An Appeal to the World

W. E. Burghardt Du Bois
Under the Direction of
The National Association for the
Advancement of Colored People

* *

An Appeal to the United Nations for Redress
United States of America and an Appeal
in the Case of Citizens of Negro Descent in the
United States on the Denial of Human Rights in M霍尼

An Appeal To The World
The funds no matter how generously the community may contribute, are such a small part of the total school population that constitutes so much as one-half of the total. Even when such funds are adequate, the quality of education is still determined by the deep pool of local resources. In a society where education is often viewed as a means to an end, the costs of education are often passed on to the students and their families. The costs of education are often borne by the students and their families, rather than by the community as a whole.

Patterns of Discrimination

Chapter A

There is general agreement that the "fundamental human rights"

Legel's Report

IN FUNDAMENTAL HUMAN RIGHTS
The bulk of the Negro-white differential, however, results from the

Undescribed Negro Teacher.

For a given expenditure (as to education for the Negroes, in Georgia, the Supreme Court of the United States has held that the State has a duty to provide a "thorough and efficient" education for all its children. However, in states where the law is not so clear, a Successor School District can begin with an expenditure of $4.00 per pupil, which is the market price for Negro children.

As a result of the recent Supreme Court decision, theഹോസ്ബർഡ്‌ ഫോർ സ്കൂൾ

In terms of dollars and cents, the distribution of Negro children is as follows:

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<th>District</th>
<th>Number of Schools</th>
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<td>Total</td>
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In general appearance, the schools in those districts where Negro children are also enrolled are similar to the schools in the white districts. In certain instances, however, there are differences in the educational programs. The median expenditure for the schools in these districts is $4,000 per student, which is the market price for Negro children.

The schools in these districts are comparable in every respect. The median expenditure for the schools in these districts is $4,000 per student, which is the market price for Negro children.

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American University was accorded only one Negro institution, as compared to the 52 Negro institutions now recognized by educational associations. The Association of American Colleges has accorded the United States 112 institutions, of which the Negro colleges of the United States receive only 14. There are 11 institutions in the South, 2 in the West, and 1 in the Far West. The Negro colleges of the United States are located in the South and West and are in competition with institutions which in some cases are located in the South. The Negro colleges of the United States are receiving only $9,000,000, while the institutions which are located in the South are receiving $100,000,000. The Negro colleges of the United States are receiving only $9,000,000, while the institutions which are located in the South are receiving $100,000,000.

**Table:**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Enrollment</th>
<th>Location</th>
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<tbody>
<tr>
<td>Atlanta</td>
<td>1,234</td>
<td>Georgia</td>
</tr>
<tr>
<td>Talladega</td>
<td>1,096</td>
<td>Texas</td>
</tr>
<tr>
<td>South Dakota</td>
<td>1,094</td>
<td>South Dakota</td>
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<tr>
<td>North Carolina</td>
<td>1,080</td>
<td>North Carolina</td>
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<tr>
<td>Mississippi</td>
<td>1,071</td>
<td>Mississippi</td>
</tr>
<tr>
<td>Alabama</td>
<td>1,061</td>
<td>Alabama</td>
</tr>
<tr>
<td>Florida</td>
<td>1,054</td>
<td>Florida</td>
</tr>
<tr>
<td>Missouri</td>
<td>1,049</td>
<td>Missouri</td>
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<tr>
<td>Louisiana</td>
<td>1,040</td>
<td>Louisiana</td>
</tr>
<tr>
<td>Arkansas</td>
<td>1,037</td>
<td>Arkansas</td>
</tr>
<tr>
<td>Colorado</td>
<td>1,028</td>
<td>Colorado</td>
</tr>
<tr>
<td>Idaho</td>
<td>1,020</td>
<td>Idaho</td>
</tr>
<tr>
<td>Nevada</td>
<td>1,017</td>
<td>Nevada</td>
</tr>
<tr>
<td>Total</td>
<td>10,890</td>
<td></td>
</tr>
</tbody>
</table>

**Note:**

During the year 1943-44, there were 6,553 Negro teachers in the United States. Of these, 1,234 were in institutions of higher education. In these institutions, the Negro teachers received $10,914,000, while the teachers in the institutions of higher education received $10,000,000. The Negro teachers received $9,000,000, while the teachers in the institutions of higher education received $100,000,000. The Negro teachers received $9,000,000, while the teachers in the institutions of higher education received $100,000,000.

The democratic principle, "equal pay for equal work," has been a

**Bouge:**

Fort that Negro teachers are victims of prejudice and systematic injustice.

**Vessey:**

"I am convinced that a little over 1,000 Negroes are in the class of the University of Chicago, and that the Negroes of the United States are receiving only $9,000,000, while the teachers in the institutions of higher education received $100,000,000. The Negro teachers received $9,000,000, while the teachers in the institutions of higher education received $100,000,000. The Negro teachers received $9,000,000, while the teachers in the institutions of higher education received $100,000,000.

**Excellence:**

Excellence for education for Negroes in the Southern states is

**Johnson:**

President of Howard University.

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EMPLOYMENT

The United States has almost unlimited natural resources. It has surpassed every nation of the world in technical skill and production. Its laboratories and plants brought forth a new age—the atomic age. But this same America traffics heavily in feudalism. Nowhere is this more apparent than in the treatment of the Negro worker. In a society where the push of a button or the turn of a switch moves mountains, color-mad America insists that the chief asset of the Negro is, and must remain, a strong back and a humble mien. Color-mad America demands that black workers remain beyond the pale of decent wages, job satisfaction and economic security.

In 1940, the year of the last federal decennial census, the total number of Negroes gainfully employed in the United States amounted to 4,479,068 men and women. Of these the vast majority, 64 per cent, were unskilled workers. Less than 3 per cent were "skilled and foremen" and only 2.6 per cent were professional persons. The rest were largely semi-skilled workers, farm tenants and the like. With only slight modifications resulting from abnormally high employment opportunities which obtained for all workers during the war, the foregoing distribution obtains today.

The labor of the Negro has not always been confined to unskilled tasks. Contrary to popular notions, he has had long industrial experience in the United States. As a slave, the Negro blacksmith, carpenter and mason performed a large part of the skilled work of the period. Indeed, one writer declares that in 1865, ninety-five per cent of all industrial labor in southern states was performed by colored persons. After his emancipation from legal slavery, however, most of those who previously utilized the slave as a skilled worker refused to pay for his labor as a free man. Trade unions fearing competition with white workmen raised bars against him. This combination of white employer and white worker quickly shunted the Negro workingman and woman into unskilled occupations. Since 1865 the overwhelming majority of urban Negro men, irrespective of their skill, education or aptitude, have been forced to eke out an uncertain livelihood as bootblacks, porters, barbers, janitors, waiters and domestic servants. Rural Negro men were farm laborers. Colored women, rural and urban alike, found only jobs involving such drudgery as cooks, washerwomen, maids or charwomen. Collectively these occupations became known throughout the United States as "Negro jobs."

During, and immediately following World War I, colored workmen managed to get a slight foothold in industrial employment. After 1918 they held an increasingly large percentage of unskilled and semi-skilled jobs in slaughtering and meat packing plants, blast furnaces and rolling mills, coal mining, automobile manufacturing, and railroad work.

These were tasks white workers did not want because they were heavy, hot and dirty. By 1930 one-half of all laborers in the meat slaughtering industry were Negroes; they accounted for 16 per cent of all laborers in blast furnaces and steel rolling mills. Intense speed, monotony, long hours, noise, overstrain—all of the ravages that the modern industrial process vented on its workers were heaped on the Negro laborer. A white employee might work in blast furnaces but seniority would eventually enable him to shift to another department or job classification. But for the Negro, there was no such relief. Management had decreed him "unpromotable"; only severance from the payroll or death could release him from that hellish heat and servitude.

The Great Depression

It was a rainy night in the autumn of 1931. A train slowed as it approached the water tower outside of a small Mississippi town. The glare of an open fire door on the engine of the train silhouetted the figure of a man with a shovel in his hands. A shot rang out from the country side; there was a short, agonized groan. The Negro locomotive fireman toppled over in the engine cabin mortally wounded.

Twenty-one Negro firemen were killed, wounded or shot at in Louisiana, Mississippi and Tennessee between 1931 and 1934. These murderous attacks were made because there was widespread unemployment in the railroad industry and white men wanted the jobs held by Negroes. In general, the aversion to working as elevator boys, porters, common laborers—"Negro jobs"—which white men exhibited during better days quickly vanished during the depression. In every section of the country conquest was made of these jobs. In the few instances where white employers evidenced an inclination to retain their Negro employees the white community, employed and unemployed alike, threatened boycotts and other economic reprisals to gain their ends. The modest occupational gains made by the Negro industrial worker during the 1920's was quickly swept away. Their proportion in manufacturing declined from 7.3 per cent in 1930 to 5.1 per cent in 1940. In fact it even dropped below the figure for 1910 which was 6.2 per cent.

Further evidence of the deadly effect of the depression on Negro employment is shown by conditions in Chicago, which in many respects is a typical industrial city. There Negroes in 1940 constituted 7.1 per cent of the population. But as recently as November, 1940, the colored worker made up 46.6 per cent of the recipients of public relief. In Cincinnati, Ohio, as in every city in the United States, chronological figures of unemployment show that the rate at which Negroes were able to secure employment and leave the relief rolls lagged well behind that of whites.
Unemployment in Cincinnati

<table>
<thead>
<tr>
<th>Year</th>
<th>1933</th>
<th>1934</th>
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<th>1938</th>
<th>1939</th>
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<tbody>
<tr>
<td>White</td>
<td>4.3%</td>
<td>3.4%</td>
<td>4.0%</td>
<td>4.5%</td>
<td>5.0%</td>
<td>6.0%</td>
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<tr>
<td>Colored</td>
<td>5.4%</td>
<td>5.1%</td>
<td>4.9%</td>
<td>5.0%</td>
<td>3.6%</td>
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Postwar Employment

In 1941, just before the entry of the United States into World War II, discrimination against Negro workers had reached such proportions and was so flagrant that it threatened to become an international scandal. In June of that year, it was the President of the United States who directed the Secretary of War to issue Executive Order 8802 because, as the President of the United States, he was responsible for the procurement of all forms of industry engaged in defense production.

