

11- P06 - P02

pk

E. P. POWERS

MASSEUR SPECIALIST

THE ONE AND ONLY POWERS SYSTEM

GRADUATE OF THE AMERICAN UNIVERSITY OF CHICAGO

MEMBER OF THE NATIONAL ASSOCIATION OF PHYSICAL MEDICINE

1225 SOUTHFIELD ROAD

PHONE ATLANTIC 2450

Res. 4219 - 17th. St.
Detroit, Michigan.

LINCOLN PARK, MICH., 6-13-46

Mrs. Eleanor Roosevelt
Hyde Park, New York.

Dear Mrs. Roosevelt:

I was in contact with your husband at 8:30 P.M. in the city of Detroit June 12th, 1946. He told me that you could be a wonderful help to the President of the United States as you knew a great deal about the background of your husband's work.

He has requested me to write you this letter and also have you meet me in Detroit so I could arrange to have you speak to him as he wants to talk to you. He says it would mean a great deal to every man, woman and child in the United States.

Sincerely

E. P. Powers
Rev. E. P. Powers

*forget but I don't
believe in medicine*

References:

- Mayor Edward Jeffries
- Judge Gordon
- Judge J. Maher
- Attorney E. Barnard
- Attorney M.J. Monahan
- T. Leadbetter, City Clerk, Detroit.

very happy to
do so and most
honored - thank
I hope the meeting
will not conflict
with the assembly
in Sept + Oct.

PHONE VAnDerbilt 6-5145
WHEN YOU NEED A MESSENGER
Airline Delivery Service Co.
MAIN OFFICE, 60 EAST 42nd ST.
Branches Throughout the City

*Make Sub
President's Com on Education*

Hold in July

AN ACT

To amend the Education law, in relation to the definition of the purposes and functions of education and educational institutions and to the prevention and elimination of practices of discrimination in education because of race, creed, color, national origin or ancestry.

Section 1: Chapter one hundred and forty of the laws of nineteen hundred and ten entitled "An act relating to education, constituting chapter sixteen of the consolidated laws", is hereby amended by inserting therein after article thirty-six, a new article thirty six-A, to read as follows:

Article 36-A

Law Against Discrimination in Education

- Section 921. Short title
922. Declaration of policy
923. Legislative findings
924. Opportunity for education without discrimination
 a civil right
925. Definitions
926. State commission against discrimination in education
927. General policies of commission
928. General powers and duties of commission
929. Unfair educational practices
930. Prevention of unfair educational practices
931. Judicial review and enforcement
932. Loss of tax exemption
933. Construction
934. Separability

§ 921. Short title. This article shall be known as the "Law against Discrimination in Education."

§ 922. Declaration of policy. This article shall be deemed an exercise of the police power of the state for the protection of the public welfare, health and peace of the people of this state and in fulfillment of the provisions of the constitution of this state concerning civil rights.

§ 923. Legislative findings. The legislature hereby finds:

1. Education is basically a public function, in that it prepares for skillful service to the community; an institution which is engaged in the waste-

ful practice of excluding on irrelevant grounds, potentially useful servants of society, does a disservice to the community and stifles rather than fosters education.

2. The people of the state who, through tax exemptions and otherwise, subsidize educational institutions, expect them not only to train experts and technicians, but also to prepare better citizens ready to serve the community; disregard of personal ability and discrimination on account of race, creed, color, national origin or ancestry is a corrupting and anti-educational practice and, therefore, a betrayal of the purposes for which public subsidy to education is granted.

3. An institution which determines the admission of applicants not solely and exclusively on grounds of their intellectual ability and moral character, but aims in selecting its students and members of its instruction, library and research staff at the satisfaction of racial or religious prejudices is not devoting its property exclusively to educational purposes and is not an educational institution within the meaning of the laws relating to exemption from taxation.

4. Discrimination on account of race, creed, color, national origin or ancestry in the admission of students or in the employment of members of the instruction, library and research staffs of educational institutions not only violates the rights and privileges of the inhabitants of the state, but stifles the development of human personalities, thus menacing the most precious asset a free nation possesses.

§ 924. Opportunity for education without discrimination ^{is} a civil right. The opportunity to obtain education on any level and of any type, including but not restricted to, primary, secondary, college, university, professional, industrial, and vocational education without discrimination because of race, creed, color, national origin or ancestry is hereby recognized as and ~~declared~~

to be a civil right.

§925 . Definitions. When used in this article:

1. The term "educational institution" includes public libraries, kindergartens, primary and secondary schools, high schools, academies, colleges, universities, extension courses, professional schools, industrial schools and trade schools but does not include sectarian or denominational institutions.

2. The term "person" includes one or more individuals, partnerships, associations, corporations, legal representatives, trustees, trustees in bankruptcy or receivers.

3. The term "commission" means the state commission against discrimination in education created by this article.

§926. State commission against discrimination.

1. There is hereby created in the education department a state commission against discrimination in education. Such commission shall consist of three members, who shall be appointed by the governor, by and with the advice and consent of the Senate, and one of whom shall be designated as chairman by the governor. The term of office of each member of the commission shall be for three years, provided, however, that of the commissioners first appointed, one shall be appointed for a term of one year, one for a term of two years and one for a term of three years.

2. Any member chosen to fill a vacancy occurring otherwise than by expiration of term shall be appointed for the unexpired term of the member whom he is to succeed. Two members of the commission shall constitute a quorum for the purpose of conducting the business thereof. A vacancy in the commission shall not impair the right of the remaining members to exercise all the powers of the commission.

3. Each member of the commission shall receive a salary of ten thousand dollars a year and shall also be entitled to his expenses actually and necessarily incurred by him in the performance of his duties. He shall not engage in any

other business, vocation or employment, but shall devote his full time to his duties under this article.

4. Any member of the commission may be removed by the governor for inefficiency, neglect of duty, misconduct or malfeasance in office, after being given a written statement of the charges and an opportunity to be heard publicly thereon.

§. 927. General policies of commission. The commission shall formulate policies to effectuate the purposes of this article and may make recommendations to agencies and officers of the state or local subdivisions of government and to educational institutions in aid of such policies and purposes.

§. 928. General powers and duties of commission. The commission shall have the following functions, powers and duties:

1. To establish and maintain its principal office in the city of Albany and such other offices within the state as it may deem necessary.
2. To meet and function at any place within the state.
3. To appoint such attorneys, hearing examiners, and other employees and agents as it may deem necessary, fix their compensation within the limitations provided by law and prescribe their duties.
4. To adopt, promulgate, amend and rescind rules and regulations to effectuate the provisions of this article and the policies and practice of the commission in connection therewith.
5. To receive, investigate and pass upon charges of unfair educational practices as hereinafter defined.
6. To hold hearings, subpoena witnesses, compel their attendance, administer oaths, take the testimony of any person under oath, and in connection therewith, require the production for examination of any books or papers relating to any matter under investigation or in question before the commission. The commission may make rules as to the issuance of subpoenas by individual commissioners.

7. To issue such publications and such reports of investigations as in its judgment will tend to promote good-will and minimize or eliminate discrimination in education because of race, creed, color, national origin or ancestry.

8. From time to time, but not less than once a year, to report to the Legislature and the Governor, describing in detail the investigations, proceedings and hearings it has conducted and their outcome, the decisions it has rendered and the other work performed by it and make recommendations for such further legislation concerning abuses and discrimination because of race, creed, color, national origin or ancestry as may be desirable.

§ 929. Unfair educational practices.

1. It shall be an unfair educational practice for an educational institution:

a) because of race, creed, color, national origin or ancestry, to reject, expel, limit the admission of, or otherwise discriminate against, any person or group of persons seeking or having gained admission as students in such institutions;

b) to make any written or oral inquiry concerning the race, creed, color, national origin or ancestry of a person seeking admission to such institution, or, except when based on a bona fide occupational qualification certified by the commission, of a person seeking employment on the instruction, library or research staff;

c) because of the race, creed, color, national origin or ancestry of any individual, to refuse to hire him as a member of the instruction, library or research staff, or otherwise discriminate against him with respect to his hire, tenure, terms, conditions or privileges of employment, or any other matter directly or indirectly related to employment.

d) to establish, announce or follow a policy of denying or limiting through the device of a quota system or otherwise, admission of students or employment of

members of the instruction, library or research staff, or of in any other way discriminating against any such person or group of persons because of race, creed color, national origin or ancestry.

(e) To expel or otherwise discriminate against any person because he has opposed any action forbidden by this section or because he has made a charge, testified or assisted in any proceeding under this article or otherwise.

2. It shall be an unfair educational practice for any person to aid, abet, incite, compel or coerce the doing of any act declared by this section to be an unfair educational practice, or to obstruct or prevent any person or educational institution from complying with the provisions of this Act or any order issued thereunder, or to attempt directly or indirectly to commit any act declared by this section to be an unfair educational practice.

§ 93E. Prevention of unfair educational practices.

1. The commission is empowered and directed, as hereinafter provided, to prevent any educational institution from engaging in any unfair educational practice.

2. Upon its own initiative or whenever a charge has been made either by an aggrieved individual or by an organization chartered for the purpose of combatting discrimination or racism or of safeguarding civil liberties, or of promoting full, free or equal educational opportunities, hereinafter referred to as the complainant, that any educational institution or person has engaged in or is engaging in any unfair educational practice, the commission may issue and cause to be served upon such educational institution or person, hereinafter referred to as the respondent, a complaint stating the charges in that respect and containing a notice of hearing before the commission or a member thereof or hearing examiner designated therefor, at a place therein fixed to be held not less than ten days after the service of said complaint. Any complaint issued pursuant to this section must be issued within three years after the alleged unfair educational practice was committed.

3. Any such complaint may be amended by the commission or a member thereof

or its agent conducting the hearing at any time prior to the issuance of an order based thereon. The respondent shall have the right to file an answer to the original or amended complaint and to appear at such hearing and examine and cross-examine witnesses.

4. The complainant shall be a party to the proceeding and in the discretion of a member or agent conducting the hearing or of the commission, any other person may be allowed to intervene in the said proceeding.

5. In any such proceeding the commission or its agent shall not be bound by the rules of evidence prevailing in the courts of law or equity.

6. The commission shall in ascertaining the practices followed by the respondent, take into account all evidence, statistical or otherwise, which may tend to prove the existence of a pre-determined pattern of admission of students or employment of members of instruction, library or research staff; provided, that nothing herein contained shall be construed to authorize or require any educational institution to admit or employ applicants for admission or employment in the proportion which their race, creed, color, national origin or ancestry bears to the total population or in accordance with any criterion other than the individual qualifications of the applicant.

7. The testimony taken at the hearing shall be under oath and shall be reduced to writing and filed with the commission. Thereafter, in its discretion, the commission upon notice may take further testimony or hear argument.

8. If upon all the testimony taken the commission shall determine that the respondent has engaged in or is engaging in any unfair educational practice, the commission shall state its findings of fact and shall issue and cause to be served on such respondent an order requiring such respondent to cease and desist from such unfair educational practice, and to take such further affirmative or other action as will effectuate the purposes of this article, in-

cluding, but not limited to the admission, reinstatement or promotion of students or members of the instruction, library or research staff, including a requirement for reports of the manner of compliance. Upon the submission of such reports of compliance, the commission may issue a declaratory order stating that respondent has ceased to engage in unfair educational practices.

9. If the commission shall find that no probable cause exists for crediting the charges, or, if upon all the evidence, the commission shall find that a respondent has not engaged in any unfair educational practice, the commission shall state its findings of fact and shall issue and cause to be served on the complainant an order dismissing the said complaint as to such respondent. A copy of the commission's order shall be delivered in all cases to the attorney general, the commissioner of education and such other public officers as the commission deems proper.

10. Until a transcript of the record in a case shall be filed in a court as hereinafter provided, the commission may, at any time, upon reasonable notice and in such manner as it shall deem proper, modify or set aside, in whole or in part, any finding or order made by it.

§ 931. Judicial review and enforcement.

1. Any complainant, intervenor or respondent claiming to be aggrieved by a final order of the commission, including a refusal to issue a complaint, may obtain judicial review thereof, and the commission may obtain an order of the court for its enforcement, in a proceeding as provided in this section. Such proceeding shall be brought in the supreme court of the state within any county wherein the unfair educational practice which is the subject of the commission's order was committed or wherein any respondent required in the order to cease and desist from an unfair educational practice or to take other affirmative action is located or resides.

2. Such proceeding shall be initiated by the filing of a petition in such court, together with a transcript of the record upon the hearing before the commission, and the issuance and service of a notice of motion returnable at a special term of such court. Thereupon the court shall have jurisdiction of the proceeding and of the questions determined therein and shall have power to grant such temporary relief or restraining order as it deems just and proper and to make and enter upon the pleadings, testimony and proceedings set forth in such transcript an order enforcing, modifying, and enforcing as so modified, or setting aside in whole or in part the order of the commission.

3. An objection that has not been urged before the commission shall not be considered by the court, unless the failure or neglect to urge such objection shall be excused because of extraordinary circumstances.

4. Any party may move the court to remit the case to the commission in the interests of justice for the purpose of adducing additional specified and material evidence and seeking findings thereon, provided he shows reasonable grounds for the failure to adduce such evidence before the commission.

5. The findings of the commission as to the facts shall be conclusive, if supported by substantial evidence.

6. The jurisdiction of the supreme court shall be exclusive and its judgment and order shall be final, subject to review by the appellate division of the supreme court and the court of appeals in the same manner and form and with the same effect as provided in the civil practice act for appeals from a final order in a special proceeding.

7. The commission's copy of the testimony shall be available at all reasonable times to all parties without cost for examination and for the purposes of judicial review of the order of the commission. The petition shall be heard on the transcript of the record without requirement of printing.

8. The commission may appear in court by its own attorneys.

9. If no proceeding to obtain judicial review is instituted by a complainant, intervenor or respondent within thirty days from the service of an order of the commission, the commission may obtain an order of the court for the enforcement of the commission's order, upon showing that respondent is an educational institution or other person subject to the commission's jurisdiction and is located or resides within the county in which the petition for enforcement is filed.

§ 932. Loss of tax exemption.

1. Whenever a final order of the commission contains a finding that an educational institution has or is engaged in an unfair educational practice and directs the institution to act in respect thereto as provided in subdivision eight of section 930 of this article, the order containing such finding and direction shall provide that in the event the institution shall not have complied with the direction within the time specified in the order, the said order together with the commission's endorsement of non-compliance, shall be served on the assessors of assessment boards of each of the tax districts in which real property of the said institution exempt from taxation is located. Upon receipt of the said order with endorsement, the assessors or assessment board shall strike from the tax exempt rolls the real property of such educational institution.

2. Any subsequent order of the commission, declaring that the educational institution has ceased and desisted from the unfair educational practice or has complied with the order of the commission shall likewise be served on the assessors or assessment boards of the tax districts in which the said real property of the said educational institution is located, for the purposes of restoring the tax exemption of such educational institution.

§ 933. Construction. The provisions of this article shall be construed liberally for the accomplishment of the purposes thereof. Nothing contained

in this article shall be deemed to repeal any of the provisions of the civil rights law, the tax law, the executive law or of any other law of this state relating to discrimination because of race, creed, color, national origin or ancestry.

§ 934. Separability. If any clause, sentence, paragraph or part of this article, or the application thereof to any person or circumstances shall for any reason be adjudged by a court of competent jurisdiction to be invalid, such judgment shall not affect, impair or invalidate the remainder of this article or its application to other persons or circumstances.

Section 2: This act shall take effect immediately.

July 18, 1946

My dear Mr. McDonald:

I have already accepted the appointment to the commission. There is no such intent on the part of the President to circumvent your office.

Very sincerely yours,

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

1250

SYMBOLS	
DL	Day Letter
NL	Night Letter
LC	Deferred Cable
NLT	Cable Night Letter
Ship Radiogram	

946 JUL 17 PM
 5 JI WEST 4TH ST
 ALBANY 4-2096

89

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
 A149CC TW 94 2 EXTRA

RT WASHINGTON DC 251P JUL 17 1946

MRS FRANKLIN D ROOSEVELT
 29 WASHINGTON SQUARE NYK

NOTICE YOU WERE INCLUDED IN LIST OF PERSONS APPOINTED TO PRESIDENT'S NATIONAL COMMISSION ON HIGHER EDUCATION COMMISSION IS NAMED OVERWHELMINGLY DOMINATED BY PRIVATE AND SECTARIAN POINT OF VIEW. ALSO IS RECOGNIZED HERE AS EFFORT TO CIRCUMVENT UNITED STATES OFFICE OF EDUCATION AND STATE EDUCATION AUTHORITIES. EFFORT BEING MADE NOW TO SECURE MORE REPRESENTATIVE COMMISSION. STRONGLY URGE THAT YOU POSTPONE LETTER OF TELEGRAM OF ACCEPTANCE FOR THE NEXT FEW DAYS. LETTER FOLLOWS. WILLIAM G. CARR AND OTHER TOP OFFICIALS OF NATIONAL EDUCATION ASSOCIATION JOIN ME IN THIS REQUEST. DUPLICATE SENT TO HYDE PARK

RALPH McDONALD EXECUTIVE SECRETARY
 DEPARTMENT OF HIGHER EDUCATION

440P

*Have already accepted
 position, intent on the Rose
 Park.*

file

PRESIDENT'S COMMISSION ON HIGHER EDUCATION

Room 1275, Lafayette Building

Washington 25, D. C.

July 19, 1946

Mrs. Eleanor Roosevelt
Hyde Park
New York

Dear Mrs. Roosevelt:

As I stated in the telegram sent yesterday, the first meeting of the President's Commission on Higher Education will be held in Room 1141, Lafayette Building, corner of "H" Street and Vermont Avenue, N. W., Washington, D. C., on July 29 and 30 at 10:00 A. M.

The first meeting will be given to a determination of the scope and nature of the activities in which the Commission should engage, and the methods of procedure which should be followed. Consequently it is extremely important that each of the thirty members of the Commission attend. I hope that you will come to the meeting prepared to make some definite suggestions as to the problems which the Commission should consider.

The office of the Commission will be Room 1275, Lafayette Building and communications should be sent to me at the above address.

It will be a genuine pleasure to work with you, as we face together the challenging responsibility given us by President Truman.

Cordially yours,

George F. Zook
George F. Zook
Chairman

President's Commission on Higher Education

*Send copy
of this
to
Mrs. Roosevelt*

July 29,
1946

My dear Dr. Zook,

I am concerned by protests received from New England College educators and the N.E.A. about the make-up of the Commission and wonder if more representations of education groups should be included?

I am anxious to see more free higher education provided for those showing ability.

With every good wish, I am,

Yours very sincerely,

dictated but
not read

com her subject
I am concerned pl
W. 4021 Dr. Sock

I am concerned by
protest received from
Eng College Educators
& N & A about make
up of Com. & wonder
if more representatives of
Education should be
included. I am anxious
to see more for higher ed.
provided for those show-
ing ability in present status.

PHONE VAnDerbilt 6-5145
WHEN YOU NEED A MESSENGER
Airline Delivery Service Co.
MAIN OFFICE, 60 EAST 42nd ST.
Branches Throughout the City

MEMO:

Ask him if I should
be studying any
one of these 5 subjects
or serving of any
com.

Will be here plus
place & how to get
train & train
accommodations.

Ask Mrs. — if I
can stay with her.

PHONE VANDERBILT 6-5145
WHEN YOU NEED A MESSENGER

Airline Delivery Service Co.

MAIN OFFICE, 60 EAST 42nd ST.
Branches Throughout the City

AMERICAN COUNCIL ON EDUCATION
744 JACKSON PLACE
WASHINGTON 6, D. C.

July 31, 1946

Mrs. Eleanor Roosevelt
29 Washington Square, West
Apartment 15-A
New York 11, New York

Dear Mrs. Roosevelt:

I have your letter of July 29 with respect to the protests from the New England college educators and the National Education Association about the composition of the President's Commission on Higher Education. I am referring your letter to Mr. John R. Steelman, who is serving as liaison officer between the President's office and the Commission. I am sure that Mr. Steelman will be glad to give your letter every consideration.

We missed you very much in our meetings yesterday and the day before. The meetings seemed to me to start off in a very promising way. After rather full discussion the Commission decided to begin work on five problems substantially as follows: (1) The functions, or responsibilities, of higher education in American democracy; (2) The organization of higher education; (3) Ways and means of making higher education available to all competent people; (4) The financing of higher education; (5) The preparation and procurement of college and university teachers. There are, of course, many sub-headings to these main topics. You will receive a copy of the minutes of the meeting at some time in the early future.

The next meeting of the Commission is set for December 10 and 11, at which time we hope to have at least an outline of each of the major projects before the Commission for further discussion.

With kindest regards,

Yours very sincerely,

George F. Zook
George F. Zook
President

*Ported to Roosevelt
not being off would be
subject of meeting
on any pm*

*will be there
Miss [unclear] [unclear]*

*Let place [unclear]
allow [unclear]
[unclear] [unclear]
[unclear] [unclear]*

WHILE YOU WERE OUT
Name _____ Date _____
Called to See You _____
Telephone _____
Wants You to Phone _____
Call _____
Call _____

PRESIDENT'S COMMISSION ON HIGHER EDUCATION

1275, Lafayette Building

Washington 25, D. C.

August 7, 1946

Mrs. Eleanor Roosevelt
Hyde Park, New York

Dear Mrs. Roosevelt:

Within a few days you will receive under separate cover a mimeographed report of the first meeting of the President's Commission on Higher Education. We very sincerely regret that it was impossible for you to meet with us and hope that in the future it may be possible for you to do so.

In the meantime, the Commission agreed that each of its members would assume responsibility for serving on one committee to be responsible for one of the projects which the Commission identified. We are enclosing for your convenience a list of the projects on which you may indicate your preference and return to me. Will you please number these in order of preference - the first preference number one, etc. - and if there are any projects on which you prefer not to serve, will you leave them unnumbered and I will so interpret the fact. When we have received the preferences of all of the members of the Commission, we will then formulate the special committees.

It was the assumption of the Commission that the committees would take responsibility for carefully reading the manuscript for the particular project prior to its being submitted to the Commission as a whole.

You will be interested in knowing that, following the Commission's suggestions as to procedure, we have asked Dr. Newton Edwards, University of Chicago, to take responsibility for the preparation of a manuscript for the first project on aims and objectives of higher education; Dr. Fred Kelly to assume responsibility for the organization of higher education; and Drs. Norton and Hungate, both of Teachers' College, Columbia University, to take responsibility for the one on financing higher education. We have written each of these

Le to Mrs. Eleanor Roosevelt, August 7, 1946

- 2 -

three and, while we have not yet received acceptances, we sincerely hope that they will take on this responsibility. We have not identified anyone for either of the other two projects, and any suggestions which you may have will be welcome as we would like to have all the projects under way very shortly.

The next meeting of the Commission will be December 10 and 11. I am looking forward with anticipation to working with you over the months ahead.

Very cordially yours,

Francis J. Brown
Francis J. Brown
Executive Secretary

President's Commission on Higher Education

Enclosure - List of Projects

See strongly that 2 papers should be prepared by people connected with public and private institutions of learning

*In line with
at 10/10/46
his package table.*

file
Pres. Comm. on Higher Educ.

AMERICAN COUNCIL ON EDUCATION
744 JACKSON PLACE
WASHINGTON 6, D. C.

August 13, 1946

Mrs. Eleanor Roosevelt
Apartment 15-A
29 Washington Square, West
New York City 11

Dear Mrs. Roosevelt:

Replying to your letter of August 6 may I say that Dr. Francis J. Brown, executive secretary of the President's Commission on Higher Education, is sending copies of the minutes of the meeting to the members of the Commission. Also you will receive from him notice of the hour and place of the meetings of the Commission.

I understand that Dr. Brown is sending to each member of the Commission a request to indicate which of the several subjects agreed upon by the Commission is of particular interest to the individual members. I hope that you will be able to serve on one of the subcommittees which will be set up shortly.

Thank

With kindest regards,

Yours very sincerely,

George F. Zook
George F. Zook
President

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

PEARL A. WANAMAKER
PRESIDENT



WILLARD E. DIVENS
EXECUTIVE SECRETARY

A PROCLAMATION

The First White House Conference on Rural Education, planned and directed by the Divisions of Rural Service, Field Service, and Legislative and Federal Relations of the National Education Association of the United States, was held at the White House October 3 to 5, 1944, on invitation of President and Mrs. Franklin D. Roosevelt. This historic conference focussed the attention of the people throughout the nation on the pressing problems of the public schools for rural children and youth.

One outgrowth of the Conference was the drafting and wide dissemination and use of A CHARTER OF EDUCATION FOR RURAL CHILDREN. This Charter epitomizes in ten statements the job ahead in meeting the educational needs of rural children and youth.

As President of the National Education Association of the United States, I hereby proclaim October 4, 1946, as the second annual RURAL SCHOOL CHARTER DAY, and urge that teachers, principals, supervisors and superintendents of schools in cooperation with parents, school board members and lay leaders observe this day with appropriate ceremonies, programs and discussions to the end that people in every community may become informed of the work, program and problems of our rural schools and renew their devotion to the cause of public education.

Pearl A. Wanamaker

Pearl A. Wanamaker, President,
National Education Association
of the United States

Williams

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

August 14, 1946

Mrs. Franklin D. Roosevelt
Hyde Park
New York

Dear Mrs. Roosevelt:

On this last afternoon in the office for two months, I am sending you in this envelop the material that has been sent throughout the nation for the second annual observance of Rural School Charter Day.

It is my hope that this extension of the first White House Conference on Rural Education will be carried on in this way for years to come.

You need not return this material.

Faithfully yours,

Charl Omund Williams

Charl Omund Williams

Williams
Ed. M. Kelly
Educational
Material

w/e

Suggestions for Observing

RURAL SCHOOL
CHARTER DAY

Friday, October 4, 1946

☆

Second Anniversary
of the White House Conference
on Rural Education

DIVISION OF RURAL SERVICE
DIVISION OF FIELD SERVICE

NATIONAL EDUCATION ASSOCIATION
OF THE UNITED STATES
1201 Sixteenth Street, N. W.
Washington 6, D. C.

OCTOBER 4, 1946, the second anniversary of the first White House Conference on Rural Education, has been officially designated **RURAL SCHOOL CHARTER DAY**. Charter Day is being established as an annual event in order that communities everywhere may set aside one day each year for special consideration of the problems which challenged national leaders at the White House Conference in October, 1944.

Much of the significance of the White House Conference lay in its bringing together school and non-school leaders to consider the educational well-being of rural children and youth. It is essential that such joint efforts be carried into every rural community in the nation. There, local school and community leaders need to consider the achievements of their schools and plan ways in which they can help to improve rural education throughout the nation. Rural people, as well as their city neighbors, need to appreciate more fully the significance of rural education in American life and to realize the seriousness of the lack of educational opportunities of rural children in many parts of the nation.

It is suggested that this year's observance of **RURAL SCHOOL CHARTER DAY** be devoted to a general consideration of the kind of education we want and need in our rural communities, and to the determination of what we must do through state and national, as well as local, action to achieve such education for rural children throughout the nation.

SUGGESTIONS FOR OBSERVING CHARTER DAY

Who Should Participate?

All persons interested in the education of rural children, especially the following:

- Parents
- Teachers, Principals, Superintendents, Supervisors
- School Children
- School Directors and Trustees
- Teachers-in-Training
- College Faculties
- State Department Staff Members
- State and Local Education Association Officials
- Parent-Teacher Association Leaders
- Farm Organization Leaders

Farm Women's Organization Leaders
 Business and Civic Leaders
 Editors of Farm Magazines and Newspapers
 Educational and Farm Service Departments of
 Radio Stations
 Public Service Officials, such as
 County Agricultural Agents
 Home Demonstration Agents
 Library Extension Workers
 Public Health Workers
 Rural Child Welfare Workers
 4-H Club, Future Farmer and other Rural Youth
 Groups

Local Observance

It is recommended that every rural school or district hold a community meeting on RURAL SCHOOL CHARTER DAY where the attention of the entire community would be focused on the rights of rural children as set forth in *A Charter of Education for Rural Children*. The Charter is a significant document and should be presented in such a way as to impress its value and importance upon all members of the community. It is therefore desirable that some formal but simple presentation or recognition of it be made. The meeting as a whole, however, should be sufficiently informal in nature that it will lead to general discussion in which all will feel free to participate.

The following is suggested as a possible plan:

1. Chairman (a school director, president of the P.T.A., teacher, community leader, or the like) will tell briefly why RURAL SCHOOL CHARTER DAY is being observed. (See Fact Sheet)
2. Presentation and hanging of the Charter*. Children should participate in the ceremony of hanging the Charter and perhaps in telling briefly what it means in terms of their experiences and understanding. (If the Charter has already been presented to the school it should occupy a place of prominence and be read and perhaps discussed).

* Printed copies of the *Charter of Education for Rural Children* suitable for framing are available from the Department of Rural Education, NEA, 1201 16th Street, N. W., Washington 6, D. C. Up to ten copies will be sent to any county superintendent free. For larger quantities the cost is one cent each. Orders for \$1.00 or less must be accompanied by cash.

3. A brief talk or talks emphasizing three major points:
 - a. Rural Schools Serve the Nation—the importance of rural education to the nation as a whole. (See Fact Sheet)
 - b. Rural Education in America Today—what it is like and what it needs. (See Fact Sheet)
 - c. Rural Education in Our State (Write your State Department of Education or State Education Association for information).
4. General discussion, with everyone participating, on some such questions as these:
 - a. What can and must we do to improve the educational opportunities of our own boys and girls?
 - b. What can and must we do to improve rural education in our State?
 - c. What can and must we do to help improve rural education in the nation?

What County Superintendents and Supervisors Can Do

1. Make plans for county-wide observance of RURAL CHARTER DAY. The late summer or fall meeting of teachers will give opportunity to develop plans with teachers. Emphasis can be placed on those sections of the Charter which set forth goals the county is especially emphasizing in its current program.
2. Assume responsibility for securing for the schools of the county needed materials, information and assistance. These may include
 - a. Copies of the Charter (See footnote on page 4)
 - b. Data on the status and problems of rural education in the state (Secure from State Department of Education or State Education Association)
 - c. Copies of the official report of *The White House Conference on Rural Education* for the County Professional Library (Obtain from the National Education Association, 1201 16th St., N. W., Washington 6, D. C. \$1.00 paper; \$1.50 board bound; quantity discounts)

d. Services of the teacher-education institution in your area for speakers, discussion leaders, data on area conditions and needs, and the like.

3. Confer with farm organization leaders, parent-teacher association officers, extension agents, editors of local papers, managers of radio stations, and others, concerning ways in which they can share in observance of Charter Day.

What State and Local Educational Associations Can Do

1. Assist in compiling data on the status and problems of rural education within the state. Make such data available through local associations, offices of county superintendents and official Association publications.
2. Carry pertinent materials in State Association Journals, including
 - a. Notice in calendar of coming events.
 - b. Data on the status and problems of rural education in the state.
 - c. Special feature articles or other appropriate stories.
3. Confer with State Department of Education officials, state officers of farm organizations, parent-teacher associations and other groups concerning ways of cooperating in observance of RURAL SCHOOL CHARTER DAY.

What State Departments of Education Can Do

1. Use this opportunity to work through state and local educational and lay groups in getting to the people the problems of rural education in your state and your plans for meeting them.
2. Compile data relating to the status and problems of rural education, in the state for use by local, county and state groups in observing RURAL SCHOOL CHARTER DAY. Make such data generally available to teachers, county superintendents, parent-teacher associations, farm organizations, radio, the press, etc.
3. Issue or arrange for the Governor to issue for the State a special proclamation urging the observance of RURAL SCHOOL CHARTER DAY in 1946.

Suggestions to Teacher-Education Institutions

1. Recognize RURAL SCHOOL CHARTER DAY by means of a college assembly or other college-wide observance of the day. Let students help to plan. Use P.T.A. and farm organization leaders, county superintendents and the like.
2. Plan with teachers-in-training how they may observe Charter Day in the schools in which they will be employed after graduation.
3. Find ways of incorporating into the work of the various departments of the college the pertinent information contained in the official report of the White House Conference.
4. Make the resources of the college available to schools, parent-teacher associations, farm organizations, etc., in planning and conducting Charter Day meetings.
5. Utilize college or local radio facilities in carrying the story of rural education—its needs and problems—to the people.

Suggestions to Radio and Press

1. Confer with state, college, and county educational leaders concerning their plans for utilizing RURAL SCHOOL CHARTER DAY in state and local programs.
2. Use fact sheet released by the National Education Association, similar materials to be made available from some State Departments of Education, State Education Associations.
3. Secure radio script and suggestions for developing others from the Division of Public Relations of the National Education Association. Watch for possibility of national hook-up.
4. Secure stories, mats, etc. available to the press through the Division of Public Relations of the National Education Association. Ask whether there is a special feature story for your state or region.

Suggestions to Parent-Teacher Associations, Farm Organizations, Other Agencies

1. Confer with state and county educational leaders concerning ways of promoting the purposes of Charter Day within the state or county.

2. Arrange to include discussion of the needs and problems of rural education in your year's program. If possible, relate this to plans for the observance of Charter Day within the state, county, or community.
3. Watch for information concerning nationwide and local radio broadcasts on Friday, October 4th. Encourage your members to listen.
4. Emphasize the responsibility of "the public" in bringing about needed improvements in the work of public schools.

SHARING YOUR PLANS

When your plans for RURAL SCHOOL CHARTER DAY are completed, sharing them with others will contribute helpfully to the nationwide success of Charter Day. A brief statement of what you plan to do, mailed to the Division of Rural Service, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., may help another group to find worth-while ways of adapting RURAL SCHOOL CHARTER DAY to the needs and possibilities of their local situation.

The great part rural education plays in American life is suggested by these facts:

43% of our people live in rural areas (57,245,573).

Of those in rural areas 30,216,188 live on farms; 26,029,385 live in towns under 2,500 population.

More than half (15,041,289) of the children of school age (5-17) live in rural areas (Total: 29,745,246).

Of the children enrolled in school 46.4% are in rural schools.

More than half (437,031) of the elementary and secondary school teachers work in rural schools (Total: 856,661).

86% of the nation's school buildings are in rural school systems.

What Kind of Rural Education Does the Nation Have?

".....many of the best and most of the poorest schools in the nation are found in our rural areas. When, however, rural schools as a class are compared with urban schools as a class it is an inescapable conclusion that millions of rural children are seriously handicapped in the educational opportunities available to them."^{4/}

3 1/2 million children of school age in rural communities are not enrolled in school.

On the basis of the average length of the school term, the average high school graduate in rural schools has had one school year less of schooling in his twelve years than the average urban graduate (Rural: 167 days annual average; Urban: 181 days).

\$84.41 annually is spent per pupil in average daily attendance in rural schools; \$131.83 in urban schools.

\$200 is the value of school property per pupil enrolled in rural schools as compared with \$429 per pupil in urban schools.

Of the 100,000 emergency teacher certificates in 1945-46 at least 75,000 are in use in rural schools.

Of the 35,000,000 citizens without library services 32,000,000 live in small villages or in the open country.

1/ Franklin D. Roosevelt. In The White House Conference on Rural Education, p. 115. Published by the National Education Association, 1945.

2/ The same, p. 216.

3/ The same, p. 206.

4/ The same, pp. 29-30.

National Education Association
Division of Rural Service
Division of Field Service

Report of Activities

RURAL SCHOOL CHARTER DAY

Friday, October 4, 1946

Reports and suggestions sent to the Division of Rural Service of the National Education Association following last year's observance of Charter Day were of great help in the development of materials for 1946. They served, also, to bring interesting local problems and programs to the attention of the Division and to let them know about persons exercising special leadership. We are asking you to use the space below to report this year's activities and ideas.

- I. Was RURAL SCHOOL CHARTER DAY observed in 1946?
- II. How was it observed?
- III. Who participated?
- IV. Approximately how many people attended? (If reporting for a county or area, indicate number of observances, estimated total attendance).
- V. Is there a framed copy of the Charter in each classroom?
- VI. Please make suggestions for observance of RURAL SCHOOL CHARTER DAY in 1947. (Use back of sheet if necessary).

(Signed) Name _____

Title _____

Address _____

(Return to Division of Rural Service, NEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.)

September 5, 1946

My dear Mr. McDonald:

I do not know what I said that made you think I thought you were with the United States Office of Education. I knew you were with the National Education Association, and I knew you were on leave of absence, though I had forgotten it was from the University of North Carolina.

I haven't yet been to a meeting of the President's National Commission on Higher Education. I am very glad, however, to have the information which you sent me and I shall do whatever I possibly can to remedy the situation. I sent your report to the President and hope that he may take cognizance of the points you raise.

Very sincerely yours,

MAJORITY EDUCATION
1951 SIXTEEN
1951

WAS...
SA...
V...
M...

Mrs. Franklin D. Roosevelt

- 2 -

July 23, 1946

which is all out of proportion to their influence in American education and which — unless counteracted — would be very injurious to the cause of free public education.

An issue which goes even deeper is involved in the National Commission on Higher Education. President Truman has laid out for the Commission a series of functions related to matters which have been considered outside the direction and control of the federal government. These matters are objectives, method and curriculum of higher education institutions.

This is a matter in which I have personally no stake whatever except an interest in the advancement of public education, which seems to me to represent the only effective means of equalizing opportunity and extending democracy in the United States.

Since you have accepted appointment on the new Commission, I hope that you may find it possible to use your influence to offset any tendency on the part of the leadership of the Commission toward recommendations or conclusions which are discriminatory against free, public education.

Sincerely yours,

Ralph McDonald
Ralph McDonald, Executive Secretary
DEPARTMENT OF HIGHER EDUCATION

RM/ed

P.S. — The enclosed copy of a confidential memorandum prepared in our offices sets forth the major elements of danger in the new Commission.

RMc

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

Members of DHE Executive Council July 22, 1946

July 22, 1946

The authority of the Commission goes right to the heart of the direction and nature of education.
CONFIDENTIAL ANALYSIS OF SITUATION CREATED BY PRESIDENT TRUMAN'S

APPOINTMENT OF NATIONAL COMMISSION ON HIGHER EDUCATION. The President assumes for the federal government a position in education against which Congress, educational leaders, and state leaders in overwhelming majority have created every possible safeguard. By Ralph McDonald, Executive Secretary of the National Education Association, Congress has spelled out in the Department of Higher Education of the federal government from entering into the National Education Association an education is more clearly established by tradition and by law than the principle that the federal government shall exercise no control whatever over any of the very matters delegated by the President to the National Commission on Higher Education.

The naming by President Truman of the National Commission on Higher Education as recently announced precipitates a crisis of the utmost importance to public education. The domination of the private-sectarian point of view in education is unmistakable in the leadership of the president's Commission.

The establishment of this Commission raises sharply four fundamental issues in American education: serious obstacle to the development of free public schools and colleges has been from the proponents of the private-sectarian point of view in education.

1. Shall a federal commission named by the President determine, direct, control or influence such matters as objectives, method, curriculum, and administration of higher education in the United States now favor free, non-sectarian?

2. Shall the private-sectarian point of view be the dominant influence in the shaping of federal government policies in education?

3. Shall the United States Office of Education and official state public education authorities in education be by-passed in the channeling of federal relations to education? area of this struggle has been in higher education, where the tide has finally

4. Shall policy and principles for higher education be determined separately and apart from policy and principles for elementary and secondary education in an era of mass higher education which is integrally and inseparably a part of one educational system, inclusive of all levels? in recent years.

An examination of the National Commission on Higher Education in relation to each of these basic issues will reveal the grave dangers to free, democratic, state-administered, public education. In 1944, represented a clear victory for the private-sectarian point of view in higher education. An originally drawn, the Act provided for the payment of tuition and student fees for a veteran to any institution at the established rate of that institution. Thus, an institution

First, the National Commission on Higher Education, by the President's own words, would have broad authority to re-examine our system of higher education in terms of its objectives, methods, and facilities; and in the light of the social role it has to play. Among the more specific questions with which I hope the Commission will concern itself are: ways and means of expanding educational opportunities for all able young people; the adequacy of curricula, particularly in the fields of international affairs and social understanding; the desirability of establishing a series of intermediate technical institutes; the financial structure of higher education with particular reference to the requirements for the rapid expansion of physical facilities. These topics of inquiry are merely suggestive and not intended to limit in any way the scope of the Commission's work.

follows: (a) by the adoption of regulations by the Veterans Administration which permitted the payment of a minimum amount regardless of tuition rates, the payment of tuition and student fees for veterans on the basis of non-

MEMBERSHIP OF NATIONAL ASSOCIATION OF COLLEGE BUREAUS OF EDUCATION
DEPARTMENT OF THE ARMY
WASHINGTON, D. C.

Members of DHE Executive Committee
Members of DHE Executive Committee

- 2 -
- 3 -

July 22, 1946
July 22, 1946

The authority of the Commission thus goes right to the heart of the direction and control of education.

resident rates in public institutions, or payment on the basis of contract
In the naming of a federal commission with such functions, the President assumes for the federal government a relation to education against which Congress, educational leaders, and state leaders in overwhelming majority have erected every possible safeguard. In every major legislative act affecting education, Congress has spelled out in the strongest terms barriers to prevent the federal government from entering into these areas. No principle in American education is more clearly established by tradition and by law than the principle that the federal government shall exercise no control whatever over many of the very matters delegated by the President to the National Commission on Higher Education. proposed the appropriation of \$25,000,000 per year for emergency federal grants to higher education institutions. Under the formula set forth in the proposal, was
Second, the domination of the private-sectarian point of view in education is unmistakable in the leadership of the president's Commission, unsound and so clearly a measure for federal subsidization of high-tuition private institutions. Probably the most serious obstacle to the development of free public schools and colleges has been from the proponents of the private-sectarian point of view in education. it be amended or killed. After vigorous opposition by the NCA the bill quickly died in Committee.

Most religious denominations in the United States now favor free, non-sectarian, publicly controlled education. was the executive director of the Advisory Committee which produced the recommendation of H.R. 3114 and was
From the days of Horace Mann to 1946, however, every major step for public education has been taken over the opposition of some private and sectarian education forces. The last area of this struggle has been in higher education, where the tide has finally turned to free or low-cost, public education institutions.

3. S. 717, sponsored by the proponents of the private-sectarian point of view Persistent and effective influence of the private-sectarian point of view at the national level is clearly revealed in three major legislative proposals in recent years. of public education in the nation.

1. Title II, the educational provisions, of the Serviceman's Readjustment Act, as originally adopted in 1944, represented a clear victory for the private-sectarian point of view in higher education. As originally drawn, the Act provided for the payment of tuition and student fees for a veteran to any institution at the established rate of that institution. Thus, an institution which had high tuition rates was to receive a large payment, whereas a low-tuition institution was to receive little. A clear discrimination against publicly supported institutions and in favor of private, high-tuition institutions was established in the allocation of federal funds for veterans' education. ment of a chairman and a substantial majority of the educational

The executive secretary designated by President Truman for the National Commission on Higher Education was, by general report and by his own statement, the closest and most influential adviser to Congressional leaders on the educational provisions of the Act. whole worked together well

Only after a tremendous effort led by the National Education Association was the discrimination against public education institutions reduced as follows: (a) by the adoption of regulations by the Veterans Administration which permitted the payment of a minimum amount regardless of tuition rates, the payment of tuition and student fees for veterans on the basis of non-

Members of DHE Executive Committee
The Department of the Interior
The Department of Education
The Department of Health, Education and Welfare
The Department of Labor
The Department of State
The Department of Justice
The Department of Defense
The Department of Agriculture
The Department of Commerce
The Department of Housing and Urban Development
The Department of Transportation
The Department of Veterans Affairs
The Department of the Army
The Department of the Navy
The Department of the Air Force
The Department of the Coast Guard
The Department of the Marine Corps
The Department of the Army Reserve
The Department of the Navy Reserve
The Department of the Air Force Reserve
The Department of the Coast Guard Reserve
The Department of the Marine Corps Reserve
The Department of the Army Reserve
The Department of the Navy Reserve
The Department of the Air Force Reserve
The Department of the Coast Guard Reserve
The Department of the Marine Corps Reserve

resident rates in public institutions, or payment on the basis of contract between an institution and the Veterans Administration; (b) by amendment of the Act to permit payments to institutions on the basis of cost of instruction.

Despite these hard won adjustments initiated by the NEA, the average payments of federal money per veteran to private institutions are today considerably higher than those to public institutions.

2. House Resolution 3116, resulting from the report of a special Advisory Committee to the House Committee on Education, proposed the appropriation of \$25,000,000 per year for emergency federal grants to higher education institutions. Under the formula set forth in the proposal, the amount granted to any institution would be determined by its tuition rate and its decline in enrollment. The proposal was so obviously unsound and so clearly a measure for federal subsidization of high-tuition private institutions (in gross discrimination against public institutions which have low or no tuition) that the National Education Association was obliged to ask that it be amended or killed. After vigorous opposition by the NEA the bill quickly died in Committee.

The executive secretary designated by the President for the present National Commission on Higher Education was the executive director of the Advisory Committee which produced the recommendation of H.R. 3116 and was personally the author of the discredited proposal to provide disproportionate grants to private and sectarian schools and discriminate against public colleges.

3. S. 717, sponsored by the proponents of the private-sectarian point of view as an alternative to S. 181, presented the most difficult obstacle to the federal aid bill sponsored by the NEA, the state education associations, and the forces of public education in the United States Office of Education.

At this time the most serious obstacle to the passage of a federal aid bill to equalize educational opportunities in the states is the determined and resourceful opposition of the private-sectarian education minority.

By designating as executive secretary of the National Commission on Higher Education the author of the ill-fated H.R. 3116 and consistent sponsor of measures to favor private education, the President has given the private-sectarian point of view a dominance which is wholly beyond its proper place in American education.

Appointment of a chairman and a substantial majority of the educational membership with private and sectarian education connections further emphasizes the dominance of the private-sectarian point of view.

Public and private higher education have on the whole worked together well and cooperatively in recent years, but every federal measure involving fairness to public higher education institutions (which do now and will increasingly in the future serve the greater number of students) has been made over the opposition of a private-sectarian minority for which the executive-secretary of the National

Education Association has been the chief spokesman in American education at the present time in integration of higher education, secondary education, and elementary education. A major

Members of DHE Executive Committee

Members of DHE Executive Committee

Commission on Higher Education has been the principal operating agent.

In a fairly balanced relationship to national educational leadership, private-sectarian forces can and do make a splendid contribution. In a position to dominate federal educational policy, however, these forces could set the cause of public education back immeasurably.

Basic to American educational practice is the principle that public funds for the establishment or support of schools and colleges should be granted to publicly controlled, non-sectarian institutions only. Although firmly established by constitutional provisions, court decisions, and Congressional action, this principle has not been fully accepted by all proponents of the private-sectarian point of view, including the executive-secretary of the newly appointed National Commission on Higher Education.

Third, the new Commission sets up a channel of relations between the federal government and education aside from the United States Office of Education and the state educational authorities. Since the United States Office of Education has long been recognized as the channel of such relationships, and since the state education authorities are in most instances legally vested with authority over educational activities within the respective states, the circumvention of these offices is confusing and dangerous.

Over the years the United States Office of Education has developed a competent staff in higher education which has established friendly and effective relationship with educational authorities and institutions throughout the nation. These established relationships are patterned to fit the American principle of free, state controlled education, with the result that public education authorities throughout the nation can and do have confidence in the United States Office of Education.

Efforts to supersede or circumvent the United States Office of Education and the legal state authorities in education have been persistent from certain sources, particularly from the executive secretary and chairman of the new National Commission. The plan proposed by the Advisory Committee to the House Committee on Education, set forth in House Report No. 214 of February, 1945, is an illustration. Under that plan (authored by the executive secretary of the new Commission) a federal commission entirely aside from the United States Office of Education and entirely aside from the state education authorities would have been created to grant funds to educational institutions. At no point in the process of approving institutions for grants, administration of the plan, or distribution of funds, would the state education authorities have had any voice or relationship whatever.

Fourth, the National Commission on Higher Education as named by President Truman is apparently based on the false assumption that higher education policy should be developed aside from elementary and secondary education policy.

One of the great needs in American education at the present time is integration of higher education, secondary education, and elementary education. A major

...to the benefit of the public
...of public education on past...
...to compare...
...In a letter...
...Commission on Higher Education...
...Members of the Executive Committee...

July 22, 1946

deterrent to progress in democratic secondary education has been the dominating influence of college requirements upon the curriculum of the secondary school.

College and university enrollment in the United States is expected to reach close to 2,000,000 within the next year. Most students of education expect the number of students in higher education to continue a steady increase for years to come, especially if the movement toward free, public colleges and universities is unimpeded.

In 1941-1942, the last normal academic year before World War II, 15.66 per cent of the nation's population aged eighteen through twenty-one years were enrolled in institutions of higher education. The per cent had increased steadily from 3.04 per cent in 1890. The recent war interrupted the increase only temporarily, and an enrollment level of 25 per cent or even 30 per cent of college-age youth may be reached before the levelling off stage is evident.

Thus, higher education in the United States has become mass higher education in a very real sense. The heavy increase in college enrollment is related to the great expansion of secondary education and is due to the same basic factors in American society.

Objectives, method, curriculum, administration, even financial structure for higher education in this era should be determined only in close relationship with those of elementary and secondary education. In fact, the determination of these matters for any level of education is but a part of the process of determining policy and principles for American education as a whole.

The membership appointed to the new Commission by the President includes no educator from the secondary or elementary level. Furthermore, publicly controlled institutions of higher education, which in the main have developed in closer articulation with secondary education, have minority representation.

A constructive movement would bring together representatives from all levels of education for a study directed to either level. The Educational Policies Commission, which is an influential agency in the evolution of educational policy, recently published a volume on secondary education, "Education for All American Youth". The Commission which engaged in the study included six leaders from higher education and twelve leaders from elementary and secondary education in a total membership of eighteen.

For the development of sound principles and policy in higher education a commission should draw perhaps one-third of its professional members from elementary and secondary education.

For the foregoing reasons, the National Education Association, representing as it does in its affiliated branches and departments 765,000 dues-paying members, or more than 80 per cent of all educators in the United States, must take emphatic steps to safeguard free, public education from the dangers which so obviously are created by the establishment of the National Commission on Higher Education under the leadership designated by President Truman.

Ralph McDonald

See 10 file

PRESIDENT'S COMMISSION ON HIGHER EDUCATION
Room 1275, Lafayette Building
Washington 25, D. C.

September 13, 1946

Mrs. Eleanor Roosevelt
Hyde Park, New York

Dear Mrs. Roosevelt:

Your letter of August 21 came while I was out of the city, and I am only now able to get out the correspondence.

The meeting on December 10 will begin at 10:00 a.m., and the meeting on the 11th will close at 5:00 p.m. There may very likely be an evening session on the 10th, as the Commission will need to resolve a number of rather fundamental issues at its next session.

In regard to the selection of individuals to prepare the studies, we will certainly keep your suggestion in mind. However, it is, I think, safe to assume that the individuals would be selected on the basis of their statesmanship in education and would be those who, regardless of their employment, should be able to appraise the whole range of education. Also, no report will be issued without the approval of the entire Commission. I am sure you agree with me that these two factors make the question of the immediate relationship of the individual to public or private institutions less important than it might be otherwise.

Very sincerely yours,

F. J. Brown
Francis J. Brown
Executive Secretary
President's Commission on Higher Education.

CP
Ray in file of letter return

Full

PRESIDENT'S COMMISSION ON HIGHWAYS
325 Washington Building
Washington, D. C.

INTERIM REPORT NO. II
TO THE MEMBERS OF THE PRESIDENT'S COMMISSION ON HIGHWAYS
Dear Committee Member,

Let Humphreys have to
go to h. s. for 9th & 10th
with him study with 10th & 11th
with 5 p. 2. Humphreys
tell a person of 12th 5th

Nov. 10th ...
State Prof in local group
Committee report
Adv. of change in P.M.
date

Nov 8th ...
Committee report at work. 11.2.
Form ...
Nov 5th ...
Nov. 10th ...

PRESIDENT'S COMMISSION ON HIGHER EDUCATION

323 Washington Building

Washington, D. C.

November 7, 1946

INTERIM REPORT NO. II

TO THE MEMBERS OF THE PRESIDENT'S COMMISSION ON HIGHER EDUCATION

Dear Committee Member:

At the meeting of the Advisory Committee for the first Commission study (Aims and Objectives) it seemed wise to make a slight change in the plans of the meeting days in December. In order to save travel time the following schedule of meetings will be held:

Sunday, December 8th

Separate meetings for each Advisory Committee with its Staff Writer.

Monday, December 9th

A meeting of the Executive Committee of the Commission with representatives of national organizations

Tuesday, December 10th
and

Wednesday, December 11th

Entire Commission meeting; the Agenda will be sent to you later.

Thursday, December 12

Joint conference of all five Staff Writers and the Chairman of all five committees

Although it will not be necessary for the entire membership to attend the meeting on Monday, December 9th, it would be desirable for you to do so, especially since you will be here for the Sunday meeting of the Advisory Committee.

We shall be glad to assist you in any way possible in making reservations if you will let us know your need and preference.

This will be an extremely important series of meetings and we earnestly hope that all members of the Commission may be able to attend.

Francis J. Brown
Executive Secretary

— Indefinite

I rec'd your letter
of Oct 4th with
interest. After Oct
23^d I will be serving
as delegate to the
W. Assembly & it
will be difficult for
me to get away. I
could go down for a
Sunday & perhaps
for a Saturday^{night} at
any time.

MRS.

- 2 -

individuals. We have asked each to prepare the outline in sufficient detail to indicate not only its general scope but something of his own point of view. When these reports are prepared, and it is hoped that this will be done prior to the next meeting of the Commission in each case, meeting of the special committee will be called for discussion with the individual writing the report. Each meeting will be at least for one day, or possibly two, in order that the committee may have ample time to give definite direction to the writing of each report. In the meantime if you have any specific recommendation which you want to have submitted to the person writing the study for your committee, will you please send them to me and I will see that they are forwarded immediately.

On October 12 I am spending some time in Chicago with Dr. Newton Edward who, as you recall, will write the first study. I am certain that he will have material ready so that the meeting of the special committee on Aims and Objectives can be held the latter part of October or early in November. Because of the importance of this study in providing the setting for the later reports, it will be well for us to meet for two days. Consequently, will you please indicate all dates from October 25 through November 10 when you could be available for a 2-day meeting in Washington, D. C. With these in hand, I will schedule the date at a time when I hope all members of the special committee can be present.

I will appreciate it if you will send me these dates immediately (air-mail if it will save time), as it will be necessary to notify you of the date in order for you to make reservations.

Sincerely,

F. J. Brown
Francis J. Brown
Executive Secretary

Enclosure

DISTRIBUTION OF NAMES FOR ADVISORY COMMITTEE

I. AIMS AND OBJECTIVES

T. R. McConnell, Chairman
Algo D. Henderson
Horace M. Kallen
Earl J. McGrath
Murray D. Lincoln
Mrs. Eleanor Roosevelt

II. EDUCATIONAL OPPORTUNITIES

Milton S. Eisenhower, Chairman
Lewis W. Jones
Agnes Meyer
Rabbi Stephen S. Wise
Martin R. F. McGuire
Ordway Tead

III. ORGANIZATION OF HIGHER EDUCATION

Goodrich C. White, Chairman
George D. Stoddard
Henry A. Dixon
Mark Starr
Bishop G. Bromley Oxnam

IV. FINANCING HIGHER EDUCATION

Harry K. Newburn, Chairman
Very Rev. Msgr. Frederick G. Hochwalt
Douglas S. Freeman
Arthur H. Compton
F. D. Patterson

V. PROVIDING PERSONNEL

Alvin C. Eurich, Chairman
Sarah G. Blanding
O. C. Carmichael
John R. Emens
Harold H. Swift

DISTRIBUTION OF NAMES FOR ADVISORY COMMITTEE

I. AIMS AND OBJECTIVES

T. R. McConnell, Chairman
Algo D. Henderson
Horace M. Kallen
Earl J. McGrath
Murray D. Lincoln
Mrs. Eleanor Roosevelt

II. EDUCATIONAL OPPORTUNITIES

Milton S. Eisenhower, Chairman
Lewis W. Jones
Agnes Meyer
Rabbi Stephen S. Wise
Martin R. P. McGuire
Ordway Tead

III. ORGANIZATION OF HIGHER EDUCATION

Goodrich C. White, Chairman
George D. Stoddard
Henry A. Dixon
Mark Starr
Bishop G. Bromley Oxnam

IV. FINANCING HIGHER EDUCATION

Harry K. Newburn, Chairman
Very Rev. Msgr. Frederick G. Hochwalt
Douglas S. Freeman
Arthur H. Compton
F. D. Patterson

V. PROVIDING PERSONNEL

Alvin C. Earich, Chairman
Sarah G. Blanding
O. C. Carmichael
John R. Emens
Harold H. Swift

WIRE

*P. Com on
Higher Ed.*

I am extremely sorry but I will
be serving as delegate to U N Assembly
and can not be at meetings on
Nov. 4th and fifth.

G.R.

*sent
10/15/46*

FROM: [illegible]
TO: [illegible] - to
the [illegible] I do not know
and do not want to someone up
and the [illegible] of [illegible]
I [illegible] from [illegible] consideration

ORIGINAL RETIRED FOR PRESERVATION

I gathered from your conversation that the column of today, Monday, was to be sent to someone at the dem. hdqts. I do not know anything about this request - to whom should it go?

S.L.

NOA. SEP. 20. 1944.

AND CAN NOT BE OF SERVICE ON

DE. 20. 1944. AS OF 10. 1944.

AN. 20. 1944. 10. 1944.



ATL

WESTERN UNION

1200

SYMBOLS

(30)

RK 137 175-3 EXTRA GOVT THE WHITE HOUSE WASHINGTON DC

VIA POUGHKEEPSIE NY 15

MRS. ELEANOR ROOSEVELT =

29 WASHINGTON SQ WEST = NYK =

NOVEMBER FOURTH AND FIFTH ONLY AVAILABLE DAYS FOR MEETING

OF COMMITTEE AND AIMS AND OBJECTIVES. EXTREMELY ANXIOUS

YOU ATTEND FIRST MEETING. PLEASE WIRE REPLY WHETHER YOU CAN
ATTEND EITHER OR BOTH DAYS =DR. FRANCIS J BROWN PRESIDENTS COMMISSION = ON HIGHER
EDUCATION =

ORIGINAL RETIRED FOR PRESERVATION

PRESIDENT'S COMMISSION ON HIGHER EDUCATION

INTERIM REPORT NO. I

October 23, 1946

To the Members of the President's Commission on Higher Education

Dear Committee Member:

This is in the nature of an interim report and similar reports will be sent to you from time to time to keep you abreast of the activities carried on by the Staff.

Within the next few days the Commission's headquarters will be in Room 511 Washington Building, corner of 18th and New York Avenue, N.W., Washington, D. C. We will have our own conference room, together with office space, and all meetings of the Advisory Committee will be held there. For the time being no change is necessary in the mailing address as mail will be referred through channels to our office.

Mr. A. B. Bond has been appointed Assistant Executive Secretary and will begin his work with the Commission this week. Mr. Bond was on the staff of Louisiana State University, had rather wide contacts through the Southern Regional Association, was in the Educational Services Section of the Navy for nearly 5 years, and most recently was Chief of the Training Section of the Retraining and Reemployment Administration. We have also procured the full-time services of Miss Martha Hall, now an intern of the National Institute of Public Affairs. Although she will be learning as well as working, I am sure she will be able to be of real assistance to the Commission. Mrs. Marion Young has been appointed research assistant and will assist in finding and interpreting bibliographical and research data.

We have been fortunate also in the assignment of Mrs. Mary Beachley as secretary of the Commission. She will handle all travel arrangements, assist in hotel reservations and, in addition, will do the secretarial work for the staff.

Mr. John Thurston, who met with the Commission at its last meeting as Mr. Kingsley's personal representative, is devoting an increasing amount of his time to the Commission in its contacts with Government agencies. You will recall that the last time we met, Mr. Steelman stated that an Inter-agency Committee would be appointed made up of representatives of Government agencies to assist the Commission in procuring factual information. In preparation for the first meeting of the Inter-Agency Committee (minutes of which are enclosed), I drew up the enclosed list of 50 areas in which information would be needed. The list was then sent to the appointed Staff Writers for their further suggestions. Since the meeting of the Inter-Agency Committee, Mr. Thurston and I have met individually with representatives of the various governmental agencies and have discussed with them the types of information which each could procure. After the last of these individual conferences I will draw up an allocation of the research data which can be procured from each of the governmental agencies indicating - (a) the data which they have already available; (b) data which they can procure for the Commission as part of their normal activities; (c) data which would need to be procured solely because of the Commission's need for it, and which the Commission may need to subsidize. It is necessary for us to move rapidly in this type of activity in order that the data may be available for the preparation of the first report.

Dr. Newton Edwards has devoted considerable time to the first study and its meeting with his Advisory Committee on November 4 and 5. It is hoped that some portions of the first report may be available for the discussion of the Commission at its meeting, December 10 and 11. Certainly a number of the basic issues will be presented on which the Commission will give direction to the further writing of the report.

I am glad to tell you that we have now procured the services of Dr. Alfred D. Simpson as Staff Writer for the study on Financing Higher Education. Dr. Simpson was for a number of years Commissioner of Finance in the State Department of Education in Albany, New York, and is now on the staff at Harvard University. Staff writers for the other two projects will be settled within the next few days.

We are planning a meeting of the five Staff Writers and the Chairman of the five Advisory Committees for Sunday, December 8th, so that many of the problems of interrelationships of the studies may be clarified before the meeting of the Commission on the following Tuesday and Wednesday.

On Monday, December 9th, the day before the Commission meets, we are planning to invite representatives of 15 or 20 national organizations in the field of higher education to meet with the Executive Committee, the Chairman of the Advisory Committees and the Staff Writers. If it is possible for you to come to Washington for this Monday meeting also, we will be glad to have you at this discussion with the representatives of the organizations.

We will welcome any comments or suggestions you may have on the information contained in this report or any questions that may be in your minds.

Francis J. Brown
Executive Secretary

INTER-AGENCY WORKING COMMITTEE
PRESIDENT'S COMMISSION ON HIGHER EDUCATION

First Meeting - October 7, 1946

White House - East Wing

MINUTES

Present:

W. Donald Kingsley, Chairman	OWNER
Paul Davis	Bureau of the Budget
Clyde Long	Retrain. & Reemployment Adm.
John Dale Russell	U. S. Office of Education
Henry Shryock	Bureau of the Census
M. L. Wilson	Department of Agriculture
Seymour Wolfbein	Bureau of Labor Statistics
John L. Thurston, Executive Secretary	OWNER

Dr. George Zook, Chairman, President's Commission on Higher Education
Dr. Francis Brown, Executive Secretary, President's Commission on
Higher Education
Charles V. Kidd, OWNER

The Chairman discussed the role of the President's Commission on Higher Education referring to the President's charge that the Commission examine the "functions of higher education in our democracy and the means by which they can best be performed." He emphasized that the Commission can have a profound effect upon higher education in this country. Inevitably also, the Commission's attitudes and views will effect immediate legislative proposals in the field of education.

The importance which the President attaches to his Commission led him to ask Dr. Steelman to insure that all agencies of the Federal Government cooperate generously with the Commission. Funds available for the Commission's work prohibit extensive research by its limited staff; Dr. Steelman, therefore, has requested that all appropriate agencies supplement the staff to the extent necessary to fulfill the Commission's responsibilities. Because the scope of the Commission's work requires the assistance of many Federal agencies, the OWNER was called upon to integrate their work.

Dr. Zook outlined the manner in which the Commission would operate. He pointed out that -- in contrast to the last two Federal educational commissions -- it will concern itself primarily with higher education. Furthermore, its findings will be published as the work of the entire Commission, and will not be released as the work of "experts" employed by the Commission. Persons will be employed to prepare drafts covering each of the topics for study, but subcommittees of the Commission -- and finally the entire body -- will review the drafts and develop them into "Commission" reports.

After a discussion of the major topics which the Commission will investigate, Dr. Francis Brown distributed and reviewed briefly a list of related research projects. The projects vary widely in scope, and some are not susceptible to quantitative analysis. Many others, however, are of a nature that can be undertaken at once by agencies of the Government.

It was agreed that all Committee members would carefully study the projects with a view toward identifying those which their agency can undertake. Mr. Thurston will visit each member individually within two weeks for the purpose of discussing the projects, and the agency program, in complete detail.

Mr. Kingsley, seconded by Dr. Zook, emphasized that the Inter-Agency Committee was not established merely to provide quantitative data upon request of the President's Commission, even though that is a very important function. The Committee has a broader responsibility to prepare research basis to the Commission's studies and, in fact, to make recommendations and suggestions concerning Government policy in this field. Such recommendations will require an understanding of the Commission's objectives and programs, and in this connection it was agreed that material bearing upon the Commission's work would be made available to members of the Committee for their study. The first set of such material is appended to these minutes.

The Chairman announced that the Committee will not meet at regular intervals, but will serve "on call." Frequent individual discussions with Committee members relative to specific projects will be required, however.

IMPERATIVE LIST OF FACTUAL DATA FOR THE
PRESIDENT'S COMMISSION ON HIGHER EDUCATION

I. Responsibilities of Higher Education

1. Actual and projected population trends through 1960:
 - (a) Total population.
 - (b) College age population (17-25)
 - (c) Adult population.
2. Educational level of the general population and potential trends through 1960:
 - (a) Total.
 - (b) By age groups.
 - (c) By regions.
3. College and University enrollment, actual and projected through 1960, by types of institutions.
 - (a) Veterans and non-veterans.
 - (b) Men and women.
4. Actual and potential enrollment in elementary and secondary schools through 1960.
5. Number and character of enrollment in trade, vocational and technical schools of sub-college level, with projections as to their potential importance as an alternative for college and university study.
6. Number and type of institutions of higher education with projections as to potential future developments through 1960.
7. Data regarding national needs, projected through 1960, for all fields for which higher education may be presumed to educate personnel.
 - (a) Physical sciences, including engineering.
 - (b) Health fields.
 - (c) Biological sciences.
 - (d) Social Sciences.
 - (e) Humanities.
 - (f) The Arts.
 - (g) Business Administration.
 - (h) Law
 - (i) Teaching -- at all levels.
 - (j) Agriculture.

These data should be available to indicate needs both of those trained only to a technician level (terminal junior college courses or the equivalent) and those of full professional training.

8. Data on existing courses offered by higher educational institutions to determine the extent to which they provide training in these fields and in terms of human relationships and international relationships.

II. Ways and Means of Providing Higher Education to All.

9. Data on previous and present enrollment in terms of the following variables and their relation to the total population:
- (a) Economic status.
 - (b) Racial groups.
 - (c) Religious affiliations.
 - (d) General ability of college students and those not in college.
10. Comparison of higher educational facilities available for white and Negro, both qualitative and quantitative.
- (a) Total availability.
 - (b) Availability by states or regions.
11. Summary of available data on discriminative practices in admission to colleges and universities and stimulation and direction of additional studies in this field.
12. Data on types of financial assistance to individuals, amounts, and number of recipients:
- (a) Institutional scholarships and fellowships.
 - (b) Scholarships available through commercial channels and private organizations, such as Coca Cola and Science Research, Inc.
 - (c) State aid to individuals such as Minnesota's provision for free tuition to veterans of World Wars I and II and their families, and New York State scholarships.
 - (d) Federal assistance, including summary of NYA, military scholarships, scholarships through other Government Departments, and other Federal programs for scholarships such as those proposed by the creation of a national research foundation.
13. Poll of reliable opinion regarding the issues as to whether such scholarships should be available on the basis of ability or of need.

III. Organization and Expansion of Higher Education

14. Public Relations of higher education with community or national interests.
15. Analysis of internal administrative organization of a representative sampling of colleges and universities.
16. Study of means of acceleration.

17. Survey of shifting patterns of relationship with State agencies;

- (a) Of publicly controlled institutions.
- (b) Of private institutions.

This would include an analysis of organizations in every state to coordinate higher education.

18. Critical analysis of voluntary organizations in higher education to include;

- (a) Type.
- (b) Number.
- (c) Strength, as measured by membership.
- (d) Function.
- (e) Activities.
- (f) Results.

19. Role of Federal agencies in non-fiscal matters, especially in terms of potential professional leadership;

- (a) U. S. Office of Education.
- (b) Department of Agriculture.
- (c) Veterans Administration.
- (d) National Housing Agencies and FHA.
- (e) Department of Commerce.
- (f) Others.

IV. Financing Higher Education

20. Analysis of sources of income of higher educational institutions, and projection of trends to 1960;

- (a) Tuition and other fees.
- (b) Grants and endowments.
- (c) Tax support; municipal, state and Federal.

These data should be assembled in separate categories for different types of institutions of higher education.

21. Ratio of incomes to expenditures in terms of;

- (a) Instructional costs.
- (b) Maintenance and operation.
- (c) Capital outlay.
- (d) Endowments.

V. Providing Personnel for Higher Education

22. Data on present sources of faculty members analyzed in terms of trends.
23. Appraisal of present teaching effectiveness in selected colleges and universities of varying sizes and types.
24. Data on education and professional preparation of faculty members, both qualitative and quantitative;
- (a) Subject matter courses and research.
 - (b) Courses in methods of teaching and classroom organization.
25. The relationship of research to instruction.
26. Survey and appraisal of activities carried out by the Administration for the improvement of instruction;
- (a) General conferences.
 - (b) Departmental discussions.
 - (c) Classroom supervision.
 - (d) Distribution of helpful suggestions through a house organ.
 - (e) Others.
27. Present policy and trends regarding salaries in relation to other professions requiring comparable training.
28. Survey of policies and trends regarding tenure.
29. Retirement;
- (a) Mandatory contributions by individuals.
 - (b) Institutional contributions.
 - (c) State retirement plans.
 - (d) Federal social security.
 - (e) Others.
30. Academic freedom.