1940 some 3½ million man-days of their time were devoted directly to fire control duties and many more millions of days on other work necessary to the fire protection job.

We now have facing us the toughest fire control problem we have ever had because:

1. The intense production program for war materials has increased the number of inexperienced and nonfire prevention-conscious persons employed in harvesting forest products and in war industries located in or near forest areas.

2. Incendiaries and saboteurs will probably increase their activities.

3. The forests of this country, particularly those in the West, are vulnerable through direct enemy action because of the very definite dry seasons which prevail. Enemy planes dropping incendiary pellets could with certainty start thousands of fires in the western forests at any time during the summer period.

Large forest fires can seriously disrupt the war production program through not only the destruction of the forests mentioned above which are so valuable in the war effort but also through:

- (1) The destruction of strategic facilities, such as ordnance depots, ammunition dumps, military establishments, and important manufacturing plants.

- (2) The destruction of important transportation facilities, power lines, aqueducts, and communication lines serving these strategic war industries, many of which pass through forested areas.

- (3) The diversion of manpower from combat units and from war production to the control of forest fires.

Smoke blankets resulting from large fires have interrupted air travel, highway transportation, and inland waterway shipping. These smoke blankets would provide a screen for enemy air operations and prevent effective counterattack by the interceptor command.

Before the coming of the C. C. C., men could be picked up when the fire needs called for them. Such manpower as you all know is now being absorbed by the war effort. Loss of C. C. C. manpower for fire control will therefore apparently be very serious.

The CHAIRMAN. You might as well sum it up in one sentence. Your whole point is that the extraordinary activity and the complexity of that activity has increased fire hazards in the forests?

Mr. LOVERIDGE. That is so, Senator.

The CHAIRMAN. That is, in spite of the fact that even if no enemy comes near us, we, ourselves, are increasing the hazard?

Mr. LOVERIDGE. That is right. The maps that I have, I will just take a moment to show to you, if you wish.

The CHAIRMAN. We would like to see them, Mr. Loveridge.

Mr. LOVERIDGE. Very briefly, Senator, the areas in red are the areas of extreme fire hazard, and the areas down here are the manufacturing plants, the transmission lines that cross through here, lines coming across from the Boulder Dam and from other electric power producing plants, you will see how they cross through the forests all through here. Here are the airplane factories, and so on, which are subject to overflow and damage in case the forests are burned.

In this other map, the areas in green are the forest areas, where we have the fine large stands of virgin timber. The section designated by the Army to be made alien proof, that is the evacuation, almost corresponds with the forested area here. These spots in blue represent the manufacturing plants engaged in war industries, that is the round blue spots, and the square blue spots are military establishments. You will notice they are scattered all through the forested country here. The red spots are where the fire suppression crews are needed, if they are to get to the job. That is my statement.

Senator McKELLAR. I just want to ask you one question.

You have in California 32 camps now. Do you have those 32 camps in those areas that you have described?

Mr. LOVERIDGE. They ought to be on that map, yes, sir.

Senator McKELLAR. Don't you think that the camps in that part of the country should be put there? They ought to be reorganized and replaced. You are the head of the Forest Fire Service?

Mr. LOVERIDGE. I am the assistant head, yes, sir.

Senator McKELLAR. The assistant head. Don't you think whatever camps we have out there should be under your control, and you place them where they would be of the greatest benefit to the preservation, first, of forests, and, second, to do away with sabotage, or make it less likely that there be sabotage?

Mr. LOVERIDGE. Naturally.

Senator McKELLAR. Don't you think you know more about that than anybody else?

Mr. LOVERIDGE. Yes, sir. That is the present practice, of course.

Senator McKELLAR. What amount of appropriations do you get from the Government, or does your Department get from the Government, for this purpose?

Mr. LOVERIDGE. There are two responsibilities, one in the national forests and one in the State forests. We have two appropriations, one in the national forests, of \$2,200,000. For cooperation with the States we have \$2,500,000.

Senator McKELLAR. Yes.

Mr. LOVERIDGE. Plus \$100,000 for fire suppression on the national forests and Congress then gives us authority to create a deficiency for additional funds actually expended.

Senator McKELLAR. Where there is some emergency?

Mr. LOVERIDGE. Yes.

Senator McKELLAR. Do not you think it would be infinitely better to have the forest fires under one control rather than to have them separated in several departments?

Mr. LOVERIDGE. They are under one control, sir, now.

Senator McKELLAR. They are, now; but you do not pay them, you do not employ them, you do not fix the places of the camps, do you?

Mr. LOVERIDGE. The camps are placed at the points that we designate.

Senator MCKELLAR. Well, they have been in the past, but, as I understand it, you think there are certain areas out there where we probably ought to have more camps.

Mr. LOVERIDGE. I do not know how we are going to handle the job with the manpower available this year.

Senator MCKELLAR. You certainly think they ought to all be under one control, do you not?

Mr. LOVERIDGE. They are under one control, Senator.

Senator MCKELLAR. You have got two separate organizations. While you say you have got control of them, I doubt very much whether anybody has got control of people under them unless they hire them and have got the right to fire them, and you would not have either right in this case. That is all.

The CHAIRMAN. Thank you, Mr. Loveridge, for coming in.

Mr. Bennett.

STATEMENT OF J. C. DYKES, ASSISTANT CHIEF, SOIL CONSERVATION SERVICE

Mr. DYKES. I am J. C. Dykes, Assistant Chief of the Soil Conservation Service.

The CHAIRMAN. Taking Mr. Bennett's place?

Mr. DYKES. Yes, sir.

The CHAIRMAN. All right, Mr. Dykes.

Mr. DYKES. Our Service, the Soil Conservation Service, is one of the using agencies.

Senator MCKELLAR. One of the what agencies?

Mr. DYKES. One of the using agencies.

Senator MCKELLAR. One of the using agencies?

Mr. DYKES. Yes, sir.

Senator MCKELLAR. In other words, so far as the C. C. C. is concerned, you just use them?

Mr. DYKES. That is right.

Senator MCKELLAR. All right.

Mr. DYKES. We have no control over the camp, but we use the labor of the enrollees, Senator.

Senator MCKELLAR. Just as the Forest Service does, as stated by this very excellent gentleman who just testified?

Mr. DYKES. That is correct. Our job is concerned with soil erosion control and prevention and proper land use throughout the country. At the present time we have 182 of the C. C. C. camps working in soil conservation districts and other approved operations areas.

Senator MCKELLAR. Where are they located?

Mr. DYKES. I can give you a list of them, Senator.

Senator MCKELLAR. I wish you would.

Mr. DYKES. This list shows the location of each of the camps by States and by what they are doing.

Senator MCKELLAR. I would be very glad to have you put it in the record.

The CHAIRMAN. Just put it in the record.

(The list referred to is as follows:)

Number military camps.....	30
Number drainage camps.....	19
Number nursery camps.....	16
Number other camps.....	117
Total.....	182

State	Number of camps				Total
	Military	Drainage	Nursery	Other	
Alabama.....	1		1	3	5
Arizona.....				1	1
Arkansas.....	1			4	5
California.....				3	3
Colorado.....				3	3
Delaware.....		1			1
Georgia.....	3		1	3	7
Idaho.....			1	2	3
Illinois.....	2	3		3	8
Indiana.....		2	1	4	7
Iowa.....		1		7	8
Kansas.....	2		1	3	6
Kentucky.....	1	1	1	5	8
Louisiana.....	1	4	1	3	8
Maryland.....		2		1	3
Michigan.....	1				1
Minnesota.....			1	3	4
Mississippi.....	4	1		2	7
Missouri.....		1		6	9
Montana.....				1	1
Nebraska.....				4	4
Nevada.....				1	1
New Jersey.....				1	1
New Mexico.....				1	1
New York.....				4	4
North Carolina.....			1	1	2
North Dakota.....			1	6	7
Ohio.....		2	1	1	7
Oklahoma.....	1			4	10
Oregon.....				9	9
Pennsylvania.....			1	1	2
South Carolina.....		1	1	1	6
South Dakota.....	2		1	2	5
Tennessee.....	1			1	2
Texas.....	2			2	4
Utah.....	6			7	13
Vermont.....				3	3
Virginia.....				1	1
Washington.....	2		1	2	5
West Virginia.....			1	2	3
Wisconsin.....				3	3
Wisconsin.....				4	4
Total.....	30	19	16	117	182

Senator McKELLAR. I would like to see it, if you will let me look at it.

Mr. DYKES. Yes, sir.

Senator McKELLAR. Thank you very much; go right ahead, sir.

Mr. DYKES. The work done by enrollees consists of helping farmers install soil conservation practices. These farmers are either cooperating with soil conservation districts, where such districts have been formed, or with the Soil Conservation Service in areas where districts have not been formed. I will be glad to give you the figures on the types of work enrollees have been doing.

Senator McKELLAR. I think all of us who have camps in our States know pretty well about that anyway. I would like for you to state something about the management and control.

Now, you receive how much money for soil erosion purposes?

Mr. DYKES. The Soil Conservation Service last year received approximately \$25,000,000, Senator.

Senator McKELLAR. \$25,000,000?

Mr. DYKES. Yes, sir.

Senator McKELLAR. That is fairly—I was going to say a fairly good sum, but in these days it is a very insignificant matter. You say \$25,000,000?

Mr. DYKES. Yes, sir.

Senator McKELLAR. That is added to, you say, by such of the camps as you have designated?

Mr. DYKES. That is right.

Senator McKELLAR. And they are appointed by somebody else and fired by somebody else, if they need firing?

Mr. DYKES. No, sir, that is wrong.

Senator McKELLAR. You have no control over them, have you?

Mr. DYKES. As far as the enrollees are concerned, no, sir, except during the 8 hours a day that they are in the field, actually doing work. However they work under men that are employed or directed by the Soil Conservation Service.

Senator McKELLAR. Why is it necessary to keep up a tremendous organization and one of the most expensive organizations that we have in the country? Why is it necessary to keep up a separate organization just to turn over to you the services of these boys?

Mr. DYKES. Well, sir, Congress has recognized the need for erosion control, erosion prevention and proper land use.

Senator McKELLAR. Yes.

Mr. DYKES. The job to be done is one that requires a certain amount of labor, in most cases. Many farmers are able to do their own work, but many others are not.

Senator McKELLAR. When a farmer says he is not able to ditch his land, you undertake to use these boys, and other means in your hands, to ditch it for him?

Mr. DYKES. We try to help him get the erosion control job done, yes, sir.

Senator McKELLAR. When I was a farmer, I wish I had had the services; it would have helped me very much.

Mr. DYKES. About 85,000 farmers have been helped by these camps, working under the supervision of the Soil Conservation Service.

These farmers are farming over 20,000,000 acres of land.

Senator McKELLAR. May I ask you a question there?

Mr. DYKES. Yes, sir.

Senator McKELLAR. Just as a general proposition, is it not one of the most delightful vocations on earth to give away other people's money? Do not you get a lot of pleasure in going to Mr. Jones, Mr. Brown, and Mr. Johnson and saying: "How are you off? Do you want any work done on your field? It looks like it needs ditching. How are you off, for help? Can I give you some of the Government's money to ditch the land for you?" Is not that one of the most delightful things? Look at the ease and comfort, and kindness that you are doing your fellow citizens. That is wonderful, I think.

Mr. DYKES. That is fine, Senator.

Senator McKELLAR. Yes, it is.

Mr. DYKES. However, before the enrollees can be put to work on practically any farm there are many jobs that the farmer himself must start with his own labor, with his own equipment, and his own power. Ordinarily speaking, I would say on those lands where camp labor is used the farmer pays many times more than the United States to complete the erosion-control program.

Senator McKELLAR. That is perfectly wonderful, if the farmer does one-half of the work and the Government does the other half. I ought to go back to the farm.

Mr. DYKES. You understand that a considerable number of the camps assigned to this Service have been engaged in setting up soil conservation demonstrations, as pointed out here this morning; nor do we have enough camps to cover the entire country. About 85,000 farmers have been served in the period since the camp program started. This is only a small percentage of the total number of farmers in the country.

Senator McKELLAR. You cannot serve them all. You would like to do it, of course. Kind-hearted men like you want to give away other people's money.

Mr. DYKES. No, sir; what we want to do is control erosion, Senator.

Senator McKELLAR. You want to control erosion, yes; all right, go ahead.

Mr. DYKES. A number of these camps that we supervise are engaged in drainage work. At the present time there are only 19 of the camps still engaged in drainage activities. However, during the past 7 or 8 years, the camps that have been doing this work have completed the cleaning of drainage ditches and the sides of drainage ditch banks to the extent of about 8,000 acres. But that is not the important point; the important result of this work is that 13,000,000 acres of highly productive land have been either brought back into use or have been highly benefited by the cleaning of these drainage ditches, many of which were stopped up at the time the camps went to work on them. All this work was done in cooperation with legally constituted drainage districts in various parts of the country. I mention this fact to point out the important tie-up between the work that has been done by these camps and the productive effort needed, from the standpoint of producing essential foods, fibers, and oils, to increase our opportunities and our chances of winning this war.

Senator McKELLAR. We have been producing in the past more than we could possibly consume, and we had to pass a law limiting the amount we could produce. Of course, it is necessary now, that we are in the war, to increase that, and every means has been made available, as you know, to bring that about. We have increased the amounts that can be produced of foods of all kinds, but do not you think we could do away with these nice gifts to landowners until after this war is over? This war is a very serious thing; it is the most serious thing before us, because neither you nor I will have a job, my friend, if Hitler gets control of this country.

Mr. DYKES. I realize that all too well, Senator. We must do everything we can, and more, to win the war. And soil conservation is important to the winning of the war, because conservation means increased yields of the foods, fibers, and oils, that are indispensable war commodities.

Senator MCKELLAR. Inasmuch as our trouble for the last 10 years has been to decrease production rather than to increase it, when we had to put legal limitations on it, in order to furnish a reasonable price to those who produced the products, it seems to me that any time like this, when every dollar that we have and can secure must be secured for the maintaining or preserving of our national life and our way of life, and our Government itself, it seems to me that we might be willing to forego a trifle, even if it is for the good purpose of conservation.

Mr. DYKES. Of course, the problem of erosion, being caused by falling water, means that if water falls during wartimes, we are going to have erosion during wartimes. A lot of our land has been pretty seriously abused, Senator. You know that from driving along our highways and riding on our railroads, and we are going to need not only food, fiber, oils, and so forth, to win the war but to win the peace thereafter. We have a big job there.

Senator MCKELLAR. It is a good thing to have peace thereafter, but the first and foremost proposition is the winning of the war.

Mr. DYKES. I agree with that.

Senator MCKELLAR. Go ahead.

Mr. DYKES. In the western part of the country, the C. C. C. enrollees have revegetated 167,000 acres of our range land; 167,000 acres of our range land is an important war contribution right at this time. This land was practically denuded of any vegetation whatsoever but now is in a condition to produce fine beef, mutton, and wool, that are badly needed in the war effort.

In addition to that, another quarter million acres of land, pasture land in the humid part of the country, has been sodded or seeded to grasses suitable for producing milk or beef and other livestock products. In connection with the work on western cultivated land which, in any part of the country, is highly important, we conserve all the water that falls on the land in order to make a crop. These C. C. C. enrollees, in addition to furnishing what we have been speaking of here as rather common labor to do a lot of these jobs, are furnishing semitechnical assistance in the way of line running crews to run contour lines for contouring pastures.

Senator MCKELLAR. How can a boy 17 years old furnish technical assistance?

Mr. DYKES. I said semitechnical, Senator.

Senator MCKELLAR. Well, semitechnical.

Mr. DYKES. Under the supervision of a qualified engineer he works with the rod and stakes the lines that are run, and walks out the line in front of the farmer with his plow who follows behind him. We call that semitechnical assistance. I believe that would be a correct term.

SENATOR MCKELLAR. You said you had some pictures awhile ago. I wish you would show me that picture with the farmer plowing along behind the 17-year-old boy in his field.

Mr. DYKES. I do not happen to have one of them.

Senator MCKELLAR. I would like to see that.

Mr. DYKES. I have seen that many times, Senator.

Senator MCKELLAR. That is something I never saw.

Mr. DYKES. I would be happy to take you to see that.

Senator MCKELLAR. That is something I never saw.

Mr. DYKES. I have seen it many times.

Senator MCKELLAR. All right, sir; you furnish me with the picture. I would like to see it. Just send it to the office.

Mr. DYKES. I will be glad to.

Senator MCKELLAR. I will autograph it for you.

Mr. DYKES. That will be fine. I would appreciate that.

The CHAIRMAN. Right there, may I ask this question?

Mr. DYKES. Yes, sir.

The CHAIRMAN. Have you not, in the last 8 or 9 years, practically changed the plowing habits of the farmers of America?

Mr. DYKES. I think we have, Senator Thomas, to a pretty large extent.

The CHAIRMAN. I think that is true. One of the things you have done was to create habit-forming techniques.

Mr. DYKES. That is right.

The CHAIRMAN. Which are carried from farm to farm, not in any formal educational way, but having introduced a new idea, the idea goes. That is, the good that has been done for the 85,000 farmers you have helped is merely a bagatelle compared with the good which the other farmers have received, where they could help themselves.

Mr. DYKES. That is only the ones the C. C. C. has helped.

Senator MCKELLAR. I am compelled to differ with you. I recall about 50 years ago following very actively and very continuously a formula for plowing. I know all about it. I am a good plowhand, I could do it now if it were necessary, and I notice down in my country they plow just like I did nearly 50 years ago, they plow down there just the same way.

Mr. DYKES. You mean up and down the hill, Senator?

Senator MCKELLAR. No, no; not up and down the hill. They do not plow up and down the hill. Everybody prepared their rows in conformity with the ground that they had, and they do it now, to a very large extent. It is the rarest thing in the world to see anyone plowing up and down the hill. I have never seen it in my life, and I know what I am talking about, because I am an expert in that business.

Mr. DYKES. Well, sir, there are many, many, many places where they plow up and down the hill.

Senator MCKELLAR. No, sir; there are not many places where they do not plow now just as they did 50 years ago, except we have got some riding the plows—you know, in cleared fields, not hilly fields but where the fields are level, where you can do that; but in our part of the country we have rolling land and you have to plow the good old way that you plowed 50 years ago.

Mr. DYKES. There is another angle to that plowing, Senator.

Senator MCKELLAR. Yes; there are quite a lot of angles.

Mr. DYKES. That is, always before it has been the habit to turn under the crop residue rather than leave a trashy part on top of the ground, and in the western parts of the country we are finding it very beneficial, from the standpoint of increased yield.

Senator MCKELLAR. You say they are not turning it under?

Mr. DYKES. Yes; not turning it all under, they leave part of it on top of the ground and let it incorporate slowly into the soil.

Senator MCKELLAR. Down in my country the rains would wash it away. I do not know what it would do in your part of the country, but in your part of the country I do not believe they have many rains.

Mr. DYKES. Well, sir, it is being used pretty successfully in Georgia, and many other places. The plan used in Georgia was developed by a farmer in that State.

Senator McKELLAR. That does not have anything to do with the C. C. C. Suppose we go on and get through with the C. C. C.?

Mr. DYKES. All right, sir.

Senator McKELLAR. Thank you, sir.

Mr. DYKES. The reason that I was emphasizing the use of labor here in connection with our production problem is because of the importance that conservation has in production.

Senator McKELLAR. Oh, it is very important; we all realize that.

Mr. DYKES. I think we realize also that the farmers' labor is limited, his equipment is rather limited, his power is going to be rather limited during this war period.

Senator McKELLAR. In your gifts to the farmers, do you give them equipment, too?

Mr. DYKES. No, sir; we do not give the farmers equipment.

Senator McKELLAR. That is what I thought.

Mr. DYKES. But if we are to accomplish conservation, there must be some source of labor to assist the farmer with those more difficult jobs that he has to do, and we have found that the C. C. C. labor is a most satisfactory source of this necessary assistance in establishing complete erosion-control programs on these farms.

The CHAIRMAN. Thank you, sir. Do you want to see the pictures?

Senator McKELLAR. Have you got the pictures there?

Mr. DYKES. Yes, sir; I have quite a few of them.

Senator McKELLAR. Have you got the picture of the farmer following the boy?

Mr. DYKES. No; but I have a picture of the rows holding water after he has laid them off. Would you like to see it?

Senator McKELLAR. Yes.

(Mr. Dykes exhibited a series of pictures.)

Senator McKELLAR. That looks like a river.

Mr. DYKES. That is a dam across what was a river. The reservoir is filled up [indicating]. The erosion debris from the hills filled it up, as you see there. That is in North Carolina.

Senator McKELLAR. Well, that is helping North Carolina.

Mr. DYKES. This is a picture of a farm down in Mississippi, what is left of a farm. You notice all these big gullies; they are still trying to cultivate a little bit. There is not very much of it left that they can cultivate.

Senator McKELLAR. That is not a good advertisement for Mississippi. Go ahead.

Mr. DYKES. On the other side, this is even a worse advertisement for Mississippi, Senator. Even the part in between the gullies is gone. It is no longer possible to cultivate this place at all.

Senator McKELLAR. Yes; and we have had soil erosion for many, many years. It is still that way; I saw it the other day when I went home, on Christmas.

Mr. DYKES. This is down in Alabama.

Senator McKELLAR. Now, you are getting down to my real diggings. I was born there.

Mr. DYKES. This is Selma chalk. This is Chief Bennett sitting here. This is chalk, rocky land in what is known as the Alabama black belt. The topsoil is gone.

Senator McKELLAR. I never saw anything like that, and I was born in that country.

Mr. DYKES. That is called Selma chalk.

Senator McKELLAR. Selma chalk?

Mr. DYKES. That is the name of the soil. That is what the soils men call what is left here [indicating] after the topsoil is gone. I do not know what county it is in.

Senator McKELLAR. It is in Dallas County.

Mr. DYKES. This is Georgia. On this farm here, you can see what is happening from the standpoint of erosion.

Senator McKELLAR. I do not see how you would ever change those the slightest.

Mr. DYKES. All right, sir, we will get to that.

Senator McKELLAR. I would like to see it.

Mr. DYKES. Here is one from Oklahoma. We do not want to pick on the South altogether. This fellow here was using a little bad judgment. He kept his house painted, and his barn is in pretty good shape, but right outside of the yard fence the important thing on the farm, the topsoil, is washing away. It takes a mighty long time to build an inch of that topsoil.

Senator McKELLAR. To rebuild the land would probably cost you \$1,000 an acre, and you can buy land cheaper than that.

Mr. DYKES. This is near Mankato, Kans.

Senator McKELLAR. Maybe two hurricanes passed by in those two States just before you took the pictures. Go ahead.

Mr. DYKES. This is also in Kansas, and shows what has happened there. All this soil washed down from one rain. This is soil from one rain.

This is out in Idaho and Washington and shows the erosion that is caused by melting snow in that country. There is no protection. These white parts over here, that you can see on some of the hills, was where they had a wheat yield of 30 or 40 bushels to an acre, and now they have about 7 or 8 bushels.

This is what was one of the drainage ditches in Mississippi. The drainage ditch is filled up by debris from up here [indicating]. This land out on each side has also been swamped by the fact that the water had to have somewhere to go. There was no longer any channel to carry it away.

This is the kind of a job I was talking about, Senator, when I mentioned the camps that opened up or cleaned out drainage ditches and made the cultivation of these 13,000,000 acres of highly fertile land possible.

Now, here is the type of program I was talking about, the things we can do on these hills, the practices that are used on these farms.

These are conservation farmed places that show strip cropping, terracing, contour, tillage, and so forth.

Senator McKELLAR. They are not pictures of the same land that you showed first?

Mr. DYKES. No, sir; they are not the same ones.

Senator McKELLAR. Why don't you pick one where you took the picture and then show what you did for it?

Mr. DYKES. All right, sir. We have that, too. We will show that one now while we are on this particular thing. Here is the one I want you to see.

Senator McKELLAR. That is "before"?

Mr. DYKES. Yes; that is the field "before."

Senator McKELLAR. Now show the one "after."

Mr. DYKES. All right, I will turn it over. Here we are. This field is planted in kudzu.

Senator McKELLAR. What is kudzu?

Mr. DYKES. Kudzu is a plant that is about as palatable as alfalfa from the standpoint of livestock feed.

The CHAIRMAN. What part of the country is that?

Mr. DYKES. This is Georgia.

Senator McKELLAR. That is an improvement.

Mr. DYKES. This land here is practically useless [indicating].

Senator McKELLAR. Did you use fertilizer?

Mr. DYKES. I imagine it would take fertilizer to get anything started on this eroded land; but now it is in profitable use.

Senator McKELLAR. You can take a box and fill it with earth and hang it on the side of the house and if you fertilize it enough you may raise something.

Mr. DYKES. That is right. When it gets into this condition, even if it takes a little fertilizer, it is desirable to put it to profitable use.

We stopped the erosional debris from going into the streams and reservoirs and the farmer has a hay crop.

Senator McKELLAR. That helped some; but it is not a very big help. Go ahead.

Mr. DYKES. This is a strip-cropped farm in West Virginia, showing the type of program being carried on in that particular State.

This picture shows an Iowa farm, Clayton County, Iowa.

Senator McKELLAR. I think they say that in Iowa more than 95 percent of the entire land is cultivated.

Mr. DYKES. Yes; close to it.

Senator McKELLAR. They have got the richest lands as a State under the sun. Is not that true?

Mr. DYKES. I think those are some of the claims that are made.

Senator McKELLAR. Yes, sir. But you do not differ about those claims, and you are helping the farmers in that State, too?

Mr. DYKES. Yes, sir; we are helping them.

Senator McKELLAR. Go ahead.

Mr. DYKES. This one here is a picture of a community, an area, in fact, down in Texas.

Senator McKELLAR. In Texas?

Mr. DYKES. Yes, sir.

Senator McKELLAR. All right.

Mr. DYKES. This is the old demonstration project, Elm Creek project in Texas, where there is a total of 30,000 acres in one solid block of land, that has been completely treated for conservation.

Senator McKELLAR. How does it look on the other side?

Mr. DYKES. This is just a map.

Senator McKELLAR. I thought you were going to give us "before" taking and "after", taking again.

Mr. DYKES. No, sir; I could not do that on this one. This work has been going on for 7 or 8 years. Practically all of the labor assist-

ance that the farmers have had in this territory has been from the C. C. C. camps.

Here is one of the pictures that I mentioned awhile ago, from the standpoint of revegetation. On one side of the fence, where there is some grass left, you notice that the snow is held by the vegetation, and therefore it will melt and the moisture be available to grow more grass. On the other side of the fence there is no vegetation to catch the snow, and there will probably be no grass on that side of the fence again next year.

Senator McKELLAR. Just judging from my point of view here, the part on the other side of the fence looks like better land.

Mr. DYKES. It could be, but the grass is not there.

Senator McKELLAR. I imagine grass does not grow in the snow out there any more than it grows in the snow anywhere else.

Mr. DYKES. No, sir; but the moisture from the melting snow is highly important, from the standpoint of how much grass you get, Senator.

Senator McKELLAR. From a conservation standpoint. All right, I hope so, anyway.

Mr. DYKES. I would like to show you this picture of these contoured rows, Senator.

Senator McKELLAR. What kind of rows?

Mr. DYKES. Contoured rows. They are on the level but made to hold the water that falls in them. This is a picture taken in Oklahoma, up in the Oklahoma Panhandle.

Senator McKELLAR. Is that irrigated?

Mr. DYKES. That is just water that fell.

Senator McKELLAR. That is water that fell?

Mr. DYKES. That is water that fell, and the water is held by these rows.

Senator McKELLAR. What do they plant in rows made like that?

Mr. DYKES. This land would probably go into grain later on. In other words, they are bedded up this way.

Senator McKELLAR. They would not bed it up for small grain that way.

Mr. DYKES. No; but they treat it this way to hold the water during the season of the year when they get water. The only way to get the moisture necessary to make a crop is to take every opportunity to conserve every drop of water that falls on the land. They contour the rows and hold it, and then put it into crops later.

Senator McKELLAR. That is good sense. Go ahead.

Mr. DYKES. Here is another picture. This one shows two wheat fields right across the road from one another. This one here has been contoured and terraced in order to conserve all the water that falls on that land, and this one here has not been so treated. On this one here they got $4\frac{1}{2}$ bushels of wheat in 1938, and in the same year this fellow was making 23 bushels of wheat. In 1939, this fellow made 15 bushels of wheat, and this one over here made 36 bushels of wheat. That is the difference in what moisture conservation will do in that country.

Senator McKELLAR. What did you do in the way of conservation? What did you do to that right-hand piece of land?

Mr. DYKES. This piece over here [indicating]?

Senator McKELLAR. Yes.

Mr. DYKES. As far as our Service is concerned, we furnished technicians.

Senator MCKELLAR. Technicians?

Mr. DYKES. Yes, to run lines, to help put the rows on the contour, and to supervise the building of the terraces that went into this field. That is all that was done with this particular field.

Senator MCKELLAR. All right.

Mr. DYKES. The farmer built his own terraces. In certain other parts of the country, where you have a water disposal problem, the idea is to have the excess water safely carried away. The C. C. C. boys would sod the terrace outlets but the farmers built their own terraces. In this case here [indicating] that was not necessary.

Senator MCKELLAR. All right.

Mr. DYKES. This picture here shows contour furrows and ridges in pasture land. This happens to be in Colorado. It shows where the contour ridges held a certain amount of water, and the growth of grass that you have in those particular areas where extra water accumulated is shown, as compared with the land that received no extra water.

This is another picture of water conservation. This is a Texas picture. On the other side it shows where the farmer is picking up the outside water and adding it to the cultivated fields.

The next picture is from a long way across the country, Maine. Here is the potato land in that State. Now, up here is the ordinary thing that you would see.

Senator MCKELLAR. Is that the same field above as it is below?

Mr. DYKES. No, sir; I do not believe it is, Senator.

Senator MCKELLAR. I like these before-and-after pictures.

Mr. DYKES. I do too, but you cannot always get them.

Senator MCKELLAR. You cannot always get the pictures?

Mr. DYKES. You cannot always get the pictures.

Senator MCKELLAR. All right.

Mr. DYKES. This last one is a picture of some corn grown on plots. This is where we take off the top soil, to see what happens as the result of erosion.

Senator MCKELLAR. Where is that?

Mr. DYKES. This is in Ohio.

Senator MCKELLAR. That corn is nubbins?

Mr. DYKES. Yes, those are nubbins, Senator.

Senator MCKELLAR. All right.

The CHAIRMAN. I have some telegrams and a letter that I wish to have incorporated in the record if there is no objection.

(The telegrams and letter referred to are as follows:)

BOSTON, MASS., *March 27, 1942.*

CHAIRMAN, SENATE LABOR COMMITTEE,
Washington, D. C.:

With President Roosevelt, believe National Youth Administration, Civilian Conservation Corps vital to national war effort. Urge you oppose abolition of these agencies.

TOMAS MCGOWAN,
*Boston Port Agent, National Maritime Union,
Congress of Industrial Organizations.*

BOSTON, MASS., March 26, 1942.

CHAIRMAN, SENATE LABOR COMMITTEE,
Washington, D. C.:

Strongly protest move to discontinue National Youth Administration. Support President's program for continuing National Youth Administration.

EDNA BADEN,
Secretary, United Furniture Workers of America, Local 136B.SOUTHWORTH MACHINE Co.,
Portland, Maine, March 25, 1942.Senator ELBERT THOMAS,
Chairman, Committee on Education and Labor,
United States Senate, Washington, D. C.

DEAR SENATOR THOMAS: Our attention has been called to the McKellar bill which we understand is a proposal advanced by Senator McKellar to curtail and minimize the defense training program of the National Youth Administration.

As you may or may not know, we are practically 95 percent on war work, which is the manufacture of airplane propeller parts for Curtiss Propeller Division, Clifton, N. J., and Indianapolis, Ind., as well as airplane engine parts for Wright Aeronautical Corporation, Paterson, N. J., and Cincinnati, Ohio.

The above work naturally is very accurate, and therefore requires men who have had as good training as it is possible to obtain.

We wish at this time to point out our experience with the Youth Administration defense training program operated in this State, and indicate to you that we feel curtailment of the training program operated by this agency would be a serious mistake at this time.

We are currently employing 20 youth who have been trained in the Youth Administration centers located at Dexter and Lewiston, and have today requested that arrangements be made to send an additional 4 youth for employment with us. Because of plant expansion, our employment requirements for the future will make it necessary to employ many additional men and women workers whom we understand are currently being trained by the Youth Administration in anticipation of expanding industrial needs.

We understand that in addition to the Dexter and Lewiston units the Youth Administration is currently training over a thousand youth in defense shops at Quoddy, Lewiston, Bangor, Houlton, and Rumford, and that these units are making a contribution to various industrial concerns in this area now processing defense contract work.

We are very pleased to inform you that the youth employed by us after training in National Youth Administration technical shops have proved to be capable and willing workers, and we will need many more.

We wish to commend this agency for the valuable work which it has been doing in training these sorely needed workers for defense industry, and trust that it may be able to continue with this outstanding work in the future.

Yours very truly,

M. C. COLE,
President and General Manager.

The CHAIRMAN. Mr. McEntee has submitted a statement as to the ages and places of residence of junior C. C. C. enrollees, which we will incorporate in the record at this point.

(The statement referred to is as follows:)

FEDERAL SECURITY AGENCY

CIVILIAN CONSERVATION CORPS

Ages and Places of Residence of Junior Civilian Conservation Corps Enrollees

Comparative studies of young men (17 to 23) who enrolled in the Civilian Conservation Corps during the fiscal year ended June 30, 1941, and for the first half of the fiscal year 1942, ended December 31, 1941, indicate that the percentage of men in the youngest age groups is steadily increasing, that an increasing percentage of these men come from rural areas and that more than 75 percent of the men in each of the groups studied had never had any work experience prior to

joining the Civilian Conservation Corps. These studies were based on approximately 323,000 men for the fiscal year 1941 and approximately 107,000 men for the first half of the fiscal year 1942. These total figures are for new men enrolled and do not represent average strength.

The figures in detail are as follows:

Age	Fiscal year 1941		First half, fiscal year 1942	
	Number	Percent of total	Number	Percent of total
17.....	142,563	44.15	58,245	54.51
18.....	77,884	24.12	23,438	21.93
19.....	46,548	14.41	12,844	12.02
20.....	27,975	8.66	6,838	6.40
21.....	15,767	4.88	3,293	3.08
22.....	9,490	2.94	1,569	1.47
23.....	2,411	.75	423	.40
Unspecified.....	269	.09	213	.19
Total.....	322,937	100.00	106,863	100.00

PLACE OF RESIDENCE

Urban.....	142,426	44.1	38,848	36.4
Rural.....	180,511	55.9	68,015	63.6
Total.....	322,937	100.0	106,863	100.0

CIVILIAN CONSERVATION CORPS,
OFFICE OF THE DIRECTOR,
Washington, D. C., April 3, 1942.

Senator ELBERT D. THOMAS,
Chairman, Committee on Education and Labor,
United States Senate, Washington, D. C.

DEAR SENATOR THOMAS: We attach material requested during the course of the hearing before the Senate Education and Labor Committee on March 31, 1942, with reference to the bill S. 2295.

Sincerely yours,

J. J. McENTEE, Director.

MATERIAL REQUESTED BY THE SENATE COMMITTEE ON EDUCATION AND LABOR
AT HEARING OF MARCH 31, 1942 ON THE BILL S. 2295

(1) The number of applications on hand for enrollment in the Civilian Conservation Corps as of April 1, 1942, was 10,137. The number of applications received for enrollment in the Civilian Conservation Corps between December 5, 1941, and March 31, 1942, was 35,604.

(2) The Civilian Conservation Corps can only furnish a list of the expert fire fighters employed upon special authority or direction of Congress or its committees because of the huge cost and large amount of time which would be involved in obtaining this list.

To give a general picture of this situation it may be stated that there would be qualified through education, training or experience approximately 12,000 men, other than enrollees, who could be properly classed as expert fire fighters and that of the enrollees due to the training and experience which they have been given not less than 50,000 would properly qualify as expert fire fighters.

(3) The statement made by Mr. McEntee with reference to the abandoned Civilian Conservation Corps Camp S-51, Pine Grove Furnace, Pa., is attached. Other allegations, all dealing with camps in Pennsylvania, have been as follows: S-71, Philipsburg, Pa.—Charges: Food buried at time of abandonment of camp. Investigation of this charge completed March 20, 1942, and no factual basis found for charges made.

S-119, Philipsburg, Pa.—Charges: That much government property such as blankets, kitchen utensils, etc., destroyed. Investigation completed March 20, 1942, disclosed no evidence of unwarranted destruction of property of the kind and type referred to.

S-80, Masten, Pa.—Charges: That usable clothing and tires were burned. Investigation completed March 20, 1942, disclosed charges to be unwarranted.

S-99, Somerset, Pa.—Charges: That meat and other foods fed to pigs and ruthless destruction of other property at camp. Investigation not yet completed but we have the statement from the former Commanding Officer categorically denying all allegations.

S-127, Rauchtown, Pa.—Charges: That 30 new stoves buried; also tires and other property destroyed. Investigation thus far reveals that charges are false.

(4) There are attached, in accordance with the request of Senator McKellar, a group of clipping favorable to the continuance of the Civilian Conservation Corps. Others are available.

[From Oregon Daily Journal Portland, Oreg., March 26, 1942]

WE NEED THEM FOR FOREST PROTECTION

Senator McKellar's call for abolition of the Civilian Conservation Corps and the National Youth Administration furnishes fuel for the talking campaign against the administration and the "fumbling" whispers that make Dr. Goebbels so happy.

President Roosevelt wants these organizations continued and says plainly why. "A program to train 600,000 youth for war industries and other essential work which will be definite and necessary contribution to our expanding labor requirements."

Senator McKellar of Tennessee possibly has only a hazy idea of the great timber areas of the Pacific Northwest—which probably will have to depend this coming summer, as never before, upon Civilian Conservation Corps youths to carry on patrol, fire fighting, and other essential work. The Forest Service is already short of lookout material and is recruiting volunteers where it can.

The youth under military age can and will have to take over much of the necessary conservation work and protective work that cannot be done either by men in war industry or men at the front.

Senator McKellar is "all wet" when he charges that these agencies are making "expensive mollycoddles" of American youth.

Right now there are some far more expensive and useless mollycoddles occupying desk room in the Halls of Congress.

[From Post, Boston, Mass., February 11, 1942]

JOIN THE CIVILIAN CONSERVATION CORPS

Surely, it would seem that a great many young men would rush at the opportunity to join the Civilian Conservation Corps. The 500 vacancies now open in Massachusetts should be quickly filled.

These young men, between 17 and 23½ years of age, will receive training in the outdoors. Moreover, they will be helping the war effort by construction and development of our natural resources. Young men who are without jobs and are unable to get into the armed services can help out in the Civilian Conservation Corps and many of them whose health needs rebuilding to fit them for the Army, Navy and Marine Corps will find their bodies stronger after serving in the Civilian Conservation Corps. Nowadays, young men are not being loyal to their country by being idle.

[From Star, Wilmington, N. C., March 25, 1942]

NOT THESE—NOT NOW

Senator McKellar's bill proposing to abolish the National Youth Administration and the Civilian Conservation Corps is meeting deserved opposition. Both were organized to meet definite needs, the latter to provide employment for idle youth when the Nation was in the midst of a grave depression, the former to instruct young men in skills in the knowledge of which they might find gainful employment.

Since the start of the war in Europe and our industrial pick-up as a consequence, American industries have found new sources of manpower among both Civilian Conservation Corps and National Youth Administration forces, and since it became necessary to build up a stronger Army the specialized branches of the military forces have drawn heavily upon both. The emergencies which young men from both corps are helping to meet are not past. To abolish them while the war crisis continues would be an exceedingly costly economy.

If Senator McKellar wishes to sponsor legislation in the name of economy, let him prepare measures which will do away with superfluous alphabetical agencies which have sprung up like mushrooms in the National Capital and which have no more useful part in the Government than to add many millions to the Nation's pay rolls.

[From Gazette, Charleston, W. Va., January 18, 1942]

CIVILIAN CONSERVATION CORPS

There might be some argument in support of the contention that some Government agencies ought to be immediately scrapped and the cost diverted to arming the Nation were it not for the fact that these agencies in themselves can play a highly useful part in our war preparations.

The Civilian Conservation Corps has served two principal uses, the preservation and increasing of some highly valuable natural resources and the building of manpower. It has saved millions of dollars by protecting our forests from fire and at the same time has increased our forest acreage by replanting and cultivation. What is perhaps of even more value to this country is restoring the health of our young men and building them up physically and mentally to serve their country in the Army and Navy and in defense industries.

Our forests are now reaching the state where they can be timber-farmed. Lumber and its products are in increasing demand in our preparations for all-out war. It would constitute an indefensible waste to withdraw the protection of the Civilian Conservation Corps from these forests now and allow hundreds of thousands of acres to be destroyed by forest fires next spring.

Many of the young men who have gone into Civilian Conservation Corps camps were in poor physical condition but emerged in excellent health and equipped to take part in the defense of the Nation. Many have gone into the Army, Navy and Marine Corps and others are employed in plants producing war materials. Had they not had Civilian Conservation Corps training and experience they would not have been equipped for these new endeavors.

Examination of our young men for selective service has disclosed the fact that an alarming percentage of them are in such physical condition that they could not be used. Medical experts declare that a large number of these could be reconditioned and added to our effective manpower. There seems to have been little done toward this salvage.

Results shown in Civilian Conservation Corps records offer conclusive proof that the physical condition of these below-standard young men could be greatly improved by a course of Civilian Conservation Corps training. Why is this not being done? How could such a small part of our defense funds be employed to greater advantage than in building and rebuilding human material?

Now that our defense efforts are beginning to become organized on a gigantic scale it seems to be the time for the Washington authorities to turn to an examination of the possibilities of rehabilitation offered by the Civilian Conservation Corps. This has never been just a Government spending agency; it has stood

as a worth-while investment of Government funds that have long since been paying handsome dividends in increased property and human values.

By all means keep the Civilian Conservation Corps going and utilize the system as a means of rehabilitation of under-standard youths for the use of our country in this war.

[From The Constitution, Atlanta, Ga., February 26, 1942]

CIVILIAN CONSERVATION CORPS CONTRIBUTES TO VICTORY EFFORTS

There are 28 Civilian Conservation Corps camps in Georgia manned by an average of 160 men each, 12 of these corps are working on military reservations; 5 at Fort Benning, 2 at Camp Wheeler, 1 at Fort Oglethorpe, 3 at Camp Stewart, and 1 at Georgia Air Depot, Wellston. In the accomplishment of the projects on these reservations so vital to efficient training of troops, the Civilian Conservation Corps has constructed airplane landing fields, parachute landing fields, sanitation systems, radio stations, firetowers, camping grounds, storehouses, canals, erosion-control dams, telephone lines, roads, trails and bridges, and profitably spent thousands of man-hours in the protection of the Nation's forests against fire and disease.

From two sawmills operated by Civilian Conservation Corps enrollees at Fort Benning, and one at Camp Stewart, the products are used in the construction and maintenance of the Post buildings.

15 PERCENT OF DRAFT AGE

Of the approximately 4,500 men in Civilian Conservation Corps camps in Georgia, approximately 15 percent are of draft age and are subject to call for duty in the armed forces.

As far back as 1933 boys of the Civilian Conservation Corps received training that is very valuable to those now in the armed forces, although little attention was given at that time to the instruction of men in national defense activities. It was then, and continues to be, essential for the efficient operation of the projects to train men in the operation of tractors, power shovels, motor vehicles and air compressors, as well as in the handling of explosives, cooking and baking, and in many other vocations concomitant with the type of project on which they are working. Many of the tanks, guns and armored vehicles now in operation are piloted by former Civilian Conservation Corps trained men. Many of the long convoys of trucks so frequently seen and efficiently operated on the highways today, are being driven by former Civilian Conservation Corps lands.

CLASSES TEACH SKILLS

Classes are conducted for courses in motor vehicle mechanics, electricity, carpentry, shipfitters helpers (operated at the request of the Navy), metal working, welding, radio operators, clerks and typists, cooks and bakers, and high explosive handlers.

Striking through the stratosphere, annihilating the enemy, are flying fortress, dive bombers and pursuit planes, at the controls of some of which are former Civilian Conservation Corps men, whose training in motor mechanics and engineering furnished at the camps has provided them with backgrounds that assisted them materially in earning their wings.

In pre-Pearl Harbor days the Civilian Conservation Corps operated its own radio network and trained its operators. The urgent need to use the wavelength on which they broadcast, for military purposes, rendered it necessary to withdraw this training. However, schools for radio operators continue to furnish men for the Army, Navy, Marine Corps, and the Coast Guard.

MUST PASS TESTS

To qualify as handlers of explosives men must successfully pass tests and be certified by representatives of the Federal Bureau of Mines or competent representatives of the State or Federal Government who are experts in handling high explosives.

Every man in the Civilian Conservation Corps is given the standard first-aid course, and those qualifying are given the first-aid instructors' courses, the instructors for which are furnished by the American Red Cross.

The demand for trained personnel has been so great that positions are offered and accepted by a large percentage of the boys previous to the completion of the prescribed courses at the Civilian Conservation Corps camps.

[From Southwest American, Fort Smith, Ark., February 2, 1942]

A THREAT TO FORESTS

A new angle on a wartime need for the Civilian Conservation Corps is presented by the American Forestry Association in an appeal directed to Congress recently.

The forest resources of the United States are vitally necessary to the war effort, the association points out. They are providing the raw materials for a long list of wartime products. Unless forest-fire protection is put on a wartime basis and recognized as a wartime need, there is grave danger of great destruction of the forests by fire this spring and summer.

The Forestry Association recommends that forest protection be given a war priority rating and that the proposals to dismantle the Civilian Conservation Corps be restudied in the light of the imperative need of protecting the forests.

Arkansas is intensely interested in protection of forests. This State has about 22,000,000 acres of land producing timber in various stages. That's two-thirds of its area. It has two great Federal forest reserves, the Ozark and Ouachita National Forests. Within their borders forests are protected from fire by the United States Forest Service, with the assistance of civilians who are employed on a part-time basis to help fight fires. The Arkansas Forestry Commission has fire protection service set up in various parts of the State. Between the two services more than half the timber areas of the State are protected from fire. But this protection is threatened by the drain of the war effort on the manpower in the State. It is this threat which causes the National Forestry Association to urge national consideration of the problem of fire protection, before the worst season for fires arrives.

"In virtually every major forest region where lumber operations have been speeded up to meet the war demands for wood," says the association's statement, "alarm is being expressed by forest protection agencies as to where and how manpower is to be obtained to protect our forest sources of essential war material and to maintain uninterrupted the free flow of wood from the forests to meet current war demands. The supply of local men heretofore available for summer employment in fire protection is not only rapidly disappearing, but under present wage conditions, local protection agencies cannot compete with the war industries for those men who may still be available when summer comes."

The suggestion is that the Civilian Conservation Corps should not be demobilized, but instead should be recruited to greater strength, enlisting young men below draft age and men rejected by the draft, and should be used as an agency to protect the forests from fire. It is pointed out that the Civilian Conservation Corps is a going organization, trained in the woods, with camps and facilities already in use and well distributed throughout the forest areas.

[From Herald, Augusta, Ga., January 20, 1942]

PLAN TO USE CIVILIAN CONSERVATION CORPS BOYS IN DEFENSE OF THE STATE

The Herald has contended from the outset of the so-called New Deal program that the establishment of Civilian Conservation Corps camps was one of the most noteworthy phases of our new social welfare order.

And now that there is a plan afoot to use these boys as State defense units our estimate of the value of this organization, in peace or in war, is more than confirmed.

There are about 6,000 boys between the ages of 17 and 23½ enrolled in the 29 camps in this State and around 75 percent of the enrollees are under the draft limit of 20. As they become of age those who are fit will, of course, be taken into the Army.

Under the plan submitted to the Federal authorities at Washington by Mr. Charles A. Coffin, director of the Civilian Conservation Corps division in Georgia, local defense corps officers would be called upon to volunteer their services to train these boys for an hour or so each day. In this way auxiliary defense units could be set up in each State.

These camps have several hundred trucks and automobiles and a number of tractors, bulldozers, etc., that would be of much value to the defense of the State.

Mr. Coffin points out that as these boys grow older and become of draft age the training given them by the Civilian Conservation Corps and State defense will save the United States Army much valuable time in conditioning the new selectees. The Civilian Conservation Corps will provide the camp life and discipline so necessary for good soldiers and the State defense corps will give them the basic military training needed.

Not only because the Civilian Conservation Corps can be employed to fill a dual role during wartime, but also for the reason that this creditable plan of building young manhood and providing jobs for boys is invaluable in peacetime, nothing should be done that would even temporarily put the Civilian Conservation Corps out of gear.

The plan has the endorsement of Governor Talmadge; Col. Lindley Camp, commander of the State defense corps, and Mr. Robert Troutman, chairman of the citizens' defense council.

And so, for what it is worth, we are pleased to add our own endorsement to such an arrangement, as has been proposed by Mr. Coffin.

[From Times, New York City, March 27, 1942]

THE YOUTH AGENCIES

Senator McKellar proposes to legislate out of existence both the Civilian Conservation Corps and the National Youth Administration, and the President and Federal Security Administrator McNutt oppose him. The Senator argues that the war has made these much discussed youth agencies unnecessary, and the administration retorts that on the contrary they are contributing to the war effort to the exclusion of all other activities.

Either they are or they are not doing more in the way of war work than their constituent membership could be doing in some other manner, and this should be the only question and not a difficult one to answer. There is no need to rehearse the interminable trail of controversy that has run through the history of the two organizations.

Of the two the National Youth Administration has been the subject of the major attack over a period of years. It is not guessing to say that the Civilian Conservation Corps has had the support of a preponderant weight of opinion in this country. Both are thoroughly organized on a national basis, however, and are therefore instruments capable of direction. It doesn't matter whether we have liked them or disliked them in the past; all we need to know is how much of direct value they are contributing to winning the war. This is susceptible of simple measurement which can be made with a minimum of the talk that underscores too heavily the record of this Congress.

[From Christian Science Monitor, Boston, Mass., February 18, 1942]

CIVILIAN CONSERVATION CORPS AID ENABLED FAMILY TO MAKE FARM PAY AGAIN

LOVILIA, IOWA.—Mrs. Mike Masick's boys—Civilian Conservation Corps enrollees—fought soil erosion and kept the "wolf from the door" of their mother's farm near here by sending home most of their earnings.

But what has made the mother of four strapping sons—one of them now in the Army—and a daughter even more appreciative is the fact that the boys returned to the 200-acre farm near here and put into practice the soil conservation lessons they learned in the Civilian Conservation Corps.

The slight woman of Slovak descent had plenty of discouraging prospects along about the time the Civilian Conservation Corps was established in the spring of 1933.

For one thing, the farm land in this section of southern Iowa isn't the most productive in the State. But other factors really pinched.

DIFFERENT PICTURE NOW

In 1933, Mrs. Masick's savings were tied up in a closed bank. She also was confronted with a drought, a farm price depression, and the pressing problem of educating her younger children. Things weren't very cheerful then, but the picture is quite different today. Thanks to the perseverance of the immigrant mother and the cooperation of her children, the place is debt free.

Her urgent necessity back in 1933, during Iowa's agricultural depression, was cash to supplement the meager income from the farm.

Thirty dollars a month—the pay of Civilian Conservation Corps enrollees—doesn't loom very large to most people, but it was the basis of the solution of the economic ills of the Masick family.

Frank, the oldest boy, enrolled in the spring of 1933 and began sending home \$25 a month.

Frank stayed in the Civilian Conservation Corps 7 years, each month faithfully sending at least \$25 home. He picked up the barber's trade and after working hours, was camp barber for 3 years. Thus he contributed more than \$2,000 to the family pocketbook.

Meanwhile, John finished high school and enrolled in the Civilian Conservation Corps. In all, he sent his mother more than \$400.

At a southern Iowa Civilian Conservation Corps camp assigned to the Soil Conservation Service, both boys studied construction, auto mechanics, and agriculture, at the same time learning all they could about farm management.

Frank continued in the Civilian Conservation Corps, but John began to envisage how he could put the farm on a paying basis with the knowledge and experience he was gaining. So he returned home, realizing that to grow crops successfully on the not so fertile southern Iowa land he must effect soil- and moisture-conservation practices.

The things he had learned at camp made the task he had chosen a less formidable undertaking. With all the enthusiasm of youth, he undertook a complete program of fence building, seeding, contour farming, growing alfalfa, grassing eroded waterways, constructing much-needed farm buildings, painting, digging needed wells, and building up a good herd of livestock.

In 3 years the buildings were built and painted, fences were rebuilt, a large pond was put in, contour strip farming was in practice, alfalfa was grown, formerly eroding waterways were grassed, 3,000 trees had been planted, water supplies were adequate for all farm needs, and the place was completely stocked and equipped.

THIRD BOY IN CHARGE

And now the job of running the farm and seeing that it produces its full share in the Nation's food-for-freedom campaign has fallen on the shoulders of the third Masick boy, Albert, who also did his turn in the Civilian Conservation Corps.

Frank went to Burlington, Iowa, and obtained a job in the new Iowa Ordnance Plant where he is now a foreman. John left recently to go to the Army and now is stationed at Camp Warren, Wyo.

The youngest brother, Irving, and the sister, Irine, both are in high school now, and are members of the boys' and girls' basketball teams.

Neighbors refer to the Masicks as the "Civilian Conservation Corps family."

As Frank sums it up, "we learned how it should be done in the Civilian Conservation Corps, and here's the result. We have done okay, and are happy because we owe not any man. Things can be done, but it requires cooperation and effort."

Mother Masick views the camp training as "putting a 'finish and a touch' on how to earn, learn, and live the American way."

[From Star, Wilmington, N. C., March 24, 1942]

PROVES ITS OWN CASE

Charles W. Taussig, Chairman of the National Advisory Committee of the National Youth Administration, has presented to President Roosevelt a report reviewing the accomplishments of the National Youth Administration and recommending expansion of the service not only for the war period but long after hostilities have ceased. This report deserves to be weighed on its merits before any action is taken to abandon the National Youth Administration.

The workshop facilities now available comprise 55,000 individual work stations, says the report, and adds: "Utilized on an average three-shift basis, these stations can provide for the training of 150,000 youths in the basic skills needed in the war industries." Considering the capital invested in these facilities and the need for skilled workers, it would be poor economy, indeed, to lock the doors and turn applicants away.

The Taussig report continues:

"Since with normal turn-over a new group of 150,000 youths would enter the program every 3 months, the existing facilities can be used to train at least 600,000 youths during a year. These figures refer to the training capacity of National Youth Administration production shops, which provide work experience in mechanical occupations.

"The training capacity of National Youth Administration projects for youth workers in construction activities, public health and hospital assistance, and stenographic and office machine skills is not limited by the existing number of work stations, which in these activities can be expanded or contracted very rapidly. The important limited factor is the wartime need for qualified personnel in these fields."

With the single exception of the Civilian Conservation Corps, no other alphabetical agency is doing such constructive work with equal economic value to the country. Yet some of our politicians would throw it overboard.

[From Happy Days, Saturday, March 28, 1942]

TWO EXES SURVIVE 34 DAYS ON RAFT—GET NAVY CROSS AFTER LANDING ON STRANGE ISLE

Three men on a raft; three men fighting sun, storms, and starvation in the boundless South Pacific; three men who simply wouldn't die;

You read about them in the papers all last week, and in Time magazine; you heard about them on the radio half a dozen times; and this week again you hear about them because they get the Navy Cross for courageous action.

But you probably didn't know that two of the three hardies were former Civilian Conservation Corps enrollees, "Radioman Gene Aldrick, 22, a husky, gabby, self-confident Missouri farm boy, and Ordnanceman Tony Pastula, shy, dreamy, sandy-haired son of Polish immigrants," according to Time, both of whom toughened up in western Civilian Conservation Corps camps.

Skipper of the rubber life raft was Bomber Pilot Harold Dixon, "a hard guy from Oklahoma, who came up the hard way and never knew when he had enough."

When their plane went down they managed to launch the raft and board it, and what they had in the way of supplies for the 1,000-mile voyage ahead were: their clothes, a .45 automatic pistol, pocketknife, pliers, and a length of small rope.

After the first day and night they spotted a searching plane in the brilliant sky, but the plane didn't see them. That was their last glimpse of civilization for 33 days. Five days later it rained and Dixon made them take off their underwear, tear it in strips and as the strips soaked up rainwater, squeeze them into the oar socket, the only container they had.

Next day Aldrick speared a fish with the pocketknife and they ate it. Later an albatross—that bird of good omen which the Ancient Mariner never should have killed, remember—landed on the edge of the raft and Aldrich shot, it, Dixon, the only swimmer, retrieved it, and they ate the organs and entrails. During the night, noticing that its flesh glowed, Dixon threw the bird away fearing it might give them phosphorus poisoning.

Though it sounds like a fish yarn, they say that, 2 days later, Aldrich stabbed a 4-foot shark and they dragged it aboard, and they went for it. Its liver was especially tasty, thought Aldrich, as were two sardines they found in its stomach.

Sharks began to follow them. Dixon beat one on the nose and it went away. He shot another; but then the pistol became useless from corrosion. They were tossed violently through a rain squall—and caught another drink.

On the 13th day they caught a small bird that "tasted like dried chicken." On the 21st day they picked up a floating coconut, drank its brackish milk, and ate its meat. They were all but exhausted from famine, but Dixon kept them occupied by tying their shoes to their wrists and made them paddle—hoping he was heading in the right direction to strike some South Sea island.

Then a hurricane struck them. It tossed them high as housetops; dropped them deep in watery troughs; when great waves broke over them they had to hold on hell for leather. Using their clothing to sop water out of the boat, they lost it in the wind. After the storm subsided the terrific sun nearly burned them to their death for days.

When, on the 34th day, Aldrich shouted, "Chief, I see a beautiful cornfield," Dixon thought him gone. What he saw on the simmering horizon was a row of palm trees.

At sundown they landed on the island beach. At first they were unable to walk, but fearing Japs, Dixon got going and made the other two come along.

They found a deserted copra hut—and just to make the story end like an old-time tale of the seas, a shapely girl found them next morning.

All three swear they are going back to that island.

[From Courier Express, Buffalo, N. Y., March 25, 1942]

MEAD UPHOLDS RETENTION OF NATIONAL YOUTH ADMINISTRATION AND CIVILIAN CONSERVATION CORPS—SEES 75,000 WORKERS NEEDED IN THIS AREA

By Stephen V. Feeley, Courier-Express Washington Bureau

WASHINGTON, March 24.—Western New York's war industries will need 75,000 more trained workers because of contemplated expansion of production, Senator James M. Mead, of Buffalo, said today.

Mead voiced the prediction in explaining his opposition to the bill of Senator Kenneth McKellar, Tennessee Democrat, which seeks abolition of the National Youth Administration and the Civilian Conservation Corps. McKellar's proposal is the subject of hearings by the Senate Labor Committee, of which Mead is a member.

The Buffalo Senator believes the National Youth Administration and Civilian Conservation Corps should be retained because they train young men for industry and military service.

PLANE PLANTS NEED 40,000

Western New York will need about 40,000 trained aircraft workers before the end of the war, Mead declared, pointing out that "two of the most highly valued and effective planes in the United Nations fight are manufactured in our city and Niagara Falls."

"From reports sent to me from Buffalo," he continued, "I gather that an additional 35,000 trained workers will be needed in the other war industries."

Mead told the Senate committee that Buffalo needs provided a reliable index for the nation and added that any agencies which train men for industry or war should not be eliminated. He reported that western New York manufacturers have written to him praising young men who have received preliminary industrial training in the shops and camps.

"If we withdraw any set-up now engaged in training men, we will be retarding our war program. This is a war of mechanics, and the more we do to train mechanics the shorter will be the war," Mead declared.

He told the committee he favors stripping the Civilian Conservation Corps and National Youth Administration programs of all activities except those which directly train men for industrial or military duties.

PRAISES CIVILIAN CONSERVATION CORPS WORK

The Civilian Conservation Corps he said, already is doing valuable work in preventing possible sabotage of forests, power lines, and water mains in rural areas. Civilian Conservation Corps boys learn military discipline and get valuable training as cooks, drivers, automobile mechanics, and aides to civil engineers, he said.

The National Youth Administration already has fed thousands of trained workers into industry and Buffalo's experience alone justifies its existence in western New York, he said. The National Youth Administration has 1,650 training shops in the country.

[From Happy Days, Saturday, March 28, 1942]

FLYING GENERAL MOVED FROM BATAAN WITH MACARTHUR WAS CIVILIAN CONSERVATION CORPS COMMANDING OFFICER

Brig. Gen. Harold H. George, who ran the Jap blockade of Bataan with General MacArthur the other day and who now is in Australia as a member of the staff, commanded a Civilian Conservation Corps camp as Captain George back in 1933; and from recollections of his senior leader, Clarence E. Williams, now an employee in the Department of the Interior, Captain George must have been a resourceful and energetic officer.

Williams, who left the Civilian Conservation Corps in February 1939 as senior leader for Company 1351, C-V, at Yorktown, Va., for his present job, writes:

"In 1933 * * * the then Captain George had been detailed to organize the Three hundred and Forty-ninth Company, C-V, at Fort George Meade, Md. He was detailed to his duty while commanding the Thirty-third Pursuit Squadron at Langley Field. * * * Shortly after it was organized the company was ordered to East Barre, Vt., on a dam-construction project. While the last of 9 or 10 organizations to arrive at this site, through Captain George's exceptional ingenuity, tireless efforts, and experience, his was the first to complete a mess hall and other comforts that experience and forethought alone could provide when there were no materials at hand other than hammers, nails, and a hatchet, except those provided by nature.

"With these few tools and making use of poles obtained from a nearby forest, he went to work. For hours I saw him stripping bark from these poles; saw him with the sun bearing down in mid-July, sopping wet with perspiration, fitting and nailing these poles into place; saw him when, with a keenly satisfied look in his eye, he watched his organization eat their first meal in comfort, protected from sun and rain.

"I also saw him after his nearby temporary home burned to the ground and noted at the time how unperturbed he was * * * a man who refused to excite easily. * * * In issuing orders he was thorough and very definite, though at all times considerate."

Williams says that a short time after Company 349 arrived at East Barre word came that Regular Army sergeants were to be replaced by enrollees and he became Captain George's senior leader. A few weeks later the captain was transferred to command another company; and not many months afterward, Reserve officers relieved Regular Army officers in the camps.

When Company 349 was disbanded at Edgerton, Va., in July 1936, Williams went to Company 1351 at Yorktown, where he soon became senior leader, and where he remained till the Government job opened up, in 1939.

The CHAIRMAN. We will stand in recess until tomorrow morning at 10:30 a. m.

(Whereupon, at the hour of 1:35 p. m., the committee recessed until 10:30 a. m., Wednesday, April 1, 1942.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

WEDNESDAY, APRIL 1, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 312, Senate Office Building, Senator Elbert D. Thomas (chairman), presiding.

Present: Senators Thomas (chairman), Hill, Bunker, Rosier, and Taft.

Also present: Senator McKellar.

The CHAIRMAN. The committee will come to order.

Mr. Williams, please.

STATEMENT OF AUBREY WILLIAMS, ADMINISTRATOR, NATIONAL YOUTH ADMINISTRATION

The CHAIRMAN. I think this is your first appearance, so will you state your name and position, Mr. Williams, please?

Mr. WILLIAMS. My name is Aubrey Williams. I am Administrator of the National Youth Administration.

Mr. Chairman and gentlemen of the committee, the objective of Senate Bill 2295, proposing the abolishment of several Federal agencies, is to reduce nonessential Government expenditures. With that objective I am in complete accord. But, in view of the war needs and the effect of the war upon the purposes for which Federal funds are appropriated and expended, the National Youth Administration has adjusted its activities to those essential to a war production-training program and has eliminated activities which are not essential to the war effort.

A large part of the current funds appropriated to the National Youth Administration will be expended to provide training in occupations which are essential to the war effort. If war production is not to be handicapped by lack of skilled manpower, every existing training facility in the country must be utilized to its full and most effective capacity. Even if all training agencies were to make their maximum contribution to the training program, it is doubtful whether all labor requirements of the war production program can be met without serious bottlenecks developing because of labor shortages.

SHORTAGE OF TRAINED WORKERS IN MANY ESSENTIAL OCCUPATIONS

In several hundred occupations demanded by the war industries, an absolute shortage of labor is already a fact in many localities. The reports of the Bureau of Employment Security emphasize that the expansion of aircraft production, shipbuilding and other vital war industries is dependent upon an increasing supply of qualified labor which is not now available. During this calendar year, new or expanded plants coming into production will require thousands of new assemblers, riveters, welders, machinists, electricians, and other machine operators. Without considering the armed forces, which themselves will require large numbers of skilled personnel, the need for trained workers in the war industries makes it impractical to curtail any effective training activity for the foreseeable future.

The bulk of the new workers will have to be skilled or semiskilled; the types of industries and processes used in war production require only a small proportion of unskilled workers. The Bureau of Labor Statistics has estimated that, of the new workers who will be needed in selected defense industries by April 1942, almost 46 percent must be skilled or professional, and more than 38 percent must be semiskilled; the proportion of unskilled workers who can be used in these industries will be only 16 percent.

In anticipating the demand for qualified workers for war industries, it would be folly to overlook the potential requirements of the military services. British experience in this connection is conclusive in demonstrating that as the armed forces expand, the total demand for trained labor is intensified. Modern armies, like armies in the past, must be youthful in composition; but unlike all previous armies, the new mechanized forces require a high proportion of specialists and technicians. Like modern defense industry, the modern army leans heavily upon draftsmen, electricians, mechanics, and other specialized workers. The difficulty is that youth and skill are not ordinarily found together. In Britain, as a result, the expansion of the armed services rapidly became a drain upon the young skilled manpower of industry. An Associated Press dispatch from London, dated October 3, 1941, states:

Increased mechanization has caused the army to absorb many men with technical training, which in turn has brought protests from the press and some labor leaders that the output in guns and tanks has been handicapped.

EXPANSION IN LABOR REQUIREMENTS OF THE WAR INDUSTRIES

According to the Bureau of Labor Statistics, employment in the war industries must expand from a level of about 5,000,000 workers to at least 15,000,000 workers by the end of the present calendar year. Although the rate of increase may taper off, a continued increase will be necessary through 1943. In turn, the problem of expanding the war labor force will be enormously complicated by the concurrent expansion of the armed services.

Of the 10,000,000 additional war workers required this year, not more than six to eight million will come from converted or curtailed nonwar industries. Many of these displaced workers will require extensive training before they are suitable for employment in war industries. In some localities, according to the testimony of Mr.

Eric Nicol before the Tolan Committee, as many as 33 percent of the workers displaced from civilian industries require training to fit them to serve in war production industries.

Therefore the cost of training is a necessary expense in the successful prosecution of the war, and to economize at the expense of training would be to economize at the expense of the production of war equipment and materials.

It will be necessary to recruit from 2,000,000 to 4,000,000 additional workers by December 31, 1942. While no reliable estimates are available for the manpower requirements of the war industries and the armed forces during 1943 and thereafter, no student of labor supply doubts that the need for trained workers, and the consequent need for the training of new workers, will require large-scale training programs. On the speedy and efficient induction of new workers into the war industries will depend to a large extent the success or failure of the war program.

In many areas where war production has been concentrated, the problem of getting trained workers is acute. For example, the Bureau of Employment Security, in its analysis of the labor demand and supply in the Hartford, Conn., area, shows that about six times as many workers will be needed as are currently available in that area. Aircraft and other war industries in this one area will require approximately 12,000 additional workers by the end of this year. Shortage of skilled and semiskilled workers will grow more acute each passing month, and training must be supplied to new and displaced workers to meet the war production schedule established by the President. Unless a sufficient number of qualified workers are trained, labor shortages will begin where shortages of plant and materials leave off.

NEW WORKERS AVAILABLE FOR WAR PRODUCTION TRAINING

In spite of migration to defense areas, unemployment, particularly among young people, has not been eliminated. With defense spending stimulating the entire national economy, unemployment in all ages has been rapidly diminishing in volume, but in January 1942 the monthly W. P. A. survey of unemployment reported 1.2 million youth unemployed throughout the country. I might say parenthetically, Mr. Chairman, that this W. P. A. survey of unemployment has now been accepted generally as being very authentic.

The CHAIRMAN. So we may know what that means, what does "youth" mean, Mr. Williams?

Mr. WILLIAMS. That is 14 to 25.

The CHAIRMAN. And it is male and female?

Mr. WILLIAMS. Yes, sir. When combined with the unpaid family worker group, the total youth available for paid employment at the present time reaches a total of about 2,000,000.

The CHAIRMAN. One more question, so we may get some meaning in this 1,200,000. Going back to probably 1929-30, we always estimated in our country that in what was supposed to be the best year, 1929, there were something like 5,000,000 persons unemployed in that year. That included all persons?

Mr. WILLIAMS. Yes.

The CHAIRMAN. Did we then dip as low as 17, in figuring unemployment?

Mr. WILLIAMS. Yes, sir.

The CHAIRMAN. We dipped as low as 17?

Mr. WILLIAMS. Yes, sir. They were included in the labor market.

Senator HILL. Have you any idea as to how many of these 1,200,000 are 20 years or over, how many are subject to military service under the law today?

Mr. WILLIAMS. Well, Senator, based upon our own figures, I would judge that between the ages of 20 and 25 they are about 35 percent of the total, of which around 15 percent are male in that group.

Senator TAFT. Do you have figures showing that? Do you have reports? On what kind of statistics do you base that age? I think you said "about." Would you have it exactly on that?

Mr. WILLIAMS. Our figures, Senator, are based upon the health surveys that were made in our own organization.

Senator TAFT. At the time that they were admitted?

Mr. WILLIAMS. Yes, sir.

Senator MCKELLAR. How many of the 1,200,000 are males and how many are females?

Mr. WILLIAMS. Of the males, the total of the 1,200,000?

Senator MCKELLAR. Yes.

Mr. WILLIAMS. I would judge approximately 60 percent are males and 40 percent are females.

The CHAIRMAN. A person in school who is 14 years old is counted as employed, is he not?

Mr. WILLIAMS. Well, Senator, the answer to your question is that these figures are based upon those that are in the labor market. Now, not all people 17 years of age are in the labor market, but the Bureau of the Census estimates that a certain proportion of people 14 years of age are in the labor market, and then they make another estimate of the proportion that are in school, based upon statistics on the school group.

The CHAIRMAN. These figures are furnished, then, by the Bureau of the Census?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. What is the 1,200,000?

Mr. WILLIAMS. The 1,200,000 is the figure that was given out by the W. P. A. in January 1942 of young people in the youth group who are unemployed.

Senator TAFT. Who are unemployed?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. From 14 to 25?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. You mean they are neither in school nor at work?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. How do they count the N. Y. A. then?

Mr. WILLIAMS. In counting, in making up their figures of unemployed people, they put those people who are on Government work, relief work, among the unemployed.

Senator TAFT. How about your in-school students?

Mr. WILLIAMS. No, they are not counted. They are not in the labor market.

Senator McKELLAR. How many of those in your institution that are counted in the 1,200,000 would you take off, if you took those off?

Mr. WILLIAMS. You would take off 200,000.

Senator McKELLAR. 200,000?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. How many have you in school?

Mr. WILLIAMS. In school at the present time?

Senator TAFT. At the present time.

Mr. WILLIAMS. I would have to check up on that.

The CHAIRMAN. I think we have got those figures.

Senator TAFT. Just roughly, that is all I want.

Mr. WILLIAMS. Around 300,000.

Senator TAFT. Three hundred thousand in school. And how many out of school?

Mr. WILLIAMS. Two hundred thousand.

Senator TAFT. This 1,200,000 in this 8-year group, roughly speaking, that is one-sixteenth of the total number?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. Of the total number in that age group there are about 2,400,000 per annum times 8?

Mr. WILLIAMS. I did not quite get your question.

Senator TAFT. In the age group in the whole United States between 15 and 25 there are how many?

Mr. WILLIAMS. Twenty-four million, approximately, a total of 24,000,000 people.

Senator TAFT. There would not be so many, would there?

Mr. WILLIAMS. Yes, sir; between 16 and 24, inclusive.

Senator TAFT. My recollection is that the average each year is 1,200,000 boys and 1,200,000 girls, approximately, so it would make times 8—that is maybe 9—15 to 25. Is that 9?

Mr. WILLIAMS. Yes; it is close to 23,900,000.

Senator TAFT. Twenty-two million, I make it, about.

Mr. WILLIAMS. Yes.

Senator TAFT. This is a fraction, about one-sixteenth, or 5 percent of the total in those age groups.

Mr. WILLIAMS. Yes. I wonder if I could finish this statement on unemployment, because that is only a part of it?

The CHAIRMAN. Yes.

Mr. WILLIAMS. When this figure, 1,200,000, is combined with the unpaid family worker group, now counted in the labor market, the total youth available for paid employment at the present time reaches a total of about 2,000,000. The existence of this large group of youth available for war work constitutes a waste to the war effort.

I want to add to that that there come of age every year 1,600,000 people who enter the labor market. Now, there are about 2,200,000 who come of age, but 1,600,000 of those enter the labor market. Now, with the 1,200,000 unemployed youth who are actually in the labor market, and another 800,000 that are unpaid family workers, and the 1,600,000 that come of age each year—2,200,000 come of age and 1,600,000 enter the market—you have here a total of approximately 3,600,000 people who constitute a potential group from which you can draw workers into the industries.

Senator TAFT. As of what date are your figures?

Mr. WILLIAMS. January 1942.

Senator TAFT. January 1, this year?

Mr. WILLIAMS. Yes, sir. The contribution which this group can make to the successful prosecution of the war is tremendous and requires only the directed efforts of training agencies to equip them for employment in defense industries.

It is a commonly known fact that in areas having no war contracts there continues to be a large volume of unemployed workers. Priorities have even increased this.

A large part of youth unemployment is concentrated below the age of 20. In November the W. P. A. unemployment survey reported that 700,000, or 58 percent of unemployment among youth, was concentrated below the age of 20.

As more workers are drafted into the armed forces, youth in lower age groups and more female workers must be trained for work in defense industries.

To insure an adequate supply of qualified workers for war industries and the armed forces, emphasis must be placed on training the Nation's youth, who comprise the most vigorous, the most mobile, and the most adaptable section of the population. There are immediately available some 2,000,000 unemployed or unpaid youth who could be trained without delay. In addition, a new youth labor force comes into existence every year as 1.6 million youth who attain working age, leave school, and enter the labor market. With the exception of the small proportion who are graduated from trade or professional schools, nearly all these new workers are inexperienced, untrained, and unqualified for the specialized tasks of industry. But they constitute the best possible material for training, and provide the nucleus of any training program for new workers.

THE N. Y. A. WAR PRODUCTION PROGRAM

During its 7 years of operation, the National Youth Administration has dealt with the problem of preemployment training for unemployed youth. It has developed techniques and methods for providing preemployment work experience to new workers. The diversity of mechanical skills demanded of new workers by the war industries makes this type of training more essential than ever before. The National Youth Administration, which gives youth basic skills through actual work, has concentrated upon training workers for the strategic war industries. Because work is an essential part of training, inexperienced workers are best trained under actual production conditions. In the United States such conditions are most closely simulated in the work projects of the National Youth Administration.

In several thousand N. Y. A. shops, which are already equipped and in operation, production methods correspond to those prevailing in private industry. By turning out large quantities of machine-made products for the use of the military services and other public agencies, youth learns an industrial job by doing it. Through counselling and job rotation, the projects allow the youth to try their hand at several different jobs so that each worker can discover the type of work which best fits his abilities. As a result, when they enter industry, labor turn-over is sharply reduced, and the breaking-in period is cut to a minimum.

THE YOUTH WORK DEFENSE PROGRAM

On July 1, 1941, the Youth Work Defense program was established by Congress as a part of N. Y. A. It now consists of 939 war production training projects, divided as follows: 759 local production projects and 180 resident center projects. There are in the projects 1,670 different shop units. These facilities have been set aside from the regular out-of-school work program because they are best fitted to train youth for occupations designated by the W. P. B. labor supply officials as immediately vital to the war effort.

These shops have working space and equipment for 39,000 workers at one time, and operate on two or three shifts. Altogether 77,377 youth received work experience and training in production occupations in these shops during February 1942. The types of production units on the Youth Work Defense program are as follows:

Type of production unit:	Number of production units (Defense program)
Total	1, 670
Machine and metal working	1, 134
Machine shop	365
Sheet metal	328
Welding	307
Foundry	33
Forge and blacksmith	101
Radio	97
Electrical	44
Automotive maintenance and repair	163
Aviation services	27
Pattern-making	43
Other woodworking	97
Industrial sewing	65

SHOPS UNDER THE REGULAR PROGRAM

In addition to the 939 projects operated under the Youth Work Defense program, the N. Y. A. operates 1,566 other production projects, consisting of 1,918 shop units giving mechanical and manual training, under the regular out-of-school work program, as shown in the following table:

Number of production shop units—regular out-of-school program, February 1942

Type of shop:	Number of units
Grand total	1, 918
Machine and metal working	82
Machine shop	29
Sheet metal	22
Welding	17
Foundry	4
Forge and blacksmith	10

*Number of production shop units—regular out-of-school program, February 1942—
Continued*

	<i>Number of units</i>
Radio.....	27
Electrical.....	40
Automotive maintenance.....	96
Farm implements.....	8
Woodworking.....	563
Pattern-making.....	13
Joinery.....	4
Other woodworking.....	546
Sewing.....	579
Industrial.....	121
Domestic.....	458
Drafting and mapmaking.....	39
Production of construction materials.....	31
Food production.....	215
Crafts.....	32
Graphic activities.....	41
Miscellaneous production.....	165
Industrial laundry.....	53
Industrial ceramics.....	8
Industrial weaving.....	5
Other production activities.....	99
Employment in N. Y. A. shops.....	

The number of youth employed in each type of shop for both the defense and regular programs is shown in the following table:

Number of different youth employed in production activities on the out-of-school work programs—February 1942

Type of production activity	Combined programs	Regular program	Defense program
Total.....	121,384	44,007	77,377
Machine and metal working.....	50,647	687	49,960
Machine shop.....	23,796	276	23,520
Sheet metal.....	12,805	146	12,659
Welding.....	10,753	170	10,583
Foundry.....	1,182	9	1,173
Forge and blacksmith.....	1,111	96	1,025
Radio and electrical.....	4,941	580	4,361
Radio.....	3,782	475	3,307
Electrical.....	1,159	105	1,054
Automotive and mechanical.....	7,520	978	6,542
Automotive maintenance and repair.....	5,445	887	4,578
Farm implements and equipment.....	62	62	
Aviation services.....	2,013	49	1,964
Woodworking.....	18,052	13,855	4,197
Pattern-making.....	952	99	853
Joinery.....	1,069	156	913
Other woodworking.....	16,031	13,600	2,431
Sewing.....	23,464	16,225	7,239
Industrial.....	11,277	4,038	7,239
Domestic.....	12,187	12,187	

Number of different youth employed in production activities on the out-of-school work programs—February 1942—Continued

Type of production activity	Com- bined programs	Regular program	Defense program
Drafting and map making.....	404	404	
Production of construction materials.....	813	813	
Food production.....	2,979	2,979	
Craft activities.....	710	710	
Graphic activities.....	838	838	
Miscellaneous production.....	4,106	4,106	
Industrial laundry.....	1,347	1,347	
Industrial ceramics and enamelware.....	180	180	
Industrial weaving.....	282	282	
Other production activities.....	2,297	2,297	
Shop maintenance and service activities.....	6,910	1,832	5,078

Thus it is seen that, since the inception of the national defense program in mid-1940, the National Youth Administration has followed a policy of converting its facilities to the training of war workers and of eliminating all nonessential activities. By April 1, 1942, this transition will be complete.

Senator TAFT. Mr. Williams, do you mind my interrupting?

Mr. WILLIAMS. No, sir.

Senator TAFT. Your report, July 1, 1941, through December 31, 1941, shows a table on page 2, "Out-of-School Work Program", showing the number of youth employed on the out-of-school work program, the type of work activity program, December 1941, under the "Youth Work Defense Program" you have 86,000, and under the "Regular Work Program" you have 182,000.

Mr. WILLIAMS. Yes, sir.

Senator TAFT. Of the 182,000, 57,000 are engaged in productive activities, 36,000 in construction activities, and 88,000 in professional and clerical activities. What is that professional and clerical activities group and is that being cut down?

Mr. WILLIAMS. Yes, sir, that has been cut down very drastically.

Senator TAFT. At this time, which is only 3 months ago, nearly one-half of the total number of youth employed in the out-of-school work program were in professional and clerical activities. They were not in this war work, apparently. Is that war work, or what is that?

Mr. WILLIAMS. We have not classified any of that as war work, except what was done inside the Army posts. There were about 7,000 of those that were doing clerical and stenographic work in the Army posts. We, in fact, in the last month, have classified stenographic work as war work, because there has been such a shortage in that that the W. P. B. has asked us to make a definite point on that.

Senator TAFT. The women?

Mr. WILLIAMS. Stenographic, yes.

Senator TAFT. Women?

Mr. WILLIAMS. Women, yes.

Now, that other has been cut down very drastically, both by administrative action in reducing the number on the basis of the Budget Bureau's impounding of our funds, and also on the basis of transferring over to other projects. I might answer that more fully.

I wonder, Mr. Chairman, if I could have Mr. Northrop come here?

The CHAIRMAN. Oh, yes.

Mr. WILLIAMS. I would like to give the Senator what we now have on professional and clerical projects.

Senator TAFT. Perhaps you could bring this table up to date on youth work, defense program and regular work program?

Mr. WILLIAMS. Mr. Vernon Northrop, the Director of Finance and Statistics of the N. Y. A., will figure that up for you.

The CHAIRMAN. You can proceed, Mr. Williams, and then when he has that ready he can put it in the record.

Mr. WILLIAMS. All right, sir.

All the shops listed above are production units, in which youth learn their jobs by producing hundreds of thousands of essential products that meet the specifications of the military establishments or other public agencies which commissioned them. These include large quantities of machine and gun parts, submarine parts, hand tools, sheet-metal products, and innumerable small articles such as bolts, studs, bushings, washers, screws, and pins. N. Y. A. youth also assist the armed forces by repairing motor vehicles, aircraft, and naval vessels. For example, during the past fiscal year N. Y. A. youth repaired 60 naval vessels in the class over 5 tons. N. Y. A. production units in the area around the United States Navy Yard at Portsmouth, New Hampshire, have supplied the navy yard with 311,826 manufactured articles. These items include almost 95,000 nuts and bolts, almost 63,000 studs, 18,500 section rings, 31,800 bosses, 18,500 bushings, 12,600 boxes, 19,800 covers, and 20,000 miscellaneous items such as brackets and electrodes. N. Y. A. assistance has helped to break production bottlenecks, thus enabling the Navy to meet or even advance its production schedules.

Senator TAFT. What do you charge the Navy for those things?

Mr. WILLIAMS. They furnish us the materials, Senator, and we make no charge whatever. We use it as a basis of training, and we charge them nothing in the way of labor or supervision.

Senator TAFT. Do you supply contractors with that on the same basis, or just the Navy?

Mr. WILLIAMS. No, sir; just the Navy.

The CHAIRMAN. One question on that, Mr. Williams, as to the inspections and rejections of these articles. Are the inspections carried on by the Navy personnel?

Mr. WILLIAMS. No, sir; we have our own inspectors first, and then when it reaches the plant the Navy does its own inspection.

The CHAIRMAN. What about the rejections? Has it been pretty good stuff?

Mr. WILLIAMS. They have run at a satisfactory level. At first we had some difficulty, but later on we improved it so that now I think the rejections are running along about the level that private industry runs. I believe the highest run about 7 percent, and I understand industry runs between 6 and 8 percent.

I have a letter here from Raymond G. Pettigrew, production manager at the Portsmouth navy yard, addressed to Col. Frank J. McSherry, dated October 27, 1941, in which Mr. Pettigrew made the following statement:

We are highly pleased at the quality and quantity of work produced in National Youth Administration shops. It was not an easy task for these National Youth Administration people to take on the precise work of this yard in large quantities.

One instance to illustrate the above paragraph may be cited with regard to brass electrodes, which were divided between the Brooklyn, N. Y., center and the Quoddy Village, Maine, center. The yard furnished over 100 castings weighing approximately 600 pounds each for these centers to machine a certain point. The response of the National Youth Administration was such that when the Navy Department advanced the dates 3 months on the vessels requiring this article, the yard was able to accept the advance, and meet its dates, which it could not have done had it not been for the National Youth Administration.

That is from the production manager of the navy yard.

Thus the output of N. Y. A. projects, though small in comparison with total requirements, adds to the available supply of essential military equipment. Much of this material would be difficult to obtain elsewhere, because it is frequently ordered in small quantities of odd sizes. To industry, such products are "nuisance orders," but they are needed for military purposes and their production provides excellent training for beginning workers.

Senator TAFT. We have a tremendous number of small plants in Ohio looking for that kind of work. They are almost out of business and want to do just that kind of odd-lot stuff. So it is not quite true that it cannot be done by industry, because it could be done.

Mr. WILLIAMS. As in the in-plant training programs of private industry N. Y. A. youth learn a job by doing it. The entire training process as developed by the National Youth Administration requires an average of about 3 months, but it relieves industry of the time-consuming task of breaking in green hands.

FUNDS APPROPRIATED FOR THE WAR PRODUCTION TRAINING PROGRAM

Prior to 1940, the National Youth Administration had developed mechanical shops as a part of its regular program. In 1940, with the establishment of the Advisory Commission to the Council of National Defense, the National Youth Administration received funds to develop a defense training program. This program was pointed toward filling the manpower needs of the shipbuilding, aircraft, ordnance, machine tool, and the related industries that form the heart of the war effort. This development also includes radio and electrical work, automotive mechanics, patternmaking and joinery, industrial sewing, drafting, and blueprinting, all occupations which are now needed for the war production program.

In the latter part of 1940, we had succeeded in developing facilities for about 50,000 youth in production shops. By May 1941 the number had doubled. By November 1941 the N. Y. A. operated a total of 4,475 production units employing approximately 147,000 youth per month under both programs.

HOURS OF WORK AND RELATED VOCATIONAL INSTRUCTION

The hours of work and training in N. Y. A. shops have been increased from an average of 60 hours per month which prevailed last year to a total of 160 hours per month, including a minimum of 60 hours of instruction under supervision of the vocational school authorities.

LOCATION OF N. Y. A. SHOPS

The National Youth Administration is able to reach and train youth in all parts of the country, in the rural as well as the urban sections.

The N. Y. A. projects exist in every part of the country. There were in September 1941 only 188 counties of the 3,070 counties in the country, which had no youth on the out-of-school program.

Senator TAFT. What was this 147,000?

Mr. WILLIAMS. That was the figure in shop work in November 1941, Senator.

Senator MCKELLAR. How many counties was that?

Mr. WILLIAMS. 188 out of the 3,070, Senator.

Senator TAFT. That 147,000 does not include the professional and clerical activities that we are speaking of?

Mr. WILLIAMS. No, sir.

Senator TAFT. I might say for the record now that the figure furnished me is that between January 1 and March 21 the number of workers in professional and clerical activities in the regular work program was reduced from 88,509 to 47,372.

Mr. WILLIAMS. Yes, sir.

Senator TAFT. Now, that is 147,000 engaged in shop work, and there are now 47,000 in professional and clerical work. Is there another group of nondefense workers?

Mr. WILLIAMS. I think, Senator Taft, we might give the summary.

Senator TAFT. Is the whole program shifted into defense?

Mr. WILLIAMS. Practically the whole thing has gone over, but we can give you, as of February of this year, both programs of the N. Y. A. I think that would clear the situation.

Senator TAFT. I just wanted to have the information.

Mr. WILLIAMS. That gives you what it is now, Senator, according to the types of work.

Senator TAFT. For the week ending March 14 the total number of youth was 179,876; in the regular program 109,558 and in the defense program 70,318. Of that 70,318, 22,000 are in resident projects, and 48,000 in nonresident projects. Do you break down the regular program?

Mr. WILLIAMS. Mr. Northrop will hand that to you.

Senator TAFT. Of the 109,558, 47,372 are professional and clerical, 34,428 are on production, and 16,583 on construction. All right.

Mr. WILLIAMS. By means of this widespread location of projects, youth in rural as well as urban centers are getting an opportunity to obtain training in war production skills.

To aid in giving opportunities to all young people, resident centers have been strategically located to bring together youth in rural areas. There are 462 of these resident projects throughout the country. About half are located in States predominantly rural, particularly in the South where opportunities for youth to acquire mechanical skills are relatively restricted and where workshop facilities have not been readily available.

DESCRIPTION OF A TYPICAL NATIONAL YOUTH ADMINISTRATION RESIDENT SHOP PROJECT

To present a general picture of the operation of an N. Y. A. shop, there are quoted below excerpts from a report of a regional shop supervisor on the operation of the shop located at an N. Y. A. resident center at Chapman Springs, Ga., some 16 miles from Atlanta:

The largest portion of the operations are in one large frame building. The units included a machine shop, with 28 youth; a foundry, employing 8 youth; an electric welding shop, employing 8 youth; an auto mechanics shop employing 20 youth, and a sheet metal shop employing 28 youth. There are 273 youth in residence and the shop is operating two shifts of 8 hours each day and the Department of Vocational Education is using the welding equipment for a third shift. The major portion of their work was in the manufacturing of 50 sets of 6-foot sheet metal brakes for other National Youth Administration centers and of work for the Fort Benning warehouse. Included in this were some heavy duty truck casters, both plain and swivel type. These had been designed on the project, the patterns had been made there, the castings made, and the machine work was being done.

It was a very high type job and it provided opportunity for good work experience, in addition to making a useful product. Youth are registered with the employment service and with the civil service immediately upon reporting. A good counseling program permits of readjustment where youth are occupationally unsatisfactory. The sheet-metal shop was making 6,000 pieces of stove pipe for Fort Benning and 500 stove hoods, as well as reworking some 500 that had been procured commercially. They were doing a considerable amount of auto repair and repainting for Fort Benning. The small foundry is being replaced by a larger one. In addition to the 8 hours per day of each youth, 5 hours per week of extra time is required for assigned work in citizenship, health, and student government. Youth are housed on a contract basis in the county-owned cottages and take their meals in the county-owned dining hall. A full-time nurse is in residence and supervises health. The civil service allows the youth 6 months for his time at Chapman Springs, considering 3 months as training and 3 months as actual work experience. Youth are leaving at the end of almost exactly 3 months of training and are going largely into civil-service jobs.

EQUIPMENT FOR NATIONAL YOUTH ADMINISTRATION SHOP PROGRAM

More than 2 years ago, the National Youth Administration began the development of facilities and equipment to furnish work experience to youth in the metal and mechanical fields. In the early stages of this program, we enlisted the support of other Federal agencies in procuring old equipment which could serve this purpose. To expedite this, the President issued an Executive order on October 31, 1938, giving the National Youth Administration priority in receiving Federal surplus property which could be repaired and made useful for training purposes in metal and mechanical fields. Missing parts, as well as necessary repairs, were made to put these machines in working order. Included in the approximately 2,000 items of heavy mechanical equipment secured from the Army, the Navy, and other Federal agencies during 1939, 1940, and 1941, were the following equipment:

Lathes.....	547
Milling machines.....	253
Shapers.....	110
Planers.....	19
Drill presses.....	346
Grinders.....	209
Total.....	1,484

Purchases of new or used tools and machinery on the open market by the National Youth Administration were limited to such tools and machinery as were not available through surplus or salvage from other Federal agencies, or what could be purchased second-hand throughout the country. The bulk of all this new and used machinery was obtained prior to the present crisis.

With regard to the N. Y. A. having in its possession critical material needed by the War Production Board, these are the facts: Representatives of the War Production Board have been provided with property records of the National Youth Administration in order to ascertain whether N. Y. A. equipment includes any of the items in the War Production Boards' list of critical machinery. We obtained a copy of the list of critical materials on February 20, 1942, from Col. S. E. Reimel, Ordnance Department, machine tool committee. On February 28, we wrote to Colonel Reimel that preliminary investigation of our January 1942 inventory of equipment had disclosed no tools of the sizes and types specified, but that additional information would be transmitted to him as soon as the remainder of our inventory records could be examined.

On March 5, 1942, Captain McGuirke, aide to Colonel Reimel, visited the N. Y. A. office and was advised that regional shop supervisors, at a meeting to be held in Washington March 7 and 8, would be instructed to locate all possible equipment on the critical list and report it immediately. On March 7, we requested specific information from 17 States, and advised Colonel Reimel of our action. On March 10, Colonel Reimel was informed that the meeting of regional shop supervisors had taken place and that the supervisors had been instructed as indicated. Follow-up letters, urging the speedy transmittal of information originally requested on March 7, were sent to the States on March 17. On March 19, the National Youth Administration was able to advise Colonel Reimel as to the locations, specifications, and operating conditions of 13 machine tools which might fall in the categories specified in the critical list. On March 21, a letter to Colonel Reimel covered information received on a 28-inch lathe located at Memphis, Tenn. On March 23, we furnished Colonel Reimel with a copy of the inventory. Colonel Reimel expressed his gratification with the manner in which the National Youth Administration was cooperating with his office in this work, and requested additional information on milling machines. This information is being obtained as quickly as possible. Our investigations have indicated that very few N. Y. A. machines are among the categories required by the War Production Board.

While I am on that, if I might, Mr. Chairman, I would like to digress just a moment, since it is of considerable importance to the matter. I would like to read a letter signed by Charles Hines, brigadier general, U. S. A., and T. J. Keleher, captain, U. S. N. This comes from the Army and Navy Munitions Board, dated March 27, 1942.

Subject: Machine tools in National Youth Administration shops.
To: Operating divisions, Service of Supplies and bureaus and offices of the Navy.

1. Training shops of the National Youth Administration contain approximately 6,700 machine tools. While more than half of the number are small

engine lathes and small drill presses, in order to make doubly sure that no program of the services is suffering from inability to obtain tools of the type possessed by National Youth Administration the attached list is circulated.

2. Any service or bureau desiring any of the tools listed will make requests to the machine-tool committee of the Army and Navy Munitions Board who will endeavor to obtain the transfer of the tools desired.

3. If a transfer is effected an order for a new tool of corresponding size and type will be canceled.

That is signed by the Army and Navy Munitions Board.

Now, Mr. Chairman, they submitted to us a list of all tools which they regarded as critical, and then they sent out a list of all the tools that we had, so that everyone in any critical industry could have this list. Up until this time we have not had a single request from the Army and Navy Munitions Board for any of the material which they have broadcast to all their concerns throughout the Nation.

The CHAIRMAN. You mean by that, Mr. Williams, in response to the stories that went out that you were hoarding tools that were needed, that the Army and Navy Munitions Board actually canvassed industry throughout the country and asked industry if they needed any of these things, and you haven't had a single request for them?

Mr. WILLIAMS. They sent this communication, as I understand it, to the operating divisions, S. O. S. and bureaus and offices of the Navy throughout the United States, and with that letter they sent a list of all our equipment. As I understand it, wherever the Army or Navy had a contract with any private concern they acquainted them with this information, and up until this hour we have had no request for any of our equipment.

Senator HILL. I do not want to interrupt your testimony, but the Baltimore Sun got almost an extra edition out, it looked to me like, with enormous headlines of all kinds about the fact that the N. Y. A. was holding these very, very valuable tools that ought to be in defense industry somewhere. Do you care at this time to make any comment on these stories that appeared in the Baltimore Sun?

Senator TAFT. Mr. Chairman, I have the stories here. I wonder if it would be wise to put them in the record. I do not know anything about their truth, but it seems to me Mr. Williams, in effect, is answering them, and I would think it would be better if the main story was placed in the record, with the list of tools, and give Mr. Williams a chance to file a statement in reply. I do not know whether that is wise or not. This is the front page of the Baltimore Sun, which you have seen.

Senator McKELLAR. What date is that?

Senator TAFT. March 21.

Senator McKELLAR. I was going to ask about that, but now is a good time to let it go in.

Senator TAFT. The purported interview of Mr. Williams, I think, should be omitted, just the main story should be put in. I do not advance it as anything verified, I do not want it to go into the record that way, but it seems to me it ought to be part of the record, and then give Mr. Williams a chance to answer it.

The CHAIRMAN. Without objection, let it be inserted in the record.

(The newspaper article referred to is as follows:)

NYA HOLDS CRITICAL DEFENSE TOOLS; NEWEST MACHINES FILL UP 125 SHOPS—WAR PRODUCTION BOARD OFFICIALS LABEL HALF OF MATERIAL AS TYPE URGENTLY NEEDED—SOME OF EQUIPMENT FOUND STILL IN ORIGINAL CRATES, AND SOME UNCONNECTED AND IDLE IN CENTERS

(By Carroll E. Williams and Louis J. O'Donnell)

Nearly 10,000 new machine and metal-working production tools, of medium and heavy caliber, are scattered throughout the country in 125 of the National Youth Administration's latest-model training centers, some of which are not yet complete.

These tools range from standard, high-speed production engine lathes, millers and shapers to heavy-duty arc welders.

This data is supplied officially by the Washington headquarters of the National Youth Administration.

ARE ON CRITICAL LIST

These figures do not include 271 other machine and metal-working shops among the National Youth Administration's more than 4,000 work-experience projects.

National Youth Administration headquarters in Washington estimates the cost of these new machine and metal-working tools in the 125 newly established centers at \$5,000,000, but says their present worth is \$10,000,000 on the basis of scarcity and price increases since they were ordered.

About half—4,600—of these new machine and metal-working tools in the 125 master centers, on which construction started 18 months ago, are on the critical and very critical priority lists of the War Production Board.

BALTIMORE FIRM NEEDS SIX

In the very critical class are milling machines. The new National Youth Administration centers have 250 milling machines.

In the critical class are—

- 1,750 engine lathes
- 125 spot welders
- 250 drill presses
- 125 all-angle metal band saws
- 125 upright metal band saws
- 250 surface grinders
- 125 universal grinders
- 1,500 arc welders, 200 amperes or more

All the data on priority status was supplied officially by the War Production Board.

One Baltimore shipyard firm, which has \$9,000,000 in navy contracts for three vessels, needs at this moment six arc-welding units to start work. It has placed orders for them, but the manufacturer has advised the shipyard that it must wait from 6 weeks to 2 months for delivery.

SOME STILL IN CRATES

A survey of the new-type National Youth Administration centers in four Eastern States revealed that in some of them delivery of new machinery still is being awaited and has not yet left the factory. In some, new machinery of various types still is stored in the original delivery crates, while other units, although uncreated, have not been set up for operation nor connected to power lines.

For instance, at the newly built center at Beltsville, Md., the machine-tool equipment lay in crates for more than 6 months, having been set up in the long-idle shop building only in the second week of this month.

Some of this Beltsville equipment had first been shipped by the manufacturers to Salisbury, where the National Youth Administration had planned to establish one of its Maryland "resident" training centers.

At College Park, on the University of Maryland campus, as further example, more than 50 units of new metal production machinery for the equipment of a shop under construction was, until a few days ago, stored in the basement of the horticultural building.

More recently, it has been moved into the unfinished shop building, some still in its original shipping crates.

BUILDING NOT FINISHED

At the National Youth Administration shop center at Manassas, Va., last Tuesday 28 heavy-duty arc welders, and 6 of medium-duty caliber (alternating-current type), lined the wall of an unfinished shop building, in which workmen were erecting welding booths.

On the same project, the machine-shop layout was being completely revamped to provide for the installation of new machinery, which necessitated a halt in operations.

Thirteen lathes were in progress of being placed in position and the project manager said he expected delivery on eight new ones.

In the Norfolk, Va., "shipbuilding resident center" some of its new equipment is not yet in operation, including both machine tools (a number of units still being crated) and sheet-metal fabricators. Last Monday 24 heavy-duty arc welders were being connected for use while builders were still engaged in construction of the shop.

An entire resident center, fully equipped with machine and metal-working tools, is closed at Lancaster, Pa., due to lack of an adequate water supply. Last Wednesday plans were being made for a 2-mile pipe line from a spring if Pennsylvania health officials approve the idea.

BREAK-DOWN IS UNAVAILABLE

A detailed break-down of what these machine and metal-working tools are turning out under the hands of the National Youth Administration trainees could not be obtained from the National Youth Administration.

Nor would Aubrey Williams, national administrator, divulge the over-all inventory of National Youth Administration's machine and metal-working tools, new or reconditioned, in all of its shops. He said such an inventory listing "would be misunderstood."

Precise figures on the weekly hour-schedule of the National Youth Administration machines also are unobtainable, but Mr. Williams estimated that they were working 50 percent of the time during a 5-day week.

Figures were obtained, however, for an entire year's output from the National Youth Administration's shops in Maryland at Baltimore, Hagerstown, Cumberland, and Lonaconing.

Officials of the War Production Board—both those concerned with stepping up the Nation's output of war matériel and those in control of priorities in the distribution of production equipment—have no data on the vast machine-tool pool of the National Youth Administration, they report.

SURVEY IS RECOMMENDED

The War Production Board's Available Tools Section has compiled from compulsory reports an inventory of 75,000 pieces of used machine-tool equipment in the hands of dealers, and from this cleared to war-production plants some 35,000 units, according to R. B. Rhoads, chief of this division.

It was learned, however, that there is on the War Production Board agenda a recommendation by certain of its officials that a survey be made of the machine-tool equipment of the National Youth Administration for consideration in relieving the shortage in "critical" and "very critical" items.

Dexter S. Kimball, dean of the Cornell University School of Engineering, who is Chief of the Machine Tool Section, Priorities Division of the War Production Board, said that he knew that the National Youth Administration had obtained "a lot of good tools before priorities."

He did not have available, however, any specific information as to the makes, types or number of machine-tool and metal-working units comprising the National Youth Administration shop equipment throughout the Nation.

HAVE LOW PRIORITY RATE

At the present, said Dean Kimball, the National Youth Administration has a low priority rating and could not have obtained this equipment since the priorities system was instituted.

There are training schools which have high priority standing. Dean Kimball added. These, he explained, are "trade schools, integrated with industry."

The priority rating of these schools is A-1-C. The top-priority is A-1-A, given only to the Army, Navy, United States Maritime Commission and "critical" shipyards.

The National Youth Administration has an A-8 priority rating so far as machine-tool equipment is concerned, according to Dean Kimball. That rating is the same as is given to high-school training shops.

"Then you do not consider National Youth Administration shops as integrated with industry?" Dean Kimball was asked.

"No," he replied.

Dean Kimball, asked to estimate how long it will take the machine-tool industry to fill the backlog of war-production orders, simply said:

"Never."

"I think," he added, "that if there is an idle machine tool it should be surveyed and commandeered. It may take an act of Congress to do it. I don't know. This is war."

WITHHOLDS INVENTORY DATA

Other War Production Board officials admitted they were under the impression that practically all of the machine tools in the National Youth Administration set-up were old, outdated equipment, reclaimed from scrap piles, and that there were few, if any, usable precision units among it.

Mr. Williams, the National Youth Administrator, at the same time that he declined to disclose an inventory of the machine-tool and metal fabricating equipment in the hands of the National Youth Administration on the grounds it would be "misunderstood," insisted that "on the whole we took them from back-yard junk piles."

Reminded that National Youth Administration literature describing various projects, referred to the equipment of these projects as "the finest shop equipment obtainable," and "the finest machinery available" and "industrial machine shop, sheet metal, welding and forge equipment of the latest production type," Mr. Williams amended his statement.

It was also pointed out to him that the equipment of the new shops recently completed and those being built—all of the National Youth Administration shop expansion in the last 18 months—is all new, as a survey of these shops in Maryland, Virginia, and Pennsylvania disclosed.

Up to 1940, the National Youth Administration inherited from the Army, Navy and Coast Guard, and other Federal agencies, machinery that has been replaced and had been discarded for newer models.

SET NUMBER AT 125 SHOPS

Mr. Williams conceded that there were 70 shops in the new series—he described them as "master" shops—that had been outfitted with new equipment. Later it developed, on the authority of National Youth Administration officials to whom Mr. Williams referred the question, that 125—not 70—National Youth Administration shops were equipped with new machinery.

However, Mr. Williams was insistent on the point that the new equipment was "surplus" at the time it was acquired by the National Youth Administration—that the "bulk" of National Youth Administration machine-tool buying was done before last July. And, he added, the orders of the National Youth Administration had kept machine-tool manufacturing plants running when "nobody else was buying."

Here is the way the manufacturers of various of the new machine tools in the National Youth Administration's 125 newer shops describe the equipment:

The Norton Grinder Co.—"Norton Grinders roll off the assembly lines to keep 'em flying * * * 24 hours a day, 7 days a week from 5 assembly lines * * * that's how Norton is answering the call for grinders and lappers—machines vital in the production of tanks, planes, and guns—vital wherever both high production and high precision are essential."

The Sheldon Machine Co., of its Sheldon lathe—"quality precision lathe—speed changes are made instantaneously."

The Walker-Turner Co., of its drill presses, band saws and lathes—designed "to meet today's extraordinary production needs."

The South Bend Lathe Co.—"Back of the production lines of every defense industry is our first line of defense—the toolroom. Here, where precision is of

utmost importance, where tolerances are reckoned in split thousandths, you will find South Bend Lathes * * * they are fast and accurate in the most exacting classes of toolroom work * * * their wide range of spindle speeds permits machining with maximum cutting-tool efficiency. Their versatility facilitates quick changeover through a minimum of set-up time."

BALTIMORE COMPLAINT

"It is a crime," said one Baltimore industrial-plant executive, "for the National Youth Administration to have gotten these power tools. If we get such tools in 6 to 8 months we consider ourselves lucky and we have an A-1-A priority rating.

"The worst of it is, National Youth Administration simply duplicates what is being done in the vocational schools and the training-within-industry program.

"In the last 30 days we have ordered \$250,000 worth of machine tools at the direction of the War Department, and it will be 6 months before they are delivered. The machine-tool industry is absolutely swamped.

"Most metal-working plants that have war contracts need machine tools. They can't buy them. They're borrowing each others' tools."

In addition to the \$250,000 machine-tool order placed at the direction of the War Department, this official said his company has pending orders for \$2,000,000 of similar equipment for a new plant.

(See statement in reply by Aubrey Williams, p. 419.)

Senator TAFT. Could not Mr. Williams, in addition to his answer, file a more detailed answer to that? I think you will find many things that are wrong, but there are other things that may require some explanation.

Senator HILL. I wish you would take up the charges seriatim, so to speak, and answer each one of them. I do not mean now, I mean when you care to answer them.

Mr. WILLIAMS. I shall be very glad to do that.

Senator McKELLAR. One charge especially I want to call your attention to, and that is that you have a great many tools—let me get the exact wording of the charge—a great many tools on the critical list are in your possession and have never been uncrated.

Mr. WILLIAMS. Well, Senator, I am very glad to answer that, and answer it categorically at each place. My definite knowledge is that their charges on that particular point are simply not true.

Senator McKELLAR. You haven't any tools then at all in your possession that are still crated up?

Mr. WILLIAMS. Yes, sir; we do, but they have just arrived.

Senator McKELLAR. How much have you got?

Mr. WILLIAMS. How many tools of that character?

Senator McKELLAR. That are crated and not being used by anybody.

Mr. WILLIAMS. I would have to make a survey on a particular day, because some tools are shipped from one point to another and are crated in shipment.

Senator McKELLAR. I would be very glad if you get that information, because it is very important.

Mr. WILLIAMS. To hold that we have a great quantity of unused tools that are sitting there week after week and month after month is simply not true.

Senator McKELLAR. What I want is not week after week or month after month, but I want to know how many are crated now and not being used by anybody.

Mr. WILLIAMS. I will take the date of that article and I will get you information on any crated materials that existed at that date.

Senator TAFT. They are all uncrated by now, are they not?

Mr. WILLIAMS. Probably they are.

Senator MCKELLAR. I would like to know, anyhow.

Senator HILL. If there were any tools crated on the date of that article, why they were crated and how long they had been crated and the purpose for which they were crated and to what use they were going to be put, whether you had any definite use and, if so, what that use was; give the full story, will you?

Mr. WILLIAMS. Yes, sir; I will be very glad to.

(The statement referred to is as follows):

NUMBER OF MAJOR ITEMS OF NATIONAL YOUTH ADMINISTRATION SHOP
EQUIPMENT IN CRATES AS OF MARCH 21, 1942

A survey showed that no machine tools or other items of major equipment were in crates on March 21, 1942, in the following States: Alabama, Arizona, Arkansas, California, Colorado, Delaware, Idaho, Indiana, Kansas, Michigan, Mississippi, Nevada, New Jersey, New Mexico, North Dakota, Rhode Island, South Carolina, Utah, Vermont, West Virginia, Wisconsin, Wyoming; New York City.

In the remaining 26 States and the District of Columbia, 386 major items owned by the National Youth Administration were in crates; of these, 111 had been declared unserviceable or surplus—obsolete or otherwise unfit for use—leaving a total of 275 serviceable items in crates on the day of the survey. This total represented about 1 percent of the major items of National Youth Administration equipment.

The items in crates were distributed as follows:

Awaiting delivery to other National Youth Administration shops, and in crates only during the time necessary to complete shipping arrangements.....	136
Protected by crates until the completion of shop facilities.....	139
Total number of National Youth Administration-owned serviceable items in crates.....	275
Declared surplus and unfit for use.....	92
In original crates pending adjustment of purchase order with vendor....	19
Total number unserviceable items in crates.....	111
Grand total, National Youth Administration-owned items in crates..	386

In addition, 26 airplane motors owned by the military services were in crates awaiting pick-up.

The survey revealed that none of the items in crates were of the types designated as "critical" or "very critical" tools by the Army and Navy Munitions Board. While the type equipment used on National Youth Administration projects has been readily procurable on the open market, and in sufficient quantity to meet the demand for training facilities, the buildings and structures needed to house that equipment have been more difficult to procure. Hence, machine tools have occasionally been shipped in advance of the completion of project buildings, and it is inevitable that some tools should have been crated, awaiting installation for the training and production purposes.

Since all machinery is transported in crates, the amount of National Youth Administration equipment crated on this date was very small. The National Youth Administration survey revealed, moreover, that valid reasons existed for the items remaining in crates for varying lengths of time. At least half of the total number of crated tools had been so crated for less than 30 days, and only one-fifth remained crated for a period longer than 3 months.

A number of examples, selected at random from various States, are cited below:

1. A 12-inch joiner, and a 16-inch planer from a woodworking project in Connecticut had been declared surplus and was crated for transfer authorization.
2. A spot welder in the District of Columbia had been crated for 2 months pending results of efforts to release it to another Government agency.

3. Two multiple drills, 30 years old, were crated in Kentucky and listed as unserviceable—good only for scrap metal.

4. In Georgia, an engine lathe had been delivered without motor, and hence remained in its crate until April 1, or about 10 days.

5. A small blueprint machine remained crated approximately 45 days in Illinois, inasmuch as the project had been discontinued.

6. In Oklahoma a spot welder had been shipped with a broken head. This item was being held intact in its original crate pending adjustment with the manufacturer or the freight company.

The CHAIRMAN. I think 21 or 22 years ago we went through this same experience, Mr. Williams. I would like to say this: Do not change your habits about shipping. I heard of a man who decided to ship a machine uncrated because criticism had been made that machines were found in that busy time crated, and the machine was ruined in transit. There is constructive advice given and there is destructive advice given. I think I would take care of the machines despite criticism.

Mr. WILLIAMS. Our investigations have indicated that very few N. Y. A. machines are among the categories required by the War Production Board. There is attached as exhibit A a listing of major items of N. Y. A. equipment by types of shop in which such equipment is being used for war production training. More detailed information showing such equipment by individual shop location can be furnished from N. Y. A. records.

Senator McKELLAR. Have you got that list?

Mr. WILLIAMS. Yes, sir.

Senator McKELLAR. I would like to see it.

Mr. WILLIAMS. Yes, sir.

[The list was handed to Senator McKellar.]

Senator McKELLAR. How do you determine what is for war purposes, what machine tools are useful for war purposes and what machine tools are not suitable for war purposes? Who makes the decision?

Mr. WILLIAMS. The Army and Navy Munitions Board.

Senator McKELLAR. They make the decision?

Mr. WILLIAMS. Yes, sir.

Senator McKELLAR. Have you got their decision about these tools?

Mr. WILLIAMS. Yes, sir; in the letter that I just put in the record there, in their correspondence with us.

Senator McKELLAR. I do not think it spoke of war tools, did it?

Mr. WILLIAMS. Yes, sir; that is what it had to do with. It had to do with the manufacture of munitions and tools.

Senator McKELLAR. Let me have it.

Mr. WILLIAMS. Yes, sir.

[Mr. Williams handed the document to Senator McKellar.]

Mr. WILLIAMS. That is the entire list that they sent out.

Senator McKELLAR. All right.

Mr. WILLIAMS. And as I stated for the record, after that had been circularized, since March 27 we have not received a single request from the Munitions Board for any of our tools.

Senator McKELLAR. I do not think they show here. They do not undertake to show what machine tools are useful for the Army and what are not. They have something to say about it, but they do not show it.

Mr. WILLIAMS. I have additional material on that, Senator.

Senator MCKELLAR. We would like to have it. This is a very important matter.

Mr. WILLIAMS. Here is a letter from Colonel Reimel sent to us on March 21, 1942, and they list the following as the critical materials, machine tools for the present War Production Board, and I shall be glad to file that in the record.

Senator MCKELLAR. Yes, sir.

The CHAIRMAN. It may be inserted in the record.

(The matter referred to is as follows:)

MARCH 21, 1942.

Re critical machines.

Mr. AUBREY WILLIAMS,
JOHN H. LASHER:

I am submitting the following information to show that the National Youth Administration is cooperating with the armed forces in the securing of critical machine tools. In those few cases where we now have critical machines, we have given the Army and Navy a list of them with information as to their location and condition.

On January 30, we received from Col. S. E. Reimel, Ordnance Department, Machine Tool Committee, a list of the type of machine tools which are classified as critical. We are attaching this list together with our inventory of this type of machines, which was forwarded to Colonel Reimel. As soon as any of these machines are requested by the Army or Navy, they will be transferred through the regular channels.

Enclosure.

JANUARY 30, 1942.

Memorandum for Mr. F. Eberstadt.

Following is a list of the machine tools most critical today:

Boring mills, vertical:	
Up to 54-inch.....	Critical.
Over 60-inch.....	Very critical.
10-foot and over.....	Critical.
Forging hammers and presses.....	Very critical.
Planers:	
6- to 10-foot, table width.....	Do.
Under 6-foot.....	Critical.
Horizontal boring mills, 3-inch and up.....	Very critical.
Gear hobbors, 48-inch and up.....	Do.
Jig borers.....	Do.
Milling machines, knee and column types.....	Critical.
Turret lathes, 2½-inch bar up.....	Do.
Die sinkers, Keller type.....	Very critical.
Thread millers.....	Critical.
Engine lathes:	
20- to 36-inch.....	Do.
36-inch and over.....	Do.
Large planer type milling machines.....	Very critical.
Precision boring machines, Heald and Ex-Cell-O types.....	Critical.
Thread grinders.....	Do.
Automatic screw machines.....	Do.
Tool and cutter grinders.....	Do.
Cylindrical grinders.....	Do.
Internal grinders.....	Do.
Radial drills.....	Do.

S. E. REIMEL,
Colonel, Ordnance Department, Machine Tool Committee.

MARCH 21, 1942.

Col. S. E. REIMEL,
Ordnance Division, Machine Tool Committee,
Washington, D. C.

DEAR COLONEL REIMEL: Supplementing our previous information regarding machine tools belonging to this Administration, which come within the category you desire, we are advised that in Memphis, Tenn., we have a 28-inch by 10-foot Ryerson lathe, geared head, heavy duty, of the following specifications:

Twenty-eight-inch swing overbed, approximately 60 inches between centers, single-pully drive at right angles to the spindle, 16 speeds. Cross feed has four-sided turret, with micrometer-reading dial on cross feed. A 22-inch four-jaw (independent) heavy-duty chuck and steady rest; 2¼-inch boring bar and holder. Built about 1917 by the Phoenix Manufacturing Co., Eau Claire, Wis. Serial No. 168-R; priced at \$2,750. In good operating condition. We are enclosing a photograph of the lathe, taken before the machine's installation in our shop.

Sincerely yours,

J. J. MULHOLLAND,
Chief, Shop Production Projects Section.

MARCH 19, 1942.

Col. S. E. REIMEL,
Ordnance Division, Machine Tool Committee,
Washington, D. C.

DEAR COLONEL REIMEL: In response to our various inquiries throughout the United States for descriptions of machine tools falling in the category which you desire, we have been advised as to the conditions of the items in question which are the property of this Administration. In some instances the machines are the property of cosponsors which fact, in some cases, has not been reported previously. The summation of the reports is as follows:

PLANERS

Location, Los Angeles, Calif.: 36 by 36 inches by 12 feet; two heads on top rail with vise 18-inch jaws; opens 14 inches. Motor driven. Good average condition.

Location, Cleveland, Ohio: 42 by 36 inches by 12 feet. Good condition.

Location, Akron, Ohio: 36 by 36 inches by 10 feet with one head on rail.

Location, South Bend, Ind.: 48 by 52 inches by 12 feet, expanded type. Recently rebuilt and in good operating condition. It is approximately 0.003 inch off crosswise but work can be shimmed to obtain closer tolerances.

Location, Maywood, Ill.: 35 by 35 inches by 8 feet. The feeds are worn and have caused some trouble.

LATHES

Location, Barton, Vt.: Swing 30 inches; 90 inches between centers. Lathe is 60 years old; no manufacturer's name available, and is in fair shape.

HORIZONTAL BORING MILLS

Location, Brooklyn, N. Y.: Table 16 inches by 8 feet. No other details submitted. In good working condition. This machine has been allocated to our Quoddy village, Maine, shop and has been prepared for shipment.

Location, Fond du Lac, Wis.: Gidding & Lewis, type No. 25RT, serial No. 143; built-in revolving table. In excellent condition. This mill was sold to this Administration by the manufacturers at a greatly reduced price, as an incentive for training youth on the machine itself, who later are inducted in the manufacturer's plant to work on production of the same type of machine. The set-up is particularly advantageous and it is believed that the worth of the plan warrants the continuance of the mill in its present use.

Location, Oklahoma City, Okla.: 30-inch diameter, 6-foot length, 4-inch hollow spindle, Jones & Lamson.

GEAR CUTTERS

Location, Raleigh, N. C.: Brainard gear cutter, 30-inch; cuts up to 6-inch face gear in pitches below 10 pitch in spur gears only. Machine probably built prior to 1910. The main spindle is not strong enough for production work.

Location, Astoria, N. Y.: No 4A Cincinnati. No other details submitted. In good working order.

Location, Brooklyn, N. Y.: No. 12 Barber-Coleman. In good working condition.

On receipt of additional information of this nature, we shall be pleased to advise you further in this connection.

Sincerely yours,

J. J. MULHOLLAND,
Chief, Shop Production Projects Section.

MARCH 21, 1942.

Re use of National Youth Administration equipment for the training of defense workers.

Mr. AUBREY WILLIAMS,
JOHN H. LASHER.

On March 19 we made a complete inventory of all National Youth Administration-owned equipment now being used on the defense training program.

Following is a summary of the major items of equipment, by type of shop:

	<i>Number pieces of equipment</i>
Machine shop.....	6, 726
Sheet metal.....	3, 499
Forging.....	825
Welding.....	3, 011
Foundry.....	90
Auto mechanics.....	451
Woodworking.....	2, 359
Radio.....	1, 270
Major items not classified.....	3, 598
Total.....	21, 829

On March 14, there were 70,274 youth in training throughout the country on these machines, indicating that most of this equipment is now being used on a multiple-shift basis to prepare workers for entrance into defense industries.

In certain instances where this machinery cannot now operate 24 hours per day, it is being transferred to new locations to secure the maximum use of the equipment. The only idle National Youth Administration equipment is that which is in the process of being transferred to new locations and there is necessarily a delay of a week or two in getting them into operation.

Mr. WILLIAMS. Would you like to see it now?

Senator MCKELLAR. I would like to see it now. I would like to compare it with this. You may go ahead, so far as I am concerned.

Mr. WILLIAMS. Yes, sir.

Senator MCKELLAR. It will take a little time to look at this.

Mr. WILLIAMS. All right, sir.

Senator MCKELLAR. I will inquire about this later.

Mr. WILLIAMS. I also wish to place in the record exhibit B attached hereto showing equipment by shop location for three typical States. Exhibit C shows, for the same typical States, the amount of equipment which the N. Y. A. received as Federal surplus from other Federal agencies. Exhibit D is a list of types of articles being produced at National Youth Administration shops.

ADDITIONAL WAR TRAINING ACTIVITIES

The National Youth Administration has reduced its other types of training to those which are of immediate service to the war effort. Effective April 1, 1942, by administrative order, N. Y. A. project activities have been limited to the following categories: Training for war production industries; Army and Navy construction and service

work; the production and conservation of food; the training of stenographic and clerical workers; and the training of hospital aides.

Senator McKELLAR. Wait one moment.

Mr. WILLIAMS. Yes, sir.

Senator McKELLAR. Have you discontinued the in-school work?

Mr. WILLIAMS. This is the out-of-school program.

Senator McKELLAR. Not the in-school program?

Mr. WILLIAMS. No; this is the out-of-school program.

Senator McKELLAR. How much of your appropriation is used for out-of-school?

Mr. WILLIAMS. Of the \$121,000,000 that remains for us after the impounding of the funds this year—

Senator McKELLAR (interposing). How much was impounded?

Mr. WILLIAMS. \$28,000,000.

Senator McKELLAR. Yes, sir.

Mr. WILLIAMS. All but \$16,000,000 will go into the out-of-school program; \$16,000,000 will go into the in-school program.

Senator TAFT. You are cutting the in-school from \$28,000,000 to \$16,000,000?

Mr. WILLIAMS. It was \$23,000,000 last year.

Senator TAFT. \$23,000,000 after you took off \$5,000,000?

Mr. WILLIAMS. Before that. I cut it \$5,000,000 before that and brought it down to \$23,000,000, and then they took \$6,700,000 off of that.

Senator TAFT. So it will be this year only \$16,000,000?

Mr. WILLIAMS. Yes, sir. That would leave, Senator, about \$106,000,000 for the out-of-school program for the year.

Senator HILL. \$106,000,000 for the out-of-school program and about \$16,000,000 for the in-school program?

Mr. WILLIAMS. Yes, sir.

Senator HILL. That is for the fiscal year?

Mr. WILLIAMS. Yes, sir. Now with regard to employment and how much this training seems to be worth in terms of the young people who get employment, during the calendar year of 1941—and I think this is the crux of the whole matter, gentlemen—421,000 youth went from N. Y. A. projects into jobs in private industry.

Senator McKELLAR. How many is that?

Mr. WILLIAMS. Four hundred and twenty-one thousand.

Senator TAFT. In what year?

Mr. WILLIAMS. Last year, the calendar year of 1941.

Senator McKELLAR. Four hundred and twenty-one thousand went into private industry?

Mr. WILLIAMS. Yes, sir; from N. Y. A. projects. Of that number we have a definite record that 210,000 went into industries directly or indirectly concerned with war production.

Senator McKELLAR. Two hundred and ten thousand?

Mr. WILLIAMS. Yes, sir. For the past 6 months there has been a steady stream of about 32,000—

Senator HILL (interposing). In that connection, that is up to January 1, is it not?

Mr. WILLIAMS. Yes, sir.

Senator HILL. And of course it was not until after Pearl Harbor that we began to step up so much the war production. I would imagine if you could get the figures since Pearl Harbor it would

show a much greater percentage that have gone directly into the war production industries. Don't you think so?

Mr. WILLIAMS. Well, there has been quite an increase, although it is not so marked. The truth is that for the last 8 months we have been accelerating war production industries terrifically all over the country.

Senator MCKELLAR. How many of these youths have gone into the Army?

Mr. WILLIAMS. Last year, Senator, 21,000.

Senator MCKELLAR. Last year 21,000 out of how many?

Mr. WILLIAMS. Twenty-one thousand out of the 475,000 youth who obtained public or private employment last year went into the Army.

Senator TAFT. You say 35 percent of these youths were over 21?

Mr. WILLIAMS. Yes, sir; and of the total, about 15 percent were male.

Senator TAFT. Fifteen percent. Around 60,000 were over 21 when they came in or when they left?

Mr. WILLIAMS. At the point of their coming on our health examinations.

Senator HILL. Of the 60,000 some were women?

Senator TAFT. Sixty thousand are men; 15 percent, approximately, of 421,000.

Mr. WILLIAMS, was it 210,000 that went into war industry?

Mr. WILLIAMS. Yes.

Senator TAFT. Have you any means of telling how many man-hours or what the average amount of time was that those men spent in the N. Y. A. shops?

Mr. WILLIAMS. It runs right around 3 months, Senator.

Senator TAFT. The average?

Mr. WILLIAMS. Yes, sir. It is about 3 months. It has been lowering down, but I would say that is about the average for the last 6 months.

Senator TAFT. That is 160 hours a month?

Mr. WILLIAMS. Yes.

Senator TAFT. So that they got about 480 hours of training on the average?

Mr. WILLIAMS. Yes, sir.

Senator TAFT. You are sure of those figures?

Mr. WILLIAMS. On the defense program there is a turn-over on the average of once every 3 months.

Senator MCKELLAR. Then how much training do they have after they go into the defense projects? They all have to be trained again, do they not?

Mr. WILLIAMS. Senator, just as Mr. Pease brought out the other day, they have to give a special type of training far beyond anything that we can do.

Senator MCKELLAR. Of course.

Mr. WILLIAMS. Yes, sir.

Senator MCKELLAR. And they give it to the boys that come from the N. Y. A., they give it to the boys that come from the city schools, they give it to boys that come from the country schools, they take in all kinds?

Mr. WILLIAMS. Yes, sir.

Senator MCKELLAR. The only thing you can say for your boys is you think they are a little better prepared because they have had some experience of that kind, is not that the truth of it?

Mr. WILLIAMS. Yes, sir. There are two things you can justify spending other people's money for; one is that these boys, in a large part, live in sections of the country where there are no opportunities for them to get training.

Senator MCKELLAR. About 65 percent, I think it was testified here the other day, or the day before, of the boys come from cities.

Mr. WILLIAMS. Well, Senator, it does not mean that because a boy lives in the city he has thereby the opportunity, just because there are facilities for him.

Senator MCKELLAR. No, no, no; it does not mean that at all. I thought you were trying to indicate to the committee that most of these boys came from the country, where they did not have opportunities of learning a trade, when, as a matter of fact, the testimony was that a great percentage of them come from the cities where they have every opportunity to learn a trade.

Mr. WILLIAMS. Senator, I would be very glad, while we are on that subject, if you are interested, to pursue it a little further.

Senator MCKELLAR. I wish you would.

Mr. WILLIAMS. To show where they do come from, although that is not the vital thing. As of September 1941 the total youth employment on the regular program was 191,000. Taking that as the total, those coming from areas having under 2,500 population numbered 30,000; those coming from areas having between 2,500 and 4,900, 20,000; those coming from cities of 5,000 to 10,000, 28,000; those coming from cities from 10,000 to 25,000, 23,000; those coming from cities between 25,000 and 50,000, 17,000; those coming from cities between 50,000 and 100,000, 14,000; those coming from cities over 100,000 are 59,000. So that taking those that are under 25,000 you have there approximately one-half of the total, and those coming from cities under 50,000 you have approximately two-thirds of the total.

Senator MCKELLAR. You haven't got the figures on how many come from the country?

Mr. WILLIAMS. Under 2,500 is generally regarded as a rural area.

Senator MCKELLAR. Almost every town of 2,500 people in America has facilities of some kind for using boys in the trades. Now why start there with those boys? I am talking about country boys, the ones that you are talking about too, I think. How many country boys in towns, say, under 500 population? How many country boys have you got?

Mr. WILLIAMS. Well, Senator, the only answer I can give on that is that the people who make up statistics use the figure of 2,500 and under as the rural figure. That is what you will find everywhere. When they talk about the rural districts they mention towns of 2,500 and under.

Senator HILL. Is that the census?

Mr. WILLIAMS. Yes.

Senator TAFT. And most boys in towns under 2,500 are likely to work on a farm, are they not?

Mr. WILLIAMS. Yes.

Senator ROSIER. Mr. Williams, is it not true that wherever they come from does not amount to much?

Mr. Williams. That is right.

Senator ROSIER. That is absolutely immaterial, whether they come from the country or from a city of 1,000,000.

Mr. WILLIAMS. Yes, sir.

Senator ROSIER. You must bear in mind that they come from homes and families of low income, that are poverty-stricken, and whether they live in the towns, in the slums, in a town of a million, or some remote section of the country does not make any difference. Most of these boys are boys who, on account of family conditions, from a lack of sufficient income and because of poverty, have no opportunities, whether they live in a country district or a city. Is that not true?

Mr. WILLIAMS. Yes, sir; that is the crux of it. I am sure that everyone is trying to do the right thing by this whole situation. I think the committee would be interested in the average family income of young people who have been on our student work projects. I think it is around \$645 a year, the average of those who have received employment from us. I would like to check up on that and put it in the record.

The CHAIRMAN. We would be glad to have it.

Mr. WILLIAMS. As I feel, that comes down to the heart of it. If you have a low-income family who cannot afford these things, then I do not think you have got any chance for an opportunity for the boy from that low-income family.

Senator MCKELLAR. In other words, you think wealth ought to be redistributed, is not that it?

Mr. WILLIAMS. No, sir.

Senator MCKELLAR. That is the gist of what you say, is it not?

Mr. WILLIAMS. Where there are young people in families that do not have the means to get opportunities, then I think that part of the responsibility of the whole community is to help that person or family.

Senator MCKELLAR. Yes; when they need help that is undoubtedly true, but according to your figures here and according to your statement, it looks like the underlying purpose in your own mind, if you have ever thought it out, is to redistribute all wealth, so we will all have it. I would like to have a redistribution personally, but I do not think I am entitled to it.

Mr. WILLIAMS. To answer your question, Senator, to be perfectly honest, I would like to redistribute opportunity, and sometimes it costs some money to do that.

Senator MCKELLAR. Your idea is to take the money of all the people and redistribute it.

Senator ROSIER. Senator, there is no question in regard to that. We have spent the last 75 years fighting over public education. You are offering the same argument against helping these boys that was offered 75 years ago against the establishment of public education.

Senator MCKELLAR. I do not know what was discussed 75 years ago.

Senator ROSIER. You can call it a redistribution of wealth if you want to. When we build high schools and elementary schools all through the country and tax all of the people to provide them with free education, you can call it whatever you please, but we are enlarging the opportunity of people of low incomes.

Senator McKELLAR. Of course, I am tremendously in favor of that, but Mr. Williams' argument goes far beyond that, apparently, as I understood it.

The CHAIRMAN. Mr. Williams' argument said nothing about redistribution of wealth.

Senator McKELLAR. He did not say it, but he meant that very thing.

The CHAIRMAN. He said about equal opportunity for boys and girls in the country, and that has been an aim in our democratic or in our American system since the establishment of the Constitution. That has been one of the biggest problems. It is very difficult to take somebody's wealth, dividing it by six, and giving each person an equal opportunity.

There are some States, Senator McKellar, that have solved this question of equal opportunity to boys in rural communities and boys in cities. They can go to a grade school or they can go to a high school. You make a State-wide distribution of school opportunities in the consolidated school districts.

Senator McKELLAR. That is entirely within the power of the State to do that. We have got splendid systems of schools in every State, if the National Government would permit these boys and girls to go to school. My State and your State and every other State furnish the finest kind of school facilities in these days for boys and girls, but when you take them out and put them in camps and otherwise use them, you frequently violate the State laws, in taking those that are subject to go to school.

Senator ROSIER. You can cut out the student aid, and if they haven't any shoes to wear, if they haven't any food for breakfast, why, they cannot take advantage of the opportunities which are offered them.

Senator McKELLAR. Fortunately we haven't got that condition in our country today, because it is in a more prosperous condition, not only than it has ever been in its history, it is more prosperous than it has ever been in the history of any nation or any people on the face of the globe.

Mr. WILLIAMS. Senator, the question you raised implies that there are school facilities in every part of the country and therefore what we are doing is a duplication of their effort to some extent.

Senator McKELLAR. Entirely so, in my judgment.

Mr. WILLIAMS. Now, that is very important. If it were true, then I should certainly be the first to say that this organization had no place. However, the facts are, with regard to vocational training opportunities, that is, the existence of schools having machinery and having equipment and having instructors that know the whole mechanical program of production, that 74 percent of the enrollment in all those schools is located in 8 States, Senator; 74 percent is located in 8 States.

Senator McKELLAR. Of what schools?

Mr. WILLIAMS. Of the schools that give the type of training, vocational training, that we are now doing. There are 30 States each of which has less than 1 percent of the enrollment.

Senator McKELLAR. I wish you would give us the States.

Mr. WILLIAMS. I would be very glad to, Senator, because I know you want to do the right thing about this. It is just a question of

what are the facts. Unfortunately, vocational education has not been developed uniformly all over the country. It has been developed in Massachusetts, New York, Wisconsin, California, and Illinois to some extent, in Ohio, they have some excellent developments in Ohio, but generally speaking there are 40 States in which the facilities are very inadequate. I do not want to mention them by name.

Senator TAFT. Mr. Williams, the National Educational Association report I read the other day recommended, on the whole, vocational education—it is peacetime I am talking about now, not wartime—for the present could be worked out along State-national-local lines with Federal aid to support it. Of course there is now some Federal aid, and they want more, and it may be necessary, but I do think we will have to, after the war, consider the whole question of vocational education, and I doubt very much if at that time you want to have a double system. Whatever the system ought to be, I am inclined to think it ought to be worked out as a single and unified system.

If it is conceivable that the State absolutely refuses to take your money, refuses to put up a cent, the National Government might want to do something about taking their boys out and educating them somewhere else. That is possible. In general, the thing I am most interested in is, what are we going to do about vocational education after the war. What do you think about that?

Mr. WILLIAMS. Well, Senator, our general position has been this—and it will give you an inkling of what I think about it—we have tried to augment and add to the plant of the national school group by every means that we have.

Senator TAFT. Building shops?

Mr. WILLIAMS. Yes, sir. We built around 1,000 vocational education shops. I think our total will run up closer to 1,800. We have been trying to get one in every county all over the country, so there will be at least a beginning of it.

I think there ought to be in every community, in the rural communities especially, agricultural vocational work structures. I think in the urban centers it is an absolutely imperative thing, but I do think there are some problems there that will not be solved by merely establishing a school. For example, a place like Pittsburgh, where you have a very wonderful vocational school, one of the finest in the world, there are in that community, or there were in 1933 and there are some there now, a very considerable number of young people who by no stretch of the imagination can get enough lunch money or clothing to actually attend classes.

Now, you come to the question of what are you going to do about that boy, as to which is the best to do, to give him an outright direct relief role or to give him something whereby he may earn the necessary money to buy his food or his clothing.

Senator TAFT. You get back then to the in-school program, the question of how far the Federal Government should go to aid.

Mr. WILLIAMS. No; I am still thinking of the boy out of school. He is 18 years old. You see he hasn't got a job, he still is not working; he is not in school at all. He lives in a community with a very fine vocational school, but he actually has no way by which he can attend it.

Senator TAFT. Then why set up another vocational school? Why not do the same thing as you do in the in-school program, so he can go to the good vocational school?

Mr. WILLIAMS. We did that, and I question the thing. Maybe you want to do that in the future. We put on work programs, work in hundreds of different occupations. We developed the shop program after war production became a critical proposition. You may not want this shop program after the war is over, you may want to turn all the shops over to the vocational schools and tell them to run them, but for the time being, in our present situation, what we are after are two things: We are after helping people who could come in and profit by training, by letting them earn subsistence, and working it out so they actually get into industry. Those are the two things you are after.

Now, we tried to locate our shops, always considering the relationship with the schools, either on their property or under joint auspices, so that practically the title to every shop is owned by some municipality, either by the school board or by some municipal authority, so that if it became the policy of the Government, after this crisis is over, to go up here at Scranton, for instance, and say, if the school board holds title, it would turn the shop over to them, if that is the desirable thing. I would say, generally speaking, we have worked it out in close cooperation. I want to say that the quarrel amongst the leaders up here—of which I suppose I am a part—is not reflected in the educational structure at the level of the community. There is a much finer cooperation there, a spirit of working together.

Senator TAFT. To come back again to the question we are discussing, it does seem to me, if the Federal Government ought to engage in vocational education, it ought to be under one division, whether it ought to be under N. Y. A. or the Office of Education, I should think it ought to be under one division and not two.

Mr. WILLIAMS. I would start off by saying this, Senator, that as to the Federal Government spending money on this kind of activity, it would have to have very good reason for doing it at any time. First there is a body of young people who cannot avail themselves of opportunities for training or for work. If they can prove that, then the Government has a right to spend money for that group, but when it does do it it ought to do it in a way that fits into the current needs. The current need right now happens to be for shop workers, and therefore I thought I was wise in taking up all this old and surplus machinery and putting it together, making missing parts and putting the boys on them.

Senator TAFT. I think you were very wise.

Mr. WILLIAMS. It was not an idea of duplicating the schools, but it was an idea that that was the way to help the youngsters to go in and get jobs, and become part of the war production program.

Senator TAFT. We have got two problems, we have got the immediate problem and then we have the permanent one. I am wondering about the permanent one.

Mr. WILLIAMS. It is a thing that is going to need a lot of thinking and attention. I think it is a fine thing that people are putting their minds on it, because it is a real problem.

Senator ROSIER. Now, Mr. Williams, I have given all my life to the study of what you are talking about now. You take the Office of

Education, I know all about its history, and many of the men who have been at the head of it. It has always been a statistical, information-gathering Bureau; it has never been entrusted with the responsibility of distributing Federal aid to anybody or anything, until very recently when it has been given some temporary authority over the approval of the allocation of certain Federal funds for the development of local school projects.

Now, you have launched on an experiment which the school people of this country have been talking about for 30 or 40 years. We have known that these young people ought to have the same kind of training that Senator Taft mentioned, the school people have known that but it takes money to set up these things, as is demonstrated in these projects, and we could not get the money from the States, we could not get enough money from the States to run the elementary and the high schools in many States on any efficient basis. The only help we have in building up education in this country, the education we are talking about, is through Federal support. Some of the States are so poor that they cannot maintain the sort of educational system that they ought to.

I see the value in what Mr. Williams is doing; that he is demonstrating. It does not make any difference who handles it hereafter. If he can carry on an experiment here that demonstrates it has a value in training the young people of this country, why, the people are going to recognize the value of it and take care of it in the future, and this jurisdictional scrap can be laid aside for the time being. The testimony of Mr. Williams demonstrates beyond question the value of this project.

Senator TAFT. The only thing I had in mind, I did not quite see why we should give Ohio \$5,000,000 that they do not need, in order to give Alabama, if they need it, or Tennessee, in order to give Tennessee maybe \$500,000, or \$1,000,000.

Senator McKELLAR. Tennessee has a splendid school-system set-up. We have splendid schools in Tennessee. Any boy in the world who wants an education in Tennessee can get it, and everybody knows it. The trouble between me and Mr. Williams—

Mr. WILLIAMS. I am not arguing with you.

Senator McKELLAR. I think you are taking the boys that ought to go to school in Tennessee and putting them in camps, and putting them in other places where they cannot get an education, really.

Mr. WILLIAMS. Well, Senator, there is no question about the fine schools in your State, as fine as there are in the world. I went to school in your State.

Senator McKELLAR. We have as good schools as anybody.

Mr. WILLIAMS. That is not the question. Senator Taft says why give money to Ohio, if it does not need it, and that some other State should get it because they do need it. The facts in this picture are these, gentlemen; we might just as well recognize that there are great numbers of people—it is a sad fact, but it is a fact and a very real fact in their lives—that have incomes of \$120 a year, or \$200 a year, or \$300 a year, or \$500 a year. A boy in certain sections with certain incomes has one-thirtieth of the chance of another boy in getting a high-school education. The rural youth in Alabama has got one-seventh the chance of getting an education as the boy living in the cities. You cannot ignore that basic fact.

What you have done here, what the Congress has done, is simply recognized a condition of fact with respect to young people and said they should be given something to do. Then it gets to be a question of what have you given them to do, how have you done it? Well, you have to organize work for them. Then when it got to a point where there were opportunities in industry, you were obligated to organize your work so it produced somebody ready to go into industry, and that meant shop work. Now, if you are ready to say that you will turn this over to the schools and that the schools will give this boy some money to buy a shirt, some money to buy lunch with, some money for his sleeping quarters, that is O. K. but, gentlemen, do not make the mistake of thinking that you are going to do what you have done under this arrangement by merely turning something over to the schools. You will have the facilities there, but the same group who could afford all these things will get all the benefit. The great bulk of the youth, though, that have benefited by this program, will not get the benefit if you do that. That is the crux of the whole thing.

The CHAIRMAN. This whole question has been covered in the hearings on S. 1313, and for the benefit of persons who are studying the record and who want the educational outlook in the country, I just want to mention here that they should see the hearings on S. 1313.

Senator McKELLAR. Are they printed?

The CHAIRMAN. Yes, sir.

Senator TAFT. I want to ask Mr. Williams if he will be here tomorrow? I do not know whether I will have time to do it today. What I want to do is get a picture of the whole defense training program.

Mr. WILLIAMS. Yes, sir.

Senator TAFT. I want to get the situation of Colonel Burnell and these five or six different agencies training defense workers today. I would like to get a picture of that whole situation.

Senator McKELLAR. I think I can help you out by telling you how much money we have appropriated for training.

The CHAIRMAN. Mr. Williams, you may complete your statement.

Mr. WILLIAMS. Now, in regard to private employment of N. Y. A. workers:

During the calendar year 1941, 421,000 youth went from N. Y. A. projects into jobs in private industry, of which 210,000 were in industries directly or indirectly concerned with the prosecution of the war. For the past 6 months there has been a steady stream of about 32,000 N. Y. A. workers entering private employment every month. In addition to the 210,000 placed in industries related to the war effort, 21,351 N. Y. A. youth workers left the program during the calendar year to go into the military service.

Placement of N. Y. A. workers in private industries and in public employment during the calendar year 1941 is shown in the following table:

Number of youth leaving National Youth Administration for jobs in private industry and in public employment—out-of-school work programs—cumulative from Jan. 1, through Dec. 31, 1941

Item	Total	January through June 1941	July through December 1941
Private employment, total A (A includes one-half of the youth whose reasons for leaving were not reported)	421,334	228,606	192,728
Manufacturing industries, total	103,480	58,464	45,016
Food and kindred products, and tobacco.....	11,029	5,692	5,337
Textile and textile products.....	17,265	10,732	6,533
Lumber, furniture, and finished lumber products.....	6,736	4,068	2,668
Paper and allied products.....	2,695	1,643	1,052
Printing, publishing, and allied industries.....	3,179	1,628	1,551
Rayon and allied products.....	910	585	325
Chemical products (excluding rayon and allied products).....	2,502	1,564	938
Petroleum and coal products.....	1,046	506	540
Rubber products.....	1,531	1,029	502
Leather and leather products.....	4,339	2,705	1,634
Stone, clay, and glass products.....	2,633	1,565	1,068
Iron and steel and their products (excluding machinery).....	9,738	6,150	3,588
Nonferrous metals and their products (excluding machinery).....	2,843	1,529	1,314
Electrical machinery and equipment.....	5,757	3,667	2,090
Agricultural machinery and equipment.....	940	604	336
Metalworking machinery and equipment.....	3,080	1,589	1,491
Other machinery and equipment.....	4,004	2,221	1,783
Aircraft and parts.....	8,047	3,013	5,034
Automobiles and automobile equipment.....	3,391	2,200	1,191
Ship and boat building and repairing.....	2,235	836	1,399
Railroad and other transportation equipment.....	1,168	751	417
Other manufacturing industries.....	8,412	4,387	4,025
Nonmanufacturing industries, total	150,659	83,546	67,113
Agriculture, forestry (excluding logging), and fishing.....	25,875	14,991	10,884
Mining, quarrying, and petroleum production.....	2,303	1,187	1,116
Construction.....	11,829	7,056	4,773
Air transportation and service.....	548	273	275
Railroads (interstate).....	3,964	2,452	1,512
Other transportation and services.....	4,325	2,730	1,595
Telephone, telegraph, and related services.....	3,897	2,140	1,757
Electric, gas, and other local public utilities.....	2,067	1,048	1,019
Wholesale and retail trade.....	41,089	21,289	19,800
Finance, insurance, and real estate.....	5,459	2,835	2,624
Service industries (excluding domestic service).....	31,462	18,478	12,984
Domestic service.....	10,490	5,732	4,758
Other nonmanufacturing industries.....	7,351	3,335	4,016
Unknown industry	167,195	86,596	80,599
Public employment, total	53,912	33,388	20,524
Military service, total	21,351	14,189	7,162
Selective Service	8,410	5,638	2,772
Other	12,941	8,551	4,390
Other public employment, total	32,561	19,199	13,362
Work Projects Administration	5,418	4,101	1,317
Civilian Conservation Corps	11,127	7,482	3,645
Other	16,016	7,616	8,400

YOUTH AWAITING ASSIGNMENT TO NATIONAL YOUTH ADMINISTRATION PROJECTS

In spite of a high turnover rate, the N. Y. A. out-of-school work program cannot give employment and work experience to more than a portion of the youth who want and need this opportunity. In February 1942 there were 306,174 youths awaiting assignment to

N. Y. A. projects; this meant 144 youths waiting to be assigned for every 100 already receiving training. Unfortunately, because of lack of sufficient funds, the N. Y. A. has at no time been able to meet the needs of all youths who are unemployed and want work experience and training for war industries. With war industries clamoring for trained workers, an expansion of the facilities to give defense training to more youth would pay high dividends. The number of youths awaiting assignment to N. Y. A. projects in each State is shown in the following table:

Number of youth awaiting assignment, regional and State summary, out-of-school work program, February 1942

State and region	Number awaiting assignment			State and region	Number awaiting assignment		
	Total	Male	Female		Total	Male	Female
Grand total	306,174	142,489	163,685				
Region I, total	6,896	3,067	3,829	Region III—Con.			
Connecticut.....				South Carolina.....	9,873	4,202	5,671
Maine.....	1,068	420	648	Tennessee.....	9,900	3,670	6,230
Massachusetts.....	1,928	366	1,562	Texas.....	32,050	15,533	16,497
New Hampshire.....	116	34	80	Virginia.....	5,698	2,097	3,601
New York City.....	2,760	1,940	820	Region IV, total	34,427	15,554	18,873
New York State.....	846	233	613	Colorado.....	1,365	593	772
Rhode Island.....	16	3	13	Iowa.....	4,034	1,503	2,531
Vermont.....	162	71	91	Kansas.....	1,234	814	420
Region II, total	67,119	30,645	36,474	Minnesota.....	2,798	1,385	1,383
Delaware.....	120	41	79	Missouri.....	11,455	4,714	6,741
District of Columbia.....	204	15	189	Montana.....	106	45	61
Illinois.....	3,750	962	2,788	Nebraska.....	899	299	600
Indiana.....	3,796	1,178	2,618	New Mexico.....	1,411	738	673
Kentucky.....	17,847	10,036	7,811	North Dakota.....	5,413	3,026	2,387
Maryland.....	1,498	214	1,274	Oklahoma.....	4,048	1,624	2,424
Michigan.....	6,223	3,023	3,200	South Dakota.....	1,549	777	772
New Jersey.....	1,032	112	920	Wyoming.....	145	36	109
Ohio.....	5,385	1,561	3,804	Region V, total	4,186	1,305	2,881
Pennsylvania.....	12,484	3,365	9,119	Arizona.....	319	102	217
West Virginia.....	13,422	9,573	3,849	California.....	1,963	552	1,431
Wisconsin.....	1,368	545	823	Idaho.....	484	256	228
Region III, total	150,211	69,516	80,695	Nevada.....	4		4
Alabama.....	8,719	2,553	6,166	Oregon.....	230	68	162
Arkansas.....	22,497	15,334	7,163	Utah.....	639	220	418
Florida.....	13,915	6,022	7,893	Washington.....	528	107	424
Georgia.....	17,638	7,890	9,748	Territories, total	43,335	22,402	20,933
Louisiana.....	6,156	1,075	5,081	Puerto Rico.....	43,142	22,365	20,777
Mississippi.....	14,028	8,222	5,806	Virgin Islands.....	193	37	156
North Carolina.....	9,737	2,898	6,839				

MIGRATION OF YOUTH

The concentration of war production facilities in relatively few areas and the erection of new plants in places where practically no manufacturing was carried on before have resulted in problems of labor supply, of housing, and many others. The lure of steady, well-paid jobs has attracted migrants who stream into regions where war industries are located. Many do not have the necessary skill for the work and are not hired. About 85,000 workers, it is estimated by the Bureau of Employment Security, have migrated to the Los Angeles area since August 1940. Of these about 50,000 have found jobs; the remainder are unemployed or have migrated elsewhere, but in any

event represent a waste of human resources at a time when the country can ill afford such waste.

Youth, the most mobile part of the population, make up a large part of this migrant group. The need for direction in migration and proper training of the workers is very great. Proper training of local workers wherever possible would do much to reduce the need for migration of workers and the directed migration of needed skilled workers would help prevent the large-scale movement from constituting a problem in war production areas.

A systematic labor migration mechanism to supplant the haphazard migration of youth was begun last May by the National Youth Administration. Resident centers were established in areas where labor shortages existed, and youth trained in N. Y. A. workshops in the surplus labor areas were transported to these centers, from which they were able to secure employment.

This program, which combines training and transfer of youth to the areas where they are needed, will become of increasing importance as the remaining supply of local labor in the war centers is depleted.

In cooperation with the Bureau of Employment Security, the N. Y. A. is using its resident centers as a means of facilitating the regional movement of workers trained in its shops. A typical example of this type of work is at Nepaug, Conn., where there is a great need for war production workers. With the aid of detailed specifications of the types of workers needed in the Connecticut Valley provided by the Connecticut-United States Employment Service, the N. Y. A. is now transferring youth with the proper qualifications from other States to the N. Y. A. resident center at Nepaug Village, 15 miles west of Hartford. There they have a place to stay while receiving some brush-up training, and there they are interviewed by officials of the Employment Service and referred to employers needing workers. Since June 1941 more than 2,500 youth workers from this resident center at Nepaug have gone to work in war production industries in Connecticut.

Projects similar to Nepaug Village are being operated in Baltimore, San Diego, Seattle, Norfolk, Houston, Corpus Christi, and other areas where shortages of qualified workers are acute.

THE STUDENT WORK PROGRAM

The student work activities of the National Youth Administration fall into an altogether different category from the war production training program of the out-of-school projects. Here it is a question of keeping high school children in school, and of maintaining young people in college. The usual economic burdens which are always difficult for youth in school have in many cases been added to by the rising cost of living. Hence many youth from families just above the borderline of need, who would remain in school during normal times, now feel encouraged to abandon their technical and professional training to seek jobs resulting from the war effort.

It is not to the best interests of our war effort, however, to have a sudden exodus of youth from the schools, particularly of those youth who are studying for occupations which will be of great use in the future operation of our war program. Some of the threatened loss

to the Nation due to the failure to complete the training of necessary engineers, medical men, management specialists, factory inspectors, production managers, and other professionals, can be avoided by permitting needy students to perform useful part-time work for a small wage while remaining in school.

By providing the Nation's youth with work so that they may finance themselves through school, the N. Y. A. Student Work Program is contributing materially to a future supply of professional and technical workers. In November 1941 the latest month for which data are available, a total of 27,650 separate educational institutions participated in the program. These student work projects employed a total of 342,509 youth in tasks which assured them a marked contribution to their support as well as invaluable experience in fields associated with their education. The projects on which they were employed ranged from those requiring clerical skills to those which contributed greatly to scientific research in the various institutions.

On the secondary-school level the problem is not one of impending shortage of technically trained persons but is rather a problem of youth leaving school to try to find a place in the national economy without even completing their high school education. At the present time these youth are barred by their age and inadequate education from war industries, the majority of which will not take on workers younger than 18 years of age or without at least a high school education. And even with present labor market conditions youth at these lower age levels find it very difficult to obtain employment unless they have had some type of work experience. Hence many of the youth who are leaving high school prematurely at the present are adding to the ranks of unskilled and untrained labor, and cutting down their potential usefulness to the war program. The N. Y. A. school work program was, in November 1941, assisting some 245,499 needy secondary students to remain in school until their education was completed. A total of 25,972 institutions participated in this program, helping to keep youth in school until both their age and their training would enable them to contribute positively to the war effort.

At the present time the need for professional and technical personnel is very great, and many colleges have been drained of those students who have completed sufficient training to be of use in the war effort now. It would be very shortsighted to encourage and force the withdrawal of those youth who have not progressed far enough in their training to be used in their chosen fields. Engineers, doctors, chemists, biologists, competent research men, and other professional persons require long training. The N. Y. A. is assisting materially in insuring that this training be completed by enabling youth, who otherwise would leave school for economic reasons, to earn a small amount of money through part-time work in conjunction with their regular school work.

In November 1941 a total of 97,010 college students were employed on both the undergraduate and the graduate college programs of the N. Y. A. Through their work these students were not only enabled to stay in school and complete their professional training, but many of them were already assisting the national war effort by working on

scientific research projects undertaken by the universities at the behest of the Government or on Army projects established on local campuses.

The recent reserves set up by the Bureau of the Budget, cutting the original appropriation of \$23,000,000 for fiscal 1941-42 down to \$17,000,000 has meant a reduction of about 25 percent in the number of youth who can be assisted to remain in college and 50 percent in the number of youth assisted in high school during the coming 6 months. Reports from 1,290 out of the 1,734 colleges participating in the N. Y. A. college work program indicate that more than 16,000 students will be forced to drop out of college completely as a result of this recent reduction in funds. The total withdrawals will probably be much greater than this when, with their small N. Y. A. wage withdrawn, they meet the increased pressure to take jobs at any level of skill. The threat to the future supply of technical and professional workers, without immediate advantage to the war effort through this type of school withdrawal, is emphasized by the fact that more than 62 percent of the students who expected to withdraw because of reduction of funds were attending colleges in southern and rural States—States which have considerably less than the national average of war contracts and associated employment opportunity.

Now, in conclusion, gentlemen, the position I am taking is (1) that the N. Y. A. has put together a program of training that is now serving the war production industries; (2) that its services are located for the most part in sections of the country not served by any other agency; (3) that it is serving a group of young people who are unable to avail themselves of another opportunity, and that it is doing this at a very modest cost to the taxpayer.

I firmly believe that all training facilities are needed to win the war; that the war production industries will require at least 10,000,000 additional workers by the end of the present calendar year; and that at least half of the workers to be added to war industries must be given training to fit them for war production jobs; also that present training facilities are entirely inadequate to meet these training requirements and that manpower shortages will occur unless the number provided training is sharply increased. While effort is being made to place war industries upon a three-shift basis, a like effort must be made to train the workers who will be required to operate plants on this basis.

Without relinquishing our loathing of Nazi methods, we must appraise the German war effort dispassionately. In regard to labor training, we could well take a leaf out of their book. In March 1941 there were 3,000,000 workers being trained in Germany, and, after 2 years of war, labor training continues on a scale never equaled in the United States.

In this country, the number of youth entering the labor market each year is three times the number in Germany (1,600,000 compared with 500,000), yet our actual youth training program is smaller than that in Germany.

Germany and Japan are enemies powerful enough to threaten our national security because they have mobilized their full resources. The main resource of a nation is its trained manpower. To insure adequate trained manpower, Germany and Japan train not merely unemployed youth, but all youth. Neither our methods nor our aims can have anything in common with those of Nazi Germany or

Japan; but if we are to drive the aggressors from the shores of their victims, we must mobilize every human as well as every material resource that we possess. Instead of attempting to destroy the training program carried forward by the National Youth Administration, we should use it fully and expand it wherever possible and necessary.

(Exhibits submitted by Mr. Williams are as follows:)

EXHIBIT A

Federal Security Agency, National Youth Administration, inventory of major items of equipment, youth work defense program as of Jan. 31, 1941

	Number of items	Sheet Metal—Continued.	Number of items
Grand total.....	27,467	Bending machines.....	151
Machine shop.....	6,726	Rotary machines.....	315
Engine lathes, including 16- inch swing.....	2,531	Hydraulic presses.....	78
Engine lathes, over 16-inch swing.....	259	Air compressors.....	231
Turret lathes.....	78	Paint sprays.....	193
Screw machines.....	49	Forging.....	825
Shapers.....	88	Forges.....	422
Planers, including 30 by 30 inches.....	109	Furnaces, heat treating.....	373
Planers, over 30 by 30 inches	18	Power hammers.....	30
Gear cutters.....	3	Welding.....	3,011
Milling machines, plain.....	346	Arc welders.....	1,684
Milling machines, universal	76	Gas welders.....	969
Milling machines, vertical	151	Spot welders.....	334
Cylindrical grinders.....	53	Cutting machines.....	24
Universal tool and cutter grinders.....	133	Foundry.....	90
Surface grinders.....	180	Cupolas, 1 ton or less.....	15
Metal band saws.....	229	Cupolas, over 1 ton.....	10
Hack and other power saws.....	294	Nonferrous furnaces.....	21
Drill presses.....	1,198	Core making machines.....	13
Radial drill presses, includ- ing 3 feet to 0 inch.....	40	Core ovens.....	20
Radial drill presses, over 3 feet to 0 inch.....	13	Tumbling barrels.....	11
Boring mills, horizontal, including 4-inch bar.....	8	Automotive maintenance.....	451
Boring mills, vertical, in- cluding 36-inch.....	5	Cylinder boring bars.....	90
Punch presses.....	156	Brake machines.....	109
Arbor presses.....	209	Valve seat and valve face grinders.....	166
Sheet metal.....	3,499	Honing machines.....	86
Brakes, including 8 feet to 0 inch.....	565	Woodworking.....	2,359
Brakes, over 8 feet to 0 inch.....	39	Cut-off and rip saws.....	126
Bar folders.....	387	Table saws.....	320
Squaring shears.....	328	Jig and scroll saws.....	91
Combined punch and shears.....	116	Band saws.....	228
Shears, throatless.....	145	Jointers.....	246
Shears, other.....	549	Planers.....	143
Roll formers.....	402	Shapers.....	191
		Mortisers.....	92
		Lathes.....	240
		Drill presses.....	194
		Sanders, belt, disk, and drum.....	440

Federal Security Agency, National Youth Administration, inventory of major items of equipment, youth work defense program as of Jan. 31, 1941—Continued

	Number of items		Number of items
Woodworking—Continued.		Power sewing—Continued.	
Saddle seat machines.....	5	Feed-off-the-arm.....	147
Routers.....	38	Serging, etc.....	94
Dovetailers.....	5	Bartack.....	81
Radio: Items of radio test and fabrication equipment.....	1, 270	Button and buttonhole.....	221
Power sewing.....	5, 638	Basting.....	28
Single needle plain stitch- ers.....	4, 333	Special operations.....	241
2 and 3 needle.....	332	Cutting machines.....	123
		Steam presses.....	38
		Major items, not elsewhere classified.....	3, 598

EXHIBIT B

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942

SPENCER, MASS.		FALL RIVER, MASS.	
Shaper, 16-inch.....	1	Arbor press.....	2
Drill press, 17-inch, 21-inch.....	2	Drill press.....	3
Grinder, 7-inch.....	1	Tool furnace.....	1
Lathe, 10- to 14-inch.....	21	Hacksaw, 6-inch.....	1
Shaper, 6-inch.....	2	Surface grinder.....	1
Miller.....	1	Lathe, 9- to 16-inch.....	18
Surface grinder.....	1	Tool and cutter grinder.....	1
Hacksaw.....	1	Vertical miller.....	1
Rotary saw.....	1	Metal band saw.....	1
Bar folder, 30-inch.....	1	Air compressor.....	1
Roll former, 48-inch.....	2	Forge.....	1
Groover.....	1	Planer, 28 by 28 inches by 8 feet.....	1
Grinder.....	2	Bench drill, 14-inch.....	1
Angle-iron machine.....	1	Tool grinder.....	1
Rotary machine.....	1	Pneumatic grinder.....	1
Setting down machine.....	1	Gas welder.....	6
Squaring shear, 36-inch.....	1	Cutting torch.....	1
Ring and circle shear.....	1	Arc welder, 20-300-ampere.....	6
Unishear.....	1	Grinder.....	1
Lever punch.....	1	Ring and circle shear.....	1
Electric drill.....	3	Notcher.....	1
Arc welder, 200-ampere.....	2	Combination rotary.....	1
Crimper and beader.....	2	Beader.....	1
Drill press.....	1	Roll former, 36-inch.....	2
Brake, 8-foot.....	1	Bar folder, 30-inch.....	1
Beader.....	1	Shear.....	1
Burring machine.....	1	Spot welder, 15 kilovolt-ampere, 60 kilovolt-ampere.....	2
Spot welder.....	1	Punch and shear.....	1
Forge.....	1	Brake, 8-foot 3-foot.....	2
Gas welder.....	4	Squaring shear, 42-inch.....	1
		Groover.....	1
QUINCY, MASS.		NORTH QUINCY, MASS.	
Vertical miller, No. 2.....	1	Grinder.....	4
Lathe, 7- to 17-inch.....	13	Lathe, 6-inch, 9-inch.....	3
Cylinder grinder, 6- by 18-inch.....	1	Planer and jointer.....	2
Surface grinder.....	1	Sander.....	1
Shaper, 15-inch.....	1	Band saw, 30-inch.....	3
Drill press, 15-inch.....	1	Table saw.....	3
Turret lathe, 3½-inch, 1¼-inch.....	2	Band saw welder.....	1
Universal miller No. 1.....	1	Saw filer.....	1
Miller.....	1		

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

NORTH QUINCY, MASS.—continued

Shaper.....	2
Surfacer.....	1
Woodworking machine.....	1
Drill press.....	2

BOSTON, MASS.

(716 Columbia St.)

Buffer, 10-inch.....	1
Grinder, 7-inch, 10-inch.....	2
Surface grinder.....	1
Drill press, 17-inch, 21-inch.....	5
Shaper, 7-inch, 16-inch.....	4
Screw machine, ½-inch.....	1
Metal band saw.....	1
Hacksaw, 6-inch.....	1
Arbor press.....	2
Filing machine.....	1
Vertical miller.....	2
Lathe, 9- to 10-inch.....	19
Single needle, 31-15 (regular program).....	35
Single needle, 61W156 (regular program).....	20
Buttonhole, 71-32 (regular program).....	1
Zig-zag, 107W1 (regular program).....	1
Hemstitching, 118W4 (regular program).....	1
Two needle, 112W140 (regular program).....	5
Feed off the arm, 241-2 (regular program).....	1
Hemming Lewis Blindstitch (regular program).....	1
Cutting machine (regular program).....	1

(175 Ipswich Street)

Lathe.....	2
Boring bar.....	1
Arc welder.....	1
Brake riveter.....	1
Drum lathe.....	1
Valve refacer.....	1
Drill.....	7
Valve-seat grinder.....	2
Sander.....	4
Generator tester.....	1
Growler.....	1
Battery charger.....	2
Lathe grinder.....	1
Synchoscope.....	1
Air compressor.....	2

NEW BEDFORD, MASS.

Bench drill.....	1
Grinder, 9-inch.....	1
Hacksaw, 6-inch.....	1

NEW BEDFORD, MASS.—continued

Flame shaper.....	1
Arc welder, 20-250 amperes.....	6
Forge.....	2
Iron bender.....	1
Punch press, 22-ton.....	1
Drill press, 1-inch, ½-inch.....	3
Hacksaw, 6-inch.....	1
Lathe, 9- to 18-inch.....	23
Miller No. 1½.....	2
Shaper, 15-inch, 16-inch.....	2
Planer, 24- by 24-inch.....	1
Surface grinder.....	1
Grinder, 3-inch, 6-inch, 7-inch.....	3
Metal band saw.....	1
Vertical miller.....	1
Turret lathe, 1½-inch.....	1
Straightening machine.....	1
Arbor press, 12-inch, 16-inch, 50-ton.....	3
Gas furnace.....	4
Lever punch.....	1
Squaring shear, 3-foot, 6-foot.....	2
Ring and circle shear.....	1
Spot welder, 15-60 kilovolt-ampere.....	2
Brake, 8-foot, 3-foot.....	2
Bar folder.....	2
Roll former.....	2
Scroll shear.....	1
Communication receiver.....	1
Speaker.....	1
Transmitter.....	1
Tube tester.....	1
Frequency meter.....	1

SALEM, MASS.

Lathe, 9- to 14-inch.....	9
Shaper, 7- to 16-inch.....	2
Hacksaw, 6-inch.....	1
Surface grinder.....	1
Grinder, 7-inch.....	2
Miller.....	1
Drill press, 17- to 21-inch.....	2
Spot welder.....	1
Arc welder.....	3
Grinder.....	1
Drill press, 14-inch.....	2
Circular saw, 10-inch, 16-inch.....	2
Jointer, 8-inch.....	1
Planer, 20-inch.....	1
Band saw, 20-inch.....	1
Sander, 10-inch.....	1
Table saw, 10-inch.....	1
Shaper.....	1
Lathe, 12-inch.....	1

NEWBURYPORT, MASS.

Lathe.....	2
Grinder.....	2
Planer and jointer, 6-inch.....	1
Drill press.....	2

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

NEWBURYPORT, MASS.—continued		CHARLESTOWN, MASS.	
Band saw, 12-inch.....	1	Arbor press, 14-inch.....	1
Table saw, 7-inch.....	2	Buffer and grinder, 12-inch.....	1
Cut-off saw, 10-inch.....	1	Grinder, 10-inch.....	2
Combination saw, 10-inch.....	1	Surface grinder.....	2
Planer.....	1	Lathe, 9 to 16-inch.....	25
Shaper.....	1	Miller.....	2
		Universal miller.....	1
		Vertical miller No. 2.....	2
		Planer, 24 by 24-inch by 6-foot.....	1
		Arbor press.....	1
		Drill press, 15 to 21-inch.....	4
		Hacksaw, 6-inch.....	1
		Shaper, 16-inch.....	2
		Bandsaw, 30-inch.....	2
		Lathe, 12 to 28-inch.....	4
		Drill press, 14- to 17-inch.....	4
		Jointer, 6- to 12-inch.....	4
		Disk sander, 20-inch.....	1
		Surfacer, 20-inch.....	1
		Shaper.....	1
		Woodworking machine.....	1
		Grinder, 7-inch.....	1
		Bench grinder.....	1
		Metal band saw.....	1
		Arc welder, 20-250 ampere.....	14
		Bandsaw welder.....	1
		Wire bender, $\frac{3}{8}$ -inch.....	1
		Universal bender, $\frac{1}{2}$ -inch.....	1
		Brake, 40-inch, 8-foot.....	2
		Burring machine.....	2
		Combination machine.....	4
		Turning machine.....	1
		Crimper and beader.....	1
		Wire cutter and bail former.....	1
		Electric drill.....	1
		Elbow edger.....	1
		Bar folder, 30-inch.....	2
		Grinder.....	2
		Groover.....	1
		Bench plate.....	1
		Drill press, $\frac{1}{2}$ -inch.....	1
		Punch press, 22-ton.....	1
		Roll former, 30-inch.....	1
		Universal rotary.....	2
		Planer, 12-inch.....	1
		Belt sander, 6-inch.....	1
		Disk sander, 12-inch.....	1
		Spindle sander.....	1
		Table saw, 10-inch.....	2
		Tumbling barrel.....	1
		Core machine.....	1
		Spru cutter.....	1
		Nonferrous furnace.....	1
		Forge.....	1
		Heat-treating furnace.....	1
		Double seamer.....	1
		Setting down machine.....	3
		Revolving machine.....	1
		Ring and circle shear.....	1
		Squaring shear, 6-foot.....	2
		Unishear.....	3
		Punch and shear.....	1

ROXBURY, MASS.

Bench grinder.....	1
Drill press, 14-inch.....	1
Transmitter.....	1
Receiver.....	2
Automatic tester.....	1
Test master.....	1
Signal generator.....	3
Tube tester.....	1
Superpack.....	1
Dynamic demonstrator.....	1
Rider chanalyst.....	1
Volt and ohm meter.....	1
Capacity analyzer.....	1
Tube and set tester.....	2
Oscillograph.....	1
Frequency monitor.....	1
Tape puller.....	1
Automatic code sender.....	1
Amplifier.....	1

LAWRENCE, MASS.

Drill grinder.....	1
Buffer and grinder.....	1
Surface grinder.....	1
Shaper, 24-inch, 7-inch.....	2
Vertical miller.....	1
Grinder, 7-inch.....	3
Universal tool grinder.....	1
Punch press.....	1
Metal band saw.....	2
Miller.....	1
Bench radial drill.....	1
Drill press, 17-inch, 20-inch, 21-inch.....	4
Lathe, 10 to 16 inches.....	18
Turret, lathe, $\frac{3}{8}$ -inch.....	1
Forge.....	1
Arbor press.....	1
Air compressor.....	1
Jointer, 16-inch.....	1
Mortiser.....	1
Miter box and saw.....	1
Lathe, 12-inch.....	3
Planer, 24-inch.....	1
Band saw, 33-inch.....	1
Drum and disk sander.....	1
Scroll saw.....	1
Shaper.....	1
Table saw.....	1
Woodworking machine.....	1
Drill press.....	1
Grinder, 7-inch.....	1
Paint spray.....	1

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

CHARLESTOWN, MASS.—continued		WORCESTER, MASS.—continued	
Beverly shear.....	2	Circle shear.....	1
Spot welder, 10 kilowatt.....	1	Beader.....	1
Gas cutting machine.....	1	Grinder, 7-inch.....	1
		Metal band saw.....	1
SPRINGFIELD, MASS.		Arbor press.....	2
Crimper and beader.....	3	Filing machine.....	1
Roll former, 30-inch, 36-inch.....	3	Turret lathe.....	2
Throatless shear.....	1	Punch.....	1
Squaring shear, 36-inch, 72-inch.....	2	Squaring shear.....	3
Bar folder, 30-inch.....	1	Brake, 8-foot.....	2
Brake and folder, 42-inch.....	1	Roll former, 30-inch.....	3
Cornice brake, 6-foot.....	1	Bar folder.....	2
Circle shear.....	1	Circle shear.....	1
Notcher.....	1	Beader.....	1
Box and pan brake.....	1	Grinder, 7-inch.....	1
Beverly shear.....	3	Metal band saw.....	1
Setting-down machine.....	2	Burring machine.....	1
Rotary combination machine.....	3	Punch and shear.....	1
Wiring machine.....	3	Groover.....	1
Crimper.....	3	Shear.....	1
Brace and wire bender.....	1	Bender and former.....	1
Rotary machine.....	2	Soldering furnace.....	1
Gas furnace.....	1	Arc welder, 150 amperes.....	5
Double seamer.....	1	Gas welder.....	6
Grinder.....	1		
Filing machine, 4-inch.....	1	HOLYOKE, MASS.	
Grinder, 6 to 10-inch.....	7	Drill press, 17 to 21-inch.....	9
Buffer.....	1	Filing machine.....	2
Lathe, 9 to 16-inch.....	21	Gas furnace.....	1
Hacksaw, 6-inch.....	1	Universal tool grinder.....	2
Screw machine, 1½-inch.....	1	Surface grinder.....	2
Hand miller.....	1	Grinder, 7 to 10-inch.....	4
Drill press, 10 to 20-inch.....	3	Buffer and grinder, 10-inch.....	1
Shaper, 16-inch, 6-inch, 7-inch.....	3	Bushing grinder.....	1
Surface grinder.....	1	Lathe, 9 to 10-inch.....	27
Universal miller.....	1	Miller, midget.....	2
Radial drill press.....	1	Vertical miller.....	2
Arc welder, 46 ampere.....	6	Miller.....	3
Grinder, 7-inch, 10-inch.....	2	Metal band saw.....	1
Hacksaw, 4-inch.....	1	Hacksaw.....	2
Gas welder.....	12	Shaper, 20-inch.....	2
		Grinder, 10-inch.....	1
WORCESTER, MASS.		Air grinder.....	1
Lathe, 14-inch.....	20	Cutting machine.....	1
Shaper.....	4	Hacksaw.....	1
Surface grinder.....	1	Arc welder, 150-200 amperes.....	9
Universal tool grinder.....	1	Band-saw welder.....	1
Vertical miller.....	2	Gas welder.....	2
Drill press, 15-inch.....	5	Forge.....	1
Miller.....	1		
Grinder.....	7	BEVERLY, MASS.	
Metal band saw.....	1	Beader.....	1
Arbor press.....	2	Brace and wire bender.....	1
Filing machine.....	1	Brake.....	1
Turret lathe.....	2	Drill press, 14-inch, 21-inch.....	4
Punch.....	1	Folder and brake.....	1
Squaring shear.....	3	Bar folder.....	1
Brake, 8-foot.....	2	Forge.....	1
Roll former, 30-inch.....	3	Gas furnace.....	2
Bar folder.....	2	Groover.....	2
		Grinder, 7-inch.....	2

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

BEVERLY, MASS.—continued		ARLINGTON, MASS.—continued	
Notcher.....	1	Chanalyst (Rider).....	1
Double seamer.....	2	Signal generator.....	1
Roll former.....	1	Tube tester.....	1
Electric shear.....	1	Speaker.....	1
Ring and circle shear.....	1	Recorder.....	1
Shear and punch.....	1	Voltmeter.....	1
Throatless shear.....	1	Microphone.....	2
Squaring shear.....	1	Reproducer.....	1
Utility shear.....	1	Drill press.....	1
Setting-down machine.....	1		
Spot welder.....	2	EVANSVILLE, IND.	
Arc welder, 40-300 amperes.....	2	Telegraph apparatus.....	1
Wiring machine.....	1	Communication receiver.....	1
		Volt ammeter milliammeter.....	1
LYNN, MASS.		Rider chanalyst.....	1
Heat-treating furnace.....	1	Radio set tester.....	1
Forge.....	1	Tube tester.....	1
Drill press, 15-inch, 17-inch, 21-inch.....	3	Signal generator.....	1
Shaper, 7-inch, 16-inch.....	2	Oscillograph.....	1
Universal tool grinder.....	1	Crystal microphone.....	1
Surface grinder.....	1	Loud speaker.....	1
Grinder, 7-inch.....	2	Resistance analyzer.....	1
Vertical miller, No. 2.....	1	Frequency monitor.....	1
Miller, No. 2.....	1	Grinder, 6 inch.....	1
Lathe, 12- to 16-inch.....	13	Electric drill.....	1
Lathe, 12-inch.....	1	Spot welder.....	1
Jointer, 6-inch.....	2	Sander.....	1
Grinder, 7-inch.....	1	Unishear.....	1
Planer, 20-inch.....	1	Bar folder.....	3
Mortiser.....	1	Gap shear.....	1
Combination saw.....	1	Square shear.....	2
Scroll saw.....	2	Beverly shear.....	1
Rip saw, 20-inch.....	1	Slip roll.....	4
Table saw, 16-inch.....	1	Screw punch.....	2
Drill press.....	1	Brake, 5-foot, 8-foot.....	2
		Combination saw.....	1
CHICOPEE, MASS.		Planer, 30 inches.....	2
Bench grinder, 7-inch.....	4	Mortiser.....	1
Buffer and grinder, 10-inch.....	1	Variety saw.....	1
Surface grinder.....	1	Lathe.....	2
Lathe, 12- to 16-inch.....	15	Shaper.....	1
Filing machine.....	1	Belt sander.....	2
Vertical miller.....	1	Ripsaw.....	1
Miller, No. 2½.....	1	Band saw.....	1
Drill press, 21-inch.....	4	Tenoner.....	1
Arbor press.....	2	Jointer, 20-foot.....	1
Hacksaw.....	1	Tool sharpener.....	1
Shaper, 16-inch.....	1	Lathe, 9- to 17-inch.....	17
Metal band saw, 16-inch.....	1	Universal cutter grinder.....	1
Arc welder, 250 amperes.....	5	Heat-treating furnace.....	1
Gas welder.....	3	Drill press, 21-foot.....	1
		Metal band saw.....	2
ARLINGTON, MASS.		Shaper, 24- to 14-inch.....	2
Soldering iron.....	7	Mandrel press.....	1
Testing machine.....	1	Planer, 28 by 28 inches by 6 feet.....	1
Transmitter.....	1	Surface grinder.....	1
Receiver.....	1	Universal miller.....	1
Dynamic speaker.....	1	Arc welder, 200 amperes.....	4
		Gas welder.....	3
		Pan brake.....	1
		Seamer.....	1

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

EVANSVILLE, IND.—continued		SOUTH BEND, IND.—continued	
Setting down machine.....	1	Drill press.....	1
Crimper.....	1	Tool grinder, 8-inch.....	1
Groover.....	1	Screw punch.....	2
Angle notcher.....	1	Angle-iron notcher.....	1
Angle bender.....	1	Angle-iron bender.....	1
Cutting torches.....	2	Grinder.....	1
Valve grinder.....	1	Seamer.....	1
Valve seat grinder.....	2	Drill press.....	1
Disc sander.....	1	Battery charger.....	1
Electric drill.....	2	Grinder.....	1
Air compressor.....	1	Tube tester.....	1
Paint spray.....	1	Signal generator.....	1
		Traceometer.....	1
		Oscillograph.....	1
		Frequency monitor.....	1
		Multimeter.....	4
		Condenser tester.....	1
		JEFFERSONVILLE, IND.	
Drill press, 21-inch.....	5	Arc welder, 100-200-ampere.....	6
Cylinder grinder.....	1	Gas welder.....	8
Shaper.....	2	Forge.....	1
Milling machine.....	1	Heat-treating furnace.....	1
Lathe, 9- to 16-inch.....	14	Square shear, 30-inch.....	2
Hack saw.....	1	Brakes, 5-foot, 8-foot.....	2
Metal band saw.....	1	Unishear.....	1
Planer, 10-foot.....	1	Spot welder, 20-kilowatt.....	1
Do-All saw.....	1	Roll former, 30-inch.....	2
Arc welder.....	1	Bar folder, 30-inch.....	2
Bench grinder.....	1	Setting down machine.....	1
Heat-treating furnace.....	1	Combing machine.....	2
Valve refacer.....	1	Sets of stakes.....	2
Lathe, 9-inch.....	1	Soldering furnace.....	1
Arc welder, 140-ampere.....	1	Drill press, 15-inch.....	1
Air compressor.....	1	Seamer.....	1
Combination saw.....	1	Lathe, 9- to 14-inch.....	13
Grinder, 6-inch.....	1	Universal miller.....	1
Belt sander.....	1	Universal grinder.....	1
Tenoner.....	1	Drill press, 21-inch.....	1
Mortiser.....	1	Hacksaw, 14-inch.....	2
Shaper.....	1	Single needle, 61W156.....	26
Press.....	1	Feed-off-the-arm, 241-2.....	1
Square shear, 52-inch.....	1	Serger, 81-65.....	1
Box and pan brake, 8-foot.....	1	Cutting machine.....	1
Brake, 5-foot.....	1		
Spot welder.....	1		
Drill press.....	1		
Roll former, 36-inch.....	2		
Bar folder, 36-inch.....	1		
Crimper.....	1		
Burring machine.....	1		
Seaming machine.....	1		
Swedger and crimper.....	1		
Lathe.....	1		
Jointer.....	1		
Disk sander.....	1		
Jig saw.....	1		
Drill press.....	1		
Grinder.....	1		
Band saw.....	1		
Planer, 8-inch.....	1		
Lathe, 11-inch.....	1		
Circular saw.....	3		
Band saw.....	1		
Jointer.....	1		
		FORT WAYNE, IND.	
		Arc welder, 140-200 amperes.....	6
		Spot welder, 30 amperes.....	1
		Gas welder.....	4
		Cutting torch.....	4
		Forge.....	1
		Bench grinder.....	1
		Beader.....	1
		Bar folder.....	2
		Roll former.....	2
		Squaring shear.....	1
		Brake, 5-foot, 8-foot.....	2
		Unishear.....	1
		Electric drill.....	2

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

FORT WAYNE, IND.—continued		INDIANAPOLIS, IND.	
Lathe, 9- to 13-inch.....	12	(2401 West Keystone Ave.)	
Heat-treating furnace.....	1	Lathe, 6- to 13-inch.....	16-
Miller, universal.....	1	Gas welder.....	6
Shaper, 14-inch.....	1	Shaper, 7- to 15-inch.....	3
Universal cutter grinder.....	1	Universal miller.....	1
Arbor press.....	1	Drill press, 21-inch.....	1
Drill press, 21-inch.....	1	Grinder.....	2
Hacksaw.....	1	Saw, 14-inch.....	1
Emery wheel, 10-inch.....	1	Arc welder.....	4
		Forge and anvil.....	1
SULLIVAN, IND.		(537 North Capital Ave.)	
Lathe, 9- to 13-inch.....	10	Code machine.....	1
Shaper, 7- to 24-inch.....	3	Code recorder.....	1
Drill press, 21-inch.....	1	Shaper.....	1
Miller.....	1	Jigsaw, 24-inch.....	1
Metal band saw.....	1	Drill press.....	1
Heat-treating furnace.....	1	Band saw welder.....	1
Bar folder, 30- to 36-inch.....	2	Gas welder.....	1
Square shear, 36-inch.....	2	Cutting torch.....	2
Roll former, 36-inch, 30-inch.....	3	Air compressor.....	1
Brake, 5-foot.....	1	Notcher, cutter, and bender.....	1
Setting down machine.....	2	Arc welder, 200-400 amperes.....	3
Combination machine.....	1	Air compressor.....	1
Drill press, 15-inch.....	1	Electric drill.....	1
Grinder, 10-inch.....	1	Valve seat grinder.....	1
Arc welder, 150-200 amperes.....	2	Frequency monitor.....	1
Gas welder.....	1	Receiver.....	1
GARY, IND.		Microphone.....	2
Miller.....	1	Oscillograph.....	1
Shaper, 14-inch.....	1	Tube tester.....	1
Lathe, 9- to 13-inch.....	11	Signal generator.....	1
Drill press, 8- to 21-inch.....	3	Volt-ohm-milliammeter.....	1
Bench grinder, 6-inch.....	1	Transmitter.....	1
Universal tool grinder.....	1	Drill press, ½-inch.....	1
Arbor press.....	1	Gasoline motor generator.....	2
Bench grinder.....	1	Grinder, 8-inch.....	1
Gas welder.....	2	Paint spray.....	1
Spot welder.....	1	Jointer, 8-inch.....	1
Bench grinder.....	1	Lathe.....	2
Drill press, 10-inch.....	1	Planer, 18-inch.....	1
Sander.....	1	Mortiser.....	1
Bar folder.....	2	Belt sander.....	3
Roll former, 30-inch.....	1	Band saw, 14-inch.....	2
Combination machine.....	1	Saw table, 8- to 10-inch.....	3
Universal rotary.....	1	Mandrel press.....	1
Setting down machine.....	1	Setting down machine.....	1
Brake, 5-foot.....	1	Stake.....	6
Shear, 36-inch.....	1	Bar folder, 30-inch.....	1
Bench grinder.....	1	Brake, 5-foot, 8-foot.....	2
Cupola, 1,600-pound capacity.....	1	Beader and crimper.....	1
Flasks.....	100	Unishear.....	1
Core oven.....	1	Electric drill.....	3
Valve grinder.....	1	Forge.....	1
Valve-seat grinder.....	1	Burring machine.....	1
Disc sander.....	1	Roll former.....	1
Air compressor.....	1	Drill press.....	1
Paint spray.....	1		

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

INDIANAPOLIS, IND.—continued		ANDERSON, IND.—continued	
Shear.....	1	Crimper.....	1
Beverly shear.....	1	Cornice brake, 5 foot.....	1
Lathe, 9- to 16-inch.....	14	Gap shear, 52-inch.....	1
Miller.....	1		
Planer, 24-inch by 24-inch by 6-foot.....	1	MUNCIE, IND.	
Drill press, 21-inch.....	1	Angle-iron bender.....	1
Toolgrinder, 10-foot.....	1	Brake.....	1
Universal tool grinder.....	1	Box and pan brake.....	1
Shaper, 14-inch, 16-inch.....	2	Bench grinder, 7-inch.....	1
Hacksaw.....	1	Angle-iron notcher.....	1
Bench grinder.....	2	Punch.....	1
		Squaring shear.....	1
WASHINGTON, IND.		Drill press, 21-inch.....	1
Lathe, 16-inch.....	7	Forge.....	1
Shaper, 7-inch.....	2	Gas furnace.....	1
Forge and anvil.....	1	Bench grinder, 10-inch.....	1
Drill press, 20-inch.....	1	Tool post grinder.....	1
Hacksaw.....	1	Universal tool grinder.....	1
Grinder.....	1	Hacksaw.....	1
Arc welder.....	1	Lathe, 9- to 13-inch.....	12
Shaper, 24-inch.....	1	Miller.....	1
		Shaper, 7- to 14-inch.....	2
ANDERSON, IND		Arc welder, 120-200 ampere.....	2
Transmitter kit.....	1	Gas welder.....	1
Radio.....	2	Spot welder, 20 kilovolt-ampere.....	1
Volt-ohm-milliammeter.....	1		
Tube tester.....	1	TERRE HAUTE, IND.	
Signal generator.....	1	Drill press, 6- to 21-inch.....	2
Code machine.....	1	Lathe, 9- to 14-inch.....	15
Amplifier.....	1	Miller.....	1
Headphone.....	12	Shaper, 7- to 14-inch.....	2
Electric drill.....	1	Heat-treating furnace.....	1
Ripsaw, 14-inch.....	1	Grinder, 6- to 10-inch.....	2
Band saw.....	1	Forge.....	1
Planer, 30-inch.....	1	Anvil.....	2
Tenoner.....	1	Hacksaw.....	1
Mortiser.....	1	Arc welder, 25-100 ampere.....	2
Belt sander.....	1	Arbor press.....	1
Disc sander.....	1	Metal band saw.....	1
Jointer, 6-inch, 20-inch.....	2	Lathe, 9-inch to 16-inch.....	3
Lathe.....	1	Drill press, 16 inch.....	1
Band saw.....	1	Shaper.....	1
Shaper.....	1	Band saw, 14 inch.....	1
Band saw welder.....	1	Circular saw, 10-inch to 12-inch.....	2
Jigsaw.....	1	Jointer, 6-inch.....	1
Bar folder.....	1	Mortiser.....	1
Squaring shear.....	1	Jigsaw.....	1
Hacksaw.....	1	Belt sander.....	1
Corrugating machine.....	1	Planer and jointer.....	1
Punch.....	2	Grinder.....	1
Groover.....	1	Grindstone.....	1
Drill press.....	1	Disc sander, 12-inch.....	1
Box brake.....	1	Box and pan brake, 96-inch.....	1
Burring machine.....	1	Brake, 60 inch.....	1
Roll former, 36- to 48-inch.....	2	Bar folder, 30 inch, 36-inch.....	2
Setting down machine.....	1	Roll former, 30 inch, 36-inch.....	2
Crimper and beader.....	1	Squaring shear, 36 inch, 54-inch.....	2
All-in-one machine.....	1	Combination beader.....	1
		Crimper and beader.....	1

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued;

TERRE HAUTE, IND.—continued		WHEELING, W. VA.—continued	
Spot welder, 20 killivolt-ampere.....	1	Punch press, 22-ton.....	1
Punch.....	1	Band saw.....	2
Emery grinder, 6-inch.....	1	Arc welder, 200-300 ampere.....	4
Angle-iron shear.....	1	Band saw welder.....	1
Beverly shear.....	1	Spot welder, 60 kilo volt-ampere.....	1
Unishear.....	1	Floor crane and hoist.....	1
Air compressor.....	1	Hand bending brake.....	1
Paint spray.....	2	Combination bench folder and brake.....	1
HAMMOND, IND.		Bench brace and wire bender.....	1
Single needle, 61W156.....	23	Bench slip roll former.....	2
Felling, 231-7.....	1	Burring machine.....	1
Buttonhole, 71-30.....	1	Revolving machine.....	1
Serger, 81-72.....	1	Combination shear and punch.....	2
Cutting machine.....	1	Utility hand shear.....	1
HUNTINGTON, W. VA.		Bench throatless shear.....	1
Single needle, 95-40.....	5	Squaring shear, 6 feet.....	2
Feed-off cylinder, 148-2.....	1	Gas furnace.....	3
Single needle, 96-87.....	2	Electric hand shear.....	1
Buttonhole, 71-30.....	1	Beader.....	1
Belt loop, 147-39.....	1	Bar folder, 30-inch.....	1
Two needle, 112W140.....	1	Combination rotary.....	1
Serger, 81-72.....	1	Notcher.....	1
Feed-off-the-arm, 231-34.....	1	Groover.....	1
Three needle, 760 W. & G.....	1	Finger brake.....	1
Serger, 69-8.....	1	Seamer.....	1
Button sewing, 69-5.....	1	Setting down machine.....	1
Embroidery, 114W103.....	1	Air compressor.....	1
Single needle chain, 241-2.....	12	Grinder, 6 inches.....	3
Felling, 16800G7.....	1	Ring and circle shear.....	1
Feed-off-the-arm, 231-35.....	1	Paint spray.....	1
Feed-off-the-arm, 35800.....	1	WEBSTER SPRINGS, W. VA.	
Cutting machine.....	1	Lubricating unit.....	1
WHEELING, W. VA.		Forge.....	3
Galvanizing unit, 25-ton complete.....	1	Lever bench punch.....	2
Filing machine.....	1	Burring machine.....	1
Grinder.....	2	Turning wiring machine.....	1
Surface grinder.....	1	Crimping and beading machine.....	1
Universal tool grinder.....	1	Double-seaming machine.....	1
Pneumatic hammer.....	1	Elbow-edging machine.....	1
Lathe, 14 to 10 inches.....	6	Setting-down machine.....	1
Milling machine, B. & S., No. 3.....	1	Grooving machine, 30-inch.....	1
Duplex milling machine.....	1	Box and pan brake, 60-inch.....	1
Vertical milling machine.....	1	Squaring shear, 36-inch.....	1
Arbor press, 16 inches.....	1	Ring and circle shear.....	1
Sensitive drill press, ¼ inch.....	1	Slip-roll former.....	1
Drill press, 20 inches.....	1	Bench plate with stakes.....	1
Radial drill, 3 feet.....	1	Slitting shear, 9-inch.....	1
Hand screw machine, P. & W. No. 2.....	1	Bar folder, 30-inch.....	1
Shaper, 20 inches.....	2	Wirer.....	1
Vertical slotter, 3½ inches.....	1	Unishear.....	1
Tool post grinder.....	1	Beading machine.....	1
Heat treating furnace.....	1	Punch.....	1
Planer, 32 by 32 inches by 12 feet.....	1	Beverly shear.....	1
		Brake, 8-inch.....	1
		Gas-welding outfit.....	5
		Arc welder, 200-ampere.....	6
		DeWalt saw, 16-inch.....	1
		Belt sander.....	1
		Drill press.....	1

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

WEBSTER SPRINGS, W. VA.—continued		WEBSTER SPRINGS, W. VA.—continued	
Automatic shaping lathe.....	1	Tilt-arbor saw, 16-inch, 10-inch.....	2
Cut-off saw.....	1	Jointer 24-inch, 6-inch, 8-inch.....	3
Double surfacer.....	1	Band saw 14- to 36-inch.....	2
Ripper.....	1	Planer 24-inch by 8 feet.....	1
Planer, matrix mold, 20-inch.....	1	Lathr, 11-inch.....	3
Mortiser.....	1	Shaper.....	1
Band saw, 30-inch, 50-inch.....	2	Grinder, 6-inch.....	1
Surfacer, 30-inch.....	1	Scroll saw.....	1
Saw (2 resaws).....	3	Grinder.....	1
Jointer, 8-inch.....	1	Combination sander.....	1
Grinder.....	1	Surfacer, 16 by 6 inches.....	1
Molder, 4-side.....	1	Bench grinder.....	1
Shaper.....	2	Ring and circle shear.....	1
Saw filer.....	2	Drill press.....	2
Lathe.....	1	Press brake, 102-inch.....	1
Portable sawmill, capacity 10,000 feet, board measure, per 8 hours.....	1	Cornice brake, 6-foot.....	1
Edger, 2 saw.....	1	Squaring shear, 6-foot, 10-foot.....	2
Trimmer, two 18-inch saws.....	1	Box and pan brake, 5-foot.....	1
Skids for handling logs from highway to sawmill carriage.....	1	Combination brake, 4-foot.....	1
Dry kiln, capacity 12,000 board feet.....	1	Crimper and beader.....	1
South Charleston, W. Va.		Beading machine, 30-inch.....	2
Battery charger.....	1	Elbow edger.....	1
Cupola, 4-ton.....	1	Setting down machine.....	1
Cupola, 1-ton.....	1	Burring machine.....	1
Nonferrous furnace, 400-pound.....	1	Bench punch, 15-inch.....	1
Nonferrous furnace, 180-pound.....	1	Radial drill press, 36-inch.....	1
Dynameter.....	1	Profiling machine.....	2
Modulation monitor.....	1	Gas furnace.....	1
Receiver.....	1	Vertical milling machine No. 4B.....	1
Radial saw, 14-inch.....	1	Tube bender.....	2
Drill press.....	1	Sensitive drill press.....	2
Bench grinder.....	1	Transmitter.....	2
Core oven.....	1	Drill press.....	1
Crane ladle.....	1	Generator.....	2
Arc welder, 150-300 ampere.....	10	Oscillator.....	1
Surface grinder.....	2	Slip roll, 36-inch.....	2
Universal tool grinder.....	1	Beverly shear.....	1
Cylindrical grinder.....	1	Spot welder, 35 kilowatts.....	1
Motor-generator set.....	1	Unishear.....	1
Universal miller No. 4.....	2	Edger.....	1
Drill press, 10- to 20-inch.....	4	Pipe folder.....	1
Drill press, P. & W. 10-inch, 3- spindle.....	2	Bar folder, 30-inch.....	1
Drill press, 12-inch, 2-spindle.....	1	Slitting shear, 10-inch.....	2
Drill press, 14-inch, 2-spindle.....	2	Turning machine.....	2
Lathe, 2- to 20-inch.....	15	Grooving machine, 30-inch.....	1
Milling machine, B. & S.....	5	Double seaming machine.....	1
Shaper, 14- to 24-inch.....	4	Brace and wire bender.....	1
Grinder, 6- to 10-inch.....	8		
Vertical boring mill.....	1	PRINCETON, W. VA.	
Hacksaw, 12-inch.....	2	Forge.....	4
Planer, 30 inches by 12 feet.....	2	Gap lathe, 24-inch.....	1
Do-All saw.....	1	Miller No. 1.....	1
Punch press.....	3	Planer, 5-foot.....	1
Hardness tester.....	1	Lathe, 9- to 18-inch.....	12
Screw machine, W. & S. No. 4.....	1	Buffer and grinder.....	1
Screw machine, B. & S. No. 2.....	3	Drill press, 18-inch.....	3
		Emery wheel.....	5
		Wood lathe.....	1
		Shaper, 18- to 20-inch.....	4
		Do-All machine.....	1

Federal Security Agency, National Youth Administration—Major items of equipment by shop locations, Youth Work Defense Program, States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

PRINCETON, W. VA.—continued		CLARKSBURG, W. VA.—continued	
Shear, 42-inch.....	1	Grinder.....	1
Wire bender.....	1	Hand shear.....	2
Anvil, pipe maker.....	1	Metal band saw.....	1
Bar folder.....	4	Arbor press.....	1
Box and pan brake.....	1	Shaper, 24- to 14-inch.....	3
Bench plate.....	4	Contour machine.....	1
Stake.....	10	Punch press.....	1
Pivoter.....	2	Band saw welder.....	1
Punch press.....	1	Turret lathe No. 1½.....	1
Punch.....	1	Planer, 24 by 24 inches by 8 feet..	1
Hand shear.....	4	Arc welder, 200 amperes.....	10
Saw.....	1	Hacksaw.....	1
Band saw welder.....	1	Tool grinder.....	2
Spot welder, 20-kilovolt-ampere..	1		
Spot welder, ½ kilovolt-ampere..	1		
Arc welder, 200-ampere.....	7	ARTHURDALE, W. VA.	
		Transmitter, 60-1000 watt.....	2
		Drill press.....	1
		Tube tester.....	1
		Signal generator.....	1
CLARKSBURG, W. VA.		Motor generator.....	1
Brake-shoe riveter.....	1	Transceiver.....	2
Brake-shoe countersinker.....	2	Dynamic demonstrator.....	1
Lathe, 9-inch.....	1	Box and pan brake, 5-foot.....	1
Motor tester.....	5	Squaring shear, 36-inch.....	1
Drill press, 17-inch.....	4	Rapid groover.....	1
Boring bar.....	2	Circle shear.....	1
Tool grinder.....	3	Slip roll former, 36-inch.....	1
Compressor.....	1	Lever punch.....	1
Distributor tester.....	1	Brace and wire bender.....	1
Bushing grinder.....	1	Bar folder, 36-inch.....	1
Lubricator.....	4	Setting down machine.....	1
Unitron.....	1	Double seaming machine.....	1
Valve grinder.....	1	Shear and rod cutter.....	1
Brake drum grinder.....	2	Crimper.....	1
Valve refacer.....	2	Beader.....	1
Growler.....	2	Arc welder, 200-300 ampere.....	8
Pinhole grinder.....	2	Air compressor.....	1
Bench grinder.....	5	Disc sander, 12-inch.....	1
Cylinder grinder.....	2	Belt sander.....	1
Paint spray.....	1	DeWalt woodworking machine.....	1
Portable sander.....	2	Jointer, 12-inch.....	1
Airplane and engine.....	3	Variety saw.....	1
Engine.....	7	Band saw, 30-inch.....	1
Grinder.....	3	Lathe, 12-inch.....	1
Punch and shear.....	1	Mortiser, 5-inch.....	1
Belt sander.....	1	Drill press.....	1
Disc sander.....	1	Jigsaw.....	1
Saw and jointer.....	1	Shaper.....	2
Bandsaw.....	1	Tennonner.....	1
Stand.....	6	Planer, 30-inch.....	1
Forge.....	5	Paint spray.....	1
Lathe, 18- to 24-inch.....	8		
Milling machine, No. 2.....	1		

EXHIBIT C

Federal Security Agency; National Youth Administration, list of machine tools which the National Youth Administration has received from the Army and Navy in the States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942

[All of these machines had been declared surplus and were rebuilt and put into operation in National Youth Administration shops]

MASSACHUSETTS

1. Drill press, 3-spindle B/D, SA 4304 ¹ -----	Springfield Armory, Springfield, Mass.
2. Drill press, 2-spindle, Cinn. Mach. Co. SA 3259 ¹ ..	Do.
3. Drill press, 1-spindle, SA 2567 ¹ -----	Do.
4. Drill press, 1-spindle, SA 2565 ¹ -----	Do.
5. Drill press, 1-spindle, sensitive. Maker, Chas. G. Allen Co., SA 4076 ¹ -----	Do.
6. Drill press, 4-spindle, SA 2791 ¹ -----	Do.
7. Drill press, 1-spindle, SA 3954-----	Do.
8. Drill press, 1-spindle belt-drive W/O/C, SA 5874..	Do.
9. Grinder, internal, SA 2967 ¹ -----	Do.
10. Grinder, pedestal, SA 6180 ¹ -----	Do.
11. Grinder, cutter and reamer Univ. No. 3 SA 1530 ¹ ..	Do.
12. Grinder, tool bench, SA 4078 ¹ -----	Do.
13. Grinder, surface No. 2 B. & S., SA 2501-----	Do.
14. Grinder, cylindrical No. 1 P. & S., SA 5336-----	Do.
15. Grinder, surface B. & S., No. 2, SA 2095-----	Do.
16. Lathe, turret, 24" x 36" x 6", Gisholt Mach. Co., No. 32-674-----	Boston Navy Yard.
17. Lathe, turret, P. & W., No. 42-581-----	Do.
18. Lathe, turret, P. & W., No. 42-583-----	Do.
19. Lathe, turret, P. & W., No. 42-578-----	Do.
20. Lathe, turret, P. & W., No. 42-582-----	Do.
21. Lathe, turret, No. 1, W. & S., SA 5272 ¹ -----	Springfield Armory, Springfield, Mass.
22. Lathe, turret, No. 2 P. & W., SA 1696 ¹ -----	Do.
23. Lathe, single-tool 13, SA 2459 ¹ -----	Springfield, Mass.
24. Lathe, speed, J. G. Blaunt, SA 5225 ¹ -----	Springfield Armory, Springfield, Mass.
25. Lathe, engine, SA 1471 ¹ -----	Do.
26. Lathe 13", SA 2460 ¹ -----	Do.
27. Lathe, engine 16" Hendy Machine Co., belt- drive W/O/C SA 1785-----	Do.
28. Lathe, turret, hand, No. 2, P. & W., N/C/T, no accessories-----	Frankford Arsenal.
29. Lathe No. 14 x 6", LeBlond, L 1508-----	Do.
30. Milling machine, 8" auto., P. & W., 42-1150-----	Boston Navy Yard.
31. Milling machine, P. & W., 42-1149-----	Do.
32. Miller, hand, No. 1, SA 4338 ¹ -----	Springfield Armory, Springfield, Mass.
33. Miller, hand, No. 1, SA 4325 ¹ -----	Do.
34. Miller, Univ., No. 2, B. & S., SA 3603-----	Springfield Armory.
35. Miller, auto., 5", P. & W., W. C. S., SA 3126-----	Springfield Armory, Springfield, Mass.
36. Miller, Van Norman, plain, No. 2, M25-----	Frankford Arsenal.
37. Miller, No. 2 G, univ., Hendy Norton, M 364-----	Do.
38. Miller, plain standard, No. 1, M222-----	Do.
39. Miller, B. & S., No. 1½, univ., M35-----	Do.
40. Rivet spinner, Grant, SA 5975-----	Springfield Armory; Springfield, Mass.
41. Saw, C. I. Table Defiance, SA 5868-----	Do.
42. Screw machine, auto., B. & S., No. 42-585-----	Boston Navy Yard.
43. Screw machine, auto., No. 2, P. & W., No. 42-584-----	Do.
44. Screw machine, auto., B. & S., No. 42-584-----	Do.
45. Shaper, 15", Hendey Mfg. Co., SA 53254-----	Springfield Armory; Springfield, Mass.

¹ Shipped to Maine

Federal Security Agency, National Youth Administration, list of machine tools which the National Youth Administration has received from the Army and Navy in the States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

INDIANA

- | | |
|---|----------------------------------|
| 1. Bench lathe, 5½", swing, 48" bed, South Bend Lathe Co. | Frankford Arsenal, Philadelphia. |
| 2. Miller, Hedy Norton, No. 1-B, plain, 38" x 9", M228. | Do. |

WEST VIRGINIA

- | | |
|---|-----------------------|
| 1. Boring mill, 30" table, single-head, B 16----- | Frankford Arsenal. |
| 2. Boring machine, 18" x 24", horizontal Rockford machine, year 1919, W/C/S Has Ebc, Motor 5 H. P., U. S. N. 159-1-123, Item 225. | Washington Navy Yard. |
| 3. Drill press, 14", 3-spindle, D 119, 1-spindle, D 160. | Frankford Arsenal. |
| 4. Drill press, 16", floor type, D 308----- | Do. |
| 5. Buffing machine, w/motor, 10 H. P. A. C., item 315. | Washington Navy Yard. |
| 6. Press drill, 20", spindle belt drive, W/C/S. Make, Barnes Drill Co., year 1898, U. S. N. 46-505, Item 117. | Do. |
| 7. Drill, press, sensitive, 1-spindle. Make, Francis Reed Co.—No. motor or C/S, U. S. No. 159-5-569, item 3. | Do. |
| 8. Drill, press, 3-spindle, belt-drive, SA 2625----- | Springfield Armory. |
| 9. Drill, press, 2-spindle, belt-drive, SA 7148----- | Do. |
| 10. Drill, press, 2-spindle, belt-drive, SA 3710----- | Do. |
| 11. Drill, press, sensitive, 3 radiol belt-drive with C/S, Harrington & Son, year 1904, U. S. N. 159-4-505, item 247. | Washington Navy Yard. |
| 12. Drill, press, sensitive, 1-spindle, w/o motor. Maker, Francis Reed Co., year 1919, U. S. N. 159-5-568, item 2. | Do. |
| 13. Drilling machine, Cap., ¾. Make, Chas. Gallenor Sigouring, size 12". | Rock Island Arsenal. |
| 14. Drill, press, S. E. Sendit, SA 3406----- | Springfield Armory. |
| 15. Furnaces, gas soldering, bldg., No. 46, no number available. | Frankford Arsenal. |
| 16. Grinder, surface, magnetic, 577-B----- | Springfield Armory. |
| 17. Grinding, cylindrical, plain, B. & S., 15656----- | Rock Island Arsenal. |
| 18. Grinder, univ., 20" x 6", belt-drive, year 1899, W/C/S/, Brown & Sharp, U. S. N. 76-611, item 10. | Washington Navy Yard. |
| 19. Grinder, wet, 3" x 24", U. S. N., 159-4-652, item 250----- | Do. |
| 20. Grinder, drill, for motor drive with motor, U. S. N. 101-601, item 6----- | Do. |
| 21. Grinder, drill 2946----- | Springfield Armory. |
| 22. Grinder, 7" x ½ x 34, belter and reamer, Brown & Sharp, U. S. 76-608, item 7----- | Washington Navy Yard. |
| 23. Grinder, univ. gage, W/motor. Maker, Steel Products Co., year 1918, U. S. 159-3-600-½, item 5----- | Do. |
| 24. Grinding, surface, plain, size No. 2, B. & S., 12" x 6" x 9½"----- | Charleston, S. C. |
| 25. Grinder, univ., B. & S., No. 13, 2982----- | Springfield, Arsenal. |
| 26. Keller Master Riveting Hammer, size 60, serial No. 61147-61201-61241-61287, item 64----- | Do. |
| 27. Keller Master Chipping Hammer, size No. 2, serial No. 2792-2916-3279-3343-3492, item 64----- | Charlston, S. C. |
| 28. Lapping and filing and sawing, year 1918, W/motor/DC, No. 14470, U. S. N. 159-3-1104, item 57----- | Washington Navy Yard. |
| 29. Lathe, 24"----- | Do. |

Federal Security Agency, National Youth Administration, list of machine tools which the National Youth Administration has received from the Army and Navy in the States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—
Continued

WEST VIRGINIA—continued

30. Lathe, American, 18' x 8', L 1450-----	Frankford Arsenal.
31. Lathe, Hendy, 24' x 8', L 607, 24' x 8', L 804, 16' x 6'-----	Do.
32. Turret, lathe, W. & B., No. L 1758-----	Do.
33. Lathe, bench, P. & W., item L 1002-----	Do.
34. Lathe, turret, No. 2, P. & W., No. C/S, no equipment, L 1965-----	Do.
35. Lathe, bench, P. & W., item L 563-----	Do.
36. Lathe, 6' x 5', W/O/motor, 4-jaw chuck, No. 7238, with counter shaft-----	Fort Eustis.
37. Lathe, engine, 12' x 36', P. & W., 2579-----	Springfield Arsenal.
38. Lathe, engine, geared Hendy, 20' x 14' bed, AC motor, 5 H. P., weight 3,600, Walcott with accessory-----	Bolling Field.
39. Lathe, engine, 12' x 5', Hendy, year 1904, W/ motor, U. S. N. 101-4, item 20-----	Washington Navy Yard.
40. Lathe, engine, 16' x 5', P. & W., year 1908, W/C/S, belt-drive, U. S. N. 159-4-6, item 28-----	Do.
41. Lathe, engine, 14' x 6', LeBlond, year 1918, belt- drive, W/C/S, no chuck, face plate X31/1074/6, item 11, 5EL 412-----	Brooklyn Navy Yard.
42. Lathe, 16' x 54'', Cenci, lot 119, No. 3, 6255-----	Charleston, S. C.
43. Lathe, 16' x 54'', Cenci, lot 125, No. 3-6261-----	Do.
44. Lathe, 15', Whitcomb, standing gear engine, Yellow Tag 3575-----	Springfield Arsenal.
45. Machine dovetailing No. 2-24 automatic, U. S. N. 160-2940-----	Washington Navy Yard.
46. Miller, B. & S., univ., No. 3A, M 16-----	Frankford Arsenal.
47. Miller, B. & S., No. 2A, univ., M 50-----	Do.
48. Miller, plain, No. 1, B. & S., M 75 and M 77-----	Do.
49. Miller, Van Normal, No. 1, M 245, No. 1, M 311, No. 2-----	Do.
50. Miller, plain, No. 1A, M 55-----	Do.
51. Milling machine, vertical, year 1920, No. 2, Becker 28' x 14' x 19' x 5' motor drive, no motor, no tools, U. S. N. 159-3-758, item 68-----	Washington Navy Yard.
52. Milling machine, plain, 50' x 12' x 21'', No. 5, belt-drive, W/C/S/, year 1899, B. & S., item 357, U. S. N. 76-712-----	Do.
53. Milling machine, univ., B. & S., 30' x 10' x 19', No. 3, belt-drive, W. C. S., item 253, U. S. N. 159-4-712-----	Do.
54. Milling machine, horizontal plain, B. & S., No. 2 or Cenci, size 1½' x 2'-----	Rock Island Arsenal.
55. Milling machine, B. & S., No. 0, year 1901, W/C/S/, no equipment, U. S. N. 159-4-705, item 72-----	Washington Navy Yard.
56. Planer, 24'', belt-drive, year 1904, W/C/S/. Wm. Seller Co., maker; no tools, U. S. N. 159-4-300, item 127-----	Do.
57. Press, No. 3, Loshbaugh & Jordon, punch-----	Charleston, S. C.
58. Press, punch, power, E. W. Bliss, model No. 21, 3 H. P. motor, drill space 18' x 27½-----	New York City, Work Projects Administra- tion.
59. Press, Arobr, No. 3, Brainard, 6245-----	Springfield Armory.
60. Punch and shears with punch 1¼'' hole through ½'' plate and shear ½'' plate; Rock River Machine Co., Yd No. 6755-----	Charleston, S. C.
61. Punch and shears—will punch 1¼ hole through ½'' plate and shear ½ plate, Yd No. 6757-----	Do.
62. Saw hack, 4289-----	Rock Island Arsenal.

Federal Security Agency, National Youth Administration, list of machine tools which the National Youth Administration has received from the Army and Navy in the States of Massachusetts, Indiana, and West Virginia, as of Jan. 31, 1942—Continued

WEST VIRGINIA—continued

63. Saw, cut-off, 12" dia., Reliance, U. S. N. Washington Navy Yard.
176-1-807, item 132.
64. Screw machine, auto., No. 00, B. & S., No. 3186. Springfield Arsenal.
65. Machine screw, $\frac{5}{8}$ " x 3", belt-drive, year 1916, Washington Navy Yard.
W/C/S/, U. S. N. 159-5-6, item 92.
66. Machine screw, $\frac{7}{8}$ " x 5", belt-drive, W/C/S/, Do.
B. & S., year 1905, U. S. N. 159-4-57 $\frac{1}{2}$, item 86.
67. Machine screw, B. & S., year 1918, belt-drive, Do.
W/C/S/, U. S. N., 159-5-13, item 94.
68. Shaper, R. 56-16", Cincin R 99-12", Potter Frankford Arsenal.
Johnson.
69. Shaper, 24" stroke, year 1919, W/C/S/, item 332, Washington Navy Yard.
U. S. N. 159-4-438.
70. Shaper, 16" stroke, belt-drive, year 1909, W/C/S/. Do.
Make, Potter Johnson Machine Co., U. S. N.
159-4-414, item 244.

EXHIBIT D

Federal Security Agency, National Youth Administration, types of articles being produced in National Youth Administration shops, fiscal year 1942

MACHINE-SHOP PRODUCTS

- | | |
|--|--|
| Cylinder-head studs and nuts. | Drill-press pulleys. |
| 75-millimeter gun-carriage parts. | Tool repairing. |
| Parts for tanks and combat cars. | Windlass, capstan bolts, nuts. |
| Brass junction-box plugs. | Bouyancy vent-valve pins, washers,
nuts. |
| Brass hexagon-head deck bolts. | Firing pins. |
| Steel bulkhead bushings. | Pipe clamps. |
| Torpedo boat ventilator-cap forms. | Angle irons. |
| Packing nuts. | Screws. |
| Toggle bolts. | Centering washers. |
| Parts for submarine valves. | Nipples. |
| Bronze pulleys. | Electric compensator ventilating fans. |
| Watertight electric connectors. | Dies for stamping bed parts. |
| Ball races. | Reconditioning ship valves. |
| Castle nuts. | Sterns extension. |
| Control-pots with pistons, nuts, 7 $\frac{1}{2}$ -
horsepower. | Strainers, for Diesel engines. |
| Bodies, stuffing, for Diesel engines. | Tubing, copper and brass, chased both
ends for pipe flanges. |
| Fittings, exhaust, for Diesel engines. | Washers. |
| Flanges, steel connecting, for Diesel
engine pumps. | Wrenches, extension socket; socket;
alloy steel; flexible T-handle. |
| Glands, stuffing box, for Diesel engine
pumps. | Bushings. |
| Knobs, push rods. | Gongs. |
| Liners, for Diesel engines. | Pins, crankshaft starting; water-pump
couplings; clutch, clamp lever; shifting
forks; starting ratch shaft; connecting-rod
lever; pins and punch rod. |
| Nuts, locks bored and chased to fit
Diesel engine screws; also standard
assorted sizes to fit screws on Diesel
engines—brass, bored and chased. | Screws, assorted. |
| Aluminum cable sleeves. | Shafts, connecting. |

Federal Security Agency, National Youth Administration, types of articles being produced in National Youth Administration shops, fiscal year 1942—Continued

SHEET-METAL PRODUCTS

Sheet-metal lockers.	Cans, oil, waste.
Sheet-metal storage tanks.	Cabinets, tool, small and large.
Sheet-metal food bins.	Machine tables.
Smokestacks.	Barrack screens.
Termite shields.	Metal radiator covers.
Ventilators.	Sinks.
Metal wastebaskets.	Truck drip pans.
Gutter and drain spouts.	Metal tool boxes.
Metal cabinets.	Sand boxes lined with metal.
Fender shields.	Metal tables, filing cabinets.
Army field kitchens.	Metal street markers.
4-inch ammunition carriers (includes foundry, pattern, and machine-shop work).	Buckets.
	Measures.
	Folding welding shields.

WELDING

Automotive welding jobs (truck body frames).	Welding castings and metal fixtures.
Weldments, flexible section, flanges welded to tubing.	Tank ramps.

FOUNDRY AND FORGING

Casting torpedo-boat forms.	ventilator-cap	Aluminum castings.
Chisels.		Brass and bronze castings.

OTHER METAL PRODUCTS

Monel-metal order frames.	Surveying-instrument parts.
Arched tarpaulin supports.	Wire reels.
Anchor braces.	Metal coal racks.
Metal fly traps.	Iron-pipe film racks.
Army field-map tables.	Army license plates.
Hot-water stands.	Machine straps.
Steel cots.	Torpedo tube releases.
Mail boxes.	Tubular steel furniture.

RADIO AND ELECTRICAL

Wiring jobs.	Aluminum terminal boxes.
Radio sets.	Intercommunication systems.
Battery boxes.	Night and aiming lights for 155-milimeter howitzers.
Watertight electrical connectors.	Transceivers for fire and forestry departments.
Conduit glands.	Portable forestry transmitters.
Fixed police transmitters.	Superheterodyne receivers, broadcast and short-wave bands.
Mobile police transmitter.	Public address amplifiers and systems.
Ultra high frequency transmitters for police and fire departments.	Electronic testing devices.
T. R. F. receivers.	
Superregenerative receivers.	

AUTOMOTIVE AND MECHANICAL

Auto and truck repairs.	Gas-tank racks.
Converting heavy car into truck.	Vehicle paint jobs.
Rebuilding caterpillar-tractor rollers.	Overhauling 75-foot Coast Guard cutter.
Trailer stands.	Rehabilitation of naval cruiser <i>Wilmington</i> .
Trailer chassis.	

Federal Security Agency, National Youth Administration, types of articles being produced in National Youth Administration shops, fiscal year 1942—Continued

MACHINES PRODUCED

Foot shears.	Setting down machines.
• Brakes.	Wire benders.
Slip-roll forming machines.	Deep-throat all-in-one machines.
Burring machines.	Square stakes.

WOODWORKING

Desks, tables, cabinets.	Hospital chests.
Map tables.	Wooden signs.
Lockers.	Hat and coat racks.
Office trays.	Stools.
Workbenches.	Shovel handles.
Flagstuffs.	Mess tables.
Target frames.	Ammunition boxes.
Radio tables.	Wood trunk lockers.
Machine-gun shipping boxes.	Drafting tables.
Quartermaster shipping cases.	Sawhorses.
Foot lockers.	Provost guard night sticks.

ESTIMATED MONTHLY PRODUCTION REPORT FOR INDUSTRIAL SEWING PROJECTS—
INDUSTRIAL SEWING PRODUCTS

Cooks' coats, trousers, caps, aprons.	Brassards.
Coveralls, overalls, mechanic's suits.	Mattress covers.
Trousers—Fatigue, work, surgeons', dungaree.	Pillowcases.
Jackets—Mess, dungaree, pneumonia.	Sheets.
Shirts—Cotton, wool.	Towels.
Pajamas.	Barrack and duffle bags.
Shorts.	Convalescent and bathrobes.
Knit goods—Athletic shirts, shorts, union suits.	Doctors' gowns and coats.
Gloves.	Patients' and isolation gowns.
Field caps.	Nurses' uniforms and gowns.
Signal flags,	Hot water bottle, ice bag and throa bag covers.
Ammunition bags.	Laundry bags.
Searchlight covers.	Windbreakers.
Cots.	Officers' mess table cloths and napkins
Knife and fork carriers.	Handkerchiefs.
Toilet kit containers.	Surgical supplies.

The CHAIRMAN. I have a group of letters and telegrams which I will offer for the record, if there is no objection.

(The letters and telegrams referred to are as follows:)

GREENVILLE CITY SCHOOLS,
Greenville, N. C., March 30, 1942.

Mr. ERNEST BOURNE,
Secretary, Senate Committee on Labor and Education,
Washington, D. C.

DEAR SIR: I was supposed to appear before the Senate Committee on Labor and Education on Thursday, March 26. You will recall that the committee adjourned at 1 o'clock, and that some of us were not heard but were asked to stay over until the next day. It was impossible for me to stay over.

We were asked to leave our remarks for the record; however, I could not leave mine because they were not assembled properly. Since returning home, I have gotten them together, and I am enclosing them herewith. I would appreciate it if you would see that these are placed in the record of the committee.

Very truly yours,

J. H. ROSE,
Superintendent of Schools and Past Commander of the
North Carolina Department of the American Legion.

STATEMENT OF JUNIUS H. ROSE, SUPERINTENDENT OF SCHOOLS, GREENVILLE, N. C., AND PAST STATE COMMANDER OF THE AMERICAN LEGION, REGARDING THE NATIONAL YOUTH ADMINISTRATION

The National Youth Administration should be continued.

It should be continued for several reasons. In the first place, I know how much the National Youth Administration now means to the defense program. I know it can and will mean even more. The figures show that every day a thousand young men go from the shops of the National Youth Administration throughout the Nation into war industries, and that every day a large number go into the armed forces better trained as soldiers in this mechanical war because of their National Youth Administration experience.

In the second place I know what the National Youth Administration educational program means to boys and girls here in the South. It meets a need that our limited funds here in the South have never been able to meet. I do not believe along with some educators in the Nation that the National Youth Administration program is in competition with the regular school program. Here in North Carolina we certainly have not found the National Youth Administration program to be in opposition to the school program. In fact, it has been a welcome help.

As proof of this statement, I beg to submit the enclosed statements from His Excellency Gov. J. M. Broughton, State Superintendent of Schools Clyde A. Erwin, and Nathan Yelton, secretary of the State school commission.

In the third place, while some sections of the country are working to capacity, there are other sections of the country where the youth are unable to find employment, due to the fact that the jobs they have been holding as salesmen for various articles now frozen now no longer exist. If these young men are to make a living and at the same time contribute to the war effort, they must be trained; and the National Youth Administration is the best agency I know for training these young men.

I know that the administration officials of the National Youth Administration are willing and eager to make the entire program contribute to the war effort of the Nation.

I know whereof I speak in this matter.

As a veteran of the former World War, and as a member of the State council on defense, and as chairman of the Pitt County Civilian Defense Council, and knowing something of the needs of the Nation at this time, I say honestly that I believe that the work and the functions of the National Youth Administration should be continued. If you think it wise to combine it with the Civilian Conservation Corps or any other youth-serving agency and change its name, that does not matter at all; what I am interested in, as I said before, is that the vital function of the present National Youth Administration shall be continued in some form and in some organization.

I also wish to submit the enclosed letter from Mr. V. D. Guire, chairman of the board of trustees of Appalachian State Teachers College; from Col. J. W. Harrelson, Dean of North Carolina State College; from Mrs. Margaret Blair, president of the North Carolina Congress of Parents and Teachers; and a telegram from Mrs. P. R. Rankin, president of the North Carolina Federation of Women's Clubs; and also a statement from the executive board of the North Carolina Federation of Labor, which is a copy of a letter sent by this executive board to President Roosevelt.

Reference has been made at times to the report of the educational policies commission of the American Association of School Administrators, in which it is advocated that the Civilian Conservation Corps and the National Youth Administration become a part of the Federal educational program. The only trouble with this is that all this report is predicated upon the passage of a bill giving Federal aid to State educational programs in the total amount of approximately three million dollars. I have heard about Federal aid to education for a quarter of a century, but I am sure in my own mind that we are never going to get it because of the opposition of southern Congressmen and the opposition of certain parochial school influences. Since apparently we are never going to get Federal aid to education, I believe for the good of the country that some sort of program of the National Youth Administration type should be continued.

People in North Carolina believe in the program of the National Youth Administration, particularly as it affects the out-of-school youth and the "hand-minded child." We want it continued.

JUNIUS H. ROSE, *Superintendent of Schools and Past State Commander of the American Legion*

STATE OF NORTH CAROLINA
GOVERNOR'S OFFICE
Raleigh

MARCH 24, 1942.

MR. JUNE H. ROSE,
*Chairman, North Carolina Advisory Committee,
National Youth Administration.*

MY DEAR MR. ROSE: I am writing to say that during the last several years it has been my privilege to visit many of the National Youth Administration centers in North Carolina and to observe the work of this organization. My interest in the work of the National Youth Administration in this State has continued and grown since I took office as Governor on June 9, 1941, and I have particularly been interested in the work that is being done to train young men and women in the skilled trades.

It is my opinion that this work has been tremendously helpful in many ways and I should very much regret to see a discontinuance of this activity. It is of course possible that certain features of the work may be considered nonessential during this particular time and could be discarded without detriment to the general program. However, the State department of vocational education and other State agencies have found that the National Youth Administration centers and places of instruction in vocational training are highly important and proving to be most useful at a time when there is such demand for skilled mechanics in all lines.

It is my opinion that the work in this State has been well administered, and, as you know, I have taken occasion frequently to give public commendation to the work of the National Youth Administration in North Carolina.

Sincerely yours,

J. M. BROUGHTON, *Governor.*

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
Raleigh

MARCH 25, 1942.

MR. J. H. ROSE,
*Chairman, National Youth Administration Advisory Council
for North Carolina, Greenville, N. C.*

DEAR MR. ROSE: I understand that you are to appear before the congressional committee in behalf of the continuance of the National Youth Administration program. I wish to say that I am entirely in sympathy with your efforts in this connection. The relationship between the National Youth Administration and the public school system of North Carolina, including the State department of public instruction, has been most satisfactory.

In my judgment, the National Youth Administration program has met a felt need in this State and has provided employment opportunities and worth-while training and aid to worthy high school and college students of a value impossible to estimate. In my opinion, it would be a great tragedy for the program to be dropped or curtailed at this time. I believe the need is even greater in view of defense needs than under normal conditions.

With best wishes, I am
Very truly yours,

CLYDE A. ERWIN,
State Superintendent, Public Instruction.

NORTH CAROLINA STATE SCHOOL COMMISSION,
Raleigh, March 25, 1942.

Supt. J. H. ROSE,
*Chairman, North Carolina National Youth Administration
Advisory Committee, Greenville, N. C.*

DEAR MR. ROSE: It has come to my attention that there is a possibility of curtailing the National Youth Administration program in this State. I should dislike very much to see this happen due to the fact that the National Youth

Administration has performed a function for the benefit of the youth of the State that heretofore had not been met.

Approximately 46 percent of the young people in North Carolina are under 21 years of age. Our school program has not met the needs of these youths in many instances, and the National Youth Administration has provided training which is most beneficial to the large number who have taken advantage of this training. In my opinion, the National Youth Administration has done more in training youths for national defense than all the other agencies in this State combined. In visiting over the State, I have had an opportunity to observe first-hand the training that these youths are receiving and the good that is being done in helping your people who otherwise would not have an opportunity to learn a trade or further their education.

It would be a tragedy if the National Youth Administration program were discontinued or even curtailed at this time. It appears to me that the program at this time is more essential than ever before.

With best wishes, I am

Sincerely yours,

NATHAN H. YELTON.

STATE OF NORTH CAROLINA,
STATE HIGHWAY AND PUBLIC WORKS COMMISSION,
Lenoir, N. C., March 24, 1942.

HON. JUNE ROSE,
Raleigh, N. C.

DEAR MR. ROSE: As chairman of the board of trustees of the Appalachian State Teachers College, of Boone, N. C., I wish to urge the retention of the National Youth Agency, especially at this time as a part of our war effort in America.

The youth constitute such a large part of the population of North Carolina that I am of the opinion that it would be a grave mistake to discontinue this Agency at this time, owing to the training this Agency is giving our youth in connection with the war effort.

With every good wish, I am most sincerely,

V. D. GUIRE,
Chairman, Board of Trustees, Appalachian State Teachers College.

NORTH CAROLINA STATE COLLEGE OF AGRICULTURE AND
ENGINEERING OF THE UNIVERSITY OF NORTH CAROLINA,
Raleigh, March 24, 1942.

MR. JOHN A. LANG,
*State Administrator National Youth Administration
for North Carolina, Raleigh, N. C.*

MY DEAR MR. LANG: I am writing in the interest of the continuation of the full National Youth Administration program as now being conducted. I have been rather closely associated with this program since its inception.

The North Carolina State College has received a generous allotment of National Youth Administration appointments each school year. These appointments have meant a great deal to the institution, and much more to the individual boys who were appointed to the jobs. I feel safe in saying that many of the students appointed to the National Youth Administration jobs could not have remained in college, had it not been for the financial returns received as a result of the appointment to the National Youth Administration jobs.

My second association with the National Youth Administration program is through the National Youth Administration center, now located on our campus. I have observed the activities in the center very closely during the years that it has been located here, and have followed the programs each year.

Since the beginning of the training program in the National Youth Administration center, a valuable contribution has been made to the boys of a low economic group, who have been sent to the center for training.

At this time, the center is engaged in a very extensive war industries training program. The men now being turned out from the shops and radio stations are greatly needed in the armed forces and the defense industries.

I am very glad to add my approval to the program and to say that I hope the appropriations will not be cut to the extent of materially reducing the National Youth Administration activities.

With best wishes, I am

Sincerely yours,

J. W. HARRELSON,
Dean of Administration.

NORTH CAROLINA CONGRESS OF PARENTS AND TEACHERS. INC.

Elizabethtown, N. C. March 24, 1942.

Hon. J. H. ROSE,
Chairman, North Carolina National Youth Administration
Advisory Committee,
Greenville, N. C.

DEAR Mr. ROSE: The North Carolina Congress of Parents and Teachers, representing an active membership of 78,000 men and women, wishes to reaffirm its belief in the value of the program of the National Youth Administration in North Carolina.

We realize that our Nation is faced with a real need for wartime national economy, but we feel that the National Youth Administration has adjusted its program to wartime needs and that it offers the youth of North Carolina an opportunity to play a vital role in our Nation's defense.

The North Carolina Congress of Parents and Teachers, being an organization concerned with the problems of young people, realizes this group's needs, and the importance of solving their problems now, so that they can successfully play their role in national defense, and be prepared for their grave post-war responsibilities.

Please keep us in touch with any developments in the program as we are vitally concerned.

Sincerely yours,

MARGARET BLAIR, *President.*

[Western Union]

MARCH 24, 1942.

JUNE ROSE,
Greenville, N. C.:

For many years the North Carolina club women have been interested in the National Youth Administration and Civilian Conservation Corps in this State. Many of these places have been visited by our club women and many of them are serving on advisory committees. To curtail this work now would mean a great calamity to the defense work and to the education of many of our youths who are to be the future citizens of our country. May we urge you to lend your support to the continuation of this most worth-while program.

Thanking you,

NORTH CAROLINA FEDERATION OF WOMENS CLUBS,
MRS. P. R. RANKIN, *President.*

NORTH CAROLINA STATE FEDERATION OF LABOR,
Spencer, N. C., January 25, 1942.

HON. FRANKLIN D. ROOSEVELT,
President of the United States, White House, Washington, D. C.

DEAR PRESIDENT ROOSEVELT: At the regular quarterly meeting of the executive board of the North Carolina State Federation of Labor, held in this city today, the matter of recent reductions in the appropriations of the National Youth Administration, with its consequent curtailment of activities, was thoroughly discussed.

It was the unanimous decision of the executive board that any curtailment of the activities of the National Youth Administration visits a hardship upon a group of people least able to bear it, and while effecting a comparatively small saving in governmental expenditures such action takes from countless thousands of people their only earnings. The small sums earned by boys and girls through National Youth Administration work have enabled many young people to stay

in the public schools of the country. These earnings bought the shoes and wearing apparel without which the recipients could not have remained in school. This is just one of the features of value of the National Youth Administration.

Young people receiving training in National Youth Administration projects, a training that is most beneficial as a preapprenticeship experience, have become valuable workers within short periods of time, many of whom are now at work in our defense industries.

The National Youth Administration reaches and serves a segment of our society that no other agency, public or private, reaches. Our meeting today was almost wholly devoted to the study of methods of how the North Carolina State Federation of Labor's membership can best serve our country, and we want you to know that we are now doing everything we know to do in supporting your program, and stand ready to do whatever you, as our Commander in Chief, tell us to do. We ask, however, that you do not permit those people who would destroy your entire program of matchless achievements to sabotage the National Youth Administration, and take from a group of people most needing it this only ray of light and hope they have.

With sincere and devout prayers for your continued good health and courageous leadership, we are

Sincerely yours,

THE NORTH CAROLINA STATE FEDERATION OF
LABOR'S EXECUTIVE BOARD,

By H. G. FISHER, *Secretary-Treasurer.*

FEDERAL SECURITY AGENCY,
NATIONAL YOUTH ADMINISTRATION,
Washington, D. C., April 28, 1942.

Mr. G. ERNEST BOURNE,
*Clerk, Senate Committee on Education and Labor,
United States Senate, Washington, D. C.*

DEAR MR. BOURNE: At the request of members of the Senate Committee on Education and Labor I am transmitting herewith statement in reply to allegations contained in a story which appeared in the Baltimore Sun, March 21, 1942, for insertion in the record of hearings on S. 2295.

Sincerely yours,

AUBREY WILLIAMS, *Administrator.*

STATEMENT IN REPLY TO ALLEGATIONS CONTAINED IN A STORY WHICH APPEARED
IN THE BALTIMORE SUN, MARCH 21, 1942

In a front-page story on March 21, 1942, the Baltimore Sun alleged that the National Youth Administration had 4,600 new machine tools of the type included in the "critical" list of the War Production Board, and the "type urgently needed" by war-production industries. It was further alleged that the War Production Board, which is responsible for the proper allocation of new machine tools, had no data on the "vast machine-tool pool" of the National Youth Administration and had made no attempt to obtain such data. The substance of the charges was thus that one Federal agency had withheld tools urgently needed for war work, while another had neglected its duty to seek out these tools to distribute them properly among the war industries.

This detailed statement, prepared at the request of members of the Senate Committee on Education and Labor will establish the complete falsity of these major charges, as well as the falsity of each of the minor charges. For the convenience of the committee, the allegations made in the Baltimore Sun will be dealt with seriatim.

The Baltimore Sun makes the charge that "Nearly 10,000 new machine and metal-working production tools, of medium and heavy caliber, are scattered throughout the country in 125 of the National Youth Administration's latest-model training centers." In contrast to the total of 10,000 new machine tools computed by the Sun, an actual total of 4,711 major items of new equipment has been purchased centrally by the National Youth Administration. This number does not include new machine tools which may have been purchased in the States,

but the number of such purchases would not materially affect the total. The number of each type machine is as follows:

Milling machines.....	274
Shapers.....	155
Lathes.....	1,370
Drill presses.....	453
Punch presses.....	134
Universal grinders.....	203
Surface grinders.....	203
Arc welders.....	1,791
Spot welders.....	128
Total.....	4,711

The figure of 10,000 "medium and heavy caliber" machine tools, notwithstanding the claim of the Sun that it was "supplied officially by the Washington Headquarters of the National Youth Administration," did not come from National Youth Administration sources and is for the most part imaginary. The Sun was supplied with a list of proposed equipment intended for 72 series No. 2 shops. Although the true significance of this list was carefully explained to the Sun representatives, the Sun made the erroneous assumption that proportionate amounts of new equipment were in actual possession of all 125 of the master shops.

Even on the basis of its initial misunderstanding of the proposed list of equipment, an examination of the component parts of the list would have warned the Sun that its computed total of "nearly 10,000 new machine and metal-working production tools, of medium and heavy caliber," was inexcusably high. In order to arrive at this exaggerated total, the Sun included such items as 125 dust collectors, 125 vise stands, 125 right angle irons, 125 pyrometers, 625 gas heating furnaces (for the heating of soldering irons), 125 box parallels, and similar supplementary equipment or hand tools. All these items were counted by the Sun as "new machine and metal-working production tools."

In addition to the proposed list of equipment for the series No. 2 shops, the Sun was supplied with an over-all list of National Youth Administration tools and supplementary equipment; that this list included a very large number of items which could be classified neither as major tools nor as machine tools should be self-evident.

After computing a total of 10,000 new machine tools, the Sun compounded this error by implying that the actual total is larger than 10,000. Thus, the Sun asserts: "These figures do not include 271 other machine and metal-working shops among the National Youth Administration's more than 4,000 work-experience projects." While the source of these data cannot be determined, it may be emphasized that the total of 4,711 new machine tools previously cited represents the over-all total of such tools purchased centrally, and that the number of new metal-working power-driven tools purchased in the States would not add appreciably to this total. As the National Youth Administrator indicated in his testimony before the committee on April 1, many National Youth Administration production projects are equipped principally with discarded and surplus tools salvaged from industry and Government agencies. These tools have been reconditioned so that they are usable for training purposes; but there has been no indication from any source that they could be used advantageously in the war production industries.

Regarding the machine tools in the possession of the National Youth Administration, the Sun asserts: "These tools range from standard, high speed production engine lathes, millers and shapers to heavy-duty arc welders. * * * About half—4,600 of these new machine and metal-working tools in the 125 'master' centers are on the 'critical' and 'very critical' priority lists of the War Production Board." In the "very critical" class, according to the Sun, the National Youth Administration has 250 milling machines, and in the "critical" category a total of 4,250 other machines. Information on priority status purportedly "was supplied officially by the War Production Board."

It can be stated without reservation that these charges are devoid of truth. Inventory examinations undertaken cooperatively by the National Youth Administration and the War Production Board disclose that not more than 1 percent of the major machine-tool items owned by the National Youth Administration were on the War Production Board's priorities list of "critical" and "very critical" equipment.¹ By March 19, 1942, extensive examination of the records

¹ Technically, the list referred to is the priorities critical list of the Army and Navy Munitions Board. The list was formally abolished on February 11, 1942.

had disclosed only 13 machine tools which might fall into the categories indicated by the War Production Board as "critical." On that date, the National Youth Administration supplied this information to the War Production Board. By March 21, the day of the publication of the Sun story, one additional machine, a 28-inch lathe, had been located in Memphis, Tenn., this information was also forwarded to the War Production Board on the same day. As of April 6, 1942, the National Youth Administration has received only one request for any of its tools. This was a tentative request from the Army and Navy Munitions Board, and covered a total of 2 milling machines. Upon investigation, however, the Army and Navy Munitions Board ascertained that these tools could be readily procured on the open market; the tools were so procured, and the request was subsequently withdrawn.

The essential facts in regard to the charge that the National Youth Administration possesses any considerable number of tools needed in war production were summarized in the March 31, 1942, issue of Victory, official weekly bulletin of the agencies in the Office for Emergency Management:

"TOOL SURVEY DISCLOSED FEW CRITICAL ONES IN NATIONAL YOUTH ADMINISTRATION SHOPS

"For some weeks there has been in progress a survey of machine tools in training schools, including those directed by the National Youth Administration, War Production Board pointed out March 26. Responsibility for this survey was given to the tools committee of War Production Board and of the Army and Navy Munitions Board.

"Reports from all sources, bringing the situation to date, can be summed up as follows:

"The Machine Tool Committee of Army and Munitions Board conducted personal examinations of the inventory records of the metal-working shops of the National Youth Administration. Tabulations of thousands of tools were examined. Very few tools of the type critical in war production were discovered.

"A list of all the tools of the type possessed by the National Youth Administration is being prepared for distribution to the supply arms and services and the bureaus of the Army and Navy and the field offices of the War Production Board, with the advice that the machine tools committee of the Army and Navy Munitions Board and the available used-machine tools section of the War Production Board will endeavor to get promptly any tool of the type on the list desired by them.

"Machine-tool builders are not authorized to deliver new machine tools to any customer unless that customer has obtained a priority rating. This regulation has been in effect since early last year. Since the regulation became effective, 139 ratings have been assigned to applications made by National Youth Administration. In every case except 10, the priority rating for new National Youth Administration tools has been A-8. Nine were A-10 and one was A-7."

It should be emphasized that less than 25 percent of the new machine tools owned by the National Youth Administration were purchased before March 1941, when the priority system went into effect. The purchase of more than 75 percent of these items has been governed by the priority ratings assigned by the War Production Board, and each purchase has required War Production Board clearance. It is therefore self-evident that the National Youth Administration could not possibly obtain tools of the "type urgently needed" by war-production industries, as alleged by the Baltimore Sun. The National Youth Administration, with a priority rating of A-7 to A-9, is in no position to procure tools demanded by the war industries, which in all cases have the advantage of lower priority ratings.

In realistic terms, however, National Youth Administration shops do not compete with the war-production industries for tools. The majority of National Youth Administration equipment is of the lighter varieties, and is confined for the most part to tools not of types and sizes utilized in commercial production of war materials. These tools are entirely satisfactory for training purposes; they can be used in light production. In point of fact, they have been and are being used by National Youth Administration trainees to turn out a continuous stream of small miscellaneous articles ordered by the military and naval establishments. The machine-tool authorities of the War Production Board have been furnished detailed information in respect to types of equipment owned by the National Youth Administration. Should the responsible officials decide that certain machines now used for training war workers might be used directly in the war-production industries, such machines would, of course, be transferred im-

mediately. This decision cannot be made, however, by the National Youth Administration; allocation of machine tools is a function of the War Production Board, which is in a position to know the specific machine-tool requirements of each of the war-production industries, as well as the over-all need for qualified war workers. That the War Production Board has long been fully cognizant of this matter is made explicitly clear in two official War Production Board statements:

WAR PRODUCTION BOARD

For immediate release
Saturday, March 21, 1942.

The following statement was made today by Donald M. Nelson, Chairman of the War Production Board:

"The story in the Baltimore Sun today concerning machine tools in National Youth Administration training centers has been brought to my attention.

"The War Production Board for sometime has been making a survey of critical tools and equipment now in the hands of training schools and universities, for the purpose of determining whether these tools should be put to other uses and made available directly for production purposes in war plants.

"It is extremely important, of course, to balance carefully two factors—the immediate demand for tools in war plants for production and the demand for tools which must be used to develop and train skilled workers. Each need is important. The problem must be examined in the light of the over-all need for getting as much production as possible as quickly as possible.

"We are continuing our survey. We will take whatever steps are proper and necessary to see to it that machine tools are distributed in the interests of the war program."

* * * * *

WAR PRODUCTION BOARD

Labor Division

For immediate release
Saturday, March 21, 1942.

Commenting on a story in today's Baltimore Sun, Sidney Hillman, Labor Director, War Production Board, said today:

"Several months ago, National Youth Administration Administrator Williams in conferences with Labor Division officials agreed to turn over any useful machine tools for defense production purposes, if the proper authorities decided such action was to the best interest of the production program.

"Most of the tools held by the National Youth Administration are old, reconditioned, and largely unsuitable for war production.

"On November 8, the Labor Division instructed all training agencies, including the National Youth Administration to utilize machine tools available for training on a 24-hour basis. These instructions were deemed necessary because of the anticipated shortage in machine-tool operators. This shortage has since developed."

The various statements of the War Production Board emphasize that the task of properly allocating tools between production and training agencies is receiving the closest attention, and that investigations have disclosed only an insignificant number of National Youth Administration tools of the types currently demanded by the war production industries.

In its many references to "milling machines," "engine lathes," "surface grinders," and other equipment on the War Production Board priorities list, the Sun almost invariably omitted any reference to the specific type or size. The detailed specifications, however, were the guiding factors in determining whether a specific machine was placed upon the priority list. There are many types and sizes of milling machines, for example, but only a few of these types and sizes are "urgently needed" by the war production industries.

Similar confusion is apparent in the contention that "One Baltimore shipyard firm, which has \$9,000,000 in Navy contracts for three vessels, needs at this moment six arc-welding units to start work." Aside from the unlikelihood of the claim that the Navy Department would award \$9,000,000 of contracts to a firm which could not start work for want of six arc welders, it might be pointed out that the type arc welder purchased by the National Youth Administration is still readily procurable on the open market.

The Sun creates the impression that a considerable portion of National Youth Administration machinery is left lying uncrated and unused. At the request of

the committee, a survey is in progress to ascertain the exact number of tools which were in crates, or not otherwise set up for actual use, as of March 21, the date of publication of the Sun story. Pending the completion of this survey, it may be confidently stated that the portion of tools in such condition does not at any one time exceed a fraction of 1 percent.

It is specifically alleged that machine-tool equipment at Beltsville, Md., "lay in crates for more than 6 months, having been set up in the long idle shop building only in the second week of this month." Sufficient equipment to operate the Beltsville Center was not delivered until December 1941; the project was set up for operation in February 1942, less than a month after the buildings were sufficiently complete for the installation of power and light. During February, 39 partly trained youth were sent to the project from West Virginia and Kentucky, and by March 20 an additional 145 youth were transferred from West Virginia, Kentucky, and Tennessee. As of April 4 sufficient training had been given these youth to enable 53 of them to obtain employment in war industries, including 21 at the Glenn L. Martin Co. aircraft plant, 25 at the Engineering and Research Corporation, and 7 at the Air Track Manufacturing Co. The Beltsville mechanical training project and induction center, under the sponsorship of the United States Department of Agriculture, is a joint venture leading to the employment of qualified workers in the war industries, to the provision of essential service facilities for the Department of Agriculture, and to the production of essential items for the military establishments. There is no evidence to indicate that these objectives are not fully worth while, or that the Beltsville Center has not been conducted in an efficient manner.

The Sun took note of the fact that some of the equipment assigned to the Beltsville Center had previously been assigned to a center in nearby Salisbury. National Youth Administration centers are of a mobile character, and their locations are selected in accordance with the changing needs of the war industries and of youth. When new circumstances indicate that a National Youth Administration facility is no longer fully effective in its existing location, it is promptly relocated in another area where it can be used to maximum advantage.

The delay at College Park, Md., where machine units were stored until the construction of shop buildings was completed, was due to unavoidable difficulties in construction. It should be noted, however, that only an insignificant number of the machines at College Park could be classed as "critical."

The machines which "lined the wall" of a shop building in Manassas, Va., were in that position only for a brief period so that equipment could be rearranged for more efficient operation. Nor was any unnecessary delay encountered at Norfolk, Va., where, according to the Sun's own testimony, machines "were being connected for use while builders were still engaged in construction of the shop." It may be noted that the Norfolk center went into operation during the latter part of December.

The foregoing instances represent a handful of projects in which delays or difficulties have been experienced; in aggregate they are insignificant, and appear in their true proportion when compared with the several thousand projects in which operations proceed without interruption and with complete success.

Returning to the contention advanced earlier, the Sun asserts: "Officials of the War Production Board, both those concerned with stepping up the Nation's output of war material and those in control of priorities in the distribution of production equipment, have no data on the vast machine-tool pool of the National Youth Administration, they report." As has already been indicated, this charge is made in complete disregard of the record, and is refuted by the official statements of the War Production Board.

In apparent extenuation of the War Production Board's alleged lack of data on National Youth Administration tools, the Sun notes that it "learned, however, that there is on the War Production Board agenda a recommendation by certain of its officials that a survey be made of the machine tool equipment of the National Youth Administration * * *." As has been noted earlier, the survey had long passed the "recommendation" stage by March 21, the date of the Sun story. By that date the completed survey was virtually an accomplished fact, and detailed information had been placed in the hands of the responsible officials of the War Production Board.

Of the statements imputed by the Sun to Dr. Dexter S. Kimball, Chief of the Machine Tool Section, Priorities Division of the War Production Board, a degree of doubt may be expressed that Dean Kimball was quoted correctly. It has already been pointed out that fully 75 percent of the new machine tools procured by the National Youth Administration was obtained after the inauguration of

priorities, and that information regarding the remaining 25 percent has been furnished to the War Production Board. All tools obtained under the priorities system, have, of course, required clearance by the War Production Board, and were available to the National Youth Administration either because they are readily procurable on the open market or consist of types suitable largely for training purposes.

The Sun alleges that "the equipment of the new shops recently completed and those being built—all of the National Youth Administration shop expansion in the last 18 months—is all new, as a survey of these shops in Maryland, Virginia, and Pennsylvania disclosed." The Sun apparently singled out the new shops; a more complete survey would disclose that most National Youth Administration shops are stocked largely with old equipment.

To establish the outstanding quality of National Youth Administration tools, the Sun gravely introduces as evidence the advertisements of four tool manufacturers. Suffice it to say that 3 out of 4 advertisements cited are written in hyperbolic terms and are technically inaccurate. In the purchase of tools from these manufacturers, the National Youth Administration obtained clearance through the War Production Board with the approval of Dean Kimball, Chief of the Machine Tool Section of the Priorities Division. The tools were thus confined to those suitable for training purposes, and were not demanded by any war production industry.

For this reason, there is no basis for the alleged complaint of the "Baltimore industrial plant executive" who is quoted as saying; "It is a crime for the National Youth Administration to have gotten these power tools. If we get such tools in 6 to 8 months we consider ourselves lucky and we have an A-1-A priority rating." In this comment, as well as in the other comments attributed to the same source, a confusion is evident between the types of tools purchased by the National Youth Administration and the types by the war industries. The priorities system has made it impossible for the National Youth Administration to obtain tools requested by the industries with more favorable priority ratings.

The unnamed executive is also quoted as saying: "The worst of it is National Youth Administration simply duplicates what is being done in the vocational school and the training-within-industry program." No evidence is submitted in support of this allegation, and no evidence has ever been submitted by others who have made the same charge. The several agencies of the Federal Government which carry out the defense training program are coordinated by the Director of Defense Training in the Labor Division of the War Production Board. Administrative lines have been clearly defined so as to prevent the development of overlapping or duplication. The Training Within Industry Section of the Labor Division, War Production Board, encourages private industry to train as many workers as possible within the plants, using plant facilities. Youth who have no initial work experience, who for that reason cannot obtain employment in the war industries, are provided with on-the-job training in the work centers of the National Youth Administration. The Office of Education, which is in no position to provide employment or on-the-job experience under productive conditions which correspond to those in industry, does not duplicate the work of any of the previously mentioned programs. The function of the Office of Education is to provide classroom and vocational instruction; it furnishes this instruction to workers referred by the in-plant program, the Works Project Administration and the National Youth Administration. These courses do not duplicate actual work, for which there is no substitute. Their value is to supplement on-the-job training by providing related instruction, through courses in blueprint reading, shop arithmetic, micrometry, and other studies which add essential knowledge to the qualifications of war workers. The Office of Education also provides workers who have had had initial work experience with upgrading courses, which permit them to be promoted into more highly skilled jobs, and refresher courses, which permit workers to recall previously acquired skills that have grown rusty through disuse.

Except for workers taking supplementary courses, there is no overlapping of personnel; in the case of these workers, the overlapping does not entail duplication of training, but rather speeds up the training process. Each of the agencies which is devoting facilities to the training of war workers has an enormous job to do. The need for qualified workers caused by the greatly increased demands upon industry, will continue to expand. Unless all available training facilities are operated to their fullest capacity, critical shortages of qualified labor, trained in the skills required in the war industries, will seriously impair the war production effort.

In summary, it is clear that the Sun failed to establish even a legitimate presumption in favor of its assertions. The Sun made an extensive search for evidence which might be construed to put the National Youth Administration in an unfavorable light. But even in the aggregate, the amount of evidence it was able to marshal is meager and devoid of substance. In its deliberations on S. 2295, the committee is respectfully urged to examine the allegations of the Baltimore Sun in the light of the full evidence.

The CHAIRMAN. We will stand in recess until tomorrow morning at 10:30. Mr. Williams will come on call, but not next week.

(Whereupon, at the hour of 12:05 p. m., the committee recessed to 10:30 a. m., Thursday, April 2, 1942.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

THURSDAY, APRIL 2, 1943

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 312, Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Ellender, Hill, Mead, Rosier, and Taft.

Also present: Senator McKellar.

The CHAIRMAN. The committee will come to order.

Mr. Weston, please.

STATEMENT OF S. BURNS WESTON, ACTING CHAIRMAN, NATIONAL ADVISORY COMMITTEE

The CHAIRMAN. Mr. Weston, for the record will you state your name, your address, and then proceed as you wish?

Mr. WESTON. Mr. Chairman and Senator McKellar: My name is S. Burns Weston. I live at—do you want the home address?

The CHAIRMAN. Yes; so we can find you.

Mr. WESTON. 2720 Daniel Road, Chevy Chase. I am director of the office of the National Advisory Committee of the N. Y. A., in a salaried position there. I am appearing here today, however, as Acting Chairman of the National Advisory Committee on behalf of Mr. Charles W. Taussig, who is Chairman of that Committee. Mr. Taussig has asked me to appear today, to represent him and the National Advisory Committee.

My desire, primarily, is to summarize for this committee the report of the National Advisory Committee that was recently completed and sent to the President, in conformity with the understanding with the President as of last October, when the National Advisory Committee met with him.

I would like, first, to explain to this committee who the members of the National Advisory Committee are, for the record and for your information. I might say, first, that the N. A. C. committee has been in existence since the beginning of the National Youth Administration. It is a committee that was appointed by the President and reports directly to the President. I am acting chairman during the time that Mr. Taussig is fully occupied with his duties as co-chairman of the Anglo-American Caribbean Commission. Mr. Taussig asked the President a couple of weeks ago for permission for me to serve as acting chairman.

The committee is composed of the following people, whom I have listed here alphabetically. If there are any questions in regard to the connections of these people that are not familiar to you, I will be happy, of course, to supply the information in regard to them.

The Honorable Adolf Augustus Berle, Jr., Assistant Secretary of State, Department of State, Washington, D. C.

Mrs. Mary McLeod Bethune, president, Bethune-Cookman College, Daytona Beach, Fla. (director, Division of Negro Affairs, N. Y. A.).

Miss Selma Borchardt, vice president, American Federation of Teachers, 1741 Park Road, NW., Washington, D. C.

Mr. Frank L. Boyden, headmaster, Deerfield Academy, Deerfield, Mass.

Mr. Howard S. Braucher, president, National Recreation Association, 315 Fourth Avenue, New York City.

Mr. Louis Brownlow, director, Public Administration Clearing House, 1313 East Sixtieth Street, Chicago, Ill.

Dr. W. W. Charters, who was just recently appointed to the committee, director, Bureau of Educational Research, Ohio State University, Columbus, Ohio.

Dr. Glenn Cunningham, director of student health, Cornell College, Mount Vernon, Iowa.

Mr. Henry Dennison, president, Dennison Manufacturing Co., Framingham, Mass.

Miss Esther Ekblad, member, National Junior Council, Farmers Educational and Cooperative Union of America, Salina, Kans.

Mr. William E. Green, president, American Federation of Labor, 901 Massachusetts Avenue, NW., Washington, D. C.

Mr. George Harrison, grand president, Brotherhood of Railway and Steamship Clerks, Brotherhood of Railway Clerks Building, Cincinnati, Ohio.

Mr. James R. Herrington, Jr., flying cadet, Maxwell Field, Montgomery, Ala. (N. Y. A. youth).

Mr. Sidney Hillman, Director of Labor Division, War Production Board, New Social Security Building, Washington, D. C.

Rev. George W. Johnson, director, Department of Education, National Catholic Welfare Conference, Washington, D. C.

Dr. Mordecai Johnson, president, Howard University, Washington, D. C.

Dr. Dexter M. Keezer, president, Reed College, Portland, Oreg.

Mr. Carroll M. Leevy, graduate Summa Cum Laude, Fiske University, June 1941; 1940 Lisle N. Y. International and Interracial Fellowship, 239 Victor C. Vaughn Residence Hall, University of Michigan, Ann Arbor, Mich. (Negro youth).

Bishop Francis J. McConnell, resident bishop, Methodist Church, New York area, 150 Fifth Avenue, New York City.

Very Rev. Edward Roberts Moore, Catholic Charities of the Archdiocese of New York, 31 Barclay Street, New York City.

Mrs. Elmor F. Morgenthau, third vice president, Washington Self-Help Exchange, 2211 Thirtieth Street NW, Washington, D. C.

Miss Louise Morley, conference secretary, International Student Service, 8 West Fortieth Street, New York, N. Y.

Dr. Elizabeth Morrissy, professor of economics, College of Notre Dame, of Maryland (send mail to 332 Paddington Road, Baltimore, Md.).

Mr. Thomas Neblett, Principal Mediation Officer, National War Labor Board, room 5137 Department of Labor Building, Washington, D. C.

Mrs. Julia O'Connor Parker, financial secretary of local, International Brotherhood of Electrical Workers, 500 Boylston Street, Boston, Mass.

Mr. James G. Patton, national president, Farmers' Educational and Cooperative Union of America, 1441 Welton Street, Denver, Colo.

Dr. Clarence Poe, president and editor, the Progressive Farmer, Raleigh, N. C.

Dr. David deSola Pool, Spanish and Portuguese Synagogue, 99 Central Park West, New York City.

Miss Agnes Samuelson, secretary, Iowa State Teachers Association, 415 Shops Building, Des Moines, Iowa.

Miss Mae K. Sargent, Supervisor of Family Welfare Department, Catholic Welfare Bureau, 333 West Second Street, Los Angeles, Calif.

Dr. William F. Snow, special consultant, United States Public Health Service, 464 Riverside Drive, New York, N. Y.

Mr. M. W. Thatcher, general manager, Farmers Union Grain Terminal Association, 1923 University Avenue, St. Paul, Minn.

Miss Florence Thorne, director of research, American Federation of Labor, 901 Massachusetts Avenue, NW, Washington, D. C.

Dr. David E. Weglein, superintendent of public instruction, Baltimore, Md.

Mr. Owen D. Young, chairman of the board, General Electric Co., 570 Lexington Avenue, New York City.

Dr. George F. Zook, president, American Council on Education, 744 Jackson Place, Washington, D. C.

At its meeting on October 27 and 28, 1941, the National Advisory Committee of the National Youth Administration considered at length the status of the N. Y. A. The committee approved and sent to the President a short report, and at the same time authorized the chairman, Charles W. Taussig, to appoint the Very Rev. Msgr. Edward Roberts Moore as chairman of a subcommittee to prepare a comprehensive report to be submitted to the President at a later date. This report was completed and transmitted to the President under date of March 19, 1942. In view of Mr. Taussig's absence I should like to summarize briefly the major points presented in the 98-page report to the President. I should like to submit the full report as Exhibit A.

(The report will be found at the end of Mr. Weston's testimony.)

It is well, perhaps, to explain briefly the composition and work of the National Advisory Committee. The National Advisory Committee is composed of 37 citizens appointed by the President who report directly to him, receive no salary, and have no administrative responsibility for the N. Y. A. Therefore it possesses the independence which permits objective evaluation. In addition to the National Advisory Committee there are State and local advisory committees, all of which are composed of representatives of a cross section of the following major interests concerned with the needs and responsibilities of young people: youth, education, business and industry, labor, agriculture, social welfare, health, employment services, racial minorities, and civic interests. The members of the State and local committees also serve as volunteers without pay and possess the same independence as the National Advisory Committee.

The National Advisory Committee, in addition to concerning itself with national program policy, seeks to stimulate and coordinate the development of active State and local advisory committees who participate with the National Advisory Committee in weighing constantly the values and effectiveness of the work of the National Youth Administration. For example, the State and local advisory committees are now participating in an analysis of the values which the National Advisory Committee found to be inherent in the N. Y. A. program. They were asked to weigh the validity of these values in terms of present conditions, and to suggest any other needs that are not being met.

The underlying reason for these committees is (this and all future quotes are from the report) that—

they bring the community into a participating partnership with an agency of the Federal Government. They are a medium through which local citizens exercise local responsibility in regard to matters affecting young people. They offset the danger of Government being left to assume full responsibility. They are a guaranty of the democratic character of the National Youth Administration and the preservation of that character. They mark a fundamental point of divergence between the United States and the dictatorships—

in dealing with youth.

Today we are at war.

In a sense, therefore, we are not interested in what has gone before and only secondarily in what is to come. It is the "now" of things that concerns us—therefore, in connection with this report, the "now" of the National Youth Administration. Has the National Youth Administration a contribution to make to the winning of the war? That is the sole question. Its yesterdays and its tomorrows must be subordinated to the business at hand.

The National Advisory Committee is not concerned with entities. It is concerned with values. It is not concerned with the perpetuation of an agency. It is concerned as to whether or not there are needs that must be met.

During the predefense period, the N. Y. A. program was based primarily upon meeting the needs of unemployed youth and geared to the needs of the communities in which they are located. However, as far back as 2 years ago—

with the approach of armed hostilities and the necessity for preparing for whatever would eventuate, a gradual transition took place in the National Youth Administration program from what might be termed a community construction and production basis to a war construction and production basis.

As a result, today the entire N. Y. A. program is geared to war needs.

What are the cold, hard facts? What are the major needs of the war program? They are threefold:

1. A need for a vast number of workers with sufficient preliminary training to be able to fit rapidly into war production work.
2. As never before, the armed forces need men with the preliminary mechanical training that makes it possible for them to fit quickly into the requirements of mechanized warfare.
3. As men and women are drained from civilian work into the armed forces or employment in war industries, there is an increasing need for the training of workers to fill vacancies in essential civilian services.

In its report the National Advisory Committee pointed out that:

1. The Bureau of Labor Statistics estimates an increase of approximately 10 million workers by the end of 1942, of which 2 million will

constitute new additions to the labor force. The Bureau of Employment Security's estimates are even higher, or 4 million new workers.

2. Youth contribute normally 1,600,000 new persons each year to the labor force. During these times the number is likely to be greater.

Of these new youth entrants into the field of labor, only a small proportion possess the needed skills and experience. It has been found that fully two-fifths of the workers employed on National Youth Administration projects had never had a job before, while most of the remainder had been employed only in "dead end" jobs which contributed nothing to their employability in defense work.

3. War production employment is necessitating considerable migration.

Already * * * wholly undirected migration of workers has been considerable. Youth, always the most mobile part of the population, constitutes a large part of this defense migration * * * The need for intelligent direction of the movement of workers—in itself necessary and inevitable—is very great.

4. Due to the concentration of defense contracts in comparatively few places (24 States received only 7.3 percent of all defense contracts, though they possess 21.8 percent of the country's youth population) and due to priority rulings on civilian production, there is still extensive unemployment among youth. The W. P. A. survey of unemployment in January 1942, showed 1,200,000 youth still unemployed.

When combined with the unpaid family worker group, the total youth available for paid employment at the present time adds up to about 2 million and, as has been indicated, there is no reason at the present time to anticipate any early or substantial decline in this number.

5. Although the primary requirements of a wartime economy are for workers in the war industries, it is imperative to maintain, and in some instances to expand, essential civilian activities such as farming, food transportation and preparation, hospital services, and stenographic and clerical work.

6. Since the operation of the Selective Service Act the health conditions of our young men have been brought vividly to our attention. About two-fifths of the men subject to selective service have been deferred because they were found to be physically unfit.

The CHAIRMAN. Where did you get those statistics as to the two-fifths?

Mr. WESTON. Those are the statistics of the Selective Service Board.

The CHAIRMAN. Two-fifths have been deferred?

Mr. WESTON. Two-fifths of the men subject to selective service have been deferred because they were found to be physically unfit, for various reasons.

The N. Y. A. program is dealing with each of these six needs—not adequately always, because its money is limited.

The need for training exists—obviously. No one denies it. The only question is, who is to do it? At the present time there are three major sources: (1) Training within and by industry itself; (2) training carried on through the public schools; and (3) training provided by the N. Y. A. and C. C. C. It is assumed, and the National Advisory Committee is in accord, that these two agencies will be consolidated into one.

It would seem that in a state of war—all-out war such as the world has never known—it is not wise to indulge in jurisdictional disputes;

that the thing to do is to make use of all existing facilities so long as the need for trained workers exceeds the present capacity of our total facilities to meet it. Training within industry meets the need of only a few concerns. The great bulk of them are unable either to provide the necessary preliminary training or to do enough of it to meet their own need. In fact, hundreds of letters from industry itself testify to the need of continued and even expanded use of N. Y. A. facilities for the training of workers for war production.

The training provided through the schools, while a definite contribution, does not produce an adequate supply of trained workers. One basic reason is that the schools that have facilities are located, for the most part, in the major industrial centers where the fewest number of unemployed, out-of-school youth are to be found.

N. Y. A.'s contribution to the six factual situations outlined above is already great. Potentially, it could do much more. In regard to training alone we find that the workshop facilities comprise approximately 55,000 individual work stations. Utilized on an average three-shift basis, these stations can provide for the training of more than 150,000 youth in the basic skills needed in the war industries. Since, with normal turn-over, a new group of 150,000 youth would enter the program every 3 months, the existing facilities can be used to train at least 600,000 youth during a year. [Reading:]

These figures refer to the training capacity of National Youth Administration production shops, which provide work experience in mechanical occupations. The training capacity of National Youth Administration projects for youth workers in construction activities, public health and hospital assistance, and stenographic and office machine skills is not limited by the existing number of work stations, which in these activities can be expanded or contracted very rapidly. The important limiting factor is the wartime need for qualified personnel in these fields.

Not only do these facilities exist but N. Y. A. possesses the flexibility that makes it possible to bring youth and employment needs together, either during the training period or afterward. Without the ability to bring youth from their place of residence to a central point where training can be given, either within or outside of their native State, we would be failing to train the bulk of youth who are unemployed and without experience to qualify them for use in war industries.

Thus N. Y. A.

has the facilities * * * It has the experience. The training that can be provided meets one of the needs essential to winning the war. Such resources cannot be ignored. Entities do not matter, but everything that is necessary to winning the war does matter.

In this regard it is interesting to note the experience of England. Prior to the war England had the same sources for training workers: industry, technical schools, and the British training centers operated by the government which are equivalent to N. Y. A. work centers. For the same reasons that the N. Y. A. work training centers are filling a war need, England found it necessary not only to use the facilities of the British training centers but to augment them, in addition to the training done within industry and by the technical schools.

In these days the primary test of training is whether or not it leads the person who receives it to private employment. During the past calendar year more than 419,000 youth left N. Y. A. projects to take

jobs in private industry—war industries, and industries and services essential to civilian needs. In addition to this number, 12,941 N. Y. A. youth enlisted and 8,400 entered the armed forces through the Selective Service.

In all of this, one very important point should be borne in mind: That the training the youth receives produce articles and services at the same time. For a very small but important wage, unemployed youth are turning out many thousands of articles and doing considerable construction work for the Army and Navy, and are providing many helpful services, such as clerical work, for many Army and Navy posts and other agencies related directly to the war program—all of this, while the youth receive training to qualify them for private employment.

Such is the situation today, both in terms of needs and the part that the National Youth Administration has been and can continue to play. Time does not permit a discussion of all of the important facts and considerations. However, based upon the foregoing, as well as upon other considerations that the National Advisory Committee has analyzed in its report to the President, the committee concluded its report with the following seven specific recommendations which it feels should be included in any future youth training program:

1. Employment of youth on realistic, productive work projects designed to provide the type of preliminary training required by industries producing war materials; such preliminary, technical, and nonmilitary training as requested by the armed forces and, insofar as possible, job training for such other work as is necessary for the maintenance of essential civilian life.

2. In view of the desperate need for trained workers the program must be capable of reaching all youth who can be trained for fields of work in which labor shortages exist.

3. The agency must possess the administrative flexibility that will bring youth and training facilities together, including bringing youth and employment needs together, either during the training period or afterward.

4. In order to carry out youth training with efficiency and dispatch adequate personnel and guidance practices must be provided to the end of keeping square pegs out of round holes.

5. Health services, supplemented with a program of health education, must be provided. This function should be aimed primarily toward facilitating those techniques and services which will help to equip the youth, from a psychological and physical standpoint, to perform arduous training and work with a minimum of time lost from the job as a result of illness. Included in this service should be rehabilitation of youth rejected by the Selective Service Board for physical conditions which can be remedied. In order to discharge this responsibility there must be efficient, constructive, professional concern with the problems of sanitation, nutrition, recreation, health education, and medical and dental services.

6. Democratic government depends upon the exercise of genuine local responsibility in matters of common concern, together with a recognition by public officials of the need for blending community needs with national interests, and vice versa. Any government youth agency must have national, State, and local advisory committees acting as participating partners with the agency, and composed of

members who represent a cross section of the major interests concerned with young people.

Development of this new method of bringing community participation into the administration of public agencies requires legislative provision for the work, with an appropriate budget specifically set aside to carry it out.

7. Useful work opportunities should be extended to those high-school and college students who, if such work were not available, would be unable to continue or complete their education. One of the principles basic to democracy is equal educational opportunity.

I should like to add that attached to this statement is an appendix which is a brief summary of the views of 421 State and local advisory committees in 36 different States, plus New York City and Hawaii, which we have received in regard to the several values that were defined by the National Advisory Committee. Since the summary was made, replies have been received from 100 or more additional committees, but their points of view are not reflected in this summary, since they came in after we were able to complete the summary. That summary is attached and I should like to put it in the record, with your permission.

The CHAIRMAN. It may be inserted in the record.

(The matter referred to is as follows:)

THE POSITION OF THE LOCAL COMMUNITIES ON THE NATIONAL YOUTH ADMINISTRATION

At the meeting of the National Advisory Committee of the National Youth Administration on October 27 and 28, 1941, the committee outlined seven values which it believed to be inherent in the National Youth Administration program.

On February 6, 1942, the office of the National Advisory Committee wrote to the 1,168 State and local National Youth Administration advisory committees. The seven values were listed and the State and local committees were asked to present their points of view on these values, and the need or lack of need for continuing them during the war period.

To date, 421 State and local committees—local, unpaid citizens interested in the problems of youth—have forwarded their findings to the office of the National Advisory Committee. These replies cover 36 States, New York City, and Hawaii, representing every region of the country.

The replies of the local citizens provide a fair index to the reactions of the communities, both to the importance of a youth program during the war emergency, and to the contribution of the National Youth Administration.

The committees took considerable latitude in framing their answers. They considered the questions posed by the office of the National Advisory Committee in the light of their experiences with and knowledge of the needs of their local communities.

The seven values presented to the State and local committees were:

1. The program of training young people for employment by means of realistic productive work projects;
2. The special program of specific training for employment in war industries, provided by work experience on production projects;
3. The student work program for high school and college students which extends equal educational opportunity through the medium of work experience projects;
4. Vocational guidance and counseling designed to help young people to find the job for which they are best fitted;
5. The program of health and physical education, including physical examinations and follow-up treatment through community cooperation;
6. The advisory committee program, National, State, and local, which emphasizes the development of a genuine participating partnership at the local community level; and
7. Maintaining an administrative structure with flexibility to adjust readily to changing needs, involving ability to give work experience where young people

are, as well as to be able to bring young people into points where workers are required by industry.

In considering these values 249 of the committees endorsed them in their entirety. In 152 instances, the committees stated that the war emergency had made all of the values more important and essential to continue. In four cases, fewer than 1 percent of the total, committees indicated that the values were of decreased importance during the war emergency.

As has been noted, the committees took advantage of considerable latitude in discussion of the values of a youth program and what they would want to see a youth program accomplish in their communities during the war emergency. Suggestions came in from almost every community and State as to ways in which the youth program could be expanded or its direction changed to better meet the needs of the youth in their localities and the needs of the country as a whole.

In almost every case, the committees recognized a great necessity for training of workers for war industries. It is interesting to note that most committees feel that there should be a broader interpretation of the types of projects that provide training in relation to war needs. Also many of the committees feel that the youth program should include training for youth of 16 and 17 years of age, and a few committees felt that it should include those 14 and 15 years old. Still other committees recommend that training should be provided the young people who are employed and must retain their present jobs in order to live but who at night could and should take training for war industries. A number of committees stressed the importance of health rehabilitation in connection with work-experience projects for selectees who have been rejected from military service. Typical of the reasoning of the committees in eight States (Utah, Oklahoma, Montana, Nebraska, Minnesota, Louisiana, Virginia, and Texas), which went into the suggestion for lower National Youth Administration age limit is an excerpt from the minutes of the meeting in Travis County, Tex., which sent in the following letter addressed to the committee chairman:

CONSOLIDATED STEEL CORPORATION, LTD.
Orange, Tex., February 25, 1942.

Mrs. F. F. SPILLER,
Chairman, National Youth Advisory Committee,
Austin, Tex.

DEAR MRS. SPILLER: This will acknowledge receipt of your letter of February 23 wherein you request an expression from us concerning the experience and training young men have received in National Youth Administration shops who are now in the employ of this company.

We find that the experience and training given these young men prior to their connection with us have been of great assistance not only to the boy but to us in that each boy had some actual working knowledge of the task to which he had been assigned.

The one thing which prevents our making use of more of the National Youth Administration boys is the fact that all of these young men are in or near the age limits in Selective Service. It is the present practice of this company not to ask deferment on any employee until he has proven to our satisfaction that he is a skilled worker and we are convinced that he would be difficult to replace.

It is our understanding that the National Youth Administration is only permitted to enroll boys between the ages of 18 and 24 years. Since we have found that 6 months to 1 year's time is required for these youngsters to prove their value and convince us that their skill justifies us in making a request for deferment, most of the National Youth Administration boys would be taken away from us by Selective Service before they had had the opportunity to prove their worth.

If the regulations are changed, making it possible for National Youth Administration to enroll men not subject to selective service, we would like to see the training continued.

Very truly yours,

L. S. HERRING, JR., *Personnel Department.*

Many of the communities were concerned that the girls in their localities were not receiving enough training. Committees in 17 States, scattered throughout all sections of the country, asked that more projects be devised for girls. They were particularly concerned with increased training in the clerical occupations, since many of the young men formerly employed in these occupations were moving into defense industries or into the armed services. Many communities saw what is now being increasingly recognized, that a large part of the surplus of avail-

able labor to meet the expanding needs of our war economy exists in the ranks of girls and women.

Despite the fact that the communities were almost unanimously agreed that the function of a youth agency should be one of training youth for war work, nevertheless, their definition of war work was much broader than that which is commonly conceived. In Texas and Michigan, for example, the fact that the National Youth Administration had drastically cut its woodworking projects brought a plea from communities in these States that woodworking be considered a defense activity.

In agricultural States concerned with a shortage of farm labor, local communities request that the National Youth Administration turn to agricultural projects to give youth training for farm work in terms of food production, food preservation, marketing, budgeting, and the maintenance and repair of farm equipment. Many States emphasized the need for giving youth training in nurses' aid work; some States wanted handicapped youth trained; others wanted school-lunch projects expanded; some wanted youth to be employed to serve the civilian defense councils in the locality; and still others thought that emphasis should be given to citizenship training. All these are expressions of the function of a youth agency as conceived in the communities; functions that go much beyond the training for work in defense industries.

Four primarily agricultural States (Arkansas, Minnesota, Idaho, and Utah) advanced a suggestion that the intertransfer procedure of youth to war work be expanded, despite the fact that some shortage of farm labor exists in those States. Winona County, Minn., praised the "policy of planned migration whereby the youth from Minnesota are given opportunities for employment on the east and west coasts."

The student-work program came in for considerable discussion. Committees in 45 communities thought that since the war, aid to students had become less important. On the other hand, 7 times as many committees—326—thought this program more important. The considered opinion of the State advisory committee in Nebraska is typical of those committees which wanted to see the student work program continued and even expanded.

The committee expressed itself thus—

(a) "The school-work program is as essential now as in peacetime, and should not be further curtailed. The National Youth Administration for Nebraska is cooperating wholeheartedly with the public school system.

"Farm incomes will not materially improve for about 2 years. The small businessman does not profit until the farmer profits. The income of the common laborer in Nebraska has not increased enough to meet changing economic conditions. Therefore, youth from many of these families need help in attending high school and college.

"Because there are more jobs in defense industries at the present time does not mean that the youth problem is solved. There are still a large number of unemployed youth who will, in order to take their places in war industries, need help in completing their high school and college education."

(b) "To have professionally trained men and women, it will be necessary to continue the student-work program during the war period.

"The 2-year terminal college courses are essential to war needs, and must be encouraged regardless of the ability of youth to pay. The National Youth Administration school and college work programs are set up to take care of this financial need, and the schools are also prepared to handle these terminal courses. It will cost less to continue the National Youth Administration in-school program than to set up another agency to aid college students."

Many of the communities which thought that the program was less important felt that the high-school program could be dispensed with during the war, but emphasized that the college work program, particularly in the professional and technical vocations, should be continued and probably expanded.

The National Youth Administration health program received considerable praise. Committees in 19 States wrote lengthy endorsements of the idea represented by this phase of the youth program. In almost all cases, however, there was an expression of the need for a greater amount of follow-up work and provision for remedying the defects found among the youth.

Many of the committees pointed out the necessity of maintaining and extending the advisory committee structure. Although unpaid and giving voluntarily of their labors, these committees recognized the value of bringing local community thinking into the planning of a Federal youth program. Many commented on the extreme need for maintaining the flexibility which the National Youth Admin-

istration has exhibited in its operating structure. However, five widely scattered States (Arkansas, Florida, Arizona, Montana, and Virginia) commented on the fact that the National Youth Administration should give more publicity to its program, since in their opinion, there were many youth who, if they knew about the program, would come forward to avail themselves of the opportunity of obtaining defense training. In line with these suggestions were the statements by the State advisory committees in South Dakota and Oregon, which proposed that funds be furnished sufficient to double the present youth load in those States because, as the South Dakota committee noted, "there are additional needy youth in the State upon whom such an increase in funds may be advantageously expended." The State advisory committee in Florida wrote:

"We recommend that more action be taken to acquaint the youth in Florida who might be eligible for this type of training, of the advantages provided and the opportunities offered. We cannot help but feel convinced that in this State there are innumerable youth who should be given this training and although we recognize the many difficulties surrounding the operation of this type of program in a large and sparsely populated State like Florida, we feel that with additional personnel to carry on the work, much more might be accomplished."

The 421 committees of unpaid, local citizens, taking time out from their daily occupations and preoccupied with the war effort, have, in overwhelming proportion, stated their approval of the National Youth Administration program, and particularly in its defense training aspects.

The CHAIRMAN. I would like to say here that five members of our committee are on a housing conference meeting this morning with the House of Representatives; Senator Pepper has a subcommittee hearing, and Senator Connally has called a special meeting of the Foreign Relations Committee.

Senator McKELLAR. I will have to leave at 12 o'clock.

The CHAIRMAN. Yes.

Senator McKELLAR. I would like to ask one or two questions of this witness.

The CHAIRMAN. There will be someone here all the time.

Senator McKELLAR. Who prepared the report?

Mr. WESTON. The report was prepared, Senator McKellar, by Father Edward Roberts Moore, a member of the National advisory committee, and then, when the report was completed in rough draft, it was sent to the members of the subcommittee. It was prepared at the direction of the National Advisory Committee at its meeting on October 27 and 28, 1941.

Senator McKELLAR. You do not know who did the actual work of preparing it?

Mr. WESTON. Father Moore did, yes.

Senator McKELLAR. Father Moore prepared it?

Mr. WESTON. Yes.

Senator McKELLAR. Who paid for it?

Mr. WESTON. There was no expense attached to it.

Senator McKELLAR. Was it printed?

Mr. WESTON. It was just mimeographed.

Senator McKELLAR. It was just mimeographed?

Mr. WESTON. Yes.

Senator McKELLAR. The National Advisory Committee of the National Youth Administration does not receive an appropriation of any kind from the Government, does it?

Mr. WESTON. No, sir. The only thing that the members of the National Advisory Committee receive is their travel expenses. The entire committee only meets about once a year.

Senator McKELLAR. From what source do they receive that travel expense?

Mr. WESTON. The money comes out of the, I think, administrative budget of the National Youth Administration.

Senator MCKELLAR. That is all.

The CHAIRMAN. Thank you very much.

REPORT OF THE NATIONAL ADVISORY COMMITTEE OF THE NATIONAL YOUTH ADMINISTRATION TO THE PRESIDENT OF THE UNITED STATES¹

MARCH 19, 1942.

The PRESIDENT,

The White House, Washington, D. C.

MY DEAR MR. PRESIDENT: I herewith transmit to you a critical report on the activities of the National Youth Administration, prepared by the National Advisory Committee of the National Youth Administration pursuant to a resolution adopted at our meeting in Washington on October 28, 1941. This is an amplification of the preliminary report submitted to you on that date. I particularly call to your attention, as possibly of immediate interest, pages 6 to 36, containing a comprehensive review of National Youth Administration wartime training activities. I have placed a marker in the report where we reproduce some letters from industries engaged in war production, in which they appraise the value to their organization of National Youth Administration trained workers.

The entire membership of the Committee has not had an opportunity to read the completed report, due to a slight delay in arranging for mimeographing. It is therefore possible that from time to time we will submit to you further critical comments from individual members of the Committee.

We are greatly indebted to Monsignor Edward Roberts Moore who, as chairman of the subcommittee appointed at the last meeting, has shouldered the major job of drafting this report.

Respectfully yours,

CHARLES W. TAUSSIG,
Chairman, National Advisory Committee.

NATIONAL ADVISORY COMMITTEE

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Mr. Adolf Augustus Berle, Jr.
Mrs. Mary McLeod Bethune
Miss Selma Borchardt
Mr. Frank L. Boyden
Mr. Howard S. Braucher
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Dr. Glenn Cunningham
Mr. Henry S. Dennison
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Dr. David E. Weglein
Mr. Owen D. Young
Dr. George F. Zook

This report was prepared as an amplification of the brief statement submitted to the President at the conclusions of the meeting of the National Advisory Committee on October 28, 1941, pursuant to a resolution adopted at that meeting.

CHARLES W. TAUSSIG, *Chairman.*

INTRODUCTION

The National Youth Administration was created to meet an emergency. Its creation marked a new departure by our Federal Government—a venture into the field of youth work. It was a dangerous venture. No truer word was ever spoken than "The hand that rocks the cradle rules the world." Control of youth is the

¹A summary of this report will be found on p. 427.

cornerstone of dictatorship. In 1935 when the National Youth Administration was established the world had not been plunged into the chaos in which it is today, but chaos was in the making, the handwriting was on the wall. And the most potent ingredient in the witches' stew that was being brewed was regimentation, control of youth. In Germany we had the Hitler Jugend, in Italy and Japan corresponding youth groups, organized, directed, controlled by government. And now the United States was setting up a federally created, federally administered, federally financed youth organization. It was a bold step to take—many feared the consequences of it. No one knew better than the President of the United States, who issued the Executive order creating this totally new and different agency of government, the criticism to which he exposed himself in so doing, and the very real dangers that he faced. But there was no alternative. The youth of the country somehow had to be salvaged. There was a rising and altogether too justified discontent in their ranks. Something had to be done about that. Subversive groups and agents of un-American ideologies, taking advantage of the unhappy situation, were active in their midst. Their machinations had to be offset. In a sense, it was Scylla or Charybdis—a choice between two dangerous alternatives. Actually there was no choice. The situation had to be faced; procrastination would have meant disaster. So the President, in the light of conditions as they existed, did the courageous thing, he created the National Youth Administration.

But in creating the National Youth Administration he provided two safeguards against the dangers mentioned above. In the first place, he created the National Youth Administration not as an organization of youth, but as a service organization to youth. In the dictator countries, the government youth organization supplanted youth organizations conducted under private auspices. Gradually all these latter were eliminated; only the government-controlled youth organizations were permitted to exist. There are no longer Boy Scouts or Girl Scouts in Germany or Italy, nor youth organizations conducted by churches or other independent agencies. That would have been democratic, and there is no room in a dictatorship for any of the elements of democracy.

But in the United States no such procedure was contemplated or took place. The National Youth Administration did not supplant already existing youth organizations, or compete with them. Boy Scouts and Girl Scouts, Y. M. C. A.'s and Y. W. C. A.'s, Catholic, Protestant, and Jewish church groups go on just as before, strengthened, if anything, rather than weakened by the National Youth Administration, in the sense that help to individuals is a help to the organizations of which they are members.

So also with its student work program, the National Youth Administration strengthened the agencies of democracy. There were indeed those who would have restricted its application solely to tax-supported institutions of secondary and higher education, but the President was far too wise for that. He and all right-thinking people with him saw in the thousands of schools, colleges, and universities operated under private auspices in the United States one of the great guaranties of democracy. Some of these institutions have tremendous enrollments, such as Columbia University in New York with its teeming thousands: not a few, such as Harvard and Yale, have histories that parallel the development of the Nation itself. He saw the preservation of these institutions as vital to the preservation of true democracy among the educated youth of the Nation. He saw great danger in the centralization of all higher education in State-supported institutions, and so through the inclusion of all "non-profit-making and tax exempt bona-fide educational institutions" of secondary and higher education the cause of democracy was strengthened rather than the reverse by the establishment of the National Youth Administration.

In other words, the National Youth Administration, as long as it exists (or any future governmental agency for youth), must exist as a service organization, not as an over-all organization, nor as a competing nor a supplanting one. The preservation of the private colleges and schools, and of the private youth organizations, is essential to the preservation of democracy.

The second device utilized by the President to safeguard the democracy of the National Youth Administration was the creation of advisory committees, at the Federal, State and local levels. One year and a half ago a unique step was taken in the field of government with the creation of the Office of the National Advisory Committee, composed of a small but full-time staff, including some field assistants, with the purpose of stimulating the development and activity of state and local

advisory committees. The underlying purpose of the advisory committees is stated by the Office of the National Advisory Committee as follows:

"It is not enough to elect officials and give them power to appoint administrative agents. That would produce, at best, a benevolent bureaucracy, feeding upon its own ideas. Sooner or later it would destroy the fertility of the soil in which democracy can grow. Democracy becomes secure to the extent that individual citizens join hands and participate with their government in meeting common problems. Equally, government must take increasing care not to become insulated from the opinions and needs of the community. To this joint end, to the end of a more active partnership between citizens and an agency of government, advisory committees are one of the most effective of all instruments."

There are now 1,168 active State and local advisory committees, with a total membership of 12,012. Their composition follows a cardinal democratic principle, that the membership represent the major interests concerned with the needs and responsibilities of young people. These interests cover youth, education, business and industry, labor, agriculture, social welfare, health, employment services, racial minorities, and civic interests. This means cross-section community consideration and action. In no other governmental set-up is there anything comparable. It is democracy at work.

At the Federal level, corresponding to the State and local committees, is the National Advisory Committee, a citizens' group consisting of 36 members. The National Advisory Committee is appointed by the President and reports directly to him on matters of policy. It works closely with the National Youth Administration Administrator in analyzing the needs of youth and in planning an over-all national program. It serves also to stimulate and coordinate the interest and action of the State and local advisory committees.

These committees are engaged in three types of activity:

1. Assistance in the operation of various phases of the National Youth Administration program, such as sponsoring projects, including the securing of financial contributions and materials and arranging for dental work and remedial health care.

2. Directing specific attention to the total youth situation in a community or State, such as studies and surveys regarding the kind and adequacy of training, health and recreational facilities.

3. Participation in all phases of the Nation's defense program by carrying out a national analysis of ways in which young people felt they could best contribute to national defense and cooperating with local and State civilian defense councils.

These committees bring National Youth Administration to the community and keep its roots there. They are an essential expression of the National Youth Administration basic philosophy of "minimum central control and maximum local autonomy and initiative." Also, they bring the community into a participating partnership with an agency of the Federal Government. They are a medium through which local citizens can exercise necessary local responsibility in regard to matters affecting young people. They offset the danger of Government being left to assume full responsibility. They are a guaranty of the democratic character of the National Youth Administration and the preservation of that character. They mark a fundamental point of divergence between the United States and the dictatorships in youth organization.

This document has been prepared under the auspices of the National Advisory Committee of the National Youth Administration. Since it has no administrative responsibility for the National Youth Administration, it is in a position to present an objective evaluation of its work. This report is intended to be such. It is hoped that it is and that it will be useful.

SECTION I.—THE DEFENSE AND OFFENSE PERIOD "THE WAR'S THE THING"

THREE EMERGENCIES AND THE NATIONAL YOUTH ADMINISTRATION

The 1930's brought to the United States a major emergency: Economic depression and its inevitable accompaniment, mass unemployment.

The early 1940's have brought war: A second and still greater emergency.

The post-war period will bring the problems of reconstruction and readjustment; it may well be the greatest emergency of the three.

The National Youth Administration was created during the first emergency and with its out-of-school and in-school work programs sought, to the limit of the resources made available to it, to alleviate the hardships of the youth of the depression.

It saw the second emergency coming and, adapting itself to changing circumstances, has made and is making important contributions to the war effort.

It is already thinking in terms of the third emergency, when it may be needed even more than in the other two.

In the following pages an attempt is made to set down clearly the history and philosophy of the National Youth Administration, what it has done and what it is doing—and what there is to be done in the future.

The above order, however, though both chronological and logical, has not been followed. "The war's the thing"—obviously. Hence, first place in this report is devoted to the National Youth Administration of today and the contribution it is making and can make, and should be called upon to make to the Nation's all-out war effort.

Emergency No. II, the defense and offense period—"The war's the thing"

In later pages of this report, is a discussion of the history, philosophy, form of organization, program, development and achievements of the National Youth Administration. This discussion aims to give a complete picture of the National Youth Administration; some knowledge of its content is essential to anything like an adequate understanding of the National Youth Administration, and the contribution it has made to our American way of life. Today, however, we are at war. In a sense, therefore, we are not interested in what has gone before, and only secondarily in what is to come. It is the "now" of things that concerns us—therefore, in connection with this report, the "now" of the National Youth Administration. Has the National Youth Administration a contribution to make to the winning of the war? That is the sole question. Its yesterdays and its tomorrows must be subordinated to the business at hand.

In National Youth Administration history the spring of 1940 is the dividing line between period I and period II, or in the phraseology of this report, between the depression emergency and the defense (and now offense) emergency. What was the National Youth Administration doing at that time, and how did it go about gearing in its activities with the changing needs and accelerating tempo of American industrial life as occasioned by the approach and finally the onset of armed hostilities?

As has been said, an account of National Youth Administration activities during the whole of the depression period is contained in the second section of this report. Suffice it to say here that in the early months of 1940 National Youth Administration officials, with commendable vision and foresight, took stock of the world situation and its relationship to the United States, reevaluated conditions within the country and restudied the program potentialities of National Youth Administration in the light of the changing situation. National Youth Administration had been carrying on its work through a two fold program, an out-of-school work program and an in-school work (or student work) program. On the former, during the fiscal year 1940, it expended \$67,304,000 and provided employment for an average monthly number of 264,460 young men and young women. On the latter, during the same year, it expended \$27,188,000 and provided employment for an average monthly number of 438,015 students. The out-of-school work program was provided by local construction and production projects and at resident work centers. A description of these three types of projects is given later. The two dominant principles in the selection of all projects, whether out-of-school or in-school, were that the projects should provide (1) useful work and (2) the opportunity for training on the job for the youth participating.

During the predefense period out-of-school projects were geared primarily to the needs of the communities in which they were located. With the approach of armed hostilities and the necessity of preparing for whatever would eventuate, a gradual transition took place in the National Youth Administration program, from what might be termed a community construction and production basis to a war construction and production basis.

The National Youth Administration was among the first of the Federal agencies to revamp its program to the changed needs of our wartime economy. So effectively did it do so that the National Advisory Committee at its meeting in the fall of 1941 was able to say to the President:

"The committee takes considerable pride in the part the National Youth Administration has been able to play in the defense effort. Through foresight on the part of the Administration a defense training program was developed in anticipation of the hour of need, and as a result there are now 800 shops in which

young people are receiving training in skills needed acutely by defense industries, and between 35,000 and 45,000 young people each month are leaving National Youth Administration to go into private employment."

A visit to some of these National Youth Administration training centers is a revelation. Cold print is apt to leave one cold, and when there is discussion of the work of any particular agency the reader subconsciously sets up a defense against the possibility of propaganda in favor of the agency under discussion. But first-hand observation is something else again, and a first-hand observation of these National Youth Administration training centers leaves one far from cold.

Take, for example, the Miami Work Experience Center near Dayton, Ohio. The boys live at the center but receive their work experience in the Air Corps shops at Wright and Patterson Fields. You walk into any one of the shops where the youth are working and they do not even look up with a natural curiosity to see who goes by. They are too interested in the machines they are operating. At this center some 400 young men are receiving training which is invaluable to them and to the Nation—either in the armed forces of the country or in production work.

The young workers come to the center without experience. In any factory, geared today to speed and more speed, they would be a hindrance, a brake. In the center they are assigned to specific work under the supervision of trained Army civilian mechanics. They work in the machine, sheet metal, and welding shops, at engine, instrument, and plane repair, in radio, ignition, and electricity. They do final assembly, participate in flight tests, do structure repair and work in connection with propellers. They learn to do by doing. They receive also related training, through courses given by qualified instructors in cooperation with the State board of vocational education and the local school authorities; instruction in blueprint reading, shop mathematics, and shop practice. In 6 months' time, given average capacity, they take civil-service examinations and the majority are employed by the Air Corps as mechanic-learners. Some, who are eligible under the Selective Service Act, are prepared to make their contributions in technical fields in connection with the armed forces. A few from the center go into the production lines of the industries of the Nation.

Talk to some of these young men when you visit the Miami or any other center. It is unbelievable how their whole attitude changes when they learn actually to do something; the pride in themselves—and in the country that has taught them—when they have found that their fingers and their brains can and do make things, things that will help save the Nation.

South Charleston, W. Va., has a resident work center operated by the National Youth Administration on property of the United States Ordnance Plant located there. About 700 young men are in residence at the project working in three shifts on a 24-hour day. While metal and mechanical fields are emphasized, the youth in National Youth Administration operated and supervised shops receive training in various types of work essential to the national defense program. Work units, which are operated on an 8-week basis, include aviation and auto mechanics, acetylene and electric welding, sheet metal, machine shop, carpentry and wood-working, plumbing, electricity, radio, warehouse management, cooking and baking.

Youth at this center work five 8-hour days a week, 4 hours of which each day are spent in actual work experience, 3 hours in trade technology—through classes in which the youth receive specific information related to the jobs they are performing in the shop—and 1 hour a week in each of the following: Safety, social education, occupational counseling, personal counseling, library, and health.

The work experience program is operated here in two factory-type buildings, each approximately 130 by 300 feet in size. The machines utilized in the training program have been rebuilt by the youth themselves from machines discarded by the Navy.

The project youth at South Charleston are housed in modern dormitories built by themselves. Each dormitory houses 96 youth, 6 to a room.

If you visit the project, drop in at mealtime. You will not be reminded of any of the elegant restaurants you may know, but you may actually get a more wholesome meal, for the National Youth Administration is interested, at these centers, not only in work training and experience, but also in the physical well-being of the youth. Neither in the armed forces nor in the defense industry is there any place for those physically below par.

There are 429 of these centers now in operation around the country. They are as rapidly as possible being geared to war needs exclusively; all of them will be so transformed by the middle of April. In them, young men and a constantly growing number of young women are being changed from awkward, self-conscious, completely unskilled youth, a drag upon the Nation's war effort; to young people with

some familiarity in the handling of tools and the operating of machines, and with confidence in their own ability to gain more skill and with the desire to gain it—an essential factor.

This training program of youth for the armed forces and the defense industries of the Nation is not, as might appear from the above, restricted to the National Youth Administration resident work centers, though in these centers it is possible to do a more complete and well-rounded-out job. Over 2,000 nonresident workshop projects throughout the Nation are doing work immediately related to the war effort. Those are both construction and production projects. Elsewhere statistics of their accomplishments in the way of useful things made—useful to our war effort—will be given. Here, however, attention is called to and emphasis laid (too great emphasis on this point is hardly possible) on the work that the National Youth Administration is doing, on both its resident and its nonresident projects, in making available to the Nation at this critical hour the great natural but unadapted resources of the Nation's young manhood and young womanhood. Only a few days ago the general superintendent of a plant in the South that has been asked by the Navy to produce in great quantities certain equipment for new units in the rapidly expanding battle fleet of the Nation, came to the National Youth Administration and said, "What can you do to provide me with semiskilled workers; workers that can operate one machine? I have now 300 men on my force; by June I should have 3,000. Will you get them and train them for me?"

That is what the National Youth Administration is doing—everywhere. Its contribution to the winning of the war is already great; potentially, it is literally incalculable.

The workshop facilities of the National Youth Administration comprise approximately 55,000 individual work stations. Utilized on an average three-shift basis, these stations can provide for the training of more than 150,000 youth in the basic skills needed in the war industries. Since with normal turn-over a new group of 150,000 youth would enter the program every 3 months, the existing facilities can be used to train at least 600,000 youth during a year.

These figures refer to the training capacity of National Youth Administration production shops, which provide work experience in mechanical occupations. The training capacity of National Youth Administration projects for youth workers in construction activities, public health and hospital assistance, and stenographic and office machine skills is not limited by the existing number of work stations, which in these activities can be expanded or contracted very rapidly. The important limiting factor is the wartime need for qualified personnel in these fields.

Health and rehabilitation centers.

A war contribution that is truly a pioneering effort of the National Youth Administration is its rehabilitation and health centers, of which there are now eight. The first one of these that was opened is located at Durham, N. C. To these centers are referred selectees who have been rejected because of remediable physical defects. They should be visited to be appreciated. At Durham there are some 180 young men who, because of defective vision or hearing, carious teeth, hernias, malnutrition, and the like, are not in their present condition considered as assets to the armed forces. About 450 young men passed through this rehabilitation center during the 6-month period from June through December 1941. The magnitude of this problem becomes apparent when it is realized that 2 out of every 5 young men, otherwise eligible, are currently being rejected by draft boards because of physical defects—not all, of course, remediable. At the Durham center and the other similar ones these young men are given their chance. If it is merely a case of malnutrition they are given a corrective diet and nutritional training. If medical care is indicated, they receive it right at the center. If surgical attention is called for, it is provided free of charge at the Duke University Hospital with convalescence at the center. At the same time, though they are in residence at the center primarily for reasons of health, they are being given work and training work experience as well as at the other resident centers, and so in this respect also are becoming more useful to themselves and to the Nation.

No other agency in the country is providing precisely this type of service; its significance and value to the Nation must be evident. There is great need for its extension.

The war's demands for trained workers.

A fact that few of us realize, the almost inconceivable magnitude of the defense program and the resultant labor problem by which industry is confronted, greatly enhances the importance of what has been said concerning the use that must be

made of National Youth Administration facilities and experience. At the time of the recent revision of the defense program to a proposed level of expenditure of over \$50,000,000,000 a year, the Bureau of Labor Statistics estimated that defense employment will increase by approximately 10,000,000 by the end of 1942. It is expected that 8,000,000 of 10,000,000 required will come from civilian industries, while the remaining 2,000,000 will constitute new additions to the labor force. Estimates made by the Bureau of Employment Security state even higher new worker requirements. Under the assumption of a probable national income of \$110,000,000,000 when the program is well under way, the Bureau estimated that 4,000,000 new workers will be required.

Youth normally contribute 1,600,000 new persons each year to the labor force. During these times of increased activity that number will probably be considerably greater. Of these new youth entrants into the field of labor, only a very small proportion possess the needed skills and experience. It has been found that fully two-fifths of the workers employed on National Youth Administration projects had never had a job before, while most of the remainder had been employed only in dead-end jobs which contributed nothing to their employability in defense work. Since these youthful workers are so much in demand both in the expanded war industries and in the armed forces, where skills also are needed, it is imperative that the necessity of training these youth be faced squarely if the war effort is to succeed. This task is already too great for the overtaxed facilities of the industries engaged in defense production and the available training opportunities through the public schools.

Migration of youth workers.

It is not enough that youth are available for the labor market and the armed forces; they and training facilities must be brought together, and they must be brought to where they are needed in the factories.

Reference has been made in this section to a rapidly expanding southern plant, manufacturing appliances for the Navy and requiring workers having certain skills. The National Youth Administration is planning to deliver to this plant young workers trained on National Youth Administration projects throughout the South.

Already, though only indicative of what is to come, wholly undirected migration of workers has been considerable. Youth, always the most mobile part of the population, constitutes a large part of this defense migration. Many of these young migrants have merely gone to swell the unemployed groups in areas where they could not be used, whereas had they been properly directed and properly trained they could have been put to work immediately. The need for intelligent direction of the movement of workers—in itself necessary and inevitable is very great.

What National Youth Administration is doing to meet these needs.

In Connecticut, for example, there is great need for trained defense workers. An employment increase of about 60 percent during the past year has absorbed practically all the available workers in the area. Many youth living in other areas are ready and anxious to take advantage of the job opportunities in Connecticut, but need more specialized training and transportation from their home communities. With the aid of detailed specifications of the types of workers needed in the Connecticut Valley area, provided by the Connecticut State Employment Service, the National Youth Administration is now transferring youth with the proper qualifications from other States to the National Youth Administration resident center at Nepaug Village, 15 miles west of Hartford. There they have a place to stay while receiving training, and there they are interviewed by officials of the employment service and referred to prospective employers. Employers themselves frequently interview the workers directly in the resident center. During the past 6 months more than a thousand youth workers from this resident center at Nepaug have been made available to industries in Connecticut.

A project similar to that operated at Nepaug Village is now being operated by the National Youth Administration in Baltimore, and arrangements are being worked out to use resident projects to feed National Youth Administration trained workers into San Diego, Seattle, Norfolk, and other areas where shortages of qualified workers are acute.

Directed migration, combined with a training program for youth, has proved most successful, and has met with an enthusiastic response on the part of both industry and youth. Only a beginning, however, has been made. Before our

defense production can get into full stride efforts in this direction must be expanded greatly. The National Youth Administration, with its resident centers, its response to local needs coupled with a central organization which makes national planning possible, is well adapted to carry on this work.

Speeding up the National Youth Administration defense program.

When in 1940 expansion was begun by the National Youth Administration into the fields of defense training, about 50,000 of the out-of-school youth were employed in production shops, but by May 1941 the number had tripled.

For the fiscal year ending June 30, 1942, Congress appropriated \$119,856,000 for the out-of-school program, of which \$56,972,000 was for training in specific defense occupations and \$62,884,000 for the more generalized work-experience projects. By November 1941 the National Youth Administration operated a total of 4,475 production units, with 55,334 individual work stations. In recognition of the pressing need for trained workers in the national emergency, these facilities were used on the average by two shifts of youth workers, so that with the turn-over more than 147,000 youth utilized the work stations in the course of the month. However, because of the recent setting up of reserves by the Bureau of the Budget, this number will be reduced considerably by April 1942. This will be most unfortunate. Millions of dollars have been spent on equipment. Industry is clamoring for workers with some training. Hundreds of thousands of young people are available and are clamoring for training. A budget cut in this area is false economy of the most egregious kind.

In addition to increasing the shop facilities for defense training, the hours of work have been increased also. Prior to the initiation of the national defense training program, regulations of hours of work on nonresident out-of-school projects provided for a minimum of 40 hours and a maximum of 70 hours per month. At present the schedule of hours has been increased so that the minimum is 80 hours and the maximum 160 hours per month, including not more than 60 hours of formal classroom instruction under supervision of the vocational school authorities. Thus the young people participating can complete their training much more rapidly than before and more workers are trained for defense industry in any given time. However, what has already been done in this respect still does not meet the exigencies of the situation. Donald Nelson, Production Chief of the Nation, has called for 168 hours operation per week of every work station in the United States. This 100 percent standard must be the goal of National Youth Administration.

Along with the increase in assigned hours of productive work, the quality of the work experience given the youth has been improved. Appropriations for defense training made possible increased supervision, better equipment and working space, better planning of the production process and a shift to mass-production work, as well as emphasis on specific employment opportunities in war industries.

Youth receive training while producing articles for the armed forces.

In connection with their training in defense production shops, National Youth Administration youth contribute to the war needs by supplying materials needed by the armed forces. Of the hand tools produced or repaired in National Youth Administration shops in 1941 more than 35,000 went for Army use, as did over 96,000 machine parts and about 13,000 gun parts. Also, considerable work has been done for the Navy. In various parts of the country during the past year about 55 naval vessels in the over 5-ton class were repaired by National Youth Administration youth. At Quoddy, Maine, the resident project has filled orders recently for 4,000 conduit glands, 4,000 aluminum threaded sleeves, and 1,500 aluminum terminal boxes for the Portsmouth Navy Yard. Thus the output of National Youth Administration projects, though small in comparison with total requirements, adds to the available supply of essential military equipment. Much of this material would be difficult to obtain elsewhere, because it is frequently ordered in small quantities of odd sizes. To industry, such products are nuisance orders, but they are needed for military purposes and their production provides excellent training for beginning workers.

In some cases in the past—as, for example, the National Youth Administration shipyard at Staten Island—it was found after operating the project for a time that its overhead was too high. Too much was being spent for supervision, in relation to the number of youth being trained. In some cases, it was decided upon examination that this uneconomic situation was due to faulty management; in other instances to the nature of the project itself. When the former was found to be the case, appropriate steps were taken to correct the situation. If, on the

other hand, it was concluded that the very nature of the project itself led to its high cost of operation, even though excellent work had been done and fine training given, as was true of the Staten Island Shipyard, the project was discontinued.

From time to time the National Youth Administration has received criticism in this and other respects. In some cases the criticism has been found valid. By and large, however, this has not been so. It is inevitable in any large organization—especially a young one—that weak spots should appear here and there. The test of the organization is the celerity with which it discovers and eliminates these weak spots.

When the size of the National Youth Administration is taken into consideration, and particularly its Nation-wide distribution—almost every one of the 3,073 counties in the United States has some National Youth Administration activity—the weak spots in its set-up and, in general, the mistakes it has made, are very few. This report by no means absolves the National Youth Administration from all error—what agency of Government, or, indeed, what other agency could lay claim to such infallibility? But all in all it would give the National Youth Administration a definitely good rating.

Incidentally, the trial and error method is often a valid one. When pioneering is called for, it is a necessary one. The National Youth Administration was forced to pioneer. It was operating in a new area. It would be most unfortunate to lose now the benefits of its pioneering, the accumulated experience of the work that it has done in hitherto untouched fields.

The contribution of National Youth Administration to essential civilian activities.

Although the primary labor requirements of a wartime economy are for workers in the war industries, it is imperative to maintain, and in some instances to expand, essential civilian activities. Farming must still be done, for example, food transported and prepared, communication services maintained, much stenographic and clerical work done. Hospital service cannot safely be curtailed. Yet, just as critical materials are diverted from civilian industries to war industries, there is a similar transference of civilian workers to the plants engaged in the manufacture of war goods. Labor shortages are thus created in nondefense but nevertheless essential fields.

The National Youth Administration through its construction, clerical, and service projects has prepared many young people to step in and take the places left vacant in these fields by those leaving them for the armed services or for posts in war industries. As of November 1941, for example, more than 14,000 young men and young women were working on hospital projects as nurses aides and orderlies or in other important capacities. By so doing they enable the professional nurses to devote their full time to the more technical health work. Insofar as these projects are definitely and closely related to the war effort National Youth Administration will continue to operate them and so provide this service. All projects, however, not intimately related to the war effort are to be discontinued. Under date of March 6, 1942, Mr. Aubrey Williams, National Administrator, addressed the following instructions to all State administrators:

"I have just signed letter No. Y-239. What this means is that all improvements and construction carried on in cooperation with public agencies primarily for local benefit should be terminated at once. All available funds should be concentrated on projects to turn out workers for the war effort—either on industrial production lines or for the Army and Navy.

"Eligible youth who have not attained the age of 18 should be given work experience and training in production, so that when they do reach the age of 18 they will be prepared to man war-industry machines.

"Therefore, I want you to make a complete survey of the program as it is now operating in your State. Close those projects which are not preparing producers for the war machine and enlarge those that are—at once!

"I am not unmindful of the adjustments this plan of action will require. I realize that it will mean terminating projects such as school buildings and community services that, while very desirable, are not essential to the war effort.

"But, I repeat, eliminate those projects that are not turning out war production workers to go into the war effort and the Army or Navy. All else must wait!

"There must be no idle machines and no lost man-hours. Every man-hour and every machine should be used to turn out articles of war on a production basis. There can be no compromise with anything which might oppose this plan of action. In times like these action and results are mandatory."

National Youth Administration youth enter private employment.

The value of the training received by National Youth Administration workers is evidenced by the fact that during the past year more than 419,000 youth left their projects to take jobs in private industry. This figure would be even larger were it not for the many youth who have gone into the armed forces. In 1941 12,941 National Youth Administration youth enlisted and 8,400 entered the armed forces through selective service. Even now, however, despite the high turnover rate, it is interesting to note that the National Youth Administration out-of-school work program still cannot give employment and work experience to all of the youth who want and need this opportunity. In November 1941 there were 308,000 youth awaiting assignment to National Youth Administration projects; this meant 107 youth waiting to be assigned for every 100 already receiving training. With defense industry clamoring for trained workers, an expansion of the facilities to give defense training to more youth would pay high dividends.

The National Youth Administration program penetrates the rural as well as the industrial areas.

Under the present defense program war orders have been concentrated in some areas, with the result that other areas have received little or no stimulation of industrial activity. This has meant that workers in the industrial sections of the country have been utilized rapidly, while those available in the more remote sections are still unabsorbed. As has been pointed out, the National Youth Administration, through its Nation-wide organization, is able to reach and train youth in all parts of the country. In September 1941 there were only 189 counties, about 6 percent of the 3,073 counties in the country, which had no youth on the out-of-school program. Throughout the nation, the rural-urban distribution of National Youth Administration workers approximates that of the general youth population. Thus youth in rural as well as urban centers are getting an opportunity to obtain training in defense skills. The resident work centers, of which there are 430, strategically located to bring together youth who live in sparsely populated rural counties, have been of great value in this connection.

The National Youth Administration health program.

One exceptionally important and not sufficiently stressed phase of National Youth Administration work today is that concerned with the health and physical education of young people. Here is something not only of primary importance to the young people themselves, but, especially in these days, vital to the Nation.

During the summer of 1940 the National Youth Administration, in cooperation with the United States Public Health Service, developed procedures for a standardized physical examination, and provided facilities for the examination of all out-of-school youth assigned to projects. These examinations, made by physicians employed under the supervision of State health consultants with the cooperation of State and local medical associations, provided a basis for proper assignment of youth to work projects and guidance in obtaining treatment of remediable defects.

In the first 11 months of 1941 the National Youth Administration made complete health appraisals of nearly 258,000 youth. An analysis of a sample, comprising the results of about one-third of the total examinations made, gives some indication of the extent of the health problems faced by the Nation in regard to its youth. Of the group examined physicians recommended corrective measures or additional diagnostic procedures for 8 out of every 10 youth. Forty percent received recommendations for treatment of 2 or 3 different defects. Thirty percent of the youth examined had defects preventing their taking certain types of employment.

Heading the list of recommendations was that for dental care. A little more than three out of every five youth were found to have dental defects. This, however, is an appreciable underestimate of the actual number with dental defects, as many of the youth were examined only by physicians and not by dentists. Dentists found that four out of every five youth needed dental attention. Eye refractions and tonsillectomies were frequent health needs, each being recommended to about 18 percent of the youth. Many also needed special diets and minor surgery.

The high number of defects found in this group reflects the inadequacy of medical and dental care for the Nation's youth. Many of those examined had never visited either a physician or a dentist, and a very large proportion had not been examined within the past year.

In general, the function of the National Youth Administration health program has been to furnish examinations, diagnoses, and recommendations on physical defects to the youth, and to refer them to the proper quarters to receive remedial treatment. The amount of this treatment, however, has varied considerably throughout the country, depending on the general health facilities available. The resident centers are particularly adapted to bring up the health standards of the young people who live in them. In addition to receiving recommendations about specific treatment needed, youth in the resident centers are learning habits of cleanliness, proper diet, and exercise, all of which improve their physical condition and make them better able to take their part in the Nation's work.

During recent months the Nation as a whole has become increasingly aware of its health problem. As has already been said, about two-fifths of the men subject to selective service, and not deferred for other reasons, were found to be physically unfit for the Army and presumably were handicapped to a greater or less degree for civilian life. The rejection rate in the present selective service draft is higher than that found in 1917 and 1918, and though changed standards account for some of the differences, it is evident that the depression has taken its toll of the health of the population, particularly of its youth.

The National Youth Administration health program now serves to reduce the number of youth workers who are physically unfit for military service, not only through its general health treatment and health education, but also through its health and rehabilitation centers, already described.

The tragedy is that the health work so well begun has all but been snuffed out due to budget reductions. Not to extend this important service not only neglects vital needs of the youth themselves, but today, as never before, it is a disservice to the Nation.

Youth and unemployment today.

At its fall meeting, the national advisory committee of the National Youth Administration faced frankly the problem of youth unemployment today, asking itself these two questions: "Have the recent changes in the economic conditions of the country, particularly as affected by the stimulation of industry by the defense program (1) rendered the National Youth Administration unnecessary, or (2) so substantially reduced the need for the services which the National Youth Administration is called upon to render that the appropriations in its favor should be substantially reduced?"

After due consideration, the committee sent to the President an expression of its opinion in which was contained the following statement:

"The committee is vitally concerned with the continued need for various services now being rendered by the National Youth Administration. The need for certain of these services, such as, for example, the training of youth for and the integration of youth into the defense program, obviously has increased. Definitely the same may be said of the health, physical education, and recreation programs of the National Youth Administration, nor should the current and continuing value of the student work program be overlooked.

"With regard to the specific matter of unemployment among youth, it was the opinion of the committee, who, in addition to their own knowledge of the situation in the Nation, had the benefit of information from a large number of the State and local National Youth Administration committees, that the need, with the exception of those centers where there are defense industries, is still acute, and all indications are that it will continue to be so into the knowable future. The problem is further aggravated by displacement in industry due to the priority situation and other defense adjustments. The committee therefore concluded that any change at the present time that would diminish the capacity of a 'National Youth Administration' to render these services would be extremely regrettable and disastrous to many young people."

Some amplification of this statement is called for. The following considerations are pertinent.

Though the number of workers needed before maximum production is attained is enormous, it must be emphasized that this need is not distributed uniformly over the country, and does not correspond with the country's distribution of available man-power. At the inception of the defense program the assignment of defense contracts followed closely the distribution of existent productive facilities. Though this was natural under the circumstances, it resulted in an uneven impact of increased defense activity which left large areas of the country untouched.

The most recent data indicate that 36 States received less than their proportionate share of defense contracts when those contracts were related to youth population; 22 of these 36 States received less than half of their proportionate share, and 12 less than a quarter. Another way of stating the problem is to say that 24 States received only 7.3 percent of all defense contracts, though they possess 21.8 percent of the country's youth population. Thus, in large sections of the country, the youth population has not been materially benefited by defense activity and must rely on secondary and indirect effects of such activity to reap any advantages in increased employment opportunity. The spread of such secondary effects has been slowed by priority rulings on civilian production, with the result that for many areas the unemployment problem for youth remains as acute as before, and in some areas is more acute.

In addition to the uneven spread of defense contracts throughout the country, there remains the spotty nature of contract distribution within the States. Whole counties in many States have not felt either direct or indirect effects of defense activity. In Michigan, for example, a State which has received more defense contracts than any other inland State, 90 percent of the value of defense contracts awarded was confined to six adjoining and integrated counties. Thus, in spite of increased economic activity, there are large numbers of areas cut off from its beneficial effects. The Work Projects Administration has recently called attention to the existence of 50 separate "depressed" areas in the United States, which include 500 counties and cover parts of 33 States. Though such areas possess a population of 13,000,000, only 1.5 percent of defense contracts awarded were found directly to involve such areas. Most of these areas possess meager production facilities and the likelihood of reaping the advantages of secondary effects is remote. In these areas youth continue to need, and to need badly, those services that the National Youth Administration has rendered in the past.

This situation is aggravated by two other factors. A large part of the present youth unemployment is concentrated below the age of 20; hence the prospects of its being diminished greatly by Army increases are not promising. In November it was found by the Work Projects Administration unemployment survey that 700,000 unemployed youth (58 percent of all unemployment among youth) were below the age of 20. Also, as is obvious, the development of a large armed force has no direct effect upon unemployment among young women.

In the second place, many defense industries are restricting employment to workers over 20 years of age. For instance, the new ordnance plant at Burlington, Iowa, has indicated to the United States Employment Service that it will restrict hirings to workers over 20 years of age. The current practice in similar plants is to avoid the younger workers. Such practices do not augur well for the reduction of the sizable amount of unemployment among the youth under 20 years of age.

Furthermore, it is no longer thought possible to superimpose a gigantic defense program on an existent civilian economy. Increased war production at the level required can be attained only by denying materials to civilian establishments and by using their plant capacity for war purposes. The impact of this procedure has been tremendous. Communities throughout the country have experienced severe unemployment, particularly where the production of consumer durable goods was dominant. An estimated 350,000 workers in the Detroit area alone will lose their jobs. Communities in which the refrigerator industry provides a major source of employment will lose an estimated 17,000 workers under the 43-percent curtailment plan, with the possibility of even greater reductions when the new order to concentrate production in a few plants, at present in the planning stage, is effected. Laundry equipment industries will lose an estimated 13,500. Mr. Arthur Burns, economic adviser, Work Projects Administration, estimates that the loss in the construction and allied trades alone will approximate 1,000,000 workers. To these must be added the many workers displaced from the manufacture of products made of aluminum, silk, and rubber, and of washing machines, metal appliances, and household articles. Many other examples could be given. Mr. Burns testified before the Tolan committee that total priority unemployment would approximate 2,000,000 during the current year.

With all this in mind, the Work Projects Administration survey of unemployment for January 1942, showing 1,200,000 youth still unemployed in the Nation, acquires additional significance. When combined with the unpaid family worker group, the total youth available for paid employment at the present time adds up to about 2,000,000, and, as has been indicated, there is no reason at the present time to anticipate any early or substantial decline in this number.

Here is, indeed, an anomalous situation: Industry clamoring for workers, 2,000,000 workers seeking places in industry. It is a matter of fitting the man to the job and the job to the man. "Fitting" is just what has to be done. Many of these 2,000,000 potential workers are not "fit" for any job. Many more of them are hundreds of miles away from the jobs they need and that need them, and do not even know where or how to look for them. There is unemployment among youth—it need not and should not be. The National Youth Administration can help to eliminate it, serving thereby both youth and the Nation, by cooperating in the "fitting" process: training and directed migration.

Another matter is worthy of mention at this point. The small businessman and small manufacturer, in the scores of thousands all over the country, is in a difficult position today because he cannot get help. The small businessman and manufacturer is very important to the Nation. This is universally recognized, but so far it has been impossible to do much for him. The training of these 2,000,000 untrained and unemployed youth would be of considerable help to him.

The student work program.

Since the beginning of the war, the pressures on youth to leave school have been greatly increased. The usual economic burdens which are always difficult for youth in school have in many cases been added to by the rising cost of living. Hence many youth from families just above the border line of need, who would remain in school during normal times, are now strongly tempted to abandon their technical and professional training to seek jobs resulting from the war effort. Social pressure to enlist in the armed forces or to work in arms plants is coupled with internal compulsion to take part in the national effort.

It is not to the best interests of our war effort, however, to have a sudden exodus of youth from the schools, particularly of those youth who are studying for occupations which will be of great use in the future operation of our defense program. Some of the threatened loss to the Nation by the failure to complete the training of necessary engineers, medical men, management specialists, factory inspectors, production managers, and other professionals may be avoided by permitting needy students to perform useful part-time work for a small wage while remaining in school.

On the secondary school level the problem is not one of impending shortage of technically trained persons but is rather a problem of youth leaving school to try to find a place in the national economy without even completing their high-school education. At the present time most of these youth are barred by their age from defense industries, the majority of which will not take on workers less than 20 years of age. And even with present labor market conditions, youth at these lower age levels find it very difficult to obtain employment in general industry unless they have had some type of work experience. Hence many of the youth who are leaving high school prematurely at the present time are harming both themselves and the Nation by so doing, whereas if they stayed in school they would be enhancing their future usefulness to the defense program.

The recent reserves set up by the Bureau of the Budget, cutting the original appropriations of \$23,000,000 for the fiscal year 1941-42 down to \$17,000,000, has meant a reduction of about 50 percent in the number of youth who can be assisted to remain in school during the coming 6 months. Reports from 1,290 out of the 1,734 colleges participating in the National Youth Administration college work program indicate that more than 20,000 students will be forced to drop out of college completely as a result of this recent reduction in funds. The total withdrawals will probably be much greater than this when, with their small National Youth Administration wage withdrawn, needy students meet the increased pressure to take defense jobs at any level of skill. The threat to the future supply of technical and professional workers through this type of school withdrawal without immediate advantage to the war effort, is emphasized by the fact that more than 62 percent of the students who expect to withdraw because of a reduction of funds are attending colleges in southern and rural States—States which have considerably less than the national average of defense contracts and associated employment opportunity.

It may be objected in this connection that increased industrial activity, providing work for more adults and at higher wages, has put parents in a position to meet the expenses incidental to their children's education and so has rendered the student-work program unnecessary. As we have noted in connection with the out-of-school work program, in some sections of the country this may well be the case. All that has already been said, however, about the uneven distri-

bution of armament and related contracts, priorities unemployment, and the like, applies here also. In many parts of the country the need is just as great as it ever was; in some it is even greater. Under date of January 13, 1942, a resolution was adopted by the High School Principals' Association of New York City, which is significant:

"1. Equality of educational opportunity is a democratic ideal. We have never had such equality in the United States; 10 States have over 70 percent of our full time vocational-school facilities. Because of differences in family income there has not been real equality of educational opportunity even in New York City. The National Youth Administration was started by the Federal Government as a step toward the equalization of such opportunity.

"2. This provision should be continued as a vital necessity for the maintenance of civilian morale during the war effort and because the preservation of a democratic form of government depends on the trained intelligence of its citizens. There is no reliable ground for the assumption that war industry will raise family income sufficiently to erase the needs which brought the National Youth Administration into existence. Poorer families are already being hit by rising costs of the basic necessities of living, and by the dislocation of employment caused by priorities and shortages of raw materials.

"A study completed in December 1941 in New York City of the income of 14,181 families of applicants for National Youth Administration aid shows that 86 percent of these families had an income of less than \$1,250 a year, and that 5,288 of these families were on relief. Of the replies received in December from New York City high schools concerning future National Youth Administration need, 84 percent were to the effect that the need would continue.

3. The costs of the war effort and of Federal taxation therefor bring State and municipal financial authorities under such pressure for budget reduction that there is no hope that they will remedy this lack.

4. Therefore, it is our considered opinion that there should be no sweeping and sudden reduction of National Youth Administration assistance to high-school students. It is well to remember that we have not at any time been able to extend this provision to all who needed it. We do not take the position that there should be no reduction whatever, but we do affirm that it should be only to the extent that the need disappears. We believe that the schools can be relied on to furnish accurate information because we are all in favor of reasonable measures for the reduction of national expenditure. At present none of us knows what experience will tell us during the coming year. We believe, therefore, that the present appropriation should be made only by the return to the Federal Government of funds unexpended at the end of the next fiscal year."

Youth morale.

If youth are trained and kept in good physical condition so that they can be an active part of our war effort, general morale throughout the country will be improved. In a recent report by the Tolan committee, great emphasis was placed on this problem of civilian morale as a necessary component of the tremendous production effort before us. The committee pointed out that morale is to be considered a natural byproduct of the efficient organization of that productive effort. Efficient organization requires that all waste be avoided so far as is humanly possible and that all components in the gigantic task work together for the general well-being.

The existence of a large number of youth throughout the country, able and willing to contribute to the defense effort but not yet included in it, cannot be ignored. Nor can their problems be submerged in general statements of the necessity for sacrifice and of increase in employment opportunities. To ignore the contribution they can make or to allow their energies to be wasted is to forego what every foreign warring country has regarded as of inestimable value—the morale and well-being of its young people. Concern with youth morale implies the utilization of their tremendous and vital forces, and the direction of their energies into activities which are of recognized worth until they are sufficiently trained to be acceptable in the common war effort.

So much for this section of the report, dealing with the activities of and the need for using existing National Youth Administration facilities and experience. It can be summed up very briefly:

1. The industries of the Nation that are producing war materials are in desperate need of semiskilled workers. The National Youth Administration is providing war industries with hundreds of thousands of youth with the type of preliminary training that the industries indicate they need, and is transporting youth, when

necessary, to the places where they are required. It has the facilities. It has the experience. The training that can be provided meets one of the needs essential to winning the war. Such resources cannot be ignored. Entities do not matter, but everything that is necessary to winning the war does matter.

2. The armed forces of the Nation need not only manpower today—brute, muscle, and brawn—but technically trained manpower. This is a mechanized war. The National Youth Administration, through its work projects and resident work centers, already is providing this training for many.

3. The National Youth Administration, particularly through its health and rehabilitation centers, but also through its general health program, is making a vital contribution to the physical well-being of the youth of the Nation. This work requires extensive expansion.

4. The National Youth Administration, through its various projects, is turning out many thousands of articles useful to the Army and Navy; is doing considerable construction work in connection with Army and Navy posts; is providing many helpful services, such as clerical work, at many Army and Navy posts, and to the various offices of civilian defense, selective services, and rationing boards.

5. The National Youth Administration, through its various projects, is providing youth with training to fill jobs in fields essential to civilian needs.

6. The National Youth Administration is providing a service in the still existent, if not as critical as hitherto, field of unemployment among youth.

7. The National Youth Administration is making substantial contribution to the solution of the problem of keeping in college and at school youth, the completion of whose education, especially in technical areas, is of great potential value to the Nation.

8. The National Youth Administration, through all of the above activities, has been and is making a substantial contribution in the vital field of morale by giving youth the equipment with which to participate in the common cause, whether it leads to the armed forces, to employment in the war industries, or to pursuits essential to civilian life.

APPENDIX TO SECTION I

Some letters from employers of National Youth Administration trained youth, typical of many received, are appended.

MANUFACTURERS OF HEAVY GRADING EQUIPMENT

TOCCOA, GA.—PEORIA, ILL.

OCTOBER 17, 1942.

Mr. KELLY BARNES,
Superintendent, Toccoa Falls Institute, Toccoa Falls, Ga.

DEAR MR. BARNES: We have been checking up on the progress of a number of new employees in our organization and are especially pleased with those boys who have previously received machine-shop training under the National Youth Administration at your fine institution.

It is certainly a wonderful opportunity for the young men of our country to be able to learn the basic elements of a trade at no cost to themselves from the many National Youth Administration project schools. We have in the past received many excellent boys who had received welding training at National Youth Administration centers in this vicinity but yours are the first National Youth Administration machine-shop-trained boys we have had.

We believe this type of training is one of the finest things our present administration has undertaken and cannot compliment the National Youth Administration officials or yourself too highly for the fine work you are doing.

Yours most sincerely,

GUY B. ARTHUR, Jr.

GBA:H

ALLEN CALCULATORS, INC.,
Grand Rapids, Mich., September 25, 1941.

Mr. R. L. DRUMMOND,
*Director, National Youth Administration,
Grand Rapids, Mich.*

DEAR MR. DRUMMOND: We have had occasion from time to time to employ certain people who have had the benefit of your National Youth Administration training.

We have found that the preliminary experience they had gained through this Federal Security Agency was beneficial to quite a degree.

We are in favor of the continuance and furtherance of this work, if possible, and subscribe whole-heartedly to the broad thought behind the movement.

Very truly yours,

ALLEN CALCULATORS, INC.,
R. W. WING, *Vice President and Plant Manager.*

[Postal Telegraph]

CHICAGO, ILL., *March 11, 1942.*

CHARLES W. TAUSSIG,
*Chairman, National Advisory Committee,
National Youth Administration, Washington, D. C.:*

We have had considerable experience with the work centers of the National Youth Administration and can't be too enthusiastic in our praise of them. The cooperation of Michael Howlett and Harold Dash here in Chicago has made this as valuable a source for workers as we have. Practically every individual coming to our plant from this work training center is doing a fine job right now in our factory. We can't think of anything you can do that will be more valuable than training young men for jobs in defense industries where the obtaining of labor is now as critical as the obtaining of material.

NEIL C. HURLEY, Jr.,
Independent Pneumatic Tool Co.

HENRY VOGT MACHINE CO., INC.,
Louisville, Ky., September 26, 1941.

Mr. AUBREY WILLIAMS,
*Administrator, National Youth Administration, Federal Security Agency,
Washington, D. C.*

DEAR MR. WILLIAMS: In the past we have been drawing from the source of supply available youth from the National Youth Administration work experience shop in this area. We have found these young men to be well prepared with ground-work training and a good working knowledge of what will be expected of them in a private industry.

We are pleased to assure you that we will continue to use this source of supply in keeping with the demand, and we trust that projects such as this will be continued for the benefits to the youth themselves, the community, and the industry.

Very truly yours,

H. A. ZACHARI,
Director of Personnel.

ECLIPSE AVIATION DIVISION OF BENDIX AVIATION CORPORATION,
Bendix, N. J., January 26, 1942.

Mr. BERNARD S. MILLER,
*State Youth Administrator, National Youth Administration,
Paterson, N. J.*

Attention Mr. Albert H. Stadlander.

DEAR MR. MILLER: As you know, we have employed a number of boys who have been trained in machine-shop practice by the National Youth Administration.

Within the next few months, we will probably require additional trainees in our machine shop. Consequently, we shall be glad to consider for employment those boys who have received fundamental instruction and training in machine-shop work.

If you do acquire additional equipment, we shall be pleased to assist your representatives in working out a training schedule to meet our requirements.

Very truly yours,

J. J. O'DONNELL,
Personnel Department.

CONSOLIDATED AIRCRAFT CORPORATION,
San Diego, Calif., March 11, 1942.

Mr. CHARLES W. TAUSSIG,
Chairman, National Advisory Committee,
National Youth Administration, Washington, D. C.

DEAR MR. TAUSSIG: Thank you for your telegraphic message of March 9 inviting an expression from us as to the value of the National Youth Administration training centers.

At one time we hired quite a number of young persons through channels offered by National Youth Administration. However, for the last several months we have had no suitable applicants from that source, probably because the better qualified youths have been absorbed by industry or the armed forces.

Our employment manager, for several years supervisor of a sizable National Youth Administration project while with the State employment service, says that the quality of the training now offered by the average National Youth Administration training center is definitely inferior to that offered by those vocational or trade schools from which we draw our best talent. From my own observation I am of the opinion that the average National Youth Administration trained employee does not have the same capacity for future advancement as does the average employee coming from one of the trade schools. Of course, there are exceptions to this rule as in the case of several young men and women in stenographic and clerical positions who have proven particularly satisfactory.

In improving future activities of the National Youth Administration I believe it would be well to consolidate staffs and facilities into fewer but better units, keeping in mind the fact that as unemployment declines the number of applicant for National Youth Administration training will also decline. I am sure that a small, efficient, and well-trained organization can provide a wonderful nucleus for expansion when it again becomes necessary to provide large-scale training and part-time employment for needy youths.

Cordially,

CONSOLIDATED AIRCRAFT CORPORATION,
DAVID G. FLEET,
Assistant to the General Manager.

ALUMINUM COMPANY OF AMERICA,
Fairfield, Conn., October 4, 1941.

Mr. RICHARD A. BARRETT,
Administrator, National Youth Administration,
New Haven, Conn.

DEAR SIR: I would like to take this opportunity to give you a report of a satisfactory progress of the National Youth Administration boys that we have employed at our plant.

We feel that your organization has done a wonderful job starting this emergency program and aiding us in securing qualified workers to meet our needs.

I might also add that if you can supply us with 100 foundry workers within the next month, we shall be more than pleased to employ them. I would appreciate it very much, if these boys could be selected from Oklahoma.

With best wishes for the continuance of your organization, I am

Very truly yours,

U. S. ALUMINUM Co.,
/s/ JOSEPH J. JENKS,
Personnel Director.

BROADFOOT IRON WORKS,
WILMINGTON, N. C., October 8, 1941.

Mr. HAROLD H. JETER,
National Youth Administration, Wilmington, N. C.

DEAR MR. JETER: Please let us know if you will be in a position to fill our requirements for trained machinists within the next 12 months.

We are rapidly expanding our machine shop and adding additional machine tools. We are building our organization to put on three shifts per day, 7 days per week in order that we may fill our part in this defense program.

I suppose you are cognizant of the fact that not only this plant but numerous other plants in this vicinity will be calling upon you for trained men which will undoubtedly tax you to the limit in order to fill these requirements.

The purpose of this letter is to make sure that we put in our request for our allotment of these trained men, and not wait until the last minute and then learn that our source of supply has been exhausted.

May we count on you?

Yours very truly,

BROADFOOT IRON WORKS,
WM. G. BROADFOOT.

ELASTIC STOP NUT CORPORATION,
Union, N. J., September 27, 1941.

AUBREY WILLIAMS,
Administrator, National Youth Administration,
Washington, D. C.

DEAR SIR: Please consider this letter as our endorsement of the fine work accomplished by the local officials of the National Youth Administration in this area. Their activity in preparing young boys for industry and girls for nursing and clerical vocations is, we feel, of great asset value to the community and also to the Nation.

We hope that the Federal Government will continue to provide funds to carry on this great work in the future and if possible, on a broader scale than heretofore.

Yours very truly,

ELASTIC STOP NUT CORPORATION,
W. F. MCGUINNESS, Treasurer.

FRANKFORT SAILPLANE CO., INC.,
Joliet, Ill., November 25, 1941.

Mr. LAVERNE BABCOCK,
Manager, National Youth Administration, Joliet, Ill.

DEAR MR. BABCOCK: For the past 3 months, due to the rapid expansion of our industry, we have had to rely upon the National Youth Administration to supply us with acetylene welders. We wish to express our appreciation to the National Youth Administration, and to you and also Mr. Lindsey for the cooperation you have shown us.

In the near future, due to moving into our new factory, we will be in need of more welders—we would like to be able to use the National Youth Administration as a source of supply for this field. Please advise us whether or not we may count upon you for trained men in this field.

Kindest regards,

Very sincerely,

W. PAUL RESOP,
Personnel Manager.

HELM MANUFACTURING CO.,
Fort Worth, Tex., January 28, 1942.

Mr. B. M. DUNHAM,
National Youth Administration, Fort Worth, Tex.

DEAR MR. DUNHAM: It has always been our policy to give praise where praise is due, and for that reason we want to take this method of letting you know how we feel about the work you are doing in training young inexperienced men from machine-shop work.

We have had occasions to use several of the young men you have trained, and in every instance have found them to have more knowledge of machine-shop practice that we thought it was possible to give a man in such a short period of time.

Of course, we cannot say that these young men are finished machinists, but the training they have when we receive them enables them to work on different machines. Even though they might be slow at first, they understand the fundamental principles as to how the machines should operate.

We made it a point to help the boys you sent us as much as possible, and to give them as much practical experience as possible in the short period of time they stayed with us before going on to the aircraft plants. One of the boys you sent us has been with us several months, and is developing into a very good man.

We have also noticed that all the boys you have sent us have clean characters, good dispositions, and are eager to advance in their work. So you evidently are doing a fine job in selecting your young men, and are apparently impressing upon them the value of honor, loyalty, and good character.

Yours very truly,

HELM MANUFACTURING CO.,
A. C. HELM, *Manager.*

THE BAYLY-UNDERHILL MANUFACTURING CO.,
Oakland, Calif., March 10, 1942.

MR. CHARLES W. TAUSSIG,
*Chairman, National Advisory Committee,
Washington, D. C.*

DEAR MR. TAUSSIG: At the present writing we cannot say much for the training system of National Youth Administration in Oakland, Calif. For the type of people that they are training are of no use to us whatsoever. It is a very low class, so we cannot use any of them.

We have tried time and again, but they do not want to work in the industry; they prefer to get what little money they can from the National Youth Administration.

Six to eight months ago we were able to get a fair number of operators from the Oakland National Youth Administration. There were some girls who were interested in learning to be power-machine operators; in fact, at that time practically all of our operators were hired through National Youth Administration but of late have given up all hopes of obtaining operators from this source.

I hope this gives you the information that you ask and if we can be of any further service please let us know.

Yours very truly,

BAYLY UNDERHILL MANUFACTURING CO.,
/s/ V. L. McDONOUGH.

MAGNETIC WINDINGS CO.,
Easton, Pa., September 25, 1941.

NATIONAL YOUTH ADMINISTRATION,
Easton, Pa.

GENTLEMEN: My job interviewing National Youth Administration youths has proven to me that the work covered by your organization should be encouraged, supported, and perfected by this Government in every possible way. These youths, through no fault of their own, have been neglected, and I sincerely believe that your organization with the required Government cooperation will assure these youths the same opportunities as others who have been more fortunate.

I will support ideas to make National Youth Administration a permanent, properly supervised organization.

Sincerely yours,

MAGNETIC WINDINGS CO.,
RALPH LAROS, *Personnel Manager.*

SECTION II.—EMERGENCY NO. I, THE DEPRESSION

THE ORGANIZATION AND DEVELOPMENT OF THE NATIONAL YOUTH ADMINISTRATION

The National Youth Administration was created by an Executive order of the President of the United States issued on June 26, 1935. This order stated that the "functions and duties" of the National Youth Administration were—

"To initiate and administer a program of approved projects which shall provide relief, work relief, and employment for persons between the ages of 16 and 25 years who are no longer in regular attendance at a school requiring full time, and who are not regularly engaged in remunerative employment."

Upon signing the Executive order setting up the Youth Administration, the President said:

"I have determined that we shall do something for the Nation's unemployed youth because we can ill afford to lose the skill and energy of these young men and

women. They must have their chance in school, their turn as apprentices and their opportunity for jobs—a chance to work and earn for themselves.

"In recognition of this great national need, I have established a National Youth Administration, to be under the Works Progress Administration.

"This undertaking will need the vigorous cooperation of the citizens of the several States, and to insure that they shall have an important part in this work, a representative group will be appointed to act as a National Advisory Board with similar boards of citizens in the States and municipalities throughout the country. On these boards there shall be representatives of industry, labor, education, and youth because I want the youth of America to have something to say about what is being done for them.

"Organizations along State and municipal lines will be developed. The work of these organizations will be to mobilize industrial, commercial, agricultural, and educational forces of the States so as to provide employment and to render other practical assistance to unemployed youth.

"It is recognized that the final solution of this whole problem of unemployed youth will not be attained until there is a resumption of normal business activities and opportunities for private employment on a wide scale. I believe that the national youth program will serve the most pressing and immediate needs of that portion of unemployed youth most seriously affected at the present time.

"It is my sincere hope that all public and private agencies, groups and organizations, as well as educators, recreational leaders, employers, and labor leaders will cooperate wholeheartedly with the National and State Youth Administrations in the furtherance of this national youth program.

"The yield on this investment should be high."

Shortly after the issuance of this order (No. 7086), a second order (No. 7164) was issued, broadening the scope of the newly created body to include employment of needy students on school work projects.

As initially constituted, the National Youth Administration was essentially a relief organization. Its creation by Executive order was under the authority granted to the President in the Emergency Relief Appropriation Act of 1935, which made a blanket relief appropriation to the President, vesting administrative authority in him. The Relief Appropriation Acts of 1936 and 1937 continued the practice of making appropriations directly to the President. During this period, therefore, the National Youth Administration was continued by Executive fiat. In the Relief Appropriation Act of 1938, however, appropriation was made for the first time to the Works Progress Administration, with part of this appropriation specifically allocated to the National Youth Administration. In 1939 the National Youth Administration was transferred from the Works Progress Administration to the Federal Security Agency, and thereafter funds for its operation have been appropriated by Congress directly for the National Youth Administration.

This change in the method of providing funds for the National Youth Administration, while occasioned in part by a general regrouping of governmental agencies, may in addition be considered to have a certain significance of its own. The National Youth Administration began as a straight relief organization; the reason for its creation was the financial need of youth during the depression, and its sole source of funds was relief money. The National Youth Administration has been continued as a security agency, and thus may be considered as now fulfilling a broader need than just relief, and as having a wider and more lasting mission.

Its first mission was, however, relief. Let us see first of all the conditions upon which this mission was predicated, and secondly, just what the National Youth Administration did to fulfill it. This is emergency No. 1 and the National Youth Administration.

It is not precisely correct to say that the economic and industrial crisis of the early thirties created a "youth problem." In one sense of the term, a "youth problem" has existed, at least in the making, for a long time. In another sense, it is wrong and even dangerous to speak of a "youth problem." Youth's problem is part of the problem of all life and living. A youth must not be encouraged to think that he is sinned against just because he is a youth. Nor must he be encouraged or even allowed to consider himself as one apart, seeking, even demanding, special consideration for himself. The family is the unit of society, and youth is part of the family.

In times of depression the whole family suffers, and the whole family must pull together and work together. By the same token, if any one member of the

family suffers, so does the family as a whole, and all must help the one. St. Paul expresses it beautifully when he says:

"For the body is not one member, but many * * * and the eye cannot say to the hand: I need not thy help. Nor again, the head to the feet: I have no need of you * * * God hath tempered the body together * * * that there be no schism in the body, but that the members might be mutually careful one for another."¹

So also the family and its members.

On the other hand, even though we endeavor to avoid use of the phrase "youth problem," it cannot be denied that youth in time of depression is the innocent bystander, and, by and large, the worst sufferer. It is bad enough to be an adult worker, often with family responsibilities, and to be thrown out of a job through no fault of one's own. But at least adulthood provides or should provide some mental and emotional maturity on which to fall back in time of crisis. But for the young man and young woman who are just stepping over the threshold of life to be told that they are not wanted, that there is no room for them in the inn—that is the stuff upon which Hitlers build.

Conditions were ripe for a Hitler in this country in 1935. Had a fiery-tongued and unscrupulous demagog arisen then, he would have found a field already well prepared for him, a field sown with the seeds of disappointment, discontent, and despair.

In the spring of 1935 nearly 5,000,000 youth were out of school and unemployed. Nearly 3,000,000 youth were on relief, and of these about 625,000 had never held a job of any kind. More than a million and a half youth who normally would have migrated to the cities were idling on the farms and in villages with little more than subsistence; many of them were living on land unfit for cultivation. In 1930, at the very beginning of the depression 400,000 youth had been living on marginal or submarginal farms; the back-to-the-land movement, brought about by the widespread unemployment, substantially increased this total.

This was the period when thousands of youth were forced to the road to wander about the country in search of jobs. Smaller family income, the mobility and restlessness of youth, and an unwillingness to remain idle at home, caused youth numbering in the hundreds of thousands to become transients. In January 1933, at least 1,000,000 persons were in this category. A large portion of these were youth.

As the depression deepened, mass unemployment increased; family incomes declined, and thousands of youth who normally would have remained in school withdrew to enter an already glutted labor market. Less than half of the students who entered high school between 1929 and 1932 remained to graduate. During this short period, about 2,500,000 high school youth prematurely discontinued their education. In the cases of about a million of these youth, the reasons for their withdrawal were economic. The effects on college students were almost as disastrous. More than 100,000 young men and women abandoned college careers between 1932 and 1934; college enrollment in this period decreased by 10 percent.

Whether in the urban areas or on the farms, on the road or at home, the employment prospects for youth were at all times drastically limited by their lack of work experience and by changes in the American economy which had their roots in trends antedating the depression by many years.

For one thing, the mass unemployment that attended the depression emphasized the insecurity of the individual worker. In the long-time shift from a predominantly agricultural economy to one predominantly industrial, the individual worker's employment opportunities had become more and more dependent upon industrial processes which themselves were subject to extreme fluctuations.

The most fundamental of the long-term changes, so far as youth were concerned, came in the new conditions governing entrance into employment. Both the farm and the home had become minor factors in providing initial work experience to youth. Apprenticeship for established skilled trades had declined because of the dilution of labor and the break-down of established skills into component semi-skills, each entailing a specific industrial task. Thus, in any period when the labor of the total working population was not required, experience in one or more of these specialized tasks had become a prerequisite to obtaining employment. Periodically, those trends resulted in costly periods of unemployment for large numbers of workers; for youth in particular—characterized as a group by lack of work experience—these trends spelled disaster.

¹ I Corinthians, 14, 21, 24, 25.

Long-term trends also dictated the fact that during this period of unemployment the largest numbers of youth in the history of the country were reaching the age when they were ready to take their places in the working world. In addition, these youth entering the labor market some 2,000,000 strong each year had to compete with an increasingly larger body of experienced adult workers. In 1930, for example, there was one youth to every three adults, a decided change from 1870, when the ratio was only one youth to two adults. It is not surprising, therefore, that the United States Employment Service reported that during the period 1934-36, even in proportion to the numbers seeking work, adult workers were placed in jobs three times more often than youth. This condition only bore out the truism that when the job market is in a rapid state of flux, youth constitute a much higher proportion of total unemployment than when employment is more stable. Youth are the first to be fired when economic conditions get worse and the last to be hired when conditions improve. In good times or in bad, youths' lack of adequate training and work experience puts them at a considerable disadvantage when it comes to getting a job. It was inevitable that this situation should react most unfavorably upon their morale. With no job at the present and little hope for the future, it was only human nature that their morale should suffer and that they should be particularly susceptible to the waves of fear, frustration, and bitter resentment that were sweeping the country.

The problem recognized—The establishment of Civilian Conservation Corps.

All these factors brought the problem of youth to the fore in the early 'thirties, and recognition of the difficulties facing youth was forced upon the Nation. In March 1933, the first month of the new administration, the dangers to youth of prolonged unemployment and the wastefulness of allowing the next generation to grow up in idleness were recognized in the creation of the Civilian Conservation Corps. It was organized to take 300,000 young men off the streets to work in camps and in the forests and national parks to conserve the national resources.

The Civilian Conservation Corps unable to cope with many youth problems.

But when the Civilian Conservation Corps program had been in operation for some time it began to be recognized that a program of this type could meet only part of the youth needs. Because of the limited nature of its objectives it could not reach the million and a half unemployed young women who had wanted to continue their education but who were forced to leave school because of lack of funds, or the youth who for various reasons could not leave their homes to work in Civilian Conservation Corps camps, many of which were in isolated areas. These facts were given special emphasis in a report drawn up by the Department of Labor at the request of the United States Senate, on Employment for Graduates of Educational Institutions, and by the issuance early in 1935 of a Nation-Wide Community Youth Program drawn up by the committee on youth problems of the Office of Education.

By the spring of 1935 the youth problem had not abated, nor had it been met adequately by any Federal program. It was apparent that the needs of youth could be met only by the creation of a new type of youth agency. This it was that brought forth Executive Order 7086, and the National Youth Administration.

The Youth Administration was made part of the Works Progress Administration and was tentatively allotted \$50,000,000 out of a total of \$4,880,000,000 that had been appropriated for work relief. Looking back, it appears natural that the National Youth Administration should have been made part of a "works" organization, since the major need of youth was work experience. However, the designation by the President of Mr. Aubrey Williams, Deputy Works Progress Administration Administrator, as Executive Director of the newly created National Youth Administration, settled a spirited controversy between the Office of Education and work relief officials as to which agency should administer the newly created youth program. The Office of Education conceived this new youth program as primarily educational in the formal sense of the word, with its major objective to keep young people in school. Employment on the program was proposed as either with or without wages, on jobs of an educational and recreational nature. The decision at that time to make the agency part of the work-relief structure swung the emphasis to the value of work as a means of maintaining the morale of unemployed youth, and more important, to the providing for them of that work experience so necessary if they were to have a chance at all in the frenzied competition for the available jobs.

From its beginning the National Youth Administration had two major programs, an out-of-school work program to provide jobs for unemployed youth who

had left school, and a student work program to furnish part-time employment for youth attending school. The out-of-school program was devised to furnish unemployed needy youth with the opportunity to earn a small but definite cash wage, thereby preserving their morale and self-respect, and through actual work experience to equip themselves with skills and work habits applicable to a wide variety of occupations. The object of the student work program was to furnish youth with part-time jobs to enable them to stay in school and complete their education.

In the original Executive order the President also created two committees which were to assist in the formulation of the policies of the youth program. The first was an executive committee of departmental officials under the chairmanship of Miss Josephine Roche, Assistant Secretary of the Treasury. The second was a National Advisory Committee of 32 leaders of education, business, finance, labor, agriculture, church and welfare groups and youth, with Charles W. Taussig as chairman.

This latter committee was largely responsible for formulating the policies under which it was announced that the National Youth Administration would operate. Four major objectives were set up.

(1) To provide funds for the part-time employment of needy school, college and graduate students between 16 and 25 years of age so that they could continue their education;

(2) To provide funds for the part-time employment on work projects of young persons, chiefly from relief families, between 18 and 25 years of age, the projects being designed not only to provide valuable work experience but to benefit youth generally and the communities in which they live;

(3) To encourage the establishment of job training, counseling, and placement services for youth; and

(4) To encourage the development and extension of constructive leisure-time activity.

The out-of-school work program

Development of a work program to meet depression needs.

In the message which accompanied the Executive order establishing the National Youth Administration, President Roosevelt stated that the objectives of the organization were to assist young people "to have their chance in school, their turn as apprentices, and their opportunity for jobs—a chance to work and earn for themselves." There was little experience, in America or abroad, to serve as a guide in the setting up of the new organization, or in the devising of procedure by which these purposes could be achieved. Nearly everyone recognized, however, that the youth problem was largely a job problem, and it was a firmly established American principle that assistance to those in need of employment should be given in the form of useful work for wages.

To this end, the out-of-school work program was set up to give work for wages to youth in need of employment. Most of the youth were put to work on projects operating in their own communities, and were thus able to continue living at home with their families. For rural youth in sparsely populated areas, employment was provided in resident centers where youth could be housed and fed.

Public agencies in the local communities, and some Federal agencies, such as the United States Army, were encouraged to act as cosponsors in establishing and maintaining National Youth Administration projects. These agencies have made such contributions as buildings, equipment, and materials; in return they have received the finished products, which they have used in the public service.

The contributions of cosponsors have been of great importance in supplementing the resources of the National Youth Administration and in making possible the development of a varied work program offering the maximum opportunity for work experience and training. Cooperation of the local school authorities has likewise served to broaden the value of National Youth Administration employment; youth on National Youth Administration projects have been able to supplement their practical work experience with formal training supplied through regular educational channels.

The immediate needs of unemployed youth in 1935 were for subsistence and for positive assurance that there was a place for them in their communities. These basic needs were met by jobs on public projects. After the preliminary organizational problems were worked out and youth were on the job, the next efforts were concentrated on improving the quality of the work experience. As the usefulness of the product and its importance to the community increased, improvement in

the morale of the youth at work and in the value of their work experience was a natural result.

The work which the youth did on National Youth Administration projects was designed not only to give them a minimal wage and to increase their self-respect by giving them the chance to do useful work, but also to increase the employability of the youth when they left the projects. In the beginning, projects were developed entirely in relation to local community needs, and the youth gained work experience and training in types of work which would better enable them to get jobs in private industry. The types of projects ranged from production workshops to construction work and a variety of service projects, depending in part on the facilities available and in part on the type of job market in the community.

In order to make its limited funds reach as many needy youth as possible, the National Youth Administration restricted its expenditures for materials, equipment, and buildings to the smallest possible amounts. It should be stated frankly that in some cases this policy limited the value of the product and of the work experience. In many places, however, National Youth Administration youth demonstrated an amazing ingenuity in salvaging discarded materials and equipment and renovating buildings made available by community agencies which more than made up for the shortage of Federal funds for those purposes. Moreover, the interest of local agencies in the products and services which they could obtain for their communities by cosponsoring National Youth Administration projects, led them to supply in increasing amounts materials and working space in which projects could operate.

Because of variations in local conditions, and the wide variety of activities upon which National Youth Administration youth are employed, it would be difficult to select any one National Youth Administration project as typical. A project selected at random, however, from those operating during the period of the first emergency would probably have had the following characteristics.

It would be housed in space furnished by the cosponsor. The materials would likewise be a contribution of the cosponsor. The equipment might be loaned by the cosponsor, or it might be equipment which was repaired on another National Youth Administration project, having been passed on to the National Youth Administration by some other agency, such as the Army, for whose purposes it was obsolete or inadequate. Supervision would probably be furnished by the National Youth Administration, and since the youth were employed only part time, the supervisor would probably be responsible for several shifts of project youth.

Finished products from the project would go to the cosponsoring agency, usually a local agency such as the school board, city council, board of health, or welfare department. The nature of the product, and hence of the work done by the youth, would be determined by the needs of the community and the ability and willingness of one of the local agencies to act as cosponsor for a project to manufacture the needed product.

Resident work centers.

Because many youth were located in extremely small communities, some of them, such as the Texas and Arkansas youth, living remote even from villages, the provision of preliminary work experience which would make them employable constituted a serious administrative problem. In such areas neither the number of the youth nor the resources of the community made possible the establishment of a project operating along the usual lines. Nevertheless, the total number of needy youth who were thus situated was very large.

After a year of experimentation, in 1937 the National Youth Administration initiated on a national scale the establishment of resident work centers to offset the difficulty of reaching these youth in scattered, sparsely settled areas. On these projects the youth from a fairly large area are brought together and housed at the scene of their work, in quarters ranging from remodeled dwelling houses to large dormitories. Appropriate deductions are made from the wages of resident project workers to cover the cost of their subsistence and shelter.

Some of the resident projects adjoin or are operated in conjunction with state universities, agricultural and mechanical schools, teachers' colleges or vocational schools, or hospitals. In addition to offering an organized work program and educational opportunities, the resident center has made health counselling, and in recent years, health examinations, available to the resident youth. Organized recreation has been another important phase of the resident project program which has not been overlooked, despite the primary stress laid on productive work activities.

The types of work activities carried on in resident projects are varied, so that youth with no previous work experience can try several jobs and so discover their particular aptitudes. Technically qualified shop foremen and craftsmen supervise the work activities carried on in the projects while each center has its project superintendent and staff to regulate the other phases of resident living. More intensive training has been possible on resident projects than on other projects, because the ratio of supervisors to youth has been higher, and the youth have had more time to devote to work related to their project activities; in addition, actual working hours of resident projects usually have exceeded those of the regular part-time projects. In the spring of 1940, the beginning of the transition period from the depression to the defense era, there were over 450 of these centers with a total enrollment of over 31,000 young people. Most of these were young men, but the National Youth Administration has expanded constantly its resident work center facilities for young women.

The average stay of youth at these centers varies from 3 to 6 months. Useful trades are taught at all of them, and the youth are paid as they learn. The centers are small West Points in the industrial field. Probably their outstanding feature is the proximity of machine shop and classroom. The two are side by side—training in practice and theory go hand in hand.

Selection and assignment of youth on out-of-school projects.

Originally only youth from relief families were eligible for National Youth Administration employment, but this definition of eligibility was gradually broadened in order to make work experience available to more of the low-income youth.

Every youth employed on the out-of-school work program must be registered with the local office of the State employment service. Whenever an individual youth is not making satisfactory progress in conduct or efficiency, or is making no effort to secure private employment, his National Youth Administration employment is terminated.

Principles of training.

Few opportunities for jobs in private industry were available to young people in the early period of National Youth Administration operations, but the National Youth Administration undertook as part of its major objective of giving youth their chance at jobs, to assist youth to compete upon a more equal basis for the jobs that did open up, and to make sure that they received the type of work experience most consistent with their interests and aptitudes. Out of these efforts the following operating principles have evolved and, as far as possible, have been put into effect:

(1) Before assignment to project work, each youth is interviewed to determine what type of work experience and training would be of greatest benefit to him, and thereafter every effort is made to provide continuous measurement and evaluation of his progress. With the limited resources available, a complete personnel and guidance job is rarely possible. Wherever it can be done reports are obtained from the project supervisor on the youth's general progress, his improvement or lack of improvement in efficiency, his habits of work, his industry and dependability, his attitude toward work and fellow workers, and his efforts to secure private employment. A factor limiting the amount of personnel and guidance work that should be done is the rapid turnover of youth into private employment so that many youth are at the project for only a very short period of time.

(2) Before the war emergency demanded rapid preparation for a single operation youth were given an opportunity to try their hands at several types of work, in a kind of exploratory work experience, as the surest way of determining the occupational fields for which they are best suited. Many times a youth who had been a mediocre or inferior worker on a construction project began to do an excellent job when he was assigned to a machine shop, while the boy who was all thumbs at a lathe might turn out excellent work in a foundry. As the demands of industry grew with the development of the defense program, however, this procedure was curtailed in favor of turning out single machine operators in the quickest possible time.

(3) Many National Youth Administration project youth have been forced to drop out of school while still in the lower grades. Also, in other cases, youth who did complete their formal education had not received instruction related to specific work opportunities. To compensate for these inadequacies in the background of National Youth Administration youth, and in order to broaden the significance of work done on the project, the National Youth Administration sought the cooperation of local public school officials to provide formal instruction in subjects

related to the work the youth were doing. These courses are designed to explain more fully the work they are doing on the project, and to provide them with supplementary training in the general field in which they are working.

The relationship between the National Youth Administration and the school system needs clarification. The school men should not see in the National Youth Administration their competitor but a very helpful supplementary agency. Most of them indeed do, but in some areas cooperation of the schools with the National Youth Administration still appears to be conditioned by a lack of understanding and appreciation of what the National Youth Administration is accomplishing in bridging the gap between the periods of formal education and induction into industry. This is unfortunate.

(4) Finally, it was recognized that the processes of placement for young inexperienced workers required specialized techniques adapted to their circumstances. The National Youth Administration worked out arrangements with the United States Employment Service by which junior divisions were set up in nearly 150 local employment offices, to provide special services in the guidance and placement of inexperienced young people seeking jobs. These junior divisions soon were well established and accepted as a regular function of the employment service, and National Youth Administration was able to withdraw its financial support in June 1940, with assurance that these services would continue.

The wisdom of these techniques became apparent as recovery got under way and private job opportunities increased. With the onset of the defense program, and the consequent need for trained workers in industry, the previous investment in youth training began to pay handsome dividends in the form of an increased and more adequate supply of qualified workers. National Youth Administration youth, equipped for essential jobs by their preemployment experience, were able to pour into defense plants and use their skills in the manufacture of planes, tanks, and guns.

Guidance.

Much experience in the field of guidance, counseling, and sound personnel practice was gained during the first 5 years of the National Youth Administration, and much good work was done. With the whole effort of National Youth Administration now being geared into the Nation's war program, as has been indicated in the first section of this report, little if anything in that very important area can be done, though naturally on the projects every effort is made to fit youth to the jobs for which they are best suited. In the post-war period, however, job counseling and guidance for youth will be all-important, and the experience that the National Youth Administration has gained in this field must not be wasted.

Employment, types of work, and physical accomplishment of the programs.

In the first 5 years of its operation, the National Youth Administration out-of-school work program gave work and wages to over a million different youth. At no time during the depression period, however, was the National Youth Administration able fully to meet the need. When the National Youth Administration was established in 1935 it was able to give employment to only 133,730 youth a month; thus, with between four and five million youth unemployed and seeking work, the work program was able to reach only a small fraction of those eligible for and in need of it.

National Youth Administration employment assisted an average of 175,900 youth per month in the year ending June 1937. The needs of youth, of course, were also being served by the Civilian Conservation Corps and the Works Progress Administration programs; but all Federal programs together could reach only a little over 600,000 youth—a small number compared with the 4,000,000 youth seeking jobs in the latter part of 1937. The following year National Youth Administration employment on the out-of-school program averaged somewhat less, about 149,400 a month. This reduction was due to the fact that Congress, thinking better times were ahead, reduced the National Youth Administration appropriation for the fiscal year 1938. However, in recognition of the unmet need Congress appropriated considerably larger sums for the operation of the out-of-school work program in the 2 subsequent years, and employment increased to 227,300 a month in 1939 and to 264,000 in 1940. In spite of this expansion all emergency programs together were able to assist only a fourth of the youth who needed emergency employment and work experience.

Federal funds used for the out-of-school work program during the first 5 years of operation, and the average monthly employment for each year were as follows:

Year ending—	Federal funds used for out-of-school program	Average monthly employment
June 30, 1936	\$15, 210, 000	133, 730
June 30, 1937	35, 394, 000	175, 974
June 30, 1938	33, 537, 000	149, 376
June 30, 1939	53, 822, 000	227, 269
June 30, 1940	67, 304, 000	264, 460

The development of a well-equipped, well-supervised work program, yielding the maximum return in benefits to youth and to their communities, has been a continuous process. In an effort to make the funds stretch as far as possible in the first year of operation, all but a small part of the outlay was for youth wages. But in subsequent years, costs for equipment and supervision were added to the item of youth wages. In the face of the enormous improvement made during these 4 years in the quality of the projects, the annual cost per youth in the fiscal year ending June 1940 was only \$254, an increase of but \$40 per year over the cost per youth in the year ending June 1937.

Youth who obtained employment on the National Youth Administration out-of-school work program worked on a part-time basis, and were paid by the month. In the fiscal year ending June 1940 working hours on the various projects ran from 40 to 100 a month with earnings between \$12 and \$18. Youth who were markedly superior in efficiency and conduct were paid a slightly higher wage, ranging from \$15 to \$21, but the number of these youth, who shared some of the supervisory responsibility for projects, was not permitted to exceed 5 percent of the total employment.

Production projects have always constituted an important part of the out-of-school work program, for the reasons that many communities have needed the articles thus produced, and youth have found production experience advantageous in their search for private employment. Thus in May 1940, 30,000 young men and 23,000 young women were engaged in production work. These projects were scattered over the entire country, and were of various types. Projects for boys included work in most of the basic mechanical fields and in such specialized fields as automotive, airplane, electrical and radio mechanics, and in metalworking and woodworking. A small proportion of the girls were performing similar types of work, but the majority were employed in various production activities especially suitable for women, such as industrial power sewing and large-scale canning.

A second class of projects which assumed considerable size because of its importance in expanding and replacing community facilities was construction work. In the year ending June 1940 about 28,000 boys were engaged in constructing and repairing public buildings and facilities, while an additional 21,000 youth, most of them boys, worked on the construction of recreational facilities other than buildings.

Since a large proportion of urban employment opportunities are in the field of office work, projects supplying clerical assistance to public agencies have provided valuable work experience for many National Youth Administration youth. In the year ending June 1940 about 45,500 girls and 12,500 boys were employed in clerical assistance projects.

The foregoing statistics about the number of youth employed each year and the types of work upon which they were engaged make it clear that the National Youth Administration out-of-school program constituted a rich and varied contribution to American life. The earnings of these youth and the stimulus which their wages, when spent, provided to the local economy, can be computed. But what these jobs meant to the million American youth who were fortunate enough to obtain them cannot be measured, although it is "in the record" in a far more important way than any statistics. Some of the more articulate youth, after leaving the program, have made their appreciation explicit in letters to their National Youth Administration supervisors, to the Administrator, or to the President. The appreciation of all National Youth Administration youth has been implicit, however, in the eager and cooperative way in which they have seized the opportunity offered to them and tried to make the most of it. When they left the program, they took away with them not merely the skill to perform

a job, but a better background of formal education, and a living faith in their country and in the democratic way of life.

Second in importance to this most vital social value, but worthy of mention, is another contribution made by the National Youth Administration out-of-school work program to American life. When millions of Americans were thrown out of work, and forced to watch their savings dwindle from day to day or vanish in a bank failure, they turned first for assistance to their local communities. Unfortunately, the same economic factors which were responsible for mass unemployment so crippled the financial structure of most local communities that they were unable to do very much to assist their needy citizens. Thus, at the very time when the need for goods and services was most keenly felt by local welfare and charitable agencies, the volume of these goods and services was being curtailed because of the failing financial resources of the communities. And as the depression advanced, the needs of the communities came to include an increasingly varied group of articles and services, for deterioration of buildings and equipment and increasing retrenchment in personnel expenditures were making themselves felt.

In this emergency, the articles made on National Youth Administration projects and the services performed by National Youth Administration youth gave new life to the welfare and other civic organizations of the communities. It is impossible to measure the value of services performed by young assistants in nursery schools and on playgrounds, or in hospitals and other public institutions. But measurable physical accomplishment, in terms of articles manufactured or repaired for the use of public agencies, has been large. A summary of the major accomplishments of the out-of-school work program in this province, as recorded for the first 5 years of operation, through June 1940, is as follows:

National Youth Administration youth constructed or repaired nearly 2,000,000 articles of furniture, and manufactured 1,076,398 household articles including rugs and bedding. They turned out 357,983 hand tools and items of mechanical equipment.

Over 5,000 tons of food were produced and canned. Clothing made or renovated totaled over 6½ million articles, not counting repair of 56,706 pairs of shoes. Millions of items for hospital use, such as bandages and slings, were produced.

Nearly 1,500 miles of road and street were laid out, and other thousands improved and landscaped. More than 57,000 acres were added to parks in local communities.

Soil-erosion control was extended over 274,476 acres by National Youth Administration youth, over 12½ million trees were planted, and fields, forests, and streams in many areas were restocked with wild life.

During these years over 6,000 public buildings were constructed, and three times that many were repaired. The most important types of buildings were schools and libraries (1,429), social and community buildings, hospitals, clinics, and other medical buildings.

Many airport hangars and landing fields were constructed during this period, and almost 2,000 bridges were built. Hundreds of miles of sewer and water lines, and telephone and electric lines brought modern conveniences to homes in outlying regions. Almost 4,000 recreational structures such as bandstands, bleachers, and outdoor theaters, as well as golf courses, tennis courts, swimming pools and athletic fields, gave new recreational and health opportunities to millions of Americans.

The student work program

The achievement of equal educational opportunity for youth has long been an American ideal. Widespread education is recognized as a necessity; democracy cannot function without an enlightened citizenship, and our highly complex economy requires the services of large numbers of professional workers and technicians. The spread of free education has been encouraged as part of the national policy by such diverse trends as the abolition of child labor; school attendance laws which gradually raised the compulsory attendance age from 10 or 12 to 14, 16, and in some cases 18; and the growing policy on the part of industry and commerce to demand better-educated workers, coupled with a tendency toward raising the entrance age of young workers into industry.

During the depression these trends, buttressed by the scarcity of employment opportunities for youth, resulted in an enormous increase in the number of youth registering at high school. Less than half of the number starting high school, however, were able to remain until graduation. More than 50 percent of all high-school entrants withdrew prematurely, an average of 850,000 students dropping out each year because of the financial inability of their parents to keep them in

school. At the same time, college enrollments dropped sharply, with over 100,000 college students abandoning their educational careers in the years from 1932 to 1934.

The resources of local schools were clearly inadequate to cope with these problems, which were national in scope and which affected students in every State and county. In the fall of 1933, educators and the Federal Emergency Relief Administration together worked out a plan to assist college students to remain in school. The program, which provided for part-time jobs for students at a small wage, was first tried experimentally at the University of Minnesota.

When the National Youth Administration was established in 1935, the college-aid program was made an essential part of its functions. Under the National Youth Administration this program was greatly enlarged and provided for needy students in secondary schools as well as those attending colleges and universities.

The National Youth Administration student work program provides part-time work for wages to youth between the ages of 16 and 24 who are in school but who need financial assistance in order to continue their education. These wages are not intended to cover the entire cost of school or college attendance, but in very many cases they do serve to make up the difference between the financial resources of the students and the cost of their education.

To be eligible for this assistance, students must be enrolled in a nonprofit, tax-exempt, bona fide educational institution and must present a statement, supported by reputable witnesses, that they need National Youth Administration assistance in order properly to continue their education. Applicants are then selected on the basis of need and scholarship, and are paid a small cash wage by the National Youth Administration in return for work performed for the school they attend. This wage ranges from \$3 to \$6 per month for youth in secondary schools, from \$10 to \$20 for college students, and from \$10 to \$30 for graduate students.

Supervision, materials, space, and equipment are furnished by the schools, which also plan the work on which the youth are engaged. The National Youth Administration State Youth Administrator reviews the work plans to insure that the work will be of value to the student and to the school, and that adult workers employed on the normal budget will not be displaced.

There follows a list by States of the number of educational institutions participating in the National Youth Administrative college and graduate work program in 1940-41. It will be noted that the program is thoroughly democratic, extending its benefits to private—including denominational—colleges and universities as well as to those operated by the State, municipality, or other public subdivisions.

State	Number of participating institutions, 1940-41	Type of control ¹				
		State	City, municipal, or district government	Private	Denominational	Unknown
Total.....	1,714	402	239	294	654	² 125
Alabama.....	26	9		2	13	2
Arizona.....	5	3	2			
Arkansas.....	24	10	4	1	9	
California.....	88	12	36	15	20	5
Colorado.....	17	9	1	2	5	
Connecticut.....	24	5	1	9	6	3
Delaware.....	2	2				
District of Columbia.....	12		2	3	7	
Florida.....	16	3	1	7	3	2
Georgia.....	49	15	3	8	18	5
Idaho.....	9	5	1		3	
Illinois.....	79	6	10	22	36	5
Indiana.....	40	5	2	13	20	
Iowa.....	65	3	27	6	28	1
Kansas.....	45	6	15	1	22	1
Kentucky.....	32	6	3	6	16	1
Louisiana.....	24	7	4	3	10	
Maine.....	16	7		6	1	2

¹ Source: Type of control obtained from Educational Directory, 1941, published by the U. S. Office of Education.

² These institutions are not listed in the Educational Directory. It may be assumed, however, that they are under private or quasi-private control.

State	Number of participating institutions, 1940-41	Type of control				
		State	City, municipal, or district government	Private	Denominational	Unknown
Maryland.....	27	6	1	8	12	
Massachusetts.....	54	12	1	20	9	12
Michigan.....	43	7	10	6	16	4
Minnesota.....	37	7	9	3	14	4
Mississippi.....	38	6	12	1	15	4
Missouri.....	57	7	12	9	25	4
Montana.....	11	6			4	1
Nebraska.....	23	5	2	2	14	
Nevada.....	1	1				
New Hampshire.....	8	3		1	2	2
New Jersey.....	34	8	4	10	9	8
New Mexico.....	9	6			1	2
New York City.....	56	4	6	20	15	11
New York State.....	53	17	1	17	15	3
North Carolina.....	56	11	1	3	38	2
North Dakota.....	13	9			1	2
Ohio.....	65	5	3	15	37	5
Oklahoma.....	47	18	8	2	7	12
Oregon.....	24	6		3	10	5
Pennsylvania.....	90	15	1	27	37	10
Rhode Island.....	6	2		3	1	
South Carolina.....	34	7		2	25	
South Dakota.....	16	7		1	8	
Tennessee.....	44	9		10	25	
Texas.....	84	16	22	4	40	2
Utah.....	11	6			4	1
Vermont.....	12	5		2	4	1
Virginia.....	41	12		6	23	
Washington.....	24	5	2	6	9	2
West Virginia.....	21	12		2	6	1
Wisconsin.....	98	45	32	6	11	4
Wyoming.....	1	1				
Alaska.....	1	1				
Hawaii.....	1	1				
Puerto Rico.....	2	1		1		

Allocation of funds.

Funds for the employment of youth in secondary schools are allocated to the various States in accordance with youth population and need indices. These include the youth population in the local area, the enrollment in the school, and the relative need of the students.

The employment quota for the program in a given college depends upon the size of the enrollment during the preceding year and the funds available. If all of the allotted funds are not used by the institution, these funds are then redistributed to colleges where the known need is in excess of the earlier employment quota.

Since the funds appropriated go to the individual youth and not to institutions, and since the youth are free to select their own school, it is evident that employment on the student work program constitutes a direct Federal benefit to students. Yet because the work performed is of benefit to the schools and colleges in which the youth are employed, only nonprofit institutions are eligible for participation in the program. As has been said, no discrimination is exercised between privately and publicly controlled institutions. If it is recognized by the State as a bona fide educational institution, non-profit-making and hence tax exempt, any school or college qualifies for participation in the student work program, regardless of whether it is a private or a public institution.

Selection of students for employment on in-school work projects.

In order to qualify for employment on the student work program, a youth must be so situated that without National Youth Administration assistance he would be "unable properly to continue his education." The word "properly" is used to point to the fact that although in some areas youth are forced to remain in school because attendance is compulsory, they cannot be said to be cared for properly unless a minimal provision for food and clothing is made available to them.

When making application for National Youth Administration employment, the student is required to submit adequate information about the size of his family

and its economic situation, and an estimate of his resources and the amount required to supplement them. These applications constitute a striking record of the resourcefulness and essential independence of American youth today. The great majority of the applicants list among their resources money they have earned during the summer or which they hope to earn (usually at odd jobs) during the school year. This slender fund is rarely adequate for the expenses of school attendance—books, lunches, transportation, adequate warm clothing—yet most applicants cannot rely upon much in the way of supplementary resources from their parents. The reason for this is abundantly clear when the economic situation of their families is considered.

According to the most recent national study of youth on the student work program, half of these youth are members of families with an annual income of less than \$650; half of the Negro youth belong to families with incomes under \$335 a year. Yet four out of every five National Youth Administration students come from families of four or more persons, and two out of every five come from families with at least six members.

Since the number of student applicants for National Youth Administration assistance has always greatly exceeded the amount of aid available, each year many students have of necessity been denied assistance, and many of these youth have as a consequence left school. In order that National Youth Administration assistance may go to those who can benefit the most by remaining in school, the scholastic records of the applicants are carefully scrutinized, and scholarship, as well as need, is considered in making the selections. National Youth Administration workers therefore constitute a group of serious students, and they continue to make better-than-average records throughout the period of their National Youth Administration employment, while in most instances carrying a full academic load in addition to their jobs.

Planning of student work projects.

Although the youth employed on the student work program are selected on the basis of need and scholastic achievement, National Youth Administration employment cannot be regarded as a dole or scholarship. The youth are paid strictly for work performed. The opportunity to do responsible work under careful supervision nevertheless confers certain benefits upon the youth workers, over and above the wages they receive. In order that the youth may derive the maximum benefit from their employment, projects are carefully selected for their work experience value.

Wherever the operations of the school permit, youth are assigned to work related to their academic interests and vocational aims. Students majoring in chemistry, for example, often serve as laboratory assistants, checking equipment, preparing solutions, and otherwise assisting the instructor, while students with commercial interests are assigned to clerical or stenographic work wherever feasible. In the opinion of National Youth Administration students and their teachers alike, their project work is of definite educational value to the youth increasing their general employability and giving them a realistic foretaste of work in the field they plan to enter.

To integrate the needs of the students with the needs of the school, a widely varied work program was developed. In the year ending in June 1940, for example, about 40 percent of all National Youth Administration students were employed on some form of departmental assistance, which included tutoring, grading papers, working in libraries, preparing models and exhibits, mounting and cataloging specimens, and otherwise assisting instructors and department heads. About 10 percent were engaged in more difficult departmental work requiring some professional training and classified as semiprofessional assistance; these youth supplied recreational, leadership, laboratory or research and statistical assistance, or special services in the fields of health and social service.

The remaining half of the students were evenly distributed between clerical assistance projects and construction and maintenance projects which ranged from the construction, repair or landscaping of buildings and recreation areas to the manufacture and repair of classroom furniture, fixtures, or apparatus.

A large share of the responsibility for planning and carrying out the student work program has been exercised by the regular officials of the schools, colleges, and universities in which the program is conducted. These officials plan the student work projects, select and assign students, and supervise student National Youth Administration workers.

Amount and distribution of funds and employment.

Since the inception of the National Youth Administration student work program in the summer of 1935, a total of 2,062,000 different youth in schools and colleges have been employed on the program. Of this number, approximately one and one-half million were employed prior to the summer of 1940.

Approximately three-fourths of all the youth assisted have been students in secondary schools, while one-fourth have been college or graduate students. Thirty thousand different high schools and about seventeen hundred different colleges and universities have participated in the program, which reached youth in urban and rural areas in nearly every county in the United States, and in the District of Columbia, Hawaii, Puerto Rico, and Alaska.

The cost of operating the student work program during the 5-year period ending June 1940, totaled \$119,156,631. This sum was distributed rather uniformly over the period permitting an average employment of approximately 365,000 youth each year, at the low average cost per per year of only \$65 for each student.

Year ending—	Federal funds used for student work program	Average monthly employment	Year ending—	Federal funds used for student work program	Average monthly employment
June 30, 1936.....	\$24,046,000	315,750	June 30, 1939.....	\$21,383,000	365,943
June 30, 1937.....	27,997,000	403,123	June 30, 1940.....	27,188,000	438,015
June 30, 1938.....	18,695,000	301,858			

School and college work councils.

A unique contribution to public administration has been made by the National Youth Administration through its organized school and college work councils.

In each State a selected group of interested educators has been gathered to render advisory services to the National Youth Administration in the appraisal, improvement, and further development of the school and college work programs. These councils concern themselves with the administration, supervision, and guidance, work-experience values, job assignments, and social achievements of the student work program in the various schools and colleges of the several States. Their recommendations are directed both to the State youth administrator and to the participating institutions.

On the college level, the State council chairman is designated as a representative of the State colleges on a regional college work council. The regional councils have effectively assisted regional National Youth Administration directors in dealing with the work-experience problems of the youth of that region. They have served also as coordinating groups for the study and interpretation of the college work program in the various States of the region.

The regional college work council chairmen act as a special college work council in an advisory capacity to the National Youth Administration. This council serves to coordinate the work of all State and regional councils, and to encourage nationally the improvement and further development of the college work program. It is advisory to the administrators, and has contributed to the National Youth Administration by furthering evaluation studies and proposals for improved community relationships, and by suggesting methods and techniques for improving the work-experience values of the college work program throughout the Nation.

On the secondary school level there are no regional advisory councils. National educational leaders, however, have been organized into a national school work council, whose purpose is similar to that of the college work group. The national school work council has cooperated closely with the National Association of Secondary School Principals in promoting desirable work-experience practices on National Youth Administration projects in the secondary schools. The council has stimulated some experimental work-experience activities in selected schools and has encouraged objective evaluation of the school-work program throughout the 48 State school work councils.

There are 386 educational representatives serving the student work program on the various State and the national school work councils, and 234 college officials voluntarily assisting this Government effort on the national, regional, and State college work councils of the National Youth Administration.

Participation of minority groups in the student work program.

Negro youth and youth of other nonwhite races have been employed on the student work program in approximately the same ratio as that which they bear to the general population.

During the school year 1939-40, 64,083 Negro youth and 4,313 youth of other races were employed on the student work program. Since families of Negro National Youth Administration youth have average annual incomes only half as large as those of the families of the white youth, it is understandable that relatively few of the Negro students are found at the college and graduate level. In 1939-40 12.2 percent of the youth on the school work program, but only 5.6 percent of those on the college and graduate work program, were Negroes. Other races constituted 0.7 percent on both programs.

In addition to the benefits derived by Negro students from the regular program, special fund allotments are made to Negro colleges. For example, in the school year 1939-40, \$468,000 was allocated from the funds for student work to 113 Negro colleges, and a special fund of \$105,000 was made available to provide part-time work to Negro college and graduate students. This special fund has been used to enable Negro students in States which have limited Negro university facilities to pursue their studies in other States.

COMMENT

When the National Youth Administration was established in 1935 conditions among the Nation's young people were tragic. There were no jobs for millions of them. And millions more were in poorly paid jobs of uncertain tenure and no future. This was tragic for the individual boy and girl. It constituted a horrible and shocking waste of human material. It was perilous to the Nation.

The National Youth Administration could not and did not solve this problem. It was not expected nor intended that it should. As the President said upon signing the Executive order setting up the Youth Administration.

"It is recognized that the final solution of this whole problem of unemployed youth will not be attained until there is a resumption of normal business activities and opportunities for private employment on a wide scale."

On the other hand, the National Youth Administration did at least provide a safety valve in a dangerous situation. To quote again from the President:

"I believe that the national youth program will serve the most pressing and immediate needs of that portion of unemployed youth most seriously affected at the present time."

That is what it attempted to do. The means placed at the disposal of the National Youth Administration were very small compared with the need. It was never able to reach even a considerable percentage of those who sought its help. But it did help a surprisingly large number, it eased the tension of the period and it gave a striking demonstration of what could be done. Careful administration and amazing cooperation on the part of the local communities made this possible.

Another comment: No one could have read the preceding pages without noting the useful type and quality of National Youth Administration work projects, but the importance of that fact justifies special mention of it. From its inception the National Youth Administration have "relief" only in the form of payment for useful work. In the beginning this was not easy, and the usefulness of some of the work done in those early days might have been questioned—this was inevitable at the start of such an enterprise. But usefulness was always required at least in principle, and constantly, more and more, usefulness was found in fact as well, and jobs, useful not only in themselves but to the community as a whole were sought and found. Confirmation of this is to be found in the facts and figures already given; thousands of communities throughout the length and breadth of the land will give testimony to the same.

This usefulness related not only to the jobs in themselves and to the community but to the youth working on them. Youth not only did useful work for which they were paid, but the work was of such a nature that they learned while doing it. They developed work habits and valuable skills in the use of tools.

The importance of this cannot be overemphasized. Year after year, even in normal times, the labor market is glutted with the totally unskilled. When the depression came along, there was just no place at all in industry for the boy and girl who "could do anything," and therefore could do nothing. And almost as much as skill and training, employers wanted something in the way of experience and work habits. It was a wretched and tragic vicious circle—a young person

could not get a job because he had no experience; he had no experience because he could find no job. In the judgment of many competent observers National Youth Administration's greatest achievement is the pioneering that it has done in bridging that gap between school and the first job by providing work experience, work counseling, training on the job and outside training related to the job.

At the risk of belaboring this point—to which considerable reference has been made in the section devoted to training for defense—this should be said: The National Youth Administration has pioneered in this field. With the exception of some experimentation in the vocational schools, reaching only an infinitesimal fraction of our young people, practically nothing in this field had been done previously. Furthermore, even the work of the vocational schools is not precisely in this field. The young people with whom the National Youth Administration dealt are young people who had to have jobs and be paid for them. For the most part they were young people whose sole interest was in jobs and not in further formal education. They could not continue in school and would not have wanted to if they could. But in their wholly unskilled and inexperienced state they were a drag on the market. The National Youth Administration gave them jobs, studied and experimented with them until the type of job for which they were best suited was found, taught them to do the job, and finally, with the cooperation of the school system, gave them still further training related to the job.

On several fronts, from the very beginning of the program in 1935, the National Youth Administration has maintained close working relationships with the local schools. Through these cooperative arrangements out-of-school youth working on National Youth Administration projects have been given vocational instruction related to the work experience they received on projects; local schools have had their buildings, equipment and facilities improved and extended through sponsoring National Youth Administration projects on which out-of-school youth were employed; through the student work program administered by the National Youth Administration, needy students performed services for the school in return for wages paid by the National Youth Administration enabling them to remain in school and continue their education. From the beginning of the program in 1935 through June 1940, 1,429 new educational buildings or additions were constructed by National Youth Administration youth and 12,854 were repaired or modernized. These included many buildings for vocational instruction. Beginning in the summer of 1940, the National Youth Administration undertook to construct a thousand new farm shops and vocational buildings in rural communities selected by the State boards of vocational education. Almost all of these have now been completed, and have expanded greatly the facilities through which vocational training is given.

Special mention should be made of the instruction in subjects related to their project work given through the schools to young people employed on National Youth Administration projects. The development of this technique has been one of the most valuable and significant contributions made by the National Youth Administration in its whole attempt to equip youth for job hunting and job holding. Where arrangements could not be made through the schools, the National Youth Administration employed qualified instructors for the purpose. Wherever possible this was undertaken with the cooperation of the State vocational school boards. The courses given have covered a wide range of subjects, from general education for youth who were forced to leave school prematurely to technical vocational subjects, but in all cases have been and are directed toward improving the youth's chances of getting and holding a job. For example, youth employed in National Youth Administration metal and mechanical shop projects take such courses as shop arithmetic, mechanics, blueprint reading, radio and electrical theory, properties and uses of metals, mechanical drawing, the theory of combustion engines, etc.

Beginning in the summer of 1940, these relationships were formalized. Since that time all official instruction for out-of-school youth on National Youth Administration projects has been under the supervision of the State boards for vocational instruction. Where vocational school facilities were not available at the project site, it has been possible in many instances in instructors employed by the State vocational boards to organize courses on the National Youth Administration projects for the purpose of training National Youth Administration youth. The cost of this training program is being met from Federal appropriations, amounting to \$17,500,000 for the fiscal years 1941 and 1942, administered through the United States Office of Education.

Another comment: Decentralization has at all times been a keynote of National Youth Administration organization. The national office in Washington is responsible for general objectives and for the cohesive integration of the entire program. At present, with the whole National Youth Administration geared to wartime activity, the national office directs the local programs as well. But in the past, during the depression period, projects have originated at the community level, where they were based on local needs and are planned according to the requirements of the local labor market, the needs of the youth, and possible opportunities for work in their home communities. It is to be hoped that in the future this will again be the case.

Responsibility for planning and operating the National Youth Administration programs in each State is centered in a State youth administrator. He is assisted by a State advisory committee representing all major groups, such as education, business, labor, the professions, public and private social agencies, those who have a special interest and stake in the vocational adjustment of youth, etc. Within the States, local advisory committees are organized on a county and community basis to assist in integrating the Federal program with local needs, and vice versa. Members of these committees have helped plan and develop projects which provide real community improvements and needed services and which at the same time train youth in the skills and provide them with the type of work experience which qualifies them for local employment. These committees are vital to the effective and continued decentralization of the National Youth Administration program.

State and local agencies, cosponsoring National Youth Administration projects and emphasizing decentralization of administration, have made substantial contributions to the work of the out-of-school program. Cosponsors' funds are used partly for wages of supervisory personnel though chiefly for materials and supplies. In the fiscal year 1940 expenditures of cosponsors totaled \$15,079,108, or 18 percent of the total cost of the out-of-school program.

As we have noted, decentralization is equally characteristic of the student work program, whereas a large share of responsibility is delegated by the State Youth administrators to individual school and college officials, who are assisted by student work and college work councils.

SECTION III.—EMERGENCY No. III—THE POST-WAR PERIOD

The National Youth Administration of predefense days and of the defense and war period is capable of factual and objective analysis. An attempt has been made to present such an analysis.

The need for a National Youth Administration during the war period has been stated. The fallacy of the far too simple formula that the creation of a vast armed force and the development of a far-flung defense industry has rendered a National Youth Administration unnecessary has also been indicated.

What of the post-war period? No community planner today, either on a national or a local scale, is worthy of the name if he thinks solely in terms of the present situation. We are today, if you will, in a relatively favorable position industrially because of the defense program, though we have seen that the defense program falls far short of providing a solution for all of youth's problems, even that of unemployment. But what after defense, when millions of workers, now or presently to be in the armed forces of the country, are cast back on the labor market? Government will have to take up the slack again, as it did during the depression, and the need may well be far greater when that day comes than it was in the depression. Even if it were true, and critical analysis has demonstrated that it is not, that the National Youth Administration were now no longer needed in its original capacity, would it not be the height of folly to scrap an entity that will most certainly be needed, and perhaps more so than ever, in the reconstruction period, and lose with it all the gain that has been made in experience and experimentation, in the gathering and training of staff, in the devising and developing of projects and techniques, in community contacts, understanding and interest, and in almost limitless other ways? Time will be of the essence when the reconstruction period comes; if we have to start from scratch again as we did 7 years ago, we may miss the boat.

An organization that spans the Nation cannot be created overnight. The matter of personnel alone presents great difficulty. Some half a hundred State administrators have to be found. These men and women—if the program is going to succeed—must be possessed not only of administrative ability but must be men and women of imagination and enterprise. They are not simply

executives chosen to fit into a spot already prepared for them, like a cog in a machine already operating. They have to create, not simply to carry on; to initiate, not simply to follow a predetermined routine. Moreover, they have to be contact people. The very genius of the National Youth Administration is the fact that its roots are in the local communities. Evidence of this is the substantial contribution, already referred to, made by the local communities to National Youth Administration projects, and the membership in advisory committees of some thousands of prominent citizens from all over the country. The development of this community participation calls for local executives of a very high order. Such executives cannot be picked up and trained on the drop of a hat; nor subordinate staff members either, running into many hundreds, and of necessity trained and picked people.

Program and technique cannot be worked out overnight. It takes time to lay down basic philosophies, and policies and procedures. Program and technique depend upon philosophy, policy, and procedure as developed and refined by experience. The program of National Youth Administration today did not burst into bloom with the creation of National Youth Administration; it had to grow before it flowered, and that takes time. To scrap the National Youth Administration as it exists today would mean that when the post-war hour of need comes, all that has now been done would have to be done all over again; everything that now has been gained would be lost; organization, program, technique, procedure, personnel, good will—and time.

The war will produce numerous and far-reaching changes in the established pattern of American life. It will take several millions of our young men, and the physically and mentally elect of them, out of their accustomed civil and social environment, and out of the labor market. It will transform old industries and create new ones. It will modify materially the distribution of productive facilities throughout the country. It will produce mass movements of large sections of the population from their home communities to concentrated defense areas. It will bring about many other changes.

Many of these changes will demand radical adjustments in the post-war period. The extent of the adjustments will depend upon many factors; upon the size of the armed forces which must be demobilized; upon how fast defense production is curtailed; upon the speed and extent to which defense plants can be changed over to peacetime pursuits; upon the extent of internal migration of workers; upon the speed with which defense workers can be retained for production of civilian goods; and upon the effective demand for consumer goods and the general level of economic activity.

The contribution which the National Youth Administration can make in this period concerns mainly (1) aid in the efficient demobilization and reabsorption into peacetime industry of those in the armed services, (2) the utilization and probable expansion of the present National Youth Administration out-of-school works projects program as part of a general public works scheme, and (3) aid in extending equal educational opportunity and reducing the size of the labor force, and (4) continued concern to provide new youth entrants into the labor market with work experience which will fit them for employment in peacetime industry.

1. Aid in the efficient demobilization and reabsorption of those in the armed services:

Demobilization always presents a problem of paramount importance and almost infinite complications and difficulty. Our own experience after the last World War is too recent to be forgotten. Millions of men who had been violently torn away from their peacetime pursuits had to be fed back again into civilian life, and into an industrial economy which, having for so long been geared to wartime production, now found it impossible quickly and smoothly to swing back again into its normal stride. Again, it was found that this reorganization was, both vertically and horizontally so to speak, uneven—some industries and some sections of the country accomplished it more readily than others. Efficient demobilization, therefore, requires not only the existence of economic opportunities for those demobilized, but some means of directing those seeking employment to the places where these opportunities exist; "a job for the man and the man to the job". This need, obviously, calls for a Nation-wide organization.

The problem is simple when jobs are available and the potential workers are in possession of skills needed by the employer. But when jobs are scarce and the workers inexperienced, the problem is difficult and involved. What will be needed in the post-war period is not merely an employment service, but an organization which can provide work experience, thereby increasing the employability of work-

ers released from the armed services. A great majority of these will need retraining, since they will possess only Army (or Navy) skills.

Under any circumstances, as is indicated repeatedly in this report, youth constitutes the section of our population which possesses by far the least training and by far the least work experience. It is inevitable that this should be the case, but nevertheless it poses, at all times, a major problem to the Nation. The magnitude of this problem when all of a sudden millions of young men—because of the premium on youth in our armed services—are released to the labor market, must be obvious. Very many of these young men will have entered the Army or Navy with no previous training of any kind. They come out only with wartime training and skills. They have to fit into and adjust to a peacetime economy. This adjustment will call for far more than mere assistance in finding jobs. They will need time and help in the transition from army and navy discipline to civilian routine. But above all, they will need training or retraining and work experience to fit them for the jobs that may be found for them. A vast army of unskilled labor suddenly let loose upon an economy already with difficulties enough of its own to handle would be disastrous both to that economy itself and to those seeking, without even minimum qualifications, absorption into it.

The National Youth Administration is in an admirable position to provide the indicated services, both to the youth released from the armed services and to those whose only experience is associated with war industries. National Youth Administration projects are located in almost every county in the United States, and possess the facilities required for adequate training. Its administrative decentralization and its flexibility of program allow for the greatest variety of types of training, adjustable to the needs and resources of every section of the country. Its Nation-wide scope provides for over-all planning and operation.

It is pertinent to add here that Great Britain's experience and practice points precisely in the direction indicated above. Even at the present time, far in advance, it may be assumed, of complete demobilization, men released from the armed services, in advance of their return to private industry, are sent to Government training stations. These parallel closely our National Youth Administration training centers.

2. The utilization and probable expansion of the present National Youth Administration out-of-school works projects program as a part of a general public works plan:

It is obvious that the absorption into private industry of millions of workers from the demobilized armed forces of the country and the deemphasized defense industries will not be accomplished overnight. As during the depression period, so in all probability on a considerably expanded front in the post-war days, provision will have to be made for those of your young manhood and young womanhood who cannot find an opportunity for gainful employment in private industry. Again as in the past, so also in the post-war period, it must not be expected that the National Youth Administration can provide work opportunities for all those young people. By experience and organization, however, the National Youth Administration is qualified to conduct a works program to take up some of the slack, to help those who need it most. The fundamental purpose of the National Youth Administration's works program is to give youth work experience rather than just stop-gap employment. In this it differs from the ordinary public works program. It differs also in the type of project that it operates. On the other hand, while it is providing work experience it is also providing employment, with the resultant gain not only to the young people concerned but to the whole community.

The National Youth Administration today has a large backlog of potential projects admirably suited for that purpose. It has a Nation-wide framework of organization geared to such an enterprise. It has established itself everywhere with local communities—witness the millions of dollars that the local communities have voluntarily contributed to National Youth Administration projects. And it has developed a technique in the initiation, planning, development, and operation of such projects.

3. Aid in extending equal educational opportunity and reducing the size of the labor force.

For more than a hundred years it has been recognized that in order for democracy to grow and prosper, one of the essentials is equal educational opportunity. Equal educational opportunity does not exist when young people are unable to continue their education because they lack financial means with which to do so. During the depression years it was revealed that because of lack of financial resources, thousands of young men and women were unable to continue their

high-school and college education. This is still true. With an increasing number of young people desiring to extend their formal education, there have not been enough work opportunities available to those who must have an opportunity to earn money in order to continue their education. Unless only those young people are to have the advantage of a high-school and college education whose family incomes permit it, work opportunities must be created that will provide the necessary assistance to the student—such assistance as is now made available by the National Youth Administration's student and college work program.

During the present emergency, many students are leaving school prematurely to take their places in the armed services and in defense industries. In many cases these withdrawals constitute an interruption and not an abandonment of academic training. In the post-war period many of these former students will desire to return to school and complete their education. Because of the expected inflated character of the post-war labor force it may be desirable to encourage young people to return to school as a means of reducing the size of the labor force in addition to the fact that it fulfills one of the obligations of democracy.

4. Provision of work experience for new entrants into the labor market:

The need to provide work experience for new youth entrants into the labor market must be conceived of as a continuing requirement to be met in any period. We are not speaking here of the abnormal situation created by demobilization. This indeed complicates the problem and enhances the difficulty of meeting it. But the problem is always there. In predepression days it was present, but the demands of an expanding labor market were such that its impact on our economy was minimized, though the unskilled laborer, forced to take the leavings in the labor market and seldom able to earn a living wage, was still the sufferer. The depression period opened our eyes to the enormity of the crime that we were committing against our young manhood and young womanhood, by sending them straight from formal schooling, which left them technically unskilled, into an economy for which they were unfitted and which wanted them not. In the post-war period, assuming the best, a rapid return to normal industrial conditions, this situation will continue to exist. The necessity of preparing our young people, by providing them with training and work experience, to take their place in industry, must not be conceived merely as a depression or a defense responsibility. "The poor you have always with you"—so also the young, and our responsibility for them.

The outstanding achievement of the National Youth Administration has been in this field. Starting from scratch as essentially a relief organization, and with a very limited allocation and appropriation of funds, it has developed a unique capacity for providing the training and work experience youth need for taking their places in the world. Through its program of useful work projects, with efficient "training on the job" as an essential accompaniment to the experience gained on these projects, the National Youth Administration has pioneered in this field and has done so with remarkable success. It is no accident that the National Youth Administration was able at the very outset of the defense program some 20 months ago to take on specialized training of youth for work in defense industries. Five years of thought and experimentation in providing youth with training and work experience for the available employment opportunities in private industry has paved the way.

It would be tragic if all that has been learned painstakingly by the trial and error method since the establishment of the National Youth Administration in 1935, were not to be available to our post-war youth. Though the intensity of the needs of youth in democratic America may vary, essentially they do not change.

CONCLUSION

Under three general headings an attempt has been made in the preceding pages to give a brief yet fairly comprehensive account of the National Youth Administration. To those who have read this far it may not seem very brief. To anyone at all familiar with the National Youth Administration and the many ramifications of its activities, however, the difficulty of compressing this account into anything short of several volumes must be apparent. The difficulty has been to make such selection of material as would at least sketch in the general outlines of the picture, and perhaps—most important of all—leave with the reader a sense and a feeling of the values of the National Youth Administration, those values to which the National Advisory Committee referred in its statement to the President of October 28, 1941, when, referring to possible changes in form and scope:

of the National Youth Administration, it said that it "felt its proper concern was with the preservation not of entities but of values."

What are these "values?" They are implicit in the account that has been given of what the National Youth Administration does and how it operates; an explicit restatement of them here may not be out of place. Also, to let "the dead past bury its dead," and because we are still shut off from the post-war period by the mighty barrier of the war itself, it might be well to relate these "values" specifically to the present situation. It is evident, of course, that this part of the statement must be largely a recapitulation of what has gone before.

I. First of all, then, the National Youth Administration provides specific training for employment in defense industries by training youth on National Youth Administration production projects.

More and more recognition has been given of late to the fact that one important item holding up our all-out production effort is the lack of a sufficient number of qualified workers to man our defense industries. By far the greater proportion of the employees needed by our expanding industries falls in the skilled or semi-skilled worker categories. Estimates of the needs of industry made by the Bureau of Labor Statistics indicate that of the total number of jobs that will have to be filled in the coming year, only about 16 percent will be unskilled. The present number of adequately trained workers available for defense industries, even including those released by priority unemployment, falls far short of the number needed. Many more plants would be operating on a two- or three-shift basis were the workers available.

The National Youth Administration has been fully aware of the magnitude of this problem, and, as has already been indicated, for the past year has been training youth directly for defense industries.

II. The "value" of mechanical training for youth not only in relation to the war industries but prior to their induction into the armed forces themselves must not be overlooked. To a degree unknown among armies in the past, the new mechanized forces will require a high proportion of specialists and technicians. Like the industries which supply the armed services, the services themselves need large numbers of radio experts, draftsmen, electricians, welders, mechanics, and hundreds of other types of specialized personnel. The expansion of the armed services will intensify the demand for such technical training.

III. Thirdly, there is the "value" to the armed services of the goods produced by the National Youth Administration training and work experience projects. As has been stated in this report, the National Youth Administration, through its many production shops, has been able to combine training of workers with the production of many items to fill military needs. Much work of military importance is also being done on National Youth Administration construction projects.

IV. A "value" that one might overlook in his preoccupation with the war itself, but that is second in importance only to preparation for direct participation in the war effort, is the training and work experience provided by National Youth Administration in essential civilian occupations.

As has been said above, a prerequisite to the success of the war effort is that certain civilian services be maintained. Food must still be prepared and distributed, clerical work must be done, communications services cannot be dispensed with, clothes must be made. With so many of our labor force engaged in the armed services or in defense plants, there is likely to be an acute shortage of workers who have had any type of experience or training in filling these needed civilian posts. The National Youth Administration is contributing to the solution of this difficulty by training youth on projects in the food-handling, clerical, communications, hospital aid, power sewing and many other fields.

V. A "value" of the greatest conceivable importance in the Nation's all-out war effort is the contribution National Youth Administration can make, and, to a degree limited only by the funds available, is already making in the field of health.

The Nation-wide health program instituted by the National Youth Administration in September 1940, with the cooperation of the United States Public Health Service, has enabled more than a quarter of a million young people to obtain complete physical examinations. The preliminary findings of the examinations indicate that four out of five youth need some type of medical or dental care. The National Youth Administration health program has enabled these youth to get a physical appraisal and to be given health counseling and referral to a community resource to remedy the defect. This has undoubtedly been of considerable preventive value, as well as a help in the correction of already existing physical defects of these youth.

The National Youth Administration health program thus serves to reduce the number of young men rejected by the draft because of physical defects, and at the same time, through its health and rehabilitation centers, opens the way for the rehabilitation of many young men and young women who would otherwise be unable to contribute even to the civilian war effort. This service to the youth of our nation and to the nation itself should be maintained and expanded.

VI. Training of youth in citizenship and in the practical workings of a democracy, together with assistance in the maintenance of their morale, is a "value" always vastly important but absolutely essential at this time of mortal conflict with the proponents of a totalitarian ideology.

The Executive order creating the National Youth Administration conceived the program as accomplishing more than the merely negative function of preventing delinquency, demoralization and despair among out-of-work youth. It conceived the program as calculated to build the character and strengthen the morale of the youth of America by giving them "their chance in school, their turn as apprentices, and their opportunity for jobs—a chance to work and earn for themselves."

In June 1936, the President observed that "no greater obligation faces the government than to justify the faith of its young people in the fundamental rightness of our democratic institutions, and to preserve their strength, loyalty, and idealism against the time when they must assume the responsibilities of citizenship." Today, when our democracy is on trial, the faith given the two and a half million youth who have been aided by the National Youth Administration is proving an invaluable asset in the fight against the Axis nations. In the process of winning the war, the faith and morale of hundreds of thousands of youth who still need help must be preserved.

VII. Another wartime "value" of the National Youth Administration already described has been the directed migration of young workers. In addition to training workers for defense industries it is, as we have seen frequently necessary to transfer them to the places where these industries are located.

The great flexibility of the National Youth Administration has enabled it, through cooperation with the Bureau of Employment Security, to make a beginning in this field. With its resident centers, its acquaintance with local needs coupled with its central organization which makes national planning possible, it is particularly adapted to carry on this work. Before our defense production can get into full stide, efforts in this direction must be greatly expanded.

VIII. All the above has been stated in the terminology with which we are of necessity becoming all too familiar these days, the terminology of war and of all-out effort to win the war. The "values" that have been indicated in this connection, however, have certain collateral applications. In the first place, as has been clearly stated in this report, the unemployment problem among youth, though lessened indeed, has by no means been eliminated by the creation of a great armed force and of a vast defense industry. Nor have the baneful effects, to themselves and to the national, of the existence within our economy of a considerable number of unemployed young people been eliminated. The National Youth Administration training and work experience program, while today geared essentially to war and defense needs, also serves this group by providing useful employment opportunity for as many as its budget allows. This is an important "value."

IX. Today the National Youth Administration, with all its activities directed toward the war effort, serves the Nation as a whole rather than the local community. During the depression period, however, and of course even today indirectly, the National Youth Administration was of particular service to the local community. This was an important "value."

It did so first of all by providing qualified workers for the community. Each year about a million experienced workers left their jobs because of death or retirement. The basic skills learned by youth on National Youth Administration projects enabled them more rapidly to take the place of these experienced workers.

Secondly, the actual products of National Youth Administration projects have been extremely useful to the community. Earlier in this report some considerable itemization of these goods turned out by National Youth Administration projects, both in the construction and the production fields, has been given. It is not necessary to repeat the list here, but in evaluating the National Youth Administration, its contribution of useful goods to the community must not be overlooked.

X. Another "value" that must not be overlooked is the part the National Youth Administration has played and can play in providing equal educational oppor-

tunity for youth. Through its in-school work program, the National Youth Administration has been instrumental in keeping in school and college many thousands of young people who otherwise would have been financially unable to continue their education.

Today conditions are vitally different from what they were during the depression period. Yet it must be obvious that it is no help to our war effort, either now or in the future, to have many thousands of our young people leaving school at an age when they are not yet eligible for inclusion in the armed forces of the Nation, and are neither sufficiently matured nor adequately trained to make a useful contribution to our defense industries. Yet many of our young people will do so unless they receive encouragement and practical help to stay in school. Out of school, for the most part they merely lengthen the list of unemployables; in school, they are preparing to play an intelligent and useful part in tomorrow's war effort and in the post-war period.

XI. One final "value," of the utmost importance in maintaining the democratic character of the National Youth Administration, is its advisory committee program. This program has been developed on Federal, State, and local levels, and has, as it were, brought the National Youth Administration to the community and the community to the National Youth Administration. It is a comparatively unique but essential development in public administration, the importance of which has only begun to be recognized.

In conclusion, it would seem fitting to call attention once more to the fact that many of these "values" of the National Youth Administration of today are such as will be needed almost as much—and some, indeed, even more—in the period of reconstruction and reorientation that will follow the cessation of hostilities. Considerable emphasis has already been laid upon this point, but its importance merits it. Let no planning that is being done for today leave tomorrow out of consideration. Specifically, let not a profoundly prudent consideration today of the need for economy in non-war expenditures go so far as to cripple before it is even initiated work that will have to be done tomorrow for the well-being of the youth of the Nation, and therefore of the nation itself.

RECOMMENDATIONS

From the facts presented in the foregoing analysis of the National Youth Administration it is clear that certain steps need to be taken to meet some of our urgent national needs. These recommendations are founded upon the following assumptions:

(a) That we are in the midst of a war economy in a democratic system.

(b) That although the discussion has referred only to the National Youth Administration, any future action will include a merger of the present facilities of the National Youth Administration and the Civilian Conservation Corps, in accordance with the directive from the President to Federal Security Administrator Paul V. McNutt last October.

(c) That any agency arising out of the merger will make use of all existing administrative machinery and equipment that has demonstrated its value.

It is recommended that any future program include:

1. Employment of youth on realistic, productive work projects designed to provide the type of preliminary training required by industries producing war materials, such preliminary, technical, and nonmilitary training as requested by the armed forces, and, insofar as possible, job training for such other work as is necessary for the maintenance of essential civilian life.

2. In view of the desperate need for trained workers the program must be capable of reaching all youth who can be trained for fields of work in which labor shortages exist.

3. The agency must possess the administrative flexibility that will bring youth and training facilities together, including bringing youth and employment needs together, either during the training period or afterward.

4. In order to carry out youth training with efficiency and dispatch, adequate personnel and guidance practices must be provided to the end of keeping square pegs out of round holes.

5. Health services, supplemented with a program of health education, must be provided. This function should be aimed primarily toward facilitating those techniques and services which will help to equip the youth, from a psychological and physical standpoint, to perform arduous training and work with a minimum of time lost from the job as a result of illness. Included in this service should be rehabilitation of youth rejected by the Selective Service Board for physical con-

ditions which can be remedied. In order to discharge this responsibility there must be efficient, constructive, professional concern with the problems of sanitation, nutrition, recreation, health education, and medical and dental services.

6. Democratic government depends upon the exercise of genuine local responsibility in matters of common concern, together with a recognition by public officials of the need for blending community needs with national interests, and vice versa. Any Government youth agency must have National, State, and local advisory committees acting as participating partners with the agency, and composed of members who represent a cross section of the major interests concerned with young people.

Development of this new method of bringing community participation into the administration of public agencies, requires legislative provision for the work, with an appropriate budget specifically set aside to carry it out.

7. Useful work opportunities should be extended to those high school and college students who, if such work were not available, would be unable to continue or complete their education. One of the principles basic to democracy is equal educational opportunity.

Mr. Hillman, please.

STATEMENT OF SIDNEY HILLMAN, LABOR DIRECTOR, WAR PRODUCTION BOARD; ACCOMPANIED BY BRIG. GEN. FRANK J. McSHERRY, DEPUTY DIRECTOR LABOR SUPPLY AND TRAINING, LABOR DIVISION, WAR PRODUCTION BOARD

The CHAIRMAN. Mr. Hillman, for the record will you state your name?

Mr. HILLMAN. Sidney Hillman, Director of the Labor Division of the War Production Board, and a member of the War Production Board.

By the way, General McSherry, my Deputy Director of Labor Supply and Training, is with me.

The CHAIRMAN. Yes.

Mr. HILLMAN. I am here on behalf of the Labor Supply Branch, in the Labor Division, to urge that the National Youth Administration training program not be abolished, because we believe that the National Youth Administration is very helpful in the whole training task ahead of us.

Before discussing the place of the National Youth Administration in the war effort, I should like to outline to you briefly the general picture of our mobilization of industrial manpower to date.

Since the Japanese attack on Pearl Harbor 16 weeks ago, approximately 2,000,000 working men and women have been added to the 5,500,000 who were already turning out fighting equipment for the United States and the other United Nations—making a present grand total of more than 7,500,000 workers in war industry. And I may say also that in the remaining months of 1942, we will have to place an additional 8,000,000 workers in war industry, many of them not normally in the labor market.

Senator McKELLAR. 8,000,000 more?

Mr. HILLMAN. 8,000,000 more. Some of that merely means that they will work on war work instead of civilian work.

At this point, I would like to emphasize the fact that our labor supply and training records reveal that the production program has not been held up for lack of qualified manpower for war industry. Indeed, the

principal stumbling block to the fullest utilization both of our machines and of our workers—by means of round-the-clock operation of our equipment—arises from material shortages. Management and labor, as well as Government officials concerned with the output of war weapons, have recognized this situation, and are seeking to overcome it as rapidly as possible.

While this problem is being solved and as plants are being converted from nonwar to war output, we are keeping pace at every step of the way with present and future demands of war industry for qualified workers. In order to operate our war production machinery at its most efficient level, we have not only to recruit these new millions of workers, but we also have to train or retrain many of them.

In this respect, may I cite some concrete examples of what has been accomplished in preparing workers for their jobs in critical war industries. As of March 1 this year, a leading shipbuilding company had a labor force of some 22,000. Only 700 of these had previous shipbuilding experience. We trained 15,000 of them in preemployment classes in the schools, and other thousands by in-plant training methods or by supplemental courses given outside the plant after the employee had already begun his job.

Similarly, in another shipbuilding company only 100 out of a total of 6,500 workers employed as of March 1 had ever built ships before. Of the remaining 6,400 workers, all have been trained in the yard and on the job.

At an aircraft corporation during 1941, the labor force was increased from 12,000 to 51,000—more than 20,000 of whom have already received supplemental training in the schools, while more than 2,300 foremen and lead men are getting intensive training as supervisors under the job instructor training program.

At an outstanding machine-tool company—which means very fine precision work—green men, such as gasoline-station attendants, warehouse clerks, salesmen, bookkeepers, truck drivers, and others from equally diverse occupations, have been trained and employed in machine-tool operations.

Under the direction of the Labor Division of the War Production Board, this comprehensive program of training has produced these major results: (1) 3,457,585 persons have been trained or are receiving training conducted outside of industry through vocational and trade schools and engineering colleges.

Senator McKELLAR. How many is that?

Mr. HILLMAN. Close to 3,457,585.

(2) In-plant training methods have been installed by the Training-Within-Industry Branch of the Labor Division in more than 3,000 war contracting concerns employing well over 3,275,000 workers.

Senator McKELLAR. Would it inconvenience you for me to ask a question right there?

Mr. HILLMAN. No, no.

Senator McKELLAR. I would like to know this: Those who had some training in N. Y. A., or have been in C. C. C. camps, and are put in industry, they have to be trained again in industry, do they not?

Mr. HILLMAN. Well, they get their preemployment training before.

Senator McKELLAR. This preemployment training is the best you can give?

Mr. HILLMAN. Yes; but that is a great deal, Senator, for our program, when we have to take care of these tremendous increases.

Senator McKELLAR. As compared with the great number that are going into this work, those who have this preemployment comprise a very small number, is that not true?

Mr. HILLMAN. No.

Senator McKELLAR. When they go into the plant they have to undergo the same length of training as the others? They do not make a distinction between those who have had some preemployment training and those who have not. The industries require them all to go through that training, do they not?

Mr. HILLMAN. No, Senator; in the first instance, I will give you the case of a shipbuilding company employing, as of March 1, 22,000 people.

Senator McKELLAR. Yes, sir.

Mr. HILLMAN. By the way, there were no people employed May 1. It just started, opened up for operations last May. Fifteen thousand of the employees got preemployment training in the classes in schools.

Senator McKELLAR. How many? Fifteen thousand?

Mr. HILLMAN. Fifteen thousand out of the twenty-two thousand, in that shipyard.

Senator McKELLAR. Fifteen thousand out of twenty-two thousand. Did the others have preemployment training?

Mr. HILLMAN. No. Then 14,000 of them had supplementary training. They go to school after they are inside and working.

Senator McKELLAR. After they are employed?

Mr. HILLMAN. After they are employed. If you do not mind, in this confidential information you will have the record of that particular plant, and you can get exactly how many took preemployment training.

Senator McKELLAR. What plant was that?

Mr. HILLMAN. Well, we consider it confidential, but you will get that from the record we handed up to you. It is in your confidential statement.¹

Senator McKELLAR. What page is it?

Mr. HILLMAN. Page 4, "Examples of expansion in war industries."

Senator McKELLAR. There are evidently more than one page 4.

Mr. HILLMAN. The first one [reading]:

The company now has 22,000 employees. Their present hirings are at the rate of 1,000 per week; this rate of hiring will continue for another month. Only 700 of the present employees had previous shipbuilding experience. Workers are being recruited from various trades, and approximately 15,000 from preemployment classes. Up to the present time, approximately 14,000 employees have taken some form of supplemental training, and 5,000 are now taking in-plant training courses. In addition, approximately 7,000 employees are now attending supplemental courses outside of plant.

This we are arranging between management, labor groups, and schools. We have arranged training courses to meet specific job-needs in the plants.

Senator McKELLAR. You have a very large training organization in the schools, haven't you?

Mr. HILLMAN. In the schools, of course, that is the largest preemployment training.

¹ In committee's file.

Senator McKELLAR. Out of these 15,000 that had had previous training, how many came from N. Y. A. or C. C. C.?

Mr. HILLMAN. Of course I could not tell you. Over there, in that particular plant, probably none. Is that correct, General?

General McSHERRY. I would not want to guess how many.

Senator McKELLAR. Could you find out?

Mr. HILLMAN. Of course I would be delighted to. We will give you the experience in any of these plants, their previous experience. What I am saying is that there is a tremendous task ahead of us in the matter of training.

Senator McKELLAR. There is no doubt about it.

Mr. HILLMAN. We will need over 5,000,000 additional people, who did not have any work experience, in 1942 and 1943, no work experience at all.

Senator McKELLAR. There is not any doubt about training being needed, Mr. Hillman, but it seems to me it ought to be all combined and worked out in a way that would mean something, and not have a harum-scarum, wild-eyed training in some places and very little in others.

Mr. HILLMAN. If you will turn to that confidential report again, on page 11 you will see, in one of the recommendations we have made to the War Production Board, we say—

Senator McKELLAR. Let me get that, please, sir.

Mr. HILLMAN. That is on page 11 of the same report. You will find "Action necessary to meet the manpower problem," under section 3, "The President should issue an Executive order centralizing control of all Federal agencies engaged in defense training." That is one of the recommendations.

Senator McKELLAR. Then if all the money used for training in the N. Y. A. was simply transferred to that central office, that is all you would want, is it not?

Mr. HILLMAN. What we would like is not to abolish the organization.

Senator McKELLAR. What you want is a charitable or cultural organization training men for industry. As I understand it, Mr. Williams has dealt with cultural conditions, relief conditions, all his life. He has not trained men for industry, has he? Why not put it in the hands of somebody who knows all about training for industry? That would be very much more helpful to industry, in my judgment, Mr. Hillman.

Mr. HILLMAN. Senator, we faced that problem in 1940 when, under the Labor Section of the Defense Advisory Commission, our responsibility was to provide for a proper labor supply. Now, in what we had done at that time, and what we are doing now, we want a little more authority for direction. We just tried to coordinate all the agencies.

Now, in the field of training we found, of course, the schools, W. P. A. had some training, N. Y. A., the Apprenticeship Service in the Department of Labor. They have accepted a central policy, working right through the Labor Division. While we haven't got the power of actual direction, we are doing all we can in laying down policies and through coordination giving them guidance. Now, I would say that the training activity of the N. Y. A., while it is not

completely under our direction, has received many, many suggestions for improvement in their training facilities from us.

Senator MCKELLAR. Just one second. Let me ask you this question.

Mr. HILLMAN. Yes.

Senator MCKELLAR. Do not you think it would be infinitely more businesslike, infinitely more effective, for you to control this training yourself and not have Tom, Dick, and Harry engineering it?

Mr. HILLMAN. We are asking for centralized control now.

Senator MCKELLAR. Yes.

Mr. HILLMAN. We are asking that, but, Senator, we would not like to abolish those agencies, we would not like to organize new agencies. What we have done, and we are rather proud of it, we have brought together a coordination and cooperation of these agencies. Frankly, we believe that the necessities today demand control, not more coordination, and of course under the new set-up, if that is given to us, or to any other agency, that will establish the proper control and coordinate each agency so that it does the kind of things that it can do best under central control.

Senator MCKELLAR. Now I will answer you by quoting your own language. I suppose this is your language?

Mr. HILLMAN. That is right.

Senator MCKELLAR [reading]:

4. Single hiring agency: The President should issue an Executive order designating the United States Employment Service—

that is under you?

Mr. HILLMAN. No; that is the Social Security Board, but, again, they work with us.

Senator MCKELLAR. Listen to this [continues reading]:

under the direction and supervision of the War Production Board, as the single agency to control recruitment and placement of workers in critical occupations essential to war production.

Mr. HILLMAN. That is right.

Senator MCKELLAR. I want to say I endorse that 1,000 percent, but I do not endorse taking on an agency that started out as a relief agency to youth, and those in charge of this agency have been in the relief business, as I understand, all their lives and not in the training of boys for industry. Now, it seems to me that what you have said so well here ought to be carried out by the Government, and it is the duty of Congress to carry it out.

Mr. HILLMAN. That is exactly what we are proposing. In a sense, we are doing it today under General McSherry, who is in charge of all our labor supply and training program. He comes from the Army, and he has been in charge of the defense training in the schools. He has got all the experience, he is responsible to me for the whole labor supply.

Now, then, we are not asking to abolish the United States Employment Service. We want them to take orders under policies laid down by the War Production Board through the Labor Division.

By the way, the Labor Division has six of the outstanding employers in defense industries and six outstanding labor men going over policies, not making them for us, but recommending them, and whenever their

recommendations are acceptable they become policies, and all these recommendations have been approved by them.

What we are trying to clear up here is this: We are for central control, but if the War Production Board or the United States Office of Education, in our judgment, during this emergency takes over, or should attempt to take over, the complete organizational functions, there must be and will be delay in our defense program, in the training. Now, that is the one critical thing facing the Nation right now. That is a tremendous program. A great deal is behind us, fortunately, but more is ahead of us, and all that I wish to plead with you gentlemen for is to permit us to utilize the agencies, with their experience. We are recommending to put it under the direction of a single agency and have no different policies, no separate groups making different kinds of policies.

Senator TAFT. What would you think of giving you the appropriation instead of the N. Y. A.?

Mr. HILLMAN. Well, it would be the same thing. Take the United States Office of Education, we have definitely separated the defense training from the ordinary training.

Senator TAFT. I understand that. What I suggest is, if you want unified control of the whole training, I do not see how you can have it unless you have the disposition of the money appropriated.

Senator MCKELLAR. Mr. Hillman, you do not now recruit the people in N. Y. A., do you?

Mr. HILLMAN. They do it themselves.

Senator MCKELLAR. You do not do it?

Mr. HILLMAN. No; we do not do it.

Senator MCKELLAR. Here you say, in section 4, you want to be given the single agency, "to control recruitment and placement of workers in critical occupations essential to war production." I want to say to you I endorse that 1,000 percent, and I wish you stand by it. I would like to see you stand by your guns.

Mr. HILLMAN. Senator, they will do all the placements when we get them. When they recruit for us they become part of our agency, but they cannot place people outside through this single hiring agency. Of course we would only do it for certain classes of critical occupations. We do not want that kind of control unless we need them, but we do need them in our highly skilled crafts, and we need them in some very important sectors of the country, where there is too much raiding of one another and disturbing our production.

Senator MCKELLAR. I will be very frank with you, Mr. Hillman. This can only be carried on by appropriations, and this appropriation for this purpose, to get these workers to aid you in your effort, has to come before Congress and has to be voted by the Congress, and I want to say to you that in view of this statement that you make here in section No. 4 on page 11, I do not see how it would be possible for me to vote directly against your recommendation there, when I think your recommendation is good. I think it ought to be under your control, I think it ought to be centralized control.

Mr. HILLMAN. Senator, we have tried to do that in the last year and 10 months, through the Labor Division. Our effort was not to duplicate services.

Senator MCKELLAR. That is what is being done now?

Mr. HILLMAN. The effort has been to utilize existing agencies. We have said, "Let us have central control for policies." I will say this, to the credit of all of the agencies, they have splendidly cooperated, but, Senator, we appreciate that the time has come when cooperation takes a little too much time, there are too many agencies, so we are asking right now for that direction. If that is given to us, we will advise, as far as training is concerned, all these agencies as to exactly what they are to do—that is, we would direct them. We advise them now. I will say, General, that they have been cooperating generally in the whole situation. That is a correct statement, is it not?

General McSHERRY. That is correct.

Senator HILL. What would you do then, Mr. Hillman? Would you then lay down the policies?

Mr. HILLMAN. We do it now.

Senator HILL. I know you lay down the policies now, but if this Executive order were issued, as you recommend, you would lay down the policies and under that order you would have the power to see to it that these existing agencies carry out your policies?

Mr. HILLMAN. That is right.

Senator HILL. But you would not abolish these agencies?

Mr. HILLMAN. No. We would have a right to change the personnel, if they did not qualify, and all that goes with direction.

Senator HILL. We speak of unity of command in our military command. We have one man who commands air troops, ground troops, and naval troops, we give him supreme command, and those ground, air, and naval troops have to do what he says, but that does not mean that you are going to abolish the ground troops and put their duties, or their functions, over in the air, or over in the naval troops. You are going to keep the three troops as you have them, but you are going to direct them:

Mr. HILLMAN. That is right.

Senator McKELLAR. Why do you recommend—

Mr. HILLMAN. May I go on?

Senator McKELLAR. Just a minute.

Mr. HILLMAN. Yes.

Senator McKELLAR. If that is the case, why do you recommend that you be given the power to control recruitment and placement of workers?

Mr. HILLMAN. That is right.

Senator McKELLAR. That is practically all that Mr. Williams will do.

Mr. HILLMAN. He will do it for us, to the extent that he is today organized to do it for us, under our direction. Now, there are several places, Senator, where we haven't got agencies and the N. Y. A. has equipped itself to serve that particular purpose. Now, whether they have given up their original duties, I do not know, but, Senator, I was rather happy to find someone who could give us service. They are servicing us in certain places where we have no other agencies. Whether it would take legislation or merely an Executive order, we believe that there must be a single place directing all our labor supply, preparing for it.

Senator McKELLAR. If you just stick by that, I think you will get it.

Senator HILL. Mr. Hillman, if you are going to be the generalissimo you are going to be in command of the whole army.

Mr. HILLMAN. Whoever is the generalissimo must have places, while the battle is on, to reorganize his forces.

Senator McKELLAR. But you better hold the right to recruit and place.

Mr. HILLMAN. I take it that General McSherry will see to it that that policy is carried out.

Senator McKELLAR. Williams or no Williams.

Mr. HILLMAN. I think our policies are being carried out. I know they are being carried out.

Senator TAFT. Mr. Hillman, going back to my question, I do not see why a real control of training does not require control of the appropriation, say that the appropriation should go to you for its disposition between different agencies. For instance, you might find that N. Y. A. training was very much more expensive and that for the same money appropriated you could do it in the schools, or some other place. If we say the N. Y. A. must have \$100,000,000 for this purpose, then you have got to give them that much money, and that, to a certain extent, relieves you of your ability to control their activity. Would not it be better to make one lump-sum appropriation for training, to be expended under your direction, by the N. Y. A. or any other agency that is to be used? We had something like that in the House.

Mr. HILLMAN. That is entirely different and apart from the subject matter that I am testifying on before you today. I would like, of course, not to speak on that without consultation with members of the agencies. It would involve, of course, not merely the N. Y. A.

Senator TAFT. Would you write us a letter giving your general opinion on that?

Mr. HILLMAN. I would say we would do a better job if there is sufficient leeway for us to utilize part of the money that goes for over-all training, so that it is not confined to just one sector. Of course it is always better administratively to do that.

Senator TAFT. Have you any figures showing how much it would cost, relatively, to train N. Y. A. men as compared to the men who go through the vocational schools?

Mr. HILLMAN. No.

Senator TAFT. Have you got any figures on that?

Mr. HILLMAN. I have none with me. Of course the cost of training in vocational schools is lower, primarily due to the fact that they do not pay wages. Later on it may be necessary to pay trainees in vocational schools in order to secure an adequate number. So far we are not doing it in schools, but they do it in Canada and they do it in Britain.

Senator HILL. What is that?

Mr. HILLMAN. We are not paying trainees.

Senator HILL. You mean in the schools?

Mr. HILLMAN. In the schools. That is simply because we feel we do not want to do it, but we may have to do it with the greater and greater shortages.

Senator TAFT. For instance, you say in your statement—

There were 1,670 National Youth Administration shop units in 850 projects giving war production training to 77,377 youths.

Mr. HILLMAN. Yes.

Senator TAFT. But the total number of youths in training, taking all of these agencies together, must be 500,000 or 600,000. Is not that correct?

General McSHERRY. That is right.

Senator TAFT. So really N. Y. A. is one-tenth of this whole program.

Mr. HILLMAN. If you permit me to conclude with my statement, I will probably have all that in the record.

Senator TAFT. I am sorry.

Mr. HILLMAN. We consider it, of course, a very important agency.

Senator TAFT. I understand that.

Mr. HILLMAN. And therefore you know, even if it will only fill 10 percent, it would have a very tremendous part in our training program.

Senator TAFT. The statement was made to me yesterday by a man from one of the legislative representatives, congressional representatives from Connecticut, with reference to the testimony of a man here, that the N. Y. A. was doing a great job for his plant at Bridgeport, that there was a great deal of opposition in Connecticut to bringing in boys from all over the Middle West through the N. Y. A. when there are still a considerable number of people out of work from the discontinuance of other industries, and that the real reason that these men want these boys was that they will work for cheaper wages. Is there anything in that?

Mr. HILLMAN. Senator, there is not much to that.

Senator TAFT. This man is a very well posted man.

Mr. HILLMAN. Not all of Connecticut is what we call in a completely tight labor market, but in some places we have used up all the labor. We haven't got any labor locally in some places, is that correct?

General McSHERRY. Yes.

Mr. HILLMAN. It is completely used up. On the confidential material that you have here there is a chart where we show in some places we have already used up all the labor.

Senator HILL. You scraped the bottom of the barrel, did you not?

Mr. HILLMAN. That is right. We are going so far as to advise procurement agencies not to place additional orders there. This thing has to be planned not merely in training and recruitment, but we have to have planning for placement of orders.

Senator TAFT. What do you think of the wisdom of recruiting boys 18 years of age for industrial plants? As I understand it, the Army would like to have boys 18 years of age volunteer for the Army. They so stated when they came back on the amendment to the Selective Service Act.

Mr. HILLMAN. I would like to have General Hershey speak on that. He is more competent on that subject than I am. I do not know what they want, but, frankly, this is mechanized warfare. I am sure we are already working in very close contact with the Selective Service organization. We will have to do more and more, so there is no one answer for it.

Senator TAFT. We will not draft any boy under 20, but still the Army would like to have them volunteer at 18.

Mr. HILLMAN. I think we are discouraging volunteering. Is that not correct?

General McSHERRY. Our policy is to discourage any volunteering for military service.

Mr. HILLMAN. We fear that volunteering will interfere with the war production program.

Senator TAFT. The Army was anxious to draft boys of 19, and, as I understand it, they wanted us to draft boys of 18. I am confident the heads of the Army today want boys of 18 to volunteer.

Mr. HILLMAN. I will let them speak on that.

Senator HILL. They never proposed to draft boys under 19.

Mr. HILLMAN. Our production program calls for plant placement with regard to location of manpower, both as to placing of orders and recruitment, and a division of manpower between the services and our war production effort.

Senator TAFT. What I was leading up to really was whether it was not more important to train older men than to train boys who would only work, at most, for a year or two and then pass on to the Army anyway. What do you think is the relative importance of training men for work in industry, older or younger people?

Mr. HILLMAN. By the way, in 1943, in our present program—and that program will probably enlarge—we will need at least 6,000,000 people who usually would not be at work or would not look for work.

Senator HILL. What would they be doing?

Mr. HILLMAN. They will be mostly women.

Senator HILL. Women?

Mr. HILLMAN. Yes, women. Of course I would like to say here there is no intention of drafting them.

I am sure also, through coordination of all these things, that we will find the manpower available, and by proper placing of orders where we have still some labor reserves.

Senator TAFT. I was wondering if it is more important to train older men than young men.

Mr. HILLMAN. We have to train all of them. We cannot have exceptions in the situation. Here we have that big company that I have mentioned, the shipbuilding company. Last May there was not a person employed there and by this March 1, 22,000 were working.

Senator TAFT. I understand that. I am asking you about the relative importance of training young and older men for work in war industries.

Mr. HILLMAN. Senator, it all depends on the geographical location. On the Pacific coast we have to train all of them. We are in the process of using up our manpower. We cannot consider that on the basis of a theory. We need all the people. We bring in migrants on the Pacific coast. People from all the other States up in the Northwest are coming in there. We have today in some places a single hiring agency. For example, in California all the aircraft companies, by agreement, secure labor that way. We feel we dare not have workers migrate from one place to another and lose time.

Senator TAFT. Mr. Hillman, to come back to my question, 1,200,000 boys become 20 during the next 12 months, and of this 1,200,000 boys, what is your idea, roughly, as to how many of them will go into the Army and how many into industrial work?

Mr. HILLMAN. It all depends, of course, on how big an Army we will want, and that, of course, I am not in a position to discuss. We get all the estimates, but they are confidential. If it is going to be a very huge army, quite a portion will go there, but our training in the

plants, as a matter of fact, gives them certain preparation for some tasks in the Army. We cannot let them wait. If there is a year and 8 months that we can make use of them, of course we want every day of the year and 8 months in production.

Senator TAFT. It is more valuable to get somebody who will work the whole period of the war, is it not?

Mr. HILLMAN. Everybody, by the end of 1943, who can possibly be made to work, will have to, in our war production program.

Senator TAFT. This is perhaps away from the point, but I do not understand the point of going out and drafting industrial workmen, with children, in our Army, which they are doing all over, while at the same time we are training 1,200,000 boys who are 19 years of age to go into war-production work. It seems to me they ought to go to war, and the man with the children, who may be 30 years old, ought to be trained for that war work and kept there if he is already there.

Mr. HILLMAN. Senator, I am not competent to state anything on that. That is out of my jurisdiction. That would be up to the War and Navy Departments. We are keeping strictly to the production end.

Senator TAFT. Should not there be a coordinated policy? Although you want complete control over this, must not it be coordinated with the Army?

Mr. HILLMAN. It would be coordinated. Another one of the suggestions we are urging—before long you will have on the record most of the suggestions—we say under section 13:

The Manpower Board should, among other things, promptly consider the realistic and practical determination of the military needs of the War and Navy on one hand, and industrial needs on the other. This consideration should include controls necessary to prevent wastage of skills through voluntary enlistment in the Army and Navy.

That is our recommendation. We handle it today on the basis of contacts. General McSherry and the Army and the Navy are in contact from time to time, but we believe that the time has come when these kinds of things ought to be discussed properly, and then, of course, the military, the armed services have to make their determination, I am sure.

Senator MCKELLAR. Mr. Hillman, I want to ask you a very practical question. When you train these men you want men who are in the business of training and who know all about the training of boys for these various industries, do you not?

Mr. HILLMAN. Yes.

Senator MCKELLAR. How many welfare workers have you got training these boys?

Mr. HILLMAN. Senator, I would like to say this to you: You are asking about the N. Y. A. I am informed again by General McSherry that some of their training centers are exceptionally good. They are outstanding.

Senator MCKELLAR. I am talking about this: You have got a welfare worker in Mr. Williams, a welfare worker training boys for the Army. They have quit the welfare work. I believe it has ended up as of yesterday, and now they are going into training boys for industry.

General McSHERRY. May I answer that question?

Senator McKELLAR. I think you ought to have somebody that knows about the training of boys for industry, not people who have been engaged in welfare work.

Senator HILL. Let General McSherry answer the question.

General McSHERRY. The man in charge of work projects of the N. Y. A. is Mr. John Lasher, who is an excellent vocational educator from Wisconsin, where they have some of the best vocational schools in America. He is the director of work projects.

Senator TAFT. Are not they forbidden to employ vocational teachers? Do not the vocational teachers have to be furnished through the Office of Education in the local schools?

General McSHERRY. The law does not forbid the N. Y. A. to hire as teachers men who are qualified. What is a teacher in a vocational school but a craftsman? If you have a teacher in a trade school training for this war production effort, who is not a craftsman, he is not a suitable teacher. We do not take manual arts teachers for trade schools. Neither does the N. Y. A. One of the things Congress did last year was to set up a youth defense work program specifically for training workers for war production.

Senator McKELLAR. How is that coming on?

General McSHERRY. The youth defense work program has made great progress.

Senator McKELLAR. It is doing very well, and having done very well, why not add this to it?

Senator TAFT. Is that under N. Y. A.?

General McSHERRY. That is under N. Y. A. control. [Laughter.]

Senator McKELLAR. You know what we have done, we have appropriated an immense sum for school work.

Mr. HILLMAN. Oh, yes.

Senator McKELLAR. Training work, separate and apart.

Mr. HILLMAN. \$70,000,000.

Senator McKELLAR. \$70,000,000, separate and apart from N. Y. A. It has nothing to do with it. You gentlemen laugh without knowing what you are laughing about. Mr. Hillman knows.

Mr. HILLMAN. That is right. You also have an appropriation.

Senator McKELLAR. We have got an appropriation for N. Y. A., and the President has already frozen about—how much?

General McSHERRY. \$7,000,000.

Senator McKELLAR. \$7,000,000?

General McSHERRY. Yes. This action was taken with our concurrence.

Senator McKELLAR. I thought it was a larger amount.

General McSHERRY. We concurred because training of enrollees was limited to that necessary for war production, consequently we did not reach the authorized schedule. It was proper that some money be frozen, and that is why it was frozen.

Senator McKELLAR. I endorse it.

Senator HILL. In other words, the money that was frozen was money which was not going into training for war production?

General McSHERRY. No, sir; it was money that was appropriated by Congress for the youth defense work program. It was part of the \$60,000,000 originally appropriated. \$7,000,000 of that \$60,000,000 was frozen.

Senator McKELLAR. That is right.

Mr. HILLMAN. And it was frozen upon our recommendation.

Senator MCKELLAR. It was for N. Y. A., but it was for another department of N. Y. A.

General McSHERRY. Before the appropriation for the youth defense work program was made we checked over the equipment of the N. Y. A. to determine what was suitable for training in occupations necessary for the war effort. The suitable training stations we planned to operate on three shifts. That was the basis of the estimate originally made to Congress. This program is working in two parts; first, the production work is under the jurisdiction of the N. Y. A., the training and education, according to the law and according to our interpretation of the law, is under the jurisdiction of the vocational schools of the country.

Senator MCKELLAR. That is just as I said; yes, sir.

Senator TAFT. May I ask this question? I am sorry I came in late, but what is General McSherry's relation to General Burnell, or Colonel Burnell?

General McSHERRY. He is right under me.

Senator TAFT. He is under you, General McSherry?

General McSHERRY. Yes, sir.

Senator TAFT. Are you under both Mr. McNutt and Mr. Nelson?

General McSHERRY. No, sir. I am working under Mr. Hillman.

Senator TAFT. Under the War Production Board?

Mr. HILLMAN. Under the Labor Division. General McSherry is my Deputy Director for all labor supply and training in the Labor Division.

Senator TAFT. That is in the War Production Board?

Mr. HILLMAN. That is in the War Production Board, in the Labor Division.

Senator TAFT. That is what I mean.

Mr. HILLMAN. That is right.

Senator TAFT. But you also have jurisdiction over the McNutt N. Y. A., and so forth?

General McSHERRY. Colonel Burnell is chief of the Defense Training Branch, which is a part of the Bureau of Labor Supply and Training, in Mr. Hillman's office.

Senator TAFT. Do not you also tie in the N. Y. A. and the Office of Education?

General McSHERRY. Colonel Burnell is also Director of Defense Training of the Federal Security Agency.

Senator TAFT. He is the one that the two lines come down to?

General McSHERRY. Yes, in the Federal Security Agency.

Senator ELLENDER. Mr. Hillman, did I understand you to say a while ago that our trainees are paid.

Mr. HILLMAN. We do not pay them while they are being trained in the schools.

Senator ELLENDER. Under what department is that?

Mr. HILLMAN. Defense Training, under the Office of Education.

Senator ELLENDER. We had testimony here the other day to the effect that in the training in the war production the pay was from 50 to 60 cents per hour, and they worked side by side with the regular employees.

Senator TAFT. That was T. W. I., that was Training Within Industry.

Senator ELLENDER. I want to find out why it could not be operated without pay at all.

Mr. HILLMAN. So far, the major part of our training we have operated without pay, in the schools. Is that correct?

General McSHERRY. That is correct, as far as the schools are concerned. In some cases industries pay the trainees 40 or 50 cents an hour while they are in training in public schools. For example, Westinghouse and Frankfort Arsenal at Philadelphia, and Goodyear Rubber Co. at Akron, Ohio, pay trainees attending preemployment defense courses under the public schools.

Senator ELLENDER. No. There was a statement made by somebody the other day that his industry paid it but the Government appropriated the money.

Senator TAFT. The Packard Motor Car Co.

General McSHERRY. That is not legal, as far as the Office of Education funds are concerned.

Senator ELLENDER. That is what I would like to straighten out. I thought it was strange, I think quite a few of us thought it very strange that the Federal Government itself should appropriate the money and turn it over to these concerns and let them in turn pay these trainees.

General McSHERRY. It may have happened where an industry has trainees either in the public training program or in the plant that the Government pays for it. Normally a contractor is not paying for training out of his own funds if he has a defense contract. Provision for cost of training is included in the war contract.

Senator ELLENDER. When you say that you do not pay them, that means they do not receive any pay from any source?

General McSHERRY. No, sir. It means that the Office of Education appropriation is not utilized for pay for trainees. The funds that you appropriate under the defense training program for the Office of Education are not used to pay trainees.

Senator ELLENDER. How is that plan operated, Mr. Hillman, that is, where you do not pay?

Mr. HILLMAN. That is preemployment. We have that. Then, after 6 weeks, they go to a plant and get on the pay roll of the plant.

Senator McKELLAR. Mr. Hillman, you do not want us to refuse to appropriate for this school training that you have given them, the \$70,000,000, do you?

Mr. HILLMAN. No; No.

Senator McKELLAR. I think I saw a report from you where you wanted to increase it.

Mr. HILLMAN. Yes.

Senator McKELLAR. This is the first time the N. Y. A. has ever even attempted to take a formal part in the training. It has just gone on the defense training yesterday, is not that true?

Mr. HILLMAN. No.

General McSHERRY. The regular N. Y. A. program, that may be correct, except their efforts have been directed toward defense training since probably in May 1940, or even before that. When I first started to work with the N. Y. A. in 1938 they were collecting old machine tools, and other equipment from the Army and the Navy to establish shops. Once shops are established, whether they are in production or not, the training is of a similar type to that we need

today. The beginning of the N. Y. A. workshops was to the best of my knowledge, in 1938.

Senator McKELLAR. You know, do you not, that the recruiting in N. Y. A. has fallen off enormously in the last year or year and a half? I have in my hands here, which I am going to use later on, scores of telegrams and letters by the officials of the N. Y. A., urging State and local officers to recruit as much as they could, all along, showing that they themselves felt like it was going to fall of its own efforts.

Now, what is good in N. Y. A., so far as shop work is concerned, preparing boys for industry ought to be continued, but it ought to be continued under the man who is responsible for it, the man who, in his own language here, says that it must be under a unified and a single hiring agency. Is not that the best way in the world to do it, and would not you be entirely satisfied if the same money that is now being used, or since yesterday being used, for training boys in the N. Y. A. could be turned over to Mr. Hillman and used in the common plan that is furnished by his Board?

Mr. HILLMAN. If I may, I would be glad to answer that.

Senator McKELLAR. I want to answer it, the both of you.

Mr. HILLMAN. We are not organized so as to administer our responsibility directly through these agencies.

Senator McKELLAR. Why could not you just add that to the educational department?

Mr. HILLMAN. Pardon me. The same way as we are utilizing the Office of Education?

Senator McKELLAR. Surely.

Mr. HILLMAN. The same for the N. Y. A. We are in the same position. We are utilizing some of the W. P. A., where they have got some training.

Senator McKELLAR. We could give you that.

Mr. HILLMAN. Now, then, it has been our thought that we did not want to become a permanent agency. We are a temporary agency.

Senator TAFT. So is the N. Y. A., of course.

Mr. HILLMAN. I am thinking of the war agencies, the War Production Board, the O. P. M., the agencies referred to as defense agencies. We have never visualized organizing what we call a permanent organization. We are anxious to utilize existing agencies, which I think is sound and has brought results. Now, all we are asking for right now—we are asking, W. P. B. and the President—to give not merely powers for coordination, which we have utilized until now, but powers for direction. Now, when we have got powers for direction, it means we will go much further in seeing that the kind of training that these agencies are doing is completely tied up to the war effort in the most efficient way.

Senator McKELLAR. That ought to be done as quickly as possible, too. You ought to have authority to employ, you ought to have authority to place. When it is scattered out over all these organizations, without any concentrated authority, you are in a bad fix, my friend, regardless of what you think about it.

Mr. HILLMAN. Senator, so far we have been very appreciative, and I would be very unappreciative if I said otherwise, of the splendid cooperation that has been given by all these agencies. That is why the record is here.

Senator McKELLAR. Congress has been very liberal in carrying out your plans, has it not?

Mr. HILLMAN. I appreciate that.

Senator McKELLAR. We haven't balked at all, and we do not want to balk now, but we want to put it under a central control, like you have asked for it. That is what we want to do.

Mr. HILLMAN. Maybe I am getting more than I am asking for.

Senator McKELLAR. You would get more than you are asking for now?

Mr. HILLMAN. That is right.

Senator McKELLAR. If you count that as asking for it, in this document you have given us, you will get exactly what you ask for.

Mr. HILLMAN. We want no direct operating responsibility for these agencies. We want these agencies to be administered under our direction.

Senator ROSIER. I might inject something here. I thought all of this ado about abolishing the C. C. C. and N. Y. A. was an economy measure, that we are abolishing them just to save money. I understand now it is merely a matter of transferring the money.

Senator McKELLAR. No, no. You do not understand what N. Y. A. and C. C. C. are. N. Y. A. and C. C. C. have got several branches. It will be a tremendous economy, because we will not use as much money for performing this work as we did before. I would like to give the Senator the figures.

Senator HILL. Senator McKellar advises me that he has got to go to the Appropriations Committee at 12:00 o'clock. Suppose we let Mr. Hillman go ahead and finish his statement?

Mr. HILLMAN. Senator, I have practically covered the rest of the statement and I may just as well place it in the record and proceed with questions, unless you desire me to do otherwise.

Senator HILL. You may finish your statement.

Mr. HILLMAN. By application of training-within-industry techniques, more than 40,000 lead men, foremen, and supervisors have been trained to pass on their know-how to new workers in 1,679 war plants with a total employment of 2,120,000 people. This job instructor program reaches supervisory personnel at the rate of 8,000 a week and is reaching more contractors every day. It is estimated that each of these 40,000 new supervisors will train at least 10 war workers in the plant, right on the job.

All these comprise an extremely important percentage of the total number of workers who have gone into war industry.

The National Youth Administration in its Youth Defense Work Program, with training units located in nearly every State in the Union, has furnished an appreciable part of our trained manpower. It gives young people, most of them of pre-military age, an opportunity to train for war production jobs.

As of February 1942, according to N. Y. A. reports, there were 1,670 N. Y. A. shop units in 850 projects giving war production training to 77,377 youths. These units have working space and equipment for training 39,000 workers at one time.

Among these 77,377 trainees, 49,960 were receiving instruction, I am informed, in machine and metal shop work, including sheet metal, welding, foundry, forge, and blacksmith operations; 6,542 were being taught auto maintenance and repair, aviation mechanics and similar

work; 4,361 were in radio and electrical training. Because of their training in N. Y. A. shops it was possible to adapt many of these young workers to war production in a very short time.

Taking the data for one recent month, February 1942, we find 17,720 N. Y. A.-trained workers going into private industry, most of them into war plants.

At this time, a substantial number of the N. Y. A. shops are running three shifts, while every effort is being made to put the remaining shops on the same basis.

The information to date shows that many of the N. Y. A.'s tools are old, reconditioned, and largely unsuitable for war production.

Recent surveys of N. Y. A. machine tools conducted by the tools committees of the War Production Board and the Army and Navy Munitions Board disclose that very few tools of the type which are critical in war production are used in N. Y. A. shops. These are being investigated carefully as to their condition and suitability for war production. Any that are found to be more useful for production in war industry or for in-plant training will be transferred from N. Y. A. to the plants. We are asking for all that authority.

A considerable value of our N. Y. A. structure is that it is a going concern. The manpower training program cannot afford the delay which will result if we slow down or stop one of our training agencies, and transfer the important load it carries to another organization.

In the transfer of N. Y. A. operations to the Office of Education, time and energy would be lost because legal arrangements would have to be made in every State and in the communities within these States—some 850 communities in all—to make sure that N. Y. A. facilities not only were transferred but also were used for the training of war workers. Until legal agreements were made, the N. Y. A. shops and tools might remain idle and unused.

Another important objection to transfer is based on the fact that the N. Y. A. provides training in areas where there are no vocational school systems. If the N. Y. A. goes, the danger is that in some States training of young people for war work will be left to a nonexistent vocational school system.

In addition, I would like to point out that without the N. Y. A. to furnish young men and women with the cost of their meals and transportation to training shops, often to far-distant parts of the country, training would become more difficult for many capable and diligent youths eager to go to work in war industry.

At a time when our Nation needs every trained worker it can mobilize for war output, we must continue to draw upon training organizations which have proved themselves useful. In my opinion, as an agency providing preemployment training, the N. Y. A. is a desirable part of our over-all industrial manpower program.

Senator HILL. You are interested in speed?

Mr. HILLMAN. That is right. We cannot afford to delay. We do not know what will happen during the reorganization. We know about what can be expected of them.

Senator TAFT. Mr. Hillman, you started to say something to the effect that some of the N. Y. A. shops were excellent.

Mr. HILLMAN. That is right.

Senator TAFT. I wondered if the corollary was that some N. Y. A. shops were not so excellent. My reports have been very spotty.

Some of them are very highly recommended and others are very poorly recommended.

Mr. HILLMAN. We are arranging with them, as I understand, to improve any and all of the shops that need improvement. Of course, that holds good as far as the schools are concerned in connection with the N. Y. A. Am I correct in that?

General McSHERRY. That is correct.

Mr. HILLMAN. We find some schools with a 100-percent record.

General McSHERRY. You are talking about the youth defense work program. They do have some poor shops as well as some good ones. Effort has been made to up-grade those poor ones. Some of the ineffective projects have been closed out.

Senator TAFT. Do you take any interest in the old style shop training, training for stenographers, and that kind of thing?

General McSHERRY. No, sir.

Senator TAFT. You are not concerned in that end of it?

General McSHERRY. We have not been participating in that end of it, only in the youth defense work program.

Senator TAFT. What is this out-of-school program, youth work experience in the Office of Education? Do you know what that is?

General McSHERRY. That is a program that was put into being on October 9, 1940, by Congress when they appropriated \$10,000,000 to provide education and training in rural communities, or nonrural communities where there were no vocational facilities, in order to equalize the opportunity for defense training with the urban centers where there were vocational schools.

Senator TAFT. Does the Office of Education operate those, or do they finance local people to operate those?

General McSHERRY. The Office of Education turns over the money to the State Boards of Vocational Education, and the State Boards in turn turn it over to the local communities, and the training program is operated by the local school authorities.

Senator TAFT. They had 66,000 in training, almost as many as the N. Y. A. has, as I understand, at the present time, the last report.

General McSHERRY. When I appeared before the Congressional committee last spring for an appropriation to carry on this program I told the committee it could not be considered a project for specific training for specific jobs in war industries because of the lack of machine tools and other types of equipment essential to such a project.

Senator TAFT. Why could not the N. Y. A. shops be operated as a part of that program in some way? I do not suggest it, but I wonder why not.

Mr. HILLMAN. We coordinate all these things. All these things that are really under our direction are being operated in the same way, because we provide policies for all of them.

Senator McKELLAR. Mr. Chairman, there is an Appropriation Committee meeting on at 12 o'clock, and I have got to go.

Senator HILL. As soon as Mr. Hillman gets through, the committee will recess.

Senator MEAD. Mr. Chairman, I must go to the same meeting. I want to satisfy myself on a few points. I apologize for coming in late. One is directed to Mr. Hillman.

As I understand it, Mr. Hillman, you have a certain direction of the several agencies that have to do with the training program?

Mr. HILLMAN. That is right.

Senator MEAD. You furnish them with general policy outlines?

Mr. HILLMAN. That is right.

Senator MEAD. Are you satisfied, and is your agency satisfied, with the training programs now in existence, and are you satisfied that they should be left where they are?

Mr. HILLMAN. We are satisfied. We believe that we have made a great deal of progress, and the results are very gratifying. We have supplied you with a confidential report, and we think some action is necessary to meet the manpower problem. We are making recommendations to the War Production Board and to the President, for changes that we believe are necessary now because of the greater requirements.

While before we just coordinated the agencies' work with them cooperatively, we believe right now it has to be under the direction of a central agency. It does not mean that we want to take them over, we just want to direct them, direct them as operating agencies, so they will operate through their own organizations.

Senator TAFT. As far as the N. Y. A. is concerned, that direction would only extend, as I understand, to the defense program as distinguished from the in-school and out-of-school and resident projects that existed before?

Mr. HILLMAN. That is right. We are quite satisfied it has a place in the general program. We would rather have the N. Y. A., the N. Y. A. personnel, who know how to do it, instead of building up a new organization to do it. That applies to their recruiting program. Obviously we can place contracts in every State of the Union. There are places already where we must depend completely on migration. There is a place of usefulness for them. Not merely training, if you please, but finding the people for training.

Senator TAFT. The only thing I would suggest is, if that is done, if the executive order is issued and you are given the power to direct that feature in the N. Y. A., that then I think the appropriation ought to go to you as Director of Defense Training, to be distributed by you, with the power to use the N. Y. A., the C. C. C., or anybody else you want to use. I would think that would be what would happen, probably, if such an executive order was issued. I think that is the way the Appropriations Committee would approach the question.

Mr. HILLMAN. They consult with us before they appropriate. They come before us and they consult about how much is necessary for defense training.

Senator TAFT. May I ask what is this engineering defense training, which was testified to here, under Dean Seaton? I have letters indicating that 93,000 were being trained under that. Are they trained at all?

General McSHERRY. The Engineering defense program was also established in October of 1940 for the development of engineers necessary to the war effort. This program has been broadened by the statute that appropriates funds for the current fiscal year to include training for chemists, physicists, and business management personnel. The program is operated under the jurisdiction of the Office of Education, which in turn allocates funds for the cost of the courses to various

universities and colleges with engineering schools, business management schools, schools which give chemistry courses, or ones that give physics courses.

Senator TAFT. That is through the Office of Education?

General McSHERRY. Yes. Of that 90,000 enrolled in these courses probably 85 percent are employed persons in professional and technical jobs, being up-graded to take on more advanced work, to fill in our engineering requirements in the war effort.

Senator TAFT. Where is this T. W. I. under Mr. Dooley?

General McSHERRY. The T. W. I. is an organization established in Mr. Hillman's office in August of 1940. Mr. Dooley, personnel manager of the Socony-Vacuum Oil Co., is head of this branch. Its organization covers 22 regions and probably 206 cities, with a field personnel of 612 in the field. This personnel mostly comes from industry at a dollar a year. These men are production managers, personnel men, and training men from our larger industrial companies. The American T. & T. director of training is one, the Western Electric personnel manager is one—we have a very high class group of men there.

Their job is this: to go to an industrial manager who is having difficulty in finding qualified workers and advise him on what kind of a training program he should establish in his plant; whether it should be a vestibule school; whether it should be apprenticeship; whether it should be up-grading; whether it should be supervisory training; or whether it should be a combination of all of them.

Senator ELLENDER. What is the cost to the Government for that?

General McSHERRY. There are 137 in the paid personnel in this branch, with a total personnel of over 750.

Senator TAFT. That is directly under the W. P. B., not the Office of Education or N. Y. A. or anybody else?

General McSHERRY. That is correct.

Mr. HILLMAN. It has given training in plants employing more than 3,000,000 people.

Senator MEAD. That fits in very readily with your general organization because it does not require the setting up of shops; it is more advisory and directive in nature?

Mr. HILLMAN. It is doing the most important part of our training. We have taken the best men from the engineering field. Of course we have the labor advisers in addition to that, and they are giving the contractors information as to the best way of breaking up jobs, of retraining or up-grading.

Senator TAFT. That is what this Packard man referred to when he said they put the man on the same machine with the operator, to stay alongside of him until he learned how to run that machine, and when he learned how to run it, this operator stayed alongside of him for a while until the training was completed.

Mr. HILLMAN. We have got them training, you know, by the tens of thousands.

Senator TAFT. Does he only get paid on the basis of a cost-plus contract with the Government?

General McSHERRY. Many contracts are cost-plus. Any contractor in these days who is making an estimate for a contract puts in an allowance for training, whether it is a competitive bid contract, a negotiated contract, or whether it is a cost-plus contract.

Senator TAFT. So it is paid for through the War Department appropriation?

General McSHERRY. The War Department contracts must pay for all expenses. Training is a necessary expense. We must meet this war labor load that is coming on us. If any of you have time I hope you will read the little pamphlet that we left with you. You will find this training-within-industry program is an important if not the most important single factor necessary to whip this problem.

Senator TAFT. That is the most important.

General McSHERRY. It is the most important by far.

Senator TAFT. May I summarize, just to get the picture: You have the training within industry; you have then the general State-Federal-local vocational school system.

Mr. HILLMAN. Yes.

General McSHERRY. That is correct.

Mr. HILLMAN. Preemployment.

Senator TAFT. The preemployment, which has now something over 23,000 people employed. Then you have the engineering defense.

General McSHERRY. Under the Office of Education.

Senator TAFT. Then you have the out-of-school youth program in the Office of Education; then you have the N. Y. A. program.

Mr. HILLMAN. Then we have the apprenticeship from the Department of Labor also.

Senator TAFT. The United States Employment Service?

General McSHERRY. No, sir; that is in the Federal Security Agency.

Senator TAFT. That is substantially all of the picture.

Mr. HILLMAN. Now, on top of that, of course, is training-within-industry. That is how we break bottle-necks, showing them how to do it, how to break up the operation into many parts, how to train quickly, how to train supervision.

Senator TAFT. I think your idea of a school director ought to be carried through.

General McSHERRY. You have one more government training agency that we are coordinating, that is the W. P. A. They have a program of placing men in manufacturing plants for 4 weeks, paying them the going wage of a beginner in that plant, with the expectation that the plant will employ them after 4 weeks.

Senator TAFT. That is a constructive thing, because it gets rid of the W. P. A.

Senator HILL. You spoke of the training within industry being the top training. Of course, if a boy or man has had the N. Y. A. training he can proceed much faster and make much more headway with this top training and become a trained, skilled workman much sooner, because he has got all the basic training, is that correct?

Mr. HILLMAN. It is a necessary preliminary step. You take out any part of it and it will upset our whole training program. All of them are essential. We have got recruiting; pre-employment, supplementary training, training-within-industry, apprenticeship training; all of these things make a complete structure.

Senator TAFT. There seems to be some difference as to the value of the pre-employment training. Some employers feel they can start them off with the proper T. W. I. training and teach them just as fast or faster.

General McSHERRY. That is true.

Senator TAFT. The General says it is true. It depends entirely upon how good the teachers have been.

General McSHERRY. I do not think there are many employers who do not want preemployment training if they can get it. I have talked to a large number of these employers, I have been around to their shops, I have talked to their personnel people, their production people, I have seen their programs, and I think I can give you a pretty good picture of it. Lockheed is one outstanding company that feels that way, but they have to do the training after the man gets on the job, somebody has got to do the training. Whether you take the man from school, N. Y. A., or put him directly into industry, somebody has got to train him. That is fundamental.

We come up to Philadelphia. I was up there just recently. One of the large corporations has got a very important defense contract, and they wanted the schools to take over some more training. When I say "schools" I am including the N. Y. A. because they work together very closely. There was lack of equipment, and the N. Y. A. furnished some of the equipment. I said to the head of this concern, "Why don't you turn over some of your equipment to the schools and let us do the training in the plant?" He said: "Our equipment is running 24 hours a day. We haven't got any place to establish a vestibule school."

If you do not train workers in a preemployment school the contractor must train them in a vestibule school, otherwise the rejects of production will be so high that you cannot afford to continue the worker on the given job.

There are some jobs where a couple of hours' instruction will do, but there are other jobs where it will take 10 weeks of instruction. Where the school is good, where it is tied in definitely with industry the results are good. That is what we hope to accomplish thru the single central control. We would put a man in to see industry, to see that the in-plant-training programs and the public-training programs are tied in definitely, to secure the best results.

Senator TAFT. If it is well done it is fine, but it is awfully hard to do, so you can be sure that that man does not have to do it over again when he gets into the plant.

General McSHERRY. Our preemployment program is absolutely foreign to the normal vocational school program. The normal program will keep a boy in school for maybe 2 years, 3 years, 4 years, whereas this defense training program will run from 2 weeks to 10 weeks. It is a different type of training entirely.

Senator TAFT. And is directed under the particular school?

General McSHERRY. Yes, sir; we do not make skilled toolmakers, skilled craftsmen; we develop a single skill in a man so he will get on a job.

Senator HILL. One particular job?

General McSHERRY. One particular job. Then he is upgraded, thru the up-grading program in the plant.

Mr. HILLMAN. It is just one step forward, preparing him for the next step.

Senator HILL. It is all a part of the same process?

Mr. HILLMAN. That is right, for a specific purpose.

Senator ROSIER. As a matter of fact, when you started on this defense program you looked around for various training agencies, did you not?

Mr. HILLMAN. That is right.

Senator ROSIER. Of course you found some work in a few States being done in vocational schools, but in most parts of the country there are no developed vocational schools in the public schools. You found in the N. Y. A. that had developed in the last 6 or 7 years quite a fine program, you found that could be adapted to your purposes very quickly, did you not?

General McSHERRY. That is not quite correct. Certain parts of the N. Y. A. are adapted to the program, and other parts are not adapted to the program. Of course, the vocational schools are much larger and have much more in the way of equipment, more facilities, buildings, and much more of a going concern than the N. Y. A., but N. Y. A. had a very definite, useful set-up that can be used.

Senator ROSIER. The vocational schools are located in just a few sections?

General McSHERRY. In every State of the Union.

Mr. HILLMAN. Let me state it this way, if I may; When we came in in 1940—

Senator ROSIER (interposing). You mean highly developed schools?

General McSHERRY. Not in every community, but there are schools in every State.

Senator ELLENDER. In connection with the Senator's question, I would like to propound one.

Mr. HILLMAN. May I say this—

Senator ELLENDER. Let me give him my question first and then you may make your statement.

Mr. HILLMAN. All right.

Senator ELLENDER. About 4 weeks ago this came to my attention. There is a concern in New Orleans that has been awarded a contract to build 200 Liberty ships, and that will mean the employment of about 25,000 to 30,000 additional persons.

Mr. HILLMAN. 30,000?

Senator ELLENDER. 30,000. Now, I would just like to know how to go about with the plans you have evolved now to get boys equipped so they can do this work.

Mr. HILLMAN. Let me first answer the first question, so you will see what we have done since we came here. From the point of view of labor, when we got here on the first defense set-up, we approached it on an all-out effort. We did not question at that time, you know, whether we needed people in 1940. When we laid out the program we called in all the agencies that are engaged in training, the schools, N. Y. A., C. C. C., Department of Labor, W. P. A., and we started to organize them in a coordinated effort, to see whether we could not put in a proper training program in the—at that time—defense effort, and now, of course, the war effort. A month after I called in Mr. Owen D. Young and others, and organized our training-within-industry program. The first conference was composed of six industrialists and six labor men, under the chairmanship of Mr. Owen D. Young. I asked management to give us their best personnel to help in the training of people in places where contracts are awarded and where

they did not have the proper organization or the proper knowledge of training.

Now, we have not said that this was the best. If it was not good enough, it was our responsibility to improve upon it. The object was to utilize all the agencies we could. As the result we have 7,500,000 war workers. We are training some through these agencies, and training them in industries practically covering every part of the country.

Now comes your specific case, that particular place in New Orleans. Our people will contact them. We have got a survey of the manpower available. The schools will be contacted. We will make arrangements with that particular contractor, to see what we can do to bring that plant into the most effective operation in the quickest way, through the training-within-industry program. We will send over T. W. I. people.

We have right now in Detroit a staff of people under Mr. Conover, a man from the U. S. Steel Corporation, who is laying out a program for retraining and training within industry. We take all the agencies which are under the direction of General McSherry and we go and treat each plant as a specific case.

Now, there may be plenty of labor available in the case you mention, or we may need to bring it in from about 3 or 4 States right in the South. Now, in that situation we may use, of course, the Employment Service, or also use the N. Y. A., if they are equipped to handle it. There we have established a central agency right now. We want more power for direction, but it is our business to utilize all the agencies.

Senator ELLENDER. You first utilize all of the employees capable of doing it locally?

Mr. HILLMAN. That is right. That is one of our policies, but then, again, we are not going to wait until we have used up all of them. We look at one of the maps that you will find in those confidential records that we handed up to you, and we look at New Orleans, to find what the labor situation is down there—in fact, the reason why we placed the work there is because there is a very large labor supply.

Senator ELLENDER. That is what I had in mind when I asked the question. You will take the men from there that are capable.

Mr. HILLMAN. First of all we will take them right from there.

Senator ELLENDER. That is right. That is the purpose of asking the question.

Mr. HILLMAN. We are quite prepared. By looking at the map I can see what the labor supply is.

Senator ELLENDER. I understand you are already doing that.

Mr. HILLMAN. Yes. Senator, that is the responsibility of contacting the individual contractor. As soon as the contract is awarded to the contractor, our Labor Supply Division considers that it is a part of its responsibility, to see how quickly we will get the manpower. If we fall down on the manpower the responsibility is on the Labor Division.

Senator ELLENDER. If any requests come from my State, I will refer them to Mr. Sidney Hillman.

Mr. HILLMAN. That is right, and then they will go to General McSherry from me.

Senator HILL. Any further questions, gentlemen? In other words, Mr. Hillman, what you feel is that it is most important that we keep these existing agencies that we have going?

Mr. HILLMAN. That is right.

Senator HILL. Not try to swap horses in the middle of the stream and put in some other set-up that we do not have now in existence?

Mr. HILLMAN. That is right. Our task in training is so huge that there ought to be no interference with any of the set-ups that we have right now. They have had this experience and they will do it administratively. We have gotten splendid cooperation from them. If necessary, we would do it by an executive order, but we would prefer to ask for legislation.

Senator HILL. The N. Y. A. is an important one of the organizations that you are relying on now to get your labor?

Mr. HILLMAN. It is very important. It serves a very useful purpose, and we expect to make a greater use of it in the whole task of recruiting our labor, our manpower.

Senator HILL. Are there any further questions, gentlemen? Is there anything further you would like to add?

Mr. HILLMAN. No. Thank you, sir.

Senator HILL. We want to thank you and General McSherry both. We are very much appreciative of having had the opportunity of hearing you gentlemen.

I have two communications here, one from Congressman Tolan, chairman of the House Committee Investigating National Defense Migration. Without objection, we will be glad to place Congressman Tolan's statement in the record.

There is also a statement from Mr. Edward A. O'Neal, president of the American Farm Bureau Federation, which we will insert in the record, if there is no objection.

(The statements referred to are as follows:)

CONGRESS OF THE UNITED STATES,
HOUSE COMMITTEE INVESTIGATING NATIONAL DEFENSE MIGRATION,
Washington, D. C., March 29, 1942.

HON. ELBERT D. THOMAS,
*Chairman, Committee on Education and Labor,
United States Senate, Washington, D. C.*

MY DEAR CHAIRMAN: It has come to my attention that your committee now has under consideration S. 2295, which would affect the continued existence of the Civilian Conservation Corps.

As you know, I have long been a supporter of the Civilian Conservation Corps and have favored its continuance, both as a matter of military and civilian economic desirability. I am, therefore, taking the liberty of submitting to you the attached statement, which expresses my views in the matter of the present legislation.

Respectfully yours,

JOHN H. TOLAN,
Member of Congress.

STATEMENT TO THE SENATE COMMITTEE ON EDUCATION AND LABOR BY JOHN H. TOLAN, REPRESENTATIVE FROM CALIFORNIA

A scant few weeks stand between us and a critical situation in one of our most strategic defense areas. The forest fire season which is uncomfortably close to California, and to our neighbor States of Oregon and Washington as well, looms as the most menacing in terms of national and State welfare we have ever anticipated. The question, as I see it, is—for once—to make the best use of our time and meet the menace with the strongest force at our disposal.

It is undoubtedly true that during the past 9 years, forestry technicians who have made the study and fighting of forest fires their lifework, have done the best they could with the forces at their disposal. Their greatest source of manpower in these years, fully equipped, mobile, organized and trained under their guidance, has been the youth of the Civilian Conservation Corps.

Since that Corps is now in operation, has had the benefit of foremen and supervisors trained in the handling of young men and, in fact, has become the very core of the fire-fighting force in the forests of the State and the entire United States as well, I cannot help but feel that it would be a strategic error of the first magnitude to withdraw them from that service at this critical juncture.

The President has pointed out, and I certainly agree with him, that the Civilian Conservation Corps' function of forest and other resource protection facilities and work on military reservations, at the very least, should be maintained by the Corps. I also share his point of view that American youth in the age brackets who make up the Civilian Conservation Corps should have a definite part in protecting their country and aiding in the war. To provide them with this is to build morale at its foundation point, not to mention the benefits of health and acquaintance with certain skills and work habits which come from service in the Corps.

I should like to amplify, however, the particular service the California Civilian Conservation Corps camps may serve at this time in our history. The forests of California provide timber—certainly a war resource of the first magnitude—and protection to watersheds. They provide much more, but these two most directly concern the greatly expanding war work now being carried on in the State.

The need for protecting the big timber resources of the State is obvious. At present, production in California amounts to approximately $2\frac{1}{4}$ billion feet of lumber, practically all of which is being used for hundreds of items for the war effort. Toward the south, the slopes of the mountains and the low-lying brush of the foothills perform another function—they protect the watersheds of such cities as San Diego, Los Angeles, San Bernardino, Riverside, and other metropolitan and industrial areas. Within these areas are big establishments producing planes and other war implements, and large numbers of troops and war matériel of all sorts. The continuing function of water supplies is evidently vital. Destruction of the watershed cover will seriously impair that function, bring on destructive floods which also take valuable agricultural lands out of production. The brush which covers the immediate watersheds in many of these areas is highly inflammable 9 months out of the year.

So far, I have mentioned only two factors in my desire to see Civilian Conservation Corps forest protection work continued—the need for protection, and the actual presence of the camps at the moment. There is a third. If we are not going to use this untapped reservoir of manpower—untrained youths below draft age—from where are we going to get the manpower to do the forest-protection job?

To draw upon our older population means taking men out of war production—lumbering, manufacturing, farming. College students are not available in sufficient numbers, and besides, they are aiming at more direct participation in the war in most cases. The Civilian Conservation Corps, as I see it, is the answer—an answer that has been under our noses for 9 years.

A quick look at the record will show what these Civilian Conservation Corps boys have done in the matter of forest fire fighting these past 9 years. They have spent a total of 1,044,173 man-days of labor in actually fighting fires. In addition, they have added to the fire protection systems of the forested areas by the construction of 9,616 miles of truck trails, and the maintenance of 72,421 miles. They have strung 8,626 miles of forest telephone lines, and erected 299 look-out posts. They have manned many of these look-out points in the past, and have graduated numerous young men into State and Federal forest jobs where they continue to serve in this and other forest protection capacities. At the peak of the Civilian Conservation Corps program in 1935, there were as many as 107 camps in California on forested areas—National and privately owned forests, National and State parks. Last fire season there were 46 camps in the forested areas. At present there are 22.

At the very least, this number should be maintained, and looking at the war situation, I am in favor of increasing it, and making the Corps a definite part of our war effort. We should also remember that the "physical plant" is there—there are 53 camps in these areas at present unused. We should seriously consider filling them, too, if we can, during this coming critical fire season. If the full resources of the forestry men on duty in our State are thus directed toward this important phase of national defense, they can train even more young men in

fire fighting than they have in the past under the combined forest protection and development program.

I am not going to risk any "scare stories" by dwelling on the possibility of incendiarism by enemy saboteurs or hit-and-run attackers. We all have enough imagination to understand what such efforts could bring to a tinder-dry forest without adequate protection. But I think we should bear the picture in our minds—particularly those of us who live in the forests of the Pacific coast areas.

When we have an almost providential opportunity of matching big needs with big resources, let us not fumble the chance. On our one hand we have American youth anxious and willing to do their part in the war. We have a place to put them and a job for them to do, and while they do it we can help train them and improve their physical condition for the time when they must—as all of our young men must—take their places in the armed forces, in war industry, or in war work of some nature.

What is the greater economy—to take full advantage of this opportunity, this investment in men, machinery, and experience, or to waste it in the name of that kind of economy which looks only at money and not what it will buy on the current market?

There is no need to burden the committee with my attitude on the other phases of the Civilian Conservation Corps. I can think of no more all-round successful Federal agency, one which showed good clear thinking, and purposeful hard work. Like all organizations created by man it has faults, and its inception for the most part was to meet a condition which does not exist today as it did in such crucial form as in the years when youth relief and aid was an ethical and moral, as well as an economic, responsibility of Government. But at this moment it is filling a gap in the lives of many thousands of patriotic young fellows 17 to 20 years old, who have not had work experience, discipline and training, but who need all the strength they can draw from such a curriculum to meet the hardships and the sacrifices for which we are going to call upon them.

AMERICAN FARM BUREAU FEDERATION,
Washington, D. C., March 31, 1942.

HON. ELBERT D. THOMAS,
*Chairman, Senate Committee on Education and Labor,
United States Senate, Washington, D. C.*

MY DEAR CHAIRMAN THOMAS: I wish to convey to the Senate Committee on Education and Labor the recommendations of the American Farm Bureau Federation with respect to S. 2295, introduced by Senator McKellar, which is now before the committee.

The views of our organization with respect to the termination of the National Youth Administration and the Civilian Conservation Corps are set forth in a statement of our executive committee which was adopted at its meeting in Washington on January 5, 6, and 7, 1942. At this meeting our committee gave careful consideration to the preliminary report of the Joint Committee on the Reduction of Noncasual Federal Expenditures, and unanimously adopted a statement of recommendations relative to this report. I am attaching hereto a copy of this statement. I wish to call the attention of the committee particularly to the following excerpt from the recommendations of our committee which favor the termination of the National Youth Administration and the Civilian Conservation Corps, as follows:

"2. Civilian Conservation Corps, National Youth Administration, Office of Education, Work Projects Administration.

"We support the recommendations of the committee to abolish the Civilian Conservation Corps and the National Youth Administration, but we disagree with their recommendation to abolish the defense training activities of the Office of Education. We strongly recommend that such educational functions of the National Youth Administration and the Civilian Conservation Corps as merit continuance, together with all defense training activities, be vested in the Office of Education and carried out through the facilities of the public school system. The Office of Education and the public schools are best fitted to carry out this educational program with maximum results and at a minimum of cost. It would be much better to utilize these agencies which are already fitted for this service than to establish a new agency and machinery for this purpose."

We are engaged in the most colossal war in the history of the world. We are fighting for our lives and the preservation of our freedom. It is imperative that

we mobilize all our manpower and financial resources to win this war. We cannot have "business as usual" in Government any more than we can have it in civilian life. The time has come for Congress to take all steps necessary for the discontinuance of nonessential Government programs and services and to assure that reasonable economy and efficiency is made in the affairs of Government.

In this connection I would like to call attention to the following resolution adopted by the board of directors of the American Farm Bureau Federation in Washington, D. C., on March 5, 6, 7, 1942:

"The American Farm Bureau Federation has consistently stated its belief in and has supported all efforts of the Government to raise currently insofar as possible and practicable, the revenue necessary to meet current expenses of Government and the war effort. It has and is aggressively and patriotically encouraging the purchasing by the people of Defense Bonds.

"The Federation believes the tax base should be further broadened and rates of taxation increased to provide insofar as possible the revenue necessary to meet essential requirements of war but it believes that the benefits of such an enlarged revenue program will be seriously impaired, if not destroyed, unless there is an immediate discontinuance of all nonessential expenditures.

"The Federation therefore insists that either before or in connection with such an enlarged revenue program the Congress must take all steps necessary for the discontinuance of nonessential Government programs and services and to assure that reasonable economy and efficiency is made effective in the affairs of Government."

There are many agencies which were started as relief measures during the period of the depression, for which there is no longer any justifiable need. On the contrary, the continuation of such expenditures of manpower and funds would be a positive hindrance to the war effort, both from the standpoint of withholding manpower that is needed to help win the war and from the standpoint of placing an undue financial burden upon the country when these resources are needed for war purposes.

The Civilian Conservation Corps and the National Youth Administration are within this group of nonessential governmental services. They were both started as relief measures to provide useful employment for unemployed youth.

The Civilian Conservation Corps rendered a very valuable service during the years of depression, but the conditions which led to the creation of this agency no longer exist and the continuation of this work will hinder, rather than help, the war effort. A large portion of the boys in Civilian Conservation Corps camps come from rural areas. These boys are badly needed on the farms. There is a critical shortage of farm labor. Farmers are being asked by the Government to greatly increase their production of food commodities to help win the war. With a shortage of machinery and a shortage of labor, they have a hard job ahead of them, but they are determined to do their part. So far as the vocational training activities that are carried on by the Civilian Conservation Corps are concerned, we believe this training program can be done more cheaply, more effectively, and more quickly by the Office of Education through the public-school system.

We therefore respectfully urge that such vocational training activities of the Civilian Conservation Corps as merit continuance, be transferred to the Office of Education.

The National Youth Administration was established to provide employment for unemployed youth. With an acute shortage of labor, both in industry and on the farm, the need for such an agency no longer exists. Some attempt has been made by the National Youth Administration to engage in defense training for youth for defense industries. If there are any phases of this defense training which are essential to the war effort, we respectfully urge that such activities be transferred to the Office of Education, and that such training be handled through the public-school system. We believe this training can be given much more economically and quickly through the public-school system and through a training program within industry itself.

The National Youth Administration, in its official statement during the hearings on its appropriations for defense training for 1942 before the House Appropriations Committee (p. 926, Hearings on Department of Labor—Federal Security Agency appropriation bill for 1942, House Appropriations Subcommittee, 77th Cong. 1st sess.), described its defense training program as follows:

"The out-of-school work program of the National Youth Administration provides part-time work on socially useful projects which are designed to give unemployed youth work experience under actual production conditions."

The National Youth Administration training program is essentially a "work experience" program in which the Government provides employment for youth wherein they are paid a salary and subsistence. In addition, the Government must provide for shops, instructors, supervisors, and overhead administration. With a desperate shortage of manpower in defense industries, there would appear to be no justifiable reason for the Government providing training by means of employment that is created out of Government expenditures at this time.

These workers can be trained in a much shorter time at far less cost either through the vocational training program in the public school system or in the training program within industry itself. The Office of Education, through the public school system, is providing pre-employment training and also training supplementary to employment. I am informed that the average cost of defense training which is carried on by the Office of Education ranges from \$20 to \$30 per enrollee; compared to an average enrollee cost of over \$600 per year, or \$150 for 3 months through the National Youth Administration "work experience" program.

I understand that the War Production Board has developed a program of training within industry through which untrained workers can be trained in a very short time for work in defense plants. Obviously, this is a far quicker and cheaper method to give practical work experience training.

We therefore respectfully approve the objectives of the McKellar bill, S. 2295, to terminate the National Youth Administration and the Civilian Conservation Corps; and we recommend that such educational functions of these agencies as merit continuance, be transferred to the Office of Education.

Respectfully yours,

EDW. A. O'NEAL, *President.*

STATEMENT OF EDWARD A. O'NEAL, PRESIDENT, AMERICAN FARM BUREAU FEDERATION, BEFORE THE JOINT COMMITTEE ON THE REDUCTION OF NON-ESSENTIAL FEDERAL EXPENDITURES, FEBRUARY 6, 1942.

Mr. Chairman and gentlemen of the committee, it gives me great pleasure to endorse the splendid statement made by my distinguished friend and fellow citizen of Alabama, Judge R. K. Greene.

The farmers of America are intensely interested in the activities of the Federal agency which he has discussed.

At the last annual meeting of the American Farm Bureau Federation in Chicago last December, voting delegates elected by farmers from 40 States adopted the following resolution:

"In view of the great expansion of all Government bureaus, and since the emergencies for which many were set up have largely decreased or ceased to exist, we recommend that the activity of such agencies and bureaus as have served their major function, be curtailed in proportion to the reduction in necessity for the work they have been performing.

"The mounting public debt and the necessities of war require that every administrator of Government be unusually zealous in his efforts to eliminate waste, extravagance, duplication, and unnecessary expenditure.

"Agriculture is setting the example by reducing substantially its request for appropriations in line with the improvement in agricultural conditions. It calls upon all economic groups and all administrators responsible for the expenditure of public funds to seek, through every legitimate means, the highest degree of efficiency and economy."

Following this, the executive committee of the American Farm Bureau Federation met in Washington on January 5, 6, and 7 and gave careful consideration to the preliminary report of the Joint Committee on the Reduction of Nonessential Federal Expenditures.

Our executive committee unanimously adopted a statement which reads as follows:

"For several years the federation has advocated economy in governmental expenditures. Now that our Nation must mobilize all its economic resources to win the war, it has become imperatively necessary that immediate steps be taken to curtail nonessential governmental spending. We therefore commend the action of Congress in establishing a Joint Committee on the Reduction of Nonessential Federal Expenditures.

"We approve in general the recommendations contained in the first preliminary report of this committee, with the following exceptions:

"1. Reduction in appropriations for exportation and domestic consumption of agricultural commodities.

"The proposed reduction of \$100,000,000 in funds for this purpose should not be made without careful consideration and appraisal of the needs of the whole surplus disposal program, with due consideration to national defense requirements in the 'Food for Freedom' program, in which millions of farmers are now participating and to requirements of the lend-lease program. While the need for subsidizing increased consumption in low-income groups would appear to be greatly reduced in terms of the number of persons who need assistance Congress has placed a definite mandate upon the Secretary of Agriculture to sustain the prices of agricultural commodities at not less than 85 percent of parity whenever he finds it necessary to call upon farmers to increase their production of commodities for national defense. It is therefore imperative that the Secretary be provided with adequate funds to enable him to carry out these guaranties to farmers who are incurring the additional expense and risk involved in greatly expanding their production. Therefore, we believe that a large reduction can be made in the utilization of funds for the stamp plan, and that the emphasis in the use of surplus disposal funds be primarily upon safeguarding farm prices, particularly in the case of commodities where farmers are asked to increase their production for national defense.

"In this connection it should be noted that the maintenance of adequate appropriations to enable the Secretary to carry out his commitments to farmers to secure increases in production of special crops to meet defense needs will not necessarily be spent unless conditions require and fully warrant such expenditures.

"2. Civilian Conservation Corps, National Youth Administration, Office of Education, Work Projects Administration.

"We support the recommendations of the committee to abolish the Civilian Conservation Corps and the National Youth Administration, but we disagree with their recommendation to abolish the defense training activities in the Office of Education. We strongly recommend that such educational functions of the National Youth Administration and the Civilian Conservation Corps as merit continuance, together with all defense training activities, be vested in the Office of Education and carried out through the facilities of the public school system. The Office of Education and the public schools are best fitted to carry out this educational program with maximum results and at a minimum of cost. It would be much better to utilize these agencies which are already fitted for this service than to establish a new agency and machinery for this purpose.

"3. Employment of Agricultural Adjustment Administration committeemen.

"We have recognized for some time the need for simplification and coordination of agricultural programs. Inasmuch as the expenditures of the county Agricultural Adjustment Administration committeemen, including personnel employed in county Agricultural Adjustment Administration offices, are deducted from the benefits received by farmers, we favor careful review of these expenditures to determine where savings can be made without interfering with the effectiveness of the program. This one item should no be singled out for consideration until study reveals the economies that can be put into effect without jeopardizing the success of the program. We recognize that other substantial savings can be effected in the broader field of administration.

"4. Deferment of Rural Electrification Administration expansion.

"While we agree with the recommendation of the committee for deferment of rural-electrification expansion to the extent that it conflicts with national defense priorities on materials, we insist that rural electrification have at least equal treatment with private utilities in the allocation of materials.

"5. Abolition of farm tenant purchase program and the Farm Security Administration.

"While we thoroughly agree that the activities under the farm tenant purchase program and the Farm Security Administration should be drastically and severely curtailed, we believe that at least part of the work of these agencies should not be forthwith abolished. The work being done under the Farm Security Administration should certainly be restricted to the needs of deserving farmers who are not eligible for other lines of credit, or who cannot find their places in industrial production. Unquestionably the need for relief assistance such as that provided by the Farm Security is very greatly reduced. Purchasing of large areas of land, the establishment of cooperative purchasing and selling organizations, and other activities of the Farm Security which are already being carried out effectively

by other agencies—governmental and private—are not warranted and should be discontinued. We believe that farm tenant purchase activities should be confined chiefly to the servicing of loans already made, and that few, if any, additional commitments should be made during the present war emergency.

"It is obvious that there is great need to reduce the overhead and administrative expenses for carrying on these activities. For this reason and also in order to coordinate such activities with other agricultural efforts, we believe that the merited parts of these programs should be handled by other agencies of the United States Department of Agriculture which have for many years been engaged in such activities. This would prevent overlapping and duplicating and greatly reduce overhead and other administrative expense."

I want to express appreciation to the committee for according us the opportunity to appear at this time to discuss particularly the farm security program.

We have had a preliminary investigation made of the Farm Security program, as we have had many complaints of waste, extravagance and abuses in the administration of this program. While we did not have the time nor the facilities to make a complete investigation, the preliminary findings indicate some startling and shocking conditions of waste, extravagance, and indefensible practices in the administration of this program, including:

(1) Assignment of quotas of the number of clients to be secured in counties in order to expend funds appropriated by Congress and to maintain personnel employed by the agency.

(2) Widespread solicitation of clients in order to meet quotas.

(3) Burdening of clients with excessive loans beyond their ability ever to repay, resulting in a complete loss of hope and break-down of morale.

(4) Establishment of impractical collective farming projects.

(5) The policy of making grant payments from Federal emergency relief funds, for which the Farm Security appears to be a certifying agency, as a means of enabling clients to repay loans rather than using such funds to relieve destitution, and in this way substituting funds intended for direct relief to repay loans which have become delinquent.

(6) Use of numerous devices, such as the substitute of grant payments, renewal notes, and the 5-year and 10-year variable payment plans as a means of showing that loans have been collected when actually little or no collections have been made; or in many cases showing loans fully paid where the indebtedness of the borrowers has actually been increased.

(7) Flagrant attempts to build up pressure groups to maintain congressional appropriations and local political and community support through various devices and practices.

(8) Instances of refusal to accept payment of indebtedness in full or to make full reimbursement of overpayments evidently for the purpose of maintaining governmental control over the individual; and

(9) Rigid control of business and farming plans of the clients, amounting to complete regimentation, and in this way destroying the initiative and self-respect of the clients.

These instances, I am sure, will demonstrate the need for a complete and thorough investigation by this committee of the program and activities of the Farm Security Administration.

Since a large majority of the members of the American Farm Bureau Federation are low-income farmers, we naturally are strongly in favor of every legitimate assistance to low-income owners, tenants, and sharecroppers to enable them to grapple effectively with their problems and to raise their standard of living and receive an equitable share of the Nation's income. We feel, however, that this can be achieved without the insidious and indefensible practices referred to above, and also that it can be achieved with much less expenditure of funds than is now available to the Farm Security Administration. The legitimate activities of the Farm Security Administration, such as they are, are a direct duplication of work which Congress has made the responsibility of agencies which have been in existence for a long time.

We recommend that in order to correct these conditions which appear from our preliminary investigation, to amount to a national disgrace, that the lending functions of the Farm Security Administration be transferred to a special division to be created within the Farm Credit Administration and that the making and collection of these loans be handled through a field force very similar to the way in which the crop feed and seed loans are handled and that the farm and home management services, insofar as they are necessary, and which are now being carried on through a large corps of Farm Security Administration "supervisors",

be assigned to the Extension Service and the necessary personnel transferred to the Extension Service to provide these services to such present Farm Security clients as should be retained on the rolls.

While we recognize the need of relief assistance to some farmers, under certain conditions, we believe that the fundamental solution to the farmer's problem is to get a fair price and a fair income out of farming. We feel that farming should be made a sound business. This has been the objective of the national farm program which the American Farm Bureau Federation has sponsored. In the last 2 years we have gone a long way toward the attainment of this objective; and the truth is, that this program has brought far more benefits to the low-income group of farmers than the Farm Security Administration or any other operations carried on by the Federal Government.

Now, Mr. Chairman, I request that you hear Mr. Donald Kirkpatrick, general counsel of the American Farm Bureau Federation, who will present somewhat in detail certain information which was obtained in our preliminary investigation of the Farm Security Administration pertaining to the practices I have mentioned herein.

Senator HILL. If there are any other witnesses here who cannot come to a later meeting on the 14th of April, or sometime after the 14th, we will be delighted to have them file their statements with the clerk of the committee, just as Congressman Tolan and Mr. O'Neal have filed theirs.

On account of the limitation of time, the committee will stand in recess until a week from Tuesday morning, April 14.

(Whereupon, at the hour of 12:15 p. m., the committee recessed until Tuesday, April 14, 1942, at 10:30 a. m.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

TUESDAY, APRIL 14, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 318 Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Rosier, Bunker, and Taft.
Also present: Senator McKellar.

The CHAIRMAN. The committee will come to order.

Miss Katz, please.

STATEMENT OF CLARA KATZ, YOUTH DEFENSE COUNCIL, MADISON HOUSE, NEW YORK

The CHAIRMAN. Miss Katz, the committee did not intend to hear anyone who is not on the list of witnesses, but since the regular witnesses have not come, we will let you go on until they do come, hoping that your statement is very, very brief.

Miss KATZ. Yes; my statement is brief. I do not think it will take more than 5 minutes.

The CHAIRMAN. For the record, will you state your name and what you are representing, please, and then proceed?

Miss KATZ. My name is Clara Katz. I represent the Youth Defense Council of Madison House. They sent me down here in support of the N. Y. A., with the following points in their favor:

The settlement houses are in support of the N. Y. A. willingly, because they know that these workers are now needed for defense training.

The N. Y. A. is now exclusively for defense training.

The Negro neighborhood on the East Side, because of the discrimination in training schools, and because of excessive cost of private training, are now enabled to work on war orders, and therefore the N. Y. A. is one of the few ways to tap the manpower of the Negro youth in defense work.

Most of the N. Y. A. trainees I know are between the ages of 18 and 20 and not yet eligible to serve the country in the armed forces. Many of the young people of the community who wanted to contribute are now enabled to do things they were formerly unable to do, due to lack of training and ineligibility for the armed services.

The N. Y. A. trainees do not object to going to school all night. Many of my friends are now working night shifts since N. Y. A. training.

The Army needs people trained mechanically for planes, tanks, and so forth. This fits people to be better soldiers once they are in the armed forces.

The conversion of plants and the building of new plants will, by the end of the year, call for 2,000,000 trained workers, and to abolish N. Y. A. will cause serious bottlenecks.

The N. Y. A. takes the burden of training out of industrial plants which need facilities to produce. The N. Y. A. is now producing for the war effort.

At least 18 settlement houses on the East Side with N. Y. A. workers running into dozens previously, now have no N. Y. A. workers left. Young people in the neighborhood without money for training should have more N. Y. A. centers in their neighborhoods. This house with machines could train as many as 500 people. Expansion of N. Y. A. in every community is necessary. The neighborhood centers will cut the need of traveling and save time for these people. Very few young people coming out of school are prepared for defense work. Bringing this to the neighborhood would bring thousands of young graduates directly to defense work.

These are the points I have prepared. I could elaborate on them, but since you asked me to shorten my time, I guess that will be all.

The CHAIRMAN. Miss Katz, will you please tell us what is the Madison House Society?

Miss KATZ. The Madison House Settlement House consists of the people in the neighborhood, the young people mostly who go to school there in the afternoon. They are being taken care of while their mothers are out. And it is for people in the evening, in social clubs, where they may be training or perform other activities in which they could do useful work.

They also have a defense committee there which hopes to work with the O. C. D.

The CHAIRMAN. Would you mind telling us where they are located?

Miss KATZ. On the lower East Side, New York City.

The CHAIRMAN. Is it sponsored by the State or by the city, or is it privately sponsored?

Miss KATZ. It is privately sponsored by trustees.

The CHAIRMAN. And it has been established how long?

Miss KATZ. About 20 years.

The CHAIRMAN. Is it one of the New York regular charity organizations that receives funds from the community chest and things of that kind, do you know?

Miss KATZ. I do not believe it does. I believe that it is taken care of by the trustees.

The CHAIRMAN. It is nonsectarian?

Miss KATZ. Yes.

The CHAIRMAN. Nonracial?

Miss KATZ. Yes.

The CHAIRMAN. And indulges in that kind of activity which has to do with the boy and girl?

Miss KATZ. Yes, sir.

The CHAIRMAN. It is coeducational, I guess?

Miss KATZ. Yes; it is.

The CHAIRMAN. Boy or girl?

Miss KATZ. Yes.

The CHAIRMAN. After they finish their required school years, is that right?

Miss KATZ. Well, we have many younger people down there who participate in evening activities while they are going to school.

The CHAIRMAN. How long do they go to school?

Miss KATZ. Well, they start about 9.

The CHAIRMAN. What is the New York State requirement for compulsory education?

Miss KATZ. The New York State requirement is 16, I believe.

The CHAIRMAN. Any questions, Senator Rosier?

Senator ROSIER. No.

The CHAIRMAN. Senator McKellar?

Senator MCKELLAR. No.

Is Mr. Henthorne here?

(No response.)

The CHAIRMAN. If not, Mr. Scott, please.

STATEMENT OF WILSON L. SCOTT, OFF-CAMPUS TUTOR, UNIVERSITY OF CALIFORNIA, BERKELEY, CALIF.

The CHAIRMAN. Mr. Scott, for the record, will you state your name and your position, please?

Mr. SCOTT. My name, Senator, is Wilson L. Scott. I am a 1931 Yale graduate, former assistant instructor at Yale University, former tutor to George Vanderbilt on a world cruise, founder and present owner of a private tutoring school attended by about 25 percent of the students at the University of California.

The CHAIRMAN. Twenty-five percent of the students at the University of California attend your tutoring school?

Mr. SCOTT. They do not attend all at once, but they have attended. That is 25 percent of 15,000.

The CHAIRMAN. They come to your school to get ready for examinations?

Mr. SCOTT. Yes, sir; they do.

The CHAIRMAN. They spend most of their time satisfying the requirements for the subject A, subject B, and subject C entrance; is that what they have to do?

Mr. SCOTT. Well, subject A is the English examination.

There is a great deal of difficulty in that course, but for some reason we do not have so much tutoring in that, so much as in mathematics, science, and subjects of that kind.

The CHAIRMAN. Mostly undergraduate examinations?

Mr. SCOTT. Yes; we tutor all college courses.

The CHAIRMAN. You tutor German and French?

Mr. SCOTT. German and French.

The CHAIRMAN. For doctorate courses?

Mr. SCOTT. Yes; we do that, too.

The CHAIRMAN. Proceed.

Mr. SCOTT. We cover college work and graduate work as well. I have a number of Ph. D.'s in my staff.

If I may proceed, Senator, I will make a formal statement, and I will be pleased, if it seems to be too long, to have it interrupted at any point, or to have questions asked.

Senator Taft was anxious to get the whole picture of defense training. This picture brought with it a surprised Mr. Sidney Hillman or Mr. Paul V. McNutt as probably defense training czar, coordinating all existing defense training agencies, suitably pared down economically in line with Senator McKellar's aim. Thus, the issue which was originally concerned with the mere abolition of N. Y. A. and C. C. C. seems to have become broadened to include outlining an efficient and economical plan of defense training for the duration, a plan synchronizing jobs and training for the first time in American history. Also Senator Thomas has noted the creeping-in of arguments about Federal aid to education which this committee has been hearing for the last 10 years, more recently in the sessions of S. 1313. So much ill feeling and rancor have been engendered by this burning issue of Federal aid to education, that it is difficult for me to imagine how we can achieve the most efficient and economical defense training program unless a truce is called among educators during this national crisis.

Consequently, I now offer the elements of a compromise which should unite all educators into a formidable defense training brigade. This plan involves synthesis of ideas from both camps into a streamlined program designed to cover phases of training not yet fully contemplated.

I have talked with captains of both camps; General Amos Fries, representing friends of the public schools and Dr. Howard A. Dawson of the National Educational Association, and have found them both inclined to accept this plan.

In drawing it up, I have borne in mind ideas of the following men with whom I have talked: General McSherry, Colonel Burnell, Dr. Dennis of the American Vocational Association, Mr. Lowdermilk of the Radio Division of the United States Office of Education, C. N. Smith, the Navy educator, and five other members of the office, Congressman Tolan from my district in California, as well as Senator Thomas of your committee. I feel rather well informed therefore on the main current issues in education.

Let me add that this program also stems from years of study in universities here and broad and 5 years' experimentation at my school in California.

I shall develop the plan gradually as I proceed.

When I stated to Dean Seaton of the United States Office of Education that about 25 percent of the 15,000 students at the University of California have, at one time or another, attended my school, he replied, "Amazing if true."

Well, gentlemen, it is true, and I will explain to you the reason why. The answer is that public schools in California have failed to instill fundamentals of mathematics and English into the minds of their students. When students arrive in college any course involving multiplication of more than 2 by 2 trips the hammer of an inhibitory complex.

These courses include chemistry, physics, statistical courses in economics, psychology and education, part of biology (Mendel's Laws of Heredity), and naturally higher mathematics. My school has good business in these courses. The deficiency in English likewise involves a train of other courses. Dean Montgomery of the university, pointed out to me the need of a tutoring course in plain and

simple reading. As professor of English, he was appalled not only by the prevalent lack of a working vocabulary among entering students, but by their inability to identify the correct condensation of a literary passage.

"Why," he exclaimed to me, "they can't even read."

This inability to read with meaning and to condense a few essential ideas from a mass of facts causes students in college to have difficulty in understanding history, economics, and philosophy.

You would think to the contrary that the emphasis on social-science studies in high schools would enable students to grasp philosophy easily, but my gate receipts belie this assumption. By way of confirmation, the Navy has recently noticed dismal failures in a survey which shows that 68 percent of entering collegefreshmen taking the R. O. T. C. naval test, failed to pass the arithmetical reasoning test.

The inadequacy of this early fundamental training handicaps adults permanently.

In the University of California students at the eleventh hour turn to us in desperation. It is then, generally, too late to teach arithmetic and English except on the run. Our specialty is giving 3- to 6-hour lectures before university examinations. We condense material from a course of 32 to 48 lecture hours given over the semester period of 16 weeks.

The students fit into our clear-cut outline the maze of meaningless facts they have memorized during tedious hours of unrequited study. In chemistry and physics, which I have at times personally taught, we select the main type problems of a course and demonstrate how they illustrate fundamental principles of the subject. I need hardly say that this is an art and only balanced Phi Beta Kappas and Sigma Xi's, of whom I have 30 to 40 graduates and Ph. D's on my staff working part time, can perform with success. Failure means a walk-out by the hundred, more or less, attending students who invoke their money-back guaranty.

Now, Mr. John Studebaker tacitly admits the failure of elementary and secondary schools in advocating refresher courses in mathematics and physics as a part of pre-pilot training for thousands of aviation aspirants. A refresher course for high-school students is really a short course designed for students who, in many cases, have never even had algebra. A statement like this is most revealing and points to an emergency within an emergency. A definite public school program must be worked out as part of defense training if we are going to have sufficient pilots—let alone vocational workers, officers and civilian leaders. The Navy advocates short courses for this purpose, as short intensive courses have been successful at the Naval Preparatory Academy.

General MacArthur has said that men, not money, win wars. That means well-trained men and women for total war. California, with all its money for education, has failed to equip its students any better than other States in this respect. For the last 3 years General Amos Fries has been hammering away about this point. We need to pay attention to training methods as well as to appropriation of money in order to have the most efficient program.

Unfortunately, it is too late to solve the acute phases of the program just by placing more emphasis on English and mathematics, although this step should be advocated immediately. At the eleventh hour, men

and women going into war and war industries are like my students going into their examinations, their whole future, singly and collectively, being at stake.

They have a crucial test to meet and no time to study grammar and arithmetic. I believe that short courses will meet the demands of the emergency for the Nation, as they have done for my students in the past, and those at the Naval Preparatory Academy.

Short courses may not satisfy all of the cultural requirements, but they serve to meet the problem at hand.

Now Congress has already appropriated \$17,500,000 for short courses in chemistry and engineering, so that the short course has been given recognition as a successful instrument to work with.

I believe the time has come to extend the use of the short course wherever possible so that all subjects involved in defense training are covered. Short courses should be of two types; firstly, those designed to fulfill theoretical requirements of specified defense jobs before or while men are learning the manual aspects of the job on the training-within-industry program or at vocational schools; and, secondly, those designed to bolster up high-school students and adults in fundamentals of English, mathematics, and science.

Vocational training obviously requires more than a knowledge of shifting levers and punching buttons. Simple calculations and interpretation of reports are required even on relatively unfilled jobs.

In addition, courses for clerical positions need to be included, to meet the shortage of trained clerks. The Department of Agriculture has a school attacking this problem.

Now, automobile manufacturers have performed a miracle in the conversion of their plants into airplane production. Educators can do something equally as amazing by the more extensive use of radio and transcriptions to amplify results in this accelerated program. Many of the short courses could be taught with the aid of these instruments.

Mr. Lowdermilk of the Radio Division of the Office of Education, has stated to me that radio has already proved itself a powerful aid to education, as important as printing has been in the past. His extensive experiments at Ohio State University which has its own broadcasting station, have shown among other things, that a student can learn 3.75 times as fast by looking at an outline while listening to a talk over the radio about that outline, than he can by reading the printed talk alone; or 6.75 times faster than by listening to the radio alone.

He has proved this with classes and it is indeed an amazing fact. I, too, came to a similar conclusion by my qualitative experiments which I started 4 years ago over the radio with short courses. In this manner, even many technical courses can be taught on the radio, for we have the exact parallel of a teacher talking and simultaneously writing an outline on the blackboard.

Also, teachers, when available, can always clear up questions after the presentation is terminated.

Now, the combination of course material in outline form with explanatory transcriptions can be sent to public schools and local radio stations all over the country, especially those in manufacturing areas where educational facilities have been overtaxed to overflowing by migration of hordes of defense workers and their families.

Your committee already has ample statistics on this desperate situation as well as on the migrant worker problem.

Yes; the radio can do wonders toward overcoming inequalities in education in areas where not even red schoolhouses exist, and among all races and creeds. Naturally, it is not a panacea, but if some individual can learn from books alone, 3.75 as many should learn from the radio transcription outline combination.

In other regions where a sufficient number of schools are situated, the extended use of these new instruments should solve, to a considerable degree, the heavy load on many teachers. Fewer teachers would teach more students.

In fact, without the fuller use of these instruments, it is difficult to see how public schools can meet the teacher shortage, especially when schools will probably be called upon to take care of many pre-school-aged children and others during extra hours, both of whose parents are engaged in defense work.

To attack the educational program exclusively by a stupendous program of building public schools and vocational schools and by hastily training myraids of teachers will not only involve greater expense, but does not guarantee that the population will not continue to shift either because of unforeseen industrial needs or because of the bombing of areas engaged in national defense production. Such areas would be the first targets for the enemy.

The judicious use of radio, transcripts, and outlines at this time would keep our educational set-up flexible enough to withstand severe military set-backs.

Naturally, temporary buildings and more teachers will also be necessary, but let us make the most of what we have already in buildings and teachers as well right now. Certain groups of older or advanced students could be trusted to study at home by means of these auditory aids. Communities could be called upon to run shifts of students in all vacant buildings, which could be suitably connected by auditory communication with the central school. The success of this whole plan depends a great deal upon the morale in the community, which could constantly be bolstered up through cooperation of the Office of Civilian Defense with large networks such as N. B. C. now cooperating with the Smithsonian Institute in giving free time. Dr. Angel, N. B. C. educational director, former Yale president, whom I know, is most liberal in this respect.

The Radio Division of the Office of Education is already set up to handle a program of this kind. Their scripts and transcriptions go to public schools all over the country. Mr. Lowdermilk, a man of great vision, has been preparing for years for a plan of this kind. Mr. Studebaker has written inspiring books on education by radio. The office adult education program cooperates with University of Wisconsin in correspondence courses.

Dr. Boutwell of the Information Division stresses the value of transcriptions. Obviously, the content of these programs should be subjected to censorship by the State boards of education and the closest cooperation with States and communities, as well as with national networks and local radio stations observed.

For my part, I have about six experts from my staff, including a script writer, as omniscient as the experts on Information Please. They could outline and prepare the scripts for all short courses

needed. We already have on hand at my school brief outlines of almost 200 college courses and some script material. Course material would be put in dialog form by the script writer and transcribed with A. F. R. A. talent. Transcriptions would then be sent all over the country for school use and radio station use—or, in special cases, home use.

This may sound like a miracle, gentlemen, but it is no more miraculous than what is being done in Detroit right now. Why should not educators unscramble a miracle, too? Hitler has laughed at our declarations, but little does he realize our capacities for doing things in a big way when we finally do get around to doing them.

The Office of Education is already doing much good with limited funds. It was cruelly treated a couple of years ago when its radio funds were cut off. I feel that a definite percentage of money to be expended in defense training should be diverted into short courses over the radio. How much, is a matter for you to decide, but here are some figures: 1,000 sets of transcriptions of 100 6-hour short courses would cost about \$2,500,000, complete for experimental purposes in certain areas. Ten thousand sets of records for each of 100 short courses (6 hours long) would cost about \$20,000,000. The cost of printed outlines would be approximately one-twentieth or even less. This is a capital expense, as the records and outlines could be used over and over again.

The upkeep of such a plan would vary with purchase of local radio time for playing transcriptions, much of which would be free. I used to pay, for instance, \$4 for 15 minutes in Berkeley. A limited number of transcriptions would have to be replaced, too. It really would not require an outlandish amount of money to flood the country with as many sets of transcriptions as there are phonographs. Moreover, transcriptions can be kept revolving by mail—a current practice of the Radio Division.

There is no reason why those features of S. 1313, or the substitute bill, S. 2171, dealing with financial emergencies in education brought about by the national crisis should not be solved ahead of schedule in connection with this bill, if the method I suggest will solve them.

I feel that these features need to be solved by a comprehensive national defense training program if practical, rather than as a thing apart. It is all the same problem. The use of radio and transcriptions all tend to strength national defense by eliminating inequalities of educational opportunity.

Now, in closing, permit me to say that 55 years ago your antecedents listened to my father, a young man inspired by the coincidence of his birth in Abraham Lincoln's country, and by my grandfather's personal acquaintance with Lincoln. Several years later my father became the youngest Federal judge before or since, at the age of 26 under President Cleveland. His decisions and fights are legend among old-timers in Oklahoma. The story of Cimmaron depicts a parallel story of his life with the one difference that my father left me to carry on the work that fell unfinished from his hands by granting me opportunities of education and travel inferior to those granted to no person I know of. Now, as a result, you have before you a mental child of two generations in the making. It is about to be born. I pray that it will not be still-born. The decision is in your hands.

The CHAIRMAN. Are there any questions, Senator McKellar?

Senator MCKELLAR. Do your students have aid from N. Y. A.?

Mr. SCOTT. No; Senator McKellar; they do not, unless it be a chance payment.

Senator MCKELLAR. How many of them have had aid from the N. Y. A.?

Mr. SCOTT. I would have no record of that. The students who come to me pay money to have tutoring done, and whether or not they have N. Y. A. aid I cannot say. I have no way of knowing.

Senator MCKELLAR. That is all.

Mr. SCOTT. I did notice one thing, that a great many poor students do attend our classes because they do not have time to study.

The CHAIRMAN. Any questions, Senator Taft?

Senator TAFT. No.

The CHAIRMAN. Senator Rosier?

Senator ROSIER. No.

The CHAIRMAN. Senator Bunker?

Senator BUNKER. No.

The CHAIRMAN. Thank you, Mr. Scott.

Has Dr. Henthorne come in?

Dr. HENTHORNE. Mr. Chairman, I have some material that I have not received from my hotel yet. If it would be possible for me to appear later, I should appreciate it; however, if it is not possible, I will proceed now.

The CHAIRMAN. Has Dr. Benson come?

(No response.)

Dr. HENTHORNE. I have a letter from Dr. Benson saying he is coming by plane and will arrive shortly before noon.

Senator MCKELLAR. You will have all that material by 2 o'clock?

Dr. HENTHORNE. Yes.

The CHAIRMAN. The committee will stand in recess until 2 o'clock this afternoon.

(Whereupon, at the hour of 11:10 a. m., the committee recessed to 2 p. m., of the same day.)

AFTERNOON SESSION

(Pursuant to adjournment for the noon recess, the committee reconvened at 2 p. m.)

The CHAIRMAN. Let us proceed.

For the record, give your name and address and position, and then proceed as you wish, Doctor.

STATEMENT OF DR. GEORGE S. BENSON, PRESIDENT, HARDING COLLEGE, SEARCY, ARK.

Mr. BENSON. My name is George S. Benson. I am president of Harding College, Searcy, Ark.

The CHAIRMAN. I notice you have a prepared statement. If you want to have that put in the record, and then talk informally why that will be agreeable with us.

Mr. BENSON. Well, that is fine, except probably to present the main basis of my speech, I can use this written form more readily and save time for both of us.

I am appearing as an average American citizen, in the capacity of an average American citizen, representing average people with average incomes who love America and who are dedicated to the winning of this most terrible of all wars, but who are deeply disturbed about the progress of the war up to date, and who believe that we should lay aside all hindering weights.

The numerous sinkings in the Atlantic, with emphasis on oil tankers, likely to lead to rationing of gasoline in the East, is alarming.

In the Pacific a rapid succession of events also emphasizes the gravity of the emergency. For instance, there was Pearl Harbor, the most humiliating experience in American history, followed by the loss of Wake and Guam: the fall of Hong Kong on Christmas Day; the loss of nearly all strategic points in the Philippine Islands; the shocking fall of Singapore, of Sumatra, and of Java; the fall of Rangoon, and the capture of the greater part of Burma; with the fate of India hanging in the balance and with the people of Australia greatly disturbed.

It is possible that Germany may secure the French Fleet and dominate the Mediterranean, northern Africa, Egypt, and the Suez Canal, cutting off the oil supplies of Iraq. There is also the possibility of Germany striking down through the Near East to join hands with Japan in India, thus forming a powerful Axis arc reaching more than halfway around the world. Japan may strike Russia through Siberia at the critical hour of the expected German spring offensive. Moreover, the tragic fall of Bataan last Thursday with 36,000 men reported killed or captured, who had been vainly calling for help during the past 3 months, further emphasizes our crucial position.

In this great crisis, threatening all civilization, the eyes of the whole world are upon America. For victory, the United Nations must depend upon American production. Except for America, the Axis Powers have no fear of defeat.

Realizing our key position in this most critical year of this most terrible of all wars, we haven't a moment to lose in discarding all hindering weights, and in throwing our total resources and our total energies into the conflict.

Unnecessary weights: The Apostle Paul was a great leader of men and is a well-known historical character. In a crucial hour he advised as follows:

Therefore, let us also, seeing we are compassed about with so great a cloud of witnesses, lay aside every weight—and let us run with steadfastness the race that is set before us.

Paul next referred to the Master who—
or the joy that was set before him endured the cross.

Victory over the Axis Powers and the preservation of that for which the nation fights is the goal before America. The whole world constitutes the "host of witnesses" and the sacrifices we are called upon to make constitute the cross.

Among the weights that America took on during the depression were the N. Y. A., the C. C. C., the W. P. A., Farm Relief, etc.; since this committee is especially considering the N. Y. A. and C. C. C. I want to direct definite attention to those two organizations—both of which were created in the depths of depression solely to help young people who could not get jobs and who were not able to go to school.

Today the entire picture has changed. The depression vanished with the coming of the defense program, and instead of unemployed youth we have a general security of youth.

In fact, all of the factors which led to the formation of these two organizations have disappeared. Yet we are still carrying both of those weights—one on either ankle—while we try to run this most important and most crucial of all races upon which the outcome of all civilization depends. On one occasion I recall training strenuously for a college track meet, while wearing a 1-pound weight on each ankle for 3 months. But on the day of the track meet I did not carry those weights into the races: and if so, I should not have won any one of the five blue ribbons that I carried home that night.

The horse that wins the Kentucky Derby this year will not carry a 250-pound jockey. When America becomes serious about this most expensive and most crucial of all wars, she will cease to carry about her ankles such unnecessary weights as the N. Y. A. and C. C. C.

The CHAIRMAN. Dr. Benson, where did you get your information that C. C. C. was established solely for the purpose of taking care of young men?

Mr. BENSON. From the declaration at the time of its beginning, when it was established and when I observed it working, and noticed the articles in newspapers and the like, and when it was accepting young men who were unemployed and who could not go to school.

The CHAIRMAN. Did you read the hearings when the C. C. C. was established?

Mr. BENSON. No, sir.

The CHAIRMAN. You never read them?

Mr. BENSON. Not here in Congress.

The CHAIRMAN. You do not know any of the witnesses that appeared at that time?

Mr. BENSON. No, sir.

The CHAIRMAN. You still think that C. C. C. was set up entirely for the purpose of taking care of unemployed young men?

Mr. BENSON. That is my definite conviction, and I gathered that from the newspaper articles about it at the time, and from observing it work in Arkansas where there were many C. C. C. Camps.

The CHAIRMAN. Don't you remember that some reference was made to reforestation?

Mr. BENSON. Of course, but that was still being done by these youngsters that could not get employment and could not go to school. Therefore, trying to find something worthwhile to do, they were used for reforestation, that is right.

The CHAIRMAN. Was not there quite a bit of promise for a method of reforestation used in the campaign of 1932?

Mr. BENSON. I do not know. There may have been. That still, as I see it, would not affect the purpose of creating C. C. C. Of course, one problem was to try to find the best possible occupation for the boys as I said, reforestation was one.

The CHAIRMAN. You know nothing about the reforestation five years' program that was established long before C. C. C. was set up?

Mr. BENSON. No; from observing the work of the C. C. C. boys, as far as reforestation is concerned today, if it had been the real object, we could have worked it much more effectively with direct labor than we could with C. C. C. boys. There was never the serious-

ness in the work accomplished by the boys, as I observed it in Arkansas, that would have been, had it just been a pure labor proposition, to accomplish the reforestation, and not the matter of relieving the distress in connection with it.

The CHAIRMAN. Have you ever visited any of the great forests in the West?

Mr. BENSON. Yes.

The CHAIRMAN. Which one?

Mr. BENSON. In Oregon, Washington.

The CHAIRMAN. Which one? Which forest?

Mr. BENSON. Well, I have been all through the State of Oregon, from the south border to the north, and through the forest there.

The CHAIRMAN. Did you go into any national forest in Washington or Oregon?

Mr. BENSON. Yes, sir. Also Yellowstone National Park.

The CHAIRMAN. In the Yellowstone National Park? Do you think that the men in the Yellowstone National Park were there entirely for the purpose of taking care of unemployed young men?

Mr. BENSON. Why, there would have been some work to do there anyhow, but still that does not drive me from my statement that the purpose of the C. C. C. was to provide for the unemployed.

The CHAIRMAN. I just suggest, President Benson, since you mentioned the fact that you were not here during those hearings, that it might be good to read the hearings and the testimony of the various persons at the beginning. I merely say that because, you see, when you use the work "solely," it is rather a limiting word, and then when the C. C. C. was organized, reorganized, and put on a different basis from its original basis, there was a change then in the spirit, and C. C. C. is not, and never has been, an agency justified solely on the one score at all. It is justified on many scores.

Mr. BENSON. At the present time, I recognize a tendency to transfer it to the field of education.

The CHAIRMAN. No, no; not at the present time. It was in 1937 when there was agitation for that, and the education facilities in the C. C. C. have been set up longer than that, but that is merely in passing, because I do not think that anyone's testimony should stand if a sentence may upset all that you are going to say.

Mr. BENSON. Yes; well, I talked to managers in the C. C. C. camps in Arkansas, also to the boys. They have never put in full, solid time during the week, working as they would have had it been purely a matter of reforestation, and not some idea of relief connected with it.

Senator McKELLAR. Mr. Chairman, may I ask a question?

Did you see the boys in camp? At the time that you saw them, what age were they?

Mr. BENSON. Oh, I judge from 18 to 21.

Shall I continue now?

Senator McKELLAR. Yes, sir.

Mr. BENSON. What constitutes a weight? We say this war will be won by dollars. We have even expressed a desire that the Axis Powers will take notice of our huge appropriations.

Since dollars are considered thus precious in the winning of the war, which is likely to continue from 3 to 6 years, should we not conserve our dollar strength to the very *n*th degree? In fact, is not every

dollar spent by our Government for nonwar purposes a hindrance, a weight that slows down our war preparation?

We have been warned over and over that there will be a shortage of manpower. There is even talk of drafting women. Every bureaucrat, and by the term "bureaucrat", I mean a man managing or employed by a governmental department, retained in a nonwar job that we can possibly dispense with, is a weight that holds us back and thereby helps the Axis Powers.

Shortage of manpower means that more hours work per person must be secured. Every law, therefore, which was enacted for the purpose of spreading out work to help eliminate the great number of unemployed should now be carefully considered to determine whether or not it can actually function to help get more work done by fewer men. If not, it should certainly be discarded immediately as an unnecessary weight-retarding success.

From personal experience and observation, I know that the N. Y. A. and the C. C. C. are financially wasteful; that they are retaining a large number of bureaucrats needed in other fields; and they contribute to shortage of manpower by duplication of work offered in our regular school system and therefore should be cast aside immediately and completely as critical hindrances impossible to justify in this crucial hour.

For instance, it has cost the Government \$1,025 a year for each boy in the C. C. C. While Harding College, the college of which I am president, has no endowment, receives no money from taxation and receives no regular large gifts, yet we can keep three boys in Harding College on that amount of money and give them an education under standard academic conditions. If the boys would work an hour or so a day on expenses, we could keep four boys for that amount of money. The educational functions being performed by the C. C. C. could all be better performed and more economically performed by already existing educational institutions. Any noneducational C. C. C. activities which have a definite and direct defense value could be immediately taken over by the War Department and no doubt carried on more effectively and more efficiently without the overhead that the C. C. C. entails, thus leaving no justification at all for continuation of the C. C. C.

The CHAIRMAN. President Benson, do you have any academic standards in your college?

MR. BENSON. Yes, sir.

The CHAIRMAN. Would you take in a 17-year old boy who had never been to school?

MR. BENSON. Yes. And we have boys that age who have not been to school very much. In our institution we have a training school; in fact, we offer grades 1 to 8, and also 4 years high school work, and also 4 years college work, so we are able to place a student in our institution, regardless.

The CHAIRMAN. You classify those people as college students, do you?

MR. BENSON. Not unless they are ready for college. If a man has had as much as 2 years of high school work, and is past 21, it is customary to allow him to take an intelligence test and enter college if he is able to pass the intelligence test, and most of them can.

The CHAIRMAN. You do, however, observe the usual standards?

Mr. BENSON. Yes.

The CHAIRMAN. Is your college accredited?

Mr. BENSON. Yes.

The CHAIRMAN. Your graduates are accredited?

Mr. BENSON. That is right.

The CHAIRMAN. Before you let a man become a freshman, he has to show a credit of 16 units high-school work, I suppose?

Mr. BENSON. Unless he is past 21, in which case it is the policy adopted by colleges, to allow him an intelligence test, which, if he can pass, he can take up freshman college work. That is a standard policy that is followed by all colleges as far as I know.

The CHAIRMAN. It is hardly proper, is it, understanding as well as you understand the C. C. C., which is running from 17 to 22, and no educational requirements, or anything of that kind, it is hardly proper to make a comparison between the C. C. C., which does ask at least 40 hours a week work out of the men, and compare that with your college?

Mr. BENSON. There is possibly this point, which should be explained, that the Government has sometimes paid the boys as much as \$30 a month which went to the boy himself, or to his family.

However, if you deduct that, you still have \$665 and that still will pay total expenses for three students in our college if they work an hour a day and more than pay the expenses for two, without their working any.

Then, if their academic requirements did not permit them to enter college, and they do enter a preparatory department, their expenses would still be a good deal less.

The CHAIRMAN. But, could you not send your boys 5 days a week, say for 6 hours, out into the forests or on public work?

Mr. BENSON. We have been advertising all through this year for boys to work half time on our own college farm, a 400-acre farm, near the college, and to go to school half time. They could either work half a day and go to school for half a day, or go to college for 3 months and work for 3 months. We have not had enough applicants to take up the openings available. We had to hire full-time men to get the work done. We would have been glad to have gotten men who wanted to work their way through college, through either high school or college. In fact, we have some of each class now, but we could handle more.

Now, continuing. A better method.

The N. Y. A. vocational schools which are offering training in secretarial work, woodwork, metalwork, and so forth, are doing a useful work. Many young people, trained in these schools, have gone directly into defense industries. But the personnel in existing schools in each community could carry on the same training more efficiently and far more economically.

For instance, in my own little town of Searcy, Ark., there is a N. Y. A. shop giving training in metal work and in mechanics. The superintendent of the Searcy High School, however, declares that he could operate this same work in connection with his own high school and that he could do it much more efficiently than it is now being done and far more economically.

For instance, he told me last week that he could do the amount of work that is being done thereon one-fifth of the money that is being spent, handle as many students and do it under the direction of his own personnel.

While visiting permanently established schools in Kansas City this month, I inquired if they considered themselves prepared to do the training in secretarial work, woodwork, metalwork, and so forth, which the N. Y. A. was carrying on in separate schools in that same city.

In each school the local school management assured me that they considered themselves thoroughly equipped and thoroughly prepared to do this same training that the N. Y. A. is doing, and that they could do it far more economically and far more efficiently.

The commercial departments in private and State colleges, also the private and State commercial colleges all over the Nation, are fully prepared to offer the secretarial training that N. Y. A. schools are being created to offer.

It was my privilege to attend, in February, a meeting of the National Association of School Administrators at San Francisco, of which association I happen to be a member.

Let me say that that includes administrators for State and private colleges all over the Nation. During several sessions of the convention—and I may say, too, there were 14,000 educators there—the N. Y. A. and the C. C. C. came up for discussion.

While the idea of Federal assistance in education was generally approved, yet in every case, the educators agreed that they could do the same work in the field of education and do it much more economically. I think the general opinion was that three or four times as many students could be trained for the same amount of money through the regular educational institutions that now exist, instead of its being done through a separate organization, such as the N. Y. A. or the C. C. C.

Bureaucrats naturally do not favor the elimination of this.

Let me illustrate: Last year I made a report to the Ways and Means Committee in which I recommended the elimination of C. C. C. and N. Y. A. The public must have been behind me in this recommendation because more than 2,000,000 reprints of this report were published without any effort on my part and without my spending a single dollar for that purpose. These reprints were circulated spontaneously and due only to the fact that multitudes of people were interested, agreed with my reasoning and wanted this done.

The CHAIRMAN. Who got the reprints out, President Benson?

Mr. BENSON. Various groups, and there may have been far more than 2,000,000, but the Journal of Commerce in Chicago published the speech, appeals came in for copies, and so they announced the next day that they would furnish them at a cent each.

The next report I had, they had sent out 300,000, called for from all over the country; and different companies, insurance companies, railroad companies, and the like seemed to like the testimony, and made reprints; and various individuals and groups, I do not know how many more copies they might have made, but I kept track of the ones I learned about. It ran about 2,000,000.

In Arkansas, where a good deal of Federal money has been spent for N. Y. A. and C. C. C., the people all over the State commended

the action and favored it insofar as I could learn. In fact, I have been asked to write a column for a large number of country newspapers along these same lines, which I think justify my conclusion that the general public did heartily approve of the request I was making at that time for economy, which included elimination of N. Y. A. and C. C. C.

The CHAIRMAN. Did any single institution, representing anything like the general public, get out any of those reprints?

You have mentioned several corporations, insurance companies, and associations.

Mr. BENSON. Well, the Chicago Journal of Commerce, of course, represented no business concern at all, and they simply filled the orders that came in.

The CHAIRMAN. What stand has the Chicago Journal of Commerce taken in these public issues?

Mr. BENSON. Well, I do not know but here they just simply printed my testimony in full, and it was the testimony and not the comments of the Journal that they printed and that was called for.

It was not their comment on it that was called for. It was the testimony itself.

The CHAIRMAN. Well, 2,000,000 copies must have cost quite a good bit of money, don't you think?

Mr. BENSON. Well, the people who called for them were paying for them. In the Chicago Journal of Commerce, they furnished them at, I think, \$1 a hundred or \$10 a thousand, and people sent in for them—for a hundred or five hundred or whatever they chose to have.

The CHAIRMAN. And that was all spontaneous; it was not organized at all?

Mr. BENSON. No; there was no organization behind it, I am confident, because as the information came to me, it was from different parts of the country, and always unknown to me until it was done. A few people wrote and asked my permission, but usually they did not.

The CHAIRMAN. That is the first time I have ever heard of 2,000,000 reprints just coming up spontaneously out of the ground.

Mr. BENSON. Yes. I think it is something like the condition that you would observe in history on different occasions.

There are things that the public begin to have a feeling about all over the country. Finally, somebody expresses it in the terms that they believe in, and they are immediately moved by it, and they are behind it.

For instance, in the great Reformation, in Europe, you will recall in the days of Luther to Calvin. That Reformation did not come just as a result of Calvin and Luther. At the very same time, it was growing up in Italy, Belgium, Spain, Germany, France, Norway, Sweden, Denmark, and I think it was because a condition had developed, and the whole of the people all over Europe were feeling the influence of that condition.

Today, I think our public are definitely aware that we must economize. They realize we are in for 3 to 5 years of war. They realize our dollars are going to be exhausted before it is through, and they feel that everything that can be eliminated from nondefense spending should be eliminated.

I think that response was very natural, very normal.

The CHAIRMAN. Then surely, political parties waste a lot of money, chambers of commerce waste a lot of money, advertisers waste a lot of money.

Mr. BENSON. Yes.

The CHAIRMAN. How is it that somewhere or another, you do not get spontaneity that everybody wants a tricycle, for example, or everybody wants something—don't you think suggestion has something to do with these things?

Mr. BENSON. No doubt, suggestion has something to do with it, but the suggestion must be something the people are interested in, if they respond to it.

Now, you mentioned the expenses for the political parties and the like. I recognize a lot of waste, but it is spontaneously contributed, while here it is tax money that the taxpayers over the country know they are paying for, and that is why they become so concerned about it.

If the political parties were taxing the public for the money, I think you would find some reaction there that we now do not have, on the amount of spending; but here we are dealing with tax money.

The CHAIRMAN. You have corrupt-practice acts in Arkansas; have you not?

Mr. BENSON. Oh, yes.

The CHAIRMAN. Did they come about spontaneously?

Mr. BENSON. I do not know. I do not know that I was connected or familiar with the creation of any of that legislation.

The CHAIRMAN. You think then that C. C. C. came into existence spontaneously, that there was no struggle for the legislation here in Congress?

Mr. BENSON. That is a very good illustration; it came because of the recognition throughout the country of the large number of unemployed youth who could not go to school, who did not have employment, and who were despondent and probably it was rather spontaneous for quick assistance.

The CHAIRMAN. Just grew up?

Mr. BENSON. That legislation, somebody had to sponsor, but if there had not been a need for it, it would have been pretty difficult to sponsor it; would it not?

Senator McKELLAR. If I may suggest, the N. Y. A. came into existence without legislation. It just grew up.

The CHAIRMAN. Well, an interesting, political, social phenomena. I am always interested in things that generate by themselves, where they vegetate by themselves.

Mr. BENSON. Yes, in this event, I am confident I am correct in saying that circulation of my testimony was spontaneous, because it all came as a surprise to me, and I am confident there was nobody behind any attempt to circulate it, and different ones did it spontaneously of their own accord, because certain groups wanted to secure copies and distribute them, and others did the same.

▶ The CHAIRMAN. I think you made a record, Dr. Benson. Two million spontaneous is awfully fine.

Mr. BENSON. May I continue now?

The CHAIRMAN. Yes, sir.

Mr. BENSON. The C. C. C. bureaucrats, the salaried men, who run that organization, did not approve my recommendation and therefore not long after my report, a large amount of Government

money which is needed for war preparation was spent to produce a professional motion picture film calculated to show that C. C. C. is now a war organization and inferring that it should be continued for that purpose. But be it remembered that the leopard does not change its spots, and that relief agencies which have developed a relief psychology cannot overnight be changed into efficient war agencies.

By that I mean this, in N. Y. A. or rather C. C. C., their work was not on the basis of accomplishing a dollar's worth of work for a dollar spent, but it was in part relief, and people recognized it as such.

For instance, I know in my own State of Oklahoma and in Arkansas, the W. P. A. men complained if their supervisor tried to get a real day's work, and they would say, "Now, this is supposed to be relief. We are not supposed to be working hard," and they did not propose to do hard work, like they would if they had been on a job, and knew they could hold their job only by really earning the money, and I think the same is true with C. C. C., and accordingly in a war program where we want speed and efficiency, they just can't immediately develop into war agencies.

Now, I sympathize with the men who hold high offices in the C. C. C. and N. Y. A. Naturally, they want to hold their jobs and perpetuate their organizations. I have faced that same problem in some measure in Harding College.

For instance, the cost of everything has increased and with the progress of the war we must expect a reduced student body. Accordingly, it has become imperative that we reduce our staff for next year. We hated to do it, and we had no instructors who wanted to leave the institution. But having no stream of Federal money pouring into the college we had no choice but to let some of our capable instructors seek other employment for next year.

It is in like manner high time that we realize the seriousness of the great war in which our Nation is now involved and that every group must make sacrifices—yes; every individual. Regardless of how natural it is for the staff of any bureau to seek its enlargement and its perpetuity, yet I think the leadership of N. Y. A. and C. C. C. should realize that our Nation is at war, that it is a life and death struggle, and that these institutions created for semicharitable purposes and now no longer needed for such purposes must be eliminated and that the bureaucrats now needlessly occupied therein must give their services in other fields, which are essential to the winning of the war.

An economist who appeared before the Ways and Means Committee last month stated that our war debt would probably exceed \$200,000,000,000. At 2½ percent the interest alone on this sum would be \$5,000,000,000 a year, which equals the entire 1939 Federal tax bill merely for the purpose of paying interest on the national debt, while we will have to raise additional money to run the Government. With such facts staring us in the face, how can we continue carrying the N. Y. A. and the C. C. C. which represent such tremendous waste and which are in no degree essential to winning the war, because other agencies can do everything that either organization is now doing, do it more efficiently and do it more economically.

N. Y. A. a dole to colleges. It is easy to understand why the executives of some colleges may insist upon the continuation of N. Y. A.

assistance to students in their own institutions. In fact, such funds have the effect of a dole to the college itself.

According to the present system, the college is expected to find or create jobs in its own institution, for which the N. Y. A. pays. The college thus gets the benefit of the work, free of charge. The student then likely uses some part of the money earned to pay fees or board at the college, thus further assisting the college in the difficult task of balancing its budget.

It seems a college never reaches a point that it does not have difficulty in balancing its budget. I was told by the dean of the school of business administration of Harvard, they have \$120,000,000 endowment and they would like to double it.

One phase of N. Y. A. work is that of supplying limited assistance to students who are in present educational institutions. I am not saying that there should be no Federal assistance for young people to attend high school and college, under certain conditions.

But, I am saying that such assistance can be given without having an N. Y. A. or C. C. C. organization to do it.

However, it is my opinion that work is now so plentiful that there is no necessity for furnishing N. Y. A. money to schools to create jobs for students. So many people have been drawn into the defense program or into the Army that jobs seem to be available everywhere.

In our own little town of Searcy, businessmen are asking for part-time student labor. We had 20 students at Harding College who had been receiving N. Y. A. assistance, while working on jobs that we had created about the college. Since there was a shortage of student labor at the college and a shortage of student labor in town our 20 students wrote a letter to the N. Y. A. State headquarters asking that their names be eliminated from the pay roll effective February 1, 1942. They also wrote the following letter to Secretary Morgenthau, which I will read as follows:

Secretary MORGENTHAU,
United States Treasury Department,
Washington, D. C.

DEAR MR. MORGENTHAU: This letter is coming to you from the entire group of students receiving National Youth Administration assistance at Harding College, Searcy, Ark.

We are requesting, with the approval of Harding College, that we be eliminated from the National Youth Administration pay roll effective February 1, 1942, and that the appropriation allotted to Harding College be henceforth used in national defense.

We have been anxious to do our part to assist in the great defense program of our Nation. Being working students at first we did not know just what we could do. We have also thought of the growing national debt which we understand is expected to reach \$110,000,000,000 by the end of the next fiscal year.

We have also observed a scarcity of labor which now affects our own community very noticeably. Accordingly, it occurred to us that we could secure employment and make our way in college without receiving National Youth Administration assistance. Finding that it is possible for us to secure other employment by which we may continue in college, we feel that it is not right for us to accept the National Youth Administration assistance in the face of this great emergency.

We desire, however, that our allotment not be used to increase the allotment of some other college, which probably needs the assistance no more than our own college, and where the students could likely find other employment just as we have found that we can get other employment here. This sacrifice is being made as a contribution to the defense of our Nation.

We are indeed happy that work is now abundant, that we do not longer need the National Youth Administration assistance, and that we can offer this contribution to the defense of our Nation.

Very respectfully yours,

John E. Sands, Candell H. Lane, Joseph A. Rea, Frances W. Williamson, Doris V. Healy, Shelton W. Ruebush, Billy T. Anthony, Elizabeth Arnold, Sarah Beth Brown, Clara Belle Duncan, Betty M. Chambers, Mary Z. McCullough, Mary B. Holbrook, Thomas A. Fromby, Marguerite E. O'Banion, Johnnie O. Anderson, Lola B. Nossaman, Axel W. Swang, Claude A. Richardson, Jr., Era M. Ellis.

The CHAIRMAN. Which one of these students wrote this letter, do you know?

Mr. BENSON. Yes, sir. The one whose name first appears, John E. Sands. He is a senior at Harding, and he is a member of the International Relations Club.

The CHAIRMAN. He is quite a superior student, is he not?

Mr. BENSON. Yes; John is a splendid student, quite mature, probably 23 or 24 years old, I am not certain of his age, he is quite a mature young man. He has worked some years; had to work his way through college, all his life.

The CHAIRMAN. He initiated this whole movement? It was his idea?

Mr. BENSON. I have preached this since last May at college. I was rather surprised it did not take effect on our students earlier.

The CHAIRMAN. How long did it take from your first speech until January 24, before it started to take effect on the students?

Mr. BENSON. Well, I have been making these speeches in our State and at our college and in other cities by invitation (in twenty-odd different States in the last 5 months), and so I have been preaching this doctrine for 8 or 10 months previous to this.

The CHAIRMAN. So the students have been exposed to these ideas quite a while?

Mr. BENSON. That is right.

The Under Secretary of the Treasury replied very courteously thanking the young people for this patriotic service. Mr. Aubrey Williams, however, head of the N. Y. A. did not seem at all pleased to have these young people stand on their own feet and make their own way while attending college. In fact, Mr. Williams is credited with giving out two newspaper releases which editors throughout the country interpreted as a criticism of this action. A great number of editorials were accordingly written in defense of the action of the Harding students, and expressing a good deal of disappointment in the attitude of Mr. Aubrey Williams, head of the N. Y. A. The attitude of these editors was quite well expressed by the Chicago Daily News, controlled I understand by Secretary Knox which said:

We think the action of the Harding students is a cheering episode in an otherwise dreary period of our national history, and that it will be heartily commended by 129,999,999 of the 130,000,000 inhabitants of these United States. The one exception has already registered his disapproval. Aubrey Williams, head of the National Youth Administration, whose job would be abolished if a few more students followed the example of those at Harding, has denounced the action.

Eighteen days after our students had written to Mr. Morgenthau asking to be eliminated from the payroll and asking that this money be used in the defense of the Nation, and 15 days after Mr. Aubrey Williams had given out the press releases, which were accepted as a

criticism of this action, a letter came to the Harding students signed by Mr. Aubrey Williams and confessedly written at the request of the President in which he said in part:

You are indeed fortunate in finding such employment and I am deeply appreciative of the fine spirit you have exhibited.

Now I would like to ask you gentlemen why we cannot get rid of some of these high-salaried bureaucrats who are thus continually embarrassing our President, and especially those who are in bureaus no longer necessary and which are serving as actual hindrances in the winning of this war.

I have spoken by invitation in more than 20 States during the past few months, and I have found the rural people—the great middle class—greatly stirred up about such things and they intend to see that something is done about it.

They want the Government to lay aside these weights and get stripped for real action in order that the tide in this war may be turned.

For at least the past 12 months President Roosevelt and Secretary Morgenthau have been urging greater economy, urging that non-defense expenditures be “pared to the very bone,” urging that every dollar be made to accomplish the most that it can accomplish. There are other Government spokesmen, however, who seemingly have not joined with our President and with Secretary Morgenthau in this plea for economy, and who are affirming that N. Y. A., C. C. C., and certain departments of O. C. D. which have aroused the public ire, are necessary for the building of morale. There are two sides, however, to that morale-building question.

For instance, I was born and reared on a farm; am still interested in farming; and have many friends who are farming. Visiting some of the sections where the Government has set up rehabilitation settlements, I find farmers who have been making their own way successfully believing that often thriftless and lazy families have been selected for these projects and have been given machinery, livestock, and buildings, while other families who have had no greater opportunity but who have worked harder and saved more, have now lost morale and have become discouraged, saying—

What is the use of working hard and practicing economy and paying taxes? Why not let everything go to smash and then give the Government a chance to start us all over again?

Many men who never could make a success at farming have allowed their horses and other livestock thus given them to perish for want of proper care. Many of those who have not succeeded never will succeed, regardless of the assistance given them. But those who have been working to succeed, who have been succeeding in some measure, who have been paying honest taxes, and who are in a position to render a service to the Government are having their morale destroyed.

In Harding College, for instance, we practice economy. We offer an abundance of opportunity for students who must work to help make their way in college, but we expect a student to earn every dollar he receives in assistance. We do not believe that extravagance ever resulted in efficiency or increased the ability of those who became accustomed to it.

We have held Ph.D. professors on our faculty receiving \$1,200 a year who were turning down offers elsewhere for three times as much money.

They make these sacrifices to enable the young people of our community to receive an education of standard quality. Our highest salary today is only \$1,800 a year and yet our students, in competition with students from other colleges, have won the highest awards in the majority of the contests. Economizing has made them more self-reliant, more dependable, and more efficient. Waste, extravagance, and unnecessary relief work on the part of our Government can result in softening and weakening our citizens.

In fact, throughout the past 10 years Harding College has had more calls for its graduates than it could supply; and for 6 years it has carried the slogan, "The college with no unemployed graduates." Yet during a large part of this very period there were thousands of college graduates in the United States who could find no employment. Included among these were some from Harvard and Yale who had been accustomed to luxurious dormitories with private tile baths, etc.; I am still unconvinced that pampering and paternalism helps anybody.

When Admiral Kimmel was jumped over 40 other admirals it did not help him to the kind of success which General MacArthur has had. MacArthur was born in Little Rock, Ark.—a State where the average family income is less than \$1,000 a year. Hard word, self-reliance, self-sacrifice made MacArthur the kind of general that our Nation admires. Again I affirm that pampering paternalism is not the road for building public morale. On the contrary, it is more calculated to soften our leaders until they finally engage in some type of carelessness which may lead to court martial.

The CHAIRMAN. Where was General MacArthur educated?

Mr. BENSON. I understand he attended the high schools in Little Rock. Later, of course, he attended our own Naval Academy at West Point.

The CHAIRMAN. You mean the Military Academy?

Mr. BENSON. That is right. The Military Academy.

The CHAIRMAN. He was educated at public expense, was he not?

Mr. BENSON. I assume in public schools.

The CHAIRMAN. Do you know how much the Government paid for his education at West Point?

Mr. BENSON. No; I do not.

The CHAIRMAN. Do you think that the Government wasted money in spending what it did on him at West Point?

Mr. BENSON. No, no; and, I do not think it pampered him there.

The CHAIRMAN. Would it have not been better for him at Harding College?

Mr. BENSON. From his own background he had learned to work, and I understand made the highest grades of any student in West Point at the time he was there.

The CHAIRMAN. Well, he was there for 4 full years, a complete object of Government charity, was he not?

Mr. BENSON. I did not know it would be classed that way, when men were in our Military Academy, preparing for—

The CHAIRMAN. It never has been classed that way.

Mr. BENSON. Yes.

The CHAIRMAN. But he had his clothes paid for, he had his food given to him, he had a little allowance, he had everything done for him, did he not? Did it hurt him?

Mr. BENSON. I do not think it hurt him. I think, though, that with the background he had beforehand, and then the conditions that prevailed in our military academy which I am not inclined to consider pampering, it built a real character.

The CHAIRMAN. Well, but you have been talking entirely about pay. You are proud that your faculty only receives \$1,800 a year and you think that faculty, through that sacrifice, which everybody likes to recognize, that it is actually building better students.

Now, should we not just cut the West Point allowance in half, and make General MacArthur twice as good?

Mr. BENSON. Why, if there is work available, where they could make the other half, I would say "yes." I think no student should be given more than he has to have to get through West Point or anywhere else.

The CHAIRMAN. Well, he could get along with one less overcoat, could he not?

Mr. BENSON. I do not know. I have never investigated how many overcoats they furnish them at West Point, but I would say, if work is available, and they could make their way, I think it would be good for them to do it. I think that would be good for young people anywhere.

The CHAIRMAN. I think they do make their way, those examinations, competition is getting in and all the rest of it. The point I would like to make is that, in our public education system, we have gotten over the notion of thinking that we are pampering our boys and girls because they get an education free, you know.

Mr. BENSON. Well, of course, at West Point, we understand we are giving training that can be secured only in such institutions for the particular purposes these men are trained for.

The N. Y. A. help, and the like, where they pay the student, he receives the same sort of training as other boys alongside, are making their own way. There is where I think it would affect the morale.

The CHAIRMAN. Have you ever heard of the Civil Aeronautics Authority?

Mr. BENSON. I would not like to compare the N. Y. A. and the C. C. C. work in our public schools, N. Y. A. in particular, with the special military schools, where they are giving training that cannot be had anywhere else. But, in our great public school system, there are those who are working hard to make their own way, and who do not want to accept assistance.

Right by their side is another who is not working hard and who is receiving assistance. For instance, in one State university it is my understanding that a number of young men have been receiving about \$20 a month on N. Y. A., and their task was to guard the stadium. It is a concrete stadium, could not burn. The way they guard it is to sleep in nice rooms prepared for them under the stadium, at night, so in reality, the result is that they get a free room and get \$20 a month and it is called guarding the stadium.

Now, I state that for that class, that is rather pampering the student.

The CHAIRMAN. You would not suggest, though, that we stop our Civil Aeronautics training, would you, and that we do away with the R. O. T. C. training in the colleges, and things of that sort?

Mr. BENSON. Well, aren't they on a different basis than N. Y. A. and the C. C. C.?

The CHAIRMAN. Yes; but men get paid for the things they are doing.

Mr. BENSON. They are different from the N. Y. A. and the C. C. C. My brother was in R. O. T. C. at Stillwater. I do not recall that he ever was paid anything for it.

The CHAIRMAN. Did he finish the course? Did he get his commission?

Mr. BENSON. No, he was not expecting a commission.

The CHAIRMAN. He did not go into the thing. He got a uniform, did he not?

Mr. BENSON. Yes.

The CHAIRMAN. Which is quite a bit, a suit of clothes will last a man through his freshman year, will it not?

Mr. BENSON. Yes, probably; but we are in war now and our dollars are needed in a very definite way, and there is no surplus now of youth and jobs are so abundant that if a student is going to work anyhow, why not let him work at a job needed in his community where the merchants probably need his help, instead of around a college on a made job that the Government pays for?

The CHAIRMAN. Well, that is quite different from the argument you are putting forth.

Mr. BENSON. That is the same. It is the actual condition.

For a student in N. Y. A. school, the management expects to create jobs for them, not give them jobs already existing but to create jobs, so as not to put somebody else off the job; and then they are paid by the Government for that job, where actually now in the various communities, they can get other work, and yet the N. Y. A. job may be easier. Those students I mentioned guarding the stadium, they could not get a job that easy from a merchant in town, but they could get a job.

My own personal opinion would be worth little, but I am voicing the opinion of the great middle class of our people in America, as expressed in the 20 States in which I have traveled during the past few months, when I insist that during this most tragic of all wars our people do not want Kimmels, N. Y. A., C. C. C., the dancers, the ping-pong teachers, the bowling coordinators, nor any of the high salaried governmental employees who run these organizations. Our people are willing to pay high taxes and yet higher and higher taxes. They are willing to make any sacrifice for the sake of winning this war and for the sake of preserving constitutional government. But they believe it is necessary to have in every nonwar department, the same type of thrift and self-sacrifice which they themselves must make at home.

No one can fool the public regarding the N. Y. A. and the C. C. C. The public knows well that these organizations were created in the heart of the depression to help young people who were too poor to go to school and who could find no employment. But I believe 90 percent of the public now believes that there is no good or sufficient reason for continuing these two agencies created to furnish relief for

men of military age. They are sufficiently stirred up about it that I believe they are going to continue to insist until there is action taken.

President Roosevelt talked about driving the money changers out of the temple and it appears that he did a good job of it, but today the people are talking about driving parasitic bureaucrats out of the Government and I believe that they will succeed in doing that.

In addition to the reasons I have already given, there is another which I wish to mention and which I believe will be of sufficient force within itself to accomplish this necessary task in due time:

General Hershey, we have been told, believes that it will be necessary to take about 2,000,000 men away from their families and put them into the army. If the N. Y. A. and C. C. C. are being continued on their present basis when these 2,000,000 men are called, I believe these men, their 2,000,000 wives and their 4,000,000 children will have plenty to say. These men and their families will demonstrate a wrath which is now only in its conception stage, but which will then become a regular tornado. I have heard too many of these people express themselves to be in doubt about their feelings.

Summary: If the Federal Government desires to continue educational assistance to youth, at least three times as much can be accomplished through existing educational institutions as through independent N. Y. A. and C. C. C. schools.

If the Government wishes to continue assistance to youth in existing educational institutions, there is no need for N. Y. A. or C. C. C. in order to do so.

The educators of the nation believe that the N. Y. A. and C. C. C. are a wasteful and unnecessary invasion in the field of education; and believe that the present educational system is adequately prepared to handle the entire situation, and especially now when the war program is decreasing normal enrollments.

The masses believe that the N. Y. A. and C. C. C. should be abolished for the sake of economy. As the war progresses, the voice of the masses will become louder and louder in regard to this matter.

With the exception of those who are now, or have been on N. Y. A. or C. C. C. pay rolls, I find few indeed who longer attempt to defend either organization.

It has been said that the winning of the war does not depend upon the saving of only \$150,000,000, the sum now being requested for N. Y. A. and C. C. C. Gentlemen, down in Arkansas, \$150,000,000 is not peanut money. Moreover, gentlemen, if the United States Congress will now forego an opportunity to save \$150,000,000 just because the sum is too insignificant to consider seriously, it is my opinion that we have not the spirit essential either to win the war or to preserve constitutional government when the war is over.

Accordingly, I appeal to your distinguished committee to use its fullest influence for the elimination of these two distracting hindrances—these two unnecessary weights—in this desperate race. I appeal to you for strict economy to command the confidence of the multitudes who must sacrifice very keenly to pay the high taxes necessary to the success of our war effort. This, gentlemen, is the way to really build morale.

The CHAIRMAN. Senator Rosier?

Senator ROSIER. Dr. Benson, you have said your institution was fully accredited. By what association or organization has it been accredited?

Mr. BENSON. By the State board of education, the State of Arkansas.

Senator ROSIER. Do you hold membership in any of the college associations?

Mr. BENSON. No.

Senator ROSIER. Have you made—ever made application to the North Central Association?

Mr. BENSON. No; and there would be no use for us to because they have a requirement of about half a million dollars endowment and we have no endowment. The State board of education examines our college, using the same blanks that the North Central uses, but they do not require the endowment.

They do require the same qualifications of teachers, the same standards of classroom work, but they do not require the endowment, nor the amount of salaries. Our lack of endowment and our limited salaries would not admit us into the North Central.

Senator ROSIER. Have you ever had an inspector from the North Central Association to come to your institution?

Mr. BENSON. No, sir; I do not know that we have. There would be no occasion to unless we applied for admission which is useless—unless we applied for admission.

Senator ROSIER. Do your students have standing as college students?

Mr. BENSON. Our students do have standing, yes. They go to the University of Chicago, and other universities. We have no student who does not get credit for his college work.

Senator ROSIER. The impression goes out from your statements that you represent the colleges of this country, that is the impression that is created in all of these agencies where your statements are published.

Now, as a matter of fact, you do not represent any college association or any college organization, do you?

Mr. BENSON. I have never professed to, and the very introduction—

Senator ROSIER. You represent yourself only?

Mr. BENSON. The introduction in every statement I have made before a committee here has been to the effect that I am an average American citizen, speaking for average American citizens.

Senator ROSIER. Well, when you speak, and the impression is created that you represent the colleges of the country, it is proper for us to inquire into the standing of your college, is it not?

Mr. BENSON. Right.

Senator ROSIER. How long has your college been located where it is now?

Mr. BENSON. Since 1934.

Senator ROSIER. Since 1934?

Mr. BENSON. Yes, sir; and it was for 10 years previous in a nearby location in the town of Morrilton, Ark.

Senator ROSIER. Previous to that it was located in Arkansas; how long was it located there?

Mr. BENSON. Since 1924.

Senator ROSIER. Where was it located before it was located there?

Mr. BENSON. There was a junior college in Morrilton, Ark., and a junior college in Harper, Kans. The two were consolidated in 1924, and gave creation to Harding College at Morrilton.

Senator ROSIER. And where was it located before that?

Mr. BENSON. I do not think it had any location before that.

Senator ROSIER. You are not very familiar with its history then?

Mr. BENSON. Yes; I think I am quite familiar with its history.

Senator ROSIER. Do you happen to know it was originally established in Bowling Green, Ky.?

Mr. BENSON. No, sir. It was not. There was a school in Bowling Green that closed. There was another in Cordell, Okla. It closed, but the Harper college was not the outgrowth of either of those; neither was the college at Morrilton. The two were consolidated and the transcripts were accepted from the old Bowling Green and Cordell school, but neither—

Senator ROSIER. How does it happen that this institution has been going on wheels, from one town to another?

Mr. BENSON. Well, you will have to ask somebody who started that story, I suppose, but I have given you the history, which will bear investigation. The college, Harding College, was formed in 1924, through a college at Harper, Kans., consolidating with a junior college, Arkansas Christian College, at Morrilton, Ark.

Senator ROSIER. It has had a rather precarious existence?

Mr. BENSON. Well, I do not know just how you use that term.

Many private colleges closed during World War No. 1. Every private college without endowment has a rather precarious position always.

Senator ROSIER. Well, is your position approved by any of the college presidents or deans of Arkansas?

Mr. BENSON. I do not know just what you mean by that. I have not asked them for official approval. I have talked with them individually.

I have asked them their attitude toward N. Y. A. and C. C. C., and I found them in agreement with me in general.

Senator ROSIER. I have statements here from practically all of them in which they say they are not in accord with you.

Mr. BENSON. I have asked them, though, this very question, if N. Y. A. were taken away tomorrow, would your students have to quit college, and most of them say no.

A few of them would not, but the majority of them I have talked to said no.

Senator ROSIER. Now, sometime last fall you filed application with the State Director of the National Youth Administration in Arkansas requesting an allocation of funds. If you were such a strong disbeliever in all of this—and I have the application here, presumably with your signature—if you were so strongly against the N. Y. A. aid for your students, why would you apply for these funds?

Mr. BENSON. Because the funds are being given out to schools, and it is there, and it is going to be used by schools, and as long as it was being used by schools, and there were students who wanted to accept it, and attend our school, I had no objection if they were not able to get other employment.

When we found in the winter, they could, they were glad to do it.
 Senator ROSIER. Does not that sort of vitiate your high moral stand on this question?

Mr. BENSON. No, sir. I do not think it does, because my attempt is to save this money for the Government. I think that can be done. My appeal has not yet been achieved.

Senator ROSIER. You say the money is not saved?

Mr. BENSON. My appeal is to save this money for the Government. As long as you are dishing it out to the schools, and some of our students—

Senator ROSIER. As long as you are "dishing it out", you will take yours, is that the fact?

Well, somewhere here you made the statement that you could keep four students in your institution for what one N. Y. A. student costs you.

Have you made that statement?

Mr. BENSON. It is here in this record. You will find it in my statement, that we can keep three without they are working, or four if they work part of the time.

Senator ROSIER. How much does an N. Y. A. student get in your institution when you pay them?

Mr. BENSON. The maximum is \$15 a month.

Senator ROSIER. The maximum is \$15 a month?

Mr. BENSON. No one could run above that amount.

Senator ROSIER. Now, in this application for N. Y. A. aid, you declare that the tuition cost for the academic year for an undergraduate in the liberal arts school is \$178.25.

Mr. BENSON. Yes.

Senator ROSIER. What is the length of your school term?

Mr. BENSON. Are you referring there to a town student, or a boarding student?

I would have to know the difference there.

Senator ROSIER. This is exclusive of board and room.

Mr. BENSON. Then, that would be for the whole year, 9 months.

Senator ROSIER. Nine months.

Mr. BENSON. That is right.

Senator ROSIER. Nine times \$15 would be, the way I figure it, \$135.

Mr. BENSON. That is right.

Senator ROSIER. That is not enough to pay their tuition.

Mr. BENSON. It does pay their tuition. Our tuition last year was \$120 plus the fees.

Senator ROSIER. Then, you made an incorrect statement in this application.

Mr. BENSON. Why?

Senator ROSIER. Because you say here the tuition is \$178.25.

Mr. BENSON. Well, that is tuition and fees, I quoted you awhile ago, just tuition. Does it not say tuition and fees?

Senator ROSIER. No, sir. It says the tuition cost for the academic year.

Mr. BENSON. The what?

Senator ROSIER. The tuition cost for the academic year.

Mr. BENSON. That would include tuition and fees.

Then you would find that, according to our catalog, and of course, sometimes they only give the one term.

Senator ROSIER. How do you figure it out, that you could take four students for one N. Y. A. scholarship? How do you figure that? You have some better mathematics than I have in my institution.

Mr. BENSON. You are apparently confusing my statement. I said it cost the Government \$1,025 a year for each C. C. C. student.

We could keep three for a year on that amount. That includes our tuition and fees and board.

Senator ROSIER. You had not any reference then to N. Y. A. in this instance?

Mr. BENSON. No. My statement there was regarding the C. C. C. That is where I compared the waste, with the Government paying \$1,025 a year for a boy in the C. C. C. and we can keep three boys for that, give them board and room, tuition and fees, and four on that amount, provided they work 1 or 2 hours a day.

Senator ROSIER. Now, with all this feeling of economy waving through you, I notice here that, as late as January, you wrote a letter to the State director protesting against the reduction in the allocation of N. Y. A. funds for your school.

Mr. BENSON. As late as January of this year? May I see a copy of that letter?

Senator ROSIER. I have it here. No; this is on the 29th of December 1941, that you wrote Mr. Butler, the State director at Newport, Ark.

Mr. BENSON. Would you read the letter, or let me see it?

Senator ROSIER. Well, I think it would be informative for me just to read it [quoting]:

DEAR MR. BUTLER: We have just received word from Miss Maxine Watkins of Searcy, that all of our National Youth Administration workers were being discontinued. This naturally is quite a disappointment to us and will be a greater disappointment to these young people upon their return.

Is that right?

Mr. BENSON. Go ahead and read.

Senator ROSIER (reading):

If there is any possibility of these people being reinstated later, I shall be glad to have information to that effect. If there is no possibility for their being reinstated soon, I should also like to have information to that effect.

Of course, you understand that we must see a prospect of some cash at some time from each student. If there is definite prospect of these young people getting back on National Youth Administration soon, we can perhaps allow them to continue in college. If there is not such definite prospect, then we must leave it up to them to make some arrangements if they continue in college.

Mr. BENSON. Well, now, that is a different thing. That is a group of students whom the N. Y. A. had sent to us, that were not on our allotment at all, and a group of students they had sent, promising to pay us independent of our allotment, and have them work for the college, and that is a particular group of students that were not on our allotment, and somehow, after they entered, the N. Y. A. told them they could not keep them there.

Senator ROSIER. Have you not made statements in other places there was no difficulty—was it not stated in this declaration of these young people that they were able to stay in school themselves—

Mr. BENSON. They have done so.

I wish you would pass me that letter. I would like to see the date on it.

(Paper requested handed to Mr. Benson.)

Mr. BENSON. I do not see the date, 1942 here, and it doesn't sound like anything I can recall having written in 1942.

Senator ROSIER. It is 1941, December 29, I think.

Mr. BENSON. It says on December 29, Mr. George S. Benson, of Harding College, wrote Mr. Butler the following letter. I am persuaded that must have been 1940, however, and it was a special group of students which they asked us to take, and which they would support with a different fund, independent of ours.

Senator ROSIER. As a matter of fact, in 1940 and 1941, there was no reduction in funds of the N. Y. A. The N. Y. A. never made any announcement of any reduction in funds in 1940 or 1941.

Mr. BENSON. Yes; there was; separate other funds, not the college allotment, but those that had other arrangements. At least, for a special school started at Searcy. That was 1939 or 1940. I am not persuaded just when this letter was written.

Senator ROSIER. Here is your application, 1941 and 1942, right here.

Mr. BENSON. That is right. That was for the college allotment.

I am sure, when you follow up the background, if you will appeal to Mr. Butler for information on this, you will find that this was not regarding the students on our own allotment, because there was no indication that all of that would be withdrawn, but there were a group of students the N. Y. A. asked us to take and they would finance them independent of our allotment entirely, and we accepted them, and after they had been there a time, one student came in and said this was being entirely eliminated, and they could not do it.

That was not a college allotment, it was a separate allotment, handled through Mr. Butler, who did not handle the college allotment; so that left us with a group of students on our hands who were not working with us at all, and with the very source of income that they expected being apparently eliminated, then should we keep those students or should we not?

It is a different situation.

Senator ROSIER. You made the statement there they had to drop out.

Mr. BENSON. Well, if there had been no source of income at all, that would have been the case, I do not know what the final result was. I do not recall the case.

It is later than the date you have given, I am sure. I feel very confident this letter was not written in December 1941.

(The letter from which Senator Rosier read is herewith included in full. The date, it will be observed, is December 29, 1938.)

DECEMBER 29, 1938.

TROY BUTLER,

*National Youth Administration Office,
Newport, Ark.*

DEAR MR. BUTLER: We have just received word from Miss Maxine Watkins, of Searcy, that all of our National Youth Administration workers were being discontinued. This naturally is quite a disappointment to us and will be a greater disappointment to these young people upon their return.

If there is any possibility of these people being reinstated later, I shall be glad to have information to that effect. If there is no possibility of their being reinstated soon, I should also like information to that effect.

Of course, you understand that we must see a prospect of some cash at some time from each student. If there is definite prospect of these young people getting back on National Youth Administration soon we can perhaps allow them to

continue in college. If there is not such definite prospect then we must leave it up to them to make some other arrangement if they continue in college. Could you please write me at once your opinion regarding this matter?

Very sincerely,

GEORGE S. BENSON, *President.*

P. S.—I also wish to inquire whether or not State schools such as at Jonesboro and Russellville are having their transfers all cut off in the same way we are having at Harding.

G. S. B.

They do not give the date here; they just say December 29. I think it is an older letter. I do not think we had any experience of this sort last year. I believe I could recall it if we should have had it.

Senator ROSIER. Well, do you recall what time you filled out this application?

Mr. BENSON. Well, I suspect that would have been about September, perhaps.

Senator ROSIER. September?

Mr. BENSON. Is that right?

Senator ROSIER. September 1941?

Mr. BENSON. I would imagine.

Senator ROSIER. Now, when did you change your mind about N. Y. A.?

Mr. BENSON. Well, I would have advocated the elimination of it all the while, but as long as that amount of money was being allocated for Arkansas, and was going to be given to schools in Arkansas, then we were willing to allow our students to share on the same basis as students in other schools.

Senator ROSIER. If you believed so strongly on this matter, why did you accept it at all, why did you apply for it?

Mr. BENSON. As I have stated, what we were trying to do was to save the Government that money. If the Government were going to spend it anyway, and spend it on schools in Arkansas, then why should not a portion of it come into our community?

Senator ROSIER. I understood you were standing on principle here.

Mr. BENSON. We are.

Senator ROSIER. If you were standing on principle, why did you apply for the money and take it?

Mr. BENSON. Our principle is to have the Government eliminate N. Y. A. We would be happy to see it eliminated in spite of the fact that our college received about \$3,000 a year, we would be happy to see it eliminated.

Senator ROSIER. You stated a while ago, you had attended an administrator's meeting in San Francisco, and everybody there was against N. Y. A., expressed that sentiment as you heard it expressed.

Mr. BENSON. I was at various meetings where it was brought up and the general sentiments were as I expressed them here. They had no objection to Federal money being received for students but that they did think the existing schools could do at least three times as much with the same amount of money.

I heard only one man in the association express any different opinion. That was an N. Y. A. representative from Washington.

Senator ROSIER. Now, the N. E. A. has a large committee on resolutions which expressed the sentiment of the N. E. A. Are you advised as to what action the committee on resolutions took in this matter, sir?

Mr. BENSON. No, I am not.

Senator ROSIER. Well, you look it up and either the committee on resolutions did not know the sentiment of that gathering, or you did not know it, one or the other.

Mr. BENSON. Well, did not they recommend that the money be used through other channels to give this assistance, and not consider a continuation of these Government national organizations?

Senator ROSIER. You look it up.

Senator MCKELLAR. Well, that is a fair question, I think, that the witness asks the Senator.

Senator ROSIER. I am not on the witness stand.

Senator MCKELLAR. I know, but you are asked a question. You are asking the witness to be specific; but, as one Senator to another, may I ask you to give us that information?

Senator ROSIER. Yes, sir; you may.

The resolutions there did not take any position against the N. Y. A.

Senator MCKELLAR. Well, did they mention it, or did they discuss it?

Senator ROSIER. I am advised it was discussed in the committee for 3 or 4 days.

Senator MCKELLAR. And then they did not make a recommendation?

Senator ROSIER. Yes, sir.

Senator MCKELLAR. All right.

Well, we can see. Get the resolution then, I will ask your unanimous consent to put it in the record.

The CHAIRMAN. I think it is already in the record.

Senator MCKELLAR. Is it?

Well, that is fine.

Senator ROSIER. Now, I have here a full-page ad called, An Emergency Message to the American People, signed by Dr. George S. Benson, president of Harding College. This particular one appeared in the Morning World-Herald, Omaha.

How many other papers did you insert this ad in?

Mr. BENSON. I do not know, sir. I did not insert it in any. The editor of that paper asked me for it, and he told me it was his object to undertake to have it inserted in others.

I do not know what success he met with.

Senator ROSIER. But your name is signed to it?

Mr. BENSON. That is all right.

I did not care how many papers he inserted it in. He asked me for it, for this paper, and with permission to put it in any papers he was able to. I do not know how many papers he put it in.

Senator MCKELLAR. Did you pay for the advertisement?

Mr. BENSON. No, sir.

Senator ROSIER. The statement is made here, "this advertisement is paid for by public-spirited citizens." Will you name a few of the public-spirited citizens?

Mr. BENSON. No; because I had nothing to do with soliciting the money. The editor of the paper told me that he would do that part, if I would write the ad, and so what citizens contributed, I would not know. I assume it is citizens who were in his acquaintance in his own city.

Senator ROSIER. Are you in the habit, as a college president, of giving your name to other agencies to be used in that way?

Mr. BENSON. When I wrote the message, that is, my message, I did not care where it went. He could post it on every billboard in the United States. It is still my message. I want it to reach the people; yes.

Senator McKELLAR. Mr. Chairman, could we have the message, or put it in the record? I do not know what it is.

Senator ROSIER. Well, it is practically what he has testified here.

Senator McKELLAR. Well, it looks like it is very much shorter. I would like to have it go into the record.

The CHAIRMAN. Without objection, it will be put in the record. May I have it?

Senator ROSIER. Yes.

(The newspaper advertisement referred to is as follows:)

EMERGENCY MESSAGE TO THE AMERICAN PEOPLE—PART I

American democracy is jeopardized. According to the history of nations throughout the ages, and especially to the present century, we are rapidly drifting toward huge inflation, socialism, revolution, and dictatorship.

For 9 years Federal expenditures have been averaging approximately \$3,000,000,000 above total Federal income, annually. Accordingly, our Federal debt had increased to a total of about 50 billion as of last June.

World War No. II has now suddenly loomed upon the horizon, compelling us to undertake a huge defense program for our own country, and leading us to undertake to finance those countries opposing the Axis Powers.

Our last Congress appropriated and authorized defense expenditures totaling approximately \$53,000,000,000. Another lease-lend appropriation is before Congress now, calling for approximately \$6,000,000,000. This will add about 50 billion more to our Federal indebtedness, and will bring the total to approximately \$100,000,000,000. This will represent an indebtedness of about \$3,000 for each American family. And we are only just started, the politicians tell us.

The danger of this huge debt is readily recognized when you realize that we have but \$22,000,000,000 of Federal gold; that the total deposits in all State and Federal banks is only \$76,000,000,000; and that the 1938 census showed total American real estate to be only \$110,000,000,000.

It is very evident that we must immediately reduce nondefense expenditures if we are to continue our defense program and preserve our financial structure.

Overindebtedness is extremely dangerous to any nation. There were six revolutions in Europe in one century (including England, France, Spain, and Portugal), each of which had its roots in financial difficulties. The revolutions in Germany, Italy, Austria, and Russia following the last World War, were preceded by heavy inflation; and that inflation, which led those countries into socialism and revolution, also led them into dictatorship. And newspapers in England already indicate that some form of socialism is expected to follow the present war in that country. And dictatorship follows socialism just as night follows day.

America does not have enough wealth to continue present nondefense spending and to meet the demands of our defense program. In fact, no nation has ever paid such a huge debt as we are accumulating. Unless we reduce nondefense expenditures, we are heading straight for catastrophic inflation, socialism, revolution, and dictatorship.

The stage can be perfectly set for great reductions in nondefense spending.

The Work Projects Administration, the National Youth Administration, the Civilian Conservation Corps, and the farm program were created fundamentally as relief measures, when we had millions of able-bodied men who could find no jobs and when farmers could hardly make a living.

Now our defense industries have already employed about 23,000,000 men at good wages. The Army has already absorbed over a million men. More men will be needed as defense industries increase production and as the Army and Navy increase their enlistments. Accordingly, we are already faced with a

shortage of men in many localities and will likely see a priority on labor within a few more months.

Certainly there is no longer any necessity for relief agencies to create jobs. Farm products are now at such a high level that the farm program, as a relief measure, is likewise no longer totally imperative. There will be some labor adjustments necessary as small industries are closed through priorities, etc., but these men will be needed in other industries, and should be transferred immediately. Certainly they should not be ruined by being put on Work Projects Administration to develop Work Projects Administration psychology, which has already destroyed the morale of multitudes.

We have some unemployables who should possibly be kept on Work Projects Administration. But one-fourth of the present budget should be adequate for that. There is no necessity for a continuation of the National Youth Administration under present labor and financial conditions. All of the school work it is doing can readily be done by existing schools, with some of which the National Youth Administration has been unfortunately competing.

The Civilian Conservation Corps has been serving boys mostly of military age. Now with the shortage of men of that age, and with improved labor conditions, it is no longer an emergency and could readily be eliminated during this crisis.

The expenditures in most of this relief work have also been extravagant and wasteful. For example, it has cost the Federal Government \$1,025 a year for each boy in the Civilian Conservation Corps.

I am president of Harding College, Searcy, Ark., a standard 4-year college offering 20 majors and conferring 3 degrees. We have no endowment, no money from taxation, no regular large gifts and no wealthy patrons. Yet we could board, room, and educate 4 boys for what our Government spends on 1 boy in the Civilian Conservation Corps provided the boys would work for us just part of the summer vacation; or we could keep 3 boys on that amount without their working any.

All that has a real defense value in the National Youth Administration and the Civilian Conservation Corps should be taken over by the War Department, and these two organizations as such should be eliminated at once.

The farm program carries appropriations totaling about \$1,360,000,000. Soil conservation alone stands at \$500,000,000 which could certainly be eliminated for the duration of this emergency. The soil has already been here for a long time and surely it would remain through this crisis. It would be better, at any rate, to lose a little soil and preserve American democracy than to save a little soil and lose American democracy.

Construction of nonmilitary highways, calling for labor and materials, on both of which we are short, could also be postponed.

The omnibus bill, shortly coming up before Congress, calling for about \$1,000,000,000 for rivers, harbors, canals, etc., must also be postponed. This includes the St. Lawrence waterway, which, it is said, could not possibly be completed under 5 to 15 years.

Some of the other projects would also require so much time that the present emergency would be over before they could be completed. Accordingly this is not a legitimate defense bill and it must be defeated. All of these projects would call for labor and materials which are needed in actual defense projects of immediate value.

With all the earnestness of my being I appeal to you to demand general reductions in nondefense spending, which are imperative to the preservation of our financial structure, and accordingly of American democracy.

I submit the following large reductions in nondefense expenditures which I believe can be made without causing suffering to any:

Eliminate 75 percent of the Work Projects Administration appropriation and save.....	\$768, 000, 000
Eliminate soil conservation during the emergency and save.....	500, 000, 000
Defeat the present appeal for St. Lawrence waterway, Florida Canal, etc., and save.....	1, 000, 000, 000
Eliminate Civilian Conservation Corps, National Youth Administration and nonmilitary highways and save.....	586, 000, 000

Total saving on these 6 items alone..... 2, 854, 000, 000

A policy of thrift and economy at Washington would make it possible to save the above amounts and many more items of similar value.

President Roosevelt, Secretary Morgenthau, and many Congressmen affirm that great reductions could properly be made in nondefense spending, but apparently few of them are willing to take the initiative in securing such reductions.

In fact, I was told by a Congressman recently that most of the Senators and Representatives believe that such reductions should be made, but that Congress would not make them until the public demanded it.

Therefore, it is up to you and me, average American citizens, who constitute the American commonwealth, to make our voices effective in this crisis by informing President Roosevelt and our Senators and Representatives that we not only favor but that we demand immediate reductions in nondefense spending. We have no right, through wasteful, unnecessary spending, to place a yoke upon our children and our grandchildren.

This is our country. We must preserve it for our posterity. The Congressmen are our representatives. It is therefore right that we should express to them our desires, which should constitute their instructions.

Action today is imperative. Tomorrow will be too late. Write the President and your Congressman now.

GEORGE S. BENSON,
President, Harding College, Searcy, Ark.

(This advertisement is paid for by public-spirited citizens.)

The CHAIRMAN. How many newspapers did you say this was published in?

Mr. BENSON. I do not know. He did not communicate with me and he had my approval to put it in any papers he had opportunity to put it in.

The CHAIRMAN. Who is the "he" you are speaking of?

Mr. BENSON. Mr. Harding, who is the owner, I understand, of the World Herald.

The CHAIRMAN. Mr. Harding, himself?

Mr. BENSON. Yes, sir.

The CHAIRMAN. How many students are there in your college?

Mr. BENSON. About 500.

The CHAIRMAN. How many faculty members?

Mr. BENSON. About 30.

The CHAIRMAN. How many Ph. D's in these faculty members, since you mentioned the \$1,800, we would like to know?

Mr. BENSON. Five.

The CHAIRMAN. Five Ph. D's out of thirty?

Mr. BENSON. That is right.

Senator ROSIER. Now, I think we have a right, since this has been broadly publicized, and undoubtedly thousands of dollars were spent on these advertisements, I am advised by advertising men that a full-page ad like that, in a paper of that standing, would cost probably \$1,600 or \$1,700 for one issue, and if it was inserted in a good many papers in different parts of the country of the same caliber, the bill would run into thousands of dollars.

Mr. BENSON. Regarding that, I am not at all informed. It was not my problem at all. It is a message that I wanted to get before the people. I spoke before the Rotary Club. This gentleman was a member, or at least he was present, and asked me to write the speech in a shorter form, that he would use in his paper and that he would use it in that way.

Senator ROSIER. Men do not spend large sums of money for advertising just simply for the fun of it, do they?

Mr. BENSON. Well, I spent a good deal speaking on this question because I believe, if we do not begin to economize, our financial structure will be unable to stand the load that is going to be put on it before this war is over. I have two children.

I would like for them to live in America. I would like for them to enjoy some of the measures of freedom and prosperity we have enjoyed and accordingly, I am spending a good deal to help preach this doctrine of national economy.

I have come here at my expense. I have done a good deal at my own expense, and have given a good deal of time. I have a lot of interest in it because I am a citizen of this country, and the authority in this country is said to rest in the people, and as an individual in this Nation, I have a lot of interest in these things.

I would assume other people have similar interests.

Senator ROSIER. I would not question your right to come here and make any statement that you desire to make on this subject, that is, you are entirely within your rights, American rights, but I think we have a right to question your motives.

Mr. BENSON. That is right.

If there can be any improper motive, why let us go to the bottom of it.

Senator ROSIER. As to why you went along and used N. Y. A. funds up to a certain time, and then decided that you would turn over and start this campaign.

Mr. BENSON. Well, that is very easy to explain. Allow me to explain it again.

Beginning last spring, we were in the defense program. Previously we had not been. I have admitted to you, and very freely, that there was a need for some source of help for young people previous to the beginning of our defense program.

When it began, immediately with it, there was a shortage of labor, and there was a possibility of people making their own way. I began immediately to advocate the elimination not only of N. Y. A., and C. C. C., but a lot of other expenditures that I think are not essential to the winning of the war.

Now, as to the point of our accepting N. Y. A. assistance last September, along with other schools until we had won our principle of having it eliminated from the expenditures, there would have been nothing gained in our refusing it when the same amount of money would have been spent in our State anyhow. It would have been given to an equal number of students—no principle gained at all, and accordingly, we accepted it. Still, we were working for the elimination of it as a whole.

Then, in the winter, when a number of our people in Searcy were calling out to the school, saying, "Can't you give us students for part-time work? Employees in our stores have left, have gone to defense industries or been called to the Army."

Then we had a new phase of the situation. There now were plenty of jobs around the college where these students could get work. I did not ask for the elimination of their N. Y. A. allowance as long as they needed it to stay in school. When it came that they did not need it, they found employment of their own accord, and they are continuing in school and they do not need it, therefore, we ask for its being discontinued in our case.

Senator ROSIER. You have probably taken a course in ethics in college, have you not?

Mr. BENSON. Well, I am in favor of good ethics.

Senator ROSIER. Well, having taken a course in ethics, I cannot follow your reasoning in saying you took that money up to the 1st of January because it was being handed out, when you were standing for a principle you say.

Mr. BENSON. Yes, sir. And, you might, too, understand that the president of a college is not the one to decide that issue. The students make their own application to the N. Y. A. Their own names are on file, and the checks come to the college, addressed to the students. It does not come as a definite sum to the college. I have endorsed it, however, because we have the same problem that other schools have. I mentioned it too, here, that it is a dole to the college. Then again it is assistance to students, and as long as it looked to me as though it were actually essential to keep the students in school, and as long as it was being spent in the State, I see no principle involved in our taking our share of it, as long as it is being given out in the State anyhow, and somebody having it, and if it is going to be spent, and as long as our students could not get other work, they have been free to do so.

Senator ROSIER. And you do not see any principle involved in that?

Mr. BENSON. No, sir; because it was not a matter for the college to decide. It was a matter for the student to decide, and it is the student—students who decided it.

I would ask that it be available to our school as long as it was available to others. Otherwise our N. Y. A. students would go to a school where it was available. You recognize that principle throughout the country, with the different States coming here to ask for appropriations in their States. If one State gets a million, another State wants an appropriation too, and comes in and asks for it.

Senator ROSIER. Well, a reformer ought to refuse to take it at any time, and by the same token, the same type of reasoning. I think I know something about college presidents and I know something about their ability and their character, and I have my doubts whether there are very many college presidents in the United States who would allow some agency to use their names for inserting advertisements that cost thousands of dollars in the press of the country without even inquiring as to where the money came from, or who was sponsoring the movement.

Don't you think that is a little risky for a man who is a college president to just simply hand over to some agency, and he says he knows nothing about it, and allow that agency to spend large sums of money when he confesses here that he has no idea where the money came from?

Mr. BENSON. No, sir. I think you are stating it just a little different than the facts are. It is not an agency I knew nothing about it. It is Mr. Harding who is an honored citizen in the city of Omaha, and it is his paper, and he has asked to run the ad in his paper and asked the privilege of passing it on to other papers that would accept it.

Senator ROSIER. But they all got their fee for advertising.

Mr. BENSON. I do not know how much fee they got.

Senator ROSIER. You admit you do not know?

Mr. BENSON. No.

Senator ROSIER. But still, that is published in all the papers?

Mr. BENSON. That is, I hope it will be, and that message I would like to have read by the masses of our people. I would be happy to

have all the papers run it. Why should I get disturbed about the one Mr. Harding ran?

Senator ROSIER. If they were advertising it of their own free will, without any charge, that argument may hold.

Mr. BENSON. And if they are raising the money themselves in their own town, it still holds.

Senator ROSIER. Who is raising the money?

Mr. BENSON. Whatever paper publishes it; that is what Mr. Harding did as he states there; it was by local citizens; and that is what he expected to have done in every paper, that is, local paper received money for the ad in its own community.

Senator ROSIER. Now, from time to time, full-page advertisements appear in the press, and they are usually sponsored by some organization. It is clearly stated in connection with the advertisement as to who is the sponsor, and it is always pretty clear as to who is paying the bill.

Mr. BENSON. Well, that would be pretty clear here, that the local editor is sponsoring, and the local people are paying the bill.

Senator ROSIER. It is not very definite. It says, "This advertisement is paid for by public-spirited citizens," but there are a great many public-spirited citizens.

Mr. BENSON. Well, Mr. Harding told me his plan there was to have each local paper—and I know, from his publicity that is what he tried to do, that when they wanted to run it, they raised their own money, those that wanted to pay for the ad and run it.

Senator ROSIER. Now, you made another statement to the effect that of your previous hearing before this committee, two million copies of it were distributed by the Journal of Commerce.

Mr. BENSON. No; I said 2,000,000 in all.

Senator ROSIER. Two million?

Mr. BENSON. And that came from various sources. The Journal of Commerce did not run that number. I gave a smaller figure.

Senator ROSIER. 300,000?

Mr. BENSON. That is right.

Senator ROSIER. Well, do you think that the chamber of commerce, of which the Journal of Commerce is the official organ, is then disinterested in this case?

Mr. BENSON. Well, they have not manifested any interest to my knowledge. It is a principle in which I think they would be interested. If they manifested any interest, I do not know it.

Senator ROSIER. Well, is the chamber of commerce noted for its philanthropy?

Mr. BENSON. Do you mean in the city of Chicago?

Senator ROSIER. Yes; or anywhere else.

Mr. BENSON. Well, the Journal of Commerce is located in Chicago—I assume you are tying the two together. In that event, not being a citizen of Chicago, I could not say anything about the activity.

Senator ROSIER. I am speaking about chambers of commerce in general.

Mr. BENSON. Then I do not get the point of your question.

Senator ROSIER. Do you think that the chamber of commerce would be paying for an ad like this just out of a philanthropic spirit?

Mr. BENSON. Well, if the chamber of commerce paid for any of those, I am unaware of it. Are you meaning the chamber of commerce?

Senator ROSIER. You told me the Journal of Commerce published that statement and distributed it.

Mr. BENSON. Yes. The Journal of Commerce is not a publication of the chamber of commerce, so far as I know.

I did not know there was any relationship between the two.

Senator ROSIER. You did not?

Mr. BENSON. Most cities have a chamber of commerce.

Senator ROSIER. You are pretty innocent.

Mr. BENSON. The Journal of Commerce is under independent management, as far as I know.

Senator ROSIER. All I want to bring out here, just two or three points.

In the first place, that you do not represent any college, association, or organization either in Arkansas or in the country?

Mr. BENSON. I have not proposed to.

Senator ROSIER. And it is unfair for the word to go out that you represent the college administrators of this country?

Mr. BENSON. I was not aware that that word had gone out. If it has, I would like to suggest that you help me correct it.

Senator ROSIER. And the other is that your ethical reasoning about applying for these funds and about using them and your ethical conception about the use of your name in this way, without knowing who put up the money and to whom you were under obligation, I do not follow your reasoning.

Mr. BENSON. Well, I thank you, but I am under obligation to nobody, regarding that ad.

Senator ROSIER. Well, you are under obligation to your conscience.

Mr. BENSON. As I said awhile ago, it is an ad that I would be happy to have the citizenship of the whole Nation read.

Senator ROSIER. I do not know of any college president down in my part of the country who would allow his name to be used that way without knowing what is back of it.

Senator McKELLAR. You would even like for it to go in the Congressional Record, would you not?

Senator ROSIER. We are going to put it in.

Mr. BENSON. That is fine.

Senator McKELLAR. That is fine. I was going to do it. I will be glad to yield to you.

The CHAIRMAN. Who helped you, President Benson, in the preparation of this statement?

Mr. BENSON. No one. I wrote it in my hotel while I was in Omaha, within the next 24 hours after the request from Mr. Harding to supply it.

The CHAIRMAN. That is, you just sat down and wrote about the St. Lawrence waterway and you had the figures about the W. P. A.?

Mr. BENSON. Well, there are figures there as I suggested to you I used in my speech before the Rotary Club there, and naturally, I had studied this subject, and I had the figures, of course, but I sat down at the hotel that night and wrote this first ad.

The CHAIRMAN. When you went out for these speeches, you spoke under whose auspices, when you made these speeches?

Mr. BENSON. No one's auspices. I went by personal invitation on each occasion. I was invited to speak before the Rotary Club of Omaha, and present in the audience was the editor of this paper.

He apparently liked my speech, apparently thought it ought to be put before more people, and so, after the dinner engagement, after my speech, he tarried to speak to me, and asked me if I would not write the gist of the speech in three separate ads that he could run in this paper, and that he would solicit the cost of the ads, that he would attempt to pass the boilerplate on to other papers, and attempt to encourage them to do likewise.

The CHAIRMAN. You worked out the form of the ad?

Mr. BENSON. Yes, sir.

The CHAIRMAN. You drew it all out?

Mr. BENSON. I wrote it that night in the hotel.

The CHAIRMAN. Did they publish it the way you wrote it?

Mr. BENSON. Yes, sir.

The CHAIRMAN. Just exactly this way?

Mr. BENSON. I do not recall there is any change in that ad at all.

The CHAIRMAN. In your going around, you paid your own expenses everywhere, and received no honorariums from any of these places?

Mr. BENSON. That is not always true. Where I was speaking before a chamber of commerce or a rotary club or some group in the habit of paying their speakers, they paid me; and if they were not in the habit of paying speakers, had no fund from which to pay them, I sometimes did not receive an honorarium; usually received my traveling expenses for the round trip.

The CHAIRMAN. That is perfectly honorable and in accordance with common custom, is it not?

Mr. BENSON. Yes, sir; as far as I know.

Senator ROSIER. Nothing more?

The CHAIRMAN. Why, I think you ought to be commended, President Benson, as being a remarkable ad writer, and there are few presidents of small colleges who must be staying on at a sacrifice, because a man with that kind of ability, is sought out by nearly every great newspaper in the country.

Senator ROSIER. He has remarkable students in letter-writing ability.

Senator McKELLAR. I think he has shown that today.

Mr. BENSON. I had requests for six articles in the World Telegram, the Scripps-Howard people, which were written last summer, and I have had requests since for articles in their paper.

I have not had the time to write. I could be writing, if I wanted to, evidently from the requests for articles, but I have not had time to write.

I hope, as a result of this discussion, we will not forget that the chief object in my appearance here is to urge economy in our national expenditures, in order that we may concentrate on the task of winning the war.

The CHAIRMAN. There are other parts to this ad, are there?

Mr. BENSON. Yes; there were three parts.

The CHAIRMAN. Did you write them all at the same time?

Mr. BENSON. No, sir. I wrote the first one, and left it in their hands. I wrote the other two after I left, because I did not have time to do the three. I had another speaking engagement over at Minneapolis the next day and I wrote the other two after I returned to the college.

The CHAIRMAN. President Benson, when I read the student letter written by your student, and now when I read this ad, written by the president, I can realize the origin of the genius displayed in the student's ability to write the kind of letter he did.

The letter of the student reflects exactly the same organization ability which you had here, and I commend both of you.

Mr. BENSON. That is a compliment to the students, which I appreciate, and I am glad they have partaken in a particular measure of the philosophy I have been preaching to them these months.

The CHAIRMAN. It is quite remarkable, and it gives me great faith in the small colleges in America, for young boys to be able to turn out these things. It is great, and I have renewed faith in the ability of college presidents to write good ads.

Senator McKELLAR. Well, we are accomplishing something, and improving as we go along.

The CHAIRMAN. Oh, it is going great.

Mr. BENSON. Since I gather the impression there is doubt of my having written that ad in the hotel alone that night—

The CHAIRMAN. No; you have signed it. I would not charge you with perjuring your statement.

Mr. BENSON. It makes me wonder why the inclination before this committee to attempt to throw doubt on my motive instead of actually discussing the issue that I am here presenting.

The CHAIRMAN. Well, to be perfectly frank with you, it sounds like a fairy tale to me, to find public-spirited citizens without some kind of organization paying for a \$1,500 or \$1,600 ad.

You see, it just does not sound like that germinating spirit which you mentioned, that spontaneous spirit, because—well, every advertising department of every paper in the country works like fury to get these ads.

Mr. BENSON. Now, I did not include those ads in the 2,000,000 copies of my speech made before the Ways and Means Committee. Of course, it is a different matter, and so I do not understand why you would have difficulty in understanding it. I would not. I saw the spontaneous reaction of the whole group of men in my audience that day, and when the editor of the paper told me he would like to run these ads, and that the citizens of the town would be asked to pay for it, that still was not surprising, and then if he would send copies out, as he did to other papers, and ask them to run it and raise the money in their towns, that still is not strange.

Senator McKELLAR. Had you ever met this man before?

Mr. BENSON. No; I never met him before.

Senator McKELLAR. What was his full name?

Mr. BENSON. I cannot give you his initials. His name is Harding, however.

Senator McKELLAR. His name is Harding?

Mr. BENSON. Yes, sir. A very prominent and distinguished citizen of the city.

Senator McKELLAR. He just came up after the meeting was over and introduced himself?

Mr. BENSON. That is right. He asked me, as soon as I was through speaking to others, to stay and talk with him and he would sit down and wait, and he sat down while others were expressing approval of

my speech, and asking questions; and then I talked with him a little while, and he asked me to prepare these ads.

I was speaking before the high school that afternoon. I had to wait until night to do it. It, of course, carries largely the material that was in my speech at the Rotary Club which explains readily the facts that are there and the technical material that is there.

And I still do wish to urge, gentlemen, economy in nondefense spending. The morale of our people must be preserved, and we are hurting the morale with unnecessary spending.

The CHAIRMAN. Thanks, President Benson.

I have here a statement which was to be read by Miss Jeanetta Welch at the last session on behalf of the National Non-Partisan Council on Public Affairs of Alpha Kappa Alpha Sorority, Washington, D. C.

Miss Welch was not heard at the last session, and I desire this statement incorporated in the record at this point.

(The statement referred to is as follows:)

STATEMENT SUBMITTED TO THE SENATE EDUCATION AND LABOR COMMITTEE ON S. 2295, BY THE NATIONAL NON-PARTISAN COUNCIL ON PUBLIC AFFAIRS OF ALPHA KAPPA ALPHA SORORITY, WASHINGTON, D. C.

Mr. Chairman, today, our war effort makes it mandatory that every available means be used to win the war. Our victory program demands that we increase our supply of trained labor. Because of the serious job we have, that of winning the war, to take any action now which would restrain or impair the capacity of the Nation to provide trained workers would prove fatal to our country. It is because of our concern for the future of our country, that we take this opportunity to register our opposition to the Senate bill S. 2295, designed to abolish the National Youth Administration and the Civilian Conservation Corps.

These agencies have in the past, and are now, providing training which is essential to the war effort. They have a definite place in the war program, and the expanding labor requirements make it necessary that more youth be trained for war industries. A large number of youth on these projects are of premilitary age, and in a number of cases have released men of military age for duty in our armed forces.

Current reports show that 10,000,000 workers will be needed this year to meet the need of our victory program. The National Youth Administration and the Civilian Conservation Corps help build a strong and a healthier Nation by providing invaluable educational and health-building activities for our young people. Not only do they absorb the supply of young labor, and not only do they prevent the youth from becoming discouraged, but they provide basic and necessary training which prepared the young people for participation in the all-out war effort.

It is shocking to note that many of our young men have been turned down by the examining boards of the Selective Service, because of physical disabilities. We know that had it not been for splendid programs of these two agencies—that of aiding youth, the number of young men rejected would be more appalling. And if these agencies are abolished, the situation will be even more shocking.

The primary contribution of these agencies in the war effort is the fact that they have prepared our youth for entry into the war. Many new recruits who are already in the armed forces find themselves greatly benefited by the pretraining gained in these agencies.

Some youths have been taken into the Signal Corps as a result of radio training received on National Youth Administration.

Also work experience gained in the auto-mechanic training given by National Youth Administration has proved beneficial in the Motor Transport Corps in the Army. This is particularly important in the present mechanized war now being waged. Those who have not as yet been accepted find themselves prepared to go into war industries. These particular youths have acquired a basic industrial skill through actual work experience. They have become proficient in the handling of the tools and machinery of production.

Without this opportunity afforded by the National Youth Administration and the Civilian Conservation Corps they could not have taken a significant part in the

military and industrial affairs of our Nation. It has been our experience from the standpoint of Negro youth, that he does not enjoy the full opportunity for vocational education in many of our Southern States, as he does under the federally administered programs.

The National Youth Administration has now converted its program to that of a war program. Its primary purpose is to train large numbers of young people for wartime jobs. According to current reports, this agency has made plans to train approximately 600,000 young people by 1943. Many of these youths are being and will be trained for work as welders, sheet-metal workers, forge operators, and machinists. They are also being trained in radio techniques and electricity. This type of worker we know is greatly needed by war industries. They produce such useful products as machine and gun parts, hand tools, bolts, washers, screws, pins, sheet-metal products and others. Others work on construction projects, such as building or repairing armories, barracks, aircraft hangars, landing fields, and posts for air-raid wardens and soldiers.

The National Youth Administration has geared its clerical projects to wartime needs also. Clerical and stenographic help is being provided for civilian defense organizations, Selective Service boards, and other wartime agencies.

Others are serving in the war effort through hospitals, working as nurses' aides and ward attendants. Since the declaration of war, this agency has expanded its hospital training program, because it foresees the great need for trained medical assistants.

There are some youths whose formal education has not been completed, and they are performing some work which enables them to remain in school to finish their professional or technical training. For example, many medical, dental, and engineering students are able to remain in school because of the work opportunity afforded by the National Youth Administration.

The abolition of this agency at this time would deal a death blow to training and service to your youth, to say nothing of the effect it would have on the morale of those who aspire to, or are now benefited by such an agency. For example: Last week we visited a southern college whose National Youth Administration funds had been cut by \$1,000. This cut was felt deeply by the students, and they were trying to raise this amount so that the ones whose work opportunities had been curtailed could remain in school until the end of the year.

Today when we are asked to unite in this all-out war effort, we cannot afford to create disunity by throwing out of operation, one of the essential war agencies, which has now geared its program to train youth for the military and productive needs to carry America to victory. Nor can we throw out of operation an agency which has geared its program to prepare young men for military use.

Through the experience and training received in the Civilian Conservation Corps and the National Youth Administration, the boys learn how to live together and work together amicably. This is so essential in the war effort. The special knowledge gained by filling such positions as mess sergeant, company clerk, first-aid men, and so forth, has proved and is proving valuable to these enrollees in the Civilian Conservation Corps.

The effectiveness of these twin programs designed to prepare large segments of our American youths for these days of war have been of immeasurable benefit to those coming within the scope of their activities regardless of race, color, creed, or national origin.

Our native American Negro youths have been disproportionate recipients of these benefits, in certain areas of the country, because of industrial and economic factors over which they have had no control. These very factors make it imperative that any program to be equitably administered where Negroes are concerned must be administered through Federal programs. Negroes are particularly anxious that their future vocational preparation for aiding in the war effort of our country not be put into the hands of those who seek to curtail such preparation. Our past experience has bitterly taught us the result of such actions. In the South the educational advantages of Negroes, with one or two exceptions, is about one-seventeenth to that of white youth.

A sober, determined, and democratic evaluation of the human resources already working or training in our military and industrial war efforts would lead us to believe in and act in the behalf of those instruments of government which would keep these efforts at their maximum quality and maximum speed. The National Youth Administration and the Civilian Conservation Corps by their past accomplishments are proof of their effectiveness as instruments of Government. In our present state of war these two agencies are as essential as the very manpower we need to bring us a victorious peace.

Therefore, Mr. Chairman, as a representative of Alpha Kappa Alpha Sorority, an organization of Negro college women which comprises 152 chapters in 46 States, I wish to register our opposition to S.2295.

The CHAIRMAN. There are two letters here, which I wish to have made a part of the record also.

(The two letters referred to are as follows:)

UNITED STATES SENATE, April 9, 1942.

Mr. G. ERNEST BOURNE,
Clerk, Education and Labor Committee,
U. S. Senate, Washington, D. C.

DEAR MR. BOURNE: Will you please request that the attached letter be incorporated in the hearings on Senator McKellar's bill, and put in at my request.
Sincerely yours,

CLAUDE PEPPER.

(Enclosure: Letter from W. H. Smith.)

CAMP HILL, ALA., March 26, 1942.

HON. CLAUDE PEPPER,
Washington, D. C.

DEAR CLAUDE: Sally and I have been in Camp Hill for about 2 weeks trying to recover from the flu. We are both on the mend and I expect to be back on the job Monday.

I've wanted to write you for some time so I'm taking advantage of this opportunity to do it. I've thought often of you lately. Have wondered how you are standing the strain of these most critical times. How I would enjoy sitting down with you and get your opinion on a number of things relative to this war-torn world.

About a month ago my area director, Mr. W. M. Peacock, was in Washington. I gave him a letter of introduction to you but you were tied up when he called and he failed to meet you. He was sorry to have missed you. Mr. Peacock had a date with Mr. Aubrey Williams and could not wait until you were free. I presume Mrs. Forbes has informed you that she is now working for the National Youth Administration. Dr. Bryan and Mr. Peacock played the important parts in this accomplishment.

Claude, what is to happen to National Youth Administration? I know we have a good deal of opposition and that the gentleman from Tennessee is doing his best to eliminate both the Civilian Conservation Corps and National Youth Administration. I'm of the opinion that the said gentleman has formed his opinion without investigation and with a very limited knowledge. I'll agree that any such agencies that fail to make adjustments to fit into the defense program should be outlawed. Under the capable guidance and leadership of our State administrator, Dr. John E. Bryan, Alabama has made such adjustments and Alabama's National Youth Administration is now operating on a near 100-percent defensive basis and I feel sure that the other States have done or are doing the same.

I wonder what the gentleman from Tennessee would do with the thousands of youth now enrolled with the National Youth Administration in school and out-of-school programs. He no doubt thinks that they are all boys and are within the draft age. Only about 40 percent of the boys are within the draft age and of this amount it is estimated that only about 50 percent of these could qualify for the service. Of course, a large percentage of youth on the National Youth Administration rolls are girls.

The opposition should know that thousands of high school and college students would have to drop out of school if the National Youth Administration is eliminated and by such action they would be willing to deprive our Nation and our youth of much needed moral, physical, and mental development. They should know that the out-of-school program is utilizing every bit of equipment in its possession to an important advantage. Furniture, tables, chairs, desks, mail bags, sheet metal, tent caps, and numerous other items are being made by the National Youth Administration for the Army and other defense agencies. That the National Youth Administration is turning over to defense industries not less than 25,000 youth workers per month is another essential necessity to the defense program.

This number is accepted by industry and have received their initial and only experience from National Youth Administration work projects. In view of this turn-over, the question may be asked, "How shall National Youth Administration maintain its quota and justify its continuation?"

First, more girls can and must be trained in mechanical trades. Most of the rejectees will be eligible, the age limit could be lowered from 17 to 16 and thousands are reaching this age over the United States each month and of course certain deferred married youth who are in need of training would be eligible. The program can be manned. As to projects, I'm of the opinion that small non-essential projects should be closed. Materials and equipment should be consolidated and several large centers created in each State. My experience teaches that resident centers are by far the most satisfactory.

Maybe the opposition do not know that the National Youth Administration is prepared to offer our boys and girls work, experience and training in power sewing, clerical, auto mechanics, aero mechanics, sheet metal, forging, foundry, radio, photography, machine shop, welding, and woodwork. If the gentleman from Tennessee is aware of these facts and then insists on maintaining his present stand, I'll say, "May the Lord have pity on such patriotism."

Claude, you know I'm not trying to convert you. I know how you stand. I just wanted to unload and maybe you will get a point or two out of my ramblings.

Why not plan to visit us soon in Birmingham? Hope your health is good. With kind personal regards,

Sincerely,

RAZAR.

The CHAIRMAN. We stand in recess until tomorrow morning at 10:30, and we will probably be in the Finance Committee room.

(Whereupon, at 3:35 p. m., the committee adjourned until 10:30 a. m., Wednesday, April 15, 1942.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

WEDNESDAY, APRIL 15, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment, in room 312 Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Rosier, Bunker, and Taft.

Also present: Senator McKellar.

The CHAIRMAN. The committee will come to order.

Dr. Henthorne, please.

STATEMENT OF BEN H. HENTHORNE, PRESIDENT, COLLEGE OF COMMERCE, KANSAS CITY, MO.

The CHAIRMAN. Doctor, will you state your name, address, and position for the record, and then proceed as you are inclined?

Mr. HENTHORNE. My name is Ben H. Henthorne. I live at 5000 Belinder Road in Johnson County, Kans., post office, Kansas City, Kans. I am addressing you as a citizen who is interested in economy and efficiency in Government. I am president of the Kansas City College of Commerce, a corporation organized under the laws of Missouri, located at 1329 Oak Street, Kansas City, Mo., a private business school. I also have the honor to be serving my second year as president of the American Association of Commercial Colleges, an association composed of private business schools located in various cities in the United States.

I also have letters and telegrams of approval from National Association of Accredited Commercial Schools; Southwestern Private Commercial School Association; Texas Association of Commercial Colleges; Oklahoma Business College Association; California Association of Private Business Schools; Wisconsin Business Schools Association; and private school proprietors—members of New England Association, Pacific Northwest Association, and others from all parts of the United States.

The sum which has been spent by N. Y. A. would pay for an army of almost two and a half million men (2,473,327) for 1 year at the private's base rate of \$21 per month, or half that number at the new figure.

If it were possible that \$1 had been deposited each time the clock ticked off 1 minute and 40 seconds (1 cent per second), beginning at the birth of Christ, and continuing until now, and this sum were

deposited with the United States Treasury, it would just about replace, according to their own figures, the sum expended by the National Youth Administration from its inception until the end of 1941.

Inception through June 1940.....	\$326, 852, 481
Regular appropriation, year ending June 30, 1941.....	102, 159, 000
Supplemental appropriation, year ending June 30, 1941.....	32, 500, 000
Appropriation for last half of 1941.....	151, 767, 000

Total spent by National Youth Administration..... 613, 278, 481

There are 1,020,715,200 minutes in 1,942 years.

The answers given above are the result of simple arithmetic.

It is a sizable sum, even if it had all been spent wisely, without waste and with justifiable results.

The figures of the group I am speaking for, the private business schools of the United States, seem puny in comparison. There are about 1,500 private business schools in the United States, about 1,000 of which represent more than 90 percent of total student personnel enrolled. More than 300,000 young men and women annually receive training in these schools which constitutes much of their foundation for a career in business. They, the business schools, have carried on, without Government subsidy, a professional business which employs some 20,000 people, with an annual pay roll of more than \$35,000,000, and an invested capital of around \$15,000,000.

Private business schools for many years have supplied the various departments of the Federal Government, and American business and industry with their needs for trained office and clerical workers. At the conclusion of the first World War, private business schools gave fine cooperation to the Federal Government in the rehabilitation training of disabled soldiers and sailors. Private business schools can, without subsidy, supply the needs of Government, business, and industry for office and clerical help now, if their principal supply of raw material is not "bought up" by the N. Y. A. program of inadequate experience.

I read with a great deal of interest the statement of the Honorable Henry Morgenthau, Secretary of the Treasury, given before the Committee on Ways and Means of the House of Representatives last month, and I wish to quote at this time a few paragraphs of this statement found on page 3 of the printed copies of those hearings. Reading:]

A second obligation, a second pressing duty, is the need for severe economy in the operations of Federal, State, and local governments. The anti-inflationary purposes of our taxing and savings program will be defeated if, at the same time Federal, State, or local governments indulge in unnecessary expenditures.

* * * I recommend especially the immediate reduction of expenditures on highway construction, rivers and harbors, nondefense vocational training, and Federal subsidies to keep up the prices of agricultural products.

Since then some economies have been made, but a large field for economy remains, not only here in Washington but in the operations of State and local governments. I should like to urge once more that real and substantial economies be made as a corollary to the new tax program.

I do not mean that we should economize on the health and strength of our underprivileged, for that is no economy at all; but I do mean that we should save in subsidies to those who no longer need governmental assistance and in nondefense construction projects which can be postponed until the war is over.

The CHAIRMAN. I think right there, Doctor, I ought to say that Secretary Morgenthau sent to me, and I have had inserted in the

record, his explanation of what he meant when he used these words. I think these are the words he is referring to.

Mr. HENTHORNE. Yes; I have not seen that explanation.

Senator MCKELLAR. I think, at the same time, it ought to be stated that Secretary Morgenthau is a member of the Joint Committee on Reduction of Nondefense Federal Expenditures, of which Senator Byrd is the chairman, and in that committee he specifically urged, and joined the other members of the committee in urging the abolition of the N. Y. A. and C. C. C.

All right.

Mr. HENTHORNE. Shall I proceed?

The CHAIRMAN. Yes.

Mr. HENTHORNE. I am not here to ask for anything for myself, my own business nor the association of which I am president; but rather to commit myself as an individual to the discharge of my obligation of citizenship, to place my business institution at the service of my country, and to represent the convictions of a professional group of patriotic men and women, anxious to serve efficiently in the emergency which now confronts our Nation.

My interests in appearing before you are: First, that the United States Government be able to save as much as can safely be done in expenditures which are not necessary to the direct war effort; second, that necessary expenditures to insure victory be made to produce the greatest possible degree of efficiency in results. With these two objectives in mind, my testimony is presented.

In July 1941, I was asked by the board of governors of the Southwestern Association of Private Business Schools to make a survey regarding the activities of the Federal Government in the educational field, which parallel to any extent the work done by private business schools.

In order to get information and sentiment on these activities, I prepared a questionnaire, the questions being framed as impartially as possible. These were sent to approximately 1,000 business schools in the United States, representing probably 85 percent, or more of the total student personnel in private business schools; each State in the Union and the District of Columbia was represented.

On November 30, 1941, I delivered a report of this investigation before the annual convention of the Southwestern Association of Private Business Schools at San Antonio, Tex. I shall briefly summarize certain parts of that report which are, in my opinion, pertinent here:

We have, in recent years, noted the increasing amount of educational work done by the Federal Government, among all age classes and particularly with the high-school graduate age and persons of technical tendency. There are at least seven types of educational work sponsored by the Government which parallel work done by private business schools. These include national defense training, and business-subject projects in N. Y. A., W. P. A., and C. C. C.

May I explain here that reference to the W. P. A., in my statement, in spite of the fact that W. P. A. is not included in this bill, was made because I am trying to treat the question strictly from the standpoint of private business schools, and W. P. A. is involved in that question.

These four types of training are, to some extent, at least, in competition with private business schools. In some locations, personnel of

the armed forces are being trained at Government expenses in private business schools. Many private business schools have students under the rehabilitation program, and many have minor children of deceased veterans through a fund administered by the Veterans' Administration. These three forms of education done by the Government contribute to the income of the private business school.

The returns from this questionnaire showed that the general opinion of private school men is that business-subject projects in N. Y. A., W. P. A., and C. C. C. should be discontinued because this type of training can be handled by private business schools more quickly, more efficiently, and more economically. While national defense training has taken many potential students from private business schools, school men feel that this training has a very definite purpose in our present emergency; and there is no substantial criticism of this type of training done by the Government, but rather a desire to cooperate with this activity.

Practically all reported negatively on N. Y. A. activities. Most private school men are very positive that the N. Y. A. enrollees can be brought to a standard of efficient training much more quickly and economically by private business schools and placed promptly in Government positions or in private business firms to relieve the critical shortage of clerical and office help. The consensus of opinion was that the program gives no definite instruction, and in most cases, the type of experience gained contributed but little to the advancement of the enrollees toward efficiency to qualify for employment in full-time jobs by the Government or business.

Training of enlisted men in military service in business subjects done by private schools had justification even before the war started, but some schools did not seek that business because it was done by bid and threw their normal schedule out of balance. Rehabilitation and Veterans' Administration business is desired by practically all schools who have had such experience because of the good results obtained in qualifying these students to be self-supporting and independent.

These questionnaires were circulated before the United States was attacked and forced into the World War. When printed copies of the report were sent out, a note was used as a preface, pointing out that certain expressions in the report were necessarily modified or changed by our entrance into the war. That is particularly true concerning the attitude of school men toward training personnel of the armed forces for special work of a clerical nature. Many who formerly did not seek this business are willing to accept it as a patriotic service.

On December 7, 1941, when Pearl Harbor was attacked, I was in San Diego, Calif. I immediately sent to the Honorable Paul V. McNutt the following letter:

DECEMBER 10, 1941.

HON PAUL V. McNUTT,
Administrator, Federal Security Agency, Washington, D. C.

DEAR SIR: The American Association of Commercial Colleges has in its membership about 165 of the more progressive private business schools in the United States. We are anxious to be of service to our Government and our country in these trying times.

Therefore, as president of the association, I am writing this letter to offer our services, our facilities and our full cooperation in any way which will help defeat the enemies who have so treacherously attacked our country.

To provide efficient supplementary training in technical skills and business subjects for personnel of the armed forces, or in any way our Government may be able to use our facilities, I feel sure that I speak for all our members in saying that we wish to be of the greatest possible service. I shall appreciate it if you will convey this message to any departments of our government which might be affected by our expressed desire to be of service.

Sincerely,

AMERICAN ASSOCIATION OF COMMERCIAL COLLEGES,
BEN H. HENTHORNE, *President*.

On January 27-28, 1942, I was one of a joint committee of seven men composed of representatives from the American Association of Commercial Colleges and the National Association of Accredited Commercial Schools which met in Washington for conferences with public officials regarding the acute need for additional people trained for office and clerical work in Government service. Conferences were had with high officials in the Civil Service Commission and with the Honorable Paul V. McNutt, Coordinator of the Federal Security Agency. I am quoting from my report of this Washington conference, as published in the *Compass*, official publication of the American Association of Commercial Colleges, in February 1942:

Our request was that, due to the shortage of help as evidenced by the bulletin sent out by the Civil Service Commission, private business schools are anxious to render the greatest possible service to the Government in this emergency. We asked that specific information be given as to the type of employee needed and approximately the number in each classification, that standards be named for the training in each classification on a civil-service basis, and that competent and well-established business schools be designated as Government training institutions to carry out this program. We pointed out that such a plan would probably enable private schools to secure new students from new sources and also to train them thoroughly to meet the standards required. We cited the fact that many civil-service employees who have been taken to Washington recently are requiring additional training while on Government pay roll before being placed on jobs. This we feel we could eliminate if given the requested cooperation.

We stressed the fact that we were not asking for money appropriation nor were we asking that the designated schools be limited to the two associations represented by our committee. Incidentally, we discussed also the matter of training enlisted men for clerical work with the armed forces and the training of those who are beginning now to come back from combat duty requiring rehabilitation training.

In a letter written by Mr. McNutt, as a result of this conference, he stated, "The Federal Government regards education as a State and local function." After commenting on the appropriation made by Congress for vocational education following the first World War when contracts were made by the Government with private business schools for rehabilitation training of disabled soldiers, Mr. McNutt stated:

At the present time, however, neither Federal funds are available for the training of office workers nor personnel for the inspection and supervision of training programs in private business schools.

In a newspaper article printed in the *Inter-City News*, Fairmount Station, Kansas City, Mo., October 3, 1941, the following statements are made:

* * * the Inquiring Photographer unlimbered his camera and walked up the gravel driveway to the three-story building.

Inside were a number of young women busy with office machinery. Miss Josephine Caponetto, of Kansas City, introduced herself and explained that at present only part of the building was in use for giving training in typing and mimeograph operation.

Miss Caponetto explained the National Youth Administration was no longer a relief organization but a Federal training program for young people just out of school to fit them for positions in private industry * * *

"This training is free to all young people between the ages of 17 and 24," Miss Caponetto stated, "and as they train by doing actual work for other government and public agencies, they are paid a salary of \$19 per month." * * *

Asked how a young person enrolls for this training, Miss Caponetto stated the applicant must first go to 202 Interstate Building, 417 East Thirteenth Street, Kansas City, for an interview and to select the type of project in which training is desired.

By this we see that the N. Y. A. is set up to do in competition with private business schools, the work which has been so well done by private business schools in the past.

That the N. Y. A. and W. P. A. are still direct Federal Government education programs is indicated in a newspaper article in the Washington Daily News, Friday, April 3, 1942:

Mr. Hillman, accompanied by Brig. Gen. Frank McSherry, who heads the War Production Board's training-in-industry programs, testified before the Senate Education and Labor Committee against the McKellar bill to abolish both National Youth Administration and Civilian Conservation Corps.

Questioned by Senator Robert A. Taft, they listed the Federal agencies now engaged in training. They include the Work Projects Administration, National Youth Administration, Office of Education, Vocational Schools, Apprenticeship Branch of the Labor Department and War Production Board's own program.

Private business-school proprietors have expressed in many places and in many ways their ability to meet the emergency demands for training the required number of people to fill Government and business requirements of office workers. In Kansas City under present conditions we can supply students who have aptitude for business and need for help, with subsistence jobs while training and furnish them efficient placement service for permanent employment when their training is finished or well advanced. This same condition has been reflected to me from all parts of the country. Hundreds of trainees enrolled with the National Youth Administration could be given training within a few months by private business schools which would make the trainees self-sufficient and qualified to accept full-time employment with the Government, essential industry, and private business; while under the N. Y. A. program they are many times kept on the pay roll for several times the length of time necessary to train them under private school conditions.

The type of training given is, in most instances, inadequate experience, which does not of itself qualify the trainee to take a position in the competitive field of Government employment or private business. So far as I know no figures have been made available to the public on the number of trainees placed with private business nor the number who have taken civil-service jobs—personnel which the Civil Service Commission says is so urgently needed at this time. Those jobs are being filled by private business schools working against these competitive conditions from the N. Y. A. and W. P. A.

These trainees while on N. Y. A. rolls have received \$19 a month and up, and in addition many field men, supervisors and others have constituted a heavy overhead expense.

The CHAIRMAN. Is that figure correct, Doctor, \$19 per month and up?

Mr. HENTHORNE. Yes, sir. I am sure it is because recently in the Kansas City papers have appeared items of news on the N. Y. A.

that classes were open, paying up to \$24 per month to men and women, married or single, employed or unemployed.

I have such a news clipping with me, which will be quoted later.

The CHAIRMAN. It is an ad issued by whom?

Mr. HENTHORNE. It is a news story, carrying the address of where to enroll in N. Y. A., and giving the project in which the people may enroll.

The CHAIRMAN. You may proceed.

Mr. HENTHORNE. It would seem to be a perfectly safe estimate that the cost of each N. Y. A. enrollee per month is not less than \$35 and is perhaps higher.

The average tuition cost in the better type of private business school in the United States averages from \$20 to \$25 per month. Therefore, at the approximate cost of the direct payments made by the Government, or less, these trainees could, as students in private business schools, be adequately trained within a few months to be self-supporting, and at the same time supply a much needed demand in civil service and other Government employment, in office and clerical positions in essential defense industries, and in private business to take the places of those called into military service or who have left private business to go into Government jobs. At the same time, this would release the staff personnel of the National Youth Administration to engage in other Government activities of direct importance to national defense.

Most of the better private business schools have as students physically handicapped persons, whose tuition is paid by Federal funds, matched with State funds, and administered through the rehabilitation program. We have averaged about 20 of these students yearly in my institution for the past 7 years. Practically every one, upon completion of his training, has been absorbed into business, even before the war emergency. It is my firm conviction, and one which I should like to see put to a practical test, that the average handicapped person trained through rehabilitation in an efficient private business school is, at the completion of his training, more capable of being self-supporting than the average N. Y. A. enrollee with no physical handicap who has been on N. Y. A. rolls an equal number of months, and that the rehabilitation student has been trained at a cost less than the amount expended on the N. Y. A. enrollee. If this is true with those physically handicapped it is even more true with our normal, regularly enrolled students.

Private business schools are not asking for an appropriation from Congress. They have always operated without Government subsidy. But, in these times of national emergency, it is the belief of private business school proprietors generally that cooperation rather than competition from the Government is the better policy. We firmly believe that without this unnecessary form of competition that we can supply all needs for Government and business jobs of office and clerical nature within the limits of whatever reasonable restrictions the Government finds necessary to impose under wartime conditions. However, if it is necessary for money to be spent by the Federal Government, private business schools have the organization, the background of experience, adequate and specially trained personnel and ample physical equipment to do the job and that without any political consideration. It is our desire to be given an opportunity

to perform fully and completely this patriotic service without Government expense, if possible, and, if any such Government expense becomes necessary, that it be kept to the minimum required and expended through established and proved channels of efficiency.

Much work done by NYA is along lines that contribute no definite value under present conditions. This is the item to which I referred a few moments ago. The following quotation is a news story printed in the Kansas City Kansas, a daily newspaper in Kansas City, Kans., on March 31, 1942:

The National Youth Administration, 1520 Central, will expand and enlarge classes in woodworking, sheet metal, auto mechanics and welding, machine shop and forging, which are open to young men and women, married or single, employed or unemployed. They make \$24 a month while learning and are fitted to go to work in defense industries when they are through.

An all girls shift in woodworking will be in operation Monday March 30. All girls who are interested should contact Raymond Johnson, from 8:30 until 10 a. m. or from 3:30 to 5 p. m.

The CHAIRMAN. Your school does not give woodwork instruction, does it, or machine-shop work or forging?

Mr. HENTHORNE. No, sir.

The CHAIRMAN. It is strictly a business school?

Mr. HENTHORNE. That is right.

The CHAIRMAN. So that, so far as direct competition is concerned, although you have a school right next to this, there is no direct competition except in getting persons, is not that right?

Mr. HENTHORNE. Except in getting persons, that is right.

The CHAIRMAN. There is no duplication?

Mr. HENTHORNE. No duplication with me. However, the statements I have here show they are duplications with existing schools, tax-supported in Kansas City.

I recently talked with Mr. J. C. Harmon, principal of Argentine High School in Kansas City, Kans., and director of vocational training in the Kansas City, Kans., schools. He said their woodworking classes were not up to usual strength, and that they did not consider woodworking as an essential type of war training. Argentine High School is the manual training high school of the Kansas City, Kans., schools. Their machine tool equipment is being used full time for defense classes. Mr. Harmon stated that they were doing efficiently, without tuition charges and with definite and competent instruction, what the National Youth Administration purports to do through practice work without efficient instruction and at high cost to the Government.

A few days ago I talked with Mr. O. H. Day, principal of Manual Training High School in Kansas City, Mo., and director of vocational training in the Kansas City, Mo., school system.

He told me that all woodworking classes in the Kansas City, Mo., schools had been discontinued because there was no need at this time for those training in woodworking. Mr. Day also said in answer to a question from me that in his opinion tax-supported and endowed schools and colleges could do the work of training in all essential mechanical branches with better and quicker results and less cost to the public than the N. Y. A.

Mr. Day also stressed the fact that machine tools are one of the most important items in defense training today and that much better use could be made of the tools now being used for N. Y. A. training purposes.

Of course, that applies to Kansas City, Mo.

That there has been unnecessary waste in the functioning of the N. Y. A. seems to be evident in many communities. In an article signed by Jim Blissell, city editor, the Lima News and published in the Lima (Ohio) News last September, occurs the following statements:

The spending of millions on nonessential programs and the lack of coordinated planning are what bring down the ire of taxpayers. Some time back we reported that 13 National Youth Administration cars were quartered in a certain downtown garage. Now we learn there are 20 * * *

We also are informed from a reliable source that one big truck has been kept in the garage (and rent paid of course) for several months and never taken out.

I stated in the outset that I am a believer in thrift. I find it necessary in my home and in my business to be economical and saving. I am heartily in sympathy with the programs instituted to promote saving among the American people. I participate in the campaign for collecting old paper and am willing to save metal tubes in which toothpaste, shaving cream, and other commodities are delivered to the consumer.

However, I find no correlation between the meticulous energy with which we are urged to save old paper and toothpaste tubes with the prodigious extravagance which has characterized the activities of the N. Y. A. and W. P. A. in many places. In this, hundreds of persons, with whom I have talked personally, agree that such a correlation between little economies and big extravagance would do much to strengthen the confidence of many people in their Government at this critical time.

This waste is not only of a material nature. I have been told by a Kansas City man, who for many years was an executive in the Kansas City, Mo., public school system, that some months ago he had occasion to contact an enrollee of N. Y. A. and called at the N. Y. A. headquarters. He said there were approximately 100 boys and girls wandering about at will with no apparent organization or direction, and not engaged in any purposeful activity. He talked with several who seemed more concerned with getting paid than in what to do.

That the N. Y. A. is actively soliciting to overcome the lagging enrollee lists is also evident in many ways. A newspaper article published in the New York World Telegram with a Pittsburgh, Pa., date line of March 19, 1942, and carrying a byline of Gilbert Love, Scripps-Howard staff writer, states that

The National Youth Administration, struggling for survival, has circularized midyear graduates of Pittsburgh high schools, urging them to join National Youth Administration defense-training classes that are conducted in competition with similar courses in the local vocational schools and colleges.

Although National Youth Administration was created as a relief agency—and for that reason pays subsistence wages to its trainees—the form letters it sent out were not confined to boys and girls who might need assistance. And those who have enrolled have not been required to show that they need to be paid while learning.

I was told by an official of the Kansas City, Mo., public school system that an attempt was made to solicit 1942 graduates, but that the list of names was not made available. However, school visitation and direct solicitation to students is being done by N. Y. A. field men outside of Kansas City. Numerous newspaper stories have appeared with instructions as to where and how to enroll, as in the items from the Inter-City News and the Kansas City Kansan, previously quoted.

Similar items, amounting to what would be for a private business school a "commercial plug" were used by news commentators of Kansas City radio stations a few weeks ago.

Within the past 2 weeks, Mr. Merlin Wareheim, a field representative of the N. Y. A., called at the Kansas City College of Commerce with the suggestion that there might be students enrolled with us who would also become enrollees of N. Y. A.

He first talked with Mr. Homer Needels, principal. When I was called into the interview, I suggested to him that he incorporate the plan in a letter to me that I might understand it fully. About a week later, he again came to my office. I asked about the letter, which had not been received. He told me that Mr. Edward Hanlon, area director, had decided it best not to write a letter since the N. Y. A. "was not supposed to solicit."

In answer to questions he told me that N. Y. A. enrollees are sometimes kept on the pay roll for a year or more; that there are at this time from 75 to 100 enrollees in the Kansas City area on office projects; and that normally they had up to 200 in that classification. Mr. Wareheim told me that at this time, they wanted the best type of student. He explained the N. Y. A. plan, emphasizing that the work is done by experience rather than training and that the N. Y. A. is not a placement service.

One of the strong factors of the work of private business schools is a definite and efficient placement service. Only as we place our finished product are we able to replace them with additional new students. We accept this as an obligation and a responsibility of our type of business.

Since there is no C. C. C. camp located adjacent to Kansas City, I have had but limited opportunity to get first-hand information about the training done in C. C. C. camps. The one outstanding illustration I have concerns a young man who was enrolled as a student at the college of commerce. Because of his lack of initiative, dependability, and aptitude, we recommended his discontinuance at our school. The next I heard of him, which was shortly thereafter, he was an instructor in typing in a C. C. C. camp.

The American Nation has been built up on the principle of private initiative and opportunity. Private business schools are a typical example of this principle. The tendency in recent years of Government encroachment on private business has constantly led to greater confusion. Here is a situation where private business schools can save a considerable item of Government expense; do a job quicker, better, and cheaper; and, at the same time, carry on with a long-established background of successful business operation which gives employment to thousands of capable and patriotic people. With a constantly increasing tax program, private business schools want to do their part. They want to be able to heed the oft-repeated advice to buy more war bonds.

Within the past few months, I have traveled from coast to coast, from the Mexican border to Chicago, attended numerous conventions, talked with hundreds of school people and others in business, and carried on extensive correspondence with persons all over the United States. What I have given here represents a consensus of opinion, as expressed to me.

For myself as a citizen; for the Kansas City College of Commerce, a typically American enterprise; for the American Association of Commercial Colleges, an organization of patriotic American men and women, and for many others who have expressed their views to me in this connection—I urge that the National Youth Administration, the Works Progress Administration, and the Civilian Conservation Corps be discontinued for the duration of the war emergency. Particularly, I urge that the N. Y. A. be discontinued for the following reasons:

1. The need for the N. Y. A. as a relief agency is past.
2. Trainees enrolled under N. Y. A. for office and clerical work can be more quickly and more thoroughly trained in private business schools, without tax burden to the Government.
3. The private business schools of the United States have long been established on a sound basis. They have the necessary personnel of executive management, specially trained faculty, adequate physical facilities, and are anxious to perform a patriotic service without subsidy.
4. This procedure would enable the trainees now enrolled in the National Youth Administration for office and clerical training to be self-supporting during the emergency period and thereafter, with psychological benefit to them.
5. The training of these young people quickly and adequately would relieve the shortage of trained office help in Government agencies served by the Civil Service Commission; in national defense industries; and in private business, by filling the places of those called into military service, and to other Government positions.
6. Private business schools would be able to carry on their business in a more normal way during the emergency and, as a result, would have added opportunity to meet increasing taxation for war purposes, and to invest more liberally in War Bonds.
7. The much desired opportunity thus afforded private business schools to render a greater service of both temporary and lasting value would strengthen the morale of a great number of patriotic men and women in this educational profession.

I have presented this material in the hope that it may be of some value to you in guiding your recommendations to the Congress to help protect and preserve the liberties dear to every American heart.

The CHAIRMAN. Are there any questions?

Senator McKELLAR. No, sir.

The CHAIRMAN. Senator Bunker?

Senator BUNKER. No.

The CHAIRMAN. Senator Rosier?

Senator ROSIER. Yes.

Dr. Henthorne, as I understand it, you are the head of a private commercial school, is that correct?

Mr. HENTHORNE. Yes, sir.

Senator ROSIER. Do you have any commercial departments in the high schools of your city?

Mr. HENTHORNE. Yes, sir. Most of them have commercial departments.

Senator ROSIER. You argue that they ought not to have those schools?

Mr. HENTHORNE. No, I think they are a good thing.

Senator MCKELLAR. Talk a little louder, please.

Mr. HENTHORNE. I think they are a good thing, the commercial departments in the high schools.

Senator ROSIER. Of course your argument is the argument which has been carried on for 100 years about private schools in comparison with public schools.

The same argument which you made against N. Y. A. could be made against the public schools, could not it?

Mr. HENTHORNE. No, it could not. I could not make it. I think the public schools are doing a very efficient job of training.

Senator ROSIER. Do you solicit students for your business college?

Mr. HENTHORNE. Yes, sir.

Senator ROSIER. What kind of students do you take?

Mr. HENTHORNE. High-school graduates.

Senator ROSIER. What standards do you set up?

Mr. HENTHORNE. High-school graduates or above.

We do not accept below high-school graduates.

Senator ROSIER. Do you not believe that the high schools and the public-supported colleges could do the type of work you are doing more cheaply and more efficiently?

Mr. HENTHORNE. No, I do not.

I think they are doing a very efficient job of the training they do now. I will qualify that in this way, that in practically every city of metropolitan size, there are at least one or more high schools that specialize in business training and have courses which are considered terminal courses, which take the students through a point of logical preparation for immediate employment. However, the average high-school course in business education does not do that.

Senator ROSIER. The private business school as a rule is in competition with the public institutions; is it not?

Mr. HENTHORNE. Not with the high schools; no sir; because we do not solicit business from those who are not high-school graduates. Very few schools do. There are a few that might be said to be in competition with the high schools in that way, but not the better type of school, not the schools that I am representing here today.

Senator ROSIER. Do you have a municipal university in your section?

Mr. HENTHORNE. We have no municipal universities, but an endowed university in Kansas City.

Senator ROSIER. Is it a publicly supporting institution?

Mr. HENTHORNE. It is endowed, yes; not supported by tax funds.

Senator ROSIER. I do not think I have anything more.

Senator MCKELLAR. Much obliged to you, Doctor.

The CHAIRMAN. Thank you, Doctor.

Senator MCKELLAR. Mr. Chairman, I had a telephone call from Governor Phillips of Oklahoma. I wonder if he is in the audience?

He said he wanted to testify. May I ask that he be allowed to testify?

The CHAIRMAN. We are glad to have the Governor testify.

Senator MCKELLAR. Come forward and take this seat, please, sir.

STATEMENT OF HON. LEON C. PHILLIPS, GOVERNOR OF THE STATE OF OKLAHOMA

Senator McKELLAR. Now, Governor, I am not acquainted with you, I have never met you, and I am not acquainted with what you have to say, but the floor is yours.

The CHAIRMAN. For the record, Governor, may we get your name and your position?

Governor PHILLIPS. Leon C. Phillips, Governor of Oklahoma.

I had no intention of coming to offer testimony before this committee. I did find some things out in my State that I think are indicative of the trend which is created by the N. Y. A. and particularly the C. C. C. program among the young people.

In our State the Governor is the chief officer that has to do with the granting of clemency. Our State program is such that a Governor serves 4 years, if he is fortunate, and he cannot succeed himself.

Since the completion of my second legislature I have personally conducted hearings with reference to clemency and I have come upon this to me, startling information; a great majority of the young fellows that are in the Granite Reformatory which is a penal institution in our State, that takes the younger, first-term criminals, are former enrollees of the C. C. C. camps.

I have never found, in either of the penal institutions of our State, a member of one of the vocational classes which are conducted and usually termed the Future Farmers of America.

I have discussed the subject of the aims and ideals of these boys that have been in C. C. C. camps and N. Y. A. and I find that after they have had a term or two of them they have the attitude that, after all, the Government is going to feed them and take care of them, and if they do not readily find something easy, a great percentage of them go into the car-stealing business.

That seems to offer the most lucrative and immediate return. Theft is one of the first byproducts of a former enrollee of the C. C. C. camps.

Now, I do not have the data here. I was hesitant in even coming out and making that statement although I mentioned the fact to Congressman Disney and he said he thought I could at least tell you the experience I had.

Senator ROSIER. Do you mean to imply that the fact that they were in the C. C. C. camps had anything to do with their delinquency?

Governor Phillips. No, this is the thing I think it shows; their service in the C. C. C. camps does not require them to do the same kind of work that a private individual would do if he was going to go out and develop into a self-supporting citizen.

They have too short hours. They never will come back and make a "hand," as you term an employee in agriculture. The farming industry of the State of Oklahoma—and it is one of our big industries—never can get one of those fellows to go out and stay all day and work. They get a different point of view, a different attitude. That is why I use the comparison between those fellows and the boys who take vocational education, which is supported by the Federal Government and I am strong for it, because I think it is building a good citizenry instead of building the other type of attitude in the young people of getting something for nothing, not having worked a day to get it.

You get the difference in the attitude by the fact that one of those F. F. A. boys will get him a job, he will work a day for the wages that industry can afford to pay and these other fellows may go into crime and go into the penitentiary and we hire gunmen to watch them.

That is what I think the trend now shows in our State.

Senator ROSIER. The boys in the C. C. C. camps do work; do they not?

Governor PHILLIPS. They do some.

Senator ROSIER. Do they not do all sorts of forestry work, and all types of work?

Governor PHILLIPS. They do some.

Senator ROSIER. They have regular routine work?

Governor PHILLIPS. Yes. I do not know what the exact figures are. They haul them sometimes, down in our country, 8 and 9 miles to set out grass or set out trees.

Senator ROSIER. I am greatly interested in that problem of delinquency. I have been studying it for a long time. I am not sure whether you are fair.

Now these C. C. C. boys are gathered up from the low-income families. They have had very few advantages at home. They are put in these camps and taught the regular routine. I would want further data before I would conclude that they become delinquent because of their stay in the C. C. C. camps.

Governor PHILLIPS. I did not mean to get into this controversy.

Senator ROSIER. This is no controversy.

Governor PHILLIPS. I came here at the invitation of the Secretary of the Interior to discuss oil problems.

I made that as a casual statement.

Senator ROSIER. It is a big problem, how to solve the delinquency problem among our youth. This is the first time I have ever heard the C. C. C. charged with responsibility for delinquency among the boys. That is a new angle on it.

Governor PHILLIPS. Well, I am not making the charge against anybody that operates them. I am telling you what the difference in attitude is by a fellow who has had the training—to repeat again, the training of the F. F. A.

A part of their training is that every boy must learn some trade, honest labor, whereby he can develop into a self-supporting citizen.

Senator ROSIER. Well, these vocational schools are furnished free; are they not?

Governor PHILLIPS. Those what?

Senator ROSIER. The vocational schools are free public schools; are they not?

Governor PHILLIPS. That particular program is financed in part by the Federal Government and financed in part by the local school district.

Senator ROSIER. Well, they are subsidized then as much as the others?

Governor PHILLIPS. I am not complaining about that. That is not the part I am talking about. I am talking about the program that developed in one the idea of resourcefulness, the determination to learn a vocation so that by the use of that vocation they can be self-supporting, tax-paying citizens instead of tax-eating citizens.

That is the difference. After they have had a term or two in the C. C. C. camp they will not work. They do not have the same hours that a boy has to work to accomplish things in the F. F. A. He goes to school and goes home and works 14 hours a day like we used to have to work, like I did when I was a farm boy. If he goes into the C. C. C. camp he goes out at 8 o'clock on whatever job he is doing and he quits so he can be home at 4.

You cannot do it that way. The result is that the fiber of citizenship is not there in the C. C. C. boy, and he is a graduate from there to the penitentiary. He will steal, he will do anything; he will not go on the farm to work; he will not take the opportunity for employment that is furnished by the usual vocations in agriculture and livestock raising in our State.

Senator ROSIER. In order to establish your thesis, we would have to take 200 or 500 of these boys and get their family histories individually, to know what their home conditions were before they were taken into the camp, what their environment has been. I am slow to believe that you can just charge delinquency to the training these boys get in the camps.

I would want some concrete, positive evidence about those features. You make a wholesale charge against them. It seems to me that statement is not justified by the facts.

Governor PHILLIPS. Well, now, I have only investigated as far as the penal institutions in Oklahoma are concerned. I do not claim to be an expert about it. I found out that it is poison to our boys.

Senator ROSIER. What class of families and standards of living do those boys in the penal institutions generally come from?

Governor PHILLIPS. Oh you get as many out of the idle rich as you do out of the poverty stricken.

Senator ROSIER. Your situation is unusual as compared with other parts of the country. Delinquency prevails usually in the slum districts and among the poverty stricken.

Governor PHILLIPS. It may be unusual. I do not know the State you are from. Oklahoma was settled about 50 years ago. Our people were agricultural people in the first place. We do not live in congested cities.

Oklahoma City and Tulsa are the two larger cities, and either one of them is close enough to agricultural industries to not be too congested.

We do not have slum districts in Oklahoma. We have poor people and some wealthy people. These C. C. C. enrollees have gone from many different types of homes. As to the N. Y. A., of course, anybody can get on N. Y. A. that wants to down there.

I do not agree with part of the testimony necessarily of the man who preceded me here, but we have more trouble with some teachers of the N. Y. A. than we do with the children. I have two of them now in the penitentiary. They go from idleness to drinking and from there to the pen.

I happen to know of two at this time who were former teachers. I think the N. Y. A. has done some good. I think the time for it in our State has passed.

The CHAIRMAN. Is it true, Governor, that anybody in your State can get on the N. Y. A.?

Governor PHILLIPS. I would not say anybody can.

The CHAIRMAN. Surely the majority of the students at the University of Oklahoma are not N. Y. A. students.

Governor PHILLIPS. No, no; certainly not.

The CHAIRMAN. The majority of your students in any public high school in Oklahoma are not N. Y. A. students are they?

Governor PHILLIPS. No.

The CHAIRMAN. The majority of the students in every private school in Oklahoma are not N. Y. A. students?

Governor PHILLIPS. They have them, for instance, in Oklahoma City separate from the schools off in another section of the town. They will go out there and enroll on the N. Y. A. and take a little vocational work and they will not go to school at all.

The CHAIRMAN. Are there as many students in the N. Y. A. schools in Oklahoma as there are in other schools?

Governor PHILLIPS. Oh, my, no.

The CHAIRMAN. Then everybody cannot get on N. Y. A., surely.

Governor PHILLIPS. I do not say that anybody can. I say they are enrolled promiscuously and kept on indefinitely.

They will go out to the N. Y. A., perform a little labor and get paid. They will not go to the regular schools at all; they will not get the regular academic training that is necessary.

The CHAIRMAN. Are there no N. Y. A. students at the regular schools?

Governor PHILLIPS. Oh, yes; yes.

We have them at several of the junior agricultural schools there, some at the university; some at the A. and M. College and then we have them adjacent to the high schools.

The CHAIRMAN. Going back to your original statement, of course, your statement is probably the most startling and interesting statement we have heard since the C. C. C. has been established because it was not established with the idea of contributing to delinquency at all. How many of the Oklahoma boys have come into the C. C. C.?

Governor PHILLIPS. I am sorry; I cannot give you that information. I would have to furnish it. I did not come with any intention of even discussing that at all up here.

The CHAIRMAN. How many people have you in Oklahoma in penal institutions?

Governor PHILLIPS. Something better than 4,000.

The CHAIRMAN. You have 4,000?

Governor PHILLIPS. Yes.

The CHAIRMAN. How many of them are C. C. C. boys?

Governor PHILLIPS. I could not give you that. I have a department that works up the names of first-termers, and those are the fellows I talk to.

Out of the last group, we will say, of 40, first-termers whom I consulted at Granite Reformatory—I go down there about once every 6 weeks—over half of them were former enrollees of the C. C. C. camps.

Now, it might be that I found 20 out of a group of 800, you see. I would not talk to over 40 or 50 of them as being possible candidates for any executive clemency.

The CHAIRMAN. Would you assume, because you talked to 20, that probably they were just representative and the others would be C. C. C. boys, too?

Governor PHILLIPS. I do not know. I have never made any test of that. I find those fellows are first-termers that might have been given a suspended sentence by the district court.

Then, when they get into some other trouble, they might not even be tried in the second case but the judge in the county in which they were discovered might find that they have not mended their ways any and he will send them to the penitentiary on the first charge. They may be there a year or so. They are the first-termers, and I talk to them.

The CHAIRMAN. You make comparisons with the agricultural courses. Of course, we are all very happy over the good that has been done through agricultural courses, but those courses are open to any boy and girl?

Governor PHILLIPS. That is right.

I give an award every year to the most outstanding boy. We find boys that are orphan boys, who have no father or mother, or they have a mother and some younger brothers and sisters to support, that go to the top of the thing.

The CHAIRMAN. That is the backbone of American civilization.

Governor PHILLIPS. That is right.

The CHAIRMAN. That is fine.

Governor PHILLIPS. The difference is that those fellows get that sort of training as compared to these others, where the Government is going in and bringing it to them and handing it to them instead of making them work. If we cannot get enrollees in C. C. C. camps to go back into the industries we have in Oklahoma, we have destroyed that element as a future citizenship.

The CHAIRMAN. Then they are failures, of course, as C. C. C. boys, are they not, if they do not go back into industry?

Governor PHILLIPS. That is right.

The CHAIRMAN. And when they are given a certificate of proficiency in N. Y. A. or C. C. C. and they do not live up to it, they are failures, just the same as a man who is given a certificate from a college and is a failure?

Governor PHILLIPS. Yes.

That certificate does not mean anything.

The CHAIRMAN. Just the same as a man who is an ordained minister and he does not live up to his creed?

Governor PHILLIPS. Yes.

The CHAIRMAN. Those are facts which you have to consider a bit, are they not, where we generalize? Have you ever heard of a C. C. C. instructor who has taught bad ethics to boys?

Governor PHILLIPS. I have not had an opportunity to do that.

The CHAIRMAN. If you found him to do that, you would fire him immediately, would you not?

Governor PHILLIPS. I would not have anything to do with it.

The CHAIRMAN. Yes; you would have a lot to do with it, because the C. C. C. has been a cooperative arrangement with the State.

Governor PHILLIPS. We have barely missed them in Oklahoma.

The CHAIRMAN. You would protest in Oklahoma to the Government of the United States if there were a C. C. C. instructor who was teaching immorality or unethical principles to Oklahoma boys, would you not?

Governor PHILLIPS. Personally, if I found it out I would give him over to the F. B. I. I would not report him to the head of the N. Y. A. or C. C. C.

The CHAIRMAN. Did you ever find anyone in the staffs of either the N. Y. A. or C. C. C. that directly contributed to the delinquency of these boys?

Governor PHILLIPS. Well, I do not know. I would not say. For instance, the last one that went to the penitentiary for drunkenness I would say that he was contributing in great amount to it.

The CHAIRMAN. There is a charge you can bring against such a man as contributing to the delinquency of a youth?

Governor PHILLIPS. I know, but it is not big enough. It is one of those "play" offenses. They do not get enough punishment for that.

We have not anybody in the penitentiary for contributing to the delinquency of children.

The CHAIRMAN. You have them in jail?

Governor PHILLIPS. Yes.

The CHAIRMAN. Every State has. As Governor you would want to see that statute enforced?

Governor PHILLIPS. Certainly I would do it.

Senator ROSIER. It is not fair to condemn all of the teachers in N. Y. A. because one or two went wrong, is it?

Governor PHILLIPS. No; but I would say that after we have looked at the program a number of years, if it was a good thing, you would begin to see the byproduct of the whole deal producing some good stuff.

Now, I can see the byproduct of this vocational education. I can see good future citizens in it, but I cannot find it in this other group.

The CHAIRMAN. You do not think that the C. C. C. then has contributed to the rehabilitation of the youth in Oklahoma?

Governor PHILLIPS. I think, as a temporary emergency, to tide over 5 or 6 years ago, it might have been a good thing. I think the C. C. C. has one phase that is good; I think it has contributed somewhat to stabilizing the morale of the people when it took care of a bunch of fellows who were in the last army and were out of work.

People can get more satisfaction out of seeing the Federal Government take care of its former soldiers. I may feel that way because I was in the last war. I do not know, but to me, I think those camps that were limited to ex-service men who were unemployed, that that was possibly a very worthy thing, rather than building up more items of pensions, retirements, old soldiers' home, or something of that sort, where they worked a little and were guaranteed plenty to eat and wear.

I do not criticize the whole thing, but I think it has gone on unnecessarily when conditions were changed, when there were opportunities in Oklahoma, or Kansas, or Missouri, or Tennessee, or anywhere for boys to go out and get a job, whereas the boy in the C. C. C. camp can get a job and be paid for working about half as much as the boy who is working on his own, and I claim that you are building the wrong sort of idealism in that fellow and you will not have anything more than a third-class citizen when you get done.

You have got to have these older boys. It does not make any difference what may become of the present charges relative to whether

or not the people of Oklahoma believe that this country's industries ought to be supported on a 40-hour-a-week basis or not. In the times that are to come, if we are ever going to win, we will need a virile people, we will have to have these boys that will get their training on F. F. A. They will help pay the debts, but these C. C. C. boys will not do it, because they have not the idealism to go ahead and make citizens that will support the Government.

Senator BUNKER. Speaking as Governor of the State of Oklahoma, as far as your State is concerned, would you recommend to abolish the N. Y. A. and C. C. C.?

Governor PHILLIPS. Yes, sir. I think we can get along fine without them. We can employ every boy that is in those C. C. C. camps now in private industry or get them to the place where they will go to the defense industries down there.

I had an orphaned boy that was working for a carpenter who did a little work down on my farm, that had not completed high school. He went over to Muskogee, where they are building one of these camps, and got him a job at 60 cents an hour. He did not have an education but he had plenty of nerve. He has not been forced to get into one of those labor unions yet, but he is making 60 cents an hour. He does not need anybody to build him a C. C. C. camp. He has got a little of the old stuff left in him, you see. And the rest of them can do it if they have got some of the old urge to go out and be self-supporting, stand on their own feet, and be good citizens instead of wards of the Government. I do not know what the figures are, I did not come up here on a crusade at all but I will tell you honestly what I think the picture is as it has developed in our State composed largely of agricultural and commercial activities.

The CHAIRMAN. I agree with you, Governor. If as Governor of the State, you think that the State would be better off without the N. Y. A. and C. C. C., if I were you I think I would write a letter to the Directors of those two institutions and ask that those two institutions be withdrawn from the State, and I think you would be sustained by everybody here. You would be sustained by your people. I think you would be sustained by the whole country.

If the time has come where they are useless, let us not have them. So, I say right now, just for myself, that on your testimony, I am going to write to Mr. McEntee and Mr. Aubrey Williams and suggest that the Governor of the State of Oklahoma does not want N. Y. A. students and does not want C. C. C. boys, and therefore, that they be withdrawn from your State.

Governor PHILLIPS. If you will be kind enough, Senator, to add the money for vocational education of whatever type out of which we support the Future Farmers of America and 4-H Clubs in our State, if the money be devoted to those activities, I will have made the best trade in Oklahoma that there was ever made.

The CHAIRMAN. In other words, you want the money put in vocational training?

Governor PHILLIPS. We appropriated in our State, where we believe in economy of government and a balanced government in these hard times, we appropriated \$35,000 additional to make up the money we lost on the F. F. A. program, that was formerly sent down there by the Federal Government.

If you can get that money back, and some more like it, so I can develop the virile, self-reliant boys, I will have made a good trade for Oklahoma.

The CHAIRMAN. Your testimony will surely be sent to the Directors. Governor PHILLIPS. That is O. K.

I apologize for coming here without any information or data to support the things I have mentioned here.

Senator McKELLAR. We are very much obliged to you.

The CHAIRMAN. Thank you for coming, Governor. Thank you for your testimony.

Mr. Handschin?

**STATEMENT OF ROBERT HANDSCHIN, RESIDENT SECRETARY,
NATIONAL FARMERS UNION, WASHINGTON, D. C.**

The CHAIRMAN. For the record, will you give your name, address, and position?

Mr. HANDSCHIN. Robert Handschin, Washington, D. C. I am the resident secretary of the National Farmers Union legislative committee.

The CHAIRMAN. What is the National Farmers Union?

Mr. HANDSCHIN. The National Farmers Union is one of the three general farm organizations in this country, established some 40 years ago, and today has a widespread organization well-known here in Washington as well as elsewhere.

I would like first, before I speak as I had planned to speak, to make a few comments about what the preceding witness said.

It just happens that our organization is the major farm organization in Oklahoma and until very recently, the only one with a membership approximating 23,000 farmers. I have had the privilege of visiting widely in that State and of being acquainted with the officers of that organization for a number of years.

Without mentioning the fact that we have disagreed with many of the acts of the Governor, I might state that I have never heard any of the leaders in the Oklahoma Farmers Union, nor any of the farmer members of that organization criticize the activities of the C. C. C. camps as not affording both an opportunity to young farm boys and also a proper type of training.

We have been happy to have the assistance of the C. C. C. in soil conservation work, and in other ways, and, as I say, I never heard any criticism of the C. C. C. contributing either to delinquency or to bad work habits.

I would also like to comment further on that point by saying that in that State our organization maintains good working relations with the vocational agricultural training activity which is maintained by our people there and the rest of the citizenry, and subsidized by the Federal Government, and that those vocational training classes that are available to the farm boys are, of course, in vocational agriculture for the farm boy who has the opportunity to, or the intention and hopes of remaining on the farm and becoming a farm operator.

In a State with as low an income as Oklahoma has, a large number of boys, of course, are not ever able to finish high school. Those are the boys who usually go into the C. C. C., but those boys who do remain in high school and who desire to take vocational agriculture get

training to become farm operators, not farm hands and not a skilled trade to go into any type of industry.

As I said, there is inevitably a trend for the boys whose folks have a farm which they might inherit to take vocational agriculture, which is fine, and the vocational agriculture which is given, while we may have some criticisms of it, does that job. But there is a great mass of farm boys in Oklahoma whom apparently the Governor did not mention, who come off of farms that are too poor to support even an extra boy at home, who come off farms that are gradually being washed out, blown away, mortgaged out from underneath them, and those boys do not have any particular opportunity to get a farm, and even if they are able to finish high school with the aid of N. Y. A., they do not generally take vocational agricultural training all the way through, and they become, in many cases, the boys who go into the C. C. C.

My point in mentioning this is that surely the preceding witness must know that Oklahoma lost 35,000 farm homes in the last 10 years; he must know that a book, which was a best seller in this Nation, described one Tom Joad who came out of the penitentiary and who had to go to California and live under abominable conditions there.

I do not know whether Mr. Joad, who was a fictitious character, ever was able to take vocational agriculture courses or not, but I do want to point out that our organization in Oklahoma has done its best to reverse this trend and open some kind of opportunity so that these boys would not have to go into the C. C. C.

We have in the past 6 years sponsored in Oklahoma a graduated land-tax amendment to the State constitution, and in the 1940 election, under the right of initiative in the State of Oklahoma, we carried a majority of 75 out of 77 counties. However, the attitude of certain members of the State legislature, and I understood definitely that of the Governor of that State, was against doing anything to stop this tractoring off by putting into effect a graduated land tax that would save the people of Oklahoma, and possibly prevent so many farm boys from having to go into the C. C. C.

That is about all I would like to say about that, but I would like to file for the record a statement from our Oklahoma officers relative to the problem which the preceding witness brought up.

[Statement from Tom W. Cheek, president, filed by Senator Josh Lee.]

Senator McKELLAR. Would you pardon an interruption for a minute by my asking you a question or two?

Mr. HANDSCHIN: Yes.

Senator McKELLAR. You are the president of the National Farmers Union, I take it?

Mr. HANDSCHIN: I am the resident secretary. Our national president, Mr. Patton, is in Washington today and very much desired to appear before the committee, but unfortunately he has to spend all day in conference with the Secretary of Agriculture, together with the other farm organization presidents.

Senator McKELLAR. May I ask you, are you a farmer, and in what State are you a farmer?

Mr. HANDSCHIN. I am not a farmer now. Previously I lived on a farm.

Senator MCKELLAR. Have you lived on a farm?

Mr. HANDSCHIN. I have lived on a farm and worked on a farm, yes.

Senator MCKELLAR. Whereabouts?

Mr. HANDSCHIN. In the State of Illinois.

Senator MCKELLAR. How long since has it been that you worked on a farm and lived on a farm?

Mr. HANDSCHIN. 1930 is the last year.

Senator MCKELLAR. What is your age?

Mr. HANDSCHIN. Now?

Senator MCKELLAR. Yes.

Mr. HANDSCHIN. Thirty-one, sir.

Senator MCKELLAR. You have not been on a farm since you were 18 years old?

Mr. HANDSCHIN. That is correct.

Senator MCKELLAR. Have you a farm now?

Mr. HANDSCHIN. No; I am not a farmer.

Senator MCKELLAR. You are an agriculturist?

Mr. HANDSCHIN. Senator, there are many terms which can be applied to a person in my position.

Senator MCKELLAR. Yes. Have you ever lived in Oklahoma?

Mr. HANDSCHIN. Pardon me?

Senator MCKELLAR. Have you ever lived in Oklahoma?

Mr. HANDSCHIN. No; I have never lived in Oklahoma. I was in Oklahoma less than 2 months ago and spent a week there and visited several sections of the State, visited with hundreds of our Farmers Union members there and attended and spoke at the State Convention of the Oklahoma Farmers Union.

Senator MCKELLAR. Had you ever been there before?

Mr. HANDSCHIN. Yes, I had been there before.

Senator MCKELLAR. How long did you stay the other time?

Mr. HANDSCHIN. I only passed through Oklahoma.

I am simply relating to you the statement which I heard from our responsible officers in the State of Oklahoma and I have asked the committee for permission to file a statement from those officers.

Senator MCKELLAR. We would be glad to hear from them. I am sure the committee would. I would be glad to hear anybody you would want to have come before the committee but what I wanted to ask you, just as between us two, without going any further, do you think you are more familiar with farm conditions in Oklahoma than this Governor who has worked himself up from a farmer's boy, is still a farmer, who has been able to make such a high place for himself, the Governor of the State of Oklahoma—do you think you are more familiar with conditions out there than he is?

Mr. HANDSCHIN. Mr. Senator, I was not reporting what I thought. I was reporting what I had been told from people in the State of Oklahoma, and it also might be that the Governor has descended far from the type of people from whom he originated and may have lost some touch with them, and I think our organization still represents and is made up of those people.

Senator MCKELLAR. He says he is a farmer himself and you say you have not been a farmer since you were 18 years old or 17 years old. It just occurred to me that probably he might know a little

more about the matters concerning which he testified than you do. Have you ever been in the C. C. C. business?

Mr. HANDSCHIN. No; I have not, sir.

Senator McKELLAR. Have you ever been in the N. Y. A. business?

Mr. HANDSCHIN. I have never been in it.

Senator McKELLAR. Have you ever been a teacher in either one of those organizations?

Mr. HANDSCHIN. No; I have not, Mr. Senator.

Senator McKELLAR. Your organization has endorsed it, is that it?

Mr. HANDSCHIN. I am coming to that, Senator.

Senator McKELLAR. You are coming to that now. All right, sir, I will not interrupt you. Go ahead.

Mr. HANDSCHIN. I would like to briefly state here that our organization has, as the Senator puts it, endorsed and stood behind the National Youth Administration since the time of its founding. At that time it was most necessary for young men and young women on farms who needed the opportunity to continue school and who needed the opportunity at that time on a strictly relief basis to learn something that might make them a little more useful.

Senator BUNKER. May I ask a question there?

Mr. HANDSCHIN. Yes.

Senator BUNKER. Are the aims, ambitions, and goals of the three major farm organizations about the same?

Mr. HANDSCHIN. No; I should say they are not entirely the same. They are the same in many respects. I wanted to come to the point you mention in one moment.

Senator BUNKER. They are conducted, so to speak, to the benefit and the blessing of the farmer, is that correct?

Mr. HANDSCHIN. That is correct, except, sir, you must remember that in this country we have by this time developed among our farming people some extremely bad conditions and we have developed among our farming people out in American agriculture a class of farming that no longer is the American type of farming, a class of farming which represents absentee ownership, absentee management, and represents what is ordinarily termed as corporation farming, although that term is too narrow.

Senator BUNKER. You say you are going to touch on what I have in mind. Maybe I am anticipating it.

Mr. HANDSCHIN. I understand you might want to know in what way our views differ today from that of another organization which appeared, or rather filed a statement with this committee.

Senator McKELLAR. Dr. Handschin, would it inconvenience you to be a little more accurate, giving us a little more accurately your background?

What county in Illinois were you born in?

Mr. HANDSCHIN. I was not born in Illinois, I was born in Minnesota.

Senator McKELLAR. In Minnesota?

Mr. HANDSCHIN. Yes.

Senator McKELLAR. When did you leave Minnesota?

Mr. HANDSCHIN. If the Senator pleases, if that is a relevant question, I left there when I was six months old.

Senator McKELLAR. You left there when you were six months old. Then where did you go?

Mr. HANDSCHIN. I lived in Champaign County, Illinois.

Senator MCKELLAR. Champaign County, Ill. And you lived there for how many years?

Mr. HANDSCHIN. Until I came to Washington, with a few periods in between, in 1938.

Senator MCKELLAR. In 1938. Where else did you live besides Champaign County?

Mr. HANDSCHIN. I lived for short times in the city of Chicago.

Senator MCKELLAR. Just to be accurate, how long did you live in the city of Chicago?

Mr. HANDSCHIN. Approximately a year and a half.

Senator MCKELLAR. And what time was that?

Mr. HANDSCHIN. 1936 and 1937.

Senator MCKELLAR. All right.

Senator BUNKER. Are you a graduate of an agricultural college?

Mr. HANDSCHIN. I am a graduate of the University of Illinois—not of the College of Agriculture, but I have had training in agricultural economics in that college.

Senator BUNKER. What was your major subject?

Mr. HANDSCHIN. As a matter of fact, it was mathematics and economics, and I have had graduate work in economics over a period of several years.

Senator MCKELLAR. How did you get into the farmers' profession? I started life out as a farmer myself and I am just wondering how you got interested in the farmers' profession or business. If you are a graduate of the University of Illinois, and majored in mathematics and took no part, as I understand it in agriculture there, or did not take agriculture there, how did you get associated with the farmers' organization?

Mr. HANDSCHIN. Well, Senator, I came to Washington in 1938, to work for the National Farmers' Union. They needed someone with the training and qualifications of an economist, who was acquainted with agricultural economics.

Senator MCKELLAR. In 1938?

Mr. HANDSCHIN. Yes.

Senator MCKELLAR. So, after you were 18 years old, for the next 20 years you were wholly disassociated with farming and came up here to Washington in 1938 and joined the farming hosts in the city of Washington. We have many of them here, Doctor.

Mr. HANDSCHIN. We certainly do, Senator. Incidentally, I am not a doctor.

Senator MCKELLAR. I beg pardon.

Mr. HANDSCHIN. Thank you, sir.

Senator MCKELLAR. We have had so many doctors here that I get mixed up.

Mr. HANDSCHIN. I had been an employee at the College of Agriculture of the University of Illinois for 2 years during that period.

Senator MCKELLAR. All right.

Mr. HANDSCHIN. May I proceed, Senator?

Senator MCKELLAR. Yes; I am through.

Mr. HANDSCHIN. I would just like to run over briefly the arguments which I would like to present here. In the first place, another farm organization has stated to this committee that the N. Y. A. is a nonessential activity except possibly for certain of its present

activities, which should be transferred to the Office of Education, or to be more specific to the vocational school system out in the States.

Senator BUNKER. You are speaking now of the American Farm Bureau?

Mr. HANDSCHIN. I am speaking of the American Farm Bureau Federation. They also allege that the Office of Education program, which is only indirectly run by the Office of Education, could handle the training of the same number if not of more young people, more economically and more quickly than the N. Y. A. could do it, and therefore they request that, rather than amalgamate the three educational training groups which the Byrd committee suggested, they be placed instead under the Office of Education.

I would like briefly to touch upon those arguments and also to touch upon what we think about the N. Y. A.

In the first place, I think there cannot be any doubt in the minds of the committee as to the need for skilled and semiskilled workers. The facts that have been presented to the committee by a number of responsible governmental authorities, as well as our own common sense, indicate that the opportunity for training is a most important one, that we must prepare as many people as we can to handle skilled and semiskilled jobs.

Senator MCKELLAR. May I interrupt you there long enough to ask you this: Did you hear the testimony here, and before the Economy Committee, that all of these trainees of the N. Y. A. had still to undergo training when they had gotten into business?

Mr. HANDSCHIN. That depends on the nature of the job which they take, but many of them would, sir.

Senator MCKELLAR. As far as the testimony is concerned, that has been placed before our committee, it has been stated without exception that in each case the trainees of the N. Y. A. had to undergo schooling and training in the industries with which they connected themselves.

Mr. HANDSCHIN. It is rather obvious though, Senator, that the more previous training and work experience that a person has had the sooner and quicker he will be able to do a full-time job, and it is also true that most of our industries have had no facilities to do a thorough job of that type of training.

Senator MCKELLAR. In other words, we appropriated \$141,000,000 last year for the N. Y. A. Much of its was used in training, and it was astounding to me to find that in all the use of that money, none of them, so far as the testimony has proceeded up to date, that none of them have gone directly to work in industry, but all have had to undergo a period of at least 3 month's training.

Mr. HANDSCHIN. I would not think it would be 3 months in many cases, Senator.

Senator MCKELLAR. You would not think so, but that is the testimony.

Mr. HANDSCHIN. Furthermore, if they had not had the training, they might have easily had to undergo a period of 6 months' training or longer.

Senator MCKELLAR. Of course, that is a surmise. It depends on the man.

Mr. HANDSCHIN. That is quite true. Not being in the field of industrial management, I would hesitate to comment on that.

Senator MCKELLAR. All right.

Mr. HANDSCHIN. If we assume, as I think we must assume, that we need the utmost training facilities that we can have in order to get the number of trained workers which we shall need, then I think the question is primarily how to do the training and who shall be the trainees. In the first place, we, in our organization, have long endorsed the type of activity which N. Y. A. has carried on in its out-of-school program, as the best possible type of training, the best possible type of vocational education, superior to that done in the schools in like work. We have done that on the basis of our own everyday experience that work experience, or something close to the type of work experience which a person receives on a regular paid job, is a superior type of training to that given under a teacher and without the purpose of producing anything of value. We have, therefore, supported N. Y. A. as an important addition to the educational system, with an approach which we have wished the vocational teachers would be able to utilize more and more in their programs.

We think, therefore, that the N. Y. A. type of training is, all other things being the same, a superior type of training, to the type of training which is offered by the schools, aided by the Office of Education.

I might mention that for our rural district we have appropriated money, through the Office of Education, to improve farm shops, so we might train some boys to enter defense industries. I am thoroughly familiar with that activity, I took part in the original discussion before it was begun. I have been a member personally of the advisory committee that has assisted Dr. Studebaker in that program.

I have seen some of those projects at work. I must point out, however, that to a large extent, the actual training that they are giving is to furnish skills useful on the farm to farm boys. There is nothing wrong with that. That is an excellent thing. We are very glad that it is done, and we have supported all appropriations for the Office of Education to that end, but we do not feel that that sort of program does as much toward getting boys into defense industries as the N. Y. A. program.

Senator MCKELLAR. Were you ever engaged in a skilled industry in your life or were you ever an employer of labor conducting skilled industries at any time?

Mr. HANDSCHIN. I have been a pressmen's helper, and I have also worked in a factory as a spray painter.

Senator MCKELLAR. As a what?

Mr. HANDSCHIN. I have worked as a spray painter, and also I have been a pressman's helper.

Senator MCKELLAR. When was that?

Mr. HANDSCHIN. At several times during my life, Senator.

Senator MCKELLAR. But you never employed men in skilled industry?

Mr. HANDSCHIN. No, I never have.

Senator MCKELLAR. You never worked otherwise than as a helper of the kind you mentioned? You have no skill?

Mr. HANDSCHIN. I have been a spray painter.

Senator MCKELLAR. Where have you been a paint sprayer?

Mr. HANDSCHIN. In the automobile industry.

Senator McKELLAR. I am a painter and I am a little worried about what a paint sprayer is.

Mr. HANDSCHIN. A spray painter, for your edification, is a man who sprays paint onto metal objects or otherwise, and in the automobile industry he is the most skilled person in the production of bodies and the assembling of cars.

Senator McKELLAR. I never painted automobiles; my painting has been done on houses and we did not have a sprayer there.

Senator BUNKER. Up to now your testimony is that the work performed by the N. Y. A. in training youth for defense industries is superior to that of the Office of Education; that is your opinion, is it not?

Mr. HANDSCHIN. A work-experience program is superior to a school-training program in our experience. We have supported the Office of Education program, even though it has not contributed as directly to defense as the N. Y. A. program, and we shall still continue to support that program.

Senator BUNKER. The Office of Education trains largely for a farm?

Mr. HANDSCHIN. It offers courses which presumably are for defense training, but in the experience which it has had so far in the past 2 years, in the utilization of these funds in the rural areas—and I am not speaking of the urban program, it is quite different—in rural areas, where adequate shops have not existed, they had to get what equipment they saw fit, and the greatest interest which has been shown in it has been for the development of skills which might be used on the farm, which is a very worth-while thing, something we have needed for a long time, the improvement of the shops of the vocational schools, but it is not as direct a form of training for defense work. Some boys have gone into defense industries, and we are sure any training which has been given by the Office of Education has been to the good.

I would like also to point out that under a work-experience program such as the N. Y. A. has, where you actually produce something, that the production coming out of N. Y. A. shops is a matter of some value to the national defense effort. It is not the main reason for continuing that type of program, of course.

I would like also to point out that when you have a program such as the N. Y. A. which is organized on a national basis, that it is possible to more easily meet the needs of industry and to shift young people around to those needs, to assist in getting them to the places where they may secure employment and to get them from one part of the country to those places where they may be able to get a job in industry.

That is not true under the program which is conducted through the local school systems. Those programs are a great deal of assistance, and they are making every effort they can to be helpful, but it is not so possible to change the nature of the program, nor to coordinate it with industry's needs, nor to assist the young people to get to the places where the jobs are.

I would like to come to the next point, and this is the major point in our mind, that even though we need no longer think of the need of N. Y. A. as a relief program, it is still true that large numbers of our

young people in rural areas will have no opportunity to get any type of training, to get into any type of defense industry, nor, for that matter, to continue their schooling unless the N. Y. A. is continued. If you remove this agency, you remove the opportunity for many, many thousands of farm and rural young people not only to continue school, but to get this training.

We are offering courses in a number of high schools and in a number of places, but it is insufficient and these young people without the work pay which they get under N. Y. A. usually would not be able to take advantage of such training. Therefore, if we remove N. Y. A. we simply are saying in effect, to that great group of young people—and it is quite considerable in the rural areas—that “you shall not have an equal opportunity to get a job in a defense factory that requires any skill.”

I would like also to repeat what has been stated in this record that if it were decided upon to amalgamate the activities of the N. Y. A. with those of the vocational school system, the number of students who might be trained would be cut down. There would be a very difficult problem in making any such amalgamation, and during the next 2 years at least we would turn out fewer trainees, fewer trained persons than we would otherwise. We endorse the statement made by Mr. McNutt when he urged against such an amalgamation.

Lastly, I would like to state that the school-aid program, while you may speak of it as a form of relief, has been of the greatest benefit in our rural areas, particularly in the western areas of the country where distances are fairly great and the expenses of attending high school are greater than they are for a boy or girl who lives in the city. In those areas—where, incidentally, there is not yet much roaring prosperity, as I heard someone express the current condition of the country the other day—many young men and young women would be forced to drop out of their high-school training, and no good would accrue thereby either to the community or to the Nation as far as the defense program is concerned.

The same applies to college training. Any assistance for college students, insofar as it is geared to the helping of young people to finish their technical educations, will be of value to the national-defense effort.

Finally, I would like to say that we are very much in favor of economy in our organization, but we think that the economy drive that has been so much in evidence in the metropolitan newspapers recently, and up here on Capitol Hill, may not perhaps be so much an economy drive as perhaps one with ulterior motives, and in this current case I think there is a good example.

During the past 4 or 5 years I have had many occasions to note the antipathy felt by certain farm groups to the National Youth Administration. They never encouraged it before. They fought it by all kinds of means. This is just another means to fight it.

When the suggestion was made that the Office of Education activities be put under a new agency, strangely enough certain farm groups were definitely opposed to that, despite the fact that it possibly might be a good idea, for all I know.

I think it is well to point these things out, because we have heard a good deal about economy in relation to the agricultural programs, in relation to so-called relief programs and so forth. It is our impression

that the economy suggestions always are at the expense of the low-income people of the country; they are at the expense of the unemployed, at the expense of the young people that do not have any money; they are at the expense of the poorer farmers, the poorer class of farmers; they are never at the expense of some other groups of our citizenry.

There is one committee of the Senate engaged in a very worth-while effort now, spending part of its time looking into some of the tremendous waste connected with the defense program. I think we might be able to pick up some savings out of the 50 billions of dollars that are in the process of being spent, that would be much more considerable than any savings that might be alleged to be made by eliminating this agency and certain other activities.

Therefore, we feel that while economy is most necessary, and while a review of all Federal agencies, not only the ones that were established since 1933 but more particularly those that were established before then, is very desirable, we think that the current economy drive is perhaps simply a continuation of the attack upon the aids which this administration has offered to the low-income people of the country, both on the farm and in the city.

Senator BUNKER. The economy drive then probably is sponsored by the financial interests?

Mr. HANDSCHIN. It would be our opinion that the economy drive is obviously endorsed and supported by the major employer and financial interests of the country, and the major, the largest newspaper chains of the country, and by other groups, who for one reason or another desire to do so.

Senator BUNKER. What is the position of your group? You are in favor of maintaining it on a limited scale?

Mr. HANDSCHIN. We are in favor of maintaining the National Youth Administration on the basis which is asked for by the President of the United States. We feel that the National Youth Administration should be a strictly defense operation, and we are given to understand that it is in the process of becoming that completely. We are in favor of its continuation, both as a work training program and, on a limited basis and for specific needs, as a school-aid program.

We are against this bill, in other words.

Senator BUNKER. You have no objection to cutting down the appropriation?

Mr. HANDSCHIN. The appropriation, as far as I know, has not yet been submitted. I believe the appropriation last year was cut down approximately 20 percent—a very sizable cut—and we are in favor of a continuation of the program on approximately the same basis on which it is now.

We believe that the figures already submitted to this committee show that that would be a wise investment for the country in terms of defense training, and we know that out in most of our farm areas we have a considerable number of boys and girls who ought to be given an equal opportunity to get this type of training.

Senator BUNKER. Just one final question. We have in the record two or three major farm organizations mentioned. Is the third the National Farm Cooperative?

Mr. HANDSCHIN. No; the third is the National Grange. The National Council of Farmers Cooperatives is not a farm organization in the ordinary sense; it is a federation of farmers' cooperatives.

Senator BUNKER. How do they compare in membership?

Mr. HANDSCHIN. These three organizations?

Senator BUNKER. Yes. Is that a fair question?

Mr. HANDSCHIN. I am not an authority on it.

Senator BUNKER. Just approximately.

Mr. HANDSCHIN. The American Farm Bureau Federation reported 519,000 paid members.

Senator MCKELLAR. 519,000?

Mrs. HANDSCHIN. Yes. They do not take in the family as a whole, they take in the men. That was a considerable increase over earlier years.

The National Grange reports its membership on a quite different basis. The National Grange membership is based upon all those over 14 who belong to the organization. That includes men, women, and children over 14 who desire to join and generally do. They also have eligible for their organization people living off of the farm, and in the area where they have most of their membership, a large proportion of their organization consists of retired farm people and people in the small farm towns and villages, because it is a social and fraternal organization.

Their membership is somewhere around two-thirds of a million, which has to be reduced to get the number of actual farm families. I would not want to attempt to make that reduction. Perhaps you can make it in your own mind from what I have said.

Again, our organization is set up on a somewhat different basis. We sponsor and establish cooperative groups, but when farmers join those cooperative groups, they do not automatically thereby become members of the Farmers' Union. Only those who see fit to join the educational branch of our activities do become members of the Farmers' Union and others are simply members of the Farmers' Union Cooperatives.

In our Farmers' Union educational organization we have a little over 100,000 farm families and in our cooperatives, we have a little over 400,000 farm families.

Senator BUNKER. Making a total of 500,000?

Mr. HANDSCHIN. No; there is duplication there.

Senator MCKELLAR. About 400,000?

Mr. HANDSCHIN. Yes, sir.

Senator ROSIER. Those are families?

Mr. HANDSCHIN. Those are families.

The CHAIRMAN. Are these three organizations in the same places?

Mr. HANDSCHIN. In some cases they are. In some cases there is mutual membership. The National Grange has roughly three-fourths of its membership in the State of Ohio and east and north of there, Pennsylvania, New York, and the New England States.

The CHAIRMAN. That would be the rather complex kind of farming?

Mr. HANDSCHIN. Yes. That is the sort of farming in those areas, mostly dairy farming.

In that same area the Farm Bureau Federation, which devotes its attention largely to scientific agricultural practices and working with the county agent, will take in many of the Grange members. The

Grange organization is a fraternal and social organization for the entire family, so there is a great deal of duplication.

The Grange also has a heavy membership in the States of Washington, Oregon, and California.

The CHAIRMAN. Are there more farmers within organizations than there are without?

Mr. HANDSCHIN. No, by no means. In the South probably not over—it varies from State to State—5 to 10 percent of the farmers are organized in any type of organization, and in the North approximately one-third and that would vary a great deal from community to community.

Our organization's main strength is in the Great Plains area and in the area west of the Mississippi River. We also have some organizations on this side of the Mississippi River.

I, of course, could not vouch for any of these figures except the statements about our own organization.

Senator BUNKER. Does the C. C. C. or the N. Y. A. contribute more to the benefit of the farmer? Which one of the two organizations contributes more?

Mr. HANDSCHIN. I would hesitate to answer that question.

Senator BUNKER. The C. C. C. has contributed some, not only as far as helping the children of the farmers but in their actual work program?

Mr. HANDSCHIN. That is true. It has been very helpful in that regard. It is also true that the proportion of enrollees who come from rural areas, many of whom are off of farms, has run all the way from 55 percent up to 60 or 70 percent, and therefore it has been a great deal of aid to the low-income farm families. You must always remember that in the C. C. C. \$25 of the \$30 base pay is returned to the family and substituted in many cases for relief which otherwise either would not have been forthcoming or would have had to have been raised by local contributions of some kind or another.

Senator BUNKER. That is all I have.

The CHAIRMAN. Are there any questions, Senator Rosier?

Senator ROSIER. I want to compliment the gentleman. He may not have lived most of his life on the farm, but I compliment him on his grasp and understanding of this problem.

Mr. HANDSCHIN. Thank you, sir.

The CHAIRMAN. May I say this, so it will be in the record: Someone answered from the floor the question which I asked Governor Phillips. I asked how many had been taken in the C. C. C. in Oklahoma.

Up to February 28, 1942, there had been 89,451 persons in the Oklahoma C. C. C. I think that the Governor mentioned the fact that they had 4,000 persons in their penal institutions.

Now, I have some communications that I would like to insert in the record, if there is no objection.

(The letters and telegrams referred to are as follows:)

WASHINGTON, D. C., April 15, 1942.

HONORABLE ELBERT D. THOMAS,
Senate Office Building, Washington, D. C.

DEAR SENATOR THOMAS: There is a large but forgotten group of children whom the National Youth Administration has helped immeasurably. These are children whose vision is too acute to permit them to attend a school for the blind and too limited to enable them to read the type in ordinary textbooks.

The National Youth Administration printing, such as I enclose, has enabled the Philadelphia Committee for the Prevention of Blindness to put 1,300 books in Philadelphia schools for these visionally handicapped children.

I know there is a drive on to do away with all of the National Youth Administration, but failing that there is a cry "blind printing must go." If the reactionary opponents of National Youth Administration could only be made to realize what such slogan means, I am sure whatever spark of humanity they might still possess might come to the fore and help these little children who, under proper conditions, can be given occupational training.

With many thanks for the fine work you are doing for National Youth Administration, I am

Sincerely yours,

Mrs. CARROLL MILLER.

(The printing attached is as follows:)

[Postal Telegraph]

EAST BOSTON, MASS.

SENATE COMMITTEE ON LABOR AND EDUCATION,

United States Senate, Washington, D. C.

Local 25 of the Industrial Union of Marine and Shipbuilding Workers of America, Congress of Industrial Organizations, representing 3,000 workers in East Boston protest the McKellar bill which would abolish National Youth Administration and Civilian Conservation Corps. These organizations have greatly contributed through training and actual work to national production. Abolishing them would result in untold damage to all our production.

EDWARD MALLICK,

President Local 25 of the Industrial Union of Marine and Shipbuilding Workers of America, Congress of Industrial Organizations.

[Postal Telegraph]

NEW YORK, N. Y.

HON. ELBERT F. THOMAS,

United States Senate, Washington, D. C.

Press reports indicate Harding College president to testify against need for continuance of National Youth Administration college work program. City College of New York study of current rolls shows that of 816 National Youth Administration students families 178 are totally dependent upon public assistance and that the remainder with average of four to five members per family have average earnings income of less than \$1,425 per year. More than 50 percent of our National Youth Administration students are pursuing science and engineering courses and considerable number are engaged on projects of defense nature. Respectfully request these facts be read into record.

HARRY N. WRIGHT,

President the City College.

THE COMMONWEALTH OF MASSACHUSETTS,

Boston, April 10, 1942.

HON. ELBERT D. THOMAS,

United States Senator, Washington, D. C.

Chairman, Committee on Labor and Education.

MY DEAR SENATOR: I would be pleased to have you record my opposition to the McKellar bill (S. 2295) provisions of which would abolish the National Youth Administration.

As a public official, I have had an opportunity since the establishment of the National Youth Administration to personally know of many individual cases of worthy youth who were able to continue their education and at the same time furnish some necessary financial assistance to their families.

I can confidently say that public opinion here in Massachusetts is exceptionally favorable toward the continuance of the National Youth Administration and its administration here has been very efficiently and constructively handled by Administrator, John L. Donovan, Jr., who many times has been publicly com-

mended for the fine work that the National Youth Administrator has accomplished in Massachusetts.

In keeping with this fine record of administration, there is at the present time, I am told approximately 4,000 young men and women under the supervision of National Youth Administration, working in enterprises directly connected with the war program and the contribution of the National Youth Administration to the war effort has also received the praise of those who are actively concerned with the administration of the war program in this State.

Organized labor has also publicly endorsed the continuance of the National Youth Administration.

I appreciate the need to do away with such governmental agencies that are not absolutely essential at this time in order that all possible resources may be devoted to the war program but I am sincerely of the belief that the National Youth Administration does not come under this classification but on the contrary the abolition of the National Youth Administration would be taking away from the war program the constructive and needful assistance that it is rendering at the present time.

Very respectfully yours,

EUGENE H. GERIUX,
Senator, Third Middlesex District.

[Air mail]

WEST COAST LUMBERMEN'S ASSOCIATION,
Seattle, Wash., March 31, 1942.

Mr. FRED MORRELL,
United States Forest Service, Washington, D. C.

DEAR MR. MORRELL: I wish to give you, in plain terms, the position of the West Coast Lumbermen's Association in respect to the continuation of the Civilian Conservation Corps. I believe the views here expressed reflect rather widely the judgment of forest owners and operators in the Pacific Northwest, and of the agencies with whom we are associated in forest protection.

The most urgent conservation problem now confronting this region is to carry our forests safely through the exceptional fire hazards brought about by the war. That is our compelling and immediate need. It has been forced upon us by the war, like so many other emergencies. It is essential that the emergency appropriation for forest protection now before Congress be provided in an amount of not less than \$10,000,000—and far preferably—the \$18,000,000 recommended by the Department of Agriculture. All forest protection resources of the Pacific Northwest will be strained to the utmost to prepare adequately for this summer's fire hazards; and without this emergency help from the Federal Government, we can easily see another demonstration of the futility of "too little and too late."

The C. C. C. is a desirable protection agency. In spite of some handicaps, it has rendered efficient service to forest protection and other phases of forest conservation in the Pacific Northwest. We greatly hope that the C. C. C. can be continued; and that it can be made fully available for the unified and consolidated forest protection efforts, during the war, now being set up in each of the Northwestern States. But if it is not possible to continue the C. C. C. and at the same time provide the emergency funds necessary for wartime protection, the latter must be given preference.

The Civilian Conservation Corps has become partially ineffective in the forest protection set-up of the Pacific Northwest from lack of manpower and an adequate working nucleus at some of the camps. If the Corps is continued, we ask that every possible effort be made fully to man the camps in this region in order that their assistance to forest protection may exist in fact.

We fully endorse the McNary amendment as the basis for future C. C. C. policy. We believe that program consistently followed in the location and manning of camps, will be of great value in establishing the right place for C. C. C. in the war effort.

I am sending copies of this letter to Mr. Collingwood of the National Lumber Manufacturers Association, and to Mr. H. L. Martin, representing the west coast industry at Washington, D. C. I am requesting that they arrange to have its contents presented to the McKellar committee. I am anxious that you par-

ticularly know our viewpoint. The Civilian Conservation Corps has rendered fine service to forestry; in my own judgment, it should be a permanent factor in American forestry. The immediate problem is one of adjusting this desirable organization to the war emergency.

Very sincerely yours,

W. B. GREELEY, *Secretary-Manager.*

The CHAIRMAN. We will stand in recess until Friday morning at 10:30.

(Whereupon, at the hour of 12:20 p. m. the committee recessed to Friday, April 17, 1942, at 10:30 a. m.)

TERMINATION OF CIVILIAN CONSERVATION CORPS AND NATIONAL YOUTH ADMINISTRATION

FRIDAY, APRIL 17, 1942

UNITED STATES SENATE,
COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

The committee met at 10:30 a. m., pursuant to adjournment in room 318 Senate Office Building, Senator Elbert D. Thomas (chairman) presiding.

Present: Senators Thomas (chairman), Rosier, Hill, Taft, Ball, and Aiken.

The CHAIRMAN. The committee will come to order. Before starting with Mr. Hurley's testimony, may I put in the record a statement from the Hunter College of the city of New York by Lucille Einhorn, chairman student aid committee, and also a petition.

The petition need not be printed in the record, but a description of it should be.

(The communication referred to is as follows:)

STUDENT SELF-GOVERNMENT ASSOCIATION,
HUNTER COLLEGE OF THE CITY OF NEW YORK,
April 15, 1942.

COMMITTEE ON LABOR AND EDUCATION,
United States Senate, Washington, D. C.

GENTLEMEN: In a period of less than 2 days, an estimated 1,000 Hunter students have put their signatures to a petition requesting the maintenance and extension of National Youth Administration.

The feeling that the victory program can best be served by the maintenance of the National Youth Administration program among young people, including students and those working on industrial projects is general among students of Hunter College.

We therefore respectfully request that your committee does not recommend the McKellar bill.

Respectfully yours,

LUCILLE EINHORN,
Chairman, Student Aid Committee.

(The petition referred to is as follows:)

To the Senate Committee on Labor and Education:

We protest the McKellar bill providing for the complete abolition of the National Youth Administration.

We believe that the National Youth Administration has provided vital services both in the industrial and educational fields.

We urge that the National Youth Administration be continued with increased appropriations to permit an expanded training program for production and war activities.

(Containing 646 signatures.)

The CHAIRMAN. Then there is a statement from John W. Studebaker, United States Commissioner of Education.

(The statement referred to is as follows:)

STATEMENT OF JOHN W. STUDEBAKER, UNITED STATES COMMISSIONER OF EDUCATION, FOR PRESENTATION TO COMMITTEE ON EDUCATION AND LABOR

The educational program in Civilian Conservation Corps camps: Since December 11, 1933, the Commissioner of Education has been responsible to the Secretary of War for the selection and appointment of all educational personnel of the Civilian Conservation Corps and for recommending the outlines of instruction, teaching materials and procedures. To assist the Commissioner of Education in making recommendations to the War Department concerning education in the camps, an advisory committee consisting of a representative of the director's office, the War Department, the Department of Agriculture, and the Department of the Interior, has met from time to time to consider major policies and procedures. Furthermore, the Commissioner has been assisted by a division of Civilian Conservation Corps camp education, consisting of a director and small staff, which gathers from the camps each month a full report on all training activities, selects and recommends educational personnel for corps area, district and camp offices, recommends books and instructional materials, and prepares instruction materials, teaching procedures, etc. In this way the Office of Education has been able to make use of all professional services of the Office of Education and to make them available to the camps. By placing the professional responsibility for Civilian Conservation Corps education in the Office of Education, the Commissioner has been able to place the entire resources of the educational system of the country at the disposal of the enrollees in the camps.

All departments of education of the 48 States now accredit the training of the camps. More than 1,000 high schools and local schools have made their facilities available to the camps or have sent instructors, equipment, and supplies to the camps. More than 300 colleges and universities have placed their services at the disposal of the camps.

As a result of this very close cooperation between the national, State, and local leaders and institutions of education, very little criticism of the educational program in the camps has manifested itself. Practically the only criticism heard is that the camps do not devote enough time to training in order that enough really practical training may be provided the enrollees.

As a result of the cooperative endeavor, the following results have been achieved since the inception of the educational program in 1933.

The total number of men to serve in the Corps during this period was 3,118,721. Of this number, 2,806,848 or 90 percent, participated in organized classes and activities.

Thirty-six percent of all enrollees participated in academic classes; 45 percent in vocational classes; 72 percent in job-training activities, and 14 percent in informal activities.

During this period a total of 105,748 enrollees who entered the Corps illiterate were taught to read and write.

The following table indicates the grade level of all enrollees:

	Number	Percent
Number illiterates.....	107,907	3.46
Number on elementary level.....	1,003,917	32.19
Number on high-school level.....	1,568,093	50.28
Number on college level.....	438,804	14.07
	3,118,721	100.00

Diplomas and degrees: 26,142 enrollees completed the elementary grades and received eighth-grade diplomas; 5,176 received high-school diplomas, and 285 earned college degrees.

Certificates: (estimate) 640,000 enrollees were awarded unit certificates; 100,000 educational certificates were awarded and 250,000 proficiency certificates were awarded.

The following table shows the number of enrollees participating in the various types of training carried on in the Civilian Conservation Corps.

	Number	Percent
Academic courses.....	1, 122, 739	36
Vocational courses.....	1, 403, 424	45
Avocational courses.....	436, 620	14
Administrative courses.....	1, 777, 670	57
Job training on the job.....	2, 245, 479	72
Job training (related leisure-time instruction).....	1, 559, 754	50

The Civilian Conservation Corps has made a very material contribution to defense by its program of physical training, by which the youth of the Corps have been improved and hardened. The average enrollee gains 8 pounds during 3 months in the Corps. Approximately 130,000 earned first-aid certificates during this period. Every enrollee is required to participate daily in the physical training program which includes calisthenics, posture training, and drill.

The camp and work regiment provides a basis of character and citizenship training for all enrollees. They are taught to keep their persons clean, good manners, social courtesy, table manners and correct health and hygiene habits. Every effort is made by supervisory personnel to bring out the lessons taught by the daily discipline of the camp.

The defense courses carried on in cooperation with the State departments of vocational education and local schools, authorized under Public, 812, and Public, 146, have provided vocational training for 73,520 men. Civilian Conservation Corps enrollees have been classified as being out-of-school rural and nonrural youth not otherwise provided for and, as a consequence, the use of funds for the operation of defense courses in the camps was authorized under Public, 812 and 146.

Special allotments of funds were made to aid those States which found it necessary to support training for a large number of out-of-State enrollees. For example, many of the Western States found it necessary to provide training for thousands of boys from Eastern and Southern States.

Increased allotments thus enabled them to meet this extra burden.

Under Public, 812, more than 800 of the 1,500 camps were carrying on defense-training courses. There were 37,231 members of the Corps enrolled of which 23,075 completed the courses successfully. Of the 23,075 enrollees who completed the courses, 7,083 secured jobs in private employment either prior to the termination of their enrollment or shortly afterward.

Under Public, 146, 35,729 men were enrolled during the period July 1-January 31, 1942.

The principal types of training and the numbers either trained or in training are as follows:

Motor vehicles.....	22, 780
Metal work.....	14, 105
Woodworking.....	19, 728
Electricity.....	10, 510
Other.....	6, 397
Total.....	73, 520

The enrollees of the Corps have evinced a very sincere interest in the defense-training classes, as is indicated by their willingness to give a large number of hours daily of their own time to this activity. I wish to observe that, comparatively, this has been the most effective training which has been offered in the Civilian Conservation Corps, since, for the first time, ample hours and instructional facilities have been provided.

One of the principal duties of the Office of Education has been to prepare and recommend for use instructional materials needed in the educational program in the Corps. The following indicates the principal materials prepared:

Civilian Conservation Corps vocational series, prepared in 1935, consisting of a manual for instructors in Civilian Conservation Corps camps, and 15 outlines of instruction for educational advisers and instructors in Civilian Conservation Corps camps.

Civilian Conservation Corps projects, jobs, and related occupations—prepared with the aid of the United States Employment Service, for use in training enrollees in the camp, and for the use of Employment Service officers throughout the country; 1941. Job training specifications for 64 Civilian Conservation Corps

camp jobs. Prepared by the office of Civilian Conservation Corps Camp Education and the training officers of the Departments of the Interior and Agriculture in cooperation; 1942.

Guidance leaflets, 1942: Carpentry and woodworking, hospital work, food service work, motorcycle driving.

Camp Life Reader and Workbook, and Camp Life Arithmetic and Workbook: With the aid of experts, the office of Civilian Conservation Corps Camp Education has prepared its own course of study for the elementary subjects; 1942.

Guides to Better Teaching: Prepared for use in training instructors in Civilian Conservation Corps camps; 1942.

This 8 years of experience in providing education to more than 3,000,000 young men in these camps have provided the Office of Education and educational leaders everywhere with new knowledge and experience in dealing with youth of this type. The Office of Education is in a much stronger position today to provide Civilian Conservation Corps youth with practical training than it has ever been in the past. It is the hope of this Office that more and better educational services may be provided the enrollees in the future years.

The CHAIRMAN. Then there is a letter sent to me from Howard R. Holt, which I will ask to have put in the record. The stimulus for this letter was the testimony of Governor Phillips of Oklahoma.

(The letter referred to is as follows:)

WASHINGTON, D. C., April 16, 1942.

HON. ELBERT D. THOMAS,

*Chairman, Senate Committee on Education and Labor,
United States Senate.*

DEAR SENATOR THOMAS: While I am writing this letter, I have here in front of me an Associated Press article published in this morning's Washington Post, wherein it tells about Gov. Leon C. Phillips' of Oklahoma recent appearance before the Senate Committee on Education and Labor, at which time he condemned the Civilian Conservation Corps as "poison to our boys."

I am an ex-enrollee of the Civilian Conservation Corps and I don't believe that Governor Phillips has described the Civilian Conservation Corps as it really is. Naturally, other than what is contained in the above-mentioned newspaper article, I do not know what Governor Phillips knows about the Civilian Conservation Corps and, of course, I form my own ideas about the Civilian Conservation Corps based on my own experiences.

Both my mother and dad came from Norway while they were very young. Neither of them were very well educated and my dad isn't what you'd call a successful man financially. Our family hasn't ever had much and my mother died when I was 15 and my sister 12.

Two weeks after I graduated from high school in 1935, I enrolled in the Civilian Conservation Corps. When I went into the Civilian Conservation Corps I weighted 135 pounds—I was underweight. I guess I didn't really know what health habits were, but I soon found out. After living with other boys and taught to work with my hands, I soon started to improve physically. For 2 years I was engaged in building roads, cutting trees, erecting buildings, surveying, mapping, and about any and every other kind of manual labor that's done. We were taught how to use all types of tools and equipment from an ax to a tractor. At night we would return to camp and if you wanted to, you could attend classes to improve yourself mentally. We published a camp paper and I learned to operate a small printing press, a mimeograph machine, and a typewriter. Everybody had to attend first-aid classes and the doctor and dentist inspected everybody in camp periodically. There was just no such thing as being the least bit unclean and dirty in any way. At one time I broke a finger (while I was home on leave incidentally)—the camp doctor fixed it. My teeth were not very good when I joined the Civilian Conservation Corps—the dentist fixed them up for me. I've seen boys hurt real bad and I've seen boys real sick. In every instance they received the best possible care that the Government with all its resources could provide.

The men in charge of the operation of a Civilian Conservation Corps camp are practically all ex-Army officers. They taught us things which I know for a fact that other American boys never learn, that is, unless they go into the Army. Therefore, Civilian Conservation Corps boys "have the jump" on the ordinary boy going into the Army. Senator, you can't disagree with me on this point. I myself, recently received word from my local selective service system board

that I was to be inducted into the Army in the first call after May and because I was in the Civilian Conservation Corps and learned a lot about discipline and about living with other boys. I'm going to like Army life. In other words, I think I've learned how to "take it."

After working for 2 years out on a work project of the Civilian Conservation Corps, the camp superintendent of the camp in which I was stationed at the time asked me to come to work in his office in the capacity of assistant clerk. I was required to peck away at a typewriter and to learn what I could about Government office procedure, drafting and other things connected with how a Civilian Conservation Corps camp is run. I became technical service clerk eventually and at a leader's pay. About 2 years later, I was discharged from the Civilian Conservation Corps to accept a clerical position in a civilian capacity with the technical service in charge of the work program of the camp. One day while I was still a member of the Corps, my boss asked me to take a civil-service examination. I did—I passed it and now I'm working for the War Department here in Washington. Since coming here I've had a raise although there's other people in the office who have been there longer than I have with no raise. Why? Only because I learned how to work in the Civilian Conservation Corps.

For your information Senator, when I was discharged from the Civilian Conservation Corps I weighed 173 pounds—a gain of 38 pounds. I had grown inches in height and I was in perfect physical shape. The only reason why I have not been inducted into the Army before this is due to the condition of my eyes. Since my first physical examination for the Army, I have been in class 1B. Recently however, the Army lowered its requirement standards as to eyes and I was reclassified into class 1A.

The article in this morning's paper states that the Civilian Conservation Corps ruins boys; and "When a boy can get a job and get paid for half-working, you won't have anything better than a third-class citizen when you're done." I don't like that statement—it's not true! I'm a first-class American citizen and I'd like to tell that to Governor Phillips in person. After all, nobody is any more of a first-class citizen than the United States soldier and thousands of them are former members of the Civilian Conservation Corps. I lived with Civilian Conservation Corps boys for a long time and I know what the Civilian Conservation Corps does for a boy. I'll admit that occasionally we'd get a boy in camp that was not what American boys should be. You can bet though that fellow would either improve or he would go home.

Senator, I've told you these things merely for your own information. If the Civilian Conservation Corps is discontinued, it will be one of the biggest legislative errors ever made.

Very respectfully,

HOWARD R. HOLT.

P. S.—I've never been to Oklahoma and so I don't know whether or not they have any big forest belts out there. If they do and if they have forest fires, I wonder if Governor Phillips wouldn't like a little Civilian Conservation Corps assistance in getting it under control?

The CHAIRMAN. Then I have a statement from Willard E. Givens, executive secretary, National Education Association.

This statement comes as the result of a request because either this association or another has been quoted.

(The statement referred to is as follows:)

**THE CIVILIAN CONSERVATION CORPS, THE NATIONAL YOUTH ADMINISTRATION,
AND THE PUBLIC SCHOOLS**

A Statement to the Committee on Education and Labor of the United States Senate, by Willard E. Givens, Executive Secretary, National Education Association

It is highly encouraging to find this committee of the United States Senate making a thorough study of Federal policy relative to youth services. This is a matter in which the National Education Association has long been interested, and I welcome this opportunity to place the views of the Association before you.

In 1935, the National Education Association and the American Association of School Administrators established a national educational policies commission to formulate and publish statements of policy for the guidance of American public

education. To this commission they appointed 20 able and experienced educators in whose judgment they had confidence.

The education of youth—of boys and girls 16 years of age and over—has been one of the chief interests of this educational policies commission. One cannot work long on this question of youth services before he encounters the problems now before this committee: What agencies do we need in order to supply adequate services to youth? What should the Federal Government do? What should the schools do? What should be the working relation between the Federal Government, on the one hand, and the State and local school systems, on the other? Our commission was soon led into a detailed study of these and similar questions.

As long ago as 1938, the commission pointed out that we were moving toward two systems of education—one (in the National Youth Administration and the Civilian Conservation Corps) under centralized Federal control, the other (our public schools, colleges, and universities) under decentralized State and local control.

In 1941, after a year of intensive study, the commission published a 79-page report entitled "The Civilian Conservation Corps, the National Youth Administration and the Public Schools." The commission concluded its report with some definite recommendations for future policy.

The National Education Association stands back of this report of the Educational Policies Commission, including the recommendations. Of course, I cannot speak for all of the 200,000 members of the National Education Association, but I can speak for its officers, and I believe that they represent the views of the great majority of the members. For that reason, most of the statement which follows will be based upon the commission's report.

Let me say two other things by way of introduction: First, this statement will be directed chiefly to matters of long-term policy for the future. It is not an appraisal of the program, or the personnel, or the efficiency of administration of either the Civilian Conservation Corps or the National Youth Administration. It is not a fault-finding criticism of the past policies or actions of the Federal Government or of any Federal agency. Our commission stated that it "would in no way detract from the credit rightly due to the Civilian Conservation Corps and the National Youth Administration for their services as temporary agencies to provide useful employment for needy youth during the emergency period of the depression. That was the task originally assigned to these agencies by the Administration and by Congress, and the agencies performed it well. "But," the commission went on, "it does not follow that because an agency does a good job on a temporary emergency assignment, it should therefore become a permanent part of the governmental structure and of the educational system." That leads to my second point.

We believe that this year is the most favorable time that this Nation is likely to have to plan for a program of education and other services for youth in the years after the victory. The war has relieved the pressure of youth unemployment. Young people are in demand on all sides. Our chief job now is to provide our youth with a combination of broad education and specialized training which will equip them to be of greatest service to the Nation. But while we are doing this immediate wartime job, we must look ahead. We can already foresee some of the youth problems of the post-war period. We must get ready to meet them.

Many educators and many citizens are fearful that the permanent youth policy of the Federal Government will be built simply by moving from one "emergency" step to another, without stopping to ask the question: Is this the best way, in the long run, to do the job that needs to be done for American youth? I repeat that it is not our purpose to find fault with programs which were carried on under the pressure of the depression emergency, even though we believe that some of the policies were mistaken. But we shall be greatly concerned if these "emergency" policies are continued indefinitely, through the war and in the post-war period, without being subjected to critical examination by Congress and by the public. Now is the time, we believe, when we should all look objectively at the whole question of Federal policies relating to youth education and other youth services, when we should draw up long-range plans for the future, and when the Congress should draft the legislation needed to bring about desirable changes. I know of nothing that will do more to build up public confidence in the Government's actions in this field than the knowledge that committees of the Congress are making fair and thorough studies of the basic issues.

The position of the National Education Association on the matters before you can conveniently be reported under four headings:

- I. "The Federal Government and public education."
- II. "The student work program of the National Youth Administration."
- III. "Educational and training activities of the National Youth Administration and the Civilian Conservation Corps."
- IV. "Public works activities of the Civilian Conservation Corps?"

I. THE FEDERAL GOVERNMENT AND PUBLIC EDUCATION

1. The State and local agencies of education should have full authority and responsibility for the control and operation of all public education, including vocational training.

2. The responsibilities of schools should extend to all youth and should embrace all the services required to meet the educational needs of youth—including the need to be prepared for and placed in an occupation with reasonable possibilities for personal satisfaction and social usefulness.

3. The Federal Government should continue and enlarge its concern for the education of the Nation's youth, by stimulating and strengthening the State and local agencies of education; but it should not itself operate educational programs.

4. The Federal Government should supply competent leadership for educational planning, research, experimentation, and demonstration on a national or regional scale; and it should center its educational leadership in the United States Office of Education.

5. The Federal Government should provide financial aid to State and local educational systems, to equalize educational opportunities between the States, and to establish new educational services required to meet Nationwide needs; and this aid should be adequate to maintain a comprehensive program for youth.

National participation in public education is older than the Federal Government itself. It began with the public school land grants of 1785. The succeeding years saw many extensions of Federal aid to education, but always on the assumption that the control of education should rest primarily with the States and school districts.

Each of the last two Federal administrations has appointed an advisory body to study the relationship of the Federal Government to education and to advise the President on this matter.

President Roosevelt's Advisory Committee and President Hoover's Advisory Committee were in complete agreement that "all Federal action should reserve explicitly to State and local auspices the general administration of schools, control over the processes of education, and the determination of the best uses of the allotments of Federal funds within the types of expenditures for which Federal funds may be made available—Federal grants should be used to build up and strengthen existing educational agencies and institutions insofar as they are able to serve important needs and not to establish competing agencies and institutions." (Quoted from the report of President Roosevelt's Advisory Committee, pp. 42, 43.)

There are convincing reasons why this traditional American policy is a sound policy for education in the United States in 1942 and the years to follow.

(a) The American educational system, with decentralized control, encourages local initiative and responsibility fosters experimentation and facilitates progress. The public schools of the United States are distinguished among the school systems of the world by their ability to adapt their programs and services to local needs and changing social conditions. Yet they are also capable of responding quickly and effectively to national needs. In the brief period since July 1, 1940, in response to the national need for trained workers in war industries, the public schools, and engineering colleges have trained over 2,000,000 persons for work in war industries, while continuing their regular programs. The Federal Government has supplied financial support and leadership but control has remained in the local districts.

(b) A second reason for State and local control of education was well stated by the National Advisory Commission on Education in 1932: "A decentralized national system of schools, uniform in all essential respects because of the common response of all its units to the common soul of America, can never be completely captured. Our highly decentralized school system is a peculiar and effective American characteristic. We alone among the democracies possess this final safeguard against a class or individual dictatorship which might usurp a central

government and by degrees indoctrinate the young with partial and prejudiced teachings. The danger of "capture," it should be added, is augmented when the centralized agency controls the education of older youth and when it also dispenses economic benefits to youth who live on the margin of security. We do not assert that the Federal Government has in any way misused the power which lies in its control over the education of a part of the Nation's youth. But as we think of long-term policies, we dare not overlook the danger which is resident in that control.

(c) The addition of a Federal educational system, operating alongside that of the States and localities, would inevitably result in undesirable competition for public funds and for teachers. In addition, there would be much wasteful duplication of plant and equipment, much inefficient duplication of instruction.

(d) Of even greater importance, there would soon be competition for the interests of youth. If Federal agencies were to continue to provide work and wages along with some free education, while the public schools did not, many youths from families with lower incomes would have a powerful incentive to leave school and enroll with a Federal agency. Then we should not only have two competing systems of education. We should also have two class systems.

Throughout the history of the Nation down to 1933, the Federal Government followed a consistent policy. It undertook to meet Nation-wide educational needs by working through the State and local educational systems, by strengthening these established agencies, and by supplying leadership and financial aid. But it did not exercise control over the processes of education. That control remained in the hands of State and local agencies.

Since 1933, however, the Federal Government, through the Civilian Conservation Corps and the National Youth Administration, has operated and controlled Nation-wide programs of vocational training and other forms of education for unemployed youth. Both the Civilian Conservation Corps and the National Youth Administration, to be sure, were originally established solely to give useful employment to needy out-of-school youth. But it soon became apparent that the needs of the youth employed by the Civilian Conservation Corps and the National Youth Administration could not be met by relief employment alone. Most of these boys and girls needed education in vocational skills. Many of them needed to learn the fundamentals of reading, writing and arithmetic. As these and other educational needs were recognized, the Civilian Conservation Corps and the National Youth Administration did not invite the public schools into a full partnership in a combined work and education program for these youth, as they might have done. Instead, they set up separate educational programs, operated and controlled by the two Federal agencies.

This step marks the most fundamental change in Federal relations to public education in the entire history of the nation. At the time, however, it was accepted without widespread protests, because of the frequent use of the term "emergency" in every statute and executive order referring to the Civilian Conservation Corps and the National Youth Administration. It was generally expected that these agencies would be temporary. The Government's ventures into the direct operation of education were therefore looked upon as transitory incidents. But it turned out that neither the agencies nor the new Federal educational policy were temporary.

In 1942, the Civilian Conservation Corps is still authorized by statute to devote "at least 10 hours each week—to general educational and vocational training." In 1942 the National Youth Administration program is almost entirely one of vocational training for occupations related to the war. Various production projects are carried on, but production is incidental to training. The chief objective of the National Youth Administration is now to teach occupational skills. To be sure, the public schools supply class instruction in "related subjects" to youth employed by the National Youth Administration, but the educational role of the auxiliary schools is distinctly auxiliary to that of the National Youth Administration.

The National Education Association supports the policy of keeping the control of education close to the people in the local school districts and in the States. It is therefore opposed to any Federal action looking toward the permanent continuation of programs of vocational training and other forms of education under the control of Federal agencies. In our judgment, the Federal Government would be justified in permanently operating a youth education program, only if the public schools had been given a fair opportunity to do the job, and had failed. This, we submit, is not the case.

(a) In April 1935 a well-developed plan for a national community youth program was presented to the Secretary of the Interior and the President's Emergency Fund Allotment Committee. The main features of this program were essentially the same as those later developed by the National Youth Administration; but in matters of administration and control there was a basic difference. This plan placed local responsibility in the hands of the local educational authority, advised by a community council for youth. State responsibility was located with the State department of education, Federal responsibility with the United States Office of Education.

The local community was chiefly responsible for planning and executing the youth program. This plan was not accepted, however, and within a few weeks the Federal Government established an agency (the National Youth Administration) directly administered and controlled by Federal officials from the Washington office by the local community.

(b) Between 1933 and 1942, the Federal Government appropriated well over \$3,000,000,000 for the work of the Civilian Conservation Corps and the National Youth Administration (exclusive of defense training). In the same period, Federal appropriations to the public schools (exclusive of defense training) totaled only \$150,000,000 for vocational education under the Smith-Hughes, George-Ellzey, and George-Deen Acts. It can hardly be claimed that the schools have had a fair opportunity to provide an adequate program for youth, when they have received less than one-twentieth of the Federal money appropriated for this purpose during the past 9 years.

II. THE STUDENT WORK PROGRAM OF THE NATIONAL YOUTH ADMINISTRATION

1. Federal appropriations for the student work program should be continued.
2. The administration of the student work program should be transferred from the National Youth Administration to the United States Office of Education and the appropriate State and local educational agencies.

It is sound national policy to keep every young person in school or college for as long a time as he is qualified to profit by the instruction. This is quite as true in wartime as in peace. The armed forces and the war industries alike are insistently calling for youth with broad educational backgrounds, especially in sciences, mathematics, and technical fields.

Many young people, even in these days of apparent prosperity, would be unable to continue in school, without the opportunity to earn the money needed for their personal expenses. By every means the schools and colleges should help students get part-time jobs with private employers and with public agencies in the community. At best, however, the number of such jobs is usually well below the need. As long as this is the case, some financial aid should be supplied from Federal funds.

Federal appropriations for the student-work program should therefore be continued. The amounts to be appropriated from year to year will vary with general economic conditions. When family incomes rise and part-time jobs in the communities increase, Federal funds for student aid should be reduced. When family incomes fall and part-time jobs decline, Federal funds should be correspondingly increased. Continuous and careful study of students' needs and of the availability of part-time jobs should enable the Government to calculate the amounts of its appropriations with considerable accuracy.

As a matter of economy in the use of public funds, it is less expensive to keep young people in full-time attendance at public high schools, vocational schools and junior colleges, and to supply public financial aid to students through a student-work program, than it is to let them drop out of school and employ them on the work programs of the Civilian Conservation Corps and the National Youth Administration.

The average cost per student of education in public secondary schools and junior colleges ranges from \$160 to \$200 per year. If we add from \$5 to \$15 per month for student aid, the total figure is well below the average of \$480 per year reported for the National Youth Administration. (Based on figures published in the Budget of the United States Government for the fiscal year ending June 30, 1943.)

The Civilian Conservation Corps costs, which include food and clothing, and the expenses of camp maintenance and conservation work, range from \$950 to \$1,050 per year. Furthermore, the cost of schools and student aid is shared by the Federal, State, and local governments, while the Federal Government alone pays for the Civilian Conservation Corps and the National Youth Administration.

Federal funds for the student-work program should hereafter be appropriated to the United States Office of Education, for distribution to schools, colleges, and universities through the appropriate educational agencies of the several States. This is the procedure which is followed in the cases of all other Federal funds distributed to schools for educational purposes—funds for vocational education, defense workers training, vocational rehabilitation, and land-grant colleges. Satisfactory relationships between the United States Office of Education and State and local educational agencies are well established through years of practice.

The student work program was begun under the Federal Emergency Relief Administration in the winter of 1933-34 one and a half years before the National Youth Administration was established. It was transferred to the National Youth Administration by executive order on August 28, 1935, two months after the National Youth Administration was started. It is difficult to see why a program which concerns only schools, colleges, and universities should be operated, at the Federal and State levels, by an agency set up to employ out-of-school youth.

The National Youth Administration Administrator has recently stated that "the administration of the student work program has been decentralized in the hands of local educators." This decentralization, however, exists at the pleasure of Federal officials. By statute and by Executive order, the National Youth Administration Administrator has complete authority to control the National Youth Administration student work program, and the authority in the hands of local school officials is merely delegated to them.

Furthermore, the National Youth Administration is now engaging in more active supervision of the student work program. It has established a Student Work Division, with directors at the Federal, regional, and State levels. According to the Budget of the United States Government for the fiscal year ending June 30, 1943, it is estimated that the National Youth Administration will spend \$450,000 for the fiscal year 1942, for the salaries and travel expenses of "field supervisory and liaison employees" for the student work program.

This \$450,000 does not include any of the administrative costs for handling pay rolls, pay checks, and accounts. I do not doubt that these National Youth Administration supervisors are doing useful work, but I would point out that the entire budget for the United States Office of Education for the fiscal year 1942 (exclusive of vocational education and defense training) is less than \$350,000. In other words the National Youth Administration is spending \$100,000 more for the supervision of a program that is supposed to be in the hands of local educational authorities than the United States Office of Education spends for all of its services in the fields of higher education, secondary education, and elementary education.

III. EDUCATIONAL AND TRAINING ACTIVITIES OF THE CIVILIAN CONSERVATION CORPS AND THE NATIONAL YOUTH ADMINISTRATION

1. The functions of vocational training, general education and guidance, now being performed by the Civilian Conservation Corps and the National Youth Administration, should be transferred to the State and local educational agencies and continued under those agencies.

2. Federal funds for this purpose should be appropriated to the United States Office of Education for distribution to the State and local educational agencies.

These two recommendations follow consistently from the general policy advocated earlier, namely, that responsibility for operating and controlling all educational activities should rest with State and local educational authorities, rather than with agencies of the Federal Government.

The decision on this matter is of great importance. We are crossroads of national policy with respect to education. The Federal Government began the direct operation of education because to the depression emergency and continued t because of the war emergency.

Now, before the post-war emergency is on us, the question should be faced: Is this the direction in which the Federal Government should continue to move as a matter of permanent policy?

Shall the job of providing vocational training and education for youth be turned over, more and more, to agencies of the Federal Government? Is the part played by the schools to become less and less important as the years go by? Or has the time now come for the Federal Government to direct its efforts and its resources to the strengthening of the State and local educational agencies to do the jobs that need to be done? That is the issue which is being decided now. The further the Federal Government goes up the road of direct operation of education, the more difficult it will be to change direction. And if it continues on that road into the post-war period it is doubtful that it will ever change.

The National Education Association therefore recommends that the vocational training, general education and guidance activities, which are now being carried on by the Civilian Conservation Corps and the National Youth Administration, be transferred to State and local educational agencies, along with Federal funds for their operation.

In the case of the Civilian Conservation Corps, this transfer could be effected with little difficulty. The Civilian Conservation Corps program, in practice, is primarily a work program. Supervision of the work is supplied by the agencies responsible for getting the work done—the Department of Agriculture and the Department of Interior. Since the typical enrollee has had little previous training or work experience, his initial assignment is usually to a job requiring little skill. As he works, he is trained by the foreman in the skills of his job, as they are needed. But this on-the-job training is incidental to the work.

In addition, in his hours off work, the Civilian Conservation Corps enrollee has opportunity to attend classes. Most of the classes are in vocational skills and related subjects. These are designed to teach the boy a wider range of skills and knowledge than he can learn on the job, and so to help him advance on his job in the corps and qualify for employment after he leaves the corps. Some of the boys who have not finished elementary schools, go to classes in reading, writing, arithmetic and other elementary subjects.

This educational program has been administered by the War Department, with the advice of an educational staff located in the United States Office of Education. In recent months, additional classes, chiefly vocational, have been supplied by the public schools under the national defense training program.

The entire educational program of the Civilian Conservation Corps, including vocational courses as well as general education, should be transferred to the school systems of the States in which camps are operated. Since most camps are remote from large school systems, educational programs would usually be conducted by the State departments of education or the State boards for vocational education, rather than local school districts. This practice is already being followed successfully in many camps and in many States, in connection with national defense training courses. Federal funds for educational programs should be allotted to each State on the basis of the number of boys in the camps in that State.

Without implying any criticism of the work of the War Department, we would insist that, as a matter of permanent policy, the War Department is not the appropriate agency to have charge of the education of civilian youth; nor should the War Department be asked to carry this responsibility. The problem would not be solved, however, by transferring the Civilian Conservation Corps educational activities to another Federal agency—either the United States Office of Education or any other. While reorganization is in process, let these activities be located with the State and local educational systems. Thereby the foundations can be laid for a permanent partnership between Federal public works agencies and the schools.

The National Youth Administration program is now primarily one of training, rather than work. To be sure, there is some production in National Youth Administration shops and work centers, but this production is incidental to training. The chief aim of the program is to develop skills which make a boy or girl employable in a war occupation.

The purpose of the National Youth Administration is therefore identical with that of public vocational schools, and particularly of those schools engaged in the national defense training program. There are, however, two differences in practice. The National Youth Administration operates production projects, and it pays wages to youth to work on these projects. Hence, it is sometimes claimed, the National Youth Administration gives young people a "work experience" type of training, whereas, it is implied, the public schools do not.

Our Educational Policies Commission has recognized that many youth need experiences of work under employment conditions as part of their preparation for permanent employment. This was especially important in the prewar period, when, with a labor surplus, many employers required evidence of previous employment experience on the part of those they hired. Now, however, with a labor shortage, most employers in war industries are eager to hire anyone who has been trained in the skills of a job, regardless of previous employment.

Granting, however, that "work experience" is desirable, it is by no means certain that the National Youth Administration supplies a "work experience" training which is different from that of the public vocational schools. Certainly

the National Youth Administration's payment of wages for work in its own shops is not the distinguishing mark of "work experience."

The National Youth Administration is both the employing agency and the training agency. But its chief purpose is training. It supplies employment as a means for providing training. The National Youth Administration project worker is paid \$22 to \$25 a month in wages, not because he produces that much in good for the government, but because that is considered about the right wage for an inexperienced youth "trainee."

In normal employment, whether private or public, that situation is reversed. There the important consideration is the worker's production, not his training, and his job and his wages are dependent upon his ability to produce. So the National Youth Administration program turns out to be no nearer to an actual employment situation than is the program of any vocational school which provides work whereby students may earn money while attending school.

Certainly the production aspects of the National Youth Administration program do not distinguish that program as "work experience." Most vocational schools regularly produce goods and services for use in the schools or by other public agencies. But production has always been considered subordinate to training—a by-product, as it were.

So, we believe, it should be for neither the vocational schools nor the National Youth Administration production shops have personnel, materials or equipment for efficient production. If War Production Board officials consider it desirable to continue the war production activities now carried on by the National Youth Administration, those activities could readily be taken over by the public vocational schools.

We, of the National Education Association, are therefore unable to see any fundamental difference between the National Youth Administration and the public schools in this matter of the kind of training which they provide. "Work experience," it seems to us is not a matter of working for National Youth Administration wages or of producing some useful goods. It is a matter of learning to apply oneself continuously and industriously to a job, learning to work under supervision, learning to meet high standards of performance.

These learnings, we believe, can and do take place in vocational school shops quite as well as in National Youth Administration shops. A boy in public school class, who receives no pay but wants to qualify for a job, will work just as industriously and just as skillfully as a boy in a National Youth Administration shop who is paid for his work and who also wants to qualify for a job. And if neither boy wants to qualify for a job, neither is likely to learn much about "work habits," wages or no wages. If the public school boy needs money to pay his expenses while he is completing his training, that can be furnished through a student aid program.

It is therefore our conviction that the entire National Youth Administration training program, with its attendant production and service projects, should be transferred to the State and local educational agencies at the earliest possible date. Funds necessary for the operation of the program should be allotted to the United States Office of Education for distribution to the States. The activities transferred from the National Youth Administration should be made an integral part of the national defense training program, which is already being operated in public schools throughout the Nation.

Resident centers, which are remote from the large school systems, or which serve youth drawn from many communities, can be efficiently operated by State departments of education or State boards for vocational education. The shops and equipment purchased by the National Youth Administration can be turned over to State or local educational authorities and utilized in the national defense training program during the war and in the schools' permanent program of vocational education in the post-war period.

It is not my intention to say precisely at what time this transfer should take place. That would have to be determined by officials of the War Production Board or by the Congress. I do say, however, that there is no essential training now being done by the National Youth Administration through its youth work defense program which cannot be done with equal effectiveness by the public schools, and which cannot be transferred to public-school auspices with little or no interruption.

Furthermore, the cost of training under the public schools is considerably less than under the National Youth Administration. According to the report submitted by the National Youth Administration to the Committee on Appropriations of the House of Representatives in connection with the appropriation for the

current fiscal year, "the annual operating cost per youth (for the youth work defense program) is approximately \$520 on local projects and \$720 on resident work centers, or a total average of \$577 a year. In terms of the number of different youth who will have received work experience in these shops during the year, the cost per youth will be between \$150 and \$200."

This includes only the costs of the National Youth Administration work projects, on which youth are employed from 80 to 160 hours per month. It does not include the classes in "related training" for National Youth Administration youth which are furnished by the public schools from Federal funds appropriated for that purpose.

According to a report of the United States Office of Education, the cost of public-school pre-employment training for defense workers, during the current fiscal year, is \$364 per student per year, for courses totaling 144 hours per month. The average time for training a defense worker is 8.2 weeks in the public schools and approximately 13 weeks in the National Youth Administration. The average cost per trainee is therefore \$57 in the public schools as compared with \$150 to \$200 in the National Youth Administration.

One of the large items in the difference in cost is the wages paid to youth by the National Youth Administration. Since the employment on National Youth Administration is no longer based primarily on need, it is difficult to see why wages should be paid to everyone who is engaged in the National Youth Administration training program, and to no one who enrolls in the public-school training program. A fairer and wiser policy, it would seem, would be to combine the two programs, and to provide a student-work program for any trainees (whether originally from the National Youth Administration or the public schools), who need to earn expense money during their training periods.

With the transfer of the student-work program and the youth defense-work program, there should be no further need for the National Youth Administration as a separate agency. It should, therefore, be discontinued when these transfers have been effected.

IV. THE PUBLIC WORKS PROGRAM OF THE CIVILIAN CONSERVATION CORPS

1. The young people who have completed such vocational preparation as is available to them in schools should have opportunity for full-time employment on jobs which are suited to their abilities and preparation and which offer them reasonable opportunities for growth and advancement.

2. When such jobs are not available in private employment or regular public employment, young people should have the opportunity to work on public works programs.

3. Here the youth should have the same chance for employment as any other citizen, being neither handicapped nor favored because of his age. Employment should be provided for youth with the same degree of adequacy as for older citizens.

4. This work should consist of production of goods or services which are needed by some public agency, with requirements of efficient workmanship comparable to those in private employment in similar fields.

5. The youth employee on public works should earn a wage commensurate with his skill and increasing with his productivity; and he should be able to look forward to continuous work, as long as he performs his work well, or until the project is finished, or until he secures private employment.

6. Any public works project should be directed and supervised by the agency which normally carries on this type of work, rather than by a youth-employing or youth-training agency.

7. State and local educational agencies should furnish opportunities for vocational training, general education, and guidance to all young people employed on public works projects.

These are the principles, we believe, which should govern the employment of youth on public works. It is quite consistent with these principles for a public agency to operate a public works program, on which a large proportion of all the workers are youth. The questions which would have to be answered in the affirmative are three:

(a) Is the work needed for the public good?

(b) Can the work be done efficiently by youth?

(c) Are unemployed and out-of-school youth available for the work?

Much of the work hitherto done by Civilian Conservation Corps enrollees under the supervision of the Department of Agriculture and the Department of

the Interior doubtless needs to be continued and is particularly well suited to young workers. The war has probably increased the importance of some of this work, especially that connected with the prevention of fires in our forests within bombing range of our enemies. The war may also have created other forms of public work which youth can do, under the War and Navy Departments as well as Agriculture and Interior.

In spite of the increase of youth employment there are some youth, especially in the States which have relatively small war industries, who are still unemployed. As long as there are unemployed youth who are not needed in military service or private employment, they should either be enrolled in defense training programs or should be given work on public works programs which contribute to defense or to the war effort!

Some changes should be made, however, in the operation of the public works program.

(a) As previously stated, vocational training, general education, and guidance should be supplied to youth workers through the State and local educational systems, rather than by Federal agencies. Sufficient Federal funds should be appropriated to make these services available to all youth workers who will take advantage of them, regardless of their location. The educational agencies can also help indirectly to improve the training provided on the job by project foremen, by conducting foremanship training courses, comparable to courses for foremen in private industry.

(b) Whenever public funds are to be spent, the officials concerned are responsible for seeing that they are used economically. Not all out-of-school unemployed youth have the right to expect jobs on public works programs. The public employer, as well as the private, may reasonably require that applicants for jobs shall have taken advantage of such public facilities for training as have been available to them.

Whenever it is evident that a youth has not attempted to use the public educational and training services of his community, the public employment service working with the school guidance staff, should have the authority to require the youth to return to school for further training before placing him on public works.

When the youth come from a community in which training facilities are lacking or inadequate, the public employment service and school guidance staff should have the option of sending him to a resident training school before placing him on public works. Needy youth can be given financial aid while in school through the student work program.

The annual cost per worker on a public works program of the Civilian Conservation Corps type is \$1,000 or more. That may be well justified by the public services rendered, if the workers are reasonably efficient. It is not justified if any large proportion of the working time has to be spent in general training of the workers. That training can be provided in good vocational high schools for \$200 a year or less and another \$100 to \$150 a year in a student work program will cover the living costs of youth in training.

(c) Youth should be assigned to work on public works programs by the public employment service, working with the school guidance staff, and not by a relief or welfare agency. In a number of communities, occupational adjustment services for youth are now being operated jointly by the employment service and the schools. This practice should be generally adopted. When a youth leaves public works, he should be referred to the occupational adjustment service in the community to which he goes, and that service should follow him through at least the initial period of his next job. We have done too much in the way of passing our youth around from one agency to another. What we need is a service that will keep continuous contact with each youth throughout his or her period of training and early employment, and that service, I believe, must be a cooperative undertaking of the public schools and the public employment agency.

Our Educational Policies Commission was unable to see the need for the continuance of the Civilian Conservation Corps as a separate organization, if (a) the work program were directed and supervised by the operating agencies (Department of Agriculture, Department of the Interior, etc.); (b) workers were assigned through the public employment service, in cooperation with school guidance staffs; and (c) vocational training, general education and guidance were supplied by the State and local educational agencies.

It was believed that funds could be allotted by the general agency of public works and administered by the agencies using them, and that the camps could be managed either by the State educational authorities or by the operating agencies. For these reasons, the Commission recommended that the Civilian Conservation

Corps should be discontinued as a separate agency, while its program should be continued—public works under Federal auspices, education under State and local auspices.

CONCLUSION: YOUTH SERVICES IN THE POST-WAR WORLD

In conclusion, may I venture to look ahead into the years after the war and to propose the broad outlines of a plan of youth services in the post-war world. At first this may seem remote from the questions before you. But I assure you that it is not. The pattern for post-war education and youth services is in the making now. Your decisions will not only affect the events of the current year; they will also help to shape permanent policies.

In the post-war period, youth will chiefly need three services:

1. They will need education.
2. They will need a way to find jobs.
3. They will need jobs.

We should build our post-war youth program around agencies corresponding to these services:

1. The schools (including colleges and universities) should provide education.
2. The Public Employment Service should place youth in jobs, both private and public.
3. The Public Works Agency should provide jobs to the extent that public employment is necessary.

The schools of the years ahead will be far different from those to which we have been accustomed, especially at the high-school and junior-college levels.

Far from being bound by shackles of tradition, American schools are moving today as never before. We may expect that the next 5 years will bring some of the most remarkable advances in the history of American education.

The schools of the future will be based on the proposition that every youth—regardless of sex, economic status, or race—should receive a broad and balanced education which will (1) equip him to enter an occupation suited to his abilities which offers reasonable opportunity for personal growth and social usefulness; (2) prepare him to assume the full responsibilities of American citizenship; and (3) give him a fair chance to exercise his God-given right to the pursuit of happiness.

These schools will not be narrowly vocational. They will teach more than our schools have taught about American history and government, the ideals of American democracy, and the place of America in the world today. They will teach more about economic institutions and the way they work. They will give more attention to health and physical fitness and to the cultivation of wholesome recreational interests. But I particularly want to talk about the work of the schools in preparing young people for occupations. That is where the chief issues arise, as between the schools and those who advocate permanent Federal agencies to train youth.

The new secondary schools, which are already well advanced in many communities, will keep their youth through grade 14 instead of grade 11 or 12.

Their offerings will consist of 10, 20, 30, or even more, courses, each designed to give young people a broad preparation for a specific occupational field. The major subprofessional occupations of industry, commerce, retail trade, agriculture, communication, transportation, personal service, and public service will be represented. There will also be courses for those who intend to continue their education in colleges and universities and a course for those who look forward to homemaking as a career.

Not every school will offer the full complement of courses. These will be suited to local occupational conditions. In the cases of occupations which employ relatively few people and which require technical equipment for training one or two schools may serve an entire State. Young people who cannot get the training which they want in their local schools will be encouraged to go to schools in other districts or to regional vocational schools. If necessary, they will be aided to meet the expenses of living away from home.

Work experience under employment conditions will be a recognized part of the school's program for those students who need this experience as part of their training. This work will be located largely outside the school—in shops, factories, stores, offices, homes, and on farms. Most of it will be done through part-time jobs, with private employers. Such arrangements are already fairly common in many communities, in connection with the Smith-Hughes and George-Deen vocational-training programs. There are also many possibilities, as yet largely undeveloped, for work of comparable type with the regular agencies of Government—local, State, and Federal.

In some communities, the schools have already enlisted the cooperation of the public employment service and the employers in an effort to locate and earmark a sufficient number of "youth jobs" to provide employment for all young people in need of work experience. Their reports seem to indicate that jobs can be provided when a determined effort is made to discover and develop them, and that this can be done without displacing or competing with older workers.

The public funds of the student-work program should also be used to provide work experiences under employment conditions. Such work should be competently supervised and the requirements of performance should be comparable to those of regular employment on similar jobs.

All the work experiences of youth during the period prior to full-time employment should be part of the youth's educational preparation, and should be planned and guided by the schools. To be sure, during the hours in which the youth is actually working for a private employer or a public agency, he should be under the supervision of that employer. But the employment experiences should be planned jointly by representatives of the schools and of the employers with a view to providing the maximum useful training for young workers.

While Federal financial aid will be needed to enable the schools to do an adequate job of preparing youth for occupations, there is nothing in the entire process—including the experience of working under employment conditions—which the schools cannot provide. It is unnecessary to maintain the National Youth Administration or any other Federal agency to do what the schools are capable of doing.

The services of the schools of the future will not be limited to those who seek enrollment. Schools will insist that their obligation to a youth is not reduced if that youth withdraws from school before he is equipped for full-time employment. Though the boy may leave the school, the school will follow him as long as he stands in need of education. Thereby the schools will cause the "out of school unemployed youth" to disappear from the American scene.

The schools, furthermore, will follow young workers well into their period of full-time employment. Some young people will need training in evening classes in order to advance in their occupations.

Some may require additional training to meet changes due to technological or economic causes. Many will want education related to their maturing interests in citizenship, family life, health, and recreation. To all such youth the schools will supply continuing educational services. Those employed on public-works programs will receive special attention, so that they may be well qualified to enter private employment as soon as jobs become available. If they are located in camps remote from well-equipped schools, educational services will be carried to them by State educational agencies.

The Public Employment Service has the distinctive functions of locating jobs (both private and public) and placing workers on jobs, which make it an indispensable agency in an adequate program for youth. At the time of a youth's first placement there is need for close cooperation between the school guidance service, which is best informed about the youth to be placed, and the employment service, which is best informed about job opportunities.

This cooperation is already being achieved in a number of communities, in which the employment service and the schools are jointly operating "junior counseling and placement services" or "occupational adjustment services" for youth. We may expect this type of joint service to be widely extended.

The employment service may also render other useful services. It may keep the schools informed of the demands for workers in private industry and of general employment trends. It may refer job applicants to the schools for training which will better fit them for employment. It has been doing both in connection with the National Defense Training Program and may well continue these services permanently.

The Public Works Agency: All of us, I am sure, profoundly hope that we shall be wise enough to use our great industrial system and our vast natural resources so as to provide jobs for all employable workers in the post-war years. If we can do that, there will be no need for this third agency.

Youth and older people alike will find work with private employers and in the regular public services. However earnestly we may hope and strive to prevent the recurrence of major economic depressions, we should nevertheless be prepared to deal with the problems which widespread unemployment creates. Even with the most optimistic outlook, we must expect some increase in unemployment to attend the demobilization of the armed forces and of the war industries.

To meet the needs of unemployed but employable workers of all ages, the various agencies of Government—Federal, State, and local—should provide opportunities

for employment on public-works projects. Since depressions and unemployment are national events, the chief responsibility for planning, executing, and financing public-works programs falls to the Federal Government.

Employment on public works projects should be open to young people, who have availed themselves of the training facilities of the schools, on the same basis as to older persons of comparable ability. Most of the youth would begin in the lower-skill and lower-wage positions, as in private employment; but they should have opportunities for advancement in position and wages as their competence increases.

It would seem neither necessary nor advisable to maintain one or more separate public works agencies for youth. It has been claimed, to be sure, that without a youth works agency, young people would not get a fair share of public employment. That would not be a necessary consequence, however. It would be quite possible for the public employment service to control the proportion of youth employed on public works programs.

It has been stated that some of the projects which seem particularly well suited to youth—such as conservation work in forests and parks—would be eliminated if the separate youth agencies were discontinued. That does not follow, however. It would be possible to have certain youth-employing units within the total program, if that were advisable, without setting up a separate agency to administer them.

It has been asserted that separate youth agencies are needed so that adequate training for youth will be assured. With that view I cannot agree. Of course, I believe that on-the-job training should be supplied on all public works projects. For younger and older workers alike, to the extent that it is found in the best practice in private employment. But when a public works program attempts to be more of a training agency than that, it invites both confusion and high costs.

The primary purpose of public works should be the production of goods and services rather than either relief or training. Whatever training is needed prior to employment and whatever training is needed to supplement employment should be provided not by the works agency, but by the schools. This is a matter both of economy in the use of public funds and of discrimination between the respective functions of educational agencies and works agencies.

To sum up: An adequate youth program for the postwar period requires three services: Education, placement and jobs. Each of these services should be supplied by an appropriate agency; education by the schools, placement by the public employment service, and jobs (at times when private employment is inadequate for the supply of workers) by the public works agency. We have a Nation-wide system of schools, colleges and universities, which is already providing education for most of our youth and which is steadily expanding its services. We have a Nation-wide public employment service. We are now planning and will doubtless develop a Nation-wide public works agency for the postwar period.

We do not need to multiply our public youth-serving agencies beyond the schools, the employment service, and the public works agency. If we strengthen these three agencies so that each renders the full service to youth of which it is capable, and if we keep these three agencies working closely together, then we shall be able to do an adequate job of meeting the needs of youth.

STATEMENT OF NEIL HURLEY, JR., VICE PRESIDENT, INDEPENDENT PNEUMATIC TOOL CO., CHICAGO, ILL.

The CHAIRMAN. Mr. Hurley, for the record, will you state your name, your position, and your address, please?

Mr. HURLEY. My name is Neil Hurley, Jr.; I am vice president of the Independent Pneumatic Tool Co. of Chicago.

The CHAIRMAN. You may proceed with your testimony as you wish.

Mr. HURLEY. We manufacture portable power tools that are used exclusively now for the war effort. We make tools for use in the aircraft industry, in shipyards, building tanks, munitions works, and things of that sort. Our plant is located at Aurora, Ill. That is about 40 miles from Chicago.

We have had considerable difficulty in the matter of obtaining skilled workers, not necessarily workers who are completely skilled,

but workers who had some skill with which we could begin them. We have used the N. Y. A. work center in Chicago as a source of obtaining this labor, and it has been very efficient; we have been very satisfied with it, and very pleased with it. We have hired quite a number of boys and these boys are all working out very satisfactorily.

We like the National Youth Administration and feel that the work center as a source of labor supply is excellent.

The CHAIRMAN. Have you taken any girls, Mr. Hurley?

Mr. HURLEY. We have not yet, but I think we are going to have to, Senator. I think that in itself constitutes one of the good things about the N. Y. A. work center. You see, being in a small town like Aurora, about 40 miles from Chicago, you eventually run out of your supply of skilled workers, so you have to draw people who have been in other industries and maybe have had no mechanical experience at all, and in order to get us over the hump we would take a person who maybe was a truck driver, or working as a salesman, or some unskilled position of that sort, and to bring him into our plant is a very difficult job. The man is not familiar with reading blueprints, he has never worked on a machine, does not know how to read micrometers, and in a plant like ours it is not easy to teach him those basic functions. After 8 months of training in these N. Y. A. centers we find they know those things, and moving them from there into our plant is a simple procedure. I think as the supply of skilled labor becomes more acute and as some young men are drafted into the Army, we are going to have to use girls, and then our problem will be more acute. I think the N. Y. A. could train the girls for the basic jobs very nicely.

The CHAIRMAN. Are there any questions, gentlemen?

Senator HILL. How many of these N. Y. A. boys have you had, Mr. Hurley?

Mr. HURLEY. We have hired approximately 35, and we intend to step that up very, very sharply in the future. Of the boys we have hired only two are not with us now, Senator. Of those two, one did not work out very well and the other one left us right away. I personally clock practically every boy that comes to us from the N. Y. A. because they are anxious to know how he is getting along, what sort of training he received, and so forth.

I also went over to the N. Y. A. work center in Chicago, I went through it, talking to the instructors and looked at the program, in fact worked with them as to the sort of things that we would prefer to have our boys learn.

Senator HILL. You found cooperation all down the line, did you?

Mr. HURLEY. We found excellent cooperation. It has been undoubtedly the best source that we have ever had for labor.

Senator HILL. It has been the best source for labor that you have ever had?

Mr. HURLEY. Yes; for obtaining labor that was unskilled 8 weeks ago and that is now skilled, or at least partially skilled.

Senator HILL. Semiskilled?

Mr. HURLEY. That is right, skilled in those first basic things. If a boy knows how to read blueprints, if he knows how to read micrometers it helps a great deal. He has had some experience in the shop, and a foreman can sit down and explain to him the more intricate operations on a machine.

Senator HILL. But to sit down and explain to him how to read a blueprint, it just takes too much time?

Mr. HURLEY. It would take too much time from his more important work of getting out the material that the war industry needs.

Senator HILL. You feel that the N. Y. A. is rendering a very distinct service at this time?

Mr. HURLEY. It certainly is in our case. I think in our own case, for example, the Government has been very helpful to us in obtaining materials. We do not have any great problem on that, but the obtaining of the labor to work the materials is equally as important. With the labor you cannot do anything with the materials. I think the Government, in furnishing a work center of this sort, that will train labor, is rendering just as important service as the priorities division is rendering in obtaining the materials.

Senator HILL. You think it is an absolutely necessary service?

Mr. HURLEY. I think it is an absolutely necessary service.

Senator HILL. In other words, you have got to have these workers?

Mr. HURLEY. That is essential to have these workers.

Senator HILL. You have got to have somebody trained in the rudiments of the work that you do?

Mr. HURLEY. That is right.

Senator HILL. What are you making, if I may ask?

Mr. HURLEY. We are making portable power tools such as riveting hammers, electric drills, electric screwdrivers, and things like that.

Senator HILL. Those things are needed in all the war-industry plants, are they?

Mr. HURLEY. There is nothing we make that is not used in the war-industry plants. We are 100 percent converted to war production.

Senator HILL. I suppose they are using them, taking them off your hands as fast as you can produce them?

Mr. HURLEY. We have a tremendous backlog now. In fact, we would like to put on more men right now, if they were available.

Senator HILL. You would like to put on more men?

Mr. HURLEY. That is right.

Senator HILL. You have a need right now for more men?

Mr. HURLEY. Yes.

Senator HILL. I take it, then, that you wish that the N. Y. A. program had been a larger program?

Mr. HURLEY. I think, as a matter of fact, Senator, it ought to be enlarged. I think it ought to be enlarged very greatly, as far as the training of men is concerned. I would even like to see it take in not only boys but take older people as well. The machinery is set up for this thing now. I mean the machines are there, the instructors are in there. As every war industry needs more and more semiskilled workers it seems like it should not be limited necessarily to just the boys, but should include the older men, and certainly take women.

Senator HILL. And women, too?

Mr. HURLEY. Women and girls.

The CHAIRMAN. Have you an opportunity to experiment with girls for the benefit of your country there?

Mr. HURLEY. We have a factory in Los Angeles, too. In our Los Angeles factory we hire quite a number of women. We have not used any women on machines in our plant in Aurora as yet, but we

expect to very shortly. The basic training of women probably will be more difficult than the basic training of boys. I think the N. Y. A. can do more service on that than they are doing now.

The CHAIRMAN. I asked that question because not only our committee but the Military Affairs Committee has urged that a great campaign be conducted in regard to bringing women into the war service. We need background.

Mr. HURLEY. Yes.

The CHAIRMAN. That is, we need something on which to base our lawmaking. If you could experiment, if you could give us an example or two, it would be fine.

Mr. HURLEY. If we take a girl, for example, who might have been a waitress, or a girl who was doing housework, or some such work as that, you cannot just put her on a machine in a shop and expect her to do any kind of work; but if she has had 2 months' training, has had the experience, can read blueprints and operate machines, when we get her after 2 months she certainly is much more value to us and there is much less time lost in our factory in producing the equipment that is needed. For us to do the job ourselves, to do the training job of women, would mean we would have to put on identically the same kind of instructors that the N. Y. A. have now. We would have put on quite a group of them, and so would all the other industries. It seems like the least expensive way to do it, certainly the quickest way, the most efficient way to be to have it done by the existing machinery that is now set up.

The CHAIRMAN. Are there any other questions?

Senator BALL. Where does the N. Y. A. get its instructors? What kind of people are they?

Mr. HURLEY. I do not know where they get them. I have met them. What their background has been, I do not know. When I went over to the work center I talked to them, and they fully understood machinery. It is not enough that a man knows how to operate a machine in order to instruct other people. That is one difficulty we have in our plant. A man might be a very excellent operator of a machine himself, but that does not mean that he can teach somebody else to be as expert as he is. These men I met at the N. Y. A. were not only good operators but also good teachers.

Senator BALL. Have you been drawing all your labor requirements from this N. Y. A. work center?

Mr. HURLEY. No; we haven't. We have drawn from a great many sources, from every source we could.

Senator BALL. I was wondering what other sources there were. It is my understanding, for instance, that there has been some W. P. A. training, and that the C. C. C. has done some.

Mr. HURLEY. We draw none from the C. C. C. or W. P. A. except possibly by happenstance.

Senator BALL. How about the vocational schools?

Mr. HURLEY. Of course, we have quite a number of boys from the vocational schools.

Senator BALL. How do they stack up?

Mr. HURLEY. In comparison with the N. Y. A. boys, I would not say they stack up as well. A boy, for example, that is going to school is not in exactly the same frame of mind as a man that is actually going to work for 2 months. In the N. Y. A. school he has exactly

the same conditions that he would have in working in our own factory, whereas, in a classroom I do not think you get exactly that condition.

Senator BALL. Could it be because the vocational-school instructors are professional teachers, whereas it is my impression that the N. Y. A. has drawn most of its instructors right from industry? They are men who, up to a few months ago, were actually doing the work which they are teaching and therefore are more up to date?

Mr. HURLEY. That sounds logically. I have no opinion as to where the N. Y. A. instructors came from.

Senator BALL. Have you drawn them from any other source than the vocational schools and the N. Y. A.?

Mr. HURLEY. We naturally get a lot from the vocational schools, of course. It would just be natural. We work a great deal through other employment agencies, such as the Illinois Employment Agency, and also through newspaper advertising.

Senator BALL. The United States Employment Service?

Mr. HURLEY. I think it is the Illinois State Employment Agency.

Senator BALL. It is Federal now.

Mr. HURLEY. I just did not know that.

Senator BALL. The War Production Board also has a training program under the Labor Division, Mr. Hillman. Have you had any contact with them?

Mr. HURLEY. We haven't had any to my knowledge. They have not been in touch with us, and I do not know anything about them.

Senator BALL. Have you ever heard of their training-within-industry program?

Mr. HURLEY. Yes; and we have had some correspondence on it, but nothing ever came of it.

The CHAIRMAN. Any questions, Senator Rosier?

Senator ROSIER. No.

The CHAIRMAN. Senator Taft, this is Mr. Hurley, of Illinois. Have you any questions?

Senator TAFT. Thank you. I do not want to ask any question.

The CHAIRMAN. Thank you very much, Mr. Hurley. We appreciate your coming.

Mr. HURLEY. Thank you.

The CHAIRMAN. Congressman Johnson of Oklahoma.

STATEMENT OF HON. JED JOHNSON, UNITED STATES REPRESENTATIVE FROM OKLAHOMA

The CHAIRMAN. Congressman Johnson, will you proceed as you wish?

Mr. JOHNSON. Mr. Chairman, I appreciate the opportunity of appearing before this distinguished committee. I realize that you gentlemen are extremely busy, and most of us are pretty busy on the other side of the Capitol. I have not prepared a statement, so will talk extemporaneously.

I appear here today in support of two very much criticized and kicked-about agencies of the Government. I refer to the National Youth Administration and the Civilian Conservation Corps. I appear for the purpose of saying a few kind words about both organiza-

tions, the splendid accomplishments of both throughout the country, and especially in my own State of Oklahoma, and to say to the committee that I sincerely hope that both agencies will continue their splendid work not only in my own State of Oklahoma, but also throughout the country.

In appearing for this purpose, I have no quarrel with any official of my State, or any private citizen. We all have a right to our own viewpoints—and most of us in Oklahoma have them. I have no personal criticism of anyone who does not agree with me about N. Y. A., the C. C. C., or any other matter.

I did not hear the testimony before this committee of the chief executive of our State, nor have I read his testimony. I have known him since I was in school with him at the University of Oklahoma before World War No. 1. We have been friends for many years; he has many admirable qualities. If newspaper reports are correct, a suggestion was made to the committee by the Governor that the citizens of Oklahoma do not desire either of these organizations to continue to exist in our State. Frankly, I am amazed at such a statement if actually made. I appear for the purpose of saying I am sure that such is not the sentiment of the rank and file of the citizens of our State.

I am in full accord with the sentiment expressed that this Congress has too long delayed the cutting of nondefense activities. I agree that the Congress has been tardy in cutting to the bone all real nondefense activities. We should not only cut, but eliminate, if possible, all nondefense activities during the war. I believe that the winning of the war should be the first, the uppermost, if not the only thing that we should consider at this time. We must win the war, and do it as speedily as possible, and everything should be done to speed up the war effort as quickly as possible.

Might I just say this, that it is one thing to talk loud and long about cutting nondefense activities and it is another thing to do something about about it. May I preface my remarks here by saying I am a member of the Appropriations Committee of the House, and have been for many years; I have had the honor of serving with one of your distinguished members, Hon. Lister Hill, on the Military Affairs Committee of the House where he made a most enviable record, before he was elected to this body. He knows of my interest and activity in aiding the youth of the land.

Each of us has a tremendous responsibility both to the taxpayers and to the boys in uniform who are fighting our battles for us. We must cut and slash where we can possibly do so. Let me add that I happen to be chairman of one of the subcommittees of the House that has jurisdiction over the Interior Department appropriation bills. For about a month we held daily hearings. We heard more than 100 witnesses, about 26 of whom were Members of Congress, and I mean both Houses of Congress, appeared before my committee. Of those 26 Members of Congress that appeared before my committee, not one of them asked that the expenditures in the Interior Department appropriation bill be cut a dollar. Had the committee followed the suggestions of the witnesses that appeared before my committee, instead of reducing the Interior Department appropriation bill \$76,000,000 below what it took to operate that Department last year, and more than \$18,000,000 below the Budget estimates, after the Secretary of the

Interior had voluntarily reduced his own estimates \$10,000,000—I say instead of doing that, we would have increased that Department many millions of dollars, more than it took to operate the same Department last year. So, I say it is one thing to talk about cutting nondefense activities, and it is another thing to do the job. I say this that you gentlemen may know that I am not appearing here as a rank spender, but as one who has not only advocated but who has actually cut the nondefense spending program in the Interior Department tremendously. Moreover, I offered one amendment to the agricultural bill, passed by the House and now pending before a Senate committee that will permit that bill to be cut \$50,000,000 below the Budget estimate. That referred, of course, to a nondefense activity. I want to say to you, however, that the National Youth Administration and the C. C. C. program are by no means now nondefense activities. Those Members of Congress and others who constantly refer to those organizations as such simply show how unfamiliar they are with those activities.

Let me first discuss briefly the C. C. C. and its program. I was present at one of the White House conferences back in the early spring of 1933, at its inception, so I am somewhat familiar with it. I was with the committee that discussed with the President the forming of that great program. At that time freight trains were almost empty except the men and boys who were riding them looking for jobs they could not find. The C. C. C. has been a godsend to this country. As you gentlemen know since 1933 some 3,000,000 boys have gone through those camps where they have received excellent training and at the same time have done an excellent job of conservation. As you gentlemen know, there have been billions of trees set out; millions of acres of land have been terraced, saved, and reclaimed by the C. C. C. boys. That means something when the Nation is in need of food to feed the large Army, Navy, and air forces. It cannot be laughed off or sneered at.

I could go on indefinitely pointing out what the C. C. C. program has done for us, for each State, for every community in the land that it has touched, but far greater than all that is what the C. C. C. program has done for those 3,000,000 boys. It has helped their morale; it has built them up physically. They have been able, through the Army hospitals, to give those boys minor operations, to fix their teeth, to sell them on the idea that they should keep themselves clean and wholesome. In most cases the C. C. C. has given back to society real men, men with a better love and understanding of what the Government really is and what it is trying to do for them and for society.

Senator ROSIER. Would you mind an interruption there?

Mr. JOHNSON. I would be glad to have you interrupt, Senator.

Senator ROSIER. What about the claim that the C. C. C. camps in your territory were training schools for criminals? What would be your opinion about that?

Mr. JOHNSON. I assume from the distinguished Senator's question and also from newspaper reports that he refers to the statement made before this committee this week by the Governor of Oklahoma. I, of course, do not speak for the Governor and, frankly, I do not think the Governor speaks for the citizens of Oklahoma in making such an absurd and ill-advised statement. Moreover, I am also certain that the facts, including the court records, will not confirm

such a statement. I have not hesitated to criticize certain phases of the C. C. C. program or any other program when I felt justified in so doing. Several years ago I introduced a bill in Congress to give the C. C. C. boys at least 1 hour of military training per day. I have visited a number of camps not only in Oklahoma but throughout the country. I felt that the extra discipline would be good for them and certainly it would be in the interest of national defense. Later I made a tour of many States from Maine to California and visited C. C. C. camps in each of those States. I had the privilege of addressing the boys in those camps and asking them if they would like the opportunity of taking military training, but I was really surprised that at least 98 percent of those young men held up their hands in response to an inquiry if they would like to have the opportunity of availing themselves of real military training from Army officers.

It is significant that some of the so-called sob sisters in and out of Congress who now criticize the C. C. C. and its program threw up their hands in holy horror, and said: "You are trying to militarize the C. C. C. camps." Some even used such nasty words as "warmonger" in their fanatical opposition to military training for enrollees of those camps. I pointed out then, as members of this distinguished committee are aware, that officers in charge of the C. C. C. camps could have given this training without costing the Government any additional expense. Any criticism of that discipline is of course against the U. S. Army. Bear in mind that the Army has been responsible for the discipline of the C. C. C. camps. They also have educational directors, doctors, and chaplains. The first prayer some C. C. C. boys ever heard was by an Army Chaplain. The first real bath some ever took was in a C. C. C. bathhouse. The first opportunity many of them ever had of a thorough physical check-up at a Government hospital. And in all of the many camps that I have visited, I have been told by the commanders, the superintendents, and educational directors that instead of being breeding places for criminals and prep schools for the state prisons, as charged, the environment and training of the C. C. C. camp has developed fine citizens out of them. They pointed out to me that whereas a majority of the boys enrolled in the camps—and remember they were enabled to do so only after being certified as being in need, certified by either the State welfare board or some local relief agency; despite the fact that more than 25 percent of those boys were actually underfed and undernourished, and a large percentage of others were physically unfit—

Senator ROSIER (interposing). As a matter of fact, they were brought from an environment where the temptations were great?

Mr. JOHNSON. That is the point I am trying to make.

Senator ROSIER. When they were moved to these camps it really reduced juvenile delinquency rather than increased it?

Mr. JOHNSON. Yes, that is the point that I was leading up to, and if you will read the statements of some of our great juvenile judges, you will find that is true. One juvenile judge in Chicago said the C. C. C. camps and the N. Y. A. program had reduced juvenile delinquency in the city of Chicago, and that is true in other cities, towns, and communities of the country.

No doubt some of you have read statements from Sanford Bates and other noted authorities, including juvenile judges, on the benefits derived to youth from the C. C. C. I assure the committee that

many real authorities on juvenile delinquency do not share the views of the distinguished Governor of Oklahoma concerning the C. C. C. and N. Y. A. I would like to have permission to put such statement or statements in the record.

The CHAIRMAN. It may be put in the record.

Mr. JOHNSON. I would recommend to our Governor and any others who might be critical of the C. C. C. the reading of a very interesting and informative article under the caption "C-Boys to the Rescue" by John Janney, in which he says:

From the mountains and valleys emerges a green-clad army of rugged young mechanics, trained and ready to meet the crisis of defense production.

I would also recommend that the critics of the C. C. C. and N. Y. A. read an important and forceful statement by Justin Miller, former chairman of the Attorney General's Advisory Committee on Crime. He has made an exhaustive study and visited many C. C. C. camps in every section of the country. Justin Miller pays this youth program a glowing compliment. After stating that the aim of the C. C. C. is the conservation of both the human and natural resources of the country, Mr. Miller adds:

The camps offer a clean wholesome environment free from corrupting influences. The out-door life provides few of the conflicts of a crowded city.

The Surgeon General of the War Department reports that the C. C. C. death rate is lower than among other men of similar age groups. His statement also refutes that of our distinguished Governor.

Hon. H. W. Jespenson, superintendent of the Nebraska Reformatory for Men, says that the creation of the C. C. C. has been responsible for a 25 percent decrease since 1933 in the number of inmates in that reformatory.

Major R. M. YOUELL, superintendent of the Virginia State Penitentiary, attributes to the existence of the C. C. C. a drop of 156 in 9 months in the number of new commitments to that institution.

I might go on indefinitely and quote from dozens of well-known authorities such as heads of Federal and State reformatories expressing the same or similar views. I have yet to see one statement from any authority in all of the United States confirming or corroborating the testimony before this committee alleging that the program or environments of either the N. Y. A. or C. C. C. have resulted in adding to the criminal population of the State or Federal prisons anywhere at any time.

I visited, as I say, the C. C. C. camps in nearly every State in the Union. I have visited practically every camp in Oklahoma. We had 22 of them until recently, when they were reduced to 12. I say to this committee that it is my firm conviction that no such conditions existed in any of them that would entitle them to be classed as breeding places for our State prisons.

Let me just remind you now that the American people have faith in the Army of the United States, and the American people do not believe that when the Army is responsible for discipline that this Army of ours is actually making a breeding place for criminals. If time permitted I would like to tell this committee about a great number of boys I have met in the C. C. C. who have made good. I would like to tell you of a boy I met out at Boulder Dam, when I was out there with

Governor Scrugham a few years ago. He was from the Yonkers in New York City. His early environments had been bad. In fact he was about to break into jail when he was certified as an enrollee in a C. C. C. camp and sent to Boulder Dam. Five years later, I met his mother in New York City and I found that this boy had learned how to work and live with others, and had developed into an upright splendid gentleman. This lad, like thousands of others, learned a trade in the C. C. C. camps. A few years ago I told that story in some detail on the floor of the House as will be shown by the Congressional Record.

I would like to tell you about a boy that I met at the Duncan Camp in Stephens County, Okla. The first time I saw him he had been in the C. C. C. camp only a few days. He was there from the relief rolls, after his folks had lost the farm on which he had been reared. He was emaciated, underweight, but intelligent, ambitious, possessing a will to win. I talked with those boys, endeavoring to inspire them to be real men and good citizens. This boy came up to me and said: "Do you think a boy like me, whose dad does not own the house we live in,—do you think that I could make good in the world?" Of course I assured him that he could. I made some suggestions to him, and later heard from that boy frequently. This lad came to Washington a few months later after he was discharged from the C. C. C. camp. He finished one of the great universities in the City of Washington, and is today holding a responsible position in the Federal Government. After all, that is real national defense, the saving and conserving of human values.

There are thousands of boys who thank God every night for the vision and courage of the President and Congress of the United States in establishing the C. C. C. camps.

Of course I feel that pending the emergency the C. C. C. should confine its activities to the present all-out war effort. But bear in mind that this is about all it is now. I understand that after July 1st there will be no C. C. C. camps except those on military reservations and those doing forest-fire fighting, and activities of that kind that are strictly in line with the national defense program.

Senator ROSE. In national defense, to get these underfed and underprivileged boys from all sections of the country into these camps, where they can have this physical training, discipline, and development, that would be directly in the line of national defense, would it not?

Mr. JOHNSON. Oh, yes, Senator. In the last analysis, the greatest national defense we could have would be the building up of the human values in this country. When you have to admit that in the first draft there were something, I believe, between 30 and 40 percent of our boys that were physically unfit, it is a terrible thing to even contemplate. If the C. C. C. camps today took no one else except those who had been declared physically unfit and built them up, like it has done with hundreds of thousands of other boys, I would say to you it would be a mighty fine investment and practical national defense.

Now, I did not intend to talk so long about the C. C. C. program, yet, I cannot leave the subject without adding that I have a statement from Director McEntee, of the C. C. C., that the War Depart-

ment is asking for more camps than he is able to furnish at this time, just for military reservations alone. I happen to know that Fort Sill, Okla., which is situated in my district, is right now begging for several C. C. C. camps to do the work that soldiers are now doing. So there is a sufficient place, as the President pointed out very clearly in his recent statement, for the C. C. C. camps in the country. So much for the C. C. C.

I have also been very much interested in the National Youth program in Oklahoma and the Nation. I think the program is especially splendid in my State, and I feel that it is, and I ought to compliment the State N. Y. A. Director Bruce Carter, and also to Aubrey Williams, National director. It may be that some Members of Congress may not like the way Aubrey combs his hair, but he has built up a splendid efficient organization just like Mr. Carter has done in Oklahoma. More than 18 months ago I sat in a conference where Aubrey Williams told Members of Congress that he proposed to and was then endeavoring to build the N. Y. A. program around the national defense program. It was not popular in certain quarters at that time, and he was criticized by a certain organization, especially one half-baked youth organization that came down to Washington some 2 years ago, criticizing him bitterly. But Aubrey Williams did not deviate one iota from that program. He sent orders to his State directors nearly 2 years ago and told them to build the N. Y. A. program around the Nation's defense.

In my State we have 28 defense shops. Eight of those are called master shops. I have visited many of those shops. We have girls as well as boys working in many of those shops learning the trades, trades that are so essential to national defense, and they are happy in their work. We have this month more than 3,100 boys working in those shops, training them for vital defense industries. This week Oklahoma N. Y. A. sent to Connecticut more than 100 boys, and they are begging for additional boys who are trained by the N. Y. A. Not one of those 3,100 boys who are receiving this training are learning anything else except something in connection with the industries that are so vitally important to this all-out war effort.

I know of no criminals that the N. Y. A. has produced in my State, or any other State, and neither does the Governor of Okla. but, on the other hand, it has had a very splendid wholesome effect on those boys and girls. I think they have really a greater conception of Government and what it is doing for them, and for the national defense effort. Please bear in mind that more than 125,000 youths have received assistance or training by the N. Y. A. of Oklahoma. If one of that number has found his way into a State prison it was in spite of and not because of his N. Y. A. training.

To emphasize the splendid progress the N. Y. A. is making in Oklahoma and to show how it is geared to the defense program and how much it is appreciated by those industries who are receiving our N. Y. A. trained youth, I will submit for the record a few brief statements made over the signatures of personnel officers or other officials of some of the great industries of the nation that are furnishing so much of the production so essential to the speeding up and successful winning of the war.

Joseph J. Jenks, personnel officer of the United States Aluminum Co. of Fairfield, Conn. has this to say [reading]:

We feel that your organization has done a wonderful job starting this emergency program and aiding us in securing qualified workers to meet our needs. I might also add if you can supply us with 100 foundry workers within the next month, we shall be more than pleased to employ them. I would appreciate it very much, if these boys could be selected from Oklahoma.

Here is another statement from the California Shipbuilding Corporation, Wilmington, Calif.:

Our records indicated that these men have come to us well qualified for shipyard work and that they have since proven themselves to be excellent employees,

Here's what the Lockheed Aircraft Corporation of Burbank, Calif., thinks of Oklahoma N. Y. A. trained youth:

After observing our records we find that your boys without exception have been above average. We feel that the training they received from your projects has been very inclusive, and entirely satisfactory for our work at Lockheed.

The M B Manufacturing Co., Inc., of New Haven, Conn., where I am told many hundreds of our N. Y. A. trained youth are now working, has this to say about the program:

The National Youth Administration is doing a worth-while job and their contribution of semiskilled workers is invaluable in the present emergency.

In addition to these statements I have received a statement today from Hon. Bruce Carter, the efficient, far-sighted, and hard-hitting N. Y. A. administrator for Oklahoma, in which he tells me that since Pearl Harbor the N. Y. A. has sent more than 100 youth every week to important jobs in the war production plants of the country, and adds:

Only today I received a telegram asking the National Youth Administration to send 40 welders to Seattle, Wash., on April 26, 40 on May 3, and 25 each week thereafter.

He also advises me that he is asked to furnish 75 trained youth per week to go to war industries in the State of Connecticut.

These are busy, happy youth and I think it is safe to say that such young men as these are not only a credit to the State and Nation, but on the shoulders of such youth is the future hope of the country.

Senator HILL. Is it not a strange thing that these two agencies, the N. Y. A. and C. C. C., have been going on now for a number of years and we never heard a word from any source or from anybody about any criminal or criminals coming out of these agencies until here the other day when this onslaught came against these two agencies? Would not you think if there had been any criminals coming out of these agencies that somewhere during the years and months that have come and gone we would have found out about it?

Mr. JOHNSON. Yes; it is passing strange that such an onslaught, as the Senator terms it, should be made by anyone at this time. Now, according to press reports the Governor of Oklahoma testified that he found 22 former enrollees of the C. C. C. camps in a State prison. I believe that was the figure given. I do not doubt that at all, but when one takes into consideration that there have been 76,000 junior enrollees that have gone through the 22 camps in Oklahoma, that there have been more than 4,000 Indian boys who have been enrollees in those camps, and more than 3,500 veterans who have been enrollees in the camps in Oklahoma, making a total of more than 80,000, it is

surprising that not more than 22 former enrollees were found in prison. Well, I have been doing some investigating and I am told on what I consider good authority that not to exceed one-tenth of 1 percent of those enrollees have found their way into the jails or prisons, I think that speaks mighty well for that organization.

Senator AIKEN. You say one-tenth of 1 percent?

Mr. JOHNSON. I repeat that less than one-tenth of 1 percent of those eighty-odd thousand C. C. C. boys can be found in the State prisons of Oklahoma, according to my information.

Now, I also have information that it is conservatively estimated that more than 40 percent of those enrollees are now in the armed forces of the United States, or holding good jobs in defense industries. Some of them are now commanders, others superintendents of the C. C. C. camps. Many of the enrollees have been promoted to junior and senior foremen; many have earned commissions in the Army of the United States, where they are giving a good account of themselves.

In conclusion let me say that if the closing of all the C. C. C. camps in the country and the abandoning of all the N. Y. A. defense shops in every State in the Union would promote the all-out war effort, I would urge that same be done immediately, but with the defense industries begging for trained manpower I am sure that such a move on the part of Congress would have exactly the opposite effect. It would slow down to a marked degree the defense effort. It would make useless the 28 well-equipped N. Y. A. defense shops in Oklahoma as well as similar training shops in every section of the country.

With every fort and military post, air depot; and naval and military station demanding more C. C. C. camps to take the place of army and naval personnel, it would be the height of folly to abandon those camps on the pretext that they were prep schools for the prisons of the country.

Senator ROSIER. You will agree that the student-aid program of the N. Y. A., by which underprivileged young people have been kept in high schools and colleges and could not otherwise be there, and these work shops where they get trained in special skills, that that program is very vital to our national defense effort, and especially if this war lasts very long?

Mr. JOHNSON. Oh, yes; Senator, that phase of the N. Y. A. program is very important. It has enabled many a worthy youth to go to high school and college who otherwise could not possibly have done so.

Senator ROSIER. There is no disagreement on that point?

Mr. JOHNSON. Not so far as I am concerned. I think the N. Y. A. has justified its existence. It is a splendid organization, and I have no apology for its splendid work in the State of Oklahoma, or throughout the Nation.

Senator HILL. Would you not say that today it is a necessary agency in our war effort?

Mr. JOHNSON. Yes; very definitely. The President says that to be true; so do high Army officials. I have talked to many very high officials of the Government, including well-known Army men in whom the public have confidence, and I think I can assure the committee that, without exception they are high in their praise of the vitally important work now being carried on by both the N. Y. A. and the C. C. C.

Senator ROSIER. I think next to the training of the men in the armed forces the most important thing is the preliminary training of our young people in what we might call the junior levels who, if this war continues, are soon going to be in our armed forces, and surely the more training and education they have in their junior years the more competent they are going to be when they are called to the service of their country.

Mr. JOHNSON. I think that is a very fair and reasonable statement, Senator.

Senator BALL. I agree with you that the N. Y. A. is doing a fine job on training boys to work in these defense industries, but I have been a little concerned about the fact that while the N. Y. A. is doing a fine job, in the vocational schools under the direction of the Office of Education here they are doing work with the same objective, and the War Production Board has a training division in the Labor Division, they also have a training program, and just recently I believe the apprentice section of the Department of Labor is organizing a training program. I would like to have your comment, as a member of the House Appropriations Committee, as to whether that does not involve considerable waste in administration, in administrative costs, and whether you would not get a better integrated training program at less administrative cost if all of those various programs were pooled together under one direction?

Mr. JOHNSON. I would say, Senator, that theoretically speaking it might be advisable to pool all training programs into one. In fact, if I recall correctly my good friend Paul McNutt, in a letter to the President some months ago made some such suggestion. There might be some saving as far as overhead is concerned. That might possibly improve the efficiency. I confess I am not prepared to say. So far as the vocational training program is concerned I am heartily in favor of it. Incidentally, the vocational training program used to be under my subcommittee, when they used to receive only \$3,000,000 a year, and I was so well sold on it that program it may be recalled, my committee increased the appropriation from about \$3,000,000 to nearly \$14,000,000, without a sign of a Budget estimate. We did that for 2 or 3 successive years. Even if Congress should double the appropriation for vocational education, still they could not begin to turn out half of the people, the trained youth that the industries are demanding for this grave emergency. If the different agencies that you refer to, the vocational education program in the schools, and the program that is either in force or contemplated in the Department of Labor, and the N. Y. A. program, were doubled, I am of the opinion, that we still could not turn out a sufficient number of trained youth to take care of the vital needs of industry for the next 12 months.

Senator AIKEN. I would just like to get your opinion on another angle of this situation. As the war goes on we are bound to get back a lot of our boys, I am afraid we will get back a very large number of them that are suffering from illness, or shock, or minor wounds, and I would like to ask you what part these agencies, and particularly the C. C. C., could play in rebuilding these boys when they come back in that condition, where, if given the right treatment, they can be rebuilt to where they formerly were?

Mr. JOHNSON. Of course, that is a thing that few of us like to think about. We dislike to even contemplate the number of wounded and those who may be in ill health when the emergency is over, but we must be practical men, and realize what the aftermath of war is. We have already lost a great many men killed, wounded and captured. We have to admit that the situation is not as encouraging, as hopeful as we hope it will be a few months hence, and certainly there is or must be a place in post-war days for these two youth organizations, and probably other similar organizations. That is one reason why there ought to be at least a skeleton of both organizations left; not only to do the vital defense work, take care of the vital defense war effort, but having in mind the very thing you mentioned for post-war days. You gentlemen of course know that both the N. Y. A. and C. C. C. have been drastically reduced.

Senator AIKEN. It seems to me the C. C. C. camps would be almost the best place, the best agency we now have, where these men, who are not really hospital cases, could go to recover, to recover their health and their balances, if necessary.

Mr. JOHNSON. We can only judge the future by the past. The marvelous record the C. C. C. camps have made in building up morale as well as the physical bodies of these young men speaks for itself. The fact that more than 25 or 30 percent of the boys were underfed and physically unfit, and many of them so weak they were unable to do any appreciable amount of work when they entered the camps, and they came out 6 months or a year later having gained 20 to 25 pounds in weight, with their chins up and their chests out, proud of themselves and the record they made, and the fact that less than 4 percent of those same boys went out of the camps physically unfit, speaks louder than anything I might say.

Senator BALL. Well, Congressman, I would like to get back to that administrative picture. I have talked to some people and have gotten information which indicates that, for instance, there is a certain rivalry between the apprentice training section of the Labor Department and the W. P. B. training-within-industry program, as to which shall dominate the field, and it is pretty obvious to me that with at least four different agencies heading up into the different departments here in Washington, in this training field, that you have considerable overlapping, you have considerable duplication of your necessary liaison with war industry and with the employment service which must be maintained. It just looks like a bad administrative set-up to me. I think they are performing a little different function. It seems to me they all should be in one agency so that that liaison job would be done only once, so there would not be any grabbing for power, for domination, and what have you. I agree they are doing a good job, and they are going to have to be expanded, but I think it is scattered out too much now. It just is not a good administrative picture as it is now set up.

Mr. JOHNSON. I think there is much food for thought in what the Senator has said. That is largely a legislative matter. I cannot see that it in any way controverts the statement I made and that I am making.

Senator BALL. Not a bit, but you are talking about cutting non-defense expenditures, and I think that is a place where that statement could apply.

Mr. JOHNSON. I repeat that nondefense expenditures should be cut everywhere possible, that we should cut to the bone, cut until it hurts, and then cut again. I stated at the outset that I have demonstrated that I mean just that in cutting nearly every item in the Interior bill, but it is a question of preparing youth to help speed up the defense program, and this question cannot be overemphasized. This is no time to dilly-dally or quibble over details. Let's get the job done. Regardless of what we do here, we are not going to be able to furnish sufficient youth in the way of trained personnel for our constantly increasing demands for war production.

Senator BALL. Here is an example: For instance, you have a vocational school with machinery and directors that is working on an 8-hour basis, and a N. Y. A. training center is established, some for 16 hours, some for 20 hours a day, and they buy new machinery, while this machinery and training equipment in the vocational school is idle 16 hours a day. That does not make sense to me.

Mr. JOHNSON. I can only answer that by saying, for instance, that in the city of Chickasha, Okla., is one of these master shops, where the N. Y. A. has a number of very splendid machines, and trained personnel who know how to operate them. They have modern machines that the vocational education people have never had and that are very valuable, and some of which are complicated. I am advised that the N. Y. A. have invited the vocational education people to come into that shop. The vocational teachers are taking their classes from the high school in my own town to the N. Y. A. shop, and are permitting them to use their tools and machinery. I have urged the closest cooperation between these organizations. It is a source of much regret that there has been any misunderstanding between these two groups.

I agree there has been some jealousy here and there which ought not to be present. I think that is a matter of administration. There is no reason for it, and there is no reason for overlapping, and there should not be any overlapping at all in any of these programs.

Senator HILL. Of course, all of these agencies are in one department under the same administrator, Governor McNutt.

Mr. JOHNSON. That is true. Governor McNutt is making a great administrator and is coordinating these various activities in a great way. In fact he is doing such a grand job that the President is giving him another one to handle, which I predict he will do in a fine manner.

Senator HILL. I might say this: When I had the honor of serving with our colleague, Mr. Johnson, in the House, he was our leader always in our effort in behalf of vocational education.

Mr. JOHNSON. Thank you, Senator. I am still deeply concerned about the youth of the land.

Senator HILL. That was always your first love, I know that.

Mr. JOHNSON. And still is, Senator.

Senator HILL. And your enthusiasm now for the N. Y. A. and C. C. C. is because you have seen the fine results of the work that those agencies are doing.

Mr. JOHNSON. Again the Senator is correct as he always is.

Senator AIKEN. Is it not true, Mr. Johnson, that except in the case of the national forests, the C. C. C. projects had to have the approval of State authorities?

Mr. JOHNSON. I believe that is usually true. I am not so sure about the soil conservation camps, and of course those are very important; they are engaged as the Senator knows in conserving the soil. After all, that is not national defense.

Senator AIKEN. You have had to have legislation by the States in order to authorize the soil conservation districts.

Mr. JOHNSON. That is true, and we have authorized a great many more districts in Oklahoma than we have ever had camps to supervise them.

Senator AIKEN. We had in Vermont the first one east of the Mississippi.

Mr. JOHNSON. They have been very effective, very helpful.

Senator AIKEN. I know I had to approve these projects time and time again, and also make contributions for material on behalf of the State.

Mr. JOHNSON. That is true, but in the beginning, before there were any soil conservation districts, camps were located without the O. K. of the State legislatures. That is, there were no soil conservation districts in the beginning, but a little later there was a policy enunciated that they would not send any camps anywhere unless they were in soil conservation districts, unless the people themselves were willing to cooperate in a cooperative program of terracing and reforestation, and so forth.

Senator AIKEN. Of course, our work was in forestry rather than soil conservation. We only had three or four soil conservation districts because we did not need them as much.

Mr. JOHNSON. For instance, in my district there is a State park; it was established in a place that no one ever dreamed about being a beauty spot, out in a pasture, not a great many trees, but it had one thing, and that is a tremendous spring of water, and that park was built around that spring of water. That was several years ago. Today, it is one of the real beauty spots of the State. People go there for hundreds of miles, to see one of the most beautiful State parks in all that country.

Senator AIKEN. I know of no case where a camp has been established over the objection of the State in the East.

Mr. JOHNSON. You say you know of none?

Senator AIKEN. Yes.

Mr. JOHNSON. Neither do I, but I do not believe that there has ever been such a camp established in Oklahoma.

Senator AIKEN. As far as we are concerned, the State director of the N. Y. A. has consulted the State authorities on the work which has been undertaken by that agency, and, incidentally, asked for contributions from time to time.

Mr. JOHNSON. Well, they now ask the local community, the city, the county, or the municipality for a contribution whenever it is a project of some kind. I think it is the same theory.

The CHAIRMAN: One question more, just to get the big picture before us which we have to face in considering these problems. You are familiar, Congressman Johnson, with the studies made by the subcommittee of this committee in regard to migratory labor?

Mr. JOHNSON. Yes, sir.

The CHAIRMAN. Where we went into the experiences of the Okies and Arkies that came from your State, those persons who were forced

out of Oklahoma and out of Arkansas, they were actually forced out for economic reasons, were they not?

Mr. JOHNSON. That is true, Mr. Chairman.

The CHAIRMAN. Everything that could be done for them in the State was done for them, and still you had a great surplus of people who could not make ends meet.

Mr. JOHNSON. That is also true.

The CHAIRMAN. Now, reference has been made to the agricultural extension work, which of course we all support. If a boy or girl is qualified to get into the agricultural extension work, probably such a boy or girl will not find himself or herself either in the N. Y. A. or the C. C. C., will they?

Mr. JOHNSON. I think that is generally true, Senator.

The CHAIRMAN. The caliber of the individual, both economically and we can say as far as school training is concerned, is different for those persons than it is for the enrollee in the C. C. C. or for the underprivileged in the N. Y. A.; that is true, is it not?

Mr. JOHNSON. That is correct, Senator.

The CHAIRMAN. In other words, the problem would still be here for thousands of young people in the country, regardless of any defense work, or regardless of the increase in employment, regardless of the better conditions, there are still thousands and thousands of young people who are not taken care of by our high schools and our colleges, who are not taken care of in any socialized or formal institutions which the Government maintains, they would still have to be thought of if we are going to cure this ill which Governor Phillips seemed to be thinking about so strenuously, the ill of juvenile delinquency, is not that all true?

Mr. JOHNSON. Undoubtedly true, Senator.

The CHAIRMAN. Then, there is another thing, could we possibly make the agricultural extension work fit into the surplus idle and rather wasteful drifting young men and young women that come out of the urban districts, that is, out of the big cities?

Mr. JOHNSON. I am afraid it would be very difficult to do that, Senator. Now, I have in mind a number of C. C. C. boys with whom I have talked. I find that a great many of them—I am sure an overwhelming majority of them—never got into high school. Many of them have grown up until they are ashamed to go back to the lower grades with the little tots. That was the case of the boy I mentioned awhile ago. He had not been to school for several years, he was ashamed to go to school, yet he was delighted to work with the educational director in the C. C. C. camp. I attended an eighth grade graduation which they held in the C. C. C. camp, and I was amazed to find that a great many of those boys had not gone to school sufficiently to be able to get into one of those classes, but I do know of boys who made as many as two and some three grades in 6 months' time, because they are willing to work and realized the importance of an education. They knew they were behind, and they put in a lot of extra time. They appreciated their opportunity. But the point I am trying to make is that a great many of those boys just grew up with very little opportunity, and the schools simply would not and could not reach them, because they would not go back into the schools.

The CHAIRMAN. Is that all?

Senator HILL. Mr. Chairman, as I understand, Congressman Johnson is perhaps the last witness that we will hear from in these hearings. I want to say this, that I do not think these hearings could conclude with a better or finer witness. I do not think if we would search the country we could have brought before this committee a witness who would look at the question before us more disinterestedly and at the same time speak on these matters with greater authority. I know that in his years as a member of the House Committee on Appropriations he has worked indefatigably and has been a student on this question of youth training, on all these questions which these agencies present to us. He is one of the most outstanding and devoted public servants in the country, and I, for one, am gratified to have him come and close these hearings, and I want to thank him for his testimony.

Mr. JOHNSON. I appreciate the generous remarks that the Senator has been kind enough to make. I would not object if his remarks got back to my district.

Senator ROSIER. I want to supplement what Senator Hill said. I worked for youth all my life. I think sometimes that people may feel I am biased in this whole problem of education in youth, but I am glad to have a distinguished Member of Congress come here and to find that he has the same vision about youth and our service to youth, providing equal opportunities for education for youth. I am glad we have such a man in public life, and I want to compliment you on your vision.

Mr. JOHNSON. Thank you, Senator.

The CHAIRMAN. Thank you very much, Congressman Johnson, for coming. We appreciate all you have said, and we appreciate having you with us.

We have a communication from the War Department in reply to Senator McKellar's question, which I ask to have inserted in the record.

(The communication referred to is as follows:)

WAR DEPARTMENT,
REPRESENTATIVE ON CIVILIAN CONSERVATION CORPS
ADVISORY COUNCIL,
Washington, April 7, 1942.

HON. ELBERT D. THOMAS,
United States Senate.

MY DEAR SENATOR THOMAS: There is enclosed information requested by Senator McKellar at a hearing on S. 2295 before the Senate Committee on Education and Labor on March 30, 1942.

The information relating to the strength of the Army and the number of men who have come into the Army since December 10, 1941, being of a confidential nature has been transmitted to you under separate cover.¹

Senator McKellar requested information concerning the cost of Civilian Conservation Corps projects on military reservations. Such information is being obtained from the field and as soon as it is received it will be furnished.

Very respectfully,

J. A. ULIO,
*Major General, War Department Representative,
Civilian Conservation Corps.*

¹ In committee files.

(The communication referred to on p. 241 is as follows):

THE EDUCATIONAL POLICIES COMMISSION,
Washington, D. C., April 28, 1942.

Senator ELBERT D. THOMAS,

Chairman, Committee on Education and Labor, Washington, D. C.

MY DEAR SENATOR THOMAS: In testimony before the Senate Committee on Education and Labor on March 27, reference was made to the report of the Educational Policies Commission entitled "The Civilian Conservation Corps, the National Youth Administration, and the Public Schools." It was stated that this document was not endorsed by the American Association of School Administrators at its convention in San Francisco in February 1942.

Since this statement to your committee might obscure the attitude of the American Association of School Administrators, I am submitting the enclosed letter from Mr. S. D. Shankland, executive secretary of the American Association of School Administrators, together with the resolutions of the association concerning the relation of the Federal Government to the operation and control of public education.

I wish to state also that the president of the American Association of School Administrators at the San Francisco convention and the executive secretary of the association are members ex officio of the Educational Policies Commission and that they approved the report entitled "The Civilian Conservation Corps, the National Youth Administration, and the Public Schools."

In order to clarify the situation regarding this matter, I am requesting that, if possible, this letter, Mr. Shankland's letter to me of April 24, and the resolutions concerning the relation of the Federal Government to the operation and control of public education be incorporated in the record of the hearings of the Senate Committee on Education and Labor on this subject.

Very truly yours,

WILLIAM G. CARR, *Secretary.*

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS,
Washington, D. C., April 24, 1942.

DR. WILLIAM G. CARR,

Secretary, The Educational Policies Commission, Washington, D. C.

DEAR SIR: I note in the testimony before the Senate Committee on Education and Labor on March 27 that reference was made to the recent pronouncement of the Educational Policies Commission on the Civilian Conservation Corps, the National Youth Administration, and the public schools, and that it was stated that this document was not endorsed by the American Association of School Administrators.

As a matter of fact, the question of endorsement of this report was not before the San Francisco convention for consideration, either officially or unofficially.

Through its resolutions concerning the relation of the Federal Government to the operation and control of public education, the position of the American Association of School Administrators is very clear. It recommends that all programs of public education should be controlled and directed by the regularly constituted educational authorities. It has further officially expressed the opinion that the administration of all Federal services to education should be lodged in the United States Office of Education, and has pointed out that the growing tendency of Federal departments and bureaus to establish educational agencies and quasi-educational activities frequently results in confusion and waste of public funds.

For your information I am attaching hereto a copy of all resolutions adopted since 1935 by the American Association of School Administrators concerning the relation of the Federal Government to the operation and control of public education.

Yours very truly,

S. D. SHANKLAND,
Executive Secretary.

RESOLUTIONS OF THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS (FORMERLY THE DEPARTMENT OF SUPERINTENDENCE) CONCERNING THE RELATION OF THE FEDERAL GOVERNMENT TO THE OPERATION AND CONTROL OF PUBLIC EDUCATION

San Francisco, 1942: Coordination of Federal program.—In order to avoid waste and inefficiency and to insure the maintenance of well-articulated educational services, the American Association of School Administrators recommends that in all Federal legislation and administrative action the United States Office of Education be recognized as the agency for the promotion and coordination of all educational programs.

Atlantic City, 1941: For normal as well as emergency needs, the association recommends that the Congress adopt a plan of Federal aid for an equalization of educational opportunity throughout the Nation, such Federal aid to be administered through the United States Office of Education and the State departments of education.

St. Louis, 1940: This association favors assistance by the Federal Government to the several States in providing funds, through their State educational authorities, for youth who would otherwise be unable to continue their education.

Cleveland, 1939: Duplication of educational agencies.—Consistent with our historic principle of the control of education by the States, the American Association of School Administrators warns the American people that the development of two public school systems in this country, one controlled by Washington; the other controlled by the localities and the States, will not only result in needless duplication, waste, and inefficiency, but will be particularly dangerous at a time when authoritarianism and regimentation are gaining the upper hand in so many countries. This danger comes from the creation of various Federal educational agencies which, it is true, perform indispensable services. Federal support for these agencies is essential, but Federal control is neither necessary nor desirable. Since every State has a going school system, the administration of these services should be lodged in the States. Local and State control is one of the strongest supports of our civil liberties and of intellectual freedom.

Similarly, we warn against the growing tendency of Federal departments and bureaus to establish educational agencies and quasi-educational activities which function without regard to the legally established Federal Office of Education and frequently result in confusion and waste of public funds. The administration of all Federal services to education should be lodged in the United States Office of Education.

Atlantic City, 1938: We note further with genuine approval the conclusion of the Advisory Committee on Education that this Federal aid must be given without Federal control of education, for, again quoting the official news release, "in order that local initiative and responsibility may be maintained, all Federal action should reserve explicitly to State and local auspices the general administration of schools, control over the process of education, and the determination of the best uses of allotments of Federal funds within the types of expenditures for which Federal funds may be made available. The Federal Government should in no case attempt to control the curriculums of the schools and the methods of teaching to be employed in them."

New Orleans, 1937: The Federal contribution to the States for the support of public education should be extended without any Federal control and should be administered through the State department of education within the States receiving such funds.

St. Louis, 1936: Freedom from politics.—The department of superintendence deplors the fact that in the expenditure of Federal moneys in the name of education, laymen in Washington have arrogated to themselves the determination of educational needs and procedures. This department maintains that the term "emergency education" is an unfortunate hybrid which does not justify the violation of the professional standards and sound administrative policies. We also regret that in the distribution of Federal funds for unemployed teachers and youth, the already existing needs of States and communities were not recognized, and that regularly constituted educational authorities were in the main ignored.

Atlantic City, 1935: Provision for unemployed youth.—Whereas, the present unemployment situation of American youth, especially those from 16 to 23 years of age, constitutes a national problem of first magnitude with implications of great significance for the future welfare of the Nation, we ask that adequate allocation be made from any fund providing for relief, for the purpose of providing imme-

diately for these unemployed youth a program of work and education. We believe that the educational phase of such a program should be administered under the direction of the Office of Education and the State departments of education.

The CHAIRMAN. The hearing will adjourn, with this qualification: Senator McKellar is not here today. If he wants to bring further witnesses before this committee we, of course, will do whatever Senator McKellar wants us to do. As far as the committee is concerned, we are adjourned.

(Whereupon, at the hour of 12 m., the committee adjourned.)

The following were subsequently received:

STANFORD UNIVERSITY,
Stanford University, Calif., April 21, 1942.

Senator ELBERT D. THOMAS,
Senate Office Building, Washington, D. C.

DEAR SENATOR: I am not sure that the State office of National Youth Administration has sent you a copy of this report. I feel that you ought to have it as a part of the evidence in hour hearings before the Committee on Labor concerning the National Youth Administration.

Those of us in California who have had a full-time experience with this governmental organization are particularly interested in seeing a continuation of the public service program, and any other portion of their program which will aid in the war effort. With kindest personal regards and best wishes, I am

Very sincerely yours,

EDWIN A. COTTRELL.

YOUTH IN THE PUBLIC SERVICE—A SUMMARY REPORT OF A DEMONSTRATION PROGRAM CO-SPONSORED BY COLLEGES AND UNIVERSITIES, PUBLIC AND QUASI-PUBLIC AGENCIES, AND THE NATIONAL YOUTH ADMINISTRATION IN CALIFORNIA

FOREWORD

To those of us who are interested in the training of our youth for their entrance into the duties and obligations of citizenship, no program has been more pregnant of possibilities or more affirmative in its positive results than the public service program undertaken by the National Youth Administration of California during the past year and a half.

Changing world conditions necessitated national defense and war preparation. All of our governments, Federal and local, are at war. One government prepares personnel for supplementing those who have entered the military service or passes its better prepared trained personnel up to the superior government. Plans whereby men and women will gain a better understanding of their civic responsibility and the opportunities for experience and training necessary to produce a full public service—military, professional, industrial, and public administration—have been the bases upon which this public service program have operated.

This report summarizes a most laudable and successful effort of cooperation between the colleges and governmental agencies to face the need of better Government personnel and at the same time prepare our youth for their future obligations as citizens.

EDWIN A. COTTRELL,
*Acting Chairman, Committee on the National Youth Administration
Public Service Program.*

CHAPTER I. HISTORY

COMMITTEE ON THE NATIONAL YOUTH ADMINISTRATION PUBLIC-SERVICE PROGRAM

In August 1940, the National Youth Administration for California, through its Division of Student Work, called together a committee of college presidents, professors of public administration, and leaders in public administration in California, to consider the possibility of assigning National Youth Administration college and university students to work opportunities developed in public and quasi-public agencies on somewhat of an internship or fellowship basis.

The committee endorsed the idea of utilizing the facilities of an existing governmental agency to forward a plan for more adequately training young people for the public service.

The committee was skeptical, however, of the success of the proposed plan except on a very limited scale. There was a definite question in the minds of the committee concerning the type of student available through the selective processes of a program which was based primarily on financial need of students.

Secondly, the committee was uncertain of the types of jobs which could be developed. There was a tendency to think either in terms of elaborate research projects beyond the abilities of the average undergraduate or graduate student, or in terms of purely routine chores offering little in the way of valid work experience. Many felt that an inventory of job opportunities would be a necessary preliminary step.

A third difficulty which added to the committee's uncertainty was the recognized vested interest of the college or university which might be reluctant to release the better type of National Youth Administration student for off-campus assignments.

The committee's general enthusiasm, however, overcame such misgivings and the committee proceeded to approve a demonstration program.

A SUCCESSFUL DEMONSTRATION

The public-service program was put into operation in September 1940. The committee had anticipated that a program of perhaps 50 students was an optimistic estimate for the first year, 1940-41, but without any difficulty it was possible to reach the maximum quota set by the committee of 100 students.

At a meeting held in the spring of 1941 the steering group of the committee gave its unqualified approval of the demonstration which had been made. The program had succeeded over and beyond the expectations of any member of the committee.

Three recommendations were made for the program for 1941-42: (1) The program should be extended into every college and university participating in the student work program; (2) there should be no quota limitations; and (3) the ban on publicity should be raised.

The program is now in its second year of operation, and as indicated in this report, it has implications for the college and graduate work program in California and the Nation, and possibly for a broader, more permanent type of youth program built on community and public service.

ACKNOWLEDGMENTS

The active cooperation and assistance given the program by the State youth administrator, Robert Wayne Burns, have been invaluable. He encouraged the director of the Division of Student Work to develop the idea, and he gave concrete support to the committee's recommendations, especially in effecting the appointment of a full-time coordinator.

No small amount of credit for the success of the program must be given to the coordinator, Thomas E. Freeman. Without hesitation, it must be said that he has made the program a reality. The activity is a natural development of the college and graduate-work program, but in the hands of a coordinator void of imagination and resourcefulness, it could have been a matter of good intentions only.

During the summer of 1941 Mr. Freeman prepared an extensive report on the operation of the program in its first year, based on reports from students, professors, and agency supervisors. Mr. Freeman's report is the primary source for this summary report, and also has served to guide the operation of the program during its second year.

Credit also should be given to the student-work officers of the Division of Student Work. During the past 6 months, particularly, they have assumed more and more responsibility for effecting the actual details of operation. Without their steady follow-up, only the surface would have been scratched.

The vision and encouragement given the program by several of the liaison professors are acknowledged. Special recognition is given the program developed at Santa Barbara State College by Dr. D. MacKonzie Brown, professor of public administration.

Finally, the National Youth Administration acknowledges its debt of gratitude to the committee which is sponsoring this activity. Though at first hesitant and wondering, the committee has stood by its initial endorsement and has guided the

National Youth Administration through what otherwise would have been unsurmountable difficulties. Individual committee members have been generous of their time, and have assumed many responsibilities in connection with the program. Emery E. Olson, Edwin A. Cottrell, and Remson D. Bird have been especially helpful.

The committee's unqualified endorsement of the program after a year's operation is most gratifying to the staff of the Division of Student Work.

CHAPTER II. ANALYSIS

DEFINITION

The National Youth Administration public service program as it has operated in California during the past 18 months represents (1) the off-campus assignment, (2) under controlled conditions and to especially developed work opportunities, (3) of carefully selected National Youth Administration college and graduate students, (4) to public and quasi-public agencies.

OBJECTIVES

The objectives of the National Youth Administration public service program are: (1) To develop the professional and occupational competency of the individual student; and (2) to develop in him a greater civic consciousness; thus (3) making the college and graduate work program more valid and effective.

The work opportunities developed in no way interfere or compete with existing or potential full-time positions in the agency. Students are not assigned with the expectation that their assignment will lead to full-time employment in the agency, though experience shows this is frequently the result. Certainly the assignment provides the student with a practical experience which is greatly to the student's advantage when seeking future placement.

PHILOSOPHY

The philosophy behind the development of the National Youth Administration public service program is to give college men and women a better understanding of their civic responsibilities and an opportunity for the experience necessary to train for the public service.

NOT A NEW IDEA

There is, of course, nothing new in the foregoing statement of philosophy. The idea of internship in the public service has been the ideal of public administrators for many years. It is the basis of the program of the National Institute of Public Affairs. Many schools of public administration, and many levels of Government service, have intern programs.

As a means of training youth generally in civic responsibility, this type of program has been envisioned by educators for many years.

Also, insofar as the college and graduate work program is concerned, the National Youth Administration public service activity represents no departure. Off-campus assignments to public and quasi-public agencies always have been eligible activities. They have been limited, it is true, because of administrative difficulties of assignment and the absence of adequate controls, but the permissive regulations existed.

Actually, therefore, the public service program represents merely the utilization of another agency—the National Youth Administration—to further an already long-accepted idea.

SIZE OF PROGRAM

During its first year of operation, the academic year 1940-41, the National Youth Administration public service program was limited to the demonstration group of 100 students, as recommended by the committee.

These 100 students consisted of 13 graduates, 38 seniors, 12 juniors, 21 sophomores, and 16 freshmen; 29 were women and 71 were men.

Seventeen colleges and universities participated. Thirty-three major courses of study were represented. Fifty agencies accommodated the students: 3 Federal, 3 State, 10 county, and 29 local or municipal agencies.

As of December 31, 1941, 204 public service assignments have been reported for the academic year 1941-42, with an additional 50 to 60 assignments expected during the last half of the academic year. Of the 204, 99 are in 19 junior colleges, and 105 in 20 4-year colleges or universities.

There is increased participation by junior colleges. Men are still in the majority, but the division between the sexes is much more equal than last year. The same range of major fields of study is represented this year, as last, as well as a similar distribution of assignments by type of agency.

Public service assignments represent only a small part of the college and graduate program in California. An average of 9,000 college and university students were employed per month last year on the college and graduate work program; and of this number 100 were public service assignments. This year, 1941-42, the average number of students employed will approximate five to six thousand, and the number of public service assignments will not exceed 275.

Contacts made with agencies to develop jobs around individual students reveal that many excellent work opportunities are available—more than such a limited program can begin to fill.

SCOPE OF PROGRAM

The first year's experience with the program, accentuated by this year's operation, indicates that such a public-service activity is adaptable to many types of students, to several major fields of study, and to the various levels of government—Federal, State, county, and local.

The professional graduate student in political science or public administration is only one of several types of students to profit from the program. The fields of science, business administration, law and foreign trade were among the 33 major courses of study represented last year. Women as well as men are assigned with equal success. Juniors and seniors profit from the program, which also lends itself realistically to the needs of terminal students in junior colleges.

Several colleges are giving academic credit for the work experience, and in many institutions the work experience is an integral part of courses in public administration.

Work opportunities which have been developed reveal the broad hierarchy of governmental administration. The graduate student with specialized training finds his niche among the higher levels; juniors and seniors fit into other levels. Junior college students fill a definite need and job opportunities can be developed to fit their more limited abilities or terminal educational plans. The program indicates that not all levels of governmental service require advanced degrees and high scholastic honors as qualifications.

EXTENSIONS OF PROGRAM

Two extensions of the National Youth Administration public-service program are under way during 1941-42—

- (1) to include nonteaching public-service assignments for prospective teachers; and
- (2) to meet present national emergency needs in areas of civilian and noncivilian defense activities.

Approximately 30 of this year's assignees are prospective teachers, with their work experience opportunities developed to round out their teacher training by contact with community problems and community resources.

A majority of this year's public-service assignments can be said to qualify as defense projects of one kind or another. Procedures have been developed to make any assignment of National Youth Administration students to off-campus civilian and noncivilian defense activities subject to the controls which characterize the public-service program.

A TECHNIQUE OF COORDINATION

In summary, the public-service program represents a technique of coordination. The contribution of the National Youth Administration lies in its stimulation of the program through the coordination it is able to provide, i. e., through a State-wide coordinator and the several student-work officers of the Division of Student Work.

The committee's approval of the program on a demonstration basis depended in large part upon the willingness of the National Youth Administration to appoint a full-time coordinator. The committee specified that the coordinator should be employed full time by the National Youth Administration—not half time by the National Youth Administration and half time by an academic institution or public agency. A second specification was that the coordinator should have National Youth Administration experience as well as a background in public administration.

Usually the pattern of coordination involves a three-way relationship—the student, the public or quasi-public agency, and the academic institution. Frequently, however, other relationships enter. In one of the defense assignments this year, a fourth agency enters the picture to provide needed transportation, and a fifth agency is represented by a large defense industry which furnished the locale for the experiment.

CHAPTER III. OPERATION .

PART OF NATIONAL YOUTH ADMINISTRATION COLLEGE AND GRADUATE WORK PROGRAM

The National Youth Administration public service activity operates within the framework of the regular National Youth Administration college and graduate work program. The same rules and regulations apply as to eligibility of students, amounts which may be earned, hours to be worked, and types of projects.

Arrangements have been made, however, to enable public service assignees to receive maximum benefits under the regulations. Whereas the average amount earned by undergraduate students on the college work program is about \$15 per month, the average earned by students assigned to the public-service program approximates \$20 per month. The average usually earned by National Youth Administration graduate students is about \$20 per month and by National Youth Administration graduate public-service assignees about \$30 per month.

Also, to compensate for the extra time and money involved in off-campus assignments because of transportation to and from the job, colleges and universities have cooperated by allowing public-service students a higher rate per hour than that received by regular National Youth Administration students.

CONTROLS

The controlled conditions under which National Youth Administration public-service assignments are made differentiate this activity from regular off-campus assignments which are eligible under the college and graduate work program.

Those controlled conditions are as follows:

(1) Only those National Youth Administration students are selected for public-service assignments who are especially interested in and are adequately qualified for the public-service experiences available.

(2) Project activities are developed around the aptitudes and interests of the individual student, rather than attempting to find a student to fill an available opening.

This method assures a high correlation of the work experience to the occupational plans of the student, and assures a work experience which is within the range of the abilities of the student.

Because of the many work opportunities available in interested public agencies, this approach does not involve the danger of "made work."

(3) A liaison relationship is developed between the agency and the academic institution to guarantee correlation of the work experience with the student's educational and occupational plans, adequate supervision of the student by the agency, and the continued interest of the student in the assignment. This relationship is realized through the appointment of a liaison professor.

(4) A fourth control lies in the mechanics of assignment and follow-up, described below.

(5) A fifth control is represented by recent action of several institutions in their appointment of a public-service coordinator to develop and supervise the program within the college.

SELECTION, ASSIGNMENT, AND FOLLOW-UP

National Youth Administration students who believe themselves qualified for a public-service assignment obtain a special application form from the National Youth Administration representative. After being filled out by the student, this form is completed by the department head or professor who would be the likely liaison officer with the agency.

The process of selection involves a three-way interview for the student:

(1) With the official National Youth Administration representative in the institution, or the public-service coordinator where such a person has been appointed;

(2) With the department head or professor in the public-service field selected by the student; and

(3) With the representative of the agency where the work is being developed. Final assignment is effected only after the student and the agency are brought together. Assignments are developed on the basis of the interests and qualifications of the individual student, determined through the application form, and other documents available in the college. These data decide the type of agency approached in developing a position for the student.

The agency is approached either by the liaison professor, the National Youth Administration coordinator or the local student work officer. A job description form is filled out by the agency and this serves as a means of judging the validity of the work experience to which the student is assigned.

In May and June of 1941 evaluations were made of assignments. A special form was used providing for self-evaluation by individual students of the assignment and the experience. Similar evaluations will be made at the end of the present academic year. Evaluations by immediate supervisors are also secured. Plans are being made for a more systematic method of job-performance ratings, which are secured in an informal manner at the present time by student work officers in routine contacts with the agency, and at times by the liaison professors.

CHAPTER IV. DESCRIPTIONS OF SELECTED ASSIGNMENTS ¹

CALIFORNIA INSTITUTE OF TECHNOLOGY, PASADENA

1941-42: Several National Youth Administration students from California Institute of Technology are assigned to a nutrition survey being conducted at Lockheed Aircraft Corporation, Burbank. This survey is sponsored by the National Research Council, the California Institute of Technology, and the county of Los Angeles. It is costing approximately \$75,000, and is to be extended to other aircraft plants in the near future.

The purpose of the survey is to determine the effect of nutrition deficiency upon the ability of the worker to stay on the job and upon his efficiency in production. Deficiencies are determined in a sample group of workers, who are then instructed in proper diet and are given vitamin tablets under supervision. Careful records are kept on the individual workers participating in the survey.

National Youth Administration students are assigned from 8 p. m. to 11 p. m. to supervise Work Projects Administration workers dispensing vitamin tablets, to supervise the keeping of adequate records, and to do necessary laboratory work in connection with tests.

The county of Los Angeles provides the transportation for the students, who are closely supervised by liaison professors from California Institute of Technology.

CLAREMONT COLLEGES, CLAREMONT

1940-41: A graduate student majoring in political science was assigned to work directly under the supervision of the director of the Bureau of Administrative Research, Los Angeles County. This student made a research study on the growth of physical functions of the county government. In doing this he searched the records of the county board of supervisors, starting with volume I in 1852. He completed 6 volumes which cover the period 1852-71. This student planned to teach social sciences and was well satisfied with his assignment.

MILLS COLLEGE, OAKLAND

1940-41: A woman student majoring in drama and speech was assigned to the United States Department of Agriculture, Radio Unit. The work entailed writing talks, dialogs, and news items on agricultural and home-economic subjects; organizing and preparing final script for production; voicing; typing script, cutting stencils, helping with fan mail; and writing a series of consumer programs from interviews and observations.

This was a very satisfactory assignment from the standpoint of the agency and the student, as she was found to be capable of writing and voicing radio script which was used over a coast network of 16 stations.

¹ Assignments described in this chapter are not intended to be inclusive, but they are typical of the assignments made last year and in operation this year. They were selected to give a cross section of the different types of students served by the program, and of the different types of institutions and agencies participating in the program. Also they describe the extension of the program into the fields of teacher education, defense activities, and agriculture.

MOUNT SAINT MARY'S COLLEGE, LOS ANGELES

1940-41: A major in biology was assigned as general laboratory technician at St. Luke's Hospital. The agency was so satisfied with this student's work that it offered her \$60 a month for the remaining months necessary for completion of her requirements for the State board examination.

OCCIDENTAL COLLEGE, LOS ANGELES

1940-41: Two students majoring in political science were assigned to the Glendale Civil Service Commission to assist in the formulation and administering of examinations, to gather data for the chief examiner, to fingerprint applicants, etc.

One of these students, on the strength of his excellent academic record and his general all-round potentialities for administrative leadership as evidenced in this assignment, was chosen as aide to Arthur Young, financial adviser to China at Chungking.

The other student, who also had a high scholastic average, and an all-round interest in public affairs which was encouraged by his assignment, was 1 of 50 selectees from colleges and universities throughout the United States to be given the opportunity to study Government administration first-hand in Washington in the National Institute of Public Affairs. Henry Reining, Jr., educational director of the institute, indicated that one of the deciding factors in the student's appointment as an intern was his work in the Glendale Civil Service Commission as a public-service assignee.

SACRAMENTO JUNIOR COLLEGE, SACRAMENTO

During 1940-41 the outstanding junior college public-service program was at Sacramento Junior College. This was made possible by proximity to the many State offices, which cooperated so splendidly with the National Youth Administration and with the college.

In the statistical survey unit of the State department of natural resources students completed the work of compiling and charting weather records, graphing weather conditions, correlating indices of precipitation and wind velocity, tabulating and charting fire reports, assisting with the preparation of the 1940 forest fire summer report.

In the bookkeeping and office machine practice unit of the State department of finance there was one student engaged in simple tasks of office practice, including checking figures, recording and filing. This unit of work was developed as a demonstration in the more routine clerical fields. Progressive work experiences were made available in bookkeeping and other office procedures, and the student was subjected to gradual development in this type of work.

In the fingerprinting and applicant interviewing unit of the State personnel board there were two assignments. Work entailed fingerprinting applicants, receptionist work, weighing and measuring applicants, taking preliminary information, filling out initial forms, and checking Federal Bureau of Investigation criminal reports and reviewing fingerprint records. The work experience was supplementary to the junior college criminal identification course.

Since many junior college students in Sacramento will be employed in State offices immediately upon graduation, work experience in this environment while still in training is invaluable.

SANTA BARBARA STATE COLLEGE, SANTA BARBARA

1940-41: A student preparing to teach in junior high school was assigned to the city health department. In addition to certain clerical duties with records of the health department concerning school children, she made visits to schools with the public health nurse and doctor. She assisted them in examinations and in recording the results of the examinations. Also, she made home visits with the nurse. This student felt that her acquaintance with the problems of public health afforded by the assignment were of inestimable value to her in her chosen career.

1941-42: This year the coordinator of the public-service program in this institution is developing again the survey type of project which he operated so successfully last year. The United States Forest Service again is sponsoring a project, employing three National Youth Administration students. These students are drafting defense developments in Los Padres National Forest.

This involves the plotting of roads, making various types of maps and charts, and compiling data for charts. A forestry major assigned last year is now employed by the United States Forest Service.

STANFORD UNIVERSITY, PALO ALTO

1940-41: A student majoring in political science and studying to become a municipal accountant was assigned to the city auditor's office in Palo Alto. His work consisted of the preparation of a plan for taking the initial physical inventory, of developing a system of accounting control over the movable equipment, of taking the physical inventory itself, and of recording the results in equipment ledgers.

1941-42: A regularly enrolled graduate student doing practice teaching at McClatchy Senior High School, Sacramento, is assigned to the audio-visual education department of the Sacramento city schools. Under the direction of the department head he has the job of correlating audio-visual education with courses of study, including the developing, editing, printing, and rewinding of films. He is responsible for the repair of projection machines and also in part for their operation. He receives orders for films from schools and distributes the necessary equipment.

UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

1940-41: Two students majoring in foreign trade were assigned to the Bureau of Foreign and Domestic Commerce. One compiled and framed a speaker's manual and handbook on Latin-American countries to be used by civic organizations, schools, and clubs. The other student was assigned in connection with the compilation of material for a series of books to be used as supplementary textbooks in the Los Angeles city schools. Each book was to deal with a specific Latin-American country. The National Youth Administration student completed a broad political, social, and economic survey on Brazil.

1941-42: Two medical students are assigned to a project at the Los Angeles County Hospital and are engaged in laboratory research on poliomyelitis and pneumonia. The students work under the direct supervision of resident doctors who are associated with the School of Medicine at the University of Southern California.

VENTURA JUNIOR COLLEGE, VENTURA

1941-42: 12 students in the department of agriculture of the college, representing about equally the six high schools in the Ventura Junior College district, are assigned to a special project sponsored jointly by the college and the Ventura County Agricultural Commission.

The students are assigned to work with the agricultural inspectors in the field for a total of 40 to 50 hours per month. They are regularly enrolled in the college courses, but all attend a special course developed for them in relation to the experience which they are gaining from their work.

The work gives them practical experience in the different phases of horticultural management, and is developing the student's abilities to perform in some type of horticultural work. The experience provides a practical background for continuing this type of vocational education.

The field work is supervised by representatives of the county agricultural commission, with coordinating supervision by an instructor in the department of agriculture in the college. Full reports on each day's activities are kept on a special form by each student and they are required to bring in specimens of various insects or diseased growth, and in some instances to take pictures in the field.

CHAPTER V. STATE AND NATIONAL IMPLICATIONS

EFFECT UPON COLLEGE AND GRADUATE WORK PROGRAM, CALIFORNIA

The California College Work Council, which is a group of college and university administrators selected to advise and counsel with the National Youth Administration in the conduct of the college and graduate work program, met on December 5, 1941, to consider the future of that program.

The council recommended that the college and graduate work program, in view of rapidly changing conditions, should be refined and redirected as follows:

(1) To provide work experience which is integrated with the student's educational and professional plans (where these plans are geared to defense purposes, this process may serve to telescope the necessary training period);

(2) To provide work opportunities which will be for the full value of the present social structure, rather than incidental to gaining an education; and

(3) To provide work opportunities which will result in real training in civic responsibility.

The council further recommended that inasmuch as the National Youth Administration public-service program is in the direction outlined above—

(1) Priority be given public service assignments;

(2) Reassignments be made of students who can profit more from public service opportunities available than from on-campus activities; and

(3) College and university administrators consider the appointment of a public service coordinator to develop and supervise a more extensive public-service program in the institution.

It is still too soon to determine the extent to which the college and graduate work program will be directed toward public-service assignments.

The formal declaration of war on December 8, however, and the immediate emphasis upon civilian and noncivilian defense activities in every community have tended to emphasize the desirability of off-campus assignments for National Youth Administration students. Also, public-service types of work experience for students who must seek part-time employment may serve to telescope the period of their formal education, at a time when every phase of the public service—military, professional, industrial, and public administration—needs adequately trained young men and women.

A NATIONAL PUBLIC SERVICE PROGRAM UNDER NATIONAL YOUTH ADMINISTRATION

Aubrey Williams, National Youth Administrator, under date of February 2, 1942, comments as follows:

"The public-service program as it has operated in California during the past 18 months, is now under consideration of the national office of the National Youth Administration and there is a possibility that similar programs based on this excellent experiment will be adopted in other States within the near future."

A MODEL FOR AN INTERN PROGRAM IN BUSINESS

Occidental College is investigating the possibility of establishing with industries a program similar to that now in effect under the National Youth Administration public-service program. It is the purpose of this program to provide young men and women with part-time private employment in jobs correlated with their academic courses. Representatives of the college and of business are now discussing the feasibility of such a program.

IMPLICATIONS FOR TEACHER EDUCATION—COMMISSION ON TEACHER EDUCATION

The extension of the public-service program [to include nonteaching public-service assignments for prospective teachers has been developed with the advice and encouragement of an informal committee consisting of deans of schools of education, of a representative from the State department of education, and of the California members of the commission on teacher education of the American council on education.

The commission on teacher education has evinced considerable interest in the program, and through correspondence has advised on its operation.

In a telegram dated January 26, 1942, Dr. Karl W. Bigelow, director of the commission on teacher education, made the following statement:

"Teacher education institutions are increasingly trying to see to it that students have more first-hand experience in a variety of work situations. The provision of such opportunities through the National Youth Administration program in California developed as it is in close cooperation with teacher education authorities will be watched with the deepest interest."

A report on the program will be made to the commission when it meets in February in California.

"A PLAN OF ACTION FOR YOUTH" A NATION-WIDE PROGRAM

The California College Work Council at its meeting on December 5, 1941, also concerned itself with the national implications of the public-service program. Edwin A. Cottrell was commissioned to prepare a statement for the council incorporating its recommendations into a national plan of action for youth.

This statement, entitled "A Plan of Action for Youth" commends the public-service program as a definite and proven plan of action to serve as a pattern for the operation of a future youth program built on community and public service. The statement is reproduced in full at the end of this chapter.

TRAINING FOR THE PUBLIC SERVICE AND FOR CIVIC RESPONSIBILITY

Dr. Remsen D. Bird, president of Occidental College, Los Angeles, and past president of the Association of American Colleges, under date of January 27, 1942, writes as follows:

"The experiment undertaken at Washington by Mr. Frederick Davenport, the training of college persons for public administration, and here on the periphery in California by the National Youth Administration with the same intention, may well be examined by all concerned with the matter. If our democracy is to work, we must understand very clearly what is democracy and there is much confusion. We must build in our plan of self-government persons of capacity, integrity, and self-discipline to assume the various responsibilities, and institutions like the National Youth Administration. The American colleges and universities, and the National Institute of Public Affairs must work together.

"Our experience at Occidental College in this association has been one of great inspiration and has proved for us the value of what I have herein stated. Only a foundation, however, has been laid and one can look to a very much more significant superstructure. I hope the day will come when through some efficient plan every student in every college has immediate experience in the structure of government as a part of his training for citizenship. If we can have some such scheme as that out of this training and general experience, more of our youth will enter government with understanding, training, and devotion.

"The National Youth Administration may by such an experiment as has been conducted in California reveal a very special value not otherwise provided. How fine it would be if we really had a great national youth movement in which the American youth voluntarily and devotedly was gathered for the great purposes of self-government. If that could be done we could then laugh out of the court this pushing around by the Hitler movement.

A PLAN OF ACTION FOR YOUTH

By Edwin A. Cottrell, Chairman, School of Social Sciences, and Executive Head, Department of Political Science, Stanford University

A PLAN OF ACTION FOR YOUTH¹

CHANGING CONDITIONS

Changing world conditions necessitating national defense preparation and now the full prosecution of a war program compel the college work council of the National Youth Administration for California to review the experience of this organization over the past 6 years and propose a definite and proven plan of action for the future operation of the National Youth Administration in the United States.

Every nondefense agency of government will inevitably take second place for financial support in the prosecution of the war. The youth of our country are being called to the military and naval forces, necessitating training for military, civil, professional and technical positions, for industrial operations, and for service in various Federal, State, and local government departments.

Plans whereby men and women will gain a better understanding of their civic responsibility and the opportunities for experience and training necessary to produce a full public service—military, professional, industrial, and public administration—have been the bases upon which the National Youth Administration for California and its committee on the public-service program have operated.

FIRST PHASE OF YOUTH PROGRAM PLANNING

The first of three possible stages in the development of youth program planning may be said to be represented by the National Youth Administration and Civilian Conservation Corps programs of the past 6 years. This first phase

¹ Edwin A. Cottrell, December 1941 (prepared for the college work council of the National Youth Administration for California).

represented an emergency program designed particularly to aid in the continuation of education for youth and to keep them off the labor market in a time of economic depression. Through the partial financial assistance thus available, many students were provided an education which otherwise would have been denied them.

In California there have been many valuable and positive byproducts of this experience: Educational opportunity was equalized; work experience with educational value was developed, demonstrations and experiments were possible under agencies not bound by the usual local educational laws, machinery and prejudices, and a program of public-service training was developed as part of the student work program.

THE SECOND PHASE—OR INTERIM PROGRAM

The second phase, which we are now entering, is a sort of interim program which should reflect present shifting economic and social needs of this country.

Youth has become an important commodity which the defense and war programs with their military, industrial, professional, technical, and governmental demands have emphasized. These demands require real training in civic responsibility, useful work projects, and the development of opportunities which are for the full value of our social structure rather than incidental to gaining an education.

The major characteristics of a college and graduate work program during this interim should be the assistance of students in securing professional or specialized education to meet the foregoing demands.

The economic status of youth during the past few months has not improved so significantly as to measure up to the financial requirements of such education.

This interim phase is more important than ever with the war situation. We need more technicians in all lines and the colleges and schools are in a better position to train them than any new agencies which might be erected under the auspices of the departments of government carrying on the war effort.

Changing economic conditions require an enlarged allotment for support of these students. Industrial opportunities which offer high pay, rising costs of living, the effects of taxation on college operations, and the need of real technical preparation as part of the war effort, all require that the interim youth program should place students on a more substantial basis of educational assistance or fellowships.

The interim program should be carefully developed with specially selected students. Assistance, where needed to complete educational plans, should be made available to men who are not directly subject to military service, or who have been rejected for military service, or who are more necessary in technical and professional positions within the total defense program.

Also, adequate assistance to women students during this interim period is a national necessity.

Every opportunity should be given to gain work experience integrated with educational and professional plans geared to defense purposes. More actual hours per day, week, month, and year devoted to education and work experience may telescope the necessary training periods and develop sufficient personnel.

This interim program has had a rigid and successful trial in the public-service program conducted in California during the past year and a half.

THE PUBLIC-SERVICE PROGRAM

The public-service program is simple in scope and operation. In California a State coordinator was appointed under the director of the division of student work. He acts in close cooperation with the National Youth Administration representative in each institution. The regular rules of the National Youth Administration program are retained, and additional controls have been developed.

The selection of students in terms of interests and qualifications for the public-service program is given preference over other student and faculty desires.

Each student is under the usual supervision of the National Youth Administration administration of the college or university, also under a public-service coordinator in the institution, who is a member of the faculty, preferably in the field of public administration, engineering, medicine, exact sciences, health, law, etc., and finally under a government official under whom the work experience is being gained and supervised.

A State-wide committee of 20 persons in university and Government positions in California has guided the program by forming the policies and educating the Government officials in the opportunities and value of the program.

Employment in the working environment of some branch of the Federal, State, county, or municipal governments enables the student to gain practical experience along with his academic training, and tends to develop in him a greater professional and occupational competency, and also, a greater civic consciousness.

The first year of operation, 1940-41, found 103 students under this program. The present year, 1941-42, will find better than 275 in selected part-time assignments in Government offices.

Types of experience gained include accounting, statistical work, nursing, laboratory techniques, personnel management, welfare work, planning commission and engineering draughting, planning inventories, legal research, foreign trade studies, labor disputes, and many others.

These students do not replace regular employees but are doing something of value for the Government which would not otherwise be done. Many of the students of last year, 1940-41, are now employed in Government positions usually through civil-service examinations taken as a result of their training and experience under this program of public-service fellowships.

Participating agencies, governmental and educational, have without exception indicated their appreciation of the opportunity afforded by the program, and their willingness to continue this program with an even larger number of students.

The public-service committee deems this experiment successful beyond expectations and recommends its continuation in California indefinitely. It endorsed extension in two directions:

(a) To include nonteaching public-service assignments for prospective teachers; and

(b) To meet present national emergency needs in areas of civilian and non-civilian defense activities.

The committee also recommended to the college work council that a further explanation of the program be made to all national authorities interested in a youth program of education.

THIRD PHASE OF YOUTH PROGRAM PLANNING

The third phase of youth program planning represents a future long term, more permanent picture, and develops naturally out of the first two stages of experience.

All official thoughts are focused on the youth program during the undetermined war period and post-war reconstruction or rehabilitation. Some plan must be devised to prevent another period of youth unemployment and maladjustment.

It is desirable that some sort of public-service reserve be built up to absorb millions of youth who will no longer be needed for war pursuits. Civil positions in all governments for the prosecution of a public-works reserve program will need to be filled by trained personnel.

A program must be devised to meet the individual student's financial needs, to continue the best type of education available for him, and to train him for specific work which he will perform in the public service, either during the prosecution of the war or in the post-war period.

A PLAN OF ACTION

In order that proper attention should be taken of the successful college and graduate work program which has operated in California, this report is prepared and circulated to all concerned with the earnest hope that present conditions will dictate immediate and careful planning for the future educational opportunities of our youth.

Specifically, the college work council of the National Youth Administration for California recommends to the Federal Security Agency, the National Youth Administration, the American Youth Commission, the National Resources Planning Board, the American Council on Education, the Association of American Colleges, the National Committee on Education and Defense of the American Council on Education and the National Education and Association, and to the presidents of colleges and universities in California, that—

(1) The National Youth Administration be continued and refined under its present independent administrative organization to meet the changing financial conditions of students, and the changing educational requirements and labor market conditions of the war and post-war periods.

(2) All colleges and universities should evaluate the program in terms of present conditions and determine specifically the possibility and validity of off-campus

assignments by individual students involved, and the possibility and value of reassignment of more of them to off-campus activities.

(3) The major field of the student should be the determining factor in all assignments; and

(4) The program should be aimed at the usefulness and development of students in some form of public and community service opportunities.

Numerous suggestions which would enhance the value of the foregoing program might accompany this proposal.

(a) The program should be placed on a 12-month basis. At present those institutions having a four-quarter system or well-developed summer session are seriously handicapped in their educational offerings for rapid completion of requirements for graduation. This is especially true in engineering, medicine, sciences, public administration, law, and business.

(b) The maximum allowance should be increased to approximately \$40 or \$50 per month.

(c) The maximum age of students eligible for the youth training should be raised, especially to accommodate youth returning from the service upon the close of the war.

(d) Conditions of the program should allow a student, when desirable, to spend one-half his time in an academic institution and one-half time in actual work experience. In these cases, the work experience should be synchronized on an equal basis with classroom instruction.

The 6½ years of the National Youth Administration program in California have brought us a new insight into the possibilities of a significant youth program. Because of conditions now obtaining, and because of the many maladjustments which will follow upon this war, the college war council commends this experience to you for earnest study and with the sincere hope that it might appeal to you for adoption as a great national program in the future training of our youth.

UNITED STATES SENATE,
COMMITTEE ON FOREIGN RELATIONS,
May 7, 1942.

Mr. ERNEST BOURNE,
Clerk, Education and Labor Committee Senate,
Capitol, Washington, D. C.

DEAR MR. BOURNE: Will you please put the attached data in the hearings on the National Youth Administration.

Sincerely yours,

CLAUDE PEPPER.

FEDERAL SECURITY AGENCY,
NATIONAL YOUTH ADMINISTRATION FOR FLORIDA,
Jacksonville, Fla.

HON. CLAUDE PEPPER,
United States Senator,
Washington, D. C.

DEAR SIR: On the reverse side of this sheet is a compilation of the number of high school students on National Youth Administration in Florida in each of 10 income groups, together with the number of youth on the program from various sized families by income groups. The figures in each column except the first are the number of youth on the program within that income group. The figures in the first column designate the family membership. The line totals show the number of each sized family on the program. It seems conclusive evidence that in this State at least than an overwhelming percentage of the employed youth are in definite need of the financial assistance received. The need for work experience is unquestioned for any youth.

It is noted that 63 percent of the white youth come from families of three to six members each; 31 percent of the white youth are from families of more than six members each; 46 percent of the Negroes are from families of more than 6 members each; 11 percent of the white families have incomes of less than \$200 annually; 15 percent of the total youth the families have incomes of less than \$200 annually; 58 percent of the total youth the families have annual incomes of less than \$600; 71 percent of the total youth the families have incomes of less than \$800.

Please note there are 23 white youth from families of 13 members whose family incomes are less than \$200 each and six from families of 14 members and family incomes of less than \$200.

There are many other interesting facts that might be obtained from these figures, for instance, 40 percent of the total youth employed are from families of five or more and with incomes of less than \$600 per year and 51 percent come from families of less than \$1,000 per year with five or more in the family.

We trust this will be of interest to all those interested in the welfare of our youth.

CHARLES G. LAVIN,
State Youth Administrator,

Family income of students receiving assistance on school work program 1941-42

Number in family	Un-known	Under \$200	\$200 to \$399	\$400 to \$599	\$600 to \$799	\$800 to \$999	\$1,000 to \$1,249	\$1,250 to \$1,449	\$1,500 to \$1,749	\$1,750 to \$1,999	\$2,000 and over	No relief	Re-ceive relief	Total
White:														
1		1										1	7	9
2	4	18	36	80	18	12	8		1	1	1	8	10	145
3	17	83	105	86	66	33	46	8	8	6	4	8	28	468
4	26	22	120	113	99	60	63	18	16	5	7	7	19	575
5	23	26	106	91	81	70	49	21	21	14	10	5	13	530
6	12	52	83	80	75	50	52	7	15	3	15	6	12	462
7	9	49	50	64	58	34	36	5	14	6	6	8	5	344
8	6	49	35	38	43	22	30	3	9	5	4	4	1	245
9	5	24	26	32	37	10	18	6	4	3	3	2		170
10	8	17	15	20	10	9	18	7	2		1		2	104
11	3	19	10	3	3	1	14				1			55
12		6	3	4	2	7	3	2				1		28
13	1	23	3	5	2						1			35
14		6	1	1	1		4							13
15							1							1
	109	365	593	567	493	808	342	77	90	43	49	50	98	3,184
Negro:														
1		1	1											2
2	5	16	23	12	3	1							4	64
3	5	59	66	34	9	2						1	5	181
4	8	54	76	83	11	2	1					1	5	186
5	5	87	72	20	18	4						3	6	215
6	3	44	63	19	8	1	2					2	5	147
7	2	35	43	21	12	5	1				1	2		122
8	8	37	13	26	12	2	2						1	96
9	4	18	10	15	8	3	1							59
10		17	28	10	6	1	4	1						67
11	1	12	9	9	6	1						1		39
12	1	8	2	4	4	1							1	21
13		2	5	1	1	2								11
14							1							2
15			3									1		4
16	2													2
	34	391	414	204	98	25	12	1			1	11	27	1,218
Total.	143	756	1,007	771	591	333	354	78	90	43	50	61	125	4,402

TEMPLE UNIVERSITY,
Philadelphia, Pa.

SENATE COMMITTEE ON EDUCATION AND LABOR,
Washington, D. C.

DEAR SIR: We, the undersigned students of Temple University, urgently request you to vote against the McKellar bill to end the National Youth Administration and Civilian Conservation Corps. National Youth Administration enables hundreds of college students to continue their education, and is the greatest single producer of war workers. Civilian Conservation Corps is vitally important for the war effort because its present projects involve construction work at military reservations and production and development of natural resources. We urge that the National Youth Administration and Civilian Conservation Corps be continued with increased appropriations to provide for an expanded training program for production and war activities.

[95 signers].

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DEAR SIR: We, the undersigned students of Temple University, urgently request that you vote against the McKellar bill eliminating National Youth Administration and Civilian Conservation Corps. Hundreds of students have been able to continue their education at Temple University as a result of National Youth Administration jobs. Therefore, we urge that National Youth Administration be continued with increased appropriations to permit an expanded training program for war activities.

[102 signers].

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[69 signers].

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[62 signers].

WASHINGTON, D. C., April 20, 1942.

Senator ELBERT D. THOMAS,
Chairman, Senate Education and Labor Committee,
Washington, D. C.

DEAR SIR: This letter is an answer to the charges against Civilian Conservation Corps and National Youth Administration made by Gov. Leon C. Phillips of Oklahoma. True, my opinion on this subject has not been sought, but I gather from the newspaper that Governor Phillips was not asked to meddle in the matter either. He merely happened to be in Washington on oil business and thought the committee might be interested in views based on his experience. (What experience, may I ask? The Governor seems to know nothing at all about the work of these two organizations.) If this is truly a democratic nation, then I, a humble stenographer, have as much right to be heard on the matter as has the Governor of a State.

I have nothing to say for Civilian Conservation Corps because I know nothing about it, except that I was once acquainted with a fine, upright young man who came out of a "prep school for the penitentiary" and is now serving his country in the Navy. In regard to Civilian Conservation Corps I can only say that, if one fourth of the boys who come out of Civilian Conservation Corps camps turn out as well as this young man has, then Civilian Conservation Corps is worth every cent that has been spent on it. And since the Governor's obviously prejudiced views on National Youth Administration are so ridiculous, I must assume that this is the case in regard to Civilian Conservation Corps also. Anyway, Mr. James J. McEntee has already spoken in defense of Civilian Conservation

Corps, so I will now attempt to correct the Governor's mistaken opinion of National Youth Administration, with which I have had considerable experience.

You see, I was a National Youth Administration youth for a total of some 10 months. It is the only business training I have ever had, outside of a typing and shorthand course in high school. I owe everything I have today to National Youth Administration, for without it I would probably be a waitress in a beer joint or employed in some other overworked, underpaid position. Instead I am a Government stenographer, making \$120 a month, and that is because National Youth Administration came to my rescue.

When I came out of high school I was only 16 years old and without any business training at all. I walked the streets day after day for months, applying at every place I could think of, but nobody would give me a chance. Finally I became desperate. I wanted to work very badly; I wanted to prove that I was of some worth in this world, but I just could not find an opening. I began to apply for jobs as a waitress, as hostess in cheap night clubs—oh, anything, as long as I was working and not sitting around idly wasting time. Then someone suggested National Youth Administration. I applied at the local National Youth Administration office and was put to work immediately. True, I was making very little money, but I was happy to know that I was doing something worth while, and I knew that there was a better job in store for me some day.

Governor Phillips contends that National Youth Administration and Civilian Conservation Corps youths never do a full day's work. As to that, why, I worked so hard on that first job that I was too exhausted each night to do anything but go to bed. After a full 8 hour's work each day, there was no time or energy left for getting into mischief, as I might have done if I had not had this other outlet for my energy.

Then, after 8 months on National Youth Administration, I was enabled to go to college, which had been financially impossible when I first graduated from high school. At college I had a part-time National Youth Administration job, which helped me to meet my expenses, and without which I could never have had the few months' college experience which I have had. National Youth Administration has made everything possible for me; National Youth Administration is the best friend I have.

Even with the aid of my National Youth Administration job, money was very scarce while I was at college; so scarce, in fact, that I half starved myself all the time I was there. It was decided that I must drop out of school and get a full-time job. Heartbroken at having to leave college, I could not even think of starting the endless job hunt all over again. I could do nothing but cry for hours on end. I became so despondent over the loss of my college education that at times I could easily have persuaded myself to jump off a bridge. But again National Youth Administration came to the rescue.

Friends arranged for me to be taken into an National Youth Administration clerical unit, and here I had time to get back to normal and to resolve anew that nothing could keep me from getting through college. At the clerical unit, I was encouraged by the kindly National Youth Administration supervisors to become interested in living again. They pointed out that, if I became proficient in the secretarial art, I could get a good job and earn enough money to go back to school again. So I studied my shorthand diligently for 2 months; then I took and passed a civil-service examination. Now I am in Washington earning money for my future education, and some day, when the war is over and I am no longer needed in Washington, I am going back to college. And this time I'm not going to stop until I've earned at least six degrees.

That's the story of what National Youth Administration has done for me. A similar story could be told by thousands of honest, ambitious boys and girls all over the country. So please, please, Senator Thomas and committee, think twice before you do anything drastic about National Youth Administration and Civilian Conservation Corps.

Governor Phillips says that 20 out of 40 prisoners with whom he talked at Granite Reformatory came out of Civilian Conservation Corps camps. How did he find this out unless he looked it up on their records purposely to have a weapon to use against Civilian Conservation Corps? Or did he simply walk up to each offender and say, "My dear boy, did you belong to a Civilian Conservation Corps camp before you started this life of crime?" It seems to me that the Governor went to a lot of trouble to get something on Civilian Conservation Corps. Maybe the 40 prisoners were handpicked so that he could report that 50 percent of them came from Civilian Conservation Corps camps.

At any rate, Governor Phillips' reasoning on this point is certainly unsound and illogical. Because a few ex-Civilian Conservation Corps boys went wrong and landed in the penitentiary, the Governor thinks that Civilian Conservation Corps and National Youth Administration should be abolished. A lot of high school graduates end in the penitentiary, but no person in his right mind would say that the school from which the prisoner graduated should be closed because one student out of a hundred got into trouble. The useful citizens which the school turns out would outnumber, by far, the criminals. And certainly the delinquency of a few of its students could not be blamed on the school. The fault is probably due to the natural character of the student or the effect of his environment before the school reached him. After a number of years of poverty and other poor conditions, not even National Youth Administration or Civilian Conservation Corps could be expected to correct the bad habits of a potential criminal.

I have already said that the Governor's statement that National Youth Administration and Civilian Conservation Corps youths never do a full day's work is untrue. And as I said before, if a youth does not learn the right ideas and ideals through Civilian Conservation Corps and National Youth Administration, it is not because he is not exposed to them. It is because he started out with a bad character or has been made that way by his environment before becoming a Civilian Conservation Corps or National Youth Administration youth. Then Governor Phillips has the nerve to say that, because Civilian Conservation Corps and National Youth Administration youth have never really worked and do not have the right ideals, they start stealing and drinking and then become criminals. Now if that blanket statement is not an insult, as Mr. McEntee says, to countless young people all over the country, I'd like to know what it is. That certainly does not apply to every Civilian Conservation Corps and National Youth Administration youth. Every National Youth Administration and Civilian Conservation Corps youth of good character in the country is proof of the falsehood of that statement. And then, to top his whole absurd argument, Governor Phillips nonchalantly states, "In my opinion theft is a byproduct of Civilian Conservation Corps." You know, somehow (I don't know why) I'm beginning to think Governor Phillips opinion is not worth much. Let's hope the people of Oklahoma have the good sense not to reelect a man with such obviously poor judgment. He has no business in public office.

And what, by the way, does the dear Governor suggest we do with all our unemployed youth? Force them all to become agriculturally minded overnight? Or would he rather just turn them loose to run wild? I am sure this would decrease the delinquency rate so much that we could close up the juvenile courts for good.

Furthermore, why is Governor Phillips so interested in one agency when the other two are fully as worthy of praise? Why would the Governor of a State, who is an oil man besides, take such pleasure in destroying the chances of boys and girls all over America? Whatever his reason, I would like to suggest that the Governor pick on something his own size, rather than try to ruin two agencies that do not have much chance of fighting back.

Incidentally, it does seem that running a State and an oil business too would keep a man busy. However, since the Governor has time to stick his nose into other people's business, I am forced to assume that he either does not attend to his official business very well or that he is extremely expert at tending several irons in the fire at once.

And now, having earnestly done my best to correct the sadly misinformed viewpoint held by Governor Leon C. Phillips of Oklahoma on the subject of National Youth Administration and Civilian Conservation Corps, I will conclude my remarks with the sincere hope that the next time the Governor comes to Washington he will deem it wise to stick to his oil business.

Respectfully,

ROBERTA GAULDEN.