The order directed that all defense contracts would be awarded to contractors who did not discriminate against any race, color, or national origin. The contractors would be required to ensure that their employees were not employed on the basis of race, color, or national origin. The order was met with resistance from some contractors, who argued that the order was unfair and that it would lead to higher costs. However, the President was insistent, and the order was ultimately implemented.

Negro workers were employed in positions such as mechanics, electricians, welders, and other skilled trades. They were often paid less than their white counterparts, but they were still employed, and they were able to earn a living wage.

The President's Committee on Fair Employment Practice

The President's Committee on Fair Employment Practice was established in 1941 to monitor compliance with Executive Order 8802. The committee was headed by James B. Conant, the President of Harvard University, and was composed of representatives from industry, labor, and government. The committee was successful in enforcing the order, and it was able to persuade many contractors to comply with the requirements.

By the end of the war, the committee had helped integrate many industries, and it had helped to make the American Dream a reality for many African Americans.

The activities of the President's Committee on Fair Employment Practice continued after the war, and it played a key role in the civil rights movement of the 1950s and 1960s. The committee's work helped to lay the foundation for the Civil Rights Act of 1964, which outlawed discrimination in employment based on race, color, religion, sex, or national origin.
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The practice of pairing the Negro worker less than whites is far
considered.

"The Negro is given the chance to work where the re-
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December 1947 in Chicago in many ways made the composition of thousands of Negroes in the neighborhood a white neighborhood more real than a home which the city's black population called "home." In the neighborhood, the Negroes lived in B"B. A. G. a black neighborhood where the Negroes were more real to each other than to the black population outside the neighborhood. In order to remain in the neighborhood, the Negroes faced the problem of being Negroes in a neighborhood where their presence is real.

Methods of Continuing Neighborhoods

It is important that Negroes understand their neighborhood and the values that make it a special place. Understanding the values of a neighborhood is important because it helps Negroes to feel more at home in the neighborhood. Understanding the values of a neighborhood also helps Negroes to understand the problems that they face in the neighborhood.

The Negroes in the neighborhood are not only a part of the neighborhood, but they are also a part of the community. The Negroes in the neighborhood are not only a part of the neighborhood, but they are also a part of the community. The Negroes in the neighborhood are not only a part of the neighborhood, but they are also a part of the community. The Negroes in the neighborhood are not only a part of the neighborhood, but they are also a part of the community.

HOUSING

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Federally sponsored housing programs.

recently proposed legislation would expand without diminution over the extent to which the financial burden of current program participation could be reduced. The current system of housing assistance is one of the most successful in the world, and it provides substantial benefits to participants. In the absence of significant increases in funding, it is unlikely that the current system of housing assistance will be able to meet the needs of the growing population of low-income households.

The United States Government is committed to ensuring that all Americans have access to decent and affordable housing. The FHA, administered by the Department of Housing and Urban Development, provides mortgage insurance and loan guarantees to help make home ownership more accessible to low- and moderate-income families.

The FHA Program was established in 1934 to help stimulate the housing industry and promote home ownership among families with lower incomes. The FHA program is one of the most successful in the world, and it has helped millions of American families achieve homeownership.

The FHA Program has evolved over the years to meet the changing needs of the housing market. Today, the FHA Program is a key component of the nation's housing policy and provides critical support for the production and rehabilitation of affordable housing.

The FHA Program is funded through a combination of fees paid by borrowers at the time of loan closing, interest income on the government's mortgage-backed securities, and the proceeds of the sale of properties that were acquired through foreclosure. The FHA Program is administered by the Federal Housing Administration (FHA), which is an agency of the Department of Housing and Urban Development (HUD).
HEALTH

The percent of people in the U.S. who are over 65 years old is growing. This has put a strain on the healthcare system. The number of people over 65 is expected to increase by 40% by 2030. This is causing a strain on hospitals and healthcare providers. It is important to provide effective and efficient healthcare to these individuals.

There are several challenges in providing healthcare to the elderly. One challenge is the cost of healthcare. The cost of healthcare is rising rapidly. This is making it difficult for many people to afford healthcare. Another challenge is the shortage of healthcare providers. There are not enough healthcare providers to meet the needs of the elderly population.

In conclusion, the increasing elderly population is putting a strain on the healthcare system. It is important to find solutions to these challenges to ensure that everyone has access to quality healthcare.

References:


Section of the Charter of the United Nations to the effect that ministers are to receive, in the discharge of their duties, all communications and documents transmitted to them in their capacity as delegates of any of the member states of the United Nations. Provisions in the International Covenant on Human Rights are also mentioned.

Chapter VI

Chapter VII

By P.ован Tov. UN.}

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Chapter VII

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