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

ack 3-21

March 20, 1936

thanks
ER

My dear Mrs. Roosevelt:

I cannot leave Washington tonight without telling you once more how deeply grateful I am for your participation in the broadcast on Wednesday evening. Our staff here at headquarters were very much impressed with it, and the press was also. I have been receiving congratulations all day from people who heard it. The following telegram from Miss Helen Collins, our State Director in Connecticut, who happens to be a Catholic, seemed to me to be very fine:

> "Roosevelt Radio interview perfect. Education tie-up masterpiece. Congratulations."

This will be the normal reaction of teachers who heard it.

Remembering that you are to make a commencement address, I am taking the liberty of sending you a package of material which may point the way to your thinking at that time. If I can help you further, please do not hesitate to call upon me.

Gratefully yours,

Charl Ormond Williams

Charl Ormond Williams,
Field Secretary

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

Mrs

100

April 11, 1936

My dear Miss Williams:

Florence I will be very glad to have Miss Hale spend the night of May 5th with us. Will you let her know, or will you send me her address so that I can invite her direct?

Very sincerely yours,

Put this in Pres. Calendar

SO

Miss Charl O. Williams
NEA
Washington

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

April 4, 1936

ack
4-11

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

add for May 5th
Tell Cherl Williams

My dear Mrs. Roosevelt:

I saw Miss Florence Hale in New York last week-end, and we talked over her visit to the White House. I do not need to tell you that she is thrilled over the prospect of spending a night in that historic mansion.

In accordance with the dates you gave me, May 1 to 8, we settled on May 5 or 6 as the time for her visit. She will come to Washington on May 4 from a speaking tour in Michigan. I am leaving on May 6 or 7 to be gone three months; so I should especially appreciate it if she could be invited on May 5, for I want to talk to her the next day. When you have extended the invitation, I wonder if you would be good enough to let me know.

I hope to see Miss Hale in New York next week at which time we shall talk again of this unusual opportunity which is in store for her. I want her to have an article in her magazine about the White House, and if she could have some interior views of it, it would add much to the interest of the 150,000 teachers who are her subscribers.

Attached are a few facts that will tell you something of Miss Hale and her work.

Faithfully yours,

Cherl Ormond Williams

Cherl Ormond Williams
Field Secretary

Miss Florence Hale, formerly of Augusta, Maine

Began career as rural school teacher in Maine.

Was head of teacher-training school in Presque Isle in Northern Maine.

Later was state school supervisor, travelling hundreds of miles in all kinds of weather for years.

Now receives pension from her state of $1500 a year for life.

President of National Education Association, 1931-32.

Was the first to tell needs of schools to public by radio.

Has been on the air once each week during school year for 4 years.

Edits magazine, "The Grade Teacher," in New York -- has increased subscription from 40,000 to 150,000 in about 4 years.

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

April 14, 1936

file

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

My dear Mrs. Roosevelt:

I want Miss Hale to have the thrill of receiving a letter direct from you, inviting her to spend the night at the White House. I think it would be helpful if you suggested the time of her arrival. It was outrageously stupid of me to omit her address in the first letter. Remembering that I had done so, I sent it to you on April 10. Here it is again:

Miss Florence Hale
Prince George Hotel
New York, N.Y.

I am downright excited over this event. You have in the last week or so mentioned in your column the visit of two educators to the White House. Fine! It would do no harm to mention Miss Hale's visit in the same way, for she is known to the entire teaching profession.

I am at a loss to understand how in the past few days you have found time to read my letter, much less answer it.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

May 12, 1936

100

My dear Miss Williams:

Thank you so much for sending the plank which you drafted to be included in the Democratic platform. I have given it to the President.

Very sincerely yours,

Miss Charl Ormond Williams
1201 - 16th St., N.W.
Washington, D. C.

DD

100

May 12, 1936

My dear Miss Williams:

Mrs. Roosevelt read your article and asked me to tell you she thought it very good. She asked me to thank you for your letter.

Very sincerely yours,

Malvina T. Scheider
Secretary to
Mrs. Roosevelt

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, D. C.

May 6, 1936

aer 5-12

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

My dear Mrs. Roosevelt:

I spent most of this morning with Miss Hale who was bubbling over with enthusiasm about the lovely visit she had at the White House. She values this experience as a great privilege, and is deeply grateful to all who made it possible. She was most enthusiastic about you and thinks you are a truly wonderful teacher. She and I planned this morning a number of things that she will do in the next few months that will help to establish friendly relations between the White House and those engaged in educational work throughout the country.

Although Miss Hale is normally a Republican, from the first she has been in sympathy with the main objectives of President Roosevelt with whom she was greatly impressed. I do so appreciate your invitation to Miss Hale and the gracious hospitality you extended.

I am enclosing in this letter a copy of the article which I wrote at the request of Miss Dewson for the souvenir book to be distributed at the Democratic Convention in Philadelphia. It was an exceedingly difficult article to write because of my connection with three large non-partisan organizations on whose national boards I have been for years. It is just another example of pioneering which I have done all my life. Because of the difficulties involved, I had to write a bit of personal history into it. It was a labor of love, and I hope it may help some.

I am leaving tonight to be gone at least three, and perhaps four, months -- first to New York, and then to Chicago, Milwaukee, and on to the Pacific Coast. You do not need to be told that wherever I go, I shall say and do the thing that I think will help.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

13.20
6.60
19.80

WOMEN IN PROFESSIONS

Charl Ormond Williams --- Educator and First Woman Vice-Chairman of the Democratic National Committee

If a census could be taken of all the women employed in important government positions from the days of George Washington down to March 4, 1933, the total would not be so great as the number of outstanding women appointed to office in the four year term of Franklin D. Roosevelt. It is small wonder then that the polls of public opinion have shown President Roosevelt to be the first choice of the majority of women in this country.

Women in the professions have been given a major opportunity during the present Administration. An unprecedented number of women lawyers are filling key positions in New Deal agencies, demonstrating that government service welcomes women trained in legal work. Women aviators have received their first opportunity to work under governmental auspices. In the careful research preceding the drafting of the Social Security Act, women economists played an important role. For the first time in our history there is a woman member of the Cabinet, a woman seated on the federal bench, and a woman serving as minister in a foreign country.

No other President has assigned so many members of the teaching profession to strategic public posts as has President Roosevelt, a procedure which has been ridiculed but, in recent months, emulated by the opposition in the appointment of a "brain trust" of its own.

The recognition the Democratic Party accords women was evidenced in a large and notable gathering of Democratic women in Washington during the spring of 1935 at which more than fifty leading professional women now holding public office were singled out for special tribute.

Work for the needy and unfortunate has always claimed the interest of women. In the program headed by Mrs. Ellen S. Woodward, Director of the Women's

Division of the Works Progress Administration, thousands of women ousted from their security by the depression, have received a chance not only to earn a living for themselves and their families in suitable occupations but to improve their skills as well. In the educational projects sponsored by the Administration, women teachers whose training has been acquired at great expense and sacrifice have been taken from relief rolls and assigned to work commensurate with their skill. Under the heading of clerical surveys, projects have been launched which have contributed to the education of women and thereby enhanced their chances for private employment. Unemployed nurses have also been rehabilitated through opportunities given them to practice their profession in contact with physicians and hospitals.

The music, art, drama and writing projects have not only fostered activities of a permanent cultural and historic value but have trained women and broadened their background instead of permitting them to stagnate on relief. In assigning women to these special projects, the Works Progress Administration has taken care to provide work suitable to individual aptitudes so that when opportunity arose the occupants of these emergency jobs might be prepared to take their rightful places in the business world.

It has been gratifying to me as a teacher to note that along with the gigantic task of making solvent the banks of the nation; of saving the homes and farms of the people; of bolstering the railroads, insurance companies, and other basic enterprises, the needs of education have also commanded the attention of the President.

According to a recent report covering the period of 1933 to January 1, 1936, submitted by the United States Commissioner of Education, Dr. John W. Studebaker, 50,000 school buildings, or one in every five, have been repaired or improved by federal aid; 3,123 educational buildings have been built outright or have had new additions; 509,232 high school, college, and graduate students have been helped to continue their studies; 500,000 (estimated) illiterate adults have been taught to

read and write as a result of the adult educational program; 60,000 (estimated) needy children under school age have been cared for in nursery schools, and rural schools in 33 states have been enabled to keep going by grants from Federal Emergency Relief Administration funds.

If I had not been born a Democrat I am certain that the record of my party in regard to women alone would have converted me. So much history has been made during the last twenty years that major events have sometimes slipped by with only casual notice. This history, "all of which I saw and part of which I was," is filled with stirring stories of women's first entrance into the national political arena. Let us review some of the facts briefly.

In 1916, when all the parties declared for equal suffrage, only twelve western states had accorded women the right to vote. In this campaign, the Democratic National Committee set up a small women's division in the western headquarters under the leadership of Mrs. George Bass. This division made history. Democratic Party leaders were resigned to defeat on election night in 1916, but not Elizabeth Bass. "Wait until you get the returns from the women's votes in the West," she said. Her faith was justified. Woodrow Wilson was retained in the White House.

As a result of this election, a women's division was opened in the national headquarters of the Party with Mrs. George Bass in charge.

At the close of the World War she proposed to the Democratic National Committee that an influential woman be appointed in each state to serve as an associate member and her proposal was accepted. This was the first important political post given to women by any party. In accordance with the proposal, in May 1919 Congressman Cordell, now Secretary of State, who was at that time serving as Democratic National Committeeman, appointed the writer as the associate national committeewoman for Tennessee.

At the National Democratic convention in San Francisco in 1920, all associate

committeewomen were made full members of the Democratic National Committee which again established a new party procedure.

Within a few weeks after this convention adjourned, the Committee convened at Columbus, Ohio, to organize for the oncoming political campaign. At that time a vice-chairmanship for women was created and I was elected to the post, - a position which has since been filled with honor and credit by Emily Newell Blair and Nellie Tayloe Ross.

About this time the ratification of the woman's suffrage amendment to the United States Constitution became a burning issue. Only one state was needed to write this amendment into the Federal Constitution in time for the November election. All eyes were turned to Tennessee as the state most likely to succeed in this venture. At the request of the National Convention, Governor A. H. Roberts called a special session of the legislature to consider ratification. As a Vice-Chairman of the Democratic National Committee, I was summoned to Nashville by the Governor to take part in this important campaign. Tennessee by a bare majority ratified the amendment and as a result millions of women throughout the nation were permitted to vote for the first time in a national election.

In 1921 I was chosen president of the National Education Association, and in 1922 its field secretary, to develop lay support for the program of the Association with special emphasis on federal legislation in behalf of schools. During this time I retained my political post. I cite these facts only because they demonstrate the attitude of the National Education Association toward the "kind of academic freedom which permits the teacher complete liberty of political conduct and thought to which he is entitled as an American citizen."

In 1920 the National Education Association commissioned me to work for an education plank in the Democratic platform at the San Francisco convention. With the help of interested people the first declaration by any political party of the need for federal aid to education was written into a plank and adopted. This plank

stated:

> "Cooperative federal assistance to the states is immediately required for the removal of illiteracy, for the increase of teachers' salaries and instruction in citizenship of both native and foreignborn; increased appropriation for vocational training in home economics; re-establishment of both federal and state employment service with women's departments under the direction of technically qualified women."

In 1924 at the New York convention I represented the National Education Association on a similar mission. At this time the following plank was written into the platform:

> "We believe with Thomas Jefferson and other founders of the Republic that ignorance is the enemy of freedom and that each state, being responsible for the intellectual and moral qualifications of its citizens and for the expenditure of the moneys collected by taxation for the support of its schools, shall use its sovereign right in all matters pertaining to education. The federal government should offer to the states such counsel, advice and aid as may be made available through the federal agencies for the general improvement of our schools in view of our national needs."

In 1928 I organized a committee which worked for a plank on education in the party platform at the Houston convention. Franklin D. Roosevelt was exceedingly helpful to this committee with the result that the 1924 plank was reaffirmed in the 1928 platform.

The efforts on behalf of education by the Democratic Party herein set forth are in keeping with the spirit and philosophy of Thomas Jefferson, who was an ardent exponent of universal education.

Education has always had an essential spiritual value. Today it has also an essential economic value. It is a basic enterprise. Schools give employment to more than a million persons and training and education to practically thirty million more. In the number of employees on its payroll, the nation's school system is exceeded by only four industries: agriculture, construction, railroads and textiles. Schools not only employ the energies of every fourth person in the United States but they represent a capital investment of approximately six billion dollars. This investment is exceeded by only five industries: agriculture, railroads, oil,

electricity, and lumber.

Because of the fundamental importance of education to the nation, educators and laymen have for years maintained that the federal government has a stake in the education ot its children. They have held that while the control and administration of education should remain with the states, it is the obligation of the federal government to furnish leadership and financial assistance to the states in order that they might do their part more effectively. For years they have contended that the scattered agencies engaged in education in the federal government should be coordinated and so far as possible brought together under one responsible head. President Roosevelt made a significant step in this direction when on June 10, 1933 by executive order he transferred the functions of the Federal Board for Vocational Education to the Office of Education in the Department or the Interior.

Any statement on the progress of women in the professions during the last four years is incomplete which does not take into account the great contribution of the wife of our President, Mrs. Roosevelt. Through the wide variety of her interests she has inspired many forward-looking young people to train for public service as a career. No one can measure the influence for good she has exercised. Like Terence she says "Nothing that concerns mankind is without interest to me." She has met and talked with all sorts and conditions of people and made them welcome in the White House. Their troubles and perplexities have never been strangers to her. She has given generously and graciously of her means, her time, and her sympathy. Never attempting flights of eloquence, her words have struck home, Nothing she says neede to be explained. Mrs. Roosevelt has done more for the woman who works than any other President's wife in the history of our country. The teachers of the nation are proud to claim her as a member of their profession.

Because of the practical idealism of President and Mrs. Roosevelt, and the enthusiasm and courage with which they have approached their tasks, it is my earnest hope that their years of unprecedented labor for the American people may be rewarded by an overwhelming vote of confidence and support.

May 12, 1936

100

My dear Miss Williams:

Thank you so much for the copy of "Independent Woman". I am very glad to have this, and am also deeply appreciative of what you say in your letter.

Very sincerely yours,

Miss Charl Ormond Williams
1201 - 16th St., N.W.
Washington, D. C.

DD

Ack'd 5-12-36

THE NATIONAL FEDERATION *of* BUSINESS
and PROFESSIONAL WOMEN'S CLUBS, INC.

1819 BROADWAY · NEW YORK, N. Y.

Telephones: COlumbus 5-3934 and 5-3935

1201--16th St. N.W.
Washington, D.C.
May 11,1936

Thank E.R.

My dear Mrs. Roosevelt:

With this note I am sending you a copy of the May issue of the "Independent Woman," which carries in full our broadcast on March 18.

Having something of a sense of historic values, I saw to it that this broadcast was preserved in the records of the Federation. In my judgment, you added a chapter to the history of American education for which I am deeply grateful.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams, President

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

June 2, 1936

100

My dear Miss Williams:

Mrs. Roosevelt was very glad to see the plank which will be presented by the National Federation of Business and Professional Women's Clubs. She asks me to thank you for your thought in sending it to her.

Very sincerely yours,

Malvina T. Scheider
Secretary to
Mrs. Roosevelt.

Miss Charl Ormond Williams
1201 - 16th St., N.W.
Washington, D. C.

DR

PRESIDENT
CHARL ORMOND WILLIAMS
1201 16TH STREET, N.W.
WASHINGTON, D. C.

FIRST VICE-PRESIDENT
EARLENE WHITE
U. S. SENATE POST OFFICE
WASHINGTON, D. C.

SECOND VICE-PRESIDENT
ROSA E. CUNNINGHAM
1800 TWENTY-FOURTH ST. PL.
DES MOINES, IOWA

THIRD VICE-PRESIDENT
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TULSA, OKLAHOMA

CORRESPONDING SECRETARY
MARJORIE SHULER
HOTEL WARWICK
65 WEST 54TH STREET
NEW YORK, N. Y.

TREASURER
E. PEARL WARWICK
SUITE 524 ROBESON BLDG.
CHAMPAIGN, ILLINOIS

Original

The NATIONAL FEDERATION of BUSINESS and PROFESSIONAL WOMEN'S CLUBS, INC.

1819 BROADWAY • NEW YORK, N. Y. • COLUMBUS 5-3934 & 5-3935

Fourth Inaugural

May 26, 1936

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

My dear Mrs. Roosevelt:

The enclosed leaflet gives you the plank which will be presented by the National Federation of Business and Professional Women's Clubs to both political party conventions, asking for the repeal of Section 213 of the National Economy Act and our reasons for urging its inclusion in the party platforms.

We have given this matter a great deal of thought and I am hopeful that we shall accomplish at least an important piece of national education through this presentation.

Cordially,

Charl Ormond Williams

Charl Ormond Williams
President

HEADQUARTERS STAFF

EXECUTIVE SECRETARY
LOUISE FRANKLIN BACHE

DIRECTOR OF EDUCATION AND PUBLICATIONS
FRANCES CUMMINGS

DIRECTOR OF ORGANIZATION
MARIAN I. PARKHURST

PUBLICITY DIRECTOR
PAULINE E. MANDIGO

EDITOR, "INDEPENDENT WOMAN"
WINIFRED WILLSON

file

A Plank

DEFINING THE STATUS OF BUSINESS AND PROFESSIONAL WOMEN

Recommended for the 1936 Platform

"Believing that aptitude, training and efficiency for the job are the only real measuring rods to use to determine the employability of individuals, we favor the repeal of Section 213 of the National Economy Act which is discriminatory in its application. We recognize that woman is an effective economic unit in American life and we deplore any policy which prevents her full contribution to society."

Submitted by

THE NATIONAL FEDERATION OF BUSINESS AND PROFESSIONAL WOMEN'S CLUBS, INC.

***Headquarters:* 1819 Broadway, New York, N. Y.**

THE PROPONENTS OF THIS PLANK

THE National Federation of Business and Professional Women's Clubs, Inc., is an organization of 60,000 business and professional women united in 1,500 clubs, representing 400 occupations. It was founded July, 1919.

The Federation is steadfastly furthering the recognition of women in professions and business.

In 1933 it went on record as insisting that "aptitude, training, and efficiency should be the rods by which business and professional women be measured."

In 1934 the Federation stated that "because there is no economic security for any class or group unless there is economic security for all, we demand for women employment, appointment, salaries and promotion on equal terms with men."

In 1935 the Federation resolved "to attack the tendencies to hamper free economic activity of women in the United States and its inland dependencies."

In 1936 the Federation is endeavoring to see that the Nation's business sets an example to private business in recognizing the employability of women.

FIVE MILLION WOMEN INTERESTED

THIS plank is of importance to over 5,000,000 women, distributed as follows:

Clerical	1,986,830
Professional Service	1,526,234
Public Service	17,583
Trade	962,680
Transportation and Communication	269,777
Farm Owners, Tenants and Managers	263,608
Owners, Managers and Officials, Manufacturing Plants	16,133
Hairdressers, Manicurists	113,194
Hotel and Restaurant Keepers and Managers	57,318
Cleaning, Dyeing and Laundry, Owners, Managers and Officials	4,357
Total	5,217,714

SECTION 213 OF THE NATIONAL ECONOMY ACT OF 1932

Personnel Reductions—Married Persons

"IN any reduction of personnel in any branch or service of the United States Government or the District of Columbia, married persons (living with husband or wife) employed in the class to be reduced, shall be dismissed before any other persons employed in such class are dismissed, if such husband or wife is also in the service of the United States or the District of Columbia. In the appointment of persons to the classified civil service, preference shall be given to persons other than married persons living with husband or wife, such husband or wife being in the service of the United States or the District of Columbia."

REASONS FOR REPEAL

WHEN the Congress of the United States passed the National Economy Act of 1932, it was intended as an expediency to spread jobs.

The Attorney General subsequently decided that this temporary legislation was in reality permanent.

The effect of the law has been to penalize married women and to establish a dangerous governmental precedent which sets an example of unfairness to private business.

Moreover, it has helped to break down the morale of public service—

By destroying the sense of security.

By disregarding the merit system.

By disregarding the tenure of office.

By wiping out the benefits of the retirement and pension plans.

By violating the principle of sound personnel administration.

ORGANIZATIONS ADVOCATING THE REPEAL OF SECTION 213 NATIONAL ECONOMY ACT OF 1932

American Association of Social Workers, Washington Chapter

American Association of University Women

American Federation of Government Employees

American Federation of Teachers

Government Workers' Committee

Medical Women's National Association

National Association of Women Lawyers

National Education Association

The National Federation of Business and Professional Women's Clubs, Inc.

National League of Women Voters

National Woman's Party

National Women's Trade Union League of America

Women's Homeopathic Medical Fraternity

Bar Harbor, Maine
July 2 , 1936.

Dear Mrs. Williams:

I looked at both pamphlets and I think the radio was headed very well. You have had a long and busy trip and I hope you are soon to have a little holiday.

We have had a week up here and it has been pleasant indeed.

Cordially yours,

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

July 22, 1936

file
aid

Mrs. Franklin D. Roosevelt
Campobello
Eastport, Maine

My dear Mrs. Roosevelt:

The Board meeting of the National Federation of Business and Professional Women's Clubs has just adjourned and the members are making their way back to their homes. I am left free for just a few days before I complete the last lap of a four-month field trip. While still in Chicago, I am dictating this letter which my secretary will transcribe when she returns to our Washington office.

The main purpose of this letter is to send you two documents. One is the 1936 annual report of the Executive Secretary of the National Education Association which was placed in the hands of each of the 10,000 delegates at our recent convention in Portland, Oregon. I should be pleased if you would glance over the whole report, but I am particularly anxious for you to note on page seven how I treated the broadcast you and I had at the White House on March 18. You would be interested in knowing how that broadcast was received by members of the two organizations with which I am so closely connected--the reaction was splendid and comments on our remarks are still coming to me.

The other document is the June bulletin of the Department of Elementary School Principals of the National Education Association. This book goes to 4100 principals of elementary schools--the entire membership of the Department. I want to call your attention to the back cover of this bulletin which is devoted entirely to a brief story of our broadcast.

I hope that you are able to find relief from the terrific heat which has descended on Chicago and this area and which has moved on Eastward.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

CW:VN
Enclosures

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

100

Feb.
15th
1937

My dear Mrs. Roosevelt:

Although I feel reasonably sure that the enclosed information from the Gannett Newspapers has come to your attention, I am sending it along anyway.

Dr. Charles Beard has just completed for the National Education Association a very readable and historically accurate statement entitled "The Unique Function of Education in American Democracy," a copy of which I am sending to you. You might find it helpful in some of your speeches.

I appreciated the opportunity for an interview which you granted me. Unfortunately, I must not have made it clear to Mrs. Summerville that I was leaving town early Friday morning. I have just returned from that brief trip to Scranton and must leave again tonight for New Orleans. When I return I shall try to get in touch with you again.

Cordially yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

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

100

June 16, 1937

Dear Miss Williams:

I am so sorry that, because I have refused all other committees that have asked me, I cannot accept your invitation to be a member of your steering committee. It was kind of you to ask me and it is with much regret that I must refuse.

Very sincerely yours,

Miss Charl O. Williams
National Federation of Business and Prof. Women's Clubs
1819 Broadway
NYC

Set Sail for

JUN 9 9 19

Abed 6/16/37

The 1937 BIENNIAL CONVENTION ATLANTIC CITY, N. J. JULY 18-25
The NATIONAL FEDERATION of BUSINESS and PROFESSIONAL WOMEN'S CLUBS inc.

1819 BROADWAY
NEW YORK, N.Y.

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1819 Broadway
New York, N. Y.
Director of Publicity
PAULINE E. MANDIGO
1819 Broadway
New York, N. Y.

June 12, 1937.

Can't be because have informed all related [illegible]

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

My dear Mrs. Roosevelt:

In 1939 we are planning a celebration of one hundred years of woman's progress in business and the professions. 1939 seems a fitting year, because it will give us outlets in two large fairs -- one in New York and one in San Francisco. It is also the time at which our organization will hold its large biennial convention.

We are now setting up a steering committee for this event and hope very much that you will be the honorary chairman of this committee. As vice-chairmen, we are asking: Mrs. Carrie Chapman Catt, Mrs. Mary Woolley, Mrs. Ruth Finley, Mrs. Ruth Comfort Mitchell Young, Miss Frances Perkins and Miss Margaret Cuthbert.

The purpose of this celebration is to bring to the fore the tremendous progress women have made in business and the professions and to this end we shall ask educational institutions and leading organizations of business and professional women to cooperate with us.

We want to do a thoughtful, analytical piece of work which will open new doors of opportunity and understanding for business and professional women. We hope that you may see your way clear to accept this chairmanship.

Sincerely yours,

Charl Ormond Williams

Charl Ormand Williams
President

August 9, 1937

100

My dear Miss Williams:

Thank you so much for your letter. I was interested to read about the convention and appreciate your writing me as you did.

Very sincerely yours,

Miss Charl Ormond Williams
1819 Broadway
NYC

DD

Ack'd 8-7-37

THE NATIONAL FEDERATION *of* BUSINESS *and* PROFESSIONAL WOMEN'S CLUBS, INC.

1819 BROADWAY · NEW YORK, N. Y.

Telephones: COlumbus 5-3934 and 5-3935

OFFICE OF THE PRESIDENT

Aug.
4th
1937

Mrs. Franklin D. Roosevelt
Hyde Park
New York

My dear Mrs. Roosevelt:

I appreciate more than I can tell you your prompt response to my request for a message.

The repeal of Section 213 which came on the final day of our convention was the occasion of a celebration that I am sure amused and bewildered the vacationists at Atlantic City. Your message was read at the banquet and was a fitting climax to the activities of the week.

The hasty and ill-advised endorsement of the Equal Rights Amendment was the one thing about the convention that I regret. If the matter had come up in regular order as we had provided in our new legislative policy and had been studied by local clubs and state federations and debated on the floor of the convention, then I should feel differently about it. The action was precipitated thirty minutes after the hour set for final adjournment, and you know what that means. The small minority in favor of the Amendment had been working vigorously for months and throughout the convention week while the rest of the delegates were unprepared.

I hope that you are enjoying a well-earned vacation.

Cordially yours,

Charl Ormond Williams

Charl Ormond Williams

100

February 12, 1938

My dear Miss Williams:

Mrs. Roosevelt asks me to thank you for sending her copies of the correspondence with Mrs. Nathan W. McCrew, of Holton, Kansas, concerning the article which you wrote for the Woodrow Wilson Luncheon Club. Mrs. Roosevelt was interested to see these letters.

Very sincerely yours,

Malvina T.Scheider
Secretary to
Mrs. Roosevelt

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

ad 2-12

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

Feb.
8th
1938

Dear Mrs. Roosevelt:

Since I spoke to you about the luncheon for a thousand persons in Topeka, Kansas, on February 22 and let you read the little article I wrote about you, I thought you might be interested in the letter from the Kansas woman who requested me to write this article.

I have never met her nor any of the other officers in so far as I can remember.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

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

Mrs. J. B. Riddle, Wichita
First Vice President

Mrs. Ray D. Hodgell, Topeka
Secretary

Mrs. C. E. Gents, Melvern
Second Vice President

Mrs. Georgia Osborne, Kansas City
Treasurer

Mrs. C. C. Bidwell, Holton
Corresponding Secretary

Mrs. J. Meek, Kansas City
Auditor

Mrs. Ed. T. Hackney, Wellington
Parliamentarian

COPY

KANSAS WOMEN'S WOODROW WILSON LUNCHEON CLUB

Mrs. Nathan W. McGrew, President
Holton, Kansas

February 3, 1938

Charl Ormond Williams, Field Secretary
National Education Association of the
United States
Washington, D. C.

My dear Miss Williams:

Permit me first to tell you how sorry I am that you had to write me twice to find out if I had received your very wonderful contribution to our Program. But, I believe if you could peep in some time on me, late, very late in the evening, after my two babies are tucked into their beds, you would know that only because I have been so busy, have you not had a reply long before this.

Oh, that lovely contribution. It shows thought and work and a knowledge of our First Lady. You have said in so few words, so much about her, and in doing so have painted a picture that one can actually see. I don't know how to ever thank you. I only hope you will think, when you see our Program that it is half as worthy to hold your page as your page is to Mrs. Roosevelt. Next week I hope to have a news story in the press, the first one telling about our Program, and since it is dedicated to Mrs. Roosevelt, I want your picture and your history in this story as the outstanding article in our booklet. When I gave the reporter of the Daily Capital, Senator Capper's Paper, the article he said he had your picture, so I shall send these to other papers in the state, unless I don't like the one he has!!!

I wish you could be with us. I have received word from ten prominent out-of-state women who will be with us, and will send you notices of our meeting, and Programs too so you can have a faint idea of what it was like.

I do hope your eyes are better. I felt so badly when I read about this new trouble, and under what handicap you had to work on this article. Please believe me won't you, when I tell you how grand I think you were to write it for us. And maybe some day, one never knows, I can do something for you to show you my appreciation.

With best wishes, and kindest feelings toward you, and trusting that some day you will come to Kansas and speak for us, I am

Sincerely and Cordially,

(Signed) Marguerite McGrew

Mrs. Nathan W. McGrew

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

COPY

Feb.
9th
1938

Mrs. Nathan W. McGrew, President
Kansas Woodrow Wilson Luncheon Club
Holton, Kansas

My dear Mrs. McGrew:

I understand thoroughly the reason for the delay in your letter to me. My chief concern was to make sure that the dozen or more copies of the article on Mrs. Roosevelt which I had sent you by train and by plane had reached you; and furthermore, that you approved my handiwork.

Your letter about your plans was so enthusiastic that I am sending it on to Mrs. Roosevelt. You will be interested in knowing that I spoke to her last week about your luncheon and at the end of my interview with her let her read the little article I had written about her.

There are many more things which I could have said about Mrs. Roosevelt. Certainly she is one of the most understanding persons I have ever known — sincere, courageous, straightforward, approachable, genuinely kind, and helpful.

I wish you might have "tuned in" on our conference in the late afternoon when for thirty minutes we talked over the proposals I had presented to her, and then had tea in one of the lovely rooms reserved for the family. In her calm and unhurried manner, she made me feel that she understood and was interested in my plans. I have known her since 1918 and she has always been just like this.

I, too, wish that I might be with you on that auspicious occasion but it is manifestly impossible for me to journey so far just now. Please be sure to send me copies of newspapers carrying publicity on your luncheon as well as a handful of the souvenir programs. A suggestion that you send one to Mrs. Roosevelt is, I am sure, superfluous.

An account of your luncheon with this article on Mrs. Roosevelt may appear in some other papers in the country. The article has already been requested by the Memphis papers.

I am holding the thought for a great occasion as a fitting reward for your efforts.

Yours sincerely,

Charl Ormond Williams
Field Secretary

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April 20, 1938

My dear Miss Williams:

The President has asked me to tell you that he would like very much to address the National Education Association at its 81st annual convention in New York. However, at this time, he can not say if it will be possible.

Very sincerely yours,

Miss Charl Ormond Williams
Field Secretary
National Education Assoc.
of the United States
1201 16th St., N. W.
Washington, D. C.

k

THE WHITE HOUSE
WASHINGTON

4/18/38

MEMO FOR E. R.

I am going if I can but it is too early to tell.

F. D. R.

— You will believe that —

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

Apr.
7th
1938

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

My dear Mrs. Roosevelt:

I want you to see the letter Dr. Woodruff has written to the President so I am enclosing the copy of it that she sent to me.

I do not think that I have ever wanted anything so much in my life as that he should speak to the teachers of the nation at the New York convention. If this were just another speech to another convention, I should not think that I had a right to urge it. Knowing how burdened the President is with the inescapable duties of his high office, I would want to protect him from all such extraneous duties.

The President has dared to dream and to do in those brief years that have been given to him. But care must be taken that his ideals will endure. There is no other group of people in the nation to whom this responsibility could be better entrusted than to the teachers. I wish the President would speak directly to them and to the millions in their keeping, leaving as a sort of legacy to them and all who follow in their footsteps his ideas of social justice, constructive citizenship, and international goodwill.

Thomas Jefferson clearly saw in those early days that the republic could not survive without universal education and devoted the last years of his life to plans looking to that end which have served as a guide to the forty-eight states though they were never adopted in full. The report of the President's Advisory Committee on Education, which I studied carefully for six hours last Sunday, has some unmistakable Jeffersonian features. Of all comparable reports issued on education no other one is so specific and far-reaching as this last one.

With this report and the kind of speech that I believe the President will want to make, he will have charted a course for public education for a century at least. There are so many reasons -- all valid to me -- why I want him to speak to the heart and conscience of the members of my own profession. Furthermore, I even dare to believe that coming to our convention under these circumstances will be a joyous occasion for the President.

You, who have already done so much for us, promised to help here and I leave this whole matter to you with trust and confidence.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

April 4, 1938

The President
The White House
Washington, D. C.

My dear Mr. President

You may recall that at the time of our interview last January when I extended to you an invitation to address the National Education Association at its 81st annual convention in New York City, you asked me to bring this to your attention between April 1st and 15th, when you could give a definite reply.

Your expressed interest at the time led us to hope that affairs would so shape themselves as to allow your acceptance.

May I mention again the fact that only four times in its history has the President of the United States brought a message to this representative body - President Harrison, President Roosevelt, President Taft and President Coolidge having honored us in this way.

Today a quarter of a million members of the largest organized body of educators in the world, representing every state and outlying possession, those signally responsible, through education, for tomorrow, are hoping for a message from the Chief Executive of the United States of Wednesday evening, June 29th, in Madison Square Garden. Your word at that time will be a matter of great moment to them and we await with eagerness your response.

Very sincerely yours

Caroline S. Woodruff
President

100

May 25, 1938

Dear Miss Williams:

I have your letter and will speak to the President, but I think he has made other plans, which make it likely he will speak at the Fair and not at Madison Square.

Very sincerely yours,

Miss Charl O. Williams
Hotel Utah
Salt Lake City
Utah

Int Cons N E Co-Washington

100

July 14, 1938

Dear Miss Williams:

I appreciated your letter and am sure the President appreciated the message you took to the train for him.

We both enjoyed being at the convention and I am glad to be a Life Member of the National Education Association.

With many thanks for your letter and with all good wishes, I am

Very cordially yours,

O

Miss Charl O. Williams
NEA
1201 16th St.
Washington

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

July
8th
1938

Mrs. Franklin D. Roosevelt
Hyde Park
New York

My dear Mrs. Roosevelt:

Yesterday at noon I returned to my desk after an absence of several weeks, and the first duty undertaken was a letter of appreciation to the President. I was so anxious that he not leave the city without having some personal word of appreciation of his great effort to serve us and the cause of education that I took the enclosed letter to his special train last night and handed it myself to Mr. McIntyre.

Several hundred people representing every element of our population were on hand to see him off. Friendliness beamed from every face. It was the first time that I had ever seen him depart on one of his trips, and we were so glad we went. You will be pleased to know that we thought he looked very well. We marvelled at his energy in undertaking such a strenuous trip in midsummer to the hottest part of our country. I do hope that success attends his every effort.

I am sure that I shall never forget the last afternoon of our New York convention which your presence and that of the President lifted to a high place in the history of our Association. I am fully cognizant of the effort that both of you made to be there and I am deeply grateful. Not in all our records is there such a message concerning education from a President of the United States. I am proud of the place which you will fill in this record which we shall leave to our successors. Your graceful presiding and your gracious acceptance of a Life Membership in the National Education Association were in themselves an honor to the teaching profession which will be appreciated more and more as the years go by.

I trust that your "hibernation" will afford you the rest and relaxation that you of all people must need and that you will be able to return to Washington ready for the strenuous days ahead.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Field Secretary

Column

100

March 18, 1940

Dear Miss Williams:

Thank you for your letter of March 9 and for the copy of your letter to Mrs. Phelps. I will mention your book in my column sometime this month.

Very sincerely yours,

Miss Pharl O. Williams
N.E.A.
Washington, D.C.

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

March 9, 1940

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

My dear Mrs. Roosevelt:

For the record, I want to tell you that I shall have prepared for your consideration 150 words on the book, Schools for Democracy, by the time I return to Washington on March 19. I shall ponder carefully the statement on federal aid for education, which will have to be just a sentence in this short article.

This book was compiled for the National Congress of Parents and Teachers, a nationwide group of 2,250,000 members organized into 30,000 local units. Their annual convention will be held in Omaha, Nebraska, May 6-9. If your column could take notice of this book some time the latter part of March or the first week in April, I think it would be very helpful and I can make very good use of it.

The luncheon today was perfectly lovely. It was very thoughtful of you to have a small number present. Next week I am sending you a copy of a letter in which I mention this delightful occasion.

I am enclosing in this letter a copy of my letter to Dr. and Mrs. Shelton Phelps, whom I mentioned to you today.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

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

100

April 4, 1940

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

My dear Mrs. Roosevelt:

More than I can tell you I appreciate the generous space you gave to our book, Schools for Democracy in your column on April 3, 1940. Already I have ordered a thousand reprints of it to slip into my letters to leaders in education all over the country. It will be useful to them even if they have already seen it in their own papers. You included the very points that I thought were most important. Thank you a thousand times for your encouragement and support.

In an hour I leave on a field trip that will keep me away from Washington until Monday, April 15. I shall be in Washington from April 15 until April 21. During that time if it is possible for me to see the President, I shall be very happy indeed. On Saturday morning I shall visit Tiffany's to select the piece of silver upon which I hope to have the President's inscription to me engraved.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

THE WHITE HOUSE
WASHINGTON

April 13, 1940

MEMO FOR MISS LEHAND:

Please see Mrs. Roosevelt's note for the President.

"Ask FDR if he could give her ten minutes any of these days. She is the one Ed. N.E.A. leader who has consistently supported him."

Pres saw her
5 P.M. on 17th

Pending!

September 14, 1940
Hyde Park, New York

100

for

My dear Miss Williams:

Mrs. Roosevelt says she will call a press conference at the White House Wednesday morning at 9:30.

Very sincerely yours,

Secretary to
Mrs. Roosevelt

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

DD

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

Called 9-14-40

September 11, 1940

Mrs. Franklin D. Roosevelt
Hyde Park, New York

Dear Mrs. Roosevelt:

In looking over my calendar I find I am due at a National Board meeting at the Hotel Stevens in Chicago on Wednesday, September 18, at 7:30 p.m. The annual board meeting of the National Congress of Parents and Teachers -- about ninety men and women representing every state except Nevada -- will be in session there until September 20.

I think it might be a good thing to have our press conference before I go to that group if you still think you can arrange it. I shall send you later on the gist of the things I shall say -- as you suggested. If it is necessary I could miss the first meeting and arrive on the nineteenth.

You are a darling!

Faithfully,

Charl Ormond Williams

Charl Ormond Williams

COW:vm

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

100

September 17, 1940

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

My dear Mrs. Roosevelt:

I am enclosing to you the revised statement which I promised you in my airmail special delivery letter last night. Please note that I added two pages to it for the reason that I simply could not write them last night. The paragraph about the inscription gives me an opportunity -- which, by the way, does not seem in the least necessary -- to declare my loyalty to and support of President Roosevelt, to which not even the Hatch Act could object, though I am not subject to its provisions. With your permission I think I should like to read this statement to the women. They will not need to take notes, for I shall have a copy for each one in case anyone wants it.

I have a thought to suggest for your column if you decide to comment on this visit, and I purposely included a paragraph which would give you the lead, in case it meets your approval. If there is time and anyone wants to ask any questions, I shall, of course, be glad to answer them.

I am, with deep appreciation,

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

THE STORY OF MY VISIT TO HIS ROYAL HIGHNESS AND THE DUCHESS OF WINDSOR
NASSAU, BAHAMA ISLANDS, AUGUST 30, 1940

Charl Ormond Williams
Director of Field Service
National Education Association, Washington, D. C.

A part of my philosophy of life has been a belief that something nice lies just around the corner. As I look back over the full rich years that have been granted to me, I feel that my faith in my philosophy has been justified. I never imagined, however, that a vacation which got off to such a bad start could possibly end in such a pleasant and interesting experience as fell to my lot. I had hardly settled into a beautiful South Florida hotel within seventy-five feet of the Atlantic Ocean when the newspapers began speculating on the time of the arrival in Nassau of Their Royal Highnesses, the Duke and Duchess of Windsor, who were then in Bermuda.

Two women in our hotel flew over to Nassau, hoping to be there when this royal couple landed, and I was urged to go along. It appeared that the tourist business by boat and plane had taken a sudden spurt, but I had no desire to mingle in great crowds of people at that time, the weather being what it was. However, I read with eager interest every story the papers carried and took note of the two speeches made within a week of his arrival by His Royal Highness. These made a great appeal to me. Later on while in Havana the thought which had been brewing in my mind for several days crystallized into a decision to fly to Nassau for a visit with the Duke and Duchess of Windsor if that could be arranged.

After twenty-five years of unparalleled service to his peoples far and near, and 320 days as Edward VIII, of Great Britain, Ireland, and the British Dominions beyond the Seas, King, Emperor of India, this man who had been trained to reign over the world's greatest empire had come to rule over a string of 29 islands, 661 cays and some 2,000 reefs lying off our shores

about two hours flying distance from Miami. This was his first administrative position and I was eager to talk with him about his work. Out of a total population of 60,000, one-third colored, about 20,000 live on the island of New Providence, on which the capital city of Nassau is located. On August 23, just a week after their arrival, 15,000 of these colored people gathered at Clifford Park for a heart-warming welcome to the new Governor and Commander-in-Chief of the Bahama Islands and his wife. The short address made by His Royal Highness contained these impressive words of hope and prophecy: "Conditions throughout the world are changing rapidly before our eyes, and it is well that we give thought to whatever eventualities the future may have in store for us. While these islands are in one respect most richly endowed by nature, no one today can afford to rely exclusively on resources that have proved the most profitable in the past.

"Without first hand experience of the success or failure of any previous experiments along new lines in agriculture or industry, I do advocate that other channels of development be explored however more arduous their operation or slow in comparison their return.

"You may rest assured that any new ventures you may embark upon that are calculated to enhance the prosperity both of yourselves and of the Bahamas as a whole, will have the Duchess's and my sympathetic interest and support."

Although I had never been to Nassau, I was fairly certain that the new Governor would find a number of problems confronting him which must be similar to those with which we in my part of our country had struggled for decades. Familiar to me were his world-wide travels within and without the empire and I had known for years of his never-failing interest in the welfare of the lowliest of his subjects. I felt that he, with his background, might perhaps attempt something unique in the solution of those problems; that whatever he

did in ameliorating the conditions of the people of those far-flung islands would be of great interest to us. The conditions affecting the homes, schools, and communities were bound to be quite similar to those of the deep South particularly. For eight years I had been superintendent of schools of Shelby County, Tennessee, where the negro children numbered 16,000 and the white children 8,000, and so my interest mounted.

One does not walk in unannounced to a president of a bank, a member of Congress, or a superintendent of schools in our country. Therefore, I was glad to present a statement of my activities and connections along with a personal letter to the aide-de-camp to His Royal Highness. Within two hours after this material reached the Duke of Windsor, an invitation to meet him and the Duchess of Windsor was received. Accordingly, on August 30, at ten o'clock in the morning I motored out to the lovely home on the only ridge on the island which Their Royal Highnesses had taken for the summer until Government House could be redecorated.

Being ten minutes early I amused myself by studying the panelled walls, harmonious furnishings and lovely flowers in huge bowls and vases which were placed to advantage in this large drawing room overlooking the bluest stretch of water I had ever seen. Before I knew it, His Royal Highness stood before me with that famous smile and outstretch hand. After the most cordial greeting, he seated himself beside me on the divan and the conversation did not lag for a moment until I left fifty minutes later. He graciously said that he and the Duchess had wanted to receive me at Government House, but that it was all torn up, and so much knocking was going on there that we would not be able to talk comfortably. I spoke of the disappointment that was mine when a horseback accident in British Columbia so greatly delayed my arrival in Toronto that I missed a garden party in his honor, to which I had been invited on his last trip to Canada. I was able to give him a firsthand report of the little

English children whom I had seen that morning as they left their ship. He was deeply concerned about their welfare.

Within ten minutes after the Duke appeared, the Duchess of Windsor came in to see me. I arose to greet her with sincere words and a warm hand-clasp and we were seated again, the Duke at my left and the Duchess at my right in a sort of half-circle, just the situation for good conversation. The Duchess impressed me with her unstudied poise and graciousness which were altogether simple, easy and effective. I liked her at once. Two Southern women are never strangers to each other and we had occasion once or twice to make casual reference to our common heritage. As the three of us talked on, I readily came to the conclusion that she was a sensible woman with unusual creative and executive ability. I have no doubt that she will carry her end of the load in this first post assigned by King George The Sixth "to our most dear and entirely beloved Brother and most faithful Counsellor Edward Albert Christian George Andrew Patrick David, Duke of Windsor" and Knight of many Ancient, Notable and Distinguished Orders.

The conversation soon turned to the questions in which I was deeply interested, the social and economic conditions of the islands. In the discussion which followed it was plain that the Duke was already conversant with the situation. He spoke of the once flourishing industry of sponge gathering, now dead or dying due to a parasite. Incidentally this industry dates back to Aristotle and the Greek warriors who used sponges to pad their helmets. Sisal hemp, once the leading industry of the Colony, is at present little grown for export, but a rise in the price and demand for this product has reawakened interest in it. Although pineapples grow abundantly throughout the Bahamas, the markets for this product were cornered by larger areas elsewhere. There is hope of revival of the salt industry and a private

enterprise is now working some of the ponds with satisfactory results. The shipbuilding and dock yards apparently do a good business building native craft and schooners and servicing, docking and storing visiting yachts. Certainly the native women do a thriving business in weaving straw and making durable, attractive mats used in most of the Nassau homes, as well as bags and hats, often of a very fine quality. Two types of straw are used, the dyed soft brown from the coconut tree and the straw-yellow from a local palm. The Duke wore one of these brown hats, so popular now in the United States, to church the first Sunday, according to a local paper. The Duchess is interested no less than the Duke in all these problems, and I can easily imagine that she will employ her artistic ability in helping the women to create new designs for their products as well as new markets for them. So it is likely to be in the tortoise shell industry.

The Duke also spoke of the difficulties of agriculture in these rocky islands, the soil in many places being rich, but gathered in pockets, facts probably accounting for the importation of much of the food. The importance of the fishing industry is not shown by export figures, since 90 percent of the entire production of the fisheries is for local consumption.

The one industry upon which everybody in the islands is counting in the days ahead is the tourist business. This fact was made very plain to me by my colored taxi driver as he took me from the plane to my hotel. In answer to my question as to whether many visitors had come to the islands since the arrival of the Duke and Duchess, he replied with enthusiasm, "Oh, yes, ma'am." And then he added: "Seven thousand, five hundred are coming next month — all friends of the Duchess." The Duke and Duchess were much amused when I relayed this observation to them.

It was inevitable that something should be said about the inconsequential, and sometimes untrue, stories which had appeared concerning them in some of our papers. The Duke said, "Miss Williams, if we say we are going to dine quietly at home this evening, there is no news in that," and he implied that the hard-working reporter sometimes drew on his imagination with weird results. The Duchess said, "After all, Miss Williams, we are a middle-aged couple. We do not go to night clubs. On the contrary, we are living a very simple life, enjoying things with each other."
The thought that these two people were growing older made my romantic heart miss a beat, but their story, "the greatest since the Resurrection," according to H. L. Mencken, will be always young.

No, I did not curtsy to His Royal Highness and the Duchess of Windsor because to do so never occurred to me. Edward is known and loved throughout the world for his democratic spirit, and neither he nor the Duchess would expect it from an American. I greeted them exactly as we all greet our beloved President and Mrs. Roosevelt. Both in my letter and in my greeting I used the title which her husband claims for her and the one to which I think she is entitled — Her Royal Highness.

What did the Duchess wear? What sort of ring did she have on? What was the ornament some one told me she often wore on one shoulder? To all these questions that have been asked me I can only reply, "I have not the faintest idea. I saw only her face." I think I shall have to ask her to save me from the charge of hopeless stupidity by supplying me with these details that will be asked of me again and again.

I had with me about two dozen photographs of their arrival and the ceremonies which followed and, after showing them those of the second

celebration which they had not yet seen, I suggested that they autograph one for me and write my name on it for identification.

The Duchess very graciously said, "Darling, you write Miss Williams' name and sign your own and then I will sign mine."

The Duke rose and with brisk step left the room to get his own pen and portfolio, and the Duchess amusingly said, "Miss Williams, we are terribly afraid of spoiling this beautiful house." She was very careful to wave the photograph in the air until the ink was dry and then she blotted it on their own blotter.

It was then past time to go and, as we stood to say goodbye, the Duchess said, "Miss Williams, we think it is very good of you to be interested in us."

One final world. I told them I had taught English history at one time and loved it, and that I often thought of the boys and girls who would be studying about them a hundred years or so from now. Of course, these children must read "that they lived happily ever afterward." On that score I have no fears. An Anglican priest told me that there was no doubt whatever that the Duke was very deeply in love with the Duchess and that she was a great inspiration to him. A young man about twenty-eight years old said to me, "Miss Williams, the way they look at each other just hurts."

And then I expressed the hope that history would record that opportunities had been granted to them for the full employment of the talents with which they both are richly endowed.

I shook hands with them both, and His Royal Highness walked with me out of the drawing room through the hall and across the terrace to the steps where my car was waiting. A final goodbye and the Duke smilingly replied, "Miss Williams, this is much nicer than the garden party."

When I returned home I read again the books and magazines published in 1936 and 1937 which I had carefully put away, and I can fully understand how Edward in those never-ending and exhausting tours had successfully "combatted the old resentment of the Boers in South Africa" and why the natives of India rallied around him with a frenzy of enthusiasm in spite of the fact that "Gandhi had urged the people to stay within their houses so that the streets would be empty."

At forty-six years of age, he could do it all again. Believing that he and the Duchess will do their work in an extraordinarily interesting way, I have subscribed to a Nassau paper in order to get firsthand accounts of their activities.

In presenting my connections to Their Royal Highnesses, I made prominent my work for twenty-five years as an educator. I like to think that they were interested in me as a representative of the American teachers whom I proudly serve and with whom I shall share this happy and memorable experience in an early issue of The Journal of the National Education Association.

I do not need to record that I also wrote the aide-de-camp to His Royal Highness about my friendship with and support of President and Mrs. Roosevelt and of the Secretary of State and Mrs. Cordell Hull which go back many years. I mentioned in detail a happy visit with the President of the United States in his White House study on April 17, 1940, at which time he gave me the following generous tribute in recognition of my friendship and support of him for the past twenty years:

To Miss Charl Ormond Williams
in memory of our fight
for real democracy -- in 1920 --
and in later days, especially
since March 4, 1933.

Franklin D. Roosevelt

The White House
April 18, 1940

Wishing to preserve it for generations to come, I had this inscription engraved in his own handwriting on an eleven-inch square piece of heavy silver made by Tiffany.

What about Nassau itself? It is a quaint and interesting little city, and there was not much in it that I, as a tourist, did not see. With the palms, tropical trees and shrubs blossoming on every street, and the colored people at every turn, I felt as if I might be in Florida or any other state in the deep South. It was not until I attended a night session of the House of Assembly and saw British colonial government in operation that I fully realized that I was on foreign soil. Those men, white and colored, dressed in evening attire, went about their business of raising revenue for the Colony with great dignity and decorum. Equally interesting was a session of the Magistrates Court. Up and down Bay Street I went into the shops, markets, the Royal Bank of Canada, and the Development Board, as well as the office of our American Consul, Mr. J. W. Dye, a distinguished and scholarly gentleman who was exceedingly helpful to me. From talks with dozens of people of both races on the plane, in the hotels, markets and shops, I learned of the devotion and enthusiasm of these gracious and hospitable people for Their Royal Highnesses.

Not a single person was found who did not have absolute faith that Great Britain would ultimately triumph in this grim and deadly war. I visited the acreage set aside on the harbor for the scrap iron which is collected and sorted for shipment to England from time to time, a gift the British Broadcasting Company has acknowledged on several occasions. There is no doubt in my mind that the Colony will stand by to the end, "preferring if it is inevitable, to perish with the mother-country rather than flourish with her enemies."

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

September 16, 1940

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Mrs. Franklin D. Roosevelt
Hyde Park, New York

My dear Mrs. Roosevelt:

It is late at night, and I am working at the office in order to get the enclosed statement to you at Hyde Park tomorrow morning. This one is the first writing. The necessary revisions and editing will be made tomorrow morning and that copy will be at the White House when you return tomorrow night. I shall wire you tonight what I have done.

One reason for the delay is the fact that I could not decide how long a statement I should send you. I finally wrote in simple fashion the story as I would tell it to an interested listener. I told the little human things about this couple with as much solicitude as if I were writing about you. I would not for worlds write anything that would hurt them in the least, for they were lovely and gracious to me.

I shall be at the press conference in good time on Wednesday morning. I know that if I get in deep water you will rescue me.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

THE STORY OF MY VISIT TO HIS ROYAL HIGHNESS AND THE DUCHESS OF WINDSOR
NASSAU, BAHAMA ISLANDS, AUGUST 30, 1940

Charl Ormond Williams
Director of Field Service
National Education Association, Washington, D. C.

A part of my philosophy of life has been a belief that something nice lies just around the corner. As I look back over the full rich years that have been granted to me, I feel that my faith in my philosophy has been justified. I never imagined, however, that a vacation which got off to such a bad start could possibly end in such a pleasant and interesting experience as fell to my lot. I had hardly settled into a beautiful South Florida hotel within seventy-five feet of the Atlantic Ocean when the newspapers began speculating on the time of the arrival in Nassau of Their Royal Highnesses, the Duke and Duchess of Windsor, who were then in Bermuda.

Two women in our hotel flew over to Nassau, hoping to be there when this royal couple landed, and I was urged to go along. It appeared that the tourist business by boat and plane had taken a sudden spurt, but I had no desire to mingle in great crowds of people at that time, the weather being what it was. However, I read with eager interest every story the papers carried and took note of the two speeches made within a week of his arrival by His Royal Highness which made a great appeal to me. Later on while in Havana the thought which had been brewing in my mind for several days crystallized into a decision to fly to Nassau for a visit with the Duke and Duchess of Windsor if that could be arranged.

After twenty-five years of unparalleled service to his peoples far and near, and 320 days as Edward VIII, by the Grace of God of Great Britain, Ireland and the British Dominions beyond the Seas, King, Defender of the Faith, Emperor of India, this man who had been trained to reign over the world's greatest empire had come to rule over a string of 29 islands,

661 cays and some 2,000 reefs lying off our shores about two hours flying time from Miami. This was his first administrative position and I was eager to talk with him about his work. Out of a total population of 60,000, one-third colored, about 20,000 live on the island of New Providence, on which the capital city of Nassau is located. On August 23, just a week after their arrival, 15,000 of these colored people gathered at Clifford Park for a heart-warming welcome to the new Governor and Commander-in-Chief of the Bahama Islands and his wife. The short address made by His Royal Highness contained these impressive words of hope and prophecy: "Conditions throughout the world are changing rapidly before our eyes, and it is well that we give thought to whatever eventualities the future may have in store for us. While these islands are in one respect most richly endowed by nature, no one today can afford to rely exclusively on resources that have proved the most profitable in the past.

"Without first hand experience of the success or failure of any previous experiments along new lines in agriculture or industry, I do advocate that other channels of development be explored however more arduous their operation or slow in comparison their return.

"You may rest assured that any new ventures you may embark upon that are calculated to enhance the prosperity both of yourselves and of the Bahamas as a whole, will have the Duchess's and my sympathetic interest and support."

Although I had never been to Nassau, I was fairly certain that the new Governor would find a number of problems confronting him which must be similar to those with which we in my part of our country had struggled for decades. Familiar to me were his world-wide travels within and without the empire and I had known for years of his never-failing interest in the welfare of the lowliest of his subjects. I felt that he, with his background, might perhaps attempt something unique in the solution of those problems; that whatever he

did in ameliorating the conditions of the people of those far-flung islands would be of great interest to us. The conditions affecting the homes, schools, and communities were bound to be quite similar to those of the deep South particularly. For eight years I had been superintendent of schools of Shelby County, Tennessee, where the negro children numbered 16,000 and the white children 8,000, and so my interest mounted.

One does not walk in unannounced to a president of a bank, a member of Congress, or a superintendent of schools in our country. Therefore, I was glad to present a statement of my activities and connections along with a personal letter to the aide-de-camp to His Royal Highness. Within two hours after this material reached the Duke of Windsor an invitation to meet him and the Duchess of Windsor was received. Accordingly, on August 30, at ten o'clock in the morning I motored out to the lovely home on the only ridge on the island which Their Royal Highnesses had taken for the summer until Government House could be redecorated. Being ten minutes early I amused myself by studying the panelled walls, harmonious furnishings and lovely flowers in huge bowls and vases which were placed to advantage in this large drawing room overlooking the bluest stretch of water I had ever seen. Before I knew it, His Royal Highness stood before me with that famous smile and outstretched hand. After the most cordial greeting he seated himself beside me on the divan and the conversation never lagged for a moment until I left fifty minutes later. He graciously said that he and the Duchess had wanted to receive me at Government House but that it was all torn up, and so much knocking was going on that we would not be able to talk comfortably. I spoke of the disappointment that was mine when a horseback accident in British Columbia so greatly delayed my arrival in Toronto that I missed a garden party in his honor to which I had been invited on his last trip to Canada. Within ten minutes after the Duke appeared, the Duchess of Windsor came in to see me.

I arose to greet her with a few sincere words and a warm hand-clasp and we were seated again, the Duke to my left and the Duchess at my right in a sort of half-circle, just the situation for good conversation. The Duchess impressed me with her poise and graciousness — neither studied, but simple, easy and effective. I liked her at once. Two Southern women are never strangers to each other and we had occasion once or twice to make casual reference to our common heritage. As the three of us talked on, I readily came to the conclusion that she was a sensible woman with unusual creative and executive ability. I have no doubt that she will carry her end of the load in this first post assigned by King George The Sixth "to our most dear and entirely beloved Brother and most faithful Counsellor Edward Albert Christian George Andrew Patrick David, Duke of Windsor" and Knight of many Ancient, Notable and Distinguished Orders.

The conversation soon turned to the questions in which I was deeply interested, the social and economic conditions of the islands. In the discussion which followed it was plain that the Duke was already conversant with the situation. He spoke of the once flourishing industry of sponge gathering, now dead or dying due to a parasite. Incidentally this industry dates back to Aristotle and the Greek warriors who used them to pad their helmets. Sisal hemp, once the leading industry of the Colony, is at present little grown for export, but a rise in the price and demand for this product has reawakened interest in it. Although pineapples grow abundantly throughout the Bahamas, the markets for this product were cornered by larger areas elsewhere. There is hope of revival of the salt industry and a private enterprise is now working some of the ponds with satisfactory results. The shipbuilding and dock yards apparently do a good business building native craft and schooners and servicing, docking and storing visiting yachts.

Certainly the native women do a thriving business in weaving straw and making durable, attractive mats used in most of the Nassau homes, as well as bags and hats often of a very fine quality. Two types of straw are used, the dyed soft brown from the coconut tree and the straw-yellow from a local palm. The Duke wore one of these brown hats, so popular now in the United States, to church the first Sunday, according to a local paper. The Duchess is interested no less than the Duke in all these problems, and I can easily imagine that she will employ her artistic ability in helping the women to create new designs for their products as well as new markets for them. So it is likely to be in the tortoise shell industry.

The Duke also spoke of the difficulties of agriculture in these rocky islands, the soil in many places being rich, but gathered in pockets, facts probably accounting for the importation of much of the food. The importance of the fishing industry is not shown by export figures since 90 percent of the entire production of the fisheries is for local consumption.

The one industry upon which everybody in the islands is counting in the days ahead is the tourist business. This fact was made very plain to me by my colored taxi driver as he took me from the plane to my hotel. In answer to my question as to whether many visitors had come to the islands since the arrival of the Duke and Duchess, he replied with enthusiasm, "Oh, yes, ma'am." And then he added: "Seven thousand, five hundred are coming next month -- all friends of the Duchess." The Duke and Duchess were much amused when I relayed this observation to them.

It was inevitable that something should be said about the inconsequential, and sometimes untrue, stories which had appeared concerning them in some of our papers. The Duke said, "Miss Williams, if we say we are going to dine quietly at home this evening, there is no news in that,"

and he implied that the hard-working reporter sometimes drew on his imagination with weird results. The Duchess said, "After all, Miss Williams, we are a middle-aged couple. We do not go to night clubs. On the contrary, we are living a very simple life, enjoying things with each other." The thought that these two people were growing older made my romantic heart miss a beat, but their story, "the greatest since the Resurrection," - according to H. L. Mencken, will be always young.

No, I did not curtsy to His Royal Highness and the Duchess of Windsor because to do so never occurred to me. Edward is known and loved throughout the world for his democratic spirit and neither he nor the Duchess would expect it from an American. I greeted them exactly as we all greet our beloved President and Mrs. Roosevelt. Both in my letter and in my greeting I used the title which her husband claims for her and the one to which I think she is entitled -- Her Royal Highness.

What did the Duchess wear? What sort of ring did she have on? What was the ornament some one told me she often wore on one shoulder? To all these questions that have been asked me I can only reply, "I have not the faintest idea. I saw only her face." I think I shall have to ask her to save me from the charge of hopeless stupidity by supplying me with these details that will be asked of me again and again.

I had with me about two dozen photographs of their arrival and the ceremonies which followed and, after showing them those of the second celebration which they had not yet seen, I suggested that they autograph one for me and write my name on it for identification.

The Duchess very graciously said, "Darling, you write Miss Williams' name and sign your own and then I will sign mine."

The Duke rose and with brisk step left the room to get his own pen and portfolio, and the Duchess amusingly said, "Miss Williams, we are terribly afraid of spoiling this beautiful house." She was very careful to wave the photograph in the air until the ink was dry and then she blotted it on their own blotter.

It was then past time to go and, as we stood to say goodbye, the Duchess said, "Miss Williams, we think it is very good of you to be interested in us."

One final word. I told them I had taught English history at one time and loved it, and that I often thought of the boys and girls who would be studying about them a hundred years or so from now. Of course, these children must read "that they lived happily ever afterward." On that score I have no fears. An Anglican priest told me that there was no doubt whatever that the Duke was very deeply in love with the Duchess and that she was a great inspiration to him. A young man about twenty-eight years old said to me, "Miss Williams, the way they look at each other just hurts."

And then I expressed the hope that history would record that opportunities had been granted to them for the full employment of the talents with which they both are richly endowed.

I shook hands with them both, and His Royal Highness walked with me out of the drawing room through the hall and across the terrace to the steps where my car was waiting. A final goodbye and the Duke smilingly replied, "Miss Williams, this is much nicer than the garden party."

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October 9, 1940

Dear Miss Williams:

Many thanks for your letter and for the copy of the story from the Memphis paper. I was glad to see it.

No, I did not hear Mr. Willkie's reference to me.

Both the President and I appreciate your good wishes and your confidence in us.

Very cordially yours,

Miss Charl O. Williams
Card N.E.A.
Washington, D.C.

O

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

OCT. 3 - 1940

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October 2, 1940

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

Dear Mrs. Roosevelt:

Somehow it always seems to work out that I have to write you just before my departure for some place -- this time for Camden, New Jersey, on an afternoon train.

First of all, I want to tell you how much I liked your blue gown at the Carlton Hotel dinner. The color, neck and shoulder line were perfect. Your speech, too, was very much to the point.

Then, I want to record my appreciation of your giving me the opportunity at your recent press conference to tell two stories. Not a single reaction has come to me in my mail except one of pride and pleasure expressed by my friends scattered from New York to Oregon, Washington and many points in the South. In spite of your generous appraisal of my contribution to your conference, I know that I did not do very well. Marian Jones, who writes for a syndicate of fifty-seven papers, had luncheon at my home Sunday and she encouraged me considerably by the things she told me the newspaper women said when they got together after the meeting at the White House that morning. At any rate I accomplished the thing that I had in mind; namely, that, since I did not wish to commercialize on this visit, it be announced very simply by you. I thought your mention of it in your column was just what it should have been.

I am enclosing a copy of the story which was printed in my "home town paper". They did generously by me, as you will see for youself. I am sending a copy to the President, too, circled with red pencil in two places in which his name is mentioned.

On Sunday I depart for Utah, New Mexico, Colorado, Kansas, Louisiana and Tennessee. It now appears that I may be at my home near Memphis in order to vote on November 5. I greatly regret that I shall not be in Washington at that time -- I have already arranged to vote by mail -- for I should surely go to the New York headquarters for election night.

My only fear now is that overconfidence on the part of the Democrats may slow up their efforts. I thought the statement of the President regarding the discourtesy to Mr. Willkie in Michigan was admirable. Did you by any chance hear Mr. Willkie pay his respects to you in his recent radio speech, even though he did not name you?

Thank

Mrs. Franklin D. Roosevelt

I shall be thinking of you and the President every single day and hoping and praying that all goes well. I have never questioned the outcome of this contest since the day before his birthday in January, 1938, in his White House Office, when I told him that he would have to be a candidate again and that he would be re-elected. His reply was, "Oh, no, Miss Williams, I am tired and want to go home." I never doubted that for a moment either, but I glory in his strength and courage today. Both of you must have some secret reservoirs of physical and spiritual strength upon which you can draw heavily at times. Otherwise, I do not see how you could keep going on and on in the gallant way that you do.

Always faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

May 22, 1941

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My dear Miss Williams:

I am more than sorry that I could not stop in at the Convention of the National Congress of Parents and Teachers. I was only in Boston a few hours and had to spend them with Franklin, Jr., who, as you may know, was in the hospital.

Thank you so much for your letter and the enclosures.

Very sincerely yours,

Miss Charl Ormond Williams
National Education Association
1201 - 16th St., N.W.
Wash., D.C.

DD

We to see you (word)
As we drove out had tested
for home & had to stay in
them with you & pass home
as you were in the hotel

Author
[illegible]

May 21, 1941.

Dear Mrs. Roosevelt:

I have just learned that you are in the Hotel Statler and that you may come in to our morning session. Such a visit from you to these three thousand delegates would mean a very great deal to them. I have a feeling that you may not have seen the letter which President Roosevelt wrote to the delegates of this Convention. A copy of it is enclosed as well as the motion I made last evening to a crowded session at Faneuil Hall.

With best wishes, always,

Faithfully yours,

Chas. Ormond Williams

Motion offered by Miss Charl Ormond Williams,
National Chairman of School Education

Tuesday evening, May 20, 1941.

At the opening session of the forty-fifth Annual Convention of the National Congress of Parents and Teachers, our national president read an impressive and inspiring message from the President of the United States - Franklin D. Roosevelt to the delegates who are gathered now in Boston. It is fitting that our reply to the Chief Executive of our nation in appreciation of his recognition of our work and our responsibility should go forth tonight from historic old Faneuil Hall, a shrine of the liberties and freedom we cherish and stand ready to maintain.

Therefore, with the approval of Mrs. Kletzer, I move that the following telegram be sent at the close of this session to President Roosevelt and that copies be given to the press and that this telegram be published in our National Parent-Teacher Magazine.

To the President of the United States
The White House
Washington, D.C.

From old Faneuil Hall, historic shrine of American liberty and freedom, the delegates gathered in the forty-fifth Annual Convention of the National Congress of Parents and Teachers representing as you pointed out millions of parents and teachers, wish to express their profound appreciation of your message with its recognition of our work and of our responsibility. In this hour of peril to our nation and to our democratic way of life we believe that we may be able to lighten your heavy burden by our heartfelt assurance that today, as never before, parents and teachers are keenly aware of the forces of evil which menace our cherished freedoms, and that they stand shoulder to shoulder ready to do all within their power to defend these freedoms.

On this historic ground, hallowed by the struggles of the founders of this nation, we, parents and teachers, dedicate ourselves anew to the ideas and ideals they promulgated to a startled world. We pledge our wholehearted efforts to prepare the generations intrusted to our care so that they will be equipped to discharge intelligently and faithfully the social and civic responsibilities involved in democratic living.

Mrs. William Kletzer
President, National Congress of
Parents and Teachers

Forty-fifth Annual Convention
NATIONAL CONGRESS OF PARENTS AND TEACHERS

★ CONVENTION NEWS ★

Convention Theme: *Modern Problems in Community Living*

Vol. 12 — No. 2 Boston, Massachusetts Tuesday, May 20, 1941

"DEFENSE BEGINS IN THE HOME"

Mrs. Sidonie Matsner Gruenberg
Participant on the panel Tuesday afternoon.

THE WHITE HOUSE
WASHINGTON

My dear Mrs. Kletzer:

It is with pleasure that I send this message to the representatives of millions of parents and teachers who are to assemble in Boston to review past achievements and to get inspiration and encouragement for further efforts in behalf of the children of the Nation.

The character of a community depends not only upon the effectiveness of the home and the guidance and care parents give their children at home, but also upon the quality of instruction and guidance the teachers give them in school.

The home and the school then bear a joint responsibility to their children to point the way for the development of high moral standards and social integrity both by precept and by example.

I urge you to impress upon all parents and all teachers that they find more effective means and devices for cooperating in this mutual task.

In the crisis of affairs of the Nation it is of the utmost importance that parents and teachers plan a definite program for the development of character in their boys and girls who will in a short time be men and women holding responsible positions and making far-reaching decisions for the Nation.

Very sincerely yours,
FRANKLIN D. ROOSEVELT

Everett R. Clinchy
Speaker for Wednesday Morning.

THE PRESIDENT REPORTS

The work of the National Congress of Parents and Teachers during the twelve months just past can most graphically be characterized by the vision and courage with which the National Congress has met every challenge of the rapidly changing scene. With wholehearted enthusiasm and understanding, its state branches, its local units, and its individual members embarked upon the program, "The Child in His Community." In adopting this theme we recognized not only a rounding out of the program which we had been following through several administrations, but also the opportunity for implementing the findings of the 1940 White House Conference on Children in a Democracy.

The force of the impact of world conflicts upon American thought and the defense preparations in this country during the last six months have presented additional challenges to the National Congress of Parents and Teachers. We, therefore, have set forth in definite terms the importance of maintaining essential services in education, health, and social welfare through which the physical, mental, and emotional stability of our present generation of children might be maintained. It is our conviction that social progress is not to be relinquished lightly and that the gains we have made in human relationships and social consciousness should be guarded as zealously as our shore lines.

We are gratified to find that the National Congress of Parents and Teachers has responded to the challenge of the times with increased membership, increased attendance at state conventions and other official meetings, increased participation in such national projects as the Summer Round-Up and Safety, and also in the undertaking of new projects. We have experienced our greatest membership growth since 1937-38, with an increase of 100,589. This makes the total membership in the National Congress 2,480,188, for the year

(Continued on Page 2)

NEW LEGISLATION

The Board of Managers approved the legislative program of the National Congress for the coming year. It reaffirmed the long-standing position favoring federal aid to equalize educational opportunity, but amended it to include suggestions for the distribution of funds.

The legislative program was extended to include the following item:

"Endorsement of emergency legislation to provide community services for education, recreation, health sanitation, etc., such legislation to be safeguarded as to the basis for granting funds and the amount to be spent on administration."

The legislative program also includes "continued support of legislation to abolish compulsory block-booking and blind selling of motion pictures" and continued effort for ratification by the states of the Child Labor Amendment "notwithstanding the Supreme Court decision upholding the constitutionality of the Fair Labor Standards Act."

Convention News

VOLUME 12 No. 2

Published by the National Congress of Parents and Teachers, 45th Annual Convention, Boston, Massachusetts, May 19-22. Hotel Statler, Parlor E.

Editorial Staff

Mrs. W. R. Cavanaugh, Mrs. Harry Nelson, Mrs. C. E. Roe, Mrs. F. A. Welch.

National Publicity Chairman

Mrs. John E. Hayes

Deadline: All material for Convention News must be in the editorial room not later than 3 p.m. prior to issue.

Quoting Isaiah Bowman the national president gives us this good parent teacher advice:

"There are two kinds of communities: one accepts what it has as a compelling fate over which there is no control; the other appraises aptitude, initiative, resolution and courage and claims at least a small sector of human destiny for human control." Isaiah Bowman.

STATE PRESIDENT'S CLUB NEW OFFICERS

President, Mrs. Luther Putney, Massachusetts.

Vice President, Mrs. C. H. Turner, California.

Secretary-Treasurer, Mrs. Joe E. Wessendorff.

WHO SUBSCRIBES TO THE MAGAZINE?

The 10 states showing the greatest gain in subscriptions for the year ending March, 1941, are as follows:

1—Wash.	351	6—Tenn.	216
2—Ark.	338	7—N. J.	187
3—N. C.	236	8—Ala.	171
4—Iowa	221	9—Penn.	117
5—Wis.	217	10—Mont.	100

The 10 states which sent in the most subscriptions during the year ending March, 1941, are as follows:

1—Penn.	3,891	6—N. C.	2,571
2—Ill.	3,636	7—Wash.	2,076
3—Calif.	3,592	8—Ind.	1,907
4—N. J.	3,005	9—Mo.	1,906
5—Ohio	2,909	10—N. Y.	1,897

The 10 states which had the highest percentage of members subscribing to the *National Parent-Teacher* as of March 31, 1941, are as follows:

1—Mont.	5.91%	6—Wash.	3.80%
2—Idaho	5.80%	7—Vt.	3.60%
3—S. D.	4.73%	8—Iowa	3.47%
4—Wis.	4.53%	9—Kan.	3.39%
5—Ark.	4.12%	10—N. C.	3.30%

MUSIC

At this great moment, we feel music, more than ever before, is invaluable to all to whom it is available.

Our foremost national concern, at this hour when our government has decreed huge expenditures for defense purposes, is to stabilize our daily life so that we, as a people, in all walks of life may meet the new conditions and support the program of our government. This means going about our daily lives with a new and higher faith in our national destiny, unafraid and resolute. The promotion of our Government program must come from the people and this can come only as a result of a sane and confident attitude. Therefore let us emphasize those things which make steadfast patriotism, the highest conception of Americanism, and for the fortification of those ideals which have made America what it is and what it must remain, and to this end let us have more music than ever before, for it unifies and inspires. It is really the spiritual, patriotic bulwark of our land.

If our children are to face the great tomorrow music must be instilled into their early life. There are many ways of doing this. One is the *Evening Singing* where the family gather around a musical instrument and lift their voices in song. All it takes is willingness and vision—Such experiences bring a spiritual influence into the lives of the children—call it love of home, inspiration, or spirit of play—it is something parents and children will remember when the family circle widens or is broken.

WE CONFER ON READING

Parents make great sacrifices to see that their children learn to read. They frequently overlook the fact that the important consideration is not just what children read, but *what do* they read. Many books are actually harmful; others a pure waste of time. It is in the content and use of reading matter that the real value of reading lies. It is *what* is read that affects growth and molds character.

And so before this is truly a literate, reading nation, public libraries must take their rightful place beside the schools as a great educational agency. Libraries must be helped to bring good books within easy reach of every resident of every community. And what is more, be encouraged to develop a dynamic program to bring these books into the consciousness of the community.

Books and public library service are essential as a continuation school of the people, to help prepare for defense jobs and activities. Books and recreation provide a release from the tension of the All-out defense effort.

The parent-teacher association can do a great deal to help make people conscious of the value of books and reading and the importance of discrimination in reading. Parents and teachers can lead in developing an adequate program of service and support for public libraries in the present crisis, through study courses on the guidance of children's reading, adult guided reading courses, publicity and support for the services and needs of the public library.

THE PRESIDENT REPORTS

(Continued from Page 1)

ending April 15, 1941. Statistics recently compiled from the Summer-Round-Up for 1940 give a splendid picture of the progress of this nation-wide project in raising the level of child health in America. Through it, an increasing number of children throughout the United States were provided with physical examinations and given medical treatment that insured them good health at the start of the school year.

Another highly significant project of the National Congress of Parents and Teachers is the *National Parent-Teacher* magazine. With wholeness of purpose and singleness of intention, the *National Parent-Teacher* set out to do two things. First, to give its readers a clear and broad vision of all that pertains to child rearing, family living, education, and home and school cooperation; second, to give its readers a keener grasp of the issues of the day and the hour. On both these fronts the magazine has been voluble, for to be silent in our time would mean either that we have nothing to say or that we are not willing to accept the responsibility for saying it.

Whatever the political situation of the nation and the world may be, our task remains the same; to safeguard childhood and youth. War or peace, it is consistently our purpose to strive for a society in which children may be wellborn, well fed, protected from disabling disease, and from exploitation, in which happiness and the opportunity for self-realization is their heritage, and in which life is spiritually rich.

CONVENTION NEWS

PICTORIAL SUPPLEMENT . . . . . Boston, Mass., May 20, 1941

THE PRESIDENTS OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS

Top row, left to right: Mrs. Theodore W. Birney, 1897-1902; Mrs. Frederic Schoff, 1902-1920; Mrs. Milton P. Higgins, 1920-1923; *second row, left to right:* Mrs. A. H. Reeve, 1923-1928; Mrs. S. M. N. Marrs, 1928-1930; Mrs. Hugh Bradford, 1930-1934; *third row, left to right:* Mrs. B. F. Langworthy, 1934-1937; Mrs. J. K. Pettengill, 1937-1940; Mrs. William Kletzer, 1940-

NATIONAL CHAIRMEN

John E. Anderson

Mrs. L. W. Hughes

Mrs. J. W. Bingham

Mrs. John E. Hayes

Mrs. Grover Hartt

Mrs. Mary T. Bannerman

SOCIAL HYGIENE

Again we have been caught short in our social hygiene accomplishments. Already it is evident that our draftees have not been well enough fortified with moral training, sex education, healthy attitude toward parenthood and vigorous recreational outlets. Whatever has been our lack —let us correct it by acting now!

Never has the U. S. Public Health had as courageous a program to eliminate venereal diseases! Never has it so generously supplied the states with money for that purpose! Some authorities say that social hygiene education and the control of venereal disease are two different things—some say that social hygiene includes both and more. It is a strategic time and State Boards of Health and State Departments of Education or both are being asked to include in their personnel and in their program some well trained person who will work definitely on social hygiene education.

This does not mean relinquishing efforts by parents nor curtailing attempts by schools to integrate social hygiene education in certain appropriate subjects, but it is a means to encourage P.T.A.'s to work for some well trained publicly financed person whose entire job will be to tie up, develop and further accepted social hygiene plans.

The Public Health Service is devoted largely to eradicating the venereal diseases but social hygiene education does much to build up character to resist disease.

Social hygiene will be discussed Wednesday morning at the joint conference on Art, Music, Reading and Library Service, Recreation and Rural Service.

KEYNOTE ADDRESS— T. V. SMITH

Three Levels of All-Out Defense

America might achieve military impregnability to lose other precious things calling for defense. It might maintain a mental defense of freedom under bondage, dreaming to be what is no longer. But to maintain both its morals and its morale, America must go all-out for three-fold defense: Military, Moral and Mental. Parents and teachers stand midway between the might of the military and the impotence of childhood, having raised sons and daughters from innocence to be whatever life requires to carry forward our tradition.

Military defense is the most odious of all forms of discipline to Americans. We have been peaceful people asking of others only what we were willing to give. This defense is negative, but imperative. There is progress, however, in refusing to slip back into barbarism, when the undertow of primitivism is washing all banks away.

Moral defense requires, that the military know what it is fighting for and see that this thing is worth preserving at whatever cost. Moral defense requires also discipline to prevent our making the Best the enemy of the Better, and this means the acceptance of a government in which politicians may carry on, without too bitter blame for imperfections, their beneficient work.

Mental defense is the child's right and in part the child's contribution. As we grow older and more dogmatic, we tend to tolerate only what is familiar and to prize only what is useful. The child's activity should teach us that the end of life is play, not work, is variety not dogmatic sameness.

(Continued on Page 4)

CONVENTION EXHIBITS

The exhibits of the State and National Congresses on the mezzanine floor of the Hotel Statler add a colorful note to our Convention. The work of the Congress is graphically and very practically presented through the media of posters, pictures, charts, and publications. Of special interest to the delegates are procedure books from several states. Many have been browsing through them, comparing notes, copying new procedures, and in general having a very good time adding to their store of parent-teacher Convention knowledge. Of equal interest are the materials presented by national chairmen dealing with the committee work of the Congress.

There appears to be a striking similarity in the subjects emphasized in the exhibits. This similarity is evidence of the systematic way in which the total program of parent-teacher work is being interpreted throughout the entire country.

Recent publications of the Congress, including its official magazine, the *National Parent-Teacher*, reveal a national point of view which serves as the motivating force and pattern for parent-teacher work.

HONORARY OFFICERS

Mrs. A. H. Reeve, Philadelphia, former president of the National Congress and first president of the International Federation of Home and School was elected Honorary President and Miss Ellen Lombard, Washington, D.C. Honorary Vice President of the National Congress by the delegate body at the general session Monday morning. Mrs. E. C. Mason, Winchester, Mass. another Honorary Vice President is attending the convention.

HEALTH AND SUMMER ROUND-UP OF CHILDREN

The conference on Health and the Summer Round-Up of the children opened Tuesday afternoon by a panel discussion in which leaders in the various phases of child health will participate. Emphasis will be given to the health and happiness to be acquired by children through the practice of good health habits and by properly developing their mental attitudes and guiding their personality traits.

The health of children is a front line of defense, and steps that can be taken to keep pace with our nation's expanding preparedness program through the promotion of the Summer Round-Up Campaign and other parent-teacher health activities will be discussed.

Remarks by the panel discussants will be followed by open discussion from the floor making it possible for more specific questions to be asked by the delegates and answered by the panel discussants.

REGISTRATION

At 5 o'clock Monday 873 delegates had registered. Every state except Hawaii was represented—hundreds of blue and gold bouquets brightened the convention.

USHERS

Ushers Monday throughout the morning and afternoon sessions were parent-teacher leaders from Lexington, Waltham, Arlington, and Hingham Councils. Monday evening the ushers were principals and teachers from Waltham, Lexington, and Arlington.

Pages for the day were parent-teacher leaders from Hingham Council.

OUR BABY STATE

"It's time to learn how to walk and talk" thinks Pearl Baker, president of our baby state, Nevada. Even though this state just became a branch of the National this year, it's making parent-teacher history for there are four delegates in attendance.

"My P.T.A. experience is limited," says Mrs. Baker. Studying her case history we find she has served as president of a high school association and president of a council. Seems a fine background for her job as president. "There are two Baker girls, pride and joy of father and mother. Both graduate from High School on May 28th. I shall not waste time getting home because Father Baker is a captain in the U. S. Army, serving in Honolulu.

FROM THE GOVERNOR OF MASSACHUSETTS A GREETING

"Our country now has a single goal. This nation stands committed to a policy of aid to the democracies of the world.

All of us are now obligated to serve loyally the cause adopted by the majority of the American people. We owe it to ourselves to stand as a united people, a people who believe in team-play, the understanding and appreciation of men for one another.

Education is a vital factor in preparation for citizenship and the duties which citizenship involves in this critical period. I feel that there is an unwritten Bill of Duties for every parent and every teacher.

We are arming today to protect those ideals which have served as a cohesive influence in this nation for over a century and a half. National unity based upon freedom has not, we recognize, been wholly accomplished.

United homes are the first step toward a united nation. Good home life builds character. The home is the primary school of life. Parents are the first line of our defense.

Our schools provide the greatest medium for promoting complete understanding of our nation and all that she represents. The teachers of America are a part of our army of defense. As our young men go into military encampments, each teacher in her class room will teach, regardless of grade, regardless of subject, the meaning of American Democracy, and those ideals for which our American Republic was established. Our schools are the training camps of tomorrow.

Parents and teachers! That is a partnership which holds the key to the future of our country."

From Gov. Leverett Saltonstall.

Douglas A. Thom, M.D., Professor of Psychiatry, Tufts Medical School; Director of Habit Clinic for child guidance since 1921. President of the Mass. Society for Mental Hygiene. Participant in panel: "Roll call at the Hearth".

Howard V. Funk, Vice President of the National Congress. Principal of Bronxville Junior High, one of the best known schools in America. He is at present, chairman of the committee to correlate parent teacher activities for democracy.

WHO BELONGS?

Membership in a Congress Parent-Teacher Association offers opportunity, privilege and responsibility for every adult to participate in a nation-wide program for every child. An increase in membership is indicative of an increase in adult interest to safeguard tomorrow by safeguarding today's children and youth. The gain of over 100,000 memberships during the current school year which provides a nation-wide membership of approximately two and one half million is a response to a call to arms for the defense of the nation's greatest asset—its children and youth.

(Continued from Page 3)

We must defend the institutions upon which free childhood rests. This defense, as we have argued, requires political tolerance and civil morale—and at the present unhappy juncture of events grave military readiness. This we will not fully provide through thick and thin unless we discern how superior mind is to the military, how desirable leeway is throughout the whole of life. As this is the century of the child so it is the time for parents and teachers to keep fresh the lesson of the child, that imagination is a thing final in value, that rugged individualism can happily exist mentally long after it passes bodily. We move now indeed to defend ourselves against the high-tensional thought and action which in Germany turns play into drill, in Russia turns education into indoctrination, turns barter into buccaneering, turns courage into sadistic cruelty. To escape these is worthy of all-out defense. Our final unity of all three levels of defense is found in the integrity and contentment of the mind which loves freedom, which lives freedom, which enjoys in itself the fullness of freedom.

Forty-fifth Annual Convention
NATIONAL CONGRESS OF PARENTS AND TEACHERS

CONVENTION NEWS

Convention Theme: *Modern Problems in Community Living*

Vol. 12—No. 3 Boston, Massachusetts Wednesday, May 21, 1941

"AMERICA'S CHILDREN, AMERICA'S HEIRS"

FROM THE TOWN MEETING

To get a good job, to have some decent fun, to marry and have a family, these are the needs which our youth themselves put first. They are hardly a complete list of needs, as adults are likely to interpret them. Nowhere, for example, is any mention made of spiritual values, nor of the need to preserve in a new generation, the culture of the old, or of getting ready for responsible and intelligent citizenship in our democracy.

Young people now go to college or do not go as a result of their families' economic status or of the social pressure which they feel themselves to be under, quite as often as because of their own special abilities or interests. They choose or do not choose vocational programs on similar grounds. "It must be set down on the red ink side of the ledger that we have not yet developed any systematic or comprehensive plan for seeing to it that the right young people get the right preparation for jobs." They do not know what kind of jobs are available or where to look for them; they get jobs which they eventually do get at random or by accident; they have no clear notion of how to make the most of a job, once they get it; and they find themselves frustrated in their blind hope for white-collar jobs which either do not exist or are beyond the reach of young people of their ability or training.

Our educational program has not yet been successful in providing young people with any discriminating standards of enjoyment. The books and magazines that young people read in greatest number, the kind of movies they see, the radio programs they listen to most frequently, all reflect

(Continued on Page 4)

BANQUET SPEAKER

Hugh Mearns

Professor of Education, New York University, and author of The Creative Adult.

AT THE TOWN MEETING

Francis Spaulding

Dean, Graduate School of Education, Harvard University.

IS EDUCATION MEETING THE NEEDS OF YOUTH?

The problems of youth are employment, home and family living, health, an adequate system of education, spiritual development and leisure. Let us formulate a program in our communities for the solution of the problems.

"American Youth believes in the United States of America and in the future of youth in this country. There are literally dozens of youth movements in America; which is certainly better than to develop a single national youth movement as devised in Europe."

When youth step into life they should be prepared to meet the complexities of a social system ever increasing in its demands on the emotions and on the intellect of the individual. A liberal education includes the head, the heart, and the hand. The omission of any part eliminates the possibilities of a liberal education. Men must possess marketable skills and attitudes as a result of their educational experience and society must furnish the individual with the opportunity to market those skills and attitudes. Fundamental changes are needed in American education in order that the objectives be attained.

"It is essential, too, that the purposes of education be translated into action—that whatever happens under the jurisdiction of the schools be reflected in the emerging product. Individuals must be better for having had the advantage of school and college. Society must be better because educated men compose it."

A. G. GRACE

A NEW ENGLAND TOWN MEETING

Convention News

VOLUME 12 No. 3

Published by the National Congress of Parents and Teachers, 45th Annual Convention, Boston, Massachusetts, May 19-22. Hotel Statler, Parlor E.

Editorial Staff

Mrs. W. R. Cavanaugh, Mrs. Harry Nelson, Mrs. C. E. Roe, Mrs. F. A. Welch.

National Publicity Chairman

Mrs. John E. Hayes

Deadline: All material for Convention News must be in the editorial room not later than 3 p.m. prior to issue.

OUR GUEST FROM SOUTH AMERICA

Maria Marchant Riquelme De Gonzalez Vera is studying at Columbia University under an Exchange Fellowship for the Promotion of Cultural Relations. She has had varied teaching experiences including that of Professor of Spanish in the United States and Professor of English, Psychology and Pedagogy in her native country, Chile.

Mrs. De Gonzalez Vera assisted with the organization of the Pedagogical Institute, filled the Chair of General Methodology, and has served as adviser of technical education for women in Venezuela; and has given lectures in various parts of the United States on feminine activities, student action, and other cultural subjects with reference to Chile. She holds graduate degrees from Columbia University, New York City.

Members of the family must regard each other as individuals each of whom has his own aspirations and ideals. Creative thinking is not limited to adults. Members of the family must find each other's purposefulness, so that individual differences may be coalesced in a common purpose. Only by this unity can the family progress.

SENORA MARIA MARCHANT DE GONZALEZ-VERA

DISCUSSANT

Joanna Colcord
Director, Russell Sage Foundation

To the President of the United States
The White House,
Washington, D. C.

From old Faneuil Hall, historic shrine of American liberty and freedom, the delegates gathered in the forty-fifth Annual Convention of the National Congress of Parents and Teachers representing as you pointed out millions of parents and teachers, wish to express their profound appreciation of your message with its recognition of our work and of our responsibility. In this hour of peril to our nation and to our democratic way of life, we believe that we may be able to lighten your heavy burden by our heartfelt assurance that today, as never before, parents and teachers are keenly aware of the forces of evil which menace our cherished freedoms and that they stand shoulder to shoulder ready to do all within their power to defend these freedoms.

On this historic ground, hallowed by the struggles of the founders of this nation we, parents and teachers, dedicate ourselves anew to the ideals they promulgated to a startled world. We pledge our wholehearted efforts to prepare the generations intrusted to our care so that they will be equipped to discharge intelligently and faithfully the social and civic responsibilities involved in democratic living.

MRS. WILLIAM KLETZER, *President*
National Congress of Parents and Teachers

STATE PROJECTS

A state wide effort to interest families in keeping "family record books" with the objectives:—1. Interest the child in accomplishments of forebears —2. Arouse child to value of contributing to the good life of the community. Books usually contain—birth certificates, church records, school records, ancestors, accomplishments or family record of all members.

Back Yard Play—Why—to make a usable, beautiful place for every member of the family to play and to help families play together—thus stay together. A contest is conducted in each community participating, and ribbon awards given for:—1, backyard, meeting needs of all members of the family—2, greatest beauty developed for least expenditure—3, degree of family participation and responsibility—

PANEL PARTICIPANT

W. W. Bauer, M.D.
Director, Bureau of Health Education, American Medical Association

THE HIGH SCHOOL P.T.A. LEADS

The aims of the modern highschool are the promotion of individual initiative, the acceptance of responsibility, an emphasis upon group as well as individual needs, the stressing of vocational aspects of education, and the effort to extend service of the school into the community itself.

Youth in our complicated society has to make complicated adjustments with regard to avocation, marriage, place in the community, life philosophy. We can aid little in helping with such decisions except in so far as we teach children how to choose wisely. Parents and teachers can show by example as well as precept the value of pliability, the possibility of constructive effort, the advantage of opportunity rather than static security, the benefits of a sense of humor, and the necessity for a true sense of proportion—seeing things from the angle of eternity.

Neighborliness which has meant so much in our American life is now endangered by modern aspects of living.

Realizing that there may be marked differences between the views of mother, father and the growing children, we are unlikely to reach a state of democratic living until they can all live together, each member free to express himself according to his own talents and where even the younger children in the family may find opportunity to help form the pattern of family life.

THURSTON

HOME THE CORNERSTONE

"Home is the cornerstone of democracy", said Ernest G. Osborne, and mentioned several factors that may be sabotaging its possible contributions to democratic living.

"We must consider", he said, "whether rigid discipline, which is being demanded by a small group, would bring desired results. If we desire an intelligent and independent adulthood for our youth, must we always control, censor, and direct them, or should we, instead, help them to make right choices? If we expect to live in a democracy, must we not teach our children the way of democratic living?"

He pointed out that there are many places where poverty prevents real family life, and stated that community agencies should provide programs for the whole family, as too little attention is given to the value of family experiences.

Dr. Osborne approved of mothers who find opportunities for constructive work outside the home as a legitimate outlet for super-abundant energy.

MEMORIAL TRIBUTE

Mrs. Lawrence Wood Robert, Jr., granddaughter of Mrs. Alice McLellan Birney, co-founder of the National Congress of Parents and Teachers, is a visitor at the Convention, participating in the Founders Day Conference. Mrs. Robert brings the news that a national memorial to Mrs. Birney, erected by the parent-teacher membership of all the states, will be unveiled at Marietta, Georgia, next spring.

INSTITUTE ON PROFESSIONAL RELATIONS

One State Reports

Every teacher problem is a civic problem, therefore attendance and participation in an Institute on Professional Relations by parents and other citizens is an area for cooperation on the part of parent-teacher associations. The parents note how teachers may achieve worthwhile successes by discussing their problems; the teachers appreciate the interest of parents and citizens in conditions in education. This gives emphasis to the teacher-public relationship to prepare children and youth for creative citizenship and social mindedness in a democratic society.

RURAL AMERICA

Increasing awareness of the need for a program of total defense is making rural workers carry on with greater zeal and determination the association program embarked upon at the beginning of the present three-year administration.

Fortunately the White House Conference of 1940 brought together a wealth of detail pointing out the weak spots in rural life as they bear upon the welfare of the whole child and all the children, and of even greater import are the recommendations which translate the findings into things to be done. Some of the work may be carried through by individual local units, and other phases of the work must have county, state or nation wide approach, but even these latter depend upon the sympathetic understanding and cooperation of local people and organizations.

As contrasted with its urban counterpart, the rural school holds a unique position as the center of the community's life, as well as a particularly dominant influence in the life of the child. Looking toward the goal of equality of educational opportunity, rural associations are stressing the need for better rural teachers, teachers who touch not only the school life of the child, but also other phases of his life, whether directly or indirectly, through leadership exerted in the community.

While conscious of the peculiarly important role of youth in a defense program, rural associations are not losing sight of the continuing vitally important interrelationships of youth and the community. Having in the past given most of their attention to children, in the past year or so probably no one field has known more time, thought and actual achievement than that of the interests of rural youth.

USHERS

Parent Teacher leaders from Saugus, Haverhill, Hingham, Braintree Councils served as *ushers* during the day on Tuesday; in the evening ushers were leading men from Pembroke, East Weymouth, South Weymouth, Braintree, Watertown, Waltham and North Andover.

Pages for the day came from Lexington, Hingham, West Newbury and Cohasset.

NATIONAL CHAIRMEN

Mrs. George E. Calvert

"Education for Home and Family Life"

Mrs. Fred M. Raymond

"Programs and Founders Day"

Dr. Lillian R. Smith

"Health and Summer Round-Up of the Children"

Miss Charl O. Williams

"School Education"

W. E. Rosenstengel

"Motion Pictures and Visual Education"

Howard Y. McClusky

Associate Director, American Youth Commission of the American Council on Education.

EXCERPTS

A larger proportion of our youth are in school than ever before, so whatever good the school achieves is more widely distributed, today.

More schools are successfully introducing a liberating element of responsible freedom based on a fundamental respect for persons.

In comparison with former decades, classrooms are more friendly, learning is more of an adventure, teachers and administrators are better trained, the curriculum is becoming more responsive to the needs of youth and society, and a better relation exists between the school and the community.

We are in a period of great emergency. Billions of dollars will be poured into defense. Some reduction in normal expenditures will be inevitable.

We must register our protest against any disposition to take the cost of guns and airplanes out of the budget for the education and care of our young people. We must protect our educational gains.

Greater advance must be made in education to meet the needs of youth —negro and white—rural and urban— for effective citizenship, economic security, spiritual enrichment.

FIRST AID

The Red Cross First Aid Station in the Assembly Room is provided by the Boston Metropolitan Chapter. The nurse in charge is Mrs. LaForest McCausland of Wollaston, who has volunteered her services for the duration of the Convention.

HOME IS PEOPLE

The most distinctive change that has taken place in the American family in modern times is a shrinking in size. As a result mothers have a larger amount of leisure, and in many cases, years of freedom from direct attention to the daily care of children. If mothers hold their own in understanding current affