

2727 Connecticut Avenue
Washington 8, D. C.
October 11, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

W. O. P.

I. The enclosed note from Mr. A. E. Thompson was written in Minneapolis on his way back to his home in North Dakota. I have made copies of this letter which was written in his own hand. There is no question that Mr. Thompson is a Republican. I hope you can find the time to write him a little letter.

II. I am already feeling greatly encouraged about the political situation. I had luncheon yesterday with Mrs. LaFell Dickinson, a New Hampshire Republican who volunteered the following statement: "There is no doubt in my mind that the President will be elected." Mrs. Dickinson is traveling widely over the country these days. The fact that Russell Davenport and an Oregon supporter of Mr. Willkie are working for the President ought to mean a great deal. I expect to see now a steady trend toward the President.

III. On Friday night of this week a group of experts will meet for the purpose of taking definite and final steps for compiling the Roster of Qualified Women. I shall write you again just as soon as this gets under way.

IV. I telephoned Mrs. Tillett in New York this morning and gave her some information she wanted. I also made plans to see her to learn everything I can about what is going on in New York and the rest of the nation. I asked her to get in touch with Dr. Alonzo Myers of New York University who is organizing a National Committee of Educators for Roosevelt.

V. Letters of appreciation of the White House Conference on Rural Education are pouring into my office with every mail, along with press releases. That conference is the biggest thing that has ever been done for rural education. Strong words of appreciation of you and the President are in all of these letters.

VI. I sent airmail today the press release of the President's speech to the conference to Mrs. Tillett and suggested that she make use of it.

VII. I shall neither rest nor sleep soundly until this election is over.

Faithfully yours,

Cherl Ormond Williams

Cherl Ormond Williams

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P.S. Today I sent to Mr. Richard W. Morin of the State Department a list of women who came to the June 14 conference and suggested that he send to them the

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press release on the Dumbarton Oaks conversations and any other releases that he wishes to get into their hands. He is the only person to whom a list has been given. I am sending a lot of material about the White House Conference on Rural Education to this list of women which included representatives of 75 organizations and other leading women besides.

Genevieve Brown, a rock-ribbed Republican in Indiana, writes in a letter just received: "I am not predicting about any other state, but unless all signs fail, darling, we have you beat badly in Indiana!!"

Charl Ormond Williams

Minneapolis, Minnesota
October 9, 1944

Dr. Williams ----

On my way back home and reflecting on the meeting, the following words came to my mind about our host. Mrs. Roosevelt has a great personality and is a great person. This may look "screwy" but I think true. Naturally this never will be published, but here goes.

I saw this person; saw her precious grace.
She need not speak, her presence speaks alone.
Her tolerance, her charity erase
All thoughts of self; and only love atone.
We feel the private anguish she has borne.
We see that faith has won; has won the power
To carry burdens large, no time to mourn;
For there is work to do each, every hour.
For all the turmoil of these troublous times,
We need all courage; need the mind serene:
We need God's grace and as the chapel chimes
Give thoughts eternal, she gives things which mean.
This person has a soul so large in scope --
Unspoiled by place, renews our faith and hope.

We are having a meeting with Dr. Carr here this evening and tomorrow. When I get back to Bismarck, I will write about the charter.

Very truly yours,

Arthur E. Thompson

*Very truly yours
Arthur E. Thompson*

NOTE: Mr. Arthur E. Thompson is State Superintendent of Public Instruction, Bismarck, North Dakota.

October 11, 1944

Mr. Arthur E. Thompson
Superintendent of Schools
Bismarck, North Dakota

Dear Mr. Thompson:

I think it was wonderful of you to write the fine tribute to Mrs. Roosevelt which you sent me in your own hand from Minneapolis. She deserves every word of it. I have never known a man or woman who had the privilege of knowing Mrs. Roosevelt and talking with her who did not believe in her sincerity or who did not admire her courage even if they could not agree wholly with her.

I have known Mrs. Roosevelt for years and have worked off and on with her since she came to the White House in 1933. She is always the same—gracious, kindly, helpful. To have had her confidence and support all these years has been a high privilege for which I am very grateful.

I have made a copy of your tribute and am sending it to Mrs. Roosevelt in this mail. I think I shall include it in one of my letters to the entire conference. You will be a greater person for having put these noble thoughts into writing. Dr. Cyril Grace has asked me to come to North Dakota sometime in the future. If such a trip is made, I shall be sure to let you know, for I shall want to confer with you.

Do not fail to send me your good thinking about the Charter.

Cordially yours,

Charl Ormond Williams
Executive Chairman

w/e

Women's Democratic Club
of Chemung County

Elmira, N. Y.

364 W. Clinton St.
October 10, 1944

Miss Charl O. Williams
1201 Sixteenth Street
Washington 6, D.C.

Dear Miss Williams:

Congratulations on the conference, especially your presiding, which was so highly praised in the TIMES Sunday. It seems quite a triumph to have the President come out as he has..

The Zonta Club here wants me to speak at their October 24th meeting on something connected with the legal status of women. Can you give me or tell where to send for some material on still existent legal restrictions? I am not going much into detail on that because I feel that it is more important just now to realize what we already have and use it. That is what I plan to emphasize, with as much about political activity as I dare in those ivory towers. It happens that the same day I present the Democratic side, following the opposition at a previous meeting, to the Business Girls' Club of the Y W C A. A much easier, pleasanter and more profitable assignment.

We in this state hope the rest of the nation knows the Republican presidential candidate as well as we do. He talks about giving the government back to the people, yet it is a matter of record that no bill went in to the Legislature without his previous blessing.

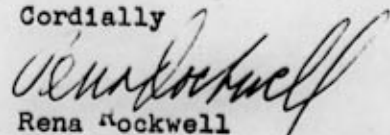
It is such a pity that poor Willkie had to leave us when we need him to fight for a world order.

Edith and I are both well, and very busy. One of our Elmira women, Mrs. Charlotte Curren, is running for Congress against Sterling Cole. Of course she can not be elected in a 4 to 1 Republican district, but she is waging a vigorous campaign. Edith and I are helping her, especially Edith, who is official campaign manager. Just as a matter of possible interest to you. I am enclosing some material we are using. We feel fortunate in getting her to run.

Edith is doing a marvelous job as vice chairman of the County Committee.

She joins in best wishes.

Cordially



Rena Rockwell

BY THE 39th DISTRICT SHOULD SEND A WOMAN TO CONGRESS.

(Radio address by Mrs. Charlotte Curren, candidate on the Democratic ticket for Congress, over station WENY, Elmira, on Women's Day, September 27, 1944)

In the last war our women were exhorted to "Keep the Home Fires Burning." We did. In this one we are expected to Keep the Home Politics Boiling. We are doing just that.

It is estimated that women will cast a majority of the votes in this main election. It is to be hoped that we have enough pride and confidence in our sex to see that women get a fair share of representation in our legislatures and at our National Capitol. We can hope, too, that our men will remember that we have been called on to take men's places and do men's work in this crisis; that women are overseas and even at the battlefield; and that they will aid us by their votes to get an opportunity to help make and administer the laws under which we "also serve".

Women do most of the unpleasant jobs preliminary to an election; canvassing, distributing literature, helping to advertise, telephoning, getting out the vote on election day and helping to raise the money to carry out these activities.

This may well be the most important Congress in our history. Women have a stake in its deliberations. We, too, have worked and sacrificed. We should be represented there. There we can protect the weak and inspire the strong as well as in the home. We have won the right to help in establishing a peace that will save us from bearing and rearing sons only to see them, in their most promising and happy years, go out to kill and be killed. Remember what happened on March 19, 1920? Although the Peace Treaty

retained a majority of the votes cast, it was defeated only because it lacked the necessary two-thirds! We women mean never to let that happen again.

The old 37th Congressional District has put on a new dress. It is now the 39th, but still composed of the same five counties, - Steuben, Schuyler, Tioga, Tompkins and Chemung. Why not inaugurate its new title and honor its loyal women by designating, for the first time, one of their number to represent it in Congress?

Now is the time for the men of this district to show their generosity, their pride in their women's ability, their confidence that we will not let them down.

The women of the 39th district have demonstrated their patriotism. They have given their sons, and their husbands and their daughters to their country. They have stayed at home and carried on. They are keeping the lights in the home windows shining to guide their loved ones back - if they come back.

We, therefore, may expect that the voters of the 39th district, regardless of age, sex, or "condition of servitude" to a political party, will honor the intelligence, the loyalty, the patriotism of their women by sending one of them to help solve the problems of this critical time in the Congress of the United States.

Voters of the 39th New York District! We are leaving it up to you. We are counting on your sense of justice and fair play.

Charlotte Demarest Curren was born in Scotland, grew up in Pennsylvania, taught school and was married in Albira, New York, where she has since resided. Her husband, who died in 1937, was a prominent Cheasing county farmer. He served as road superintendent and supervisor from the town of Big Flats. After his death Mrs. Curren operated and managed the 300 acre farm for six years.

Mrs. Curren has always been active in affairs connected with agriculture and education. For years she was trustee in her school district. She is a member of the Board of Fairs and Home Bureaus and Junior Extension in Cheasing county; a member of the Big Flats, Cheasing county, State and National Granges; belongs to the Cheasing county Democratic Women's Club, the Associated Countrywomen of the World; is a Past Patron of the Eastern Star, and a former Vice-Chairman of the Cheasing County Democratic Organization. She also helped in the last days of the Suffrage movement and worked all day for it near the polls the day it won.

In 1939 she was one of the representatives from New York to a conference of the Associated Women in London. This conference was held in the interest of world peace and unity. Afterward she toured parts of Europe. She has traveled in Mexico and Canada and has visited every state in the Union except one.

She has done some writing in her spare time and has had a few poems, sketches and short stories published.

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

Called, planned, and directed
by three divisions of

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

Executive Chairman
CHARL ORMOND WILLIAMS
Division of Field Service

Honorary Chairmen

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Budget, Executive Office of the
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KATHARINE LENEGROTT
Chief, Children's Bureau, U. S.
Dept. of Labor, Washington, D. C.

MURRAY D. LINCOLN
Pres., Cooperative League of the
United States, Columbus, Ohio

D. E. LINDSTROM
Pres., American Country Life
Assn., Urbana, Ill.

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Battle Creek, Mich.

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Pres., Congress of Industrial Organi-
zations, Washington, D. C.

THOMAS PARRAN
Surgeon General, U. S. Public
Health Service, Washington, D. C.

JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.

IRVING F. PEARSON
Pres., Natl. Assn. of Secretaries of
State Teachers Associations, Spring-
field, Ill.

F. L. SCHLAGLE
Pres., National Education Associa-
tion, Kansas City, Kans.

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CHARLES H. SKIDMORE
Pres., Natl. Council of Chief State
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Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
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Co-Chairmen

HOWARD A. DAWSON
Division of Rural Service

R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

October 14, 1944

Dear Institute Director:

The White House Conference. The White House Conference on Rural Education has just come to a close. That it was a great success from every point of view was the consensus of the group that attended from 43 states. In fact, laymen and educators in attendance predicted that the deliberations of this conference would chart the course of rural education for the next ten years. By the middle of December we hope to have the volume of proceedings for nationwide study and use. Already the Department of Rural Education is organizing regional conferences on rural education to be focused on this volume of proceedings.

A Suggestion for Your 1945 Institute. It has occurred to me that here is an excellent subject for the Institutes on Professional and Public Relations in the summer of 1945. I believe that the directors of the Institutes will want to have 25 copies of this volume of proceedings in their library at the earliest possible date, so that 1945 Institute programs may be made outstanding in the series which was begun in 1936. Participants in these Institutes could be drawn from the organizations represented in the White House Conference on Rural Education, as well as from others whose interest and support would make a great contribution.

For Your Use. Copies of the program and Summary Statement of the Conference are being mailed to you under separate cover. I wish that it might have been possible to have every Institute director present at this conference; but the size of the East Room and the wartime Secret Service regulations limited the conference to 230. I appreciate all of the names of leading men and women in rural education which were sent in. These names were given due con-

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sideration by a committee of five who chose 250 names from nearly 700 which were sent to us.

Institute Report for 1944. This White House Conference has kept us from writing the usual Institute letters, for we had an insufficient staff to organize such a conference and still keep our usual work going. However, we hope you will understand our silence in regard to your letters and other communications. We believe we can have the summer report in your hands in November as usual.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Executive Chairman

C O P Y

THE MORRIS PLAN BANK OF VIRGINIA
800 East Main Street
Richmond 16, Virginia

The Bank for the Individual

October 13, 1944

A State-Wide Savings Bank

Thomas C. Boushall, President

Richmond - Petersburg
Roanoke - Newport News
Norfolk

Miss Charl Ormond Williams, Executive Chairman
The White House Conference on Rural Education
Washington

Dear Miss Williams:

Thank you for your nice letter of October
11.

I greatly enjoyed participating in the
White House Conference on Rural Education. As I told
you in person, I much appreciated the opportunity to
attend this conference.

I am anxious, of course, that the volume
which will be produced should be put in the hands of the
Governor of Virginia, the Superintendent of Public Instruc-
tion, the president of the Virginia Education Association,
and the Virginia State Chamber of Commerce.

Also as chairman of the Committee on Education
of the U. S. Chamber of Commerce, I am anxious that we use
this volume in our studies, which in turn will be reflected
in our report that goes out to the 1800 local Chambers of Commerce
and trade associations throughout the United States.

Sincerely yours,

(Signed) Thomas Boushall

TCB/rf

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October 14, 1944

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Mrs. Clifford Thompson
238 South Main Street
Wallingford, Connecticut

Dr. Alice Sowers
University of Oklahoma
Norman, Oklahoma

Mrs. O. C. Ufford
1124 West Mulberry
Fort Collins, Colorado

My dear Miss Williams:

I have your letter of October 11 regarding the White House Conference on Rural Education and shall look forward to the distribution of the volume of proceedings.

Miss Bottomly has asked me to tell you that you and Fala made the front page of the Chicago Daily News during the time the conference was on.

With all good wishes, I am

Cordially yours,

(Signed)

Minnetta A. Hastings
Mrs. William A. Hastings
President

MAH:RPA

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R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

October 16, 1944

Dear State Secretary:

Here is the article on the White House Con-
ference on Rural Education which you requested
during your meeting in Washington. Dr. Hazel
Davis has prepared not only this article but a
tabulation of comparative figures by states,
which may be useful.

Will you please send me two copies of your
magazine in which this article appears? One
copy will be bound in the volumes of similar
material as a part of our permanent record of
this conference.

Sincerely yours,

Charl Ormond Williams
Charl Ormond Williams
Executive Chairman

DESIGN FOR THE FUTURE IN RURAL EDUCATION
The White House Conference on Rural Education

Only one rural child - a 4-H club member from nearby Maryland - was present at the White House Conference on Rural Education on October 3, 4, and 5. But the twelve million rural school children of America were present in the minds and hearts of the members of the Conference, as they devoted two and a half days of concentrated thinking and planning for a brighter future for rural education and rural youth.

Although the White House has been the scene of four previous conferences on child welfare and education, the recent meeting was the first aimed directly at improving the lot of rural children. The Conference was called to focus attention on the urgent need for better rural education and to chart lines of progress for the next decade.

The meeting was planned and directed by three divisions of the National Education Association - Field Service, Rural Service, and Legislation and Federal Relations. Miss Charl Ormond Williams was Executive Chairman; Howard A. Dawson, R. B. Marston, and Glenn Archer were co-chairmen. Wartime secret-service rules on White House gatherings limited the membership to 230 persons. These were carefully chosen by regions, on the basis of nominations made by rural leaders in each area, to represent farm organizations, the farm press, rural education, state teachers' associations, and governmental agencies. Money was not available to pay travel expenses but relatively few of those asked to come found it necessary to decline. Invitations were extended by the President and Mrs. Roosevelt, both of whom took a warm personal interest in the Conference. The President addressed the group at the close of the first day's session; Mrs. Roosevelt opened the first session and closed the last, was a participating member thruout the two days of meetings in the East Room, and extended the hospitality of the White House in many ways.

Each member of the Conference belonged to one of the ten groups which met at the headquarters of the NEA on the evenings of October 3 and 4. Preliminary work by chairmen and recorders, and cooperative thinking at the group sessions made it possible for the Conference to receive at the second day's meeting a series of comprehensive recommendations on the scope, content, and organization of rural education and its place in building better communities and a better America.

* Committee recommendations were based in part on the picture of rural education and rural life which was drawn by the speeches and discussion during the first day of the Conference. Addresses were given by Charl Ormond Williams, Howard A. Dawson, Murray D. Lincoln, John W. Studebaker, Fannie W. Dunn, Cyril W. Grace, and Katherine F. Lenroot, followed by a panel discussion led by Carl C. Taylor.

President Roosevelt's address at the close of the first day's session was a challenge to the Conference to offer advice and guidance to the nation in planning for education in peacetime on a better basis than we have ever known before. He endorsed the principle of federal aid for needy school districts. Referring to a similar statement that he made at the New York meeting of the NEA in 1938, the President said:

I believe that the federal government should render financial aid where it is needed, and only where it is needed - in communities where farming does not pay, where land values have depreciated ... where industries have moved away. ... Such government financial aid should never involve government interference with state and local administration and control. It must purely and simply provide the guarantee that this country is great enough to give to all of its children the right to a free education.

Contrasts in opportunity between rural and urban youth, the handicaps faced by rural communities in providing education, and the value to the nation of the human resources in rural areas were touched upon in one way and another by most of the speakers and in many of the proposals by the ten groups. The cities depend on the country not only for food and other natural products, but for population. The quality of rural education affects the quality of citizenship in every city of the nation. A clear understanding of these facts, on the part of teachers as well as

other citizens, is essential as a first step toward action in opening the road for progress toward better rural education.

A summary statement of the Conference, presented by Ralph B. Jones and commented upon by Mrs. Raymond Sayre, emphasized the importance of the next steps in following up the ideals set forth during the meeting in Washington. Rural education must equip rural children and youth to take their full part in meeting the test of postwar economic and social readjustments in every phase of American life. Every youth of the nation should graduate from high school; every high-school graduate should be prepared for the next step he contemplates taking. Rural people - teachers, farmers, everybody - should overcome the notion that country children cannot have what they need educationally just because they live in the country. It is possible to secure whatever is right and good and fair for rural education. But it can't be done by the can't-be-doners.

The program of action for rural schools, given in the summary statement of the Conference, is outlined in the NEA Leaders' Letter No. 24, copies of which are now available gratis from the NEA as long as the supply lasts. The full proceedings of the Conference are being published by the National Education Association. This volume will form a valuable basis for study and discussion at regional, state, and community meetings. Only a careful reading of the proceedings will reveal the full scope and breadth of the proposals made at the Conference. The following paragraphs give a selection, rather than a summary, of items for action at the national, state, and local level that may be of immediate significance to members of ^a state teachers association:

4. Informed, determined, steady action must continue on behalf of federal aid to general education. Public opinion polls show that seven people out of ten in the United States favor federal aid for education. Teachers can enlarge that percentage and they can help to get public opinion registered with the lawmakers in Congress.

2. Forty-four state legislatures will meet early in 1945. Their actions can help to close the gap between rural and urban education or they can widen the gap. What happens to rural America affects all of America. It is as much the duty of the city teacher, well organized and vocal, as it is of the rural teacher, to work vigorously for laws that will give the rural child a better chance in life. Here are some needs that call for legislation:

Better laws for child accounting and compulsory school attendance. More than a million rural children of school age do not attend school at all. Many children who follow the crops are growing up as illiterates. Legal provision should be made to require the employment of attendance supervisors and home visitors and to establish systems of child accounting. Many states would be bankrupt if they accounted for their financial resources as carelessly as they account for their human resources.

A longer term of school. Hundreds of thousands of rural children are restricted to school terms of less than 8 months. Every year sees the schools given new duties to perform; a year-round program of diversified education is needed for rural schools. If the present term is 180 days, lengthen it to 180; if it is 180 days, lengthen it to 200.

Larger units of school administration. One of the most urgent needs in rural education is the reorganization of school districts into units large enough to secure professional leadership, provide a program of education through high school, supply health services and special instructional needs, to consolidate small schools where consolidation is wise, and to enrich the curriculum of all schools - large and small - thruout the school unit. State financial aid to local districts should place a premium rather than a handicap on the formation of larger districts. New laws should be passed to encourage the enlargement of districts. State departments of education should be given personnel and resources to make community surveys as an aid to local district reorganization.

A better system of taxation and support for schools. No other major public service depends so largely as does education on the local property tax for support. In about half of the states the state government is providing less than a third of the burden of school support. And in many states the support given is not on an equalizing basis, so that little is done to raise the level of education in the areas that need it most. More than a fourth of the states have no state income tax. The local property tax is poorly administered in most states. Legislation is needed to enlarge and modernize state aid to schools, to broaden the base of taxation, and to improve tax assessment and tax collection procedures.

Better teachers who are better paid. Certification and minimum-salary laws should go hand in hand. Tenure and retirement laws need strengthening in many states. Legislation during the present emergency should guard against permanent certification or tenure rights for unqualified teachers who may now be keeping school on a temporary basis. There should be continued efforts to raise requirements for entrance to the profession, at the same time that efforts are made to guarantee minimum salaries large enough to secure competent teaching service in every rural classroom.

To secure legislation and to put into effect the numerous other detailed proposals of the White House Conference on Rural Education there is need for study, conference, discussion, and publicity thruout each state. This is not an undertaking for teachers alone, but for teachers in cooperation with farm leaders, the farm press, and all voluntary and governmental agencies working for the betterment of rural life. Although rural in emphasis, such discussion should enlist the cooperation of urban leaders.

3. In every locality there is need for study and discussion that will take the facts to the rural people generally, including the teachers, ^{in their meetings,} _{in their homes,} up and down every country road of the nation. If rural people can get a new vision of what their schools might accomplish, and can become aware of their own ability to improve conditions, the rural schools can become centers of service in building individual lives, enriching community living, and vitalizing the American way of life.

-Hazel Davis, Assistant Director of Research, NEA

Note: The following exhibit is suggested for use as an illustration or filler with the articles on "Design for the Future in Rural Education."

THE WIDTH OF THE GAP BETWEEN CITY AND COUNTRY

Here are some figures for the nation. What are the facts for your state? Is the situation getting worse or better?

	Urban	Rural
Percent of total population, 1940	57%	43%
Percent of school pupils, 1939-40	52%	48%
Percent of 16-17-year-olds in school, 1940		
Urban	76%	
Rural nonfarm		63%
Rural farm		57%
Percent of school expenditures, 1939-40	62%	38%
Length of school term in days, 1939-40	182	168
Average salary of instructional staff, 1939-40	\$1955	\$950
School current expenses per pupil, (including interest), 1939-40	\$112	\$ 74
Value of school buildings per pupil, 1939-40	\$405	\$185
Infant death rate per 1000 births, 1942	37	44
Births attended only by midwife or person other than physician, 1942	2%	13%
Children aged 14-15 years, out of school, April 1944	4%	18%

Figures presented at the White House Conference on Rural Education, October 3, 4, and 5, 1944

Note: The figures for your own state, given in the attached table, "Some educational Contrasts between City and Country - 1939-40" are suggested as a possible basis for editorial comment on the White House Conference and on needed state legislation for rural schools.

SOME EDUCATIONAL CONTRASTS BETWEEN CITY AND COUNTRY - 1939-40

State	Average length of sch. term in days		Av. salaries of instructional personnel		Current exp. and interest per pupil in av. daily attend.		Percent of 16-17-yr.-olds in school, 1940	
	Urban	Rural	Urban	Rural	Urban	Rural	Urban	Rural-farm
U. S.	161.7	167.6	\$1955	\$ 959	\$112.36	\$ 73.76	75.6%	56.8%
Alabama	173.0	146.1	1037	645	46.32	34.32	64.5	50.9
Arizona	171.4	166.8	1635	1479	91.37	110.50	72.8	53.2
Arkansas	171.5	153.9	827	509	40.93	31.72	70.7	52.5
California	181.8	162.3	--	--	--	--	86.6	76.6
Colorado	179.5	163.8	1961	998	101.91	92.55	77.2	65.2
Connecticut	181.6	--	2006	1526	115.57	112.16	73.3	70.0
Delaware	183.9	179.9	1662	1501	107.87	112.67	68.1	54.5
Florida	167.5	167.5	1012	1012	65.67	65.67	68.4	53.6
Georgia	178.1	154.7	1222	594	55.20	37.46	57.4	46.3
Idaho	175.4	173.6	1324	916	75.00	66.53	61.1	76.2
Illinois	169.9	173.9	2071	1250	118.55	126.21	77.2	56.3
Indiana	178.1	161.3	1749	1129	95.50	82.43	74.9	70.6
Iowa	179.8	174.2	1492	900	92.21	88.93	78.3	62.5
Kansas	176.7	169.1	1466	829	81.96	72.36	76.9	72.8
Kentucky	162.4	151.2	1401	643	78.45	58.94	62.6	32.4
Louisiana	181.2	164.0	1698	784	79.70	62.98	62.8	48.9
Maine	179.0	177.0	1264	708	73.91	59.57	70.2	62.3
Maryland	190.0	--	2036	1244	111.13	70.31	59.2	46.7
Massachusetts	179.9	177.9	2053	1058	114.67	134.20	75.3	66.1
Michigan	163.7	181.6	2030	892	110.61	79.63	78.0	58.2
Minnesota	178.2	167.6	1830	865	123.33	68.69	83.4	52.7
Mississippi	178.2	139.1	915	487	44.84	28.55	67.4	56.7
Missouri	184.3	174.6	1816	765	97.29	72.06	67.6	55.6
Montana	178.7	168.0	1627	1016	104.22	114.57	83.4	70.8
Nebraska	175.6	176.3	1402	849	83.85	73.44	81.9	63.9
Nevada	176.9	172.2	1811	1451	107.70	155.17	85.6	74.6
New Hampshire	177.4	174.7	1519	1014	96.65	90.21	67.9	65.8
New Jersey	186.2	--	2257	1416	155.17	119.04	70.4	61.1
New Mexico	179.2	172.8	1386	1036	70.20	82.84	69.5	59.6
New York	185.0	176.9	2902	1804	172.19	160.01	79.1	67.8
North Carolina	175.9	160.1	1094	892	43.67	42.60	60.2	53.4
North Dakota	179.5	171.3	1335	673	78.34	73.96	80.1	52.7
Ohio	182.0	178.0	1979	1044	111.32	90.39	81.3	72.8
Oklahoma	175.1	175.9	1318	874	69.78	66.77	77.1	64.9
Oregon	176.5	172.0	1648	1068	105.14	95.44	83.5	76.4
Pennsylvania	166.7	172.7	1939	1184	111.16	77.27	78.9	58.2
Rhode Island	160.3	177.3	1787	--	121.62	64.56	61.3	59.4
South Carolina	177.0	157.1	958	663	49.34	39.63	60.2	50.8
South Dakota	179.1	173.6	1382	705	92.35	90.19	64.3	62.3
Tennessee	177.6	161.4	1133	749	56.57	40.94	62.3	48.6
Texas	175.8	168.4	1364	871	75.52	65.46	65.5	59.8
Utah	176.6	173.0	1674	1171	63.31	60.25	67.6	66.1
Vermont	176.9	--	1395	843	92.32	83.50	75.9	53.8
Virginia	169.8	--	1353	698	74.43	40.03	64.7	50.1
Washington	179.3	177.8	1966	1424	105.39	115.63	66.8	60.9
West Virginia	176.1	176.1	1170	1170	65.25	65.25	72.5	47.8
Wisconsin	183.5	176.8	1861	971	107.64	78.45	91.4	51.5
Wyoming	179.5	174.9	1672	1056	92.07	123.20	83.4	71.6

Sources: U. S. Office of Education, Statistics of State School Systems, 1939-40. Tables 47-49; and 16th U. S. Census, Population, Vol. II, Table 11.

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

*Called, planned, and directed
by three divisions of*

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

Executive Chairman

CHAS. OSWALD WILLIAMS
Division of Field Service

Honorary Chairman

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field, Ill.
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Co-Chairmen

HOWARD A. DAWSON
Division of Rural Service
R. B. MARSTON
GLENN ANCKER
Division of Legislation
and Federal Relations

October 17, 1944

To Those Men and Women Who Were Unable To Accept
the Invitation to the White House Conference
on Rural Education

Dear Co-Worker:

I. Our White House Conference on Rural Education is now history, and everyone who took part in it in any way can be proud of the results. Many heart-warming letters have come to my office from those in attendance as well as from persons who have read about it -- some even from outside our own country. A number of conferees have sent me copies of letters they wrote to the President and Mrs. Roosevelt, who were greatly encouraged thereby, I am sure. It is a matter of great regret to me that you could not be present at this conference, for your experience and judgment would have been very valuable.

II. The volume of proceedings from these historic deliberations ought to be ready for nationwide distribution, study, and use by December 15. The use we make of these addresses, reports, and recommendations will be a gauge of our determination to follow through on this conference to some definite, tangible results.

III. Nearly everyone in attendance at this conference asked if the card of admission to the White House might be kept. Because of these requests, the White House returned the cards to my office and they have been mailed out to every person in attendance.

IV. Since this is the first Conference on Rural Education ever held in the White House, it occurred to me that you might want to have an invitation as a memento of this historic occasion. At my request, Mrs. Roosevelt has had an invitation written for you. Before the women's conference held at the White House on June 14, I sent the entire list to be invited to the White House so that those who could not attend received invitations anyway. In this Rural Education Conference, I followed another plan and sent only the acceptances to the White House. Therefore, I am taking pains to see that at this time you receive the invitation which I believe you will want to keep.

(over)

V. Dr. Hazel Davis, assistant director of research in the NEA staff, is preparing a 2000-word article on the conference at the request of the secretaries of state education associations for publication in their state journals. Dr. Mildred Fenner, assistant editor of the NEA Journal, has prepared a one-page article for the November issue. Twenty thousand copies of the NEA Leaders Letter, now being printed, will carry the gist of the work of this conference to its readers.

VI. Miss Olga Jones, editor-in-chief of the United States Office of Education, has brought to me the first six pages of proof of the October 20 issue of Education for Victory devoted to the historic White House Conference on Rural Education. The next issue will carry further materials which developed from the conference.

VII. Time Magazine of October 16 and Newsweek of the same date carried stories on the conference.

VIII. I shall write an article for the November issue of Magazine Digest, published in Toronto, Canada, around our conference. Three-fourths of its 2,000,000 circulation is American. The magazine is also published and distributed in New Zealand, Australia, and Great Britain.

IX. Dr. Dawson tells me that the nine regional conferences of the Department of Rural Education will be organized around the White House Conference on Rural Education. We hope that statewide and countywide conferences will also take place at early dates.

X. The story of how this conference was organized and the background upon which it rests is told in the enclosed manuscript over my signature. Enclosed also are a Summary Statement of the Conference and a copy of the Tentative Charter, both of which were distributed at the White House. If you have any suggestions for changing and strengthening this Charter, I should be very grateful for them.

XI. I should appreciate your sending to me full pages of any newspaper or magazine articles concerning this conference that come to your attention. All such publicity will be bound in volumes as historical material.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Executive Chairman

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

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by three divisions of

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GLENN ARCHER
Division of Legislation
and Federal Relations

October 16, 1944

To the White House Conference on Rural Education

Dear Conferee:

I. Our White House Conference on Rural Education is now history and every one who took part in it in any way can be proud of the results. Many heart-warming letters have come to my office from those in attendance as well as from persons who have read about it -- some even from outside our own country. A number of you have sent me copies of letters you wrote to the President and Mrs. Roosevelt, who were greatly encouraged thereby, I am sure.

II. The volume of proceedings from these historic deliberations ought to be ready for nationwide distribution, study, and use by December 15. The use we make of those addresses, reports, and recommendations will be a gauge of our determination to follow through on this conference to some definite, tangible results. Will you write to me concerning any plans you are making in this direction?

III. Attached is the card of admission to the White House, which so many of you requested. If your card was taken up at the White House, it is being sent you in this letter.

IV. The group photograph made at the close of the conference may be obtained by writing direct to C. O. Buckingham, Inc., 1220 New York Avenue, N. W., Washington, D. C. The number of this photograph is 453-12 and the price is one dollar.

V. Dr. Hazel Davis, assistant director of research in the NEA staff, is preparing a 2000-word article on the conference at the request of the secretaries of state education associations for publication in their state journals. Dr. Mildred Fenner, assistant editor of the NEA Journal, has prepared a one-page article for the November issue. Twenty thousand copies of the NEA Leaders Letter, now being printed, will carry the gist of the work of this conference to its readers.

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October 16, 1944

100
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Division of Rural Service
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 - IRVING F. PEARSON
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 - M. L. WILSON
Director of Agriculture Extension Work, U. S. Dept. of Agriculture, Washington, D. C.
 - OWEN D. YOUNG
Honorary Chairman, General Electric Co., New York, N. Y.

Handwritten notes:
Homer
Franklin
Lindstrom

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

This morning I am off to New York to see the women at Mrs. Meid's Forum. You will recognize this trip as an excuse to do some other things and see some important people.

I have just heard over the radio that the New York Times has come out for the President. It could not do otherwise after that column-and-a-half editorial on Governor Lewey's lack of issues that appeared the Thursday before our conference. I read it while I was waiting to see Mr. Early.

You will be sent some copies of letters I have written to be mailed out in my absence. A mass of material is going out daily about this conference to groups large and small, among them being the entire list of the women's conference held in June.

I am enclosing copies of letters to Mr. Early and Judge Rosenman. If convenient, will you let the President see them? I am thinking seriously about the letter I want to write him on my return from New York, for I am going to propose the next steps soon after the election is behind him and he gets the rest he must need.

You already know of my appreciation of all you did -- and have done for years -- to help the cause of education, but there must be a very special letter to you for the record.

Until then, believe me as always

Faithfully yours,

Handwritten signature: Charl Ormond Williams

Charl Ormond Williams

N/e

LECTATED OVER THE TELEPHONE

Send J. H. H.

October 16, 1944

Mr. Stephen Early
The White House
Washington, D. C.

Dear Mr. Early:

If you ever had any serious doubts about the outcome of the White House Conference on Rural Education, then dismiss them from your mind forever, for that meeting will go down in the history of education on several counts.

Mrs. Roosevelt, as always, was the perfect hostess; but, more than that, she entered into the discussions with earnestness and enthusiasm. Some who came to scoff remained to pray.

The publicity has been nationwide and, on the whole, extremely good and useful. We have the President to thank for much of that outcome. His talk went straight to the heart of our rural problem and made a deep impression on that group. There was no flaw in that speech—and you have heard no "squawk" from it. Certainly we have not. On the other hand, long and strong editorials have appeared all over the country.

The story of this historic meeting will be told in thousands of school rooms throughout the nation. That this conference and his speech to us will count in the long run is my faith and my prayer. Please extend to the President my heartfelt appreciation. All that you yourself did to help me I shall always remember with gratitude.

Yours sincerely,

Cherl Ormond Williams
Executive Chairman

W/e

October 16, 1944

Judge Samuel I. Rosenman
The White House
Washington, D. C.

Dear Judge Rosenman:

I shall remember through the years with pleasure and gratitude the opportunity I had to talk with you in your office and over the telephone. The President's speech revealed deep insight into the problem of rural education. He spoke like a veteran in the cause. There was no flaw in that talk, either in content or delivery. Doubtless you have seen the strong and long editorials on it in papers throughout the country.

Our conference is a milestone in the history of education and I predict great and lasting results from it. For all that you did to help I am deeply grateful.

Yours sincerely,

Charl Ormond Williams
Executive Chairman

THE WHITE HOUSE
WASHINGTON

October 17, 1944

MEMORANDUM FOR

MISS THOMPSON:

The attached letter has come to the President but he has not seen it as yet. I thought I would ask you to ask Mrs. Roosevelt if any invitations went to any of the Catholic educational associations inviting them to attend the Conference so that the President would know how to reply to this letter.

G.G.T.

100

October 19, 1944

Dear Miss Williams:

Mrs. Roosevelt would appreciate your telling her how to reply to the question asked by the Superintendent of Schools, Archdiocese of Santa Fe, in the letter to the President which I am enclosing.

Will you please return the letter, as it has not been acknowledged?

Very sincerely yours,

Secretary to
Mrs. Roosevelt

Miss Charl O. Williams
National Education Association
Washington, D.C.

100
10-14

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Professor of Education, New York
University; and Editor, *Teacher-
Education Journal*, New York, N. Y.

THOMAS C. BOUSHALL
Chairman, Education Committee of
U. S. Chamber of Commerce,
Richmond, Va.

HOMER L. BRINKLEY
Pres. Natl. Council of Farmers Co-
operatives, Lake Charles, La.

L. H. DENNIS
Exec. Sec., American Vocational
Assn., Inc., Washington, D. C.

EDWIN R. EMBREE
Pres., Julius Rosenwald Fund,
Chicago, Ill.

MRS. WILLIAM A. HASTINGS
Pres., Natl. Congress of Parents
and Teachers, Chicago, Ill.

KATHARINE LENBROOK
Chief, Children's Bureau, U. S.
Dept. of Labor, Washington, D. C.

MURRAY D. LINCOLN
Pres., Cooperative League of the
United States, Columbus, Ohio

D. E. LINDSTROM
Pres., American Country Life
Assn., Urbana, Ill.

BEN W. MILLER
Exec. Sec., American Association
for Health, Physical Education, and
Recreation, Washington, D. C.

EMORY W. MORRIS
Pres., W. K. Kellogg Foundation,
Battle Creek, Mich.

PHILIP MURRAY
Pres., Congress of Industrial Organi-
zations, Washington, D. C.

THOMAS PARRAN
Surgeon General, U. S. Public
Health Service, Washington, D. C.

JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.

IRVING F. PEARSON
Pres., Natl. Assn. of Secretaries of
State Teachers Associations, Spring-
field, Ill.

F. L. SCHLAGLE
Pres., National Education Associa-
tion, Kansas City, Kans.

MRS. CHARLES W. SEWELL
Administrative Director, Associated
Women of the American Farm
Bureau Federation, Chicago, Ill.

CHARLES H. SKIDMORE
Pres., Natl. Council of Chief State
School Officers, Salt Lake City, Utah

JOHN STROEM
Secy., American Agricultural Editors
Assn., Chicago, Ill.

JOHN W. STUBENAKER
Commissioner, U. S. Office of Edu-
cation, Federal Security Agency,
Washington, D. C.

HENRY C. TAYLOR
Managing Director, Farm
Foundation, Chicago, Ill.

E. JERRY WALKER
Educational Director, Station WLS,
Chicago, Ill.

M. L. WILSON
Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
Washington, D. C.

OWEN D. YOUNG
Honorary Chairman, General Elec-
tric Co., New York, N. Y.

Co-Chairmen

HOWARD A. DAWSON
Division of Rural Service

R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

October 21, 1944

Miss Malvina C. Thompson
Secretary to Mrs. Roosevelt
The White House
Washington, D. C.

Dear Miss Thompson:

Miss Williams is now in New York, but will return
the early part of the week.

When she returns I shall bring to her immediate
attention your letter of October 19 and the letter
from the Reverend William T. Bradley.

Sincerely yours,

Lucile Ellison
(Mrs. Young)

Secretary to Miss Williams

November 4, 1944

Dear Miss Williams:

Thank you for sending me the copies of letters on the subject of the Conference on Rural Education. They are fine expressions of appreciation and I am glad to have seen them.

I agree with you that Dorothy Thompson's speech was splendid, and I have written to tell her so.

Sincerely,

Miss Charl O. Williams
NEA
Washington

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

October 31, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

1. I am sending you a copy of a bulletin which was widely distributed on October 16 by the State Department of Education of Tennessee, telling the story of the White House Conference on Rural Education. This is just one sample of the immediate publicity which was given to that conference in the form of bulletins, speeches, newspaper articles and the like upon the return of these men and women to their home stations.

2. The sheet enclosed, headed "Material on the White House Conference on Rural Education Sent October 10 thru October 28, 1944" does not tell the whole story of what my office has done.

3. A White House Conference on Rural Education was held in Minnesota immediately after the delegates returned from Washington by airplane. I am writing for the current copy of the state education association journal which contains a story of it. I shall send that to you later on. The delegates to the White House Conference from Arkansas are planning a statewide conference modeled after the White House Conference for the middle of November.

4. I am sending you, too, copies of letters that have come from every part of the country expressing appreciation of all the effort that was put into our Conference on Rural Education. I know these are busy days for you and you may not have time to scan these now. I made copies so you would not have to return them to me.

5. I hope you heard Dorothy Thompson's magnificent address at 4:30 on Sunday afternoon in behalf of President's Roosevelt's re-election. I tried to telephone her immediately afterwards, but she had left the broadcasting station when our operator finally made the connection. I am writing her today. Soon all the sound and the fury will be over and we can settle down with some peace in our hearts and souls -- if it comes out right, as I wholeheartedly believe it will.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams

*Write to T. Thomas
a grand speech.*

CM/lwe

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 11, 1944

PL

100

Mrs. Franklin D. Roosevelt

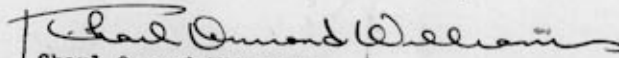
The White House

Washington, D. C.

My dear Mrs. Roosevelt:

I think you will want this letter for your files
and it should have been returned to you yesterday.

Sincerely yours,


Charl Ormond Williams

COW/ES

106

November 13, 1944.

My dear Miss Williams:

I am enclosing a copy of a telegram
which came to Mrs. Roosevelt from Senator Wagner.

Mrs. Roosevelt will appreciate it very
much if you will answer Miss Borchardt.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. E.
Washington, D. C.

Handwritten:
Xerox of the original
copy of the telegram
to Mrs. Roosevelt

ROBERT F. WAGNER
NEW YORK

NOV 2 1944

United States Senate
WASHINGTON, D.C.

*See check
William
11/13/44*

October 31
1944

My dear Mrs. Roosevelt:

Miss Selma Borchardt, of Washington, D. C., who has long been identified in educational circles, has sent the enclosed telegram to my secretary for my attention.

I think it is a matter in which you will probably be interested. I am, therefore, taking the liberty of submitting it to you for such consideration as the matter may in your judgment merit.

With kindest personal regards,
believe me to be

Sincerely yours,

Robert Wagner

Mrs. Eleanor Roosevelt
The White House
Washington, D. C.

CLASS OF SERVICE
This is a full-rate Telegram or Cablegram unless its deferred character is indicated by a suitable symbol above or preceding the address.

WESTERN UNION

1220

1944 OCT 27
(07)

SYMBOLS	
Day Letter	08
NT = Overnight Telegram	
LC = Deferred Cable	
NLT = Cable Night Letter	
Ship Radiogram	

A. N. WILLIAMS
PRESIDENT

NEWCOMB CARLTON
CHAIRMAN OF THE BOARD

J. C. WILLEVER
FIRST VICE-PRESIDENT

The filing time shown in the date line on telegrams and day letters is STANDARD TIME at point of origin. Time of receipt is STANDARD TIME at point of destination

NBH82 157 COLLECT SUBJECT TO CORRECTION CK 158=WASHINGTON DC
MISS MINA RUPERT= 30 1205F
RM 723 OFFICE OF SENATOR WAGNER CHANIN BLDG
42 AND LEXINGTON=

=RECENT RELEASE OF NATIONAL CATHOLIC WELFARE CONFERENCE NO YET MADE PUBLIC CONTAINS STATEMENT THAT CATHOLIC GROUPS WERE NOT INVITED TO RECENT WHITE HOUSE CONFERENCE ON RURAL EDUCATION STOP PERSONALLY I THINK THAT IF WHITE HOUSE ITSELF HAD ARRANGED CONFERENCE THAT CATHOLIC GROUPS WOULD HAVE BEEN INVITED BUT ALL PROGRAM ARRANGEMENTS WERE LEFT TO CHARL WILLIAMS OF THE NATIONAL EDUCATION ASSOCIATION I KNOW THAT SENATOR WAGNER FAVORS SOUND PROGRAM OF AID FOR EDUCATION THROUGH WHICH EVERY CHILD MAY BENEFIT REGARDLESS OF RACE CREED OR COLOR BUT EXCLUSION OF CATHOLICS FROM WHITE HOUSE CONFERENCE IS CONFUSING THE ISSUE SHOULD NOT A STATEMENT BE ISSUED CLARIFYING THE QUESTION STOP IS IT CORRECT TO SAY THAT THIS WHITE HOUSE CONFERENCE WAS ARRANGED BY ONE GROUP AND THAT OTHER GROUPS ARE SIMILARLY WELCOME STOP THE WELL BEING OF THE CHILD IS THE MATTER OF PARAMOUNT INTEREST AND ALL GROUPS WORKING FOR THE CHILD ARE WELCOME FOR SIMILAR CONFERENCES AT THE WHITE HOUSE=

SELMA BORCHARDT.

THE COMPANY WILL APPRECIATE SUGGESTIONS FROM ITS PATRONS CONCERNING ITS SERVICE

November 13, 1944.

My dear Miss Williams:

Mrs. Roosevelt has asked me to thank you for your letter of November 10th about the Roster of Qualified Women.

Mrs. Roosevelt appreciates the information you give her and knows you will do what you can.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

VDS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

CONFIDENTIAL

November 10, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

My secretary has just read to me over the telephone Miss Thompson's letter of November 8, and I hasten to reply.

The Roster of Qualified Women has not been sent in by our Continuation Committee. The time in which names might be sent in was extended first to September 1 and then to October 1 at the request of Dr. Kathryn McHale, so, if I had had time to work on the Roster, nothing could have been done much sooner.

I am sorry to have to say that from the very first Dr. McHale was difficult to work with. I could see that she was using this Conference to play organization politics in her own group. She insisted that her entire board be invited, and I yielded to keep things moving peacefully along. This step was partly responsible for my having to withdraw about 30 invitations at the last. To my amazement, she sent blanks to every local AAUW branch, and names have poured in with recommendations that you can easily imagine. Over 500 names are now on file and are being daily worked on by able volunteer help. We have consulted the State Department, as well as the War Manpower Commission, where 179 of these names are now being checked. We learned from the State Department in just what form these names should be submitted, and that knowledge greatly simplified our clerical task. Just as soon as that list is ready a copy will be made for the President.

Having greatly delayed our work, Dr. McHale several weeks ago took a list to the State Department, including her own name. Prior to that time, Dr. Esther Caukin Brunauer, for years a member of the AAUW staff, but who recently joined the State Department, came to my office and asked to take a look at our developing Roster of Women. She took away with her about 40 of the blanks sent in. I could not prove it, but I feel reasonably sure that Dr. Brunauer showed these names to Dr. McHale, though I thought Dr. Brunauer wanted to see them for State Department use.

No organization president followed Dr. McHale's plan, nor indeed did they know of it. No officer of the National Education Association was invited with the one exception of our president, Mrs. Joynes, nor did I circularize our local and state associations to send in names. A number of people sent in

Mrs. FDR -- COW -- 11/10/44 -- CONFIDENTIAL

my name, but I shall not permit my name to go on that list. Education is my field, and I want to confine my efforts to rounding out a lifetime of service in that cause.

Dr. McEale did not want me to consult Secretary Hull about this Conference -- said that they could never get anything from him -- but I was adamant there, and told her I would see him alone. The happy result you already know. He put the State Department at my disposal, so to speak, and was glad to do anything I asked.

I thought it might be well for you to know these facts.

Faithfully yours,



Charles Ormond Williams

W/e

November 13, 1944.

My dear Miss Williams:

Mrs. Roosevelt has asked me to
thank you for your letter of November 10th.

Mrs. Roosevelt will be glad to
have ^{E. STURRY} Mr. Walker's transcription of her
opening and closing remarks as she must
see the mistakes because she does not want
to duplicate them.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

VDS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

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11/13/44

November 10, 1944

*Must be finished at about
6:00 - 7:00 p.m.*

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

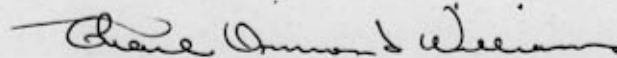
We are pressed hard now to get the volume of proceedings from the White House Conference on Rural Education ready for the printer and then for nationwide distribution. Mr. E. Jerry Walker of Chicago has written us that he will transcribe your opening and closing remarks from the wire recording he made. As soon as we get them, I shall send them to you for your perusal and any editing you might want to do.

I hope you remember that at Hyde Park I asked you for 600 words to be included in this volume as an introduction to it. If we have any material that you would like to see in addition to those bulletins we sent you, I shall be glad to make it available. If those bulletins have been misplaced, others can be supplied -- or one in particular that might be useful.

This document will be truly historic. It will mark a milestone in the history of rural education. For that particular reason, I want your contribution. I do not know when you are going to find the time to write it, but you somehow always seem to meet the deadline.

We are receiving letters daily from those who attended the conference. In addition, we are now receiving letters from those who could not attend the conference, but to whom we sent an invitation as a memento of this conference. I think they were very much surprised at this gracious thought of them and they certainly are grateful.

Yours sincerely,



Charl Ormond Williams
Director of Field Service

w/e

November 13, 1944.

1070

Dear Miss Williams:

Thank you so much for your letter. The President received your telegram sent to him before election and deeply appreciates your loyalty.

Very sincerely,

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 10, 1944

244
11/10/44

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

The night of November 7 was, I truly believe, the most thrilling one of my life. I sat up and listened to the election results until the National Broadcasting Company played the Star Spangled Banner. I was so wide awake by that time that I did not get into bed until a quarter of five in the morning.

Before we turned on the radio at seven o'clock in the evening, I took my two large tally sheets which we got from WFO in Washington. On these sheets I checked off the states that I thought the President would certainly carry and checked several others that I thought he would possibly carry. These last I marked with a dot. Those states marked with a cross had a total of 420 electoral votes. That was my guess; and, when I compare it with the various polls, I find I was as close or closer than any of them, and just as sure.

I have lived through one of the great moments of history, and I am grateful beyond words to have known and supported the greatest personality of our times. It is a matter of both sentiment and pride to me to have the President think of me as one of his "old friends." I wired him a telegram last Sunday morning predicting a landslide and wishing both of you every glorious wish.

I wanted to send you a telegram at 4:15 a.m. Wednesday, but I thought you had had enough messages and enough callers for that evening, so I restrained myself. I learned from the papers that you stayed up "quite early" yourself and you probably would have received it before you went to bed if I had sent it when I wanted to.

I do not need to tell you how elated I am over this election. You know how deeply I have felt about it since last December 6 when I came to the White House to talk to you on that subject. A load has rolled off my heart and mind and now I can settle down to work again. To have had even as minor a bit in this campaign gives me great joy, and I am grateful to you for the opportunity to serve which you so graciously extended.

Faithfully yours,

Charl Ormond Williams
Charl Ormond Williams

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 18, 1944

file

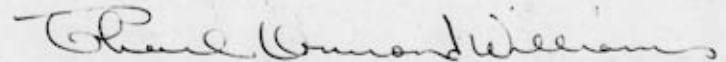
100

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

I am leaving my office in a few minutes to be gone for a week to attend that Chicago meeting. I want you to know that I received your letter and the telegram from ~~X~~ Selma Borhardt. I am writing you a letter about it which has been delayed because I want to send you an important statement which the Research Division is preparing for me. I will attend to that promptly on my return.

I read with great interest the statement you made in your recent press conference about a Department of Education and Fine Arts, and I shall hope to talk to you about that at an early opportunity.

Sincerely yours,



Charles Ormond Williams

CCW/lwe

November 21, 1944

Dear Miss Williams:

I have sent a word of good wishes to Mrs. Stella Ford Walker, of the Chicago Altrusa Club. I was glad to hear about the Regional Meeting and that you could arrange to go.

Sincerely yours,

Miss Charl Williams

1201 16th St. N.W.

THE WHITE HOUSE
WASHINGTON

November 29, 1944

Miss Thompson:

Charl Williams called and said she has just read Mrs. Roosevelt's introduction which came in the morning mail and she thinks it is excellent.

DD

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 27, 1944

File
100

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

In going through my mail I find your letter of November 21 in which you tell me that you sent good wishes to Mrs. Stella Ford Walker of the Chicago Altrusa Club.

After I met you on the train and you said you had sent greetings, I told Mrs. Walker about it. She made an effort to find out from Western Union if the telegram had been delivered to the Gordon Club which was on about the eighth floor of the Fine Arts Building. When I left she had not received it. I am writing her today, sending her a copy of your note to me.

The planning meeting went off very well. A smaller committee met with me in my hotel room the next day for about two hours. I think these women will go ahead and do some real planning for postwar policy making on the state level.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

COH/we

100
November 27, 1944.

My dear Miss Williams:

Mrs. Roosevelt has asked me to send you the enclosed "Introduction" for the volume of proceedings of the White House Conference on Rural Education.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington (6), D. C.

VDS

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

Called, planned, and directed
by three divisions of

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

November 14, 1944

Executive Chairman
CHARL ORMOND WILLIAMS
Division of Field Service

Honorary Chairmen

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Asst. Director, Bureau of the
Budget, Executive Office of the
President, Washington, D. C.

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Red Cross, Washington, D. C.

F. C. BORGESON
Professor of Education, New York
University; and Editor, *Teacher-
Education Journal*, New York, N. Y.

THOMAS C. BOURSHALL
Chairman, Education Committee of
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Richmond, Va.

HOMER L. BRINKLEY
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KATHARINE LENROTH
Chief, Children's Bureau, U. S.
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Pres., American Country Life
Assn., Urbana, Ill.

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Battle Creek, Mich.

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Pres., Congress of Industrial Organi-
zations, Washington, D. C.

THOMAS PARRAN
Surgeon General, U. S. Public
Health Service, Washington, D. C.

JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.

IRVING F. PEARSON
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field, Ill.

F. L. SCHLAGLE
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tion, Kansas City, Kans.

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Administrative Director, Associated
Women of the American Farm
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CHARLES H. SUDMORSE
Pres., Natl. Council of Chief State
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JOHN W. STUDENAKER
Commissioner, U. S. Office of Edu-
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E. JERRY WALKER
Educational Director, Station WLS,
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M. L. WILSON
Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
Washington, D. C.

OWEN D. YOUNG
Honorary Chairman, General Elec-
tric Co., New York, N. Y.

all
11/2/44.

Co-Chairmen
HOWARD A. DAWSON
Division of Rural Service
R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

Mrs. Franklin D. Roosevelt
White House
Washington, D. C.

Dear Mrs. Roosevelt:

Until the enclosed letter came from Mr. E. Jerry Walker who recorded the rural conference for us, I had hoped to get your opening remarks from him. One member of our staff took a few long-hand notes which I am enclosing for whatever they are worth. Since you are going to write 600 words under the heading "Introduction" to be published as a separate unit in the volume of proceedings, you may make these remarks just what you want them to be.

Most all of the manuscripts are now in the office, but there is still the question of the paper shortage to be faced. We hope to get out a volume worthy in every way of the time and place in which the conference was held.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

COW/ES

*Since dictating this letter
I have received Miss Thompson's
letter of November 14 about
Mr. Walker's transcript.*

C O P Y

THE PRAIRIE FARMER STATION, WIS
1230 WASHINGTON BOULEVARD
CHICAGO 7, ILLINOIS

November 10, 1944

Mrs. G. R. Ellison
Division of Field Service
Nat'l. Education Ass'n. of the U. S.
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Mrs. Ellison:

Thank you for your letter of November 7. As I wrote Miss Williams, we do not have a recording of Mrs. Roosevelt's opening remarks, nor of Miss Wofford's introductory remarks. However, we are taking off Mrs. Sayre's summarizing statements, and as soon as a machine becomes available (all current wire recorders are now in war service) we shall take off Mrs. Roosevelt's closing remarks and send them to you posthaste.

I am

Cordially yours,

(Signed) E. Jerry Walker
Educational Director

Notes on Mrs. Roosevelt's Remarks at the White
House Conference on Rural Education, October 4-5, 1944

Opening the conference:

The real reason for the conference is that many of our rural children have labored under difficulties and people must know the conditions. It is important that more people know the facts so that they will back up the plans made by those who already know. I hope that out of this conference much good may come.

Closing the conference:

I hope that you will go to the farm people and give them the knowledge they need to get what they want for their children.

... asks the boys in hospitals where they come from - 'one coming home wounded. We are to pay pensions to the disabled. There are possibilities for rehabilitation. But the man with the lowest grade education will cost the communities most. "The men who leave you saddest are those who have no resources within themselves, to know that you can overcome any physical handicap if you just use your mind. I have learned in going thru the wards of hospitals, if I had never learned before, how much we really need equality of educational opportunity. It is those who have only two or three years of schooling who are most hopeless and helpless as to what they can do in the future."

We can have better rural education if we work for it.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 14, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

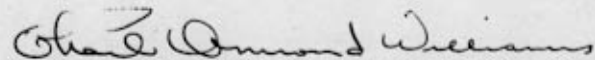
Enclosed is another sample of the nationwide publicity which is being accorded the "White House Conference on Rural Education. This particular article on pages 40 and 41 of the enclosed magazine is written in a little different vein.

The Charter for Rural Education has caught the imagination of the people inside and outside the educational group. The tentative Charter did well. On Friday of this week, a handpicked committee will go over that Charter and work out the final one which will be published in the volume of proceedings.

I think you will be interested in the article preprinted from our Journal, entitled "One Profession Now." It treats concretely our reason for not joining a labor, or an industrial, or another professional group. On the other hand, the article strongly endorses cooperation with all groups.

If you have no further use of the magazine I am enclosing, I should appreciate having it returned, for I can always use these clippings to good advantage.

Yours sincerely,



Charl Ormond Williams
Director of Field Service

COH/lwe

ONE PROFESSION NOW

I THOROUGHLY BELIEVE in that title and I believe that each one of these three words should receive equal emphasis—*one profession now.*

One—Because a million intelligent and highly trained educators strategically distributed thruout every community in our land, working as *one* unit, have unlimited possibilities. We have the opportunity of influencing, not only the leaders, but the followers in every group of people—thru the children in your classroom, thru school programs, thru programs before service organizations, thru your school or local paper, thru releases of any kind, thru conferences on school problems with leaders in all groups, and last but not least, thru individual contacts and friendly relationships with all people of the community. But, let us be *one* in purpose and program so that one group does not nullify the good work of another.

One profession—Let us be a professional organization. Our educational viewpoint must not be narrowed down to that of one of the many groups we serve. We must not allow one group unduly to influence our purposes and program as against any other group—whether that influence be for or against the best interests of labor, chamber of commerce, manufacturer, banker, lawyer, farmer, doctor, homemaker, domestic, or any other group.

Our purpose and program must be for the best interest of all the individuals, of all groups as members of one great democratic society.

It is my belief, after thirty years of experience as a public servant, including organizational work in the fields of education, labor, agriculture, taxation, politics, service, fraternity, and religion, that our purpose can best be served by one united group, or *one profession.*

There are those among us who advocate uniting with some one strong group in order to accomplish our purpose. If we should unite with labor, which group? The AFL, the CIO, or John Lewis? If we should unite with farmers, which group? The Farmers Union, the National Grange, or the American Farm Bureau? If we should unite with busi-

M. P. Moe

Executive Secretary, Montana Education Association,
Helena, Mont.

ness, which group? Chambers of commerce, National Association of Manufacturers, or the American Bankers Association? If we should unite with the professionals, which group? The American Medical Association, the American Bar Association, or the National Association of Engineers?

I do not wish to convey the idea that we should not belong to any other organization. On the contrary, I recommend that every one of you belong to at least one other group and as many more as time and money permit. What I do wish to convey is that we must all belong to one professional organization where all our programs are formulated on the basis of unity of purpose. Then we should by all means work with and thru as many other organizations as possible.

Let me illustrate my point by citing my own personal experience. I am a member of 12 organizations, paying total annual dues of \$145.50. I believe that I must belong to these organizations in order to do my job in the field of education. Eight of these are outside of the field of education with dues averaging \$14.25 as compared to four educational organizations with dues averaging \$5.63.

Let me illustrate further. In 1929 I became a charter member of Montanans Incorporated, an organization which had for its purpose the development of Montana. Education, as an important institution of the state, should be considered in any program of development. Later this organization became the state chamber of commerce. In 15 years, I have contributed in dues a total of \$150. Until the fourteenth year, September 1943, no visible results came from such contacts. But today, thru its president, we are getting active support, and membership has proved worth both time and money spent.

This *one profession* must be on a national scale and no other organization is better qualified to represent our profession than our own National Education

Association.

The NEA has served us well for 87 years. It has a membership of nearly 275,000, which number should be immediately tripled. It has a fine home office, well located, with fine established contacts. With an adequate membership and budget, it could be properly equipped and staffed and could then render for us the service that we desire. No other organization furnishes such an excellent opportunity to become the *one professional organization.*

However, the NEA could only represent us on the national level. Each state and territory must likewise have *one professional organization* on the local level. We have in most of our states adopted a plan of local units. In some there is absolute unity between the local and state units, so that when one joins the state or local, he automatically becomes a member of both.

Some are still ultra-democratic and have no legal unity even between local and state. Only voluntary affiliation or entire separation of membership exists.

It is time that this haphazard, indefinite, cumbersome, expensive, and ineffective plan be replaced by a definite and positive unity, combining membership so that when one joins the local, he by so doing becomes a member of all three—the local, the state, and the national—and pays one dues which will be divided among the three as provided by rules and regulations or constitutional provisions.

Likewise must our functional program be united on a local, state, and national basis with a proper division of responsibility and authority so that the local will determine the community program, the state the program on the state level, and the national on the national and international level. Yet we must protect our democratic way of action by making the local the unit in which the process of formulating policies has its beginning.

The delegates from the locals to the state will determine the statewide policies and program and the delegates from the states will determine the policies and program of the national. *One*—

policies and programs have been determined, action must be directed by the national on the national and international levels with full support from the state and local levels.

Action on the state level must be directed by the state organization supported by the national and local. Action on the local level must be directed by the local organization, supported by both state and national groups.

You will note that I am recommending one professional organization closely tied together in membership, financing, and functioning. Yet the method of policy and program formation will originate in the individual, thru the local, and continue on to the state and to the national. When once determined, such policies and programs must be sponsored by the unit best situated to do the job, with support of the other two. Like all organizations, both political and private, the state must be the pivotal unit.

One profession now—When should such a *one professional* organization be adopted? The answer is, NOW. Why wait? The most dangerous policy is, "Let's do it tomorrow." The saddest of all reflections is "It might have been." Let us not be caught with "Too little, too late." We should act at the earliest possible time because we are today facing the most important period in the history of education, because we are facing the most serious problems in education; because we have the greatest opportunity to go forward that we have ever had, because only by united effort on all levels and by united effort of all levels can we accomplish our purpose.

How can this be done? And when? Oregon, Washington, and Montana, as well as other states, have pointed the way. Oregon has adopted an all-inclusive membership plan. Educators in Oregon join their local by paying $\frac{1}{2}$ of one percent of the annual salary in dues, which includes membership in the local, state, and the national. Washington and Montana, being constitutionalists, are proposing amendments to make membership all-inclusive, such proposal to be voted upon at the next Delegate Assembly in November 1944 and March 1945, respectively.

When such membership becomes all-inclusive, the matter of unity in establishing policies and programs of action

will not be difficult. We believe that the machinery already set up in our locals, states, and the national will function. Any changes needed can be readily taken care of by the assemblies of our state and national associations.

A Call to Action

HILDA MAEHLING

Executive Secretary, NEA Department of Classroom Teachers

to be told and reminded over and over concerning their debts to the profession!

Is it any wonder that teachers' salaries are low? That tenure of position is uncertain? That economic security for old age is questionable? That legislators aren't impressed by our programs? That conditions, in general, are not attractive? Teachers pay so little attention to the only organizations that *can* and *will* remedy these situations. When will classroom teachers learn how to use the instruments at hand and work together to improve their status?

This Five-Year Program has been carefully planned in order to elevate our profession to the place it should occupy. When its objectives are realized and our associations are geared for united action, we shall be able to take our place among the other important groups in society and begin to see drastic improvements in our status—for then we shall be able to speak for education and be *heard*.

This expansion and unification program means work for the local association. It needs to be interpreted to every teacher in such a way that she will *want* to have a part in helping to achieve its objectives. It means that committees will need to be set up to plan a campaign of action. It means that a careful inventory should be taken to see how the local association can become a dynamic, moving force in the community. It means that every classroom teacher must have a share in executing this program. It means that the next five years must be devoted to building a real professional organization. It means that classroom teachers must pay more money, give more time and energy, more thoughtful planning, and more enthusiastic support to the organizations that are *of* the teachers, *by* the teachers, and *for* the improvement of the status of the teachers.

THE FIVE-YEAR PROGRAM of unification, expansion, and development was unanimously adopted by the delegate assembly of the NEA in Pittsburgh. This unquestionably offers a great challenge and opportunity for local organization leaders to begin effective planning in order to carry out this program of action.

What does this program mean to a local association? How can a small group of classroom teachers take part in a tremendous national movement of this character? Just what does it mean to the individual teacher? How can it be accomplished?

One of the purposes of a local organization is to furnish a workshop in which to make plans and devise methods to secure the best thinking for the solution of educational problems and to secure group action to solve these problems. Many of our local associations are organized on *paper* only. They meet occasionally, eat, or perhaps drink tea together, listen to a speaker who has some project to promote, then adjourn. Social activity is promoted but the status of the teacher and the many problems facing education remain unsolved.

In these trying times when there are so many important questions confronting the profession, local associations should be devoting their time and energy to constructive action programs. The time has come when they must assume some responsibility in shaping the state and national educational programs or else teachers will continue to take what is handed to them and to complain bitterly about their lot.

It is time the local associations assumed the work of collecting dues for the local, state, and national organizations. Many teachers complain because the superintendent makes it obligatory to join these groups. A professionally-minded teacher or an alert local association wouldn't wait for a superintendent to discuss organization dues and obligations—they would initiate such plans and put them into action. Pity the superintendent who has teachers on his staff who have

100

November 28, 1944

Dear Miss Williams.

Many thanks for your letter of November 27,
enclosing your letter of November 15. I will show
them to the President.

Very sincerely yours,

Miss Charl Williams
NEA

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 27, 1944

VERY CONFIDENTIAL

See memo to

*Thank you keep it job
but give it letter to confidential
this is office -
I have sent to me
the...*

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I am sending you today my letter of November 15, about which I told you on the train. I held it until I could secure for you the enclosed information from our Research Division concerning provisions in the state constitutions which would prevent state aid to private or sectarian schools. This is information that you will want to have at hand for ready reference, for this question of aid to parochial schools is going to keep bobbing up in the years ahead.

The granting of federal or state aid to private or sectarian schools would be the death knell to public education. Since the public schools are open to all the children of all the people regardless of race, creed, or color, the only duty the local community, the state, and the nation have to do jointly is to build our state systems of public education so that they may meet this great democratic responsibility.

The fear that federal aid would be granted to parochial and private schools has been one of the chief sources of opposition to the measure from non-Catholic people. We are going to see from now on numerous efforts such as the clipping from the Sunday Star (enclosed) sets forth. Most of the great organizations of men and women that I know are committed to aid to public schools and not to private or sectarian schools.

I am enclosing a pamphlet just taken at random from my files. It is entitled "Friends of the Public Schools" This is yellow journalism in the field of education. However, it is financed in part by the Scottish Rite Masons of the Southern Jurisdiction whose headquarters is in their magnificent temple on Sixteenth Street. For years this group of Masons, which operates in 33 states of the country -- every state west of the Mississippi and south of the Ohio -- actively and strongly supported a Federal Department of Education with a Secretary in the President's Cabinet and federal aid to education.

When the Advisory Committee on Education, headed by Dr. Floyd W. Reeves, made its report in 1938, there was included a statement to the effect that the states could determine which schools were public schools. This was a bomb-shell to many groups who, through the decades, had come to call those schools public schools that are "universal, free, compulsory, non-sectarian, publicly

controlled, and publicly supported."

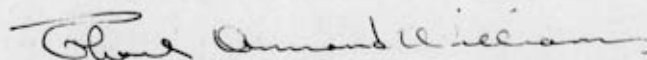
In due time after this report was made public, a bill providing for federal aid to education was introduced in Congress, but its provisions were a little vague, to say the least, on the principle enunciated in that report. This Masonic group tried in vain to have included in that bill the words, "free, tax supported schools," instead of just "public schools." You can understand that, after that report came out, they wanted to make sure that everybody knew just which schools were public schools.

Having failed in that fight, their support fell away from federal aid to education, and with them went large groups of protestant people and other fraternal organizations. This incident is the most tragic thing that has happened to the federal aid movement. I profoundly hope that the legislation and the debate which will attend its introduction in both Houses of Congress will steer clear of aid to private and sectarian schools. In my judgment, such legislation could not be enacted by Congress. In any event, great bitterness would be engendered by the injection of this issue.

The ultimate hope of the Catholic group is the partition of state school taxes in proportion to their population for the maintenance of their parochial schools. They will seize upon any entering wedge to make the road easy to the attainment of this goal.

I am sorry about this long letter, but since this issue may have to be faced sooner than either of us can now know, I thought I ought to get this information to you.

Yours sincerely,



Charl Ormond Williams

VERY CONFIDENTIAL

Cow/Lwe

WESTERN UNION

NBHB2 157 Collect Subject to Correction Ck 158 - Washington D. C.

Miss Mina Rupert
Room 723 Office of Senator Wagner
Chanin Building
42 and Lexington

30 1205p.

RECENT RELEASE OF NATIONAL CATHOLIC WELFARE CONFERENCE NOT YET MADE
PUBLIC CONTAINS STATEMENT THAT CATHOLIC GROUPS WERE NOT INVITED TO
RECENT WHITE HOUSE CONFERENCE ON RURAL EDUCATION STOP PERSONALLY I
THINK THAT IF WHITE HOUSE ITSELF HAD ARRANGED CONFERENCE THAT CATHOLIC
GROUPS WOULD HAVE BEEN INVITED BUT ALL PROGRAM ARRANGEMENTS WERE LEFT
TO CHARL WILLIAMS OF THE NATIONAL EDUCATION ASSOCIATION I KNOW THAT
SENATOR FAVORS SOUND PROGRAM FOR EDUCATION THROUGH WHICH EVERY CHILD
MAY BENEFIT REGARDLESS OF RACE CREED OR COLOR BUT EXCLUSION OF
CATHOLICS IS CONFUSING THE ISSUE SHOULD NOT A STATEMENT BE ISSUED
CLARIFYING THE QUESTION STOP IS IT CORRECT TO SAY THAT THIS WHITE
HOUSE CONFERENCE WAS ARRANGED BY ONE GROUP AND THAT OTHER GROUPS ARE
SIMILARLY WELCOME STOP THE WELL BEING OF THE CHILD IS THE MATTER
PARAMOUNT INTEREST AND ALL GROUPS WORKING FOR THE CHILD ARE WELCOME
FOR SIMILAR CONFERENCES AT THE WHITE HOUSE.

Selma Borchardt

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

November 15, 1944

Very

CONFIDENTIAL

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I have received the telegram Miss Thompson sent me signed by Selma Borchardt and addressed to Senator Wagner's office. I had learned from other sources of her opposition to the White House Conference on Rural Education and her threat to "break it up." It was Miss Borchardt who muddied the waters with the American Federation of Labor and kept that organization from participating. She was convinced that their non-participation would wreck the conference.

Earlier in the summer, she was inquiring if Dr. Floyd W. Reeves was invited, saying he would "break it up" by a blast of publicity if he were not included. Her last attack was to use the election for a shrewd purpose, which you would certainly recognize if you read the telegram through carefully.

All of these statements indicate that she is an irresponsible, unscrupulous, self-seeking person. She has managed to hold on to her job in the Women's Joint Congressional Committee because she convinced those women that she spoke for the "A. F. of L." Selma holds on to her position with this labor organization through Mr. Matthew Woll, a Catholic, although Selma herself is not a Catholic. She works very closely with the National Catholic Welfare Conference, and is a go-between in matters of education and similar interests between this Catholic organization and Mr. Woll.

In the Women's Joint Congressional Committee, Miss Borchardt has, through the twenty-two years I have known her, fought every bill for federal aid to education that has ever come up. There was always some provision or lack of some provision in these bills that made it impossible for her to support them. In this way, she played up to Father Johnson -- and now to his successor -- and to Mr. Woll.

If I really answered this telegram -- the latter part of it -- you might be confronted with a situation that would not be understood just now. Anything that I would say to her or write to her would be bandied about. For all these reasons, unless you press me to do so, I think I shall just delay the answer to this telegram -- probably indefinitely.

I had intended following up my letter to you in which I gave Mr. Hassett some paragraphs which he used in his reply to Father Bradley in Santa Fe. After he had drafted his letter in which he freely quoted from mine, his office called my office and then my home to read the letter to me. I ap-

proved every word of it and thought it was very nice of Mr. Hassett to do this. That was exactly why I wrote the letter as I did: I was sure that my letter would be passed around to some of the people in the office -- and it was. I also learned that Mr. Hassett's letter had the approval of all of them.

This White House Conference on Rural Education could have been "derailed" several times. The thing that saved us finally was the fact that we boldly charted our course and never faltered enroute to our goal. Do not think for a moment that I overlooked the Catholic group. If I had included them, we should have run very grave risk of having federal aid for education demanded for parochial schools. Any kind of a debate on this issue one month before the election would have given a hostile nationwide press the opportunity of a life time. "Rum, Romanism, and Rebellion" upset an election nearly half a century ago, and I could not afford to let anything happen that might trouble the waters at this momentous time.

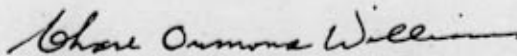
I expected opposition from the National Catholic Welfare Conference, and I am grateful beyond words that it came after, rather than before, the conference. If we had chosen the former course and included the Catholics, we ran the risk not only of a hostile press but of violent opposition from every Masonic and fraternal organization in the country, to say nothing of the millions of protestants. I could take no chance on anything like that, and so I chose the lesser of two evils.

I really do not think I need to tell you this, for I think you know it anyway. The time has come for this nation to make up its mind that the local community, the state, and the nation must pool their resources and redouble their efforts to maintain the great public school systems of this country if democracy is to endure. The Four freedoms, so dear to the heart of the President, cannot be attained, much less maintained, by a nation with a dangerous portion of its citizens ignorant or semi-literate.

There are some other aspects of this conference that I want to tell you about as soon as I get back from Chicago. You may remember that I spoke the last day of our conference about wanting to see you from thirty minutes to an hour. As I look back over the conference, it is a miracle that we held it at all, much less that we came through with such flying colors.

You will be interested in these things and I think you ought to know them.

Faithfully yours,



Charles Ormond Williams

CONFIDENTIAL

November 18, 1944

STATEMENT FROM MR. DAWSON

Thirty-nine state constitutions contain specific prohibitions against the use of public funds for denominational or sectarian schools. Seven other states have statutory prohibitions against the use of public funds for private or sectarian schools.

Only two states, Arkansas and Vermont, have no constitutional or statutory provisions on the subject. However, Arkansas provides no financial assistance whatever to any private school. Vermont does grant aid to some private academies for high school students.

During the last few years numerous attempts have been made in state legislatures to get appropriations for the benefit of private schools. None of these attempts has been successful. A bill introduced in the Ohio Legislature in 1937 illustrates the unsuccessful attempts of the parochial school interests to circumvent the constitutional prohibition of public funds for private schools. The bill proposed to appropriate three and a half million dollars to be used to pay parents with children in non-public schools ten cents per day of elementary school attendance and fifteen cents per day of high school attendance. The bill failed of enactment although it caused bitter controversy.

I. State Laws With Regard to State Financial Aid
to Private and Sectarian Schools

Only 2 states (Arkansas and Vermont) do not have constitutional or statutory provisions limiting public financial aid to private and sectarian schools. Maine grants state aid under certain conditions both to private and sectarian schools. While the Maryland constitution is stated broadly, the practise is to use public school money only for public schools. Other public funds are granted for scholarships in private and sectarian institutions.

In 12 other states the law expressly forbids the state or any division thereof to extend financial aid to any school (Group I) or to any sectarian school (Group II). In 31 other states school funds may be used only for public school purposes (Group III) or their use is expressly forbidden for sectarian or private schools (Group IV).

The states falling into the various groups are as follows:

Group I (four states). Neither the state nor a political subdivision thereof may grant financial aid to any school other than public schools (publicly owned and controlled by public officers authorized by the state).

Massachusetts	Nebraska
Missouri	New York

Group II (eight states). Neither the state nor a political subdivision thereof may grant financial aid to any sectarian school (or sectarian purpose).

California	Iowa
Colorado	Montana
Idaho	South Dakota
Illinois	Utah

Group III (eight states). School funds may not be used for any other purpose than for public schools.

Connecticut	Rhode Island
Delaware	Tennessee
New Jersey	Virginia
North Carolina	West Virginia

Group IV (twenty-three states). School funds may not be used to aid sectarian schools for private schools (marked with asterick*)].

- | | |
|-------------|----------------|
| Alabama | New Hampshire |
| Arizona* | North Dakota |
| Florida | Ohio |
| Georgia | Oklahoma |
| Indiana | Oregon |
| Kansas | Pennsylvania |
| Kentucky | South Carolina |
| Louisiana | Texas |
| Michigan | Washington |
| Minnesota | Wisconsin |
| Mississippi | Wyoming* |
| Nevada | |

Group V (one state). Constitution broadly stated but practise requires state school funds to be used for public schools. (Other funds used for scholarships in private and sectarian schools.)

Maryland

Group VI (one state). Financial aid may be granted to private and sectarian schools under certain conditions.

Maine

Group VII (two states). No constitutional provision or statute forbidding state aid to private and sectarian schools.

Arkansas

Vermont

II. Exemption of Sectarian School Property from Taxation

Either on the basis of constitutional provisions, statutes, or court decisions a majority of the states (no report from 7 states) exempt sectarian school property from taxation. In many instances the law specifies that the school must not be conducted for profit or that the property must be used for educational, religious, or charitable purposes. Some states limit the amount of property which may be exempted, for example: California, 10 acres; Iowa, 160 acres in any one

township; Maryland, 40 acres; New Hampshire, 150,000 value; and Rhode Island, 1 acre.

III. State Assistance (Other Than Financial Aid) Now Given
to Sectarian Schools or to the Public Thereof

1. Free textbooks

Indiana (when provided for public school pupils)

Louisiana

New Mexico (state lends textbooks to pupils in public and private schools)

2. Free transportation

Indiana (when parochial school pupils live on public school bus routes)

Illinois (when parochial school pupils live on public school bus routes)

Louisiana (when schools approved by state)

New York

Massachusetts

3. Special assistance

In most cities, where public utilities provide for free or reduced fare transportation for school children, no discrimination is made in the case of pupils attending sectarian schools. The District of Columbia is an illustration of this common practice.

From the Research Division

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sibility
ie War

or sending a personal message to
Hirohito. Each bond purchaser will
(See WAR BONDS, Page A-4.)

tonight ordered the newspaper El
Liberal of Balcarce closed for pub-
lishing an editorial entitled "We
Want to Be Free."

each

Grew and Standley to Speak In Radio Education Series

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An outstanding series of radio edu-
cational programs featuring such
speakers as Joseph C. Grew, former
Ambassador to Japan; Admiral Will-
iam H. Standley, former Ambassa-
dor to Russia; Representative Judd,
Republican, of Minnesota, medical
missionary to China, and other out-
standing authorities on Asiatic af-
fairs has been prepared by the
Public School Radio Committee, for
incorporation into the radio educa-
tional series sponsored jointly by the
committee. The Evening Star and
Station WMAL.

ZIS

The eight broadcasts in the series
will cover Japan, China, Philippines,
Thailand, Russia, the Netherlands
East Indies, India and Korea. They
will be heard in the Monday after-
noon series of radio educational pro-
grams which will be on the air from
2:30 until 3 p.m. Interspersed in the
series will be three symphony pro-

grams by the National Symphony
Orchestra conducted by Hans
Kindler.

One of the programs will be heard
before the Christmas vacation
though the exact date has not been
selected.

Transcriptions of the programs
will be made and distributed by
the United States Office of Educa-
tion for use in schools throughout
the country either by intercom-
munication systems in the schools
or by local rebroadcasts.

The first of the radio educational
programs to be started will be "News
for Schools," a weekly summary and
commentary on the news prepared
and delivered by Howard P. Bailey
of the editorial staff of The Evening
Star. This program, intended prin-
cipally for listening in junior high
and elementary schools to aid in

(See RADIO, Page A-7.)

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BULLETIN

FRIENDS OF THE PUBLIC SCHOOLS

KEEP CHURCH AND STATE
SEPARATE



KEEP THE PUBLIC SCHOOLS*
PUBLIC

Vol. VI, No. 7

Serial No. 67

Washington, D. C.

January, 1944

The Beginning of the New Year a Good Time to Make an Accounting

The Chinese make the New Year the date on which all debts should be liquidated. Americans in the past followed the fashion of adopting New Year's resolutions. American practical business, except that of the government and some states and municipalities, make the end of the old year the date for checking up their accounts and balancing gains and losses. The Federal Government collects income taxes for the calendar year unless, for some particular reason, a business has long followed some other ending to their year, as *June 30th*.

We think this a good opportunity to make an accounting to those who read the BULLETIN of the "Friends of the Public Schools" of the subjects that have been discussed and that will be discussed in the future.

What the "Friends of the Public Schools" Stand for

In BULLETIN 66 for December, 1943, we stated our objectives as follows:—

"We stand for a school system of the people, by the people, for the children of the people—patriotic, inspiring, with thorough training in the fundamentals and taught by men and women of high character, religious ideals and public spirit.

"We are opposed to centralization of power over the school system. We are opposed to supporting private schools by public tax money, whether religious or otherwise."

Before publishing the first BULLETIN in July, 1938, we printed a circular setting forth the objective of the "Friends of the Public Schools." That objective is briefly,—

"a national program for improving, protecting and preserving the tax-supported Free Public Schools."

In the third sentence we stated,—

"They believe that the U. S. Public School Policy should be shaped by persons who believe in and who understand the Public Schools—persons who are

patriotic and who are actively supporting the Constitution of the U. S., while at the same time they are actively opposing any alien or subversive propaganda in the schools."

There has been no change in the objectives as stated therein.

Under that program we have vigorously urged

(a) The thorough teaching of the fundamental subjects in the grade schools. Those subjects are—reading, writing, arithmetic, spelling, grammar, history, geography and the beginnings of science and literature.

(b) We have consistently urged the teaching of geography and history as *separate* subjects and as *necessary* subjects to any educated person.

(c) We have equally urged and supported further teaching of American history and (if need be, geography and mathematics), the sciences, higher mathematics, Ancient and Medieval history, and literature so far as possible in the high schools.

(d) We have insisted that all teaching in our Public School system should vigorously support the American form of Government in harmony with the Constitution and the American ideals built up under that Constitution since it was put into effect in 1789.

(e) We have urged vigorous support of the Public Schools by the citizens of every state.

Good Pay for Teachers Advocated

(f) We have advocated that teachers should be paid good salaries in accordance with the work they do and the educational qualifications required; such salaries to be in keeping with the salaries of similarly employed and qualified persons in the particular state and district in which they teach.

(g) We have urged concentration of teaching on the fundamentals in grade schools, as outlined above.

(h) We have urged, at all times, that mastering the fundamental subjects is essential to the full success

FRIENDS OF THE PUBLIC SCHOOLS OF AMERICA

Incorporated

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CHICAGO, ILLINOIS

EDITOR, MAJOR GENERAL AMOS A. FRIES, 702 ALBEE BLDG., 15th & G STS.

WASHINGTON, D. C.

ADDRESS ALL COMMUNICATIONS TO THE EDITOR

PUBLISHED MONTHLY BY THE "FRIENDS OF THE PUBLIC SCHOOLS OF AMERICA"
ISSUED TO MEMBERS, SUBSCRIPTION PRICE 50c YEARLY

of the pupil in after years regardless of the life work he chooses.

(i) We have also urged the teaching of cultural subjects as classical literature and foreign languages in colleges as a necessity to a well rounded education.

(j) We have consistently urged that the local school districts, the counties, the municipalities and finally that the states handle their own schools without control by any centralized authority in the Federal Government or other outside agency. We have emphasized the necessity of states rights in all matters pertaining to the Public Schools as well as in other matters, in accordance with the Constitution.

(k) We have recommended that longer school hours per day and more school days per year be added wherever it is found that with the time now given to teaching the children are not able to master the subjects referred to above.

A Patriotic and Spiritual Atmosphere for Every Schoolroom

(l) We have urged the maintenance of a patriotic and religious atmosphere in all schools without teaching any sectarian religion or taking time out of the Public Schools for such sectarian religious teaching.

(m) We have urged the keeping open of playgrounds, recreation rooms, and gymnasiums until say 9 o'clock in the evening under thorough and proper supervision by public employed educational instructors (if necessary for that purpose) as a means to better physical education and also as one of the greatest means for reducing juvenile delinquency.

(n) We have urged that every possible thing be done to develop the home and to keep Mothers of children under 14 at least at home to take care of their children and where necessary that funds be used to aid those Mothers in taking care of their children at home instead of turning them over to Nurseries or other institutions.

(o) We have urged mental discipline and physical discipline in all schools at all times as a necessity in character building and also as a great aid in preventing juvenile delinquency or crimes in later life.

History Must Be Patriotic

(p) We have insisted that textbooks in history should be written from the standpoint of always teaching the Constitution of the United States and the system of government inaugurated thereunder and that

histories should be patriotic and inspiring with sufficient dates to enable the students to get a coordinated story of the founding and development of our Nation.

What We Have Opposed

We believe in constructive writing, teaching and planning. However in war when the enemy is attacking or when in the Public School system bad systems of teaching, poor textbooks or poor programs have been adopted and put into effect, it is necessary in most cases to diagnose and correct those errors before better systems can be made successful.

Thus the 13 American Colonies could not take any time to write a Constitution or set up a new Government until the Revolutionary War was won. They set forth beautifully in the Declaration of Independence in 1776 what a government of free people should be. But it took nearly seven years of war thereafter to gain their independence and four years precarious peace before they could even start to develop such a government and put it into effect.

And so we have opposed vigorously certain things as follows,—

(a) A GENERAL FEDERAL AID TO EDUCATION BILL as the last one, S. 637, so decisively defeated in the Senate in October, 1943. Centralization of education is the first thing the modern dictator puts into effect when he becomes dictator. America became great while education was very particularly a local affair. Later to care for the poorer districts, the states appropriated money and in other ways aided children in the poorer school districts to get somewhere near the same education as those in the richer parts of the state.

The "Friends of the Public Schools" believe that the consolidation of the schools should end at the state line and evidence further indicates that *complete state centralization of schools and school programs* may not always be a good thing.

In this connection the "Friends of the Public Schools" have always felt and so expressed themselves that the more you can enlist the interest of the citizen, whether parent or not and whether taxpayer or not, in the good of the schools in his neighborhood the better for the schools, the better for the neighborhood, and the better for the Nation.

(b) We have opposed the centralization of school methods and school requirements by nation-wide organizations that include many states or all states, or that otherwise cut across state lines; as for instance the effort

now being made toward making all teachers pass a standard set of tests to be designed by a central educational group chosen by educational organizations or others generally supplied with money from great Foundations.

(c) We have opposed the elective system which permits high school students and college students particularly to choose subjects which they will study and which coupled with a minimum number of credits will permit graduation without in many cases any real knowledge of American History, sciences or mathematics that must be acquired if progress is to be kept up and the American Constitution perpetuated.

(d) We have shown by publication of the results of tests by the Navy in particular how this system has led to a terrible deficiency of young men sufficiently trained to undergo short intensive instruction for commissions as 2nd Lieutenants in the Army or Ensigns in the Navy or allied seagoing services. In this connection we have shown by data from the Office of Education that due mainly to this elective system only about one student out of six in the high schools has taken American History, Civil Government, or a proper number of scientific courses.

No Rabbit System of Education Will Do

(e) We have opposed the so-called Progressive Education system and as a part of that the "activity program" being put into effect in New York City. The Progressive Education system has been characterized as the "rabbit system" of education. It would leave to the child (as is the case of the rabbit), the educating of himself,—something that cannot be done in a scientific age nor can the child learn mental, moral and physical discipline by that method. The war has highlighted the failures of this system.

(f) We have opposed the taking of time out (generally one hour a week of school time) to send the children whose parents request it to different sectarian religious centers for instruction in the tenets of their particular religion. This hour takes out 4 per cent of the time of

the average nine months' school year; more or less disrupts the school; calls attention to the religious differences in the school and leaves those children whose parents are not enough interested in religion to request their attending some church without that religious instruction which others are supposed to get, and in return get no added credit for school attendance. We might add that all evidence indicates that this system works to the advantage of the particular religion that is in the minority but powerfully organized. In Utah high school students, we are informed, take an hour out every day for this religious instruction.

(g) We have opposed the diversion of public tax money to support Private Schools whether these are operated for religious ends or financial gain. We have not opposed the operation of Private Schools, either religious or otherwise, where all the costs for operating the schools are borne by the private interests concerned. We are absolutely firm believers in the Public School system and believe that anything that diverts education from it or in any way interferes with its full activity is not good for the Nation. But while we do not oppose those who want to send their children to private schools, we do insist they should pay in full for such private schooling.

No Freedom to Teach Unpatriotic or Subversive Activities

(h) We have opposed "unlimited Academic Freedom" which one President of a college has defined as "simply the liberty to study and to teach without any repression or limitations whatsoever." That is just what those who wish to indoctrinate American children with a collectivist or similar form of government instead of the Constitutional Republic which is the government of the U. S.

(i) We have opposed foreign language schools in the grade schools believing that the elementary school system of the United States should teach only the English language.

Alabama Looks at Her Education

Governor Chauncey Sparks of Alabama has appointed a commission of seven members headed by President Hubert Searcy of Huntingdon College, Montgomery, Alabama, "to make an over-all survey of Alabama's educational facilities, including the program of Negro education, and make recommendations." \$25,000 was authorized for this study. This is a move in the right direction. When each state becomes conscious of her shortcomings in education we can expect great improvement.

Individuals in Alabama have been discussing this for some time. Mobile county schools have been considering

it very seriously and are working with the knowledge that the pay is inadequate, but they are also making every effort to find out where the discrepancies in equalization exists and trying to remedy them.

The Masons of the state of California have just finished their 24th annual observance of Public Schools' Week. They have been working on this line for at least 24 years, and that undoubtedly accounts for the good schools in California and the well-paid teachers. It is hoped that other states will take up their duties to their schools in the same good and proper manner.

"Education for the American People"

BOOK REVIEW, Continued from Dec. '43.

In Bulletin 66 we published a partial review of a book by Mr. Karl Stecher entitled, "Education for the American People." The following paragraphs were omitted for lack of space in that BULLETIN but are here given, as we think it necessary to a proper understanding of the book as a whole:

The author properly emphasizes the value of health. We believe health should be given *really first consideration*, for as the author says, *without health, education has little value*. There are many excellent thoughts strongly put throughout the book. He says, "THE FIRST ESSENTIAL OF LEADERSHIP IS RESPON-

SIBILITY." To that we add a fervent amen. The man or woman who will not take whatever responsibility the situation requires will never go far.

The author gives considerable attention to the trite saying that "men should go to college to learn to think." And then he emphasizes that one cannot think to any advantage until he has acquired practical knowledge, with enough theoretical knowledge to form the basis for thinking rationally and constructively on any subject. He puts great emphasis, to which we add another fervent amen, on the home and the necessity of everyone in the school, in the professions, and in business everywhere working to make the home the center of the life of the

child, and we agree with him that when that is done the Nation will be safer by far than under present trends.

Why College and School Accrediting Agencies

He assails the accrediting agencies because of their attempt to control the accrediting of colleges and of the students in those colleges, not on their practical experience and proven ability but upon some assumed theoretical standard. And we know of some cases where the accrediting agencies have tried to force their ideas upon the colleges by a serious misuse of the accrediting power. We believe with the author that this is one of the things that needs serious attention.

Negroes Charge Reds Endeavor to Win Them

According to the *New York Times* of December 21st, Walter White, the head of the National Association for the Advancement of Colored People, says the Communists used Adult Education schools in an effort to influence opinion.

The press has carried several items recently about the George Washington Carver School in Harlem which is a school for Adult Education. A number of the board have already resigned and charged that a majority of the Board was made up of Communists. Some of those resigning are understood to be of the leftwing group themselves—therefore if they charge the school is communist dominated we think it must be pretty bad.

The Adult Education movement in this country has long had ideas BEYOND THE STAMPING OUT OF ILLITERACY as their major objective. Adult schools FOR THE CORRECTION of illiteracy have been with us for many years, but only in the last decade has this great Adult Education organization come into being. Its avowed object is to give people so-called CIVIC EDUCATION, and many millions of dollars have been used in order to give these adults the right POLITICAL ideas.

The new social order people have made a great endeavor to put over their ideas through this medium. The Office of Education has used the avenues of Adult Education in a way that was not expected by the Congress who advanced the money.

"Forum Advisory Service" Ended by Congress

The salary of the Director of Adult and Civic Education unit was cut out and also the salary for "Forum

Advisory Service" with notice to the Office of Education that this "Forum Advisory Service" of the Adult Education had BEEN DENIED three times and they wanted to go on record that this activity must be abolished.

When this Adult Education enthusiasm was at its height many bills were introduced in Congress for \$10,000,000 to \$15,000,000 yearly for a Forum Service under Adult Education. All of those, however, failed because many people held the view that the underlying plan back of these "Forums and Adult Education" organizations was their possible use for political purposes.

Mr. Walter White says that the communists are now making an "unashamed appeal" to the negro voters. Mr. White also says—

"They are attempting in these schools to present their doctrines, which the Negroes appraise the same as they do the doctrines of the other political parties."

Mr. White says further that the Democrats and the Republicans have been using the Negro as a "political football." It is to be deplored that the Negro is not left to himself as a citizen of the United States instead of treated as one to whom all appeals should be made. When it is recalled that the Negro population at the most is less than one-tenth of the total population it would seem that greater stress than is justified is being placed on the Negro vote. The larger birthrate amongst them would further reduce the percentage of voters. The Communists bid for the Negro should be objected to from every quarter.

Are Free Textbooks a Good Thing?

The Tulsa County, Oklahoma, grand jury has indicted eight men connected with education on a textbook fraud charge. It is charged that the defendants solicited "large sums of money as bribes" from several textbook companies in exchange for a promise that their books would be adopted by the State for use in common schools, and that the contracts provided for excess prices.

It is an encouraging sign when the State and county authorities are going into the matter of education. They have been neglected so long by the interested parents that a great many customs have grown up that need revising. The textbook companies with their able agents

have been able to put over a great many things on unsuspecting officials; that may account for some of our failures in education. The series of Harold O. Rugg's books (that have been denounced by many people) were put over on many school systems through means that were not readily understood.

The awakening of the citizens to the problems of education, the textbooks, what is in them, how they are promoted, and also the realization that the salaries of teachers should be raised all are good omens in the field of education.

"Principles That Should Govern Our Public Schools"

The Committee on Education of the Board of Trade of the District of Columbia (a group of 4,000 of the best citizens in the city), after more than three years con-

sideration of the subject of curriculum, made the following statement of what they believed should be the relation of the school system to the whole community and

Page missing in original

A release from Mr. Paul McNutt on December 1st should cause those interested in the question to ponder. He says, "About 100,000 persons now are leaving the armed services every month." If those figures are correct, and we have no reason to think otherwise, that would bring some 1,200,000 men back to work in a year. That should simplify the problem of women in industry. All

Mothers with little children or adolescent children should promptly be released to preside over the home.

We feel, however, that the whole delinquency problem is considerably exaggerated. However, for the purpose of FORCING Nursery Schools it has been a great point with the social workers.

Why Does the Crew of an Airplane Know Nothing about Their Airplane or Do They?

To question whether the members of a crew of an American bomber know anything about their plane is absurd on the face of it. It would be just as absurd to ask if the soldier knows anything about the rifle on which he depends for his life, or a machine gun crew, or a crew operating tanks, or the officers and sailors manning our fighting ships know anything of their weapons.

Can the Parent Know the Child's Needs in Education?

That sort of question is raised frequently by a small group of educators who seem to be endeavoring to make of the American school system, and particularly the teachers, a great political machine. Certain of these groups apparently plan to control the destiny of the Nation by controlling the thought of the children in the schools and the thought and teaching of the teachers.

American Historical Association's Plans

That is quite accurately set forth in the "Conclusions and Recommendations" of the American Historical Association's Commission of 16. That Commission, at first numbering 17 but finally settling down to 16, was named by the American Historical Association in the fall of 1928. According to the Commission's own statement, they received money from a Carnegie foundation, and a great amount of free help from professors and others in certain colleges. In fact they name 66 other professors, teachers and research workers in their "Conclusions and Recommendations," a book of 170 pages, which is a sort of summing up of the 15 other books and pamphlets written by or for the Commission during the five years of its existence between January 1, 1929, and January 1, 1934.

In a later number of the BULLETIN quotations will be given from the "Conclusions and Recommendations" which show in their own words what has been stated above about their apparent intent to control the thought and teachings of the schools of the United States to be brought about through the rewriting of school books and the reeducating of teachers.

As indicated above, the "American Historical Association," and others working with them along the same lines, take the position that no one knows anything about teaching or textbooks or the relative importance of subjects to be taught, or the length of school terms, etc., EXCEPT professional educators.

Such an attitude is exactly that of one who doubts that an airplane pilot knows anything of his plane except how to steer it.

Are Admirals and Generals the Only Ones Able to Write History?

Along this line, a few months ago, a certain professor wrote a couple of fine articles in a school magazine. Your editor wrote the professor expressing his pleasure at seeing one write so clearly on the question of the possibility of Federal control of education. The professor replied courteously, expressing his pleasure at our approval, stating that he had read a number of our BULLETINS. He then asked what was our training that made us think we were qualified to criticize certain educators, or certain educational methods or certain textbooks. Since one or two others raised that question recently we have felt moved to write the above.

To question the qualification of a parent (who has reared a family of children, and perhaps is aiding in rearing families of grandchildren and who furthermore has taken a very active part in seeing that children generally get the best possible education that the schools in his district will afford) to take an active part in the conduct of the schools of the Nation, is just as absurd as to ask the pilot of an airplane if he knows anything about his airplane other than to hold the steering wheel or "stick."

The assumption in the question by these educators would seem to be that no one but the teacher or educator (and many of them nowadays have done nothing else in life than teach school after they left school or college) is qualified to say what books should be taught, the methods of teaching, the subjects that should be covered or how thoroughly the subjects should be taught.

Who Knows an Airplane Best?

The question implies also that the one who builds a machine is the only one who knows anything about it. In other words the airplane pilots, the crews of our fighting ships, the machine gun crews and the like would under that assumption know nothing about their ships, guns, or airplanes if they had not actually assisted in the building of them. As a matter of fact those crews know more about the details of their ships, airplanes, guns and machine guns than anyone except a very few of those who supervised the final designs and who then had watched the complete development and improvement of them.

We are not belittling the average workman who does work on a certain section of a battleship, or machine gun or tank or airplane, but the operator of the battleship, the machine gun, the tank or the airplane must know his weapon so that he may handle it efficiently, and in case of accident can repair it.

Following out the same analogy the parent deeply interested in his child knows more accurately than anybody else whether the child is getting an education that the parent knows the child must have to succeed in life. The employers of men and women in all walks of life know generally far more nearly what their employees must know to be successful, than does any teacher who has never done any practical work outside the school-room.

It must be also remembered that a great many parents and successful men and women in various walks of life have taught school for a while. Further than that, a great many of the same ones have taken a very prominent part in helping build up schools, in supporting schools, in supporting appropriations and the raising of money for school buildings, teachers' pay, etc.

Qualifications of the Editors of This Bulletin

And today wideawake communities and wideawake teachers are more and more endeavoring to work with the parents, professional men, business and labor organizations, so that all working together may achieve for America that ideal of human progress where every child gets the best possible education to equip it for life under a Republican form of Government with a Constitution such as has the United States.

To digress for just a few moments to the personal side of the question. Your editor desires to note, for the benefit of those who really want to know, that he taught school in southern Oregon, country and town, in primary and intermediate grades up to include the 7th. He taught three years just prior to entering West Point. During that period he obtained and used the best possible methods to teach young children up to the 7th grade.

Then after graduation from West Point and following nearly 13 years' active service in the Army as an officer in the Corps of Engineers commanding men, doing engineering work in the Philippines, in the tropics, and in the United States, *he taught military and civil engineering for three and a half years* (12 months in the year) in the United States Army Engineer School. All the men whom he taught were graduates of West Point which assigns to the engineers those who graduate the highest.

He would just say that in this post-graduate instruction he built up courses so that when the students graduated from the engineer school they had the latest possible information on the subjects taught which included a large part of the Civil Engineering course as well as all of Military Engineering. Also he edited Engineers' Magazine, now the Military Engineer, more than two years.

Raising a Family Is Great Training in Teaching

Mrs. Fries and myself have reared four children successfully so that they are well educated. Because of the necessities of living at isolated posts our oldest child was taught until nine years old by her Mother. Beginning immediately after World War I in Washington, D. C., in order to see that our children were properly educated we took an extreme interest in the operation of the schools of the District of Columbia. Your editor has been actively at work with the Public School Committee of the Board of Trade for several years, and particularly as *chairman of the sub-committee on Curriculum of the Public School Committee.*

And now for nearly six years both Mrs. Fries and your editor have studied the whole school question from a

National point of view, have studied reports as regards efficient methods and inefficient ones, and believe that these qualifications are sufficient for handling this subject.

It should be of interest also that Mrs. Fries graduated from Monmouth Teachers' College, Monmouth, Oregon, and later studied in Barnard and in Teachers' College, Columbia University, New York. She has been associate editor of the BULLETIN from the beginning and has written many of the articles as well as doing a great deal of the research work always carried on before a position is taken on any subject.

It may interest some of our readers to know a little of the standing achieved by your editor in both civil and military life. When in charge of all rivers and harbors in southern California plus the Colorado River, he and his assistants, designed the present San Pedro or Los Angeles Harbor. The lines which were laid down by him and adopted in 1908 are the ones being followed today in the development of that great harbor. No essential change has ever been made in the lines that were then adopted.

The work there done was so greatly appreciated that your editor was presented with a beautiful hand-painted (illuminated) vellum booklet of some 15 pages 7x10 and signed by 70 of the outstanding men of Los Angeles, being the directors of the Chamber of Commerce, Municipal League, Merchants and Manufacturers, the members of the Chamber of Commerce Harbor Committee and the members of the Los Angeles Consolidation Committee. A portion only of the commendatory statements are submitted herewith.

"The undersigned, representing the citizenship and the business and commercial interests of the city of Los Angeles, desire to express to you their profound sense of the manner in which you have discharged the important and often difficult duties imposed upon you while in charge of the government work upon the harbors of San Pedro and Wilmington.

An experience of many years with the corps of which you are an honored member has taught this community to expect from its members the highest expression of ability and integrity in the discharge of their duties; but you, in the manner in which you have guarded and served both the interests of the government and of the people in the harbors of San Pedro and Wilmington, have set a new mark in the proud record which your corps has made.

We feel that our harbor will stand as a monument to your ability and integrity, and so long as the people of the city of Los Angeles use it as a gate-way for the commerce of the world, so long will your name be held in grateful remembrance by them.

Leaving our city at the command of duty, you carry with you the love, the respect, the confidence, and the profound thanks of our people for your able and patriotic services to our government and to this city."
Los Angeles, California, August 11, 1909

After organizing the gas service in France in war, now the Chemical Warfare Service, and commanding that Service throughout World War I, your editor was awarded the Commander of the Legion of Honor of France, the Companion of St. Michel and St. George of England and the Distinguished Service Medal of the United States.

The citation for the Distinguished Service Medal reads:

"Fries, Amos A., Brigadier General Engineer Corps. For exceptionally meritorious and distinguished services. As chief of the Chemical Warfare Service he was charged with the important task of training and equipping our troops for a form of warfare in which

the American Army had had no experience prior to the present war. Both in securing proper defensive measures against gas and in developing new methods for its use as an offensive agency, he performed his arduous duties with marked success, thereby rendering valuable services to the American Expeditionary Forces."

Youth Must Know American History

The National President of National Sojourners Speaks

As a part of a brilliant address at the annual banquet, January 8th, of the National Sojourners, Washington Chapter No. 3, Captain Willis W. Bradley, U. S. Navy, National President, had the following to say in regard to the Public Schools of the United States. We wish we had space to print the entire address, but as it contained about 5,000 words that is impossible so we have abstracted only that part referring to our schools.

"Youth Training Essential"

"We believe that logical preparedness in this nation embraces the training of our youth in defense of our civilization and our ways of life. We are convinced that the physical and mental well-being of our young people will be enhanced by adequate drills and instruction. We believe that every able-bodied man should become familiar with weapons of war and that those not physically fit to engage in actual combat should have some training in one of the essential branches of non-combatant service."

"Americans Get the Government They Desire"

"Your senator or your representative in Congress is a very busy and a very human man. He can't possibly know much about most of the bills on which he must vote. He must, in large measure, get his information from others who are supposed to know or who do know about the contents and the probable effects of such legislation as is on the calendar of Congress and you should stand forth in the intelligent category of one who is an authority in matters pertaining to the national defense.

"In the long run the American people get from Congress just the kind of a government they want. Congress is responsive to the will of the people when that will is sufficiently expressed. Most members of both houses have a real desire to return to Washington year after year. Our pacifist groups, our internationalists, our disloyal wolves clad in the raiment of harmless sheep, understand this laudable desire and play upon it with thousands of telegrams and letters advocating their causes and their ideas.

"We Americans who believe in the America we have evolved, and not in some international Utopia, must not be caught sleeping at the switch. Action gets results. Inaction may invite disaster."

"Must Know American History"

"The history of the United States in war on land and sea is something of which every American citizen should have a reasonably broad knowledge. Equally important is a good knowledge of the history of our country in its peacetime relations with the rest of the world, for without this we cannot estimate the prospects of future peace or war. We conclude, therefore, that a study of United States history should be a *must* in every American school making even the flimsiest pretense of turning out future citizens competent to take their proper places in our electorate. The present practice in some schools of teaching no United States history at all—or, if history is taught, of confining it to supposedly cultural legislative acts and developments while neglecting the really virile pages which emphasize war and glorify heroes of the battlefields—can produce only citizens mostly incompetent to evaluate properly events current in either the world as a whole or in our own immediate relations with other powers.

"United States history, as taught, must give credit to those who have made our existence as a nation possible. We do not begrudge credit to the politician, the inventor, the explorer or the statesman, but we do demand that the facts be not falsified so as to bolster pacifist efforts to throw into the nation's cesspool the well-earned reputations of such outstanding figures as John Paul Jones, Isaac Hull, Phil Sheridan, U. S. Grant, David Farragut, George Dewey, John J. Pershing and a score of others. The youth of the land should be taught to respect and admire such characters and efforts of narrow-minded educators to besmirch their reputations should be regarded as a national scandal.

"I deem it one of the privileges of our Order to declare publicly that we believe the teaching of United States history—with battles, bloodshed, and the heroism of fighting men unexpurgated therefrom—must be required in the public schools of the nation as one step toward the preservation of that independence which our forefathers won by bravery, brawn and brilliance in the use of deadly weapons."

FRIENDS OF THE PUBLIC SCHOOLS OF AMERICA
702 ALBEE BUILDING
WASHINGTON 5, D. C.

BULLETIN, SERIAL NO. 67
Jan., 1944

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December 1, 1944

Dear Miss Williams:

Mrs. Roosevelt says she edited all the material that was sent her. She wrote the foreword, but does not have a copy of her opening remarks. As far as she can remember, she just welcomed everyone.

Sincerely yours,

Secretary to
Mrs. Roosevelt

Miss Charl O. Williams
National Education Association
1201 16th Street N.W.
Washington, D.C.

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

Called, planned, and directed
by three divisions of

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

ack
12/11

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GLENN ARCHER
Division of Legislation and Federal Relations

November 29, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I. I called the White House immediately upon the receipt of your Introduction this morning and left a message for Miss Thompson that your contribution was excellent -- much better than anybody here could have prepared. I love the rap you gave the farm organizations. I think the same might be said of the farm press. Neither group has done anything very remarkable in promoting better educational opportunities for rural youth. Knowing all you have on your mind, I appreciate this contribution in a very special way.

Having done so well in the introduction, you may now make your opening remarks for the conference just what you want them to be. You will appear four times in this volume:

1. As author of the Introduction
2. In opening the conference
3. As a participant in the panel discussion
4. In closing the conference. *J detail*

We now have the Introduction, and you have your closing remarks edited by Mr. Dawson. We also have your edited copy of the panel discussion, so there is just one thing left -- your remarks when you opened the conference.

*Y. Dawson
remember J. detail
his own
congrat*

II. I wonder if you saw in the November 14 issue of the Congressional Record on pages M4723-37 that Senator Barkley filed all the campaign speeches of the President and that the first one was the speech he made at the White House Conference on Rural Education. That pleased me very much, for that was exactly what I intended that speech to be. It was all the more effective as a campaign speech because it was absolutely non-partisan. I am binding this copy of the Congressional Record as a part of our Conference history.

III. I have just examined the dummy for our volume of proceedings and the cover will be a blue which seems to me at this distance to be exactly the shade of the blue room in the White House. I am so anxious that the volume will in every way be worthy of all

(over)

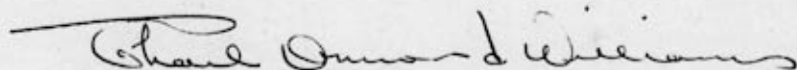
the efforts that all of us have put into it. In the program published in the back of the book, we have placed the President's speech exactly as it would have been if it had appeared in the original program.

IV. I am sending you another clipping from the November 27 Evening Star. You probably saw it, but I am sending it anyway. The Legislative Commission of the National Education Association meets at our headquarters from December 11 through 14, so undoubtedly a program will be mapped out in harmony with the recommendations of our conference.

V. In spite of the rain and some efforts to postpone our meeting, the Continuation Committee met and made progress on the Roster of Qualified Women. That, however, will come to you in a later letter after I check up on some of the proposals that were made.

Thank you a thousand times for all you have done to make our record of the conference complete and far-reaching.

Sincerely yours,



Charl Ormond Williams

a/e

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December 12, 1944

Dear Miss Williams:

Mrs. Roosevelt asks me to say that, certainly, the opening remarks which you prepared and sent with your letter of December 8 are acceptable to her.

Your letter concerning Fala has been sent to the President.

Sincerely yours,

Secretary to
Mrs. Roosevelt

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street
Washington, D.C.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

December 8, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

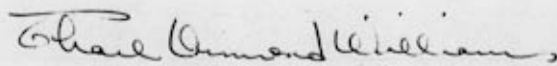
Dear Mrs. Roosevelt:

I have taken the liberty of writing -- from memory partly -- what I think you said in opening the White House Conference on Rural Education. You said something like the second paragraph when you welcomed the Association for Childhood Education at the White House in their Saturday night meeting. The fourth paragraph I think you said in substance to the group of Rural Education conferees that Wednesday morning. The last paragraph and the last sentence were taken out of the few notes one of our staff took down in longhand of what you said.

If you are willing to accept this, please let me know. I know that if you do not like it, you will not accept it, so do not hesitate to say so. Perhaps it will suggest something that you will like better. Dr. Kate Lofford's opening remarks will be printed and her beautiful introduction of you. These remarks of yours will follow that opening introduction of Dr. Lofford's.

I have been wondering what you thought about my letter concerning putting false in the volume.

Yours sincerely,


Charles Edmund Williams
Director of Field Service

Handwritten notes:
I saw it
Saturday

OPENING THE CONFERENCE - ELEANOR ROOSEVELT

Speaking for the President as well as myself, I wish to welcome to the White House the members of this Conference, most of whom have travelled with considerable difficulty and expense from the four corners of our country to discuss a question of great importance to all the people.

At a moment like this, I am reminded of other significant gatherings in the East Room during the years past. Some of those meetings were called to discuss matters of worldwide import. Great decisions have been made within these walls. Other groups have come here to deliberate on matters which affected the nation alone.

Judging from your plans which I have seen from time to time as they have developed, and the program you have proposed for your three-day meeting here, you ought to be able to go from this Conference fortified with a knowledge of the conditions and the needs of rural education that will be very useful in the years ahead.

For a long number of years I have come in contact with young people who have come through our schools, and with far too many whose schooling was cut short in their early years. In many instances, the former did not seem prepared to take the next step in life with confidence. The latter were hopelessly stopped in their tracks. Those who came from the rural schools seemed to labor under the greatest handicaps.

The real reason for this Conference is that many of our rural school children have labored under difficulties which must be made known to the people. It is important that more people, in city and country, know the facts so that they will back up the plans made here by those who already know them, and have known them for years.

I hope that out of this Conference much good may come.

100
December 19, 1944.

My dear Miss Williams:

Mrs. Roosevelt has your letter of December 12th and thinks the letter you have prepared to send to the President is fine.

Mrs. Roosevelt will ask the President about acknowledging this letter with one over his own signature and then have the White House make public this correspondence as you suggest and she will let you know what he says.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
of the United States
1201 Sixteenth Street, N. W.
Washington (6), D. C.

VDS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

December 12, 1944

Done in 1944
241
12/14/44

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I am sending you a copy of the report I am making to the members of the Continuation Committee appointed by the June 14 White House Conference on "How Women May Share in Post-war Policy-Making."

I am also enclosing a tentative letter of transmittal to accompany a typed alphabetical list of qualified women to serve on post-war commissions to be sent to the President later. I should like to have your approval of this letter before it is sent to him, with any suggestions that may occur to you.

Thought about the recent election and its aftermath have consumed a good deal of my time. The votes cast by the Deweyites, the stand-pat Republicans, and the anti-Roosevelts will be corralled in an effort to capture the next Congress. That is now being planned. Its success would be very bad for these four years in which the President hopes to build world peace and strengthen his domestic policy. It has always seemed to me that winning the peace would be a far more difficult job than winning the war. With the prolongation of the war that now seems assured, some of the major peace moves may have to be postponed until the third and fourth years of this fourth term.

The support of women already in sympathy with the policies of the President should be strongly held, and the support of several million others should be won in one way or another. With this in mind, I should like to propose, first, for your consideration that the President acknowledge this letter with one over his own signature approving the efforts of the women in this Conference and encouraging them to take a still greater interest in government, local, state, national, and international. Then, if the White House would make public this correspondence through a press release, the women throughout this country would be deeply impressed with his recognition of their efforts -- regardless of party.

There may be some reason why this course should not be pursued. If so, you will tell me, and I shall be quite satisfied.

Our meeting was truly historic, and I am anxious that the closing efforts of this Conference, through this Continuation Committee, be made a climax, rather than have it slide into oblivion.

I proposed that the June Conference be called primarily to win support for the President. I make this proposal to you in the same spirit and for the same purpose.

Yours sincerely,

Charl Ormond Williams
Charl Ormond Williams

This letter has been delayed until I could get a letter to President written - and approved by our group. As soon as I hear from you, I shall send it to him - if you have no suggestions

*For your information
Shel Annals Williams*

1201 Sixteenth Street, N. W.
Washington, 6, D. C.
December 11, 1944

Dear Member of the Continuation Committee:

At long, long last, I have a report to make to you concerning the one task left to us by the June 14 White House Conference on "How Women May Share in Post-War Policy-Making." At the request of the American Association of University Women, the time to receive names for the Roster of Qualified Women was extended first to September 1, and then to October 1. Even if the time had not been extended, I could not have begun work on the Roster earlier than I did because of the October 3-5 White House Conference on Rural Education.

To date about 750 names have been submitted from every corner of the nation. The idea of building this Roster caught the imagination of the women of the country and was received enthusiastically by the women of the press. How to cope with this problem was vexatious, to say the least, since no one of us on this committee had a qualified staff at our disposal which could be assigned to this task.

On two occasions during the fall, Dr. Maffett was in Washington, and she and I conferred at length as to procedure. She proposed to me -- and later to you in a letter -- that the organizations represented in the White House Conference be asked to contribute to a fund to be used to employ an expert with secretarial help to handle this Roster. Not having proposed this in the call to the Conference, or to the delegates who were present, I was reluctant to make this proposal to them at such a late date. We learn from experience, and all of us, I feel sure, will avoid such an error in judgment in any future undertaking of this kind.

Fortunately for all of us, a friend of the committee volunteered to study and classify the 750 names sent in to my office. Judge Annabel Matthews, a lawyer and formerly a member of the U. S. Board of Tax Appeals (now Tax Court) as well as a participant in two international conferences, had just retired from government service and was ideally situated to undertake this important piece of work. About the middle of October, the members of our committee who were in Washington met with Miss Matthews and decided on the procedure to be followed. She and I conferred several times later on.

Soon after the June Conference adjourned, I received a letter from the National Roster of Scientific and Specialized Personnel of the War Manpower Commission, offering to help in any way possible in building our Roster. At my request, Miss Ann Taylor of this agency conferred with Miss Matthews and gave her several excellent suggestions. She volunteered to check our list with the National Roster and to give us the file numbers of any of our women on their list. The National Roster of the WMC has a file of more than twenty thousand women with extensive information concerning their preparation and experience. This offer made by Miss Taylor was exceedingly valuable and has now been carried out.

Soon after she began her work on the list, Miss Matthews conferred with Mr. Richard W. Morin, one of the observers sent to the June meeting by the State Department. He also gave some helpful advice.

After several weeks of study and work on the list, Miss Matthews had a typed list of names to submit to the full committee for their consideration. Accord-

ingly, the available members of the committee met on November 27 and made final plans which in the main were as follows:

1. No names on the Roster of Qualified Women would be given to the press, though publicity would be given to the Roster as a whole.
2. The name, title, address, and field of work would be recorded for each person; also whether found in Who's Who in America; also file number if found in the file of the National Roster.
3. A copy of the Roster of Qualified Women would be submitted to President Roosevelt and to the State Department with a letter of transmittal to each by the chairman.
4. No copies of list would be given out.

Miss Ann Taylor attended this meeting at my invitation and listened with great interest to Miss Matthews' report. When she heard that Mr. Korin had asked for names of women qualified in the field of commodities, Miss Taylor volunteered to "run the cards" in their extensive file -- quite a piece of work. She produced nine names of women who specialize in sugar, rubber, synthetic rubber, petroleum, etc., as well as marketing. These names, now added to our list, increase considerably its usefulness.

After this second committee meeting, I called at the offices of the National Roster WMC and the State Department to find out the best form in which to submit our list of 259 and to learn what further use could be made of the approximately 470 names submitted to our committee but not included in our Roster. A typed, alphabetical list will be made for the President and the Secretary of State in accordance with points 2 and 3 decided by our committee,

The WMC Roster will be glad to receive all the names submitted to us to be "processed" for their file. After this work is completed, the entire list of questionnaires submitted to us will be deposited in the State Department for further information desired concerning any of the names either in our Roster, or omitted from it. The State Department also agreed that our Roster would be available to the other Cabinet officers or to the heads of the five independent agencies who sent observers to the June Conference. At the proper time, I shall send an appropriate letter to each of these officials.

The list of women to be submitted to the President and to the Secretary of State is now being typed in my office.

At the time of the June Conference, the four organizations listed below contributed \$25.00 each for postage and incidental expenses incurred in holding this June conference:

- The American Association of University Women
- The General Federation of Women's Clubs
- The National Federation of Business and Professional Women's Clubs, Inc.
- The National Education Association

An account of the expenditure of this \$100.00 fund to date, kept by my secretary, Mrs. Lucile Ellison, is submitted for your information. All other clerical work was contributed, without cost, by these organizations.

I am sorry that I cannot recount to the entire Conference our great indebtedness to Judge Matthews for her invaluable work on the Roster. She consented to do the work for us on one condition — that no publicity would be given to her part in this undertaking. We must and shall respect her wishes in that matter. There are others who also were very helpful in committee meetings and they, too, wish to remain anonymous;

Mrs. Frances Valiant Speak, Secretary to the Committee on
Economic and Legal Status of Women, American Association of
University Women

Judge Lucy Howorth, Member, Legal Staff, Veterans Administration

Mrs. James W. Irwin, Delegate from the National Board of the YWCA
on the Women's Joint Congressional Committee

Dr. Esther Caukin Brunauer, Division of International Organization and
Security, State Department, Washington, D. C.

When our work is finished, I shall write a letter of appreciation to each of them.

I have had opportunities to talk with individuals of the committee from time to time — all except Mrs. Sewell, with whom I conferred briefly only once. It would have been helpful if the members had been near enough for frequent meetings, but their busy lives, to say nothing of the expense for two of them, made these meetings inadvisable. However, we have proceeded according to their views as far as they have been made known to me — and through me to the members who could attend these meetings. If you do not concur in the procedures followed in building this Roster and in disposing of it, will you please phone or wire me immediately? For your further information, I should like to add that my name will not be included in the Roster, even though a number of people proposed it.

You do not need to be told that I shall be happy beyond words when this task is completed, and our committee goes out of existence. To have been associated with you in this historic enterprise has been a satisfying and memorable experience.

Yours sincerely,

Charl Ormond Williams

MEMBERS OF THE CONTINUATION COMMITTEE SET UP BY THE JUNE 14 CONFERENCE ON
"HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING":

Miss Charl Ormond Williams, Director of Field Service, National Education
Association — Chairman

Dr. Kathryn McHale, General Director, American Association of University
Women

Dr. Minnie L. Maffett, Past President, National Federation of Business
and Professional Women's Clubs, Inc.

Mrs. Lucy J. Dickinson, President, General Federation of Women's Clubs

Miss Elizabeth Christman, Executive Secretary, National Women's Trade Union
League of America

Mrs. Charles W. Sewell, Administrative Director, The Associated Women of
the American Farm Bureau Federation

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

Called, planned, and directed
by three divisions of

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

Co-Chairmen

HOWARD A. DAWSON
Division of Rural Service
R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

Executive Chairman
CHARL ORMOND WILLIAMS
Division of Field Service

Honorary Chairmen

PAUL H. APFLEBY
Asst. Director, Bureau of the
Budget, Executive Office of the
President, Washington, D. C.

LIVINGSTON L. BLAIR
Natl. Director, American Junior
Red Cross, Washington, D. C.

F. C. BORGESON
Professor of Education, New York
University; and Editor, *Teacher-
Education Journal*, New York, N. Y.

THOMAS C. BOWENALL
Chairman, Education Committee of
U. S. Chamber of Commerce,
Richmond, Va.

HOMER L. BRINKLEY
Pres., Natl. Council of Farmers Co-
operatives, Lake Charles, La.

L. H. DENNIS
Exec. Secy., American Vocational
Assn., Inc., Washington, D. C.

EDWIN R. EMBERS
Pres., Julius Rosenwald Fund,
Chicago, Ill.

Mrs. WILLIAM A. HASTINGS
Pres., Natl. Congress of Parents
and Teachers, Chicago, Ill.

KATHARINE LENEGROTT
Chief, Children's Bureau, U. S.
Dept. of Labor, Washington, D. C.

MURRAY D. LINCOLN
Pres., Cooperative League of the
United States, Columbus, Ohio

D. E. LINDSTROM
Pres., American Country Life
Assn., Urbana, Ill.

BEN W. MILLER
Exec. Secy., American Association
for Health, Physical Education, and
Recreation, Washington, D. C.

EMORY W. MORRIS
Pres., W. K. Kellogg Foundation,
Battle Creek, Mich.

PHILIP MURRAY
Pres., Congress of Industrial Organi-
zations, Washington, D. C.

THOMAS PARRAN
Surgeon General, U. S. Public
Health Service, Washington, D. C.

JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.

IRVING F. PEARSON
Pres., Natl. Assn. of Secretaries of
State Teachers Associations, Spring-
field, Ill.

F. L. SCHLAGLE
Pres., National Education Associa-
tion, Kansas City, Kans.

Mrs. CHARLES W. SEWELL
Administrative Director, Associated
Women of the American Farm
Bureau Federation, Chicago, Ill.

CHARLES H. SKIDMORE
Pres., Natl. Council of Chief State
School Officers, Salt Lake City, Utah

JOHN STROMM
Secy., American Agricultural Editors
Assn., Chicago, Ill.

JOHN W. STUDEBAKER
Commissioner, U. S. Office of Educa-
tion, Federal Security Agency,
Washington, D. C.

HENRY C. TAYLOR
Managing Director, Farm
Foundation, Chicago, Ill.

E. JERRY WALKER
Educational Director, Station WLS,
Chicago, Ill.

M. L. WILSON
Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
Washington, D. C.

OWEN D. YOUNG
Honorary Chairman, General Elec-
tric Co., New York, N. Y.

December 20, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

At long last, A CHARTER OF EDUCATION FOR RURAL CHILDREN is ready for the volume of proceedings. A great many people have worked on this charter, and I am sure you are going to like it. As Mr. Dawson and I read it through aloud, there were a number of points when I said, "This is in thorough accord with Mrs. Roosevelt's philosophy."

I am also including my last contribution to the volume entitled "Appreciation"-- which includes appreciation to everybody from the President to Fala.

I am beginning to feel just like a balloon that has been cut from its moorings. The burden of finishing up these two historic conferences held with your approval and cooperation has been greater than you might think. but it has been a labor of love.

Mr. Dawson and I again planned this morning for a far-reaching implementation of the conclusions drawn up in the summary statement of the conference and condensed into this charter. We shall strive for a nationwide distribution and study of this book, and we want the conferences held in regions, states, and local communities to be called White House Conferences on Rural Education.

When you receive this volume, you will notice that I have planned for a very natural presentation of you and the President. I feel certain there will never be another volume like it in education, for we are not likely ever again to have a couple like you and the President in the White House.

Important. Now that I have gotten to this point, I am ready for that hour's conference with you that I so much desire. I have many things that I should talk with you about. I know how busy every week before Christmas is for you, so I shall be very glad to defer this conference, if you desire it, until after the first of January. I shall be in New York from December 26 to 29 for my annual pilgrimage to "advise" the Metropolitan Life Insurance Company. In 1925 I helped to organize a committee of educators for this purpose. The committee has been enlarged and reduced during

*The old copy of the same is in the file of the
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the years, and I am the only one of the original committee still serving.

When my 2500 word article written for the Magazine Digest, published in Canada, comes out in January, I shall see that you have a copy. Three-fourths of its two million circulation is in the States. I have already received a nice check of \$250 for it. This article was written around the White House Conference and rural education.

Last night at eleven, I happened to turn on the radio to hear Richard Harkness who had attended the President's press conference. He spoke of the glowing health of the President and the fine results of his vacation in the South. I was so glad to hear it. For both of you and all your family, I am wishing the happiest possible Christmas and the best of all the new years for you.

Gratefully yours,

Charl Ormond Williams

Charl Ormond Williams

*This letter has also been delayed, because
I revised several times my "Appreciation"*

W/e

A CHARTER OF EDUCATION FOR RURAL CHILDREN

THE FIRST WHITE HOUSE CONFERENCE ON RURAL EDUCATION PRESENTS THE FOLLOWING AS THE EDUCATIONAL RIGHTS OF EVERY RURAL CHILD AND PLEDGES ITSELF TO WORK FOR THEIR ACHIEVEMENT:

I Every rural child has the right to a satisfactory, modern elementary education.

This education should be such as to guarantee the child an opportunity to develop and maintain a healthy body and a balanced personality, to acquire the skills needed as tools of learning, to get a good start in understanding and appreciating the natural and social world, to participate happily and helpfully in home and community life, to work and play with others, and to enjoy and use music, ^{Literature} art and handicrafts.

II Every rural child has the right to a satisfactory, modern secondary education.

This education should assure the youth continued progress in his general, physical, social, civic and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.

III Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life. This program requires,

on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.

IV Every child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense. Such special services, because they require the employment of specially qualified personnel, can

A CHARTER OF EDUCATION FOR RURAL CHILDREN

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- II Every rural child has the right to a satisfactory, modern secondary education. This education should assure the youth continued progress in his general, physical, social, civic and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.
- III Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life. This program requires, on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.
- IV Every child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense. Such special services, because they require the employment of specially qualified personnel, can

be most easily supplied through enlarged units of school administration and the cooperation of several small schools.

V Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools. Persons so educated should hold state certificates that ^{set forth} specify their special qualifications, should be paid adequate salaries, and should be protected by law and fair practices in security of their positions as a reward for good and faithful services. The accomplishment of these objectives is the responsibility of local leadership, state departments of education, the teacher education institutions, and national leaders in rural education.

VI Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than nine months in each year for at least twelve years. The educational development of children during vacation time is also a responsibility of the community school. In many communities the period of schooling has already become fourteen years and should become such in all communities as rapidly as possible.

VII Every rural child has the right to attend school in a satisfactory, modern building. The building should be attractive, clean, sanitary, safe, conducive to good health, equipped with materials and apparatus essential to the best teaching, planned as a community center, and surrounded by ample space for playgrounds, gardens, landscaping and beautification.

VIII Every rural child has the right through the school to participate in community life and culture. For effective service the school plant must be planned and recognized as a center of community activity; the closest possible interrelationships should be maintained between the school and other community agencies; and children and youth should be recognized as active participants in community affairs.

II Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education. Obtaining such a school system depends upon organizing amply large units of school administration. Such units do not necessarily result in large schools. Large schools can usually provide broad educational opportunities more economically, but with special efforts small schools can well serve rural children and communities.

X Every rural child has the right to have the tax resources of his community, state and nation used to guarantee him an American standard of educational opportunity. This right must include equality of opportunity for minority and low economy groups. Since many rural youth become urban producers and consumers, it is necessary for the development of the democratic way of life that the wealth and productivity of the entire nation should aid in the support of the right of every child to a good education.

THESE ARE THE RIGHTS OF THE RURAL CHILD BECAUSE THEY ARE THE RIGHTS OF EVERY CHILD REGARDLESS OF RACE, OR COLOR, OR SITUATION, WHEREVER HE MAY LIVE UNDER THE UNITED STATES FLAG.

APPRECIATION

From the very beginning of the organization of this first White House Conference on Rural Education, efforts were made to interest as many people as possible in all parts of the country in every phase of this historic enterprise. The conference owes its success to the contributions of several hundred people. Interested educators and laymen everywhere owe a debt of gratitude to:

The President of the United States who took time out from his heavy wartime duties to bring a message of great significance and encouragement to the Conference.

Mrs. Franklin D. Roosevelt, an interested and gracious hostess, for her Introduction ^{to} ~~in~~ this volume, her attendance at every session and participation in a number of them.

The Executive Committee and Board of Directors of the National Education Association for the encouragement and support they gave; the Executive Committee of the Department of Rural Education for their endorsement and cooperation; the 48 secretaries of the state education associations for interest and participation in the conference.

The men and women on the program for the excellent caliber of the speeches that were made; the presiding officers for doing their work exceedingly well; the Honorary Chairmen for the prestige their names lent to the program; the ten group chairmen, twenty recorders, and all the conferees for the successful group meetings and far-reaching, important reports which came out of them.

The 150 educational leaders throughout the country for their careful work in sending in 750 names from which the members of the conference were chosen; Lois M. Clark, Frank W. Cyr, and Kate V. Wofford for their assistance in choosing the initial 200 people to be invited.

Walter H. Gaumnitz especially, Effie Bathurst, Ambrose Caliver, and Raymond W. Gregory, all of the U. S. Office of Education, and Douglas Ensminger and Gertrude L. Warren, of the U. S. Department of Agriculture, for their many and

varied contributions to the success of the conference; to Carl C. Taylor, also of the Department of Agriculture, for his fine leadership of the Panel Discussion.

E. Jerry Walker, representing the Prairie Farmer Station, WLS, and Burton D. Carter, representing the Utah Radio Products Company, for recording the conference by wire.

Fred T. Wilhelms of the National Association of Secondary School Principals, along with many others already mentioned for giving excellent suggestions for A Charter of Education for Rural Children.

Agnes Winn for her work in housing the delegates and providing rooms for the ten conference groups in the headquarters building of the NEA; Belmont M. Farley, Helen P. Campbell, and Nadine Colladay for their work in publicizing the conference; F. Erle Prior and Katherine Lichliter for art and layout work on the program; Mrs. Helen Cox for editing work on the volume of proceedings; Margaret Lane for working with Judd and Detweiler, Inc., in printing of the program and stationery in record time; Mrs. Mildred S. Fenner for reporting the conference in the Journal of the National Education Association and Hazel Davis for her story of the conference for the 48 state education association journals; Olga Jones^{of the U.S. System of Education} for her complete coverage of the Conference in several issues of Education for Victory; Mrs. Lucile Ellison, Mrs. Bertha Cornell, and Lillian Billy for detail work in connection with the heavy correspondence and handling the lists for the invitations.

Howard A. Dawson and Frank W. Hubbard for compiling and editing this volume of proceedings. My work with Mr. Dawson on the Conference during this past six months, and with him and Mr. Hubbard on this volume have afforded me a joy and satisfaction that I shall never forget.

The White House staff for everything that was done for the comfort and happiness of the delegates of this conference.

✓ And, finally, Austin R. Meadows, Mrs. Roosevelt, and Fala for a two-minute unprogrammed interlude of amusement and relaxation, wholly unexpected.

Charl Ormond Williams, Executive Chairman
White House Conference on Rural Education

January 2, 1945

My dear Miss Williams:

Mrs. Roosevelt asks me to return the material you left with her and to tell you that she found it most interesting.

I am also enclosing a photograph of Mrs. Roosevelt.

Very sincerely yours,

Secretary to
Mrs. Roosevelt

Miss Charl Ormond Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

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January 3, 1945. 100

My dear Miss Williams:

Mrs. Roosevelt has your letter of January 2nd and the copy of your letter to Mr. Berryman and she thinks it fine that he will make the drawing of Fala.

Mrs. Roosevelt is so glad you are going to attend the Rural Life Conference.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
of the United States
1201 Sixteenth Street, N. W.
Washington (6), D. C.

VDS

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 2, 1945

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1/3/45

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Jan
fine

Dear Mrs. Roosevelt:

I have just called Mr. Berryman, and he is quite interested in making the drawing of Fala for the volume of proceedings of the White House Conference on Rural Education. Just as soon as I get this drawing, I shall send it to you so that the President may write something beneath it in his own hand. I am as certain as can be that the National Education Association will never issue another publication like this one.

I am going to call Miss Thompson about the photographs of you and the President, and then all will be complete. The entire manuscript was sent to the printer last week, and we are hoping for an early delivery on these books.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

W/e

January 2, 1945

Mr. Clifford K. Berryman
The Evening Star
Washington, D. C.

Dear Mr. Berryman:

It was so good of you this morning to comply so readily and graciously with my request that you make a pen and ink drawing of Fala to fill a page of the volume of proceedings of the historic White House Conference on Rural Education -- the first of its kind, held on October 3 to 5, 1944. This volume will be published by the National Education Association, and I am dead certain there will never be another one like it.

You will see from the enclosed correspondence with Mrs. Roosevelt and the President that the idea of having Fala in that volume was a spontaneous one. I lay awake for hours trying to figure just how it could be done. And then I thought of you. The next morning I wrote my letter to Mrs. Roosevelt and the President and received from him a precious reply from his retreat in the South.

I came here in 1922, and through the years I have read and chuckled over your cartoons, which I have mailed far and wide, even across two oceans to friends round the world. Although Fala has been drawn by many artists in the country, I wanted you particularly to do this, not only because you would do it well but because your signature would lend distinction to our publication.

I am asking for the most appealing pose of Fala, and I am not just sure what that would be. Would a little Scottie feel "cocky" in an audience of 200 educators from 43 states? Or would the little fellow feel subdued? I have "felt like a dog and acted like a dog" on several occasions in my life, but I am not just sure how I would have reacted had I been in Fala's place. I believe you will know, however, and I leave it to you.

I suggest making your drawing 12 by 18 inches since that would leave room for the President to write in his big hand the words I have suggested in my letter to him. You know what his handwriting is like. I imagine he will "box" his writing instead of putting it in two long lines. Anyway we shall take what he sends with great appreciation. I hope nothing happens to this drawing when it is used by the printer and reduced to 6 by 9 book size, because I want to frame it and add it to my treasured possessions on the walls of my office. I cannot tell you how grateful I am to you for this distinctive addition to our publication.

Very sincerely yours,

(Miss) Charl Ormond Williams

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 2, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

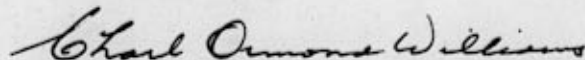
I was not ready for my conference with you on Saturday, as you probably surmised. In fact, I had no idea that I would have any chance to talk with you on that day until my secretary called me at my home. It was good of you to do that.

However, there were a number of things that I did clear with you that were important. Further, at the close of our brief conversation you made a remark that opens the way for me to talk about the one thing that is on my heart at the present time. As soon as I have my plan outlined for the "establishment of our educational system on a better basis than we have ever known before," I shall write you again.

I enjoyed so much the luncheon Saturday, and especially the little visit on the way home with Mrs. Hull and Mrs. Wilson. For the first time, I realized that Mrs. Wilson is growing old, and it made me sad.

I loved the lighting of the Christmas tree in the East Room, and an idea was born right then and there, about which I shall talk to you when the opportunity arises.

Cordially yours,



Charl Ormond Williams

W/e

UNIVERSITY of ILLINOIS
College of Agriculture
Agricultural Experiment Station
Urbana, Illinois

Department of
Agricultural Economics

December 22, 1944

Dr. Charl Ormond Williams
Director of Field Service
National Education Association
of the United States
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Dr. Williams:

Thanks for your letter of December 15. Enclosed is a copy of the tentative program for our Rural Life Conference in which you will note that you are to discuss problems in rural education for the first forty-five minutes, and then to be a member of the panel on the White House Conference on Rural Education. This will occupy the next forty-five minutes to one hour. We will also have a general discussion and I am sure you will find this entire session most stimulating.

In your presentation I hope you outline what you consider are the chief problems in the field of rural education, especially those with which farm people will have to deal if they are to have the kind of schools we should have in rural areas of the United States. You may find it desirable to point out just how Illinois ranks with other states in the Union with respect to certain aspects of rural education.

It is my hope that you can stay over for the rest of the day and into the evening so that you can be with us for the Rural Life Conference dinner. We are all looking forward to the printed report of the White House Conference on Rural Education.

Most cordially yours,

(signed)

D. E. Lindstrom
Professor
Rural Sociology

DEL:g
enc.

glad you are going
← *REVE 12/14*

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6. D. C.

January 4, 1945

100

Letter 1/4/45

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I was just about ready to send to you the Roster of Qualified Women yesterday when the State Department called and said that the Associated Press had understood that the list had been sent to the State Department and was requesting a story on it. The list will not be sent to the State Department until the President receives it and has had an opportunity to give publicity to it himself if he thinks that is the thing to do.

I am afraid that he will get away for the meeting of the "Big Three" before he can do this, or, what is equally important, before he writes some words on the pen drawing of Fala. Just as soon as I get the drawing from Mr. Berryman, I shall send it to the White House.

I want to repeat that the Continuation Committee was unanimous in its decision not to make these names public. You and I talked about that before. The State Department said that publicity given to those names might militate against the appointment of one or more of those women, and also that undoubtedly some of the women on the list would not want publicity given to their names. Both of these reasons are valid, and we were glad to be supported by this view of the State Department in our own decision. In the letter to the President, you will note I have said nothing about this. When you have an opportunity to give the list to him, I hope you will call his attention to these facts.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

Will you look over & value to them —

w/e Badly arranged - Should not be grouped
alphabetically but by professions for name
kept.

1/4/45

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 3, 1945

The President of the United States
Washington, D. C.

Dear Mr. President:

For the first time in history, 250 women from all parts of the country came to the White House on June 14, 1944, to take part in a Conference on "How Women May Share in Post-War Policy-Making." This Conference was called by representatives of four of the leading national organizations of women and was inspired by a statement made six months previously by Mrs. Roosevelt that "women should serve on all commissions that are an out-growth of this global war."

The influence of this conference has already been widespread. Similar conferences have been organized in cities, and plans are made for conferences on a state and regional basis. The immediate tangible result of that meeting was the creation by unanimous vote of a Continuation Committee whose duty was the preparation and compilation of a Roster of Qualified Women in various fields of activity, to be submitted to the President, to the Secretary of State, and other high governmental officials for their use when the appointment of such commissions is under consideration.

The idea of building this Roster caught the imagination of the women of the country and was received enthusiastically by the women of the press. During the past six months, the names and records of 750 women have been sent in from all parts of the country for study and analysis by the Continuation Committee, the members of which are:

Dr. Minnie L. Maffett, Past President, National Federation of
Business and Professional Women's Clubs, Inc.
Dr. Kathryn McHale, General Director, American Association of
University Women
Mrs. Lucy J. Dickinson, President, General Federation of Women's
Clubs
Miss Elizabeth Christman, Executive Secretary, National Women's
Trade Union League of America
Mrs. Charles W. Sewell, Administrative Director, The Associated
Women of the American Farm Bureau Federation
Miss Charl Ormond Williams, Past President and Director of Field
Service, National Education Association -- Chairman

The committee has had expert help in building this Roster of Qualified Women and wishes to acknowledge especially its indebtedness for assistance by officials in the State Department as well as the National Roster of Scientific and Specialized Personnel of the War Manpower Commission.

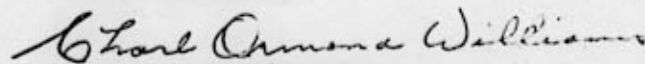
On behalf of this committee, I take pleasure in submitting to you the names of 260 women qualified to serve in many and varied fields such as international law and relations, the mathematical and social sciences, medicine, and education and the arts. Dozens of more specialized qualifications appear — examples: market analyst; plant pathologist; specialist in rubber, in petroleum, in sugar; metallurgist; cellulose chemist; civil engineer; anthropologist; neural anatomist.

The State Department has consented to make this Roster of Qualified Women and the 730 questionnaires available to all members of the Cabinet and the heads of the five independent agencies who sent official observers to the June Conference. I think you will be interested to learn that all the questionnaires sent in to this committee will be reviewed by the WMC Roster for inclusion in their file of any names on our list that are registrable. When this study has been completed, the 730 questionnaires will be deposited with the State Department for further study and use.

We wish to record our appreciation of the interest you manifested in our conference and the support you gave to it by sending two of your executive assistants as observers. Your example was followed by every member of your Cabinet and the heads of five independent agencies who also were invited to send observers to this meeting.

It is the profound hope of the women who gathered at the White House upon invitation of Mrs. Roosevelt — and of many thousands throughout the country — that one or more qualified women, regardless of whether they are listed in this Roster, be appointed to serve on all commissions looking toward the establishment of peaceful relations in this wartorn world.

Yours sincerely,



Charl Ormond Williams
Chairman of Continuation Committee
of the June 14 White House Conference
on "How Women May Share in Post-War
Policy-Making"

R O S T E R O F Q U A L I F I E D W O M E N

prepared under a resolution of

The White House Conference

on

"How Women May Share in Post-War Policy-making"

June 14, 1944

by

The Continuation Committee:

Miss Charl Ormond Williams, Past President and Director of Field Service, National Education Association — Chairman
Dr. Minnie L. Maffett, past President, National Federation of Business and Professional Women's Clubs, Inc.
Dr. Kathryn McHale, General Director, American Association of University Women
Mrs. Lucy J. Dickinson, President, General Federation of Women's Clubs
Miss Elizabeth Christman, Executive Secretary, National Women's Trade Union League of America
Mrs. Charles W. Sewell, Administrative Director, The Associated Women of the American Farm Bureau Federation

and presented to

The President of the United States

January 3, 1944

R O S T E R O F Q U A L I F I E D W O M E N

<u>NAME AND ADDRESS</u>	<u>FIELD</u>	<u>DATA FOUND IN</u>	
		<u>Who's Who in America</u>	<u>WMC National Roster (File Number)</u>
Additon, Henrietta Superintendent, Westfield State Farm New York Women's State Prison and Reformatory Bedford Hills, New York	Criminology, Pe- nology, Public Welfare	x	
Allen, Florence E. U. S. Circuit Court of Appeals Federal Building Cleveland, Ohio	Int. Law, Patent Law	x	0-532-654
Allyn, Harriett Professor of Anthropology and Academic Dean Mt. Holyoke College South Hadley, Massachusetts	Anthropology		0-349-972
Altman, Clara Head, Department of Foreign Languages Hastings College 711 N. Turner Avenue Hastings, Nebraska	Foreign Languages-- Sociology Minor		
Archibald, Mrs. Ann Assistant Vice-President of Pan-American Airways 815-15th Street, N. W., Room 638 Washington, D. C.	Aviation		
Arnold, Pauline (Mrs. Percival White) President of Arnold Research Service and Market Research Corp. of America 444 Madison Avenue New York, New York	Marketing Management Engineering		0-519-650
Auerbach, Mrs. Beatrice President of G. Fox and Company Hartford, Connecticut	Business		

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Baker, L. Louise Director in Procurement and Assignment Division (Nurses) War Manpower Commission Washington, D. C.	Public Health		
Baker, S. Josephine (Consultant, U. S. Public Health Service, Children's Bureau) Trevenna Farms Belle Mead, N. J.	Public Health	x	
Bane, Lita Head of Home Economics Department 109 Woman's Building University of Illinois Urbana, Illinois	Home Economics	x	O-800-511
Banning, Margaret Culkin Writer and Lecturer 617 Irving Place Duluth, Minnesota	Writing, Politics	x	
Barber, Edith M. Nutrition Writer and Consultant 56 West Ninth Street New York, New York	Nutrition	x	
Barber, Mary I. Food Consultant to Secretary of War also, Director of Home Economics Kellogg Company Battle Creek, Michigan	Nutrition	x	
Beck, Lucille L. Executive Secretary, Citizens for Victory Albany Hotel, 1714 Stout Street Denver, Colorado	Int. Relations; Adult Education		
Bell, Margaret Head of Department of Physical Education for Women University of Michigan Ann Arbor, Michigan	Medicine	x	O-884-261 DA
Benedict, Ruth Associate Professor of Anthropology Columbia University New York, New York	Anthropology, Racial Relations, Intercul- tural Relationships	x	O-890-218
Bethune, Mary McLeod President, National Council of Negro Women 1518 Vermont Avenue, N. W. Washington, D. C.	Education and Race Relations		

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Blanding, Sarah G. Dean, College of Home Economics Cornell University Ithaca, New York	Higher Education, the Education of Women and Administration	x	
Blodgett, Katherine Research Laboratory General Electric Company Schenectady, New York	Research in Physics and Chemistry; Invisible Glass	x	0-996-156
Bloodworth, Bess Vice President in Charge of Personnel The Namm Store Brooklyn, New York	Personnel		
Bond, Helen Judy Head of Home Economics Department Teachers College, Columbia University 106 Morningside Drive New York 27, New York	Home Economics, Nutrition	x	
Bowes, Anna dePlanter Chief, Division of Nutrition Bureau of Maternal and Child Health Pennsylvania Department of Health Harrisburg, Pennsylvania	Nutrition		
Boynton, Ruth E. Director, Student Health Service and Acting Head of School of Public Health University of Minnesota Minneapolis, Minnesota	Public Health	x	
Bragdon, Helen Dalton President, Lake Erie College Painesville, Ohio	Higher Education, Student Guidance, Adolescent Psychology	x	1-059-143 DA
Brentzel, Wanda W. 1125 Twelfth Street, North Fargo, North Dakota	Science — Botany and Plant Pathology	(Listed in American Men of Science)	
Briggs, Lucia Russell President, Milwaukee-Downer College Milwaukee, Wisconsin	Education	x	1-080-505
Brin, Fanny F. Vice Chairman, Women's Action Com- mittee for Victory and Lasting Peace 2566 W. Lake of Isles Boulevard Minneapolis, Minnesota	Racial Problems and Rehabilitation	x (1940-41)	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Poster</u>
Brunauer, Esther Caukin Division of International Security and Organization Department of State Washington, D. C.	Int. Relations	x	
Bryan, Mary de Garmo Professor, Department of Institutional Management Teachers College, Columbia University New York, New York	Mass Feeding and Dietetics		1-130-036
Burns, Eveline M. 3206 Que Street, N. W. Washington, D. C.	Social Sciences; Economics (Especially Social Security)	x	
Burr, Susan S. Division of Research and Statistics Board of Governors of the Federal Reserve System Washington, D. C.	Finance and Business Conditions		1-174-161
Carey, Jane P. C. Consultant for U. S. Social Security Board and Assistant Professor of Government Barnard College New York, New York	Economist in Inter- national Affairs		1-283-318
Carr, Emma Perry Head of Chemistry Department Mt. Holyoke College South Hadley, Massachusetts	Chemistry	x	1-296-221
Carroll, Mollie Ray Training Division, Social Security Board, Federal Security Agency Washington, D. C.	Labor Relations	x	1-298-511
Chan, Lily L. 4121 Woodlawn Avenue Los Angeles 15, California	Education and Economics Chinese language U. S. Censorship Work		
Chapin, Ruth Personnel Director The Wm. Hengerer Company Buffalo, New York	Personnel		
Clark, Frances Western Union Telegraph New York, New York	Chief Metallurgist		1-440-521
Clark, Janet Howell Dean of College for Women and Professor of Biophysics University of Rochester Rochester, New York	Medicine and Allied Services	x	1-444-020

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Clarke, Edith General Electric Company Schenectady, New York	Electrical Engineer		1-457-106
Cochran, Jacqueline Director of the WASPS Washington, D. C.	Aviation	x	
Comstock, Alzada Head of Department of Economics and Sociology Mount Holyoke College South Hadley, Massachusetts	Economics with emphasis on Financial and Monetary Situations		1-526-334
Corwin, Margaret Trumbull Dean, New Jersey College for Women Rutgers University New Brunswick, New Jersey	Education	x	
Crawford, Mary Sinclair Professor of Old French University of Southern California Los Angeles 7, California	Educational Advisement French Language	x	
Cronkrite, Bernice Brown Dean, Graduate School Radcliffe College Cambridge, Massachusetts	Int. Law, Education	x	
Crosby, Elizabeth Professor of Anatomy University of Michigan Medical School Ann Arbor, Michigan	Neural Anatomy	(In American Women of Science)	
Currie, Keo Director of Research Needham Louis and Brorby, Inc. 135 South La Salle Street Chicago, Illinois (70 East Walton Place, Chicago, Illinois)	Marketing		1-648-019
Curtis, Mabel Byrd 4459 Enright Avenue St. Louis, Missouri	Economics		
Cuthbert, Margaret Ross National Broadcasting Company 30 Rockefeller Plaza New York, New York	Radio		
Damon, Mrs. Bertha A. Damon's Restaurants Cleveland, Ohio	Business		

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Danton, Annina Periam (Mrs. George H.) Union College Grounds Schenectady, New York	Education; Cultural and Human Relations (Lived in Germany, China)	x	
Dean, Vera Micheles Research Director, Foreign Policy Association 22 East 38th Street New York, New York	Int. Law and Int. Relations Foreign Languages	x	
Dennis, Olive Consultant to ODT and Service Engineer, B. and O. Railroad Baltimore, Maryland	Engineering, Railway Transportation		
Densford, Katharine J. Director, School of Nursing University of Minnesota Minneapolis, Minnesota	Nursing		A-212-499
Dickinson, Mrs. LaFell General Federation of Women's Clubs President 1734 N Street, N. W. Washington, D. C.	Business and Organization		
Dietrich, Ethel B. Assistant Adviser on Trade Foreign Economic Administration Washington 25, D. C.	Int. Trade and Int. Commercial Policy		1-843-521
Dillon, Mary Elizabeth President, Brooklyn Borough Gas Company Brooklyn, New York	Business	x	
Dulles, Eleanor Lansing Division of Financial and Monetary Affairs Department of State Washington, D. C.	Economics (monetary)		1-949-462
Dunbar, Virginia M. Assistant Director of Nursing Service American Red Cross Washington, D. C.	Nursing		
Eaves, Elsie McGraw Hill Company 330 W. 42nd Street New York 18, New York	Civil Engineer		2-043-203
Elliott, Harriet W. Chairman, Women's Division, and Associate Director of War Finance Division United States Treasury Department Washington 25, D. C.	Political Science	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Evans, Mrs. May Thompson War Manpower Commission 1778 Pennsylvania Avenue, N. W. Washington, D. C.	Employment and Labor		
Fackt, Elizabeth Associate Professor of International Relations University of Denver Denver 6, Colorado	Social Science, Int. Relations		
Fairchild, Mildred Director, Graduate Department of Social Economy Bryn Mawr College Bryn Mawr, Pennsylvania	Economic and Social Problems	x	2-730-128
Farmer, Hallie Professor of History Alabama College Montevallo, Alabama	Political Science	x	2-741-869
Farr, Wanda K. Boyce Thompson Research Institute 1086 N. Broadway Yonkers, New York	Cellulose Chemist		2-743-036
Faville, Katherine Director, Department of Nursing Wayne University Detroit, Michigan	Public Health Nursing	x	
Fellow, Mrs. Betty Caroline Director of Pan American Advertising Standard Brands, Inc. 595 Madison Avenue New York, New York (56 Seventh Avenue, New York)	Marketing		2-772-369
Ferguson, Mrs. Walter Columnist for Scripps-Howard Newspapers 1647 S. Elwood Tulsa, Oklahoma	Journalism	x	
Fishback, Margaret R. H. Macy 34th and Broadway New York, New York	Institutional copywriter		
Fitz-Gibbon, Bernice Director of Public Relations and Advertising Gimbel Brothers New York, New York	Public Relations		

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Flanley, Mabel President of the Advertising Women of New York 47 W. 34th Street New York, New York	Advertising		
Franklin, Esther Cole Consumer Relations Adviser, OPA Washington 25, D. C.	Economic and Social Planning		2-919-147
Freschl, Lisbeth N. 614 N. Trenton Drive Beverly Hills, California	France, French Language Private Secretary		A-208-201
Fuller, Helen New Republic 1416 F Street, N. W. Washington, D. C.	Public Affairs		
Gans, Roma Teachers College, Columbia University New York 27, New York	Childhood Education		
Gellhorn, Edna Fischel 4366 McPherson Avenue St. Louis, Missouri	Civic, Social, and Political Affairs		
Gilbert, Amy M. Dean of Women Rhode Island State College Kingston, Rhode Island	International Relations		3-126-082 DA
Gilbert, Katharine Everett Chairman, Department of Aesthetics, Art, and Music Duke University Durham, North Carolina	Philosophy, Aesthetics		3-128-772
Gilbreth, Lillian 30 The Crescent Montclair, New Jersey	Engineering, Scientific Management	x	3-131-708 DA
Gildersleeve, Virginia C. Dean, Barnard College Columbia University New York, New York	Int. Relations, Education	x	
Gilson, Mary Barnett War Manpower Commission 119 Ann Street Hartford, Connecticut	Labor Relations, Indus- trial Management	x	3-139-771 DA

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Glass, Meta President, Sweet Briar College Sweet Briar, Virginia	Educational Adminis- tration and Teaching	x	3-158-735
Gogg, Alice C. Truscon Steel Company 1940 Dodds Street Youngstown, Ohio	Civil Engineer		
Goodykoontz, Bess Assistant Commissioner of Education Office of Education Federal Security Agency Washington, D. C.	Education	x	3-202-918 DA
Graham, Helen Tredway Old Jamestown Road Florissant, Missouri	Pharmacology		
Grant, Christina Phelps Professor of History and Dean Bryn Mawr College Bryn Mawr, Pennsylvania	History, Education	x	
Gruber, Ruth C/o Simon and Schuster, Inc. 1230 Sixth Avenue Rockefeller Center New York 20, New York	Women, internationally -- Languages		
Guy, Ruth A. 600-20th Street, N. W. Washington, D. C.	Nutrition (especially in field of Pediatrics) (Experience in China)		
Halsey, Elizabeth Department of Physical Education for Women University of Iowa Iowa City, Iowa	Physical Education		
Hamilton, Gordon New York School of Social Work Columbia University 122 East 22nd Street New York 10, New York	Social Work		3-408-934 DA
Harkness, Georgia Professor of Applied Theology Garrett Biblical Institute Evanston, Illinois	Religion	x	
Harriman, Florence Jaffray (Former U. S. Minister to Norway) "Uplands," Foxhall Road Washington, D. C.	Int. Relations	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Harris, Jessie W. Professor of Home Economics University of Tennessee Knoxville, Tennessee	Education; Nutrition	x	
Hastings, Mrs. William A. President, National Congress of Parents and Teachers 600 South Michigan Boulevard Chicago, Illinois	Social Sciences	x	
Hays, Estelle Pope Director of Educational Research State Department of Education of New Mexico Santa Fe, New Mexico	Education		3-517-327 DA
Hickman, Emily New Jersey College for Women New Brunswick, New Jersey	International Relations		3-610-011 DA
Hilton, Martha Eunice Dean of Women, Professor of Education Syracuse University Syracuse, New York	Education, Personnel	x	3-644-896
Hoben, Katherine Hunter C/o L. Hoben 4950 N. Newhall Street Milwaukee 11, Wisconsin	International Relations		
Holmes, Vera Brown Professor of History Smith College Northampton, Massachusetts	History	x	
Hopkins, Mrs. Julia Benton Tax Counsel, Pennsylvania Central Airlines Corporation Washington National Airport Washington, D. C. (3137 Q Street, N. W., Washington)	Tax Law--Specialty, Airline Operations C.P.A.		3-725-436
Howard, Besse 108 W. 24th Street Chester, Pennsylvania	International Relations Particularly in the Balkans		
Howorth, Lucy Somerville Senior Attorney, Office of Legislative Counsel Veterans Administration Washington 25, D. C.	Law, Government		

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Huddleston, Mary P. 25 Millport Avenue New Canaan, Connecticut	Dietitian, Writer, Editor	x	
Hudson, Evelyn Civil Aeronautics Administration Department of Commerce Washington, D. C.	Aviation		
Hughes, Mary Frances Director of Research Refined Syrups and Sugars, Inc. Yonkers, New York (131 Kensington Avenue, Jersey City, New Jersey)	Chemistry-- Specialty, Sugar		3-802-587
Hughes, Sarah T. Judge, Fourteenth District Court Dallas, Texas	Law, Government		
Huntington, Emily Chief of Wage Stabilization Board of San Francisco Region 1138 Sterling Avenue Berkeley, California	Labor, Social Insurance Prices, Budget, Commodi- ties, Other Economic Prob- lems		3-826-295
Hurlbutt, Mary E. Assistant Professor New York School of Social Work 122 East 22nd Street New York 10, New York	Social Work (Cultural Studies)		3-833-998 DA
Illig, Marie Bullock National Chairman Committee on Public Health General Federation of Women's Clubs Stoney Run Wareham, Massachusetts	Public Health	x	
Ingalls, Mabel Satterlee 1218 Bank Street, N. W. Washington, D. C.	Bacteriology and Immunology		4-224-113 DA
Ingels, Margaret Carrier Corporation Syracuse, New York	Air Conditioning Engineer		4-224-128
Ingraham, Mary Shotwell Chairman, Curriculum Committee Adelphi College 363 Adelphi Street Brooklyn, New York	Education	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Jean, Sally Lucas National Foundation for Infantile Paralysis, Inc. 120 Broadway New York 5, New York	Health Education	x	
Jeter, Helen R. Head, Family Economics Division Bureau of Human Nutrition and Home Economics U. S. Department of Agriculture Washington 25, D. C.	Economics		4-623-270
Johnsen, Grace M. The Blue Network Company, Inc. 30 Rockefeller Plaza New York 20, New York	Radio Administration	x	
Johnson, Arlien Dean, Graduate School of Social Work University of Southern California Los Angeles, California	Social Work	x	
Jordan, Sarah Charge of Gastroenterology Department Lahey Clinic 605 Commonwealth Avenue Boston, Massachusetts	Medicine	x	4-738-804
Justin, Margaret M. Dean, School of Home Economics Kansas State College Manhattan, Kansas	Nutrition	x	
Kahn, Dorothy C. Russell Sage Foundation 52 Gramercy Park North New York 10, New York	Social Work		
Kallis, Selma Gottlieb (5913 Fourth Street, N. W.) Associate Analyst Foreign Economic Administration 2501 Que Street, N. W. Washington, D. C.	Chemistry--Specialty, Rubber		4-821-128
Keryon, Dorothy (Judge) Law Office: 50 Broadway New York 4, New York	Law (a) in general, (b) specifically relating to women, labor, consumer cooperatives, civil liberties, business, aviation, administrative law; International Relations	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Kerr, Florence Federal Works Agency Washington 25, D. C.	Public Administration	x	4-899-068
Kessel, Evelyn G. Sherry-Netherland 781 Fifth Avenue New York, New York	Languages; Writing		
Kimball, Vera F. Editor, "The Chemist" American Institute of Chemists 233 Broadway New York, New York	Chemist-Editor		
Kirchwey, Freda Editor, "The Nation" 55 Fifth Avenue New York, New York	Editor; National and International Affairs	x	
Klem, Margaret C. Federal Security Agency 1825 H Street, N. W. Washington, D. C.	Medical Economics		
KneuBuhl, Emily 1712 South Dupont Minneapolis 8, Minnesota	Education, Political Science, Civic Welfare	x (1942-43)	A-207-418
Kraus, Hertha Associate Professor, Social Economy and Social Research Bryn Mawr College Bryn Mawr, Pennsylvania	Social Welfare Planning, Int. Relief Administration, Social Reconstruction		5-036-268
Lambie, Margaret Practicing Lawyer 1661 Crescent Place Washington, D. C.	Int. Law, Air Law		
Larew, Gillie Aldah Head of Department of Mathematics Randolph-Macon College Lynchburg, Virginia	Mathematics		5-147-619
le Beau, Desiree S. Research Associate Massachusetts Institute of Technology 55 Langdon Street Cambridge, Massachusetts	Chemistry-- Specialist in Synthetic Rubber		5-183-159

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Lee, Dorothy McCullough Commissioner of Public Utilities Portland City Council 1767 S. W. Prospect Drive Portland, Oregon	Law and Public Affairs		
Lee, Mabel Director of Physical Education for Women University of Nebraska Lincoln, Nebraska	Physical Education	x	
Leet, Dorothy Flagg Executive Secretary, Foreign Policy Association 24 Central Park South New York 19, New York	Int. Relations (Special Reference to France)		
Lenroot, Katharine F. Chief, Children's Bureau U. S. Department of Labor Washington 25, D. C.	Social Welfare	x	5-208-725
Leshner, Mabel Grier Medical Inspector Camden Public Schools Camden, New Jersey	Medicine (Speaks Chinese)		
Lewis, Mrs. Dorothy (Mrs. Edwin C.) National Association of Broadcasters 535 Fifth Avenue New York 17, New York (414 E. 52nd Street, New York)	Radio, all branches		
Lindsley, Mary A. National Headquarters American Red Cross Washington, D. C.	Nutrition, Institu- tional Management		
Little, Eleanor H. Clapboard Hill Road Gulfport, Connecticut	Social Welfare, Relief and Rehabilitation, Industry and Labor		
Lloyd-Jones, Esther McD. Chairman, Department of Student Personnel Administration Teachers College Columbia University 430 West 116th Street New York 27, New York	Personnel		5-293-686

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Love, Nancy Harkness Commander of the WASPS Headquarters, Ferrying Division Air Transport Command Cincinnati, Ohio	Aviation	x	
Lynskey, Elizabeth M. 517 West 113th Street New York, New York	Government and Political Science		5-399-773
Macleod, Grace Professor of Nutrition Teachers College, Columbia University New York, New York	Nutrition, Biochemistry		
McAfee, Mildred H. President, Wellesley College and Captain, WAVES, U.S.N.R. 4000 Cathedral Avenue, N. W. Washington, D. C.	Economics, Sociology French and English Literature	x	5-523-473
McAllister, Dorothy 1530 Milton Street, S.E. Grand Rapids, Michigan	International Affairs	x	5-526-183
McBride, Katharine E. President, Bryn Mawr College Bryn Mawr, Pennsylvania	College Administration Psychology	x	5-531-288 DA
McClaskey, Beryl Rogers Senior Management Analyst Budget Administration, WPB 373 North Glebe Road Arlington, Virginia	Political Science, Economics, Sociology, Industrial Surveys (Sugar, Petroleum, etc.)		5-541-784 DA
McClelland, Nancy V. 15 East 57th Street New York 22, New York	Interior Design, Decoration	x	
McCormick, Anne O'Hare Member of Editorial Board New York Times New York, New York	Int. Affairs, Journalism	x	
McHale, Kathryn General Director, American Association of University Women 1634 Eye Street, N. W. Washington 6, D. C.	Education	x	5-597-017

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
McIver, Pearl Public Health Nursing Consultant States Relations Division U. S. Public Health Service Washington, D. C.	Public Health Nursing	x	
McLean, Beth Bailey Swift and Company Chicago, Illinois	Home Economics in Business		
Maffett, Minnie L. Surgeon and Gynecologist 706 Medical Arts Building Dallas, Texas	Medicine	x	
Mange, A. Edythe Dean of Women and Professor of History Southeast Missouri State Teachers College Cape Girardeau, Missouri	European History		
Manning, Helen Taft Professor of History Bryn Mawr College Bryn Mawr, Pennsylvania	Modern History	x	
May, Edith M. Box 80 Wickford, Rhode Island	European Affairs		
Mead, Margaret Associate Curator of Anthropology American Museum of Natural History 77th Street and Central Park West New York, New York	Anthropology	x	5-646-541 DA
Meiklejohn, Helen Everett St. Johns College Annapolis, Maryland	Economics	x	
Meyer, Agnes E. (Part-owner of The Washington Post) 1624 Crescent Place, N. W. Washington, D. C.	Journalism, Social and Child Welfare	x	
Miller, Mrs. Francis Pickens National Policy Committee National Press Building Washington, D. C.	International Relations	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Miller, Frieda S. Director, Women's Bureau U. S. Department of Labor Washington 25, D. C.	Industrial Relations	x	
Mitchell, Helen S. 699 Forest Road New Haven 15, Connecticut	Nutrition		5-752-100 DA
Morgan, Laura Puffer 1749 Corcoran Street, N. W. Washington 9, D. C.	International Relations		5-832-078
Morrison, Phoebe Office of Strategic Services Washington 25, D. C.	International Law		
Morriss, Margaret S. Dean, Pembroke College in Brown University Providence, Rhode Island	Educational Administration	x	5-848-369 DA
Morrow, Elizabeth Reeve Cutter Lyndecker Street Englewood, New Jersey	Public Affairs	x	
Nestor, Agnes 630 S. Ashland Boulevard Chicago 7, Illinois	Labor Relations	x	
Newcomer, Mabel Professor of Economics Vassar College Poughkeepsie, New York	Economics, with Emphasis on the Monetary Situation and Anthropology	x	6-044-568
Newman, Pauline M. General Organizer, International Ladies' Garment Workers' Union 299 W. 12th Street New York 14, New York	Labor Relations		
Nielsen, Gertrude Director, Cleveland County Health Department 101 East Eufaula Norman, Oklahoma	Public Health		
Norton, Mary Teresa House of Representatives Washington, D. C.	Public Administration Government	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Notestein, Ada Comstock President Emeritus of Radcliffe College 236 Edwards Street New Haven, Connecticut	Education and Administration	x	
O'Malley, Patricia Civil Aeronautics Administration Department of Commerce Washington, D. C.	Aviation		
O'Neill, Anne Assistant Solicitor State Department Washington, D. C.	International Law, Latin America		
Oviatt, Mabelle 505 S. Erooks Street Sheridan, Wyoming	Social Welfare; Public Affairs		
Pancoast, Elinor Professor of Economics Goucher College Baltimore, Maryland	Economic and Social Planning		6-901-076
Parsons, Alice T. L. (Mrs. Edgerton) 555 Park Avenue New York, New York	International Relations		
Parsons, Helen T. Professor of Home Economics University of Wisconsin Madison, Wisconsin	Nutrition		
Pearce, Louise Associate Member, Rockefeller Institute for Medical Research Princeton, New Jersey	Public Health, Interna- tional Health Problems	x	6-961-215 DA
Pennoyer, Sarah Director of Public Relations and Advertising, Bonwit Teller New York, New York	Public Relations		
Portentier, Lillian G. Professor of Psychology University of Wyoming Laramie, Wyoming	Psychology; Individual Differences	(In American Men of Science)	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Potter, Ellen G. Director of Medicine Department of Institutions and Agencies State Office Building Trenton, New Jersey	Medicine, Public Health Social Work	x	7-149-182 DA
Powell, Anna Professor of History North Texas State Teachers College Denton, Texas	Inter-American Relations		7-154-127
Powers, Sue McFall Superintendent of Education Shelby County Court House Memphis, Tennessee	Education		
Quimby, Edith H. Associate Professor College of Physicians and Surgeons Columbia University 630 West 168th Street New York 32, New York	Biophysics; Radiology		7-287-897 DA
Quinlan, Elizabeth Owner of Young-Quinlan Specialty Shop Minneapolis, Minnesota	Business		
Raff, Gertrude Madeline Commodity Analyst Industrial Commodity Corporation 60 East 42nd Street New York, New York (304 West 92nd Street)	Economics and Statistics Specialty--Supply, Demand, and Price Studies of Commodities		7-318-178
Randolph, Bessie Carter President, Hollins College Hollins College, Virginia	Higher Education of Women Int. Law and Relations	x	
Rathbone, Josephine L. Professor of Physical Education Teachers College, Columbia University New York 27, New York	Physical Education and Physiotherapy (Experience in China and India)		7-342-302 DA
Reed, Mary De Groot 1717 Nineteenth Street, N. W. Washington, D. C.	Secretary (Experience in Inter. Labor Office)		
Reid, Helen Dwight Associate in International Education American Association of University Women 1634 Eye Street, N. W. Washington 6, D. C.	Int. Organization, Education, Int. Law		7-382-180 DA

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Reid, Helen Rogers Vice President New York Herald-Tribune 230 West 41st Street New York, New York	Journalism	x	
Reid, Margaret Gilpin Professor of Economics Iowa State College Ames, Iowa	Consumption Economics		
Resor, Mrs. Stanley J. Walter Thompson Advertising Agency Graybar Building New York, New York	Public Relations		
Richards, Lenore Richards-Treat Cafeteria Minneapolis, Minnesota	Business		A-210-535
Roberts, Lydia T. Chairman, Department of Home Economics and Professor of Nutrition University of Chicago Chicago, Illinois	Nutrition, Home Economics	x	
Robinson, Mary V. Chief, Information Division Women's Bureau U. S. Department of Labor Washington 25, D. C.	Women Workers		
Roche, Josephine President, Rocky Mt. Fuel Company 1615 Grant Street Denver, Colorado	Social Work, Labor Relations, Business Administration	x	
Rockwell, Mrs. Mabel Macferren Lockheed Aircraft Corporation Burbank, California	Production Research Engineer		7-533-707
Fogers, Edith Nourse House of Representatives Washington, D. C.	Government	x	
Rohde, Ruth Bryan The Cedars Alderson, West Virginia	Civic and Public Affairs Education	x	
Rose, Flora Director Emeritus of College of Home Economics Cornell University Women's Faculty Club University of California Berkeley, California	Family Life, Home Economics, Administration	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Ross, Eva J. Trinity College Washington, D. C.	Economics and Sociology		7-577-852
Rowntree, Jennie Irene Professor, Nutrition and Child Care University of Washington Seattle, Washington	Nutrition		7-578-657 DA
Ruggles, Catherine U. S. Bureau of Budget Washington 25, D. C.	Public Finance		7-613-314
Rutherford, M. Louise Deputy Attorney General Harrisburg, Pennsylvania	Law, Welfare, Labor		
Schaffter, Dorothy President, Connecticut College for Women New London, Connecticut	Political Science, Public Administration, Higher Education for Women, Housing	x	
Schneiderman, Rose President, National Women's Trade Union League 247 Lexington Avenue New York 16, New York	Labor Relations		
Schubert, Marcelle A. (230 W. 16th Street New York, New York) Chief Research Chemist Van Dutch Products Company 366 Canal Place Bronx 51, New York	Chemistry--Specialist in Sugar		7-750-155
Schenck, Eunice Morgan Head of French Department and Acting Dean of Graduate School Bryn Mawr College Bryn Mawr, Pennsylvania	European Civilization (Especially France)	x	7-729-045
Scott, Nancy E. Professor of European History Western Michigan College of Education Kalamazoo, Michigan	European Civilization (Especially Czechoslovakia)		
Seibert, Florence B. Associate Professor of Biochemistry Phipps Institute Seventh and Lombard Streets Philadelphia 47, Pennsylvania	Biochemistry, Tuberculosis	x	7-800-117

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Shaver, Dorothy First Vice President of Lord and Taylor New York, New York	Business		
Sherrill, Mary L. Professor of Chemistry Mt. Holyoke College South Hadley, Massachusetts	Chemistry		7-859-415
Sioussat, Helen J. Columbia Broadcasting System, Inc. 485 Madison Avenue New York 22, New York (The Adams Hotel 2 East 86th Street)	Radio, Business	x (Monthly Supplement, April 1944)	
Smith, Gertrude Chairman of Greek Department University of Chicago Chicago 37, Illinois	Languages: Greek Language, Literature and Legal Institutions	x	7-998-349
Smith, Grace E. Grace E. Smith Cafeteria Toledo, Ohio	Business		
Smith, Sybel L. Office of Experiment Stations Agricultural Research Administration U. S. Department of Agriculture Washington 25, D. C.	Nutrition		8-016-935
Smythe, Mabel M. Assistant Professor of Economics Lincoln University Jefferson City, Missouri	Economics		8-016-935 DA
Southall, Maycie Katherine Professor of Elementary Education Peabody College Nashville, Tennessee	Education	x	
Sporborg, Mrs. Wm. D. Int. Relations Chairman General Federation of Women's Clubs 122 Trenor Drive New Rochelle, New York	Int. Relations and Social Service		
Stevenson, Jessie L. Consultant in Orthopedic Nursing National Organization for Public Health Nursing 1790 Broadway New York 19, New York	Physical Therapy and Public Health Nursing		

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>W&C Roster</u>
Stevenson, Marietta Professor of Social Welfare Administration University of Illinois Urbana, Illinois	Public Welfare Administration		8-143-316 DA
Stiebeling, Hazel K. Chief, Bureau of Human Nutrition and Home Economics Department of Agriculture Washington, D. C.	Food Economics	x	8-163-063 DA
Stimson, Barbara Associate in Surgery Columbia University College of Physicians and Surgeons 310 West 106th Street New York, New York	Medicine; Women in Medicine		8-166-211
Stimson, Dorothy Dean and Professor of History Goucher College Baltimore 18, Maryland	College Education and Administration; History of Science	x	
Stoermer, Grace S. Assistant Vice President of Bank of America 928-9 Bank of America Building Seventh and Spring Streets Los Angeles 14, California	Banking	x	
Stone, Mrs. James A. Chairman, Int. Relations Committee National Women's Trade Union League 3039-44th Street, N. W. Washington, D. C.	Labor and Int. Relations		
Stratton, Dorothy C. Dean of Women and Professor of Psychology at Purdue University and Director, Women's Reserve U. S. Coast Guard Reserve Washington 25, D. C.	Education	x	8-190-890
Sweezy, Maxine Associate in Social Studies American Association of University Women 1634 Eye Street, N. W. Washington 6, D. C.	Economic and Social Planning	x	8-256-389

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Taylor, Lily Ross Professor of Italian Bryn Mawr College Bryn Mawr, Pennsylvania	Latin and Italian (Speaks German)	x	8-341-406
Thompson, C. Mildred Dean, Vassar College Poughkeepsie, New York	Education, Int. Relations History	x	8-418-005
Thompson, Dorothy New York Post New York, New York	International Affairs Journalism	x	
Townsend, Mary Evelyn Teachers College, Columbia University New York 27, New York	History (Especially Colonial History)		8-512-987
Treglia, Mary J. Executive Director in Community House Sixth and Morgan Streets Sioux City, Iowa	Social Work and Welfare (Speaks Italian, Spanish, French)		8-525-406
Walker, Helen Mary Professor of Mathematics Teachers College Columbia University New York 27, New York	Statistics	x	9-185-321
Wallace, Elizabeth 124 Groveland Avenue Minneapolis, Minnesota	Foreign Relations (Especially Pan-American)	x	A-208-991
Waller, Judith Cary National Broadcasting Company Merchandise Mart, Chicago 54, Illinois (Orrington Hotel, Evanston)	Radio	x	
Wambaugh, Sarah 22 Berkeley Street Cambridge, Massachusetts	International Affairs Expert on Plebescites	x	9-212-053
Ware, Caroline Chairman of Social Studies Committee American Association of University Women Vienna, Virginia	Economic and Social Problems (Especially Consumer Problems)	x	
Warren, Constance President, Sarah Lawrence College Bronxville, New York	Education	x	9-233-122

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Waters, Lena Baltimore Council of Social Agencies 353 Equitable Building Baltimore 2, Maryland	Social Work		9-241-395 DA
Weirick, Elizabeth S. Head, Technical Laboratory of Sears Roebuck Chicago, Illinois	Textile Chemist		9-285-354
Wells, Marguerite Milton President, National League of Women Voters, 1934-44 325 Groveland Avenue Minneapolis, Minnesota	Government, Public Service	x	9-301-778 DA
West, Miriam E. Professor of Economics New Jersey College for Women New Brunswick, New Jersey	Economics		9-316-355 DA
West, Ruth 705 South Jefferson Spokane 9, Washington	International Relations, History, Education		9-317-215
Westgate, Elizabeth Personnel Director Bloomingdale's New York, New York	Personnel		9-322-166
White, Helen C. Professor of English University of Wisconsin Madison, Wisconsin	Education	x	9-359-269 DA
Whitehurst, Mrs. John L. (Former President of General Federation of Women's Clubs) 4101 Greenway Baltimore, Maryland	International Relations	x	
Wilder, Frances Farmer Consultant on Daytime Programs Columbia Broadcasting System 485 Madison Avenue New York, New York	Radio Education		9-403-871 DA
Willebrandt, Mabel Walker Practicing Attorney Shoreham Building Washington, D. C.	Law (Especially Air Law)	x	

<u>Name and Address</u>	<u>Field</u>	<u>Who's Who</u>	<u>WMC Roster</u>
Williams, Faith M. Chief, Cost of Living Division U. S. Bureau of Labor Statistics Washington, D. C.	Consumption Economics and Statistics	x	
Winslow, Mary N. 3051 Q Street, N. W. Washington 7, D. C.	Inter-American Relations and Labor Relations		
Winston, Ellen Commissioner, State Board of Public Welfare Raleigh, North Carolina	Social Welfare		9-470-811 DA
Wolf, Anna Superintendent of Nurses Johns Hopkins Hospital Baltimore, Maryland	Nursing (Experience in China)		
Woodhouse, Chase Going Professor of Economics Connecticut College New London, Connecticut	Economist	x	9-534-006 DA
Woodward, Ellen S. Member Social Security Board 1712 G Street, N. W. Washington, D. C.	Public Welfare	x	
Worthingham, Catherine A. Director of Technical Education National Foundation for Infantile Paralysis 120 Broadway New York 5, New York	Physical Therapy		
Wright, Louise Leonard Director, Chicago Council on Foreign Relations 84 E. Randolph Street Chicago, Illinois	International Affairs, Adult Education	x	
Wyatt, Dorothea E. Academic Officer for Training Course for SPAR Officers U. S. Coast Guard Academy New London, Connecticut	History and Political Science		

January 9, 1945

Chaul
Memorandum for Miss Williams:

I am afraid my foolproof instructions did not register with the President! He put an apostrophe though I told him not to do so, and he said he could not write large! I love the drawing.

E.R.

0

January 9, 1945

Dear Miss ^{Cham} Williams:

I appreciate your suggestions about the Women's Division. Miss Hickok must go, however, on account of her health. I do not know whether Mrs. Tillet is leaving, but Mr. Hannegan would know.

I shall be glad to hear about your idea regarding federal aid to education when the time comes.

Sincerely,

0

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944
Called, planned, and directed
by three divisions of

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

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HOWARD A. DAWSON
Division of Rural Service
R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

Executive Chairman
CHARL ORMOND WILLIAMS
Division of Field Service

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Natl. Director, American Junior
Red Cross, Washington, D. C.
F. C. BOGGS
Professor of Education, New York
University; and Editor, *Teacher-
Education Journal*, New York, N. Y.
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Chicago, Ill.
MRS. WILLIAM A. HASTINGS
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and Teachers, Chicago, Ill.
KATHARINE LINDSOOT
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Dept. of Labor, Washington, D. C.
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Pres., Cooperative League of the
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Exec. Secy., American Association
for Health, Physical Education, and
Recreation, Washington, D. C.
EMORY W. MORRIS
Pres., W. K. Kellogg Foundation,
Battle Creek, Mich.
PHILIP MURRAY
Pres., Congress of Industrial Organ-
izations, Washington, D. C.
THOMAS PARRAN
Surgeon General, U. S. Public
Health Service, Washington, D. C.
JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.
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Pres., Natl. Assn. of Secretaries of
State Teachers Associations, Spring-
field, Ill.
F. L. SCHLAGLE
Pres., National Education Associa-
tion, Kansas City, Kans.
MRS. CHARLES W. SEWELL
Administrative Director, Associated
Women of the American Farm
Bureau Federation, Chicago, Ill.
CHARLES H. SKIDMORE
Pres., Natl. Council of Chief State
School Officers, Salt Lake City, Utah
JOHN STROHM
Secy., American Agricultural Editors
Assn., Chicago, Ill.
JOHN W. STUDEBAKER
Commissioner, U. S. Office of Edu-
cation, Federal Security Agency,
Washington, D. C.
HENRY C. TAYLOR
Managing Director, Farm
Foundation, Chicago, Ill.
E. JERRY WALKER
Educational Director, Station WLS,
Chicago, Ill.
M. L. WILSON
Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
Washington, D. C.
OWEN D. YOUNG
Honorary Chairman, General Elec-
tric Co., New York, N. Y.

January 6, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

This pen drawing of Fala is, as far as I know, the last thing that has to go into the volume of proceedings. Of course, I shall revise the APPRECIATION in order to include Mr. Berryman on that page or two. I had never seen him until Thursday when he called me to come to his office. He is a dear old man at the end of his career, but he was enthusiastic over doing this drawing for us, and he was eager to see if I liked it.

From my letter to him, a copy of which I sent you, you will remember that I was not exactly sure in what pose Fala should be drawn. But since he is speaking the words the President will write beneath his picture, I think Mr. Berryman drew a very appealing little picture of him. All the members of the conference know how enthusiastically he frisked into that meeting. This subdued little pose may represent Fala's afterthoughts of that conference when he had had time to think about the august body he had invaded.

NOW. Here are my "foolproof" instructions -- I hope -- which I promised to send you yesterday afternoon at the gay party in the Chinese Room:

1. This pen drawing is not finished. Mr. Berryman told me so, but he let me have it so that I could get it into the President's hands over the week end when he can lay aside weighty matters of state.
2. You can see that I have made a sample of what the President is to write beneath Fala's picture.
3. Note the size of the letters. He must write larger than he ordinarily does because this 12 by 18 pen drawing will be reduced to 6 by 9 for the book. He knows all about that better than I do.
4. We do not use an apostrophe in teachers meeting in our

publications.

5. On the original you will note that we have drawn lines which will make it easier for the President to write these simple, appealing little words of Fala's.

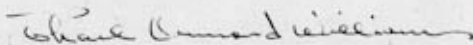
6. Of course, the President will not sign this.

7. If there is anything else you want to know about it, I shall be at my home all day Sunday until 3:30 p.m. when I take my namesake, Charl Ormond Williams, to a concert.

8. My telephone number is Adams 2413.

This volume is going to have more life and human interest in it than any publication the National Education Association ever has or ever will issue. As I told you yesterday, I have ordered a new supply of stationery with which I will promote the distribution and study of this volume in every corner of the nation. All this will be as helpful as the conference itself.

Faithfully yours,



Charl Ormond Williams

W/e

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 6, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

When the President's bill for federal aid to education is passed, I have a grand idea that I want to tell you about. That can wait because it may be several weeks before this legislation gets under way.

I was so thrilled over it all that I thought I would never get to sleep last night -- and I didn't without some aid.

Yours sincerely,



Charl Ormond Williams



w/e

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

1-11
January 10, 1944

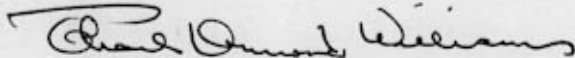
Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

Just a glance over this letter and material about the regional conference in Chicago will show you how far your idea is traveling today. I am glad Mrs. Walker finally received your letter.

I should be glad to have this material returned for my files.

Sincerely yours,



Charl Ormond Williams

w/e

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

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by three divisions of*

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Executive Chairman

CHARL ORMOND WILLIAMS
Division of Field Service

Honorary Chairmen

PAUL H. APPELEY
Asst. Director, Bureau of the
Budget, Executive Office of the
President, Washington, D. C.

LIVINGSTON L. BLAIR
Natl. Director, American Junior
Red Cross, Washington, D. C.

F. C. BOGGS
Professor of Education, New York
University, and Editor, *Teacher-
Education Journal*, New York, N. Y.

THOMAS C. BOUSHALL
Chairman, Education Committee of
U. S. Chamber of Commerce,
Richmond, Va.

HOMER L. BRINKLEY
Pres., Natl. Council of Farmers Co-
operatives, Lake Charles, La.

L. H. DENNIS
Exec. Secy., American Vocational
Assn., Inc., Washington, D. C.

EDWIN R. EMBERT
Pres., Julius Rosenwald Fund,
Chicago, Ill.

MRS. WILLIAM A. HASTINGS
Pres., Natl. Congress of Parents
and Teachers, Chicago, Ill.

KATHARINE LENROOT
Chief, Children's Bureau, U. S.
Dept. of Labor, Washington, D. C.

MURRAY D. LINCOLN
Pres., Cooperative League of the
United States, Columbus, Ohio

D. E. LINDSTROM
Pres., American Country Life
Assn., Urbana, Ill.

BEN W. MILLER
Exec. Secy., American Association
for Health, Physical Education, and
Recreation, Washington, D. C.

EMORY W. MORRIS
Pres., W. K. Kellogg Foundation,
Battle Creek, Mich.

PHILIP MURRAY
Pres., Congress of Industrial Organi-
zations, Washington, D. C.

THOMAS PARSON
Surgeon General, U. S. Public
Health Service, Washington, D. C.

JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.

IRVING F. PEARSON
Pres., Natl. Assn. of Secretaries of
State Teachers Associations, Spring-
field, Ill.

F. L. SCHLADE
Pres., National Education Associa-
tion, Kansas City, Kans.

MRS. CHARLES W. SEWELL
Administrative Director, Associated
Women of the American Farm
Bureau Federation, Chicago, Ill.

CHARLES H. SKIDMORE
Pres., Natl. Council of Chief State
School Officers, Salt Lake City, Utah

JOHN STROHM
Secy., American Agricultural Editors
Assn., Chicago, Ill.

JOHN W. STODOLAK
Commissioner, U. S. Office of Edu-
cation, Federal Security Agency,
Washington, D. C.

HENRY C. TAYLOR
Managing Director, Farm
Foundation, Chicago, Ill.

E. JERRY WALKER
Educational Director, Station WLS,
Chicago, Ill.

M. L. WILSON
Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
Washington, D. C.

OWEN D. YOUNG
Honorary Chairman, General Elec-
tric Co., New York, N. Y.

Co-Chairmen

HOWARD A. DAWSON
Division of Rural Service
R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

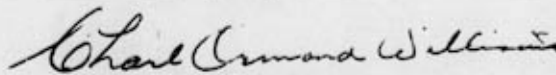
January 10, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

1. I am sending you my correspondence with Frank Kent and Secretary Perkins, along with Kent's column in the newspaper which you may have overlooked.
2. I am also sending a copy of LOUISIANA SCHOOLS with the story of the White House Conference on Rural Education. These stories in the state education association journals have been coming in ever since the conference was held, but I have not sent them to you because the stories are much the same in all of them. That feature is good from my point of view.
3. We shall get the first proof on our volume of proceedings the latter part of this week. We shall have to make a choice now of taking cheaper paper or waiting two months for the kind we had ordered. That is none too good.

Sincerely yours,



Charl Ormond Williams

W/e



THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

*Called, planned, and directed
by three divisions of*

The National Education Association of the United States
1201 Sixteenth Street, N. W., Washington 6, D. C.

Executive Chairman

CHARL ORMOND WILLIAMS
Division of Field Service

Honorary Chairmen

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Asst. Director, Bureau of the
Budget, Executive Office of the
President, Washington, D. C.

LIVINGSTON L. BLAIR
Natl. Director, American Junior
Red Cross, Washington, D. C.

F. C. BORGESON
Professor of Education, New York
University; and Editor, *Teacher-
Education Journal*, New York, N. Y.

THOMAS C. BOUSHELL
Chairman, Education Committee of
U. S. Chamber of Commerce,
Richmond, Va.

HOMER L. BRINLEY
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operatives, Lake Charles, La.

L. H. DENNIS
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EDWIN R. EMBREE
Pres., Julius Rosenwald Fund,
Chicago, Ill.

MRS. WILLIAM A. HASTINGS
Pres., Natl. Congress of Parents
and Teachers, Chicago, Ill.

KATHARINE LENROOT
Chief, Children's Bureau, U. S.
Dept. of Labor, Washington, D. C.

MURRAY D. LINCOLN
Pres., Cooperative League of the
United States, Columbus, Ohio

D. E. LINDSTROM
Pres., American Country Life
Assn., Urbana, Ill.

BEN W. MILLER
Exec. Secy., American Association
for Health, Physical Education, and
Recreation, Washington, D. C.

EMORY W. MORRIS
Pres., W. K. Kellogg Foundation,
Battle Creek, Mich.

PHILIP MURRAY
Pres., Congress of Industrial Organi-
zations, Washington, D. C.

THOMAS PARRAN
Surgeon General, U. S. Public
Health Service, Washington, D. C.

JAMES G. PATTON
Pres., The Natl. Farmers Union,
Washington, D. C.

IRVING F. PEARSON
Pres., Natl. Assn. of Secretaries of
State Teachers Associations, Spring-
field, Ill.

F. L. SCHLAGLE
Pres., National Education Associa-
tion, Kansas City, Kans.

MRS. CHARLES W. SEWELL
Administrative Director, Associated
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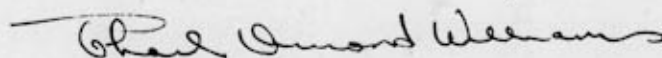
January 10, 1944

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

Here are some letters that I picked out about the White House Conference; a few of them are from those who were not privileged to attend but who voiced their appreciation of the invitation which you sent them after the conference adjourned.

Sincerely yours,



Charl Ormond Williams

w/e

THE UNIVERSITY OF VERMONT
AND STATE AGRICULTURAL COLLEGE
Burlington, Vermont

Department of Education

December 8, 1944

Dr. Charl O. Williams
Director of Field Service
National Education Association
1201 16th Street, N. W.
Washington 6, D. C.

My dear Doctor Williams:

I want to congratulate you on the successful White House Conference on Rural Education held in October.

Your great vision of the critical problems in education of rural children culminated in a conference that will be far-reaching in its influence.

The program topics, the speakers, and the committee were evidence of your knowledge of American education and your able leadership.

Vermont is trying in every possible way to meet these problems. The interest in this White House Conference is very keen. Individuals and several groups are anxiously awaiting the published report in order to use it for study and as a guide for action. Local radio stations, newspapers, faculty seminars, and I in speaking to groups have used the materials secured at the conference.

I am enclosing a copy of suggestions presented to Dr. John S. Millis, President of the University of Vermont, as to ways in which the University might serve Vermont and the nation. I am forwarding to you some newspaper and magazine articles on the Conference which have come to my attention.

It was indeed a privilege to have been a member of the Conference. I consider the association with the President and Mrs. Roosevelt, the staff of the National Education Association, laymen and professional men and women, and especially with you to be one of the outstanding experiences in my life. Your careful planning, wise leadership, and dynamic personality were in evidence every hour of the conference.

"Doctor Caroline" and I are hoping you will find it possible to be with us in Vermont very soon.

Very sincerely yours,

(Signed) Nelle A. Adams

(Mrs. W. R. Adams)

NAA jw

TENNESSEE VALLEY AUTHORITY

Chattanooga, Tennessee

December 1, 1944

Miss Charl Ormond Williams
Executive Chairman
The National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

I feel that I should apologize for my belated acknowledgment of your kind circular letter, dated October 17, relative to the White House Conference on Rural Education. This item, together with a number of others, was laid aside during a period when we were tremendously concerned with the analysis of certain research experience that needed to be applied in the national interest and during a time in which I personally was also concerned with the removal of my residence from Nashville to Chattanooga. I trust you will pardon the delay, for I appreciated your letter greatly, and particularly did I appreciate your kindness in sending me the official invitation and admittance card to the White House. I shall preserve this record as a matter of historic interest.

I did keenly regret my inability to attend the conference, for next to the field of public health, I think rural education lies closest to my heart.

Sincerely yours,

TENNESSEE VALLEY AUTHORITY

(signed) E. L. Bishop

E. L. Bishop, M. D.
Director of Health

C O P Y

Marseilles, Illinois
Sun. Oct. 29, 1944

My dear Charl,--

How considerate and gracious of you to send Mrs. Roosevelt's invitations to those of us who could not attend the White House Conference. Thank you heartily for this thoughtful little courtesy.

All those I have seen, or heard from, who attended this historic conference are unanimous in its praise; many saying that it was the best meeting they ever attended. This should make you, its instigator and moving spirit very happy, indeed.

I was most regretful not to attend personally, but I shall enjoy and profit from all the published reports. I miss my old associations of the New York and Washington areas but the rural life is out here in the Miss. Valley and I still find plenty to do amidst the teeming problems of this region--local, county, state-wide and regional.

Thank you again for making this monumental conference a reality, and for the reports you have just sent and others to be received.

Most cordially and sincerely yours,

(Signed) Mabel Carney

C O P Y

MICHIGAN STATE COLLEGE
OF AGRICULTURE AND APPLIED SCIENCE
EAST LANSING

Department of Education

November 6, 1944

Miss Charl Ormond Williams
The National Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

Thank you for your letter relative to the White House Conference on Rural Education.

I am pleased to learn that regional conferences are being organized around the White House Conference. Publicity on the conference has been excellent and has had a splendid reception. I hope it will be possible to get a definite follow-up and action from groups on a state wide basis. Such a cooperate effort certainly is needed in the State of Michigan.

Would it be possible for your office to offer suggestions in a news letter or some similar avenue, as to what state groups might do. Doubtless you have also had information relative to what local and state groups have been doing since October 4 and 5. Such information should prove a valuable stimulus to other groups if disseminated.

I am enclosing three newspaper clippings which you referred to in Article XII of your news letter. I am sorry that I have only the clipping and not the full page.

Sincerely yours,

(Signed) Troy L. Sterna
Director of Rural Education

C O P Y

UNITED STATES DEPARTMENT OF AGRICULTURE
EXTENSION SERVICE
Washington, D. C.

October 18, 1944

Miss Charl Ormond Williams
National Education Association
16th and M Streets, N. W.
Washington, D. C.

Dear Miss Williams:

I want to express to you my appreciation for the opportunity to attend the White House Conference on Rural Education. It was a historic event and I feel assured that it will have far-reaching results. You may be interested to learn that we are planning to have our 4-H Club Congress to be held in Chicago in December, discuss various aspects of the findings of the conference. We feel that this may do much to awaken still more interest on the part of young people desiring to improve the educational facilities of their own communities. We are also planning to discuss the findings of the conference with our leaders at the same congress.

In closing, I wish to congratulate you and your associates again on all you did to make this conference so outstanding in every way. It shows what can be done in a short time if everyone cooperates to the fullest.

With all good wishes,

Sincerely,

(Signed) Gertrude L. Warren
Organization, 4-H Club Work

C O P Y

THE UNIVERSITY OF WESTERN ONTARIO
LONDON, CANADA

CBS News
485 Madison Avenue
New York 22, N. Y.

October 10, 1944

Gentlemen:

Reference special program from Washington, Tuesday morning, Oct. 3rd - "Education for Better Rural Life."

Would it be possible to get a copy of this broadcast or a report on the White House Conference on Rural Education?

Thanking you for any information you may be able to give me,
I am

Yours very truly,

(Signed) Evelyn Nixey
For M. A. Garland, Director Community Life Training

Inst.

C O P Y

375 Lincoln Place
Brooklyn 17, N. Y.
October 30, 1944

National Education Association
Department of Rural Education
Washington, D. C.

To Whom This May Concern:

I am a student at Hunter College and am doing a research paper on Rural Education. I should appreciate it very much if you would send me a summary of the recent White House Conference on Rural Education and also any other available material on the subject.

I should be most grateful if you could send me the material as soon as possible.

Very sincerely yours,

(Signed) Thelma Cooper

C O P Y

THE SALVATION ARMY HEADQUARTERS
at
128 Penn Avenue, Scranton, 3, Pa.

National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Sir:

Katharine F. Lenroot, Chief of the United States Children's Bureau, has suggested we write you for information concerning the recent White House Conference on rural education.

We would be pleased to receive any information on this subject which you can send us.

Cordially yours

(Signed) M. E. Mason
Public Relations Secretary

C O P Y

STATE OF ARKANSAS
DEPARTMENT OF EDUCATION
STATE CAPITOL
LITTLE ROCK

October 24, 1944

Charl Ormond Williams
Executive Chairman
Division of Field Service
NEA
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

Thank you for your letter returning our White House calling cards and double thanks for the marvelous conference on rural education. The things we learned and the plans we made to push opportunity over the hills and up the creeks to the rural youth of America will undoubtedly become a red letter day in the history of American education. I can still envision the group in the East Room in dead earnest working for the rural children of America and all our future. Thanks again for the opportunity to participate.

Very truly yours,

(Signed) Ed McQuiston
Supervisor, Negro Education

P. S. Mrs. Roosevelt was great!

C O P Y

STATE TEACHERS COLLEGE
MAYVILLE, NORTH DAKOTA

October 23, 1944

Miss Charl Ormond Williams
Director of Field Service, NEA
and Executive Chairman
White House Conference on Rural Education
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Miss Williams:

It was a pleasure to serve the interests of the NEA at the recent White House Conference. We accept with pleasure the work assigned to us in your letter of October 12.

In order to make a plan for teachers colleges use of the proceedings we will need the proceedings. Can you send me at your earliest convenience, even in the rough, the proceedings of the conference. Our committees will then go to work. Will you also give us the date that you will need this plan.

Greetings to all of our friends there.

Sincerely yours,

(Signed) Cyril W. Grace
President

C O P Y

COBLESKILL CENTRAL SCHOOL
COBLESKILL, NEW YORK

October 26, 1944

Dr. Charl Ormond Williams
1201 16th Street, N. W.
Washington, D. C.

Dear Dr. Williams:

How time does fly! It is with something of a start that I realize a month has passed since the White House Conference was convened. Truly this was an event which no one who was privileged to participate will ever forget. Certainly you have every reason to be intensely proud of the way in which events transpired and of the success which crowned your own personal efforts.

I have had some opportunity to share with rural groups some of the deliberations of the White House Conference since my return home. Plans are under way which will enable me to meet with many more of the rural organizations in this rural county. A radio broadcast which I am to make on November 12, 1944 will enable me to hit, in a general way, this entire county. That will be followed by meetings with local units of the rural organizations in this area for the purpose of orientation toward study of the official report of the Conference proposals.

My pleasure at being privileged to attend these historic meetings is exceeded only by my desire to crusade for better life through better education for rural people.

Very sincerely yours,

(Signed) Allan P. Bradley
Supervising Principal

C O P Y

THE KANSAS STATE TEACHERS COLLEGE
EMPORIA, KANSAS

October 24, 1944

Miss Charl Ormond Williams
Director of Field Service
Washington, D. C.

Dear Miss Williams:

Thank you for sending on my card of admittance to the White House and the summaries of the conference. I have been too busy making speeches to write as promptly as I should.

May I express my appreciation of the opportunity of having these two days in the White House, considering the very important question of Rural Education. I am appreciative of your leadership and the interest shown by President and Mrs. Roosevelt. I hesitate to write them as I know the demands on their time are very great. I was especially cheered at President Roosevelt's public statement to us of "taxing the wealth where it is and spending it where the children are." We have worked so long in that direction and this statement by our President was the greatest bit of cheer I had had in regard to Rural Education.

May I express to you my appreciation of the fine courage and energy you have exercised in planning, calling, and executing this significant conference. You are a fine example of what women can do in assuming important leadership. Again let me say thank you.

We have many plans to use the materials and thinking developed in the conference during the coming year. I will keep you advised as our plans develop. So far I have been making speeches.

With best wishes, I am

Sincerely yours,

(Signed)

Dale Zeller
Professor of Education

C O P Y

AMERICAN RED CROSS
NATIONAL HEADQUARTERS
WASHINGTON 13, D. C.

November 6, 1944

Miss Charl Ormond Williams
Executive Chairman
Division of Field Service
National Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

I will be most interested in seeing the published report of the White House Conference on Rural Education. The conference itself gave the promise of a valuable document. It is not possible for me to decide/^{how} we may best assist in supporting action, but I feel that we will have many uses for the publication. It may be that we can place copies in the hands of our Junior Red Cross Chairmen who are working in rural areas. It is also possible that adaptations of information contained therein could be presented directly to our membership and to adult leaders in both rural and urban areas.

In my opinion your conference was a great success. We are all indebted to you for the opportunity to participate in a program which went forward under such favorable auspices.

Sincerely yours,

(Signed) Livingston L. Blair
National Director
American Junior Red Cross

C O P Y

MONMOUTH COUNTY DEPARTMENT OF PUBLIC INSTRUCTION
80 BROAD STREET, FREEHOLD, N. J.

November 4, 1944

Miss Charl Williams
Executive Chairman
White House Conference on Rural Education
Washington, D. C.

Dear Miss Williams:

I with the other representatives to the White House Conference from New Jersey reported to the Helping Teachers of the State some of the facts presented and recommendations made at the conference. The group received the ideas expressed in the Tentative Charter for Rural Education with a great deal of enthusiasm.

The other representatives from New Jersey and I plan to meet on December 14 to determine how we can best acquaint the members of the State Department of Public Instruction, the County Superintendents, Rural Supervisors, and the public at large with the addresses, reports, and recommendations given at the White House Conference.

I feel, as a result of the White House Conference, we shall see outstanding improvements in rural education.

Sincerely,

(Signed) Mae S. Gibson
Helping Teacher

C O P Y

STATE OF NEW HAMPSHIRE
STATE HOUSE, CONCORD

November 6, 1944

Miss Charl Ormond Williams, Executive Chairman
The White House Conference on Rural Education
National Education Association of the United States
1201 Sixteenth Street, N. W.
Washington, D. C.

Dear Miss Williams:

It was most thoughtful of you and most gracious of Mrs. Roosevelt to make it possible for those of us who were unable to accept the invitation to the conference to have the invitation with the cards of admission. It will be a valued possession. Your thought and Mrs. Roosevelt's graciousness are deeply appreciated.

I have read with much interest the enclosures which came with your letter and the articles appearing in the N. E. A. Journal and Education for Victory. I am anticipating the opportunity to read the volume of proceedings which will be available next month. The volume will enable those of us who were unable to be present to have a real share in the value of the conference, even though we missed the significant value/^{that}attendance at this particular meeting would have made possible.

Surely you and those who have worked with you deserve the thanks and congratulations of all people who are interested in rural education.

Sincerely yours,

(Signed)

Phila M. Griffin
Elementary School Agent

Miss Dow 100

(Miss Charl Williams)

will come to next
press camp. use

Mon. 2-11 Am

January 15, 1945

100

My dear Dr. Williams:

Thank you for letting me see
the January number of Magazine Digest.

I think your article is interesting
even if it is cut.

Very sincerely yours,

Dr. Charl Ormond Williams
Director of Field Service
National Education Association
1201 - 16th Street, N. W., Washington

d.
Magazine returned

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 13, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

Enclosed is a copy of MAGAZINE DIGEST, in which I have an article on rural education. I wrote it under the title, "The Forgotten Children of the United States," but the title was changed and all of the material concerning the White House Conference on Rural Education was cut out.

This magazine is published in Canada and republished in Great Britain, Australia, and New Zealand. Two-thirds of its two million circulation is in the United States, however.

Will you please return this magazine to me?

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

*I am thrilled and sorry you
- tomorrow - Sunday - at their school.*

w/e

100
January 19, 1945.

My dear Miss Williams:

Mrs. Roosevelt has asked me to send you the enclosed copy of a letter from Mrs. Edward W. Johnson, Secretary to Committee on Economic and Legal Status of Women, Minneapolis Branch, A.A.U.W., Minneapolis College Women's Club, 310 Groveland Avenue, Minneapolis, (4), Minnesota.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington (6), D. C.

VDS

100 ✓
January 20, 1945.

Dear Miss Williams:

I have your letter of January 16th, enclosing one from Mrs. Beverly.

I could not in any case promise definitely to make the commencement address in May, and I am always doubtful of the wisdom of my going into the South. I always must think of whether I would help or hinder good work.

Very sincerely yours,

Miss Charl O. Williams
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

VDS

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

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Director of Agriculture Extension
Work, U. S. Dept. of Agriculture,
Washington, D. C.

OWEN D. YOUNG
Honorary Chairman, General Elec-
tric Co., New York, N. Y.

January 16, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

The enclosed letter from Mrs. F. C.
Beverly is one in which I feel you will be
interested.

Mrs. Beverly is an outstanding leader
in rural education and has a record of twenty-five
years of splendid work at the Whitmell Farm-Life
School. I could not do less than pass this letter
on to you.

Sincerely yours,

Charl Ormond Williams
Charl Ormond Williams

w/e/mb
Enc.

*Handy help on his side in Va.
I'm sure it's a part of that?*

*add
1/20/45*

Co-Chairmen
HOWARD A. DAWSON
Division of Rural Service
R. B. MARSTON
GLENN ARCHER
Division of Legislation
and Federal Relations

This should have
gone up with the
other letter about
the Whittemell Farm Life
School.

There is Whitnell
Virginia 7

pl

WHITMELL FARM-LIFE SCHOOL
Whitmell, Virginia

January 12, 1945

OFFICE OF THE PRINCIPAL

Miss Charl Williams
Washington, D. C.

My dear Miss Williams:

The White House Conference is still in my thoughts continuously. Many requests are coming in for reports on the conference. I never miss an opportunity to tell of it. I feel grateful to you for giving me such a rich experience.

I am writing to ask if you think Mrs. Roosevelt would consider speaking at Whitmell Farm-Life School at commencement on May the thirty-first. I know how busy she is but I likewise realize her great interest in under-privileged groups. Rural people would esteem her presence as the greatest honor that could come to them. I realize how close you are to her and the President and I wanted your reaction.

I was very happy over the results of the election. To me, President Roosevelt is the greatest personality in the world today. He is essential to the successful completion of the war.

Again thanking you for all of your courtesies and wishing for you every success, I am

Sincerely yours,

(signed)

Mrs. F. C. Beverly

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 24, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I sent the letter from Mrs. Beverly, whom I have known for years, on to you because she requested it. However, she does have an extraordinary school and many years ago she entertained one of the large Country Life Conferences in that small town, and housed the delegates in homes for miles about. They saw country life at first-hand instead of meeting it in a city and talking about it. Needless to say, the conference was deeply impressed.

My heart ached when I read those few lines about the South. You will not let a few or even a goodly number of outspoken people in that section make you believe that the entire South seems hostile to you. Such is not the case, and the overwhelming vote in the Solid South is a point to consider.

The warmth of the welcome given to you in Junaluska last summer is something for you to keep in mind. You would be as warmly received in Virginia. The only question in my mind that you would have to consider is whether you have the time and the strength to make this trip.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

CCW/leb

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

January 25, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

This letter from Dr. Maffett has just reached me in the afternoon mail. This is just one more evidence of the far reaching effects of our June meeting. I actually believe that women are going forward with this idea you gave them, and they are going to make it count on the national, state and local level.

Please return Dr. Maffett's correspondence to me.

Sincerely yours,

Charl Ormond Williams
Charl Ormond Williams
Director of Field Service

W/b
Enclosure

A Conference
on
Greater Participation of Women
In Government

The Roof Garden, Adolphus Hotel
Dallas, Texas

January 26, 1945 - 1:30 to 5:30 P. M.

Presiding—Judge Sarah T. Hughes

Opening of Conference
America

Keynote Address

Dr. Minnie L. Maffett, Immediate Past President, National
Federation of Business and Professional Women's
Clubs, Inc.

Women's Experience in Policy Making Positions

Mrs. John M. Hanna, Vice-president, Dallas War Chest
Mrs. F. M. Rawlins, Vice-chairman, Lancaster Ration Board
Miss Mamie Boone, Principal John F. Peeler and John H.
Reagan Schools

Mrs. Kirk Hall, Former member Dallas Board of Education
Mrs. Sarah C. Menezes, Former member Republican State
Executive Committee

The Responsibility of Women in Government

Honorable J. Woodall Rodgers, Mayor of Dallas

Women's Future Opportunities in Government

Dr. Mattie Lloyd Wooten, Dean of Women, Texas State
College for Women

Women's Future Opportunities in Business and Industry

Professor Everett W. Schadt, Southern Methodist University

Discussion

Business of Conference

A Summary Statement of Conference
Roster of Qualified Women
Continuation Committee

Closing of Conference

The Star Spangled Banner

AMERICA

My country, 'tis of thee, Sweet land of liberty,
Of thee I sing!
Land where my fathers died,
Land of the Pilgrims' pride,
From ev-'ry mountain side, Let Freedom ring!
Our fathers' God! to Thee, Author of liberty,
To Thee we sing:
Long may our land be bright,
With Freedom's holy light;
Protect us by Thy might, Great God, Our King!

THE STAR SPANGLED BANNER

Oh, say, can you see, by the dawn's early light,
What so proudly we hailed at the twilight's last gleaming?
Whose broad stripes and bright stars,
Through the perilous fight,
O'er the ramparts we watched were so gallantly streaming?
And the rockets' red glare, the bombs bursting in air,
Gave proof thro' the night that our flag was still there.
Oh say, does that star-spangled banner yet wave
O'er the land of the free, and the home of the brave?
Oh, thus be it ev-er when free-men shall stand
Between their loved homes and the war's desolation;
Blest with vict'ry and peace,
May the Heav'n-rescued land Praise the Pow'r
that hath made and preserved us a nation!
Then conquer we must, when our cause it is just;
And this be our mot-to "In God is Our Trust!"
And the star-spangled banner in triumph shall wave
O'er the land of the free, and the home of the brave!

DR. MINNIE L. MAFFETT
706 MEDICAL ARTS BLDG.
DALLAS 1, TEXAS
January 21, 1945

Planned to see you in Washington
Jan 21, 1945

Dear Charl:

As a means of showing you the far reaching effects of your long range thinking a year ago that resulted in the White House Conference of June 14th, I thought you would be interested to know further that we in this section have not been willing to let this matter drop but are continuing to carry through on it.

As previously told you, a state wide conference planned on lines similar to those of the White House Conference was held in Austin last September.

Yesterday afternoon to consider matters of this type on a local level, another meeting was held in Dallas as per the enclosed program. A similar meeting will also be held in Ft. Worth next Saturday. I have been asked to speak at that meeting also and now intend to be there.

I had hoped to be able to see you in Washington in February when I expected to be there attending another meeting of the National Civilian Advisory Committee to the War Department, of which I am a member representing the 8th Service Command, but I just received notice yesterday that a meeting of this Committee will be held February 17th - 19th at Ft. Des Moines, Iowa.

Always with my best wishes, I am

Cordially yours,

Minnie L. Maffett
Dr. Minnie L. Maffett

MLA:EF

100

January 29, 1945

Dear Miss Williams:

Thank you for your letter and for the material on the conference on educational facilities for returning veterans. I am very much interested and hope you will keep me informed as to further action.

Sincerely,

0

Miss Charl Williams
NEA

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

ad 1-29

January 25, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

A most encouraging step was taken here at our headquarters yesterday. The enclosed material will tell you what it was all about.

When interested and responsive people face the facts regarding the education of the returning veterans, they found that the overwhelming number of them would not be going to college, but would need instruction in the elementary and secondary grades. Besides that, we know that that would be the most difficult kind of education to give them because they cannot fit in — and should not be expected to — with the boys and girls much younger.

This conference is a beginning of a series of efforts to do something really constructive and helpful to these men who have given so much for us. The various departments of the Government listed herein, sent very able men and women to participate in this undertaking. The interest was sustained throughout the day and this group feels a high sense of responsibility to do the right thing. I shall let you know about it as it progresses.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

W/b
Enclosure

*Thank
Please Ref^{er}
informed*

✓

SUGGESTED AGENDA FOR CONFERENCE ON
EDUCATIONAL FACILITIES FOR RETURNING VETERANS

Part I - The Present Situation

1. Statement of the problem
2. Facts concerning the educational status of veterans
3. The relationship of various federal agencies to the education of veterans:
 - (a) Veterans Administration
 - (b) Retraining and Reemployment Administration
 - (c) War Department
 - (d) Navy Department
 - (e) Selective Service
 - (f) Employment Service
 - (g) Office of Education
 - (h) Department of Agriculture
 - (i) Department of Labor
 - (j) Bureau of Naturalization and Immigration
 - (k) War Manpower Commission
 - (l) Federal Security Agency
4. The educational needs and interests of veterans
 - (a) Scope
 - (b) Kind and quality
 - (c) Guidance
5. The availability of educational facilities and guidance services for veterans who have
 - (a) Not attained the fourth-grade level
 - (b) Attained the fourth-grade level, but have had no high school training

- (c) Had some high school training but have not graduated
 - (d) Completed high school or have had some college training and need further education on this level
6. The responsibility of state and local educational authorities and agencies for educational facilities and guidance services for veterans
- (a) Status
 - (b) Expansion
7. The responsibility of federal agencies for educational facilities and guidance services
- (a) For service men
 - (b) For veterans

Part II - Possible Further Action

1. What immediate action should be taken as a result of this exploratory conference to inform responsible authorities as to the facts and as to steps that can be taken now to make needed educational facilities and guidance services available to veterans?

For example: What information should be released as a result of this conference?

What immediate programs of action can be suggested to state school officials, Governors, legislators, and local school officials?

2. Shall a work-conference on these problems be organized?
3. Is there need for establishing a central agency for collecting and disseminating information on the education and guidance of veterans and for promoting the establishment of the requisite facilities?
- (a) What information and research are needed?
 - (b) What programs of action should probably be promoted?

AGENCIES AND ORGANIZATIONS
INVITED TO SEND REPRESENTATIVES TO
CONFERENCE ON EDUCATIONAL FACILITIES FOR VETERANS

I. Private Organizations

- American Association of School Administrators
S. D. Shenkland, Executive Secretary
- American Farm Bureau Federation
Edward A. O'Neel, President
- American Federation of Labor
William Green, President
- American Legion
Edward N. Scheiberling, Commander
- American Vocational Association
L. H. Dennis, Executive Secretary
- Congress of Industrial Organizations
Philip Murrey, President
- Department of Adult Education, NEA
Roben J. Measke, President
- Department of Elementary School Principals, NEA
Eve G. Pinkston, Executive Secretary
- Department of Higher Education, NEA
Ralph McDonald, Executive Secretary
- Department of Secondary School Principals, NEA
Paul E. Elicker, Executive Secretary
- Division of Field Service, NEA
Cherl O. Williams, Director
- Division of Rural Service, NEA
Howard A. Dawson, Director
- Educational Policies Commission
William G. Carr, Executive Secretary
- Farmers Union
James G. Patton, President
- National Association of Manufacturers
W. B. Weisenburger, Executive Vice President
- National Association of State Vocational Directors
Paul Cressmen, President
- National Council of Chief State School Officers
T. G. Pullen, Jr., President

National Education Association
F. L. Schlegle, President
Willard E. Givens, Executive Secretary

National Grange
A. S. Goss, Mester

United States Chamber of Commerce
Eric Johnston, President

II. Public Agencies

Department of Agriculture
Honorable Claude R. Wickard, Secretary of Agriculture

Employment Service
Honorable Paul V. McNutt, Director

Federal Security Agency
Honorable Paul V. McNutt, Administrator

Immigration and Naturalization Commission
Honorable Ugo Carusi, Commissioner

Department of Labor
Honorable Frances Perkins, Secretary of Labor

Navy Department
Honorable James V. Forrestal, Secretary of the Navy

Office of Education
Honorable John W. Studebaker, Commissioner of Education

Office of War Information
Honorable Elmer Davis, Director

Retraining and Reemployment Administration
Brigadier General Frank T. Hines, Administrator

Selective Service System
Major General Lewis B. Hershey, Director

Veterans Administration
Brigadier General Frank T. Hines, Administrator
of Veterans' Affairs

War Department
Honorable Henry L. Stimson, Secretary of War

War Manpower Commission
Honorable Paul V. McNutt, Chairman

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

February 3, 1945

alt
2/9/45

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

You will be interested in this letter from the State Department in regard to the Roster of Qualified Women. You will be equally interested in learning -- if you do not already know it -- that the State Department is about to employ a woman who will work closely with the national organizations of women. It seems to me that this is one good concrete outcome of our conference.

I thought that we came out of your press conference very well. The women seemed to accept graciously our decision not to publish the names.

Several of them wrote very good stories. The one in the New York Herald Tribune by Ann Cottrell was very fine indeed.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

CCW/leb

Enc.

*Thank
thank very good
E.O.*

DEPARTMENT OF STATE
Washington

January 31, 1945

In reply refer to
OA

My dear Miss Williams:

It gives me pleasure to acknowledge the receipt of your letter of January 17, 1945 with its enclosure, the Roster of Qualified Women prepared by the Continuation Committee of the White House Conference on "How Women May Share in Post-War Policy-Making". The Roster represents a splendid and most useful undertaking. It will be filed in the Department of State and interested officers will be notified of its availability.

Following your suggestion, the Roster will be open to officials of the other Departments and Agencies of the Federal Government on their request. We shall also be glad to have for further study the questionnaires from which the Roster was compiled, as soon as you find it convenient to turn them over to the State Department.

At your Conference last June, former Assistant Secretary Shaw pointed out that a considerable number of women, specialists in many fields, are serving as officers in the State Department. I believe that your Conference program took note, also, of the fact that women have been appointed members of United States delegations to almost every recent international conference. The Department is gratified that able women have been ready to represent the United States on these occasions.

There will undoubtedly be conferences and commissions in the future at work on many matters of international concern. They will cover a wide range of interests and activities, and the Government will need to call on persons qualified in many different subjects. Thus, in seeking out women of special training and attainments, and in making them known to the officials of the Government, the women's organizations have performed a valuable service. Please convey to the members of the Continuation Committee the Department's appreciation of the project and the cooperative spirit in which it has been carried through.

As of possible interest to the Committee, I am enclosing a copy of the statement about the Roster released to the press by the Department.

Sincerely yours,

(Signed)

Joseph C. Grew
Acting Secretary

Enclosure: Press Release No. 58

Miss Charl Ormond Williams,
Director of Field Service,
National Education Association of the United States,
1201 Sixteenth Street, N. Y. Washington 6, D. C.

DEPARTMENT OF STATE

FOR THE PRESS

JANUARY 22, 1945
No. 58

The Department of State today received from Miss Charl Ormond Williams, Chairman of the Continuation Committee of the White House Conference on "How Women May Share in Post-War Policy-Making", a roster of 260 American women qualified to serve in many fields of specialized activities. The roster is designed as a list which government departments and agencies may consult in the selection of qualified persons to serve on Government Commissions concerned with the re-establishment of a peaceful world.

The roster, which will be held available in the Department of State for consultation by all government authorities, was prepared by the Continuation Committee created at the White House Conference in June, 1944. The Committee is composed of the following persons:

Miss Charl Ormond Williams, Past President and Director of Field Service, National Education Association --
Chairman

Dr. Minnie L. Maffett, Past President, National Federation of Business and Professional Women's Clubs, Inc.

Dr. Kathryn McHale, General Director, American Association of University Women

Mrs. Lucy J. Dickinson, President, General Federation of Women's Clubs

Miss Elizabeth Christman, Executive Secretary, National Women's Trade Union League of America

Mrs. Charles W. Sewell, Administrative Director, The Associated Women of the American Farm Bureau Federation

* * * * *

(Personalized and sent to Governor of each State)

Handled by B.C.W.

W

This letter pertains to educational facilities for veterans. Already about 1,000,000 of them have been separated from the armed forces. More will return to our States every month. The problem is here and now. It will not be delayed until after the war. The question is what are we going to do about it?

On Wednesday, January 24, I, with the cooperation of Dr. Ralph McDonald, Secretary of the Division of Higher Education of the NEA, convened a conference of representatives of 25 private agencies and 15 governmental agencies to explore the problem of how to get educational facilities, especially on the local level, to meet the needs of returning veterans. The "G. I. Bill of Rights" provides financial assistance for the veterans seeking further education. But that gets precisely nowhere unless the proper facilities are available.

I am enclosing a feature article and an editorial from The Washington Post, one of the eight or ten most effective and influential newspapers in the nation. These publications speak for themselves and I urge you, for the sake of our veterans, to read them.

I am enclosing a copy of a statement entitled "Educational Facilities for Veterans," a copy of the agenda of the conference, and a copy of the list of representatives that attended the conference.

✓ Another conference will be held and a formal report issued. In the meantime, 44 State Legislatures are in session. Time is short and something should be done now. Thirty days from now, in many States, will be too late.

Without specific commitment from any agency, I make the following suggestions:

- ✓ 1. Each State Legislature should now provide the funds for the personnel in the State Department of Education to work with the responsible federal agencies and veterans organizations for the guidance of veterans seeking further education, and to stimulate local school systems to make the necessary facilities of adult education type to accommodate the veterans.
- ✓ 2. Funds should be provided to help local school systems and State institutions get started in providing the necessary facilities. Remember that if the local schools and State institutions can get started, the tuition fees from the Federal Government will go far in supporting the educational programs.

✓ If this isn't done and done now many veterans are going to be seriously neglected and anything they say or do about it in the future will probably be in order.

3. State Legislatures should now enact legislation to authorize the State Board of Education or some other appropriate body, either designated by law or authorized by law, to accredit schools to offer education for veterans according to definite adequate standards of accreditation. Many States are now placing on the accredited lists submitted to the Veterans Administration any and all public and private schools and colleges. The record stinks to High Heaven. But the record is nothing compared to what it will be when the veterans find out what has happened to them.

Under present conditions unless the States take appropriate action, many "fly-by-night" schools are going to be established whose chief accomplishment will be to get the veteran's money without the quality of service to which he is entitled.

✓ 4. The Governor and the Chief State School Officer should at once convene a conference of the appropriate public and private agencies of the State, and draft appropriate legislation and get immediate action. In my opinion, corroborated by many other responsible persons, anything short of this action will be gross neglect of a patriotic duty.

Please let me know your reaction to these proposals and keep me informed as to the action taken.

✓ Copies of this letter are going to the Chief State School Officer, the State Commander of the American Legion, and the Secretary of your State Educational Association.

Very sincerely yours,

Howard A. Dawson
Co-Chairman of the
National Conference on the Facilities
for the Education of Veterans

HAD:BC

Schooling For Veterans

A picture in last Tuesday's Post gave graphic illustration of a problem that must be faced in connection with the demobilization of our armed forces. It showed a 22-year-old discharged soldier sitting at his desk in the sixth-grade classroom of the Gary Grammar School, Tampa, Fla. His is likely to be an exceedingly uncomfortable situation. His classmates are children, while he is an adult not alone in years but also in the hardening and maturing experience of combat service overseas. Apart from the natural embarrassment he must feel at finding himself on an educational par with his juniors, he will scarcely find their approach to studies stimulating. And it is doubtful that his presence in the classroom can be considered desirable from the point of view either of the youngsters or the teacher. Altogether, this represents a highly unsatisfactory way of meeting the needs of under-educated veterans.

This is by no means an isolated case, as an article by Margaret Davis elsewhere in The Post today makes clear. Something like 200,000 illiterates have been inducted into the armed forces and there given the rudiments of an education—enough at least to fit them for schooling and to show them the need for it. It is estimated that half a million servicemen have never gone beyond the fourth grade of elementary school, more than four million have never gone beyond the eighth grade. Many of them will want additional education when they get out of uniform. All of them will need it if they are to fulfill their responsibilities as citizens of a democracy.

The problem is essentially one of adult education, calling for special facilities and teaching techniques oriented to the particular needs of these men. It is unfortunate that the emphasis of the so-called GI bill has been so largely upon advanced schooling. The undereducated have even more urgent need of its benefits. But while the bill provides funds to make schooling available to them, it can have little effect unless adequate educational opportunities of a suitable character can be provided at the same time. This is a problem which the educators must meet in cooperation with the several Government agencies having jurisdiction and responsibility. To a great extent it must be met by the States. With 44 of the State Legislatures in session this year, the need for prompt action is underscored. There is an opportunity here as well as a problem—an opportunity to lift significantly the educational level of American youth.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

February 3, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I am sending you some additional information about the education of returning veterans below college grade. Put this in your files for future reference.

You will be interested to know that the two men mentioned in this long news item, Lieutenant Lynde and Mr. Schuler, came to Mr. Dawson and me with an urgent request that we call the conference that I wrote you about a few days ago. The great success we made of the Rural Conference in October was the inspiration of this request. I talked to Mr. Dawson at some length this morning, and we are going to call, within two weeks, another conference which will bring together in written form the exact status of this problem and the remedies which we propose. If we let you know the date and hour in time would you be interested in coming to this conference and giving us your views on the subject?

I spoke to Mr. Dawson about it this morning, but we shall say nothing further about it until I know whether you could accept an invitation. I cannot be as definite as the occasion demands, but I am assuming the conference will be on any day from the 12th to the 15th of February. I shall explore the situation further, and I think there is a possibility of your being available one of those days.

This whole question about the education of these veterans is a very serious one and if something right is not done about it, it may blow up in our faces. I am very greatly interested in it.

I have just come from luncheon with Miss Sallie Marks who arranged it for me to meet Mrs. Harold Smith, the wife of the Director of the Bureau of the Budget. She told me that her husband was very much interested in our conference which you arranged and that he was very pleased to have the letter I had written you about him.

Yours sincerely,

Charl Ormond Williams

CCW/leb

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

February 3, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

file
FEB 5 1945

Dear Mrs. Roosevelt:

I think that you are just about the keenest and kindest person I have ever known in my life. It was lovely of you to invite Miss Goodykoontz to your luncheon on Tuesday. I like to think that you planned with "malice aforethought" the presentation of that letter, and the final assignment of it to Miss Goodykoontz for a helpful reply. I enjoyed every bit of it and approved it wholeheartedly.

I invited Miss Goodykoontz to return to the hearing on federal aid that afternoon. Soon after our arrival at the Capitol, we left the committee room and went to a place where we could talk. When the opportunity comes, I shall tell you some of the things she told me.

I suggested to her that she let it be known round about her office that she had been to the White House and that she was writing this letter in answer to a request from you. "Would you do it?" she asked. "I most certainly would," was my prompt reply.

Yours sincerely,

Charl Ormond Williams
Charl Ormond Williams

CCW/leb

CO-OPERATIVE EXTENSION WORK
IN
AGRICULTURE AND HOME ECONOMICS

Office: Court House
Phone 2275

Wilmington, Ohio
January 16, 1945

Miss Charl Ormond Williams
Director, Field Service
National Education Association
Washington, D. C.

Dear Miss Williams:

This letter is prompted by the fact that I have under schedule several speaking engagements on the future of rural education. I am also actively engaged in helping establish a county-wide farm policy association here in Clinton County which will doubtless have much concern and perhaps considerable to do with policies regarding rural education in the future.

I recall your suggestion that delegates to the White House Conference, insofar as possible, avoid discussing recommendations of the Conference until such time as the documented report might be available. To date I have received no such report except copies of the addresses which appeared in "Education for Victory".

I shall not soon forget the pleasant experiences at the White House Conference under your able leadership. I believe you will find that the County Agricultural Agents to be in position to work effectively with county superintendents in bringing together the representative farm leaders in effective consideration of the rural schools. Personally, I pledged my unrelenting effort in this direction.

It is my belief that every rural county in the country should have a Farm Policy Group truly representative of all farm interests with which school officials and others might consider their problems and chart a course of action. I have found a little 25¢ handbook entitled "A Guide To Community Coordination", published by Coordinating Councils Incorporated, 145 W. 12th Street, Los Angeles, Calif., most helpful in setting forth principles in guidance for organization of coordinating and policy forming groups. I presume that you are familiar with this publication.

I shall be glad to advise you regarding the progress of our local policy group. Just now my chief need is for a complete copy of the White House Conference Report.

Very truly yours,

Walter L. Bluck /s/

Walter L. Bluck
County Agr'l Agent

WLB/mm

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

February 6, 1945

CONFIDENTIAL

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

Here is some interesting and important information for your federal aid file. I think the President will be interested in seeing it when he can find the time.

Mr. Maurice J. Thomas, Superintendent of Schools, Rochester, Minnesota, submitted a manuscript to our staff for a book he hopes Harper's will publish under the title, "Education's Challenge." He has read all the State Papers of all the Presidents of the United States and has quoted all significant passages referring to education. The manuscript is very revealing -- so much so, that I have copied the preface, index, a striking chart, and the quotations he used in introducing certain chapters.

The quotations from the speeches of the Presidents were filed at the recent hearing on federal aid before the Senate Committee on Education and Labor and will appear in the printed records. You may want to glance over that, so I shall see that you have a copy when it comes off the press -- probably a month hence, at least. A typed copy of these quotations is enclosed here.

I can remember writing to the President twice during his years in the White House expressing my very great hope that he would finish the educational work begun by Washington and Jefferson. He has already done much, and the rest could be done in the next four years if he can only have the time and the strength to devote to that end. I should like nothing better than to work with him toward those goals. To do so would be the crowning privilege of my life.

Faithfully yours,

Charl Ormond Williams
Charl Ormond Williams

See you

File
NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES
1201 SIXTEENTH STREET, N. W., WASHINGTON 6, D. C.

February 6, 1945

Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

Your mail was heavily loaded with letters from me on Monday. These letters had been dictated on various days last week, but because of the illness of my secretary they had to be written by a part-time secretary, and were not finished and signed until last Saturday afternoon.

The hearing on the federal aid bill was the most satisfactory one ever held. All the Senators on the Committee on Education and Labor were present except Senators Ball and LaFollette, both of whom are warm supporters of federal aid. At several sessions, nine Senators were present at one time. All the new Senators on the committee are warm friends of federal aid, and that, in itself, speaks volumes for the change in public opinion regarding this question.

Only one or two Catholics were present. None of them spoke against the measure. The National Catholic Welfare Conference filed a statement, but no one spoke for that organization. A copy of that statement is enclosed.

W.A. Williams
I am enclosing also a long statement which was made at the hearing by Mr. Elmer E. Rogers, representing the Scottish Rite Masons of the Southern Jurisdiction. This large and influential organization has jurisdiction in every state of the Union, west of the Mississippi, south of the Ohio -- 33 states in all. This organization, up until the time of the Advisory Committee Report made for the President by Dr. Floyd W. Reeves, was the staunchest, strongest, and most influential organization in the country supporting a Federal Department of Education with a secretary in the President's Cabinet, and federal aid to education. When that report came out, as I have written you in a previous letter, this organization urged strongly that in the bills introduced into Congress federal aid be granted only to "tax-supported free public schools." That provision was not included in these bills so they tried to secure an amendment to that end. When they failed to secure that amendment, after many efforts, they withdrew their support from the National Education Association. It was the most tragic thing that has happened to federal aid to education. Numerous other organizations, with purposes similar to the Scottish Rite, also withdrew. None of them, as in times past, testified for our bill at this last hearing.

I write you this in support of my plea that any bill that the President offers to Congress be clearly written for aid to public schools.

You need not return this material if you are keeping a federal aid file.

Yours sincerely,

Charl Ormond Williams
Charl Ormond Williams
Director of Field Service

COW/leb

Enc.

STATEMENT BEFORE THE COMMITTEE OF EDUCATION

AND LABOR ON S. 181 on January 31, 1945.

My name is Elmer E. Rogers. I am the assistant to Col. John H. Cowles, Sovereign Grand Commander of the Supreme Council, 33°, Ancient and Accepted Scottish Rite of Freemasonry, Southern Jurisdiction, U.S.A. As such, my appearance here is to read his statement on the pending bill, S. 181 and my own on the same measure. I will first present the statement of Col. Cowles:

Our nation, polyglot in its constituent population, includes 50 or more nationalities and races and some 250 religious sects and cults. The only common melting pot, the only means of making all of these elements homogeneous and our people culturally united, is the tax-supported free public schools. They have been well-named the bulwark of our free institutions. As such our tax-supported free public schools should ever be superior to any and all other schools throughout the country. They should be highly efficient in at least two respects:

1. They should impress upon the minds of the pupils the ideals and traditions of our country.
2. They should prepare our children in the basic subjects of learning so that they may be able not only to earn their livings, but to have an appreciation of ^{the} moral, political, economic and other social questions in relation to themselves, their community and the nation in its relation to other nations.

While I am thus impressed with the great importance of adequate support of our tax-supported free public schools, it is my opinion that they should be maintained at the sole expense of the several states. I favor such maintenance for three reasons:

First, there is no state in the Union which at this time is not better able, financially, to support its schools than the Federal Government is to contribute to that support. This is at once perceived when it is considered, ~~first~~, that there are some states that are free from debt, and, ~~second~~, that ~~xxxxxxxxxxxxxxxx~~ the total bonded debt of other states is less than \$2,500,000,000, whereas the bonded obligations of the National Government are skyrocketing toward \$300,000,000,000 and will probably reach much more than 100 times the total indebtedness of the states before the war is over.

Second, the incomes of nearly all of the states ^{for 1914-5} exceed their respective expenditures.

Third, Federal aid tends to place the control of the public schools under the Federal Government.

However, if it is the sense of the Committee that S. 181 be reported favorably, I suggest that it be so amended as to make the appropriations available only to tax-supported free public schools. The present wording of the bill does not give that assurance, although the descriptive term "public school," is used in the bill. I urge this for the reason that all private schools, even those that are sectarian are regarded as public schools, by their owners, largely for a money consideration. Therefore, if as emphasized in S. 181 the proposed financial aid is left to the authorities of the several States and Territories to use as they choose, certain private and sectarian school interests will demand what they are now asking in many states as their "just proportion" of school tax funds based on pupil population, the taxes they are assessed for the public schools. They will argue that since the bill left the funds appropriated thereunder to the States to allocate as they please, the Congress intended that their schools were to share in the funds. In proportion as the State authorities or legislatures would yield to such arguments, the private and sectarian schools would grow in power and influence to the detriment and final destruction of the tax-supported free public schools, as they now are administered.

To aid such schools would encourage the movement in this country to reestablish the union of church and state, a legal status which is prohibited to the Federal Government in the first clause of the First Amendment of ~~the~~ its Constitution. Lest some members of this committee take refuge in the conviction that State constitutions adequately prohibit the use of public funds to aid private or sectarian schools, they should be disillusioned by the findings of the Institute of Educational Research of the Fordham University, a Jesuit school, in its Bulletin No. 1, issued in 1936. The late Walter R. Reed, Secretary General of our Supreme Council, stated at a hearing before the House Committee on Education in 1937, that the Fordham University Institute was of the opinion from its findings that direct appropriations of public money to the Roman Catholic schools would be legal in more than half of the States, and a similar result might be obtained in most of the others "by a simple subterfuge."

Whether or not these findings are sound, it is my judgment that this bill should, in the spirit of the First Amendment, specifically provide that the funds appropriated therein shall be allocated only for the use of tax-supported free public schools. To so earmark the appropriations in this bill would not be a departure from the practice of Congress when making appropriations to the states for education. All of such grants, so far as I recall, have been definitely limited and restricted in purpose. Although this bill would seem to limit its appropriations to tax-supported free public schools, their teachers and other tax-supported free public school employees, by the use of the term "public schools," may I suggest that having so consistently followed the policy of definitely restricting appropriations this is no time to establish a new and dangerous precedent. I propose therefore the following amendment to be designated (f) under Definitions, Section 13, of the bill:

The term "public school" or "public education" shall mean "tax-supported free public school" and "tax-supported free public education."

Also that line 24 in (D) Section 5, be amended to read "public control for tax-supported free public schools."

For Congress to leave any uncertainty as to its purpose in this bill is quite likely to precipitate contention and wrangling from a religious angle, in many states. Moreover, the uncertainty is likely to lead to costly litigation initiated by those who would invoke the constitutional provisions of the states against aid to sectarian schools.

I close with the statement I have previously made before this Committee and before the House Committee on Education:

"If the proposed appropriations are limited strictly to the tax-supported free public schools, it will encourage those devoted men and women who are giving so much of their time, labor, and sacrifice in the interest of the children who will control the future of this country. On the contrary, if Congress makes it possible for any part of these appropriations to be used by the States for purposes other than the tax-supported free public schools, it will contribute to the destruction of such schools and discourage those who are devoting their lives to them. If we would preserve our liberties under the First Amendment as well as under the whole Bill of Rights, we must preserve the tax-supported free public schools system against all peril."

This concludes the statement of Col. Cowles. Mine supplements his with certain detail upon the need for the Congress to be vigilant in the preservation of the Bill of Rights through the protection of the tax-supported free public schools against the efforts of certain sectarian schools to obtain support from the public treasuries. If the Committee questions any need for apprehension in the premises, other than the findings of the Fordham University Institute, I would respectfully refer it to just a few authenticated and well-documented statements emanating from Roman Catholic sources, which are the principal seekers for public funds for their schools.

I shall quote from the famous Encyclical of Pope Leo XIII entitled

"Humanum Genus," issued April 20, 1884; from the work of Msgr. John A. Ryan, D.D., and Morhouse F. X. Miller, S. J., entitled "The Church and the State," and from a former Roman Catholic Bishop.

In criticising our political institutions and the political thinking of such founders of them as Franklin, Jefferson, Adams, Madison, Richard Henry Lee, Patrick Henry and others who held that just governments derive from the consent of the governed, Pope Leo said in part:

"... Naturalists teach that men have all the same rights, and are perfectly equal in condition; that every man is naturally independent; that no one has a right to command others; that it is tyranny to keep men subject to any other authority than that which emanates from themselves. Hence, the people are sovereign; those who rule have no authority but by the commission and concession of the people; so that they can be deposed, willingly or unwillingly, according to the wishes of the people. The origin of all rights and civil duties is in the people or in the state, which is ruled according to the new principles of liberty. The state must be godless; no reason why one religion ought to be preferred to another; all to be held in the same esteem." All these principles are opposed by the Roman Catholic Church and, by some Popes they have been anathematized.

I now quote comments on Pope Leo's criticism of our institutions from page 149 of the Converted Catholic Magazine for June, 1944. This periodical is edited by former Roman Catholic priests, one of whom, Dr. L. E. Lehmann, was a bishop. Their offices are at 229 West 48th Street, New York 19, N. Y.

I now quote Dr. Lehmann:

"In his encyclicals, particularly Humanum Genus, Leo XIII declared war on the basic principles of democracy. He condemned the doctrines that are the foundation of our American government: sovereignty of the people; the fight to overthrow unworthy rulers; separation of Church and State; confinement of the church to its ~~own~~ spiritual functions; freedom of religion; freedom of speech and the press; right of the State to regulate marriage.

"The following quotation from Humanum Genus illustrates the way in which the sovereignty of the people is denied as well as their right to overthrow a tyrant or dictator:

Whence it is understood that he who has power to rule, whoever he may be, is God's minister... And it is absolutely false to say that the people have the right to withdraw obedience whenever they see fit.

"In his encyclical Libertas Humana, Leo XIII declared:

It is absolutely unlawful to demand, to defend, or to grant unconditional freedom of thought, of speech, of writing, of worship.

"In his encyclical Longinqua Oceani, Leo XIII decreed:

It is necessary to destroy the error of those who might believe, perhaps, that the situation of the Church in America is a desirable one, and also the error of those who might believe that in imitation of that sort of thing the separation of church and state is legal and even convenient."

The work of ~~Editor~~ Doctor Ryan, ^{co-author of The Church and the State,} one of the alleged great Roman Catholic liberals, was edited for the department of Social Action of the National Catholic Welfare Conference. It bears the imprimatur of the late Cardinal Hayes and his board of censors: The following paragraph which I quote from that work offers much hope to "the faithful" who may have less regard for the Bill of Rights than for the opinion of ^{their} high churchman:

"But constitutions can be changed, and non-Catholic sects may decline to such a point that political proscription of them may become feasible and expedient. What protection would they then have against a Catholic state? The latter could logically tolerate only such religious activities as were confined to the members of the dissenting group. It could not permit them to carry on general propaganda nor accord their organization certain privileges that had formerly been extended to all religious corporations."

Let me add that this ^{is} the status which obtains in Spain and in all Roman Catholic countries.

Gentlemen of the Committee, there certainly should be nothing ambiguous

in Federal legislation which makes outright gifts of millions upon millions of dollars annually to the States for any purpose, much less education, which strange as it may seem is becoming a highly controversial subject in this country, because of the forwardness of certain sectarian interests.

Failure to define precisely and definitely the terms "public schools" and "public education" may be used as an argument ^{by} of these interests in many States to obtain support for their schools from funds derived from Federal taxation. Such support would be a violation of the principles of separation of church and state, for the State or Federal Government cannot support sectarian schools without aiding the church of the particular sectarian school.

Support of private or sectarian schools from public funds would also retard the growth and strength of our system of tax-supported free public schools which, to repeat, is the foundation of our democracy.

Fortunately, there are a number of United States Supreme Court decisions which lend hope to the citizens who would oppose, in the courts, the support of sectarian schools from Federal funds should it be necessary to invoke the constitutionality of gifts from such funds to sectarian schools.

With the permission of the committee, I shall cite for the record a few of the cases, presenting also observations of the Justices who delivered the opinions of the Court:

In the case of Davis v. Beason (133 U.S. 33, 1889) the United States Supreme Court held:

"The first amendment to the Constitution ... was intended to allow everyone under the jurisdiction of the United States to entertain such notions respecting his relations to his Maker and the duties they impose as may be approved by his judgment and conscience, and to exhibit his sentiments in such form of worship as he may think proper, not injurious to the equal rights of others, and to prohibit legislation for the support of any religious tenets or the modes of worship of any sect."

In delivering the opinion of the Court, Mr. Justice Field reminded the

parties to the suit as to the causes which led to the First Amendment. He said, in part:

"The oppressive measures adopted and the cruelties and punishments inflicted by the governments of Europe for many ages, to compel parties to conform in their religious beliefs and modes of worship to the views of the most numerous sect, and the folly of attempting in that way to control the mental operation of persons, and enforce an outward conformity to a prescribed standard, led to the adoption of the amendment in question."

The United States Supreme Court, in Watson v. Jones (13 Wall 679, 1871), said:

"In this country the full and free right to entertain any religious belief, to practice any religious principles, and to teach any religious doctrine which does not infringe personal rights is conceded to all. The law knows no heresy, and is committed to the support of no dogma, the establishment of no sect."

In delivering the opinion of the Court, Mr. Justice Miller continued, in part:

"One of the most careful and well-considered judgments on the subject is that of the Court of Appeals of South Carolina, delivered by Chancellor Johnson in the case of Harmon v. Dreher.

"Chancellor Johnson said: 'The structure of our Government has, for the preservation of civil liberty, rescued the temporal institutions from religious interference. On the other hand, it has rescued religious liberty from the invasion of civil authority.'"

In Reynolds v. United States (98 U.S. 145, 1879), the First Amendment was pleaded. Mr. Chief Justice Waite, in delivering the opinion of the Court, discussed the history of that amendment. He said, in part:

"The word 'religion' is not defined in the Constitution. We must go elsewhere, therefore, to ascertain its meaning, and nowhere more appropriately, we think, than to the history of the times in the midst of which the provision was adopted. The precise point of the inquiry is, 'What is

religious freedom which has been guaranteed?'

"Before the adoption of the Constitution attempts were made in some of the Colonies and States to legislate, not only in respect to the establishment of religion, but in respect to its doctrines and precepts as well. The people were taxed against their will for the support of religion, and sometimes for the support of particular sects to whose tenets they could not and did not subscribe. Punishments were prescribed for a failure to attend upon public worship and sometimes for entertaining heretical opinion. The controversy upon this general subject was animated in many of the States, but seemed at least to culminate in Virginia. In 1784, the House of Delegates of that State, having under consideration a bill establishing provision for teachers of the Christian religion, postponed it until the next session, and directed that the bill should be published and distributed, and that the people be requested to signify their opinion respecting the adoption of such a bill at the next session of the assembly.

"This brought out a determined opposition. Amongst others, Mr. Madison prepared a memorial and remonstrance, which was widely circulated and signed in which he demonstrated that 'religion, or duty we owe the Creator, was not within the cognizance of civil government (Semple's Virginia Baptist appendix).'
At the next session of the assembly the proposed bill was not only defeated, but another 'for establishing freedom' drafted by Mr. Jefferson, was passed. (1 Jefferson's Works, 95, 2 Howison 1 History of Virginia, 298). In the preamble of the act (12 Henning's Statutes 89) religious freedom is defined;...

"In little more than a year after the passage of the statute the convention met which prepared the Constitution of the United States. Of the convention Mr. Jefferson was not a member, he being then absent as Minister to France. As soon as he saw the draft of the Constitution proposed for adoption, he in a letter to a friend expressed his disappointment at the absence of an expressed declaration insuring the freedom of religion (2, Jefferson's Works, 355) but was willing to accept it as it was, trusting that the good sense

and honest intentions of the people would bring about the necessary alterations (Jefferson's Works, 79). Five of the States, while adopting the Constitution, proposed amendments. Three -- New Hampshire, New York, and Virginia -- included in one form or another a declaration of religious freedom in the changes they desired to have made, as did also North Carolina, where at first the convention declined to ratify the Constitution until the proposed amendments were acted upon. Accordingly, at the first session of the First Congress the amendments now under consideration were proposed with others by Mr. Madison. It met the views of the advocates of religious freedom and was adopted. Mr. Jefferson afterward, in reply to an address to him by a committee of the Danbury Baptist Association (u.i.d. 113) took occasion to say:

"Believing with you that religion is a matter which is solely between man and his God, that he owes account to none other for faith or his worship, that the legislative powers of the Government reach acts only and not opinion, I contemplate with sovereign reverence that act upon the whole American people which declared that their legislature should "make no law respecting an establishment of religion or prohibiting the free exercise thereof" thus building a wall of separation between church and state. Adhering to this expression of the supreme will of the Nation in behalf of the rights of conscience, I shall see with sincere satisfaction the progress of those sentiments which tend to restore man to all his natural rights, convinced he has no natural rights in opposition to his social duties."

In the administration of Indian schools the question of Federal appropriation for sectarian education of the Indians came before the United States Supreme Court in the case of Reuben Quick Bear v. Leupp, Commissioner of Indian Affairs (210 U.S. 50, 1908).

~~Although~~ The action was brought by Reuben Quick Bear and other Sioux Indians of the Rosebud Agency, S. Dak. The indirect plaintiff was the Indian Rights Association, which brought the action against Leupp, Commissioner of

Indian Affairs, and other Government officers. However, the real defendant, it may be pointed out, was the Bureau of Catholic Indian Missions, of Washington, D.C.

Briefly, the background of the case is as follows: A number of years after the education of Indians was undertaken by the Federal Government, certain church denominations which had been invited to establish church schools among the Indians began to request the Government to assist in financing their schools. The result was that by 1896 the money paid out by the Federal Government for the support of sectarian Indian education had reached a total of more than one-half of a million dollars annually in addition to an appropriation of a million dollars annually by Congress by 1885. When these facts became generally known, a determined sentiment arose against Congress making grants for sectarian education. Congress took steps to discontinue such appropriations, declaring it "to be the settled policy of the Government to hereafter make no appropriations whatever for education in any sectarian school" (Act June 7, 1897, 30 Stat. L. 97).

Two classes of Federal appropriations for the education of the Indian were considered by the Court in the above-entitled cause. One related to a certain treaty and trust funds which belonged to the Indians and which were administered for them by the Government. The other was gratuitous appropriations of public moneys not belonging to the Indians themselves, but which were also administered for them by the Government. Both funds went to sectarian schools for the education of the Indians.

In the first-named class of Federal appropriations, the Court ruled that "the treaty or trust moneys are the only moneys that the Indians can lay claim to as a matter of right." adding that "it was inconceivable that Congress should have intended to prohibit them from receiving religious education at their own cost, if they desired it."

In the second class here-named it upheld that part of the acts of Congress which forbid the payment of contracts for the sectarian education of

Indians out of public money raised by general taxation from persons of all creeds and faiths, or of no faiths.

Mr. Chairman:

In tracing the course of the various decisions, it may be fairly deduced that religious doctrines have no status in either our State or Federal jurisprudence. And the support of sectarian schools in part or as a whole from funds derived from taxation is, so far as the taxpayer is concerned, an enforced support of religion.

The struggle to attain religious liberty and its natural corollaries, political liberty, free speech, and a free press, was long and bloody.

A careful study of the State and Federal Constitutions, as well as the decisions of the State and Federal court, will disclose that there is a very plainly expressed determination to maintain that liberty by guarding against the slightest approach toward uniting church and state. However, there is now and has been for many years a determined and well-organized effort to obtain funds from the State treasurers for the support of certain sectarian schools. This is seen in the demands that are being made by these schools in almost every State for free transportation, free textbooks, free gymnasium privileges, and the portion of public taxes paid by certain religious groups.

The places in our social system where reaction toward the unity of state and church will first manifest itself is the introduction of religious teachings into the public schools or the support of sectarian schools in any manner from the Public Treasury.

Our tax-supported free public education free from sectarian influence, invades the rights of no one. So maintained, such education justifies its permanent support by general taxation on the grounds that it adequately meets the general educational needs and establishes a homogeneous and free people.

However, if our tax-supported free public schools and tax-supported free public education are to provide the greatest benefits and privileges to our people and thus preserve for posterity all the implications of our free institutions, they must ever maintain a complete separation of church and state.

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And the State, as well as the Federal Government, must forever deny sectarian schools any aid from public funds.

Mr. Chairman, we feel that any bill which gives Federal financial assistance to education ought to be drafted in the spirit of the First Amendment. It is our opinion, therefore, that all such aid should be specifically earmarked for the use of tax-supported free public schools.

STATEMENT OF VERY REVEREND MONSIGNOR FREDERICK
G. HOCHWALT, DIRECTOR, NATIONAL CATHOLIC WELFARE

CONFERENCE

Reverend Hochwalt: Mr. Chairman, since the subject of federal aid is again a current one, the Department of Education of the National Catholic Welfare Conference wishes to express its opposition to Senate Bill 181, which is entitled "A Bill to authorize the appropriation of funds to assist the States and Territories in more adequately financing their system of public education during emergency, and in reducing the inequalities of educational opportunities through public elementary and secondary schools."

In defining the assistance to be extended by federal funds Senate Bill 181 discriminates in the type of school to be aided. In section 5D it provides "That funds paid to a State under this act shall be expended only by public agencies and under public control." Throughout the bill there are other similar references. In effect, this means a prohibition on the part of the Federal Government that would prevent the states, if they so pleased, from using federal funds for the aid of private schools.

However, at the recent White House Conference on Rural Education, the President, speaking on government financial aid, said, "It must purely and simply provide the guarantee that this country is big enough to give all of its children

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the right to a free education." All right-thinking

Americans would agree with the President's declaration.

But the legislation proposed in Senate Bill 181 seems to take issue with the inclusiveness of the President's position, since private schools have been excluded from participating in the proposed distribution of funds. It seems difficult to understand how the proposed legislation should fail to consider general welfare in the most democratic sense of the word.

There are groups of citizens within our country who maintain their own schools because their conscience requires that they bring their children up according to the tenets and in the spirit of the religion that they profess. Their right to maintain schools is protected by the constitutional guarantee of freedom of religion.

Freedom of religion involves more than the opportunity to participate in public worship in a church of one's choice. It means, too, that citizens should enjoy the full freedom to live their religion and to enable their children to do likewise. For many of our citizens this means freedom to provide schools and means of education that accord with the dictates of their conscience. It is not enough for government to refrain from legislation that they would prohibit the existence of non-public schools. If the program of education within the United States is to be aided, then

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the real spirit of ~~democracy~~ and the true conception of general welfare should direct that this aid be extended to all children in all schools.

Catholic citizens of the United States are maintaining 2,119 secondary schools, 8,217 elementary schools, enrolling 2,399,908 children. They are supporting these schools out of their own resources and at the same time paying their share of the taxes which support public education.

The Department of Education of the National Catholic Welfare Conference maintains that aid given by the Federal Government for education should be distributed according to a law or plan that will bring this aid only to areas in which it is needed and where such need can be demonstrated; moreover, this distribution should be equitable to all children in that area without regard to color, origin or creed; finally, this distribution should be extended to the children in attendance at any school that meets the requirements of compulsory education.

The Department of Education holds that, where federal funds are distributed, they should supplement state, local or private funds and never supplant them. These states, local and private funds should be used to the utmost before invoking federal assistance.

Federal aid should never impose in our country federal control of education either in law or in practice.

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as needed to meet the minimum educational requirements in areas where resources are inadequate.

5. Any distribution of federal funds which shall not be equitable to all children in the area of need without regard to color, origin or creed, as long as they are in attendance at any school that meets the requirements of compulsory education.

Senator Aiken: There appear to be two other witnesses in the room who will wish to testify, Major General Amos A. Fries and Mrs. Worrell. However, I expect that some of the other members of the Committee who are necessarily absent this morning will wish to interrogate these witnesses, as I understand they are to present different views, or at least, some are to present different views than those that have already been expressed in regard to this bill.

Therefore, it does not seem best to have any more witnesses testify this morning.

The Chairman of the committee has asked me to announce that hearings will be resumed at ten-thirty tomorrow morning, when the witnesses whom we have not been able to hear today will be given an opportunity to testify.

(Whereupon, at 11:35 a. m., the committee recessed to 10:30 a. m., Friday, February 2, 1945.)

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The American tradition of local control of education is more responsive to the parent or to the family that has the primary and imprescriptable right in the education of children.

The Department of Education, National Catholic Welfare Conference, has in the past opposed educational legislation which was undemocratic, discriminatory, and wasteful of public funds. It has opposed measures so worded as to defeat the purpose of equalizing educational opportunity for all children in those areas where such equalization was really needed. It is un-American to offer as an argument for federal aid to education the poverty and need of many children, and at the same time to exclude millions of other children, equally poor and in need, because of religious or racial considerations.

All fair-minded citizens, if not misinformed by propaganda, will oppose any bill advocating federal aid which is not fair to all American children, regardless of color, origin or creed.

In stating its official position, the Department of Education is opposed to:

1. Senate Bill 181 in its present form.
2. A federal department of education.
3. Federal control of education.
4. Any form of federal aid which cannot be demonstrated

SCOTTISH RITE NEWS BULLETIN

ISSUED BY AUTHORITY OF THE SUPREME COUNCIL, 33rd, SOUTHERN JURISDICTION, U. S. A.
1735 SIXTEENTH STREET, NORTHWEST, WASHINGTON 13, D. C.

The sentiments expressed herein do not necessarily carry the endorsement of the Supreme Council.

No. 56

January 20, 1945

BREAK IN DIPLOMATIC RELATIONS WITH SPAIN ASKED BY COFFEE

A MASS demonstration for Republican Spain filled Madison Square Garden in New York City, on the evening of January 3rd. The meeting, urging that the United States break diplomatic relations with Spain, was held under the auspices of The Nation Associates, publishers of *The Nation*. Other sponsors included the American Business Congress, the American Labor Party, the Union for Democratic Action, the Congress of Industrial Organizations with several of its affiliated unions, the Free World Association, the American Committee for Spanish Freedom, the United Committee of South Slavic Americans, the American Slav Congress, and the Abraham Lincoln Brigade of New York.

The meeting was to have been highlighted by a message broadcast from London by Dr. Juan Negrin, Prime Minister of the last Republican Government of Spain, but the British Foreign Office rejected an application for the broadcast on the grounds that it was not within the limit of permissions set by the Office under wartime conditions and, furthermore, that Doctor Negrin was a refugee in England with the understanding that he would not participate in political activities. However, Doctor Negrin was permitted to cable his message to the meeting, which the Office of War Information here stated it would carry under its policy of reporting news from the United States to Europeans.

Other speakers of the evening, calling for a break with the Franco Government in Spain, included U. S. Representative John M. Coffee, Democrat of Washington, who said he would reintroduce his resolution in the 79th Congress for a severance of diplomatic relations with Franco; Dr. G. Brumley Oxman, Methodist Bishop of New York; Freda Kirehway, editor of *The Nation*; Dr. Frank Kingdon, radio news broadcaster; Dr. Francis E. McMahon, former professor at Notre Dame, whose connection there was alleged to have been severed because he favored the Spanish Republic; Thomas

Mann, well-known author; Allan Chase, author of *Falange*; James B. Corey, Secretary-Treasurer of the CIO; Quentin Reynolds, and Frank Gervasi, war correspondents; Alexander H. Uhl, commentator and correspondent for *PM* in France, and Dr. Channing H. Tobias.

Charles S. Bolte, who was wounded at El Alamein and whose articles appear in *The Nation* under the heading "The War Fronts," read Doctor Negrin's message.

Doctor Negrin explained his long silence on Spanish matters by saying, among other things, that he "did not want to add fuel to the political bickerings within Spanish emigration, for to have agitated, or tried to ventilate, outside of Spain, certain questions which the Spanish people alone are competent to decide, would have stimulated the misunderstandings that are, unhappily, a feature of exile and easily degenerate into personalities and back-fence squabbling."

In referring to the differences of opinion among Spanish Republican groups he called for unity and, pleading with the American people to understand, he asserted: "We are liberals and democrats and, because we are at war, we have got to try to overlook the spots that mar the beauty of our system and maybe clean them up." He expressed the hope that we, in weighing the differences among Spanish leaders in exile, would not forget that "such disagreements" occurred among us even in the midst of war.

In pleading for nonintervention by the Allied Powers, he declared:

We would welcome and . . . be grateful for the sympathy, the help, the collaboration of friends. But the intervention of Powers—not Emphatically, not! We only ask that no obstacles be placed in our way and that no aid be extended surreptitiously to the enemies of the Republic . . . so subtly that they cannot be matched by the meager means at our disposal. Not! No intervention, please! All we ask is that the screws not be put upon us to hold us down and that our future not be denied us. . . . Rest assured that there will be in Spain a stable, tolerant and progressive Republic—a

Republic without vengeance, grounded in a generous amnesty. It will be an amnesty like the one pledged by our Government during the war with the unanimous approval of the Parliament and the people, not an amnesty full of tricks and traps like those proclaimed by Franco.

Declaring that Republican Spain had never capitulated nor had it "let up for one second" in this war, and offering the French Government his services, he said that he had tried to convince all concerned of the "absolute necessity of building the widest possible front against Germany; a front which would include . . . the United States of America, because we knew all along that, if this war was ever to be won, the United States would have to bring in her immense power and her limitless resources." He said in this connection that the Spaniards had rallied to the cause of the Allies by tens of thousands and that they far exceeded the number of "mercenaries recruited in Spain by gunmen of the Falange for the Blue Division that was sent to fight against the Russians."

Toward the close of his message Doctor Negrin said:

If there exists a disposition to repay the grave insult that was done to justice and to the rights of people in the recognition of Franco six years ago, then the thing to do is to break with this regime on the simple ground that it violates the expressed will of our people and is an outrage to human dignity.

In explaining why he is now breaking silence he said: "I have seen fit to speak out because we are now entering the decisive period in which the conduct of Spaniards and also in part the attitude of our friends, will determine the future of the Republic—and, I might say, the very future of Spain."

In publishing the account of the mass meeting the *New York Times* closed its report of the former Premier's remarks with the following:

What I am asking is that the situation in Spain be clarified so that, after the final destruction of the Axis, we can avoid being relegated to the corner of the vanquished by the very people who brought about our defeat and so that we may avoid interference by remote control and disguised efforts of supposed friends acting unofficially, to handcuff the will of our people and block the peaceful transition that we hope for from the Praetorian tyranny that now rules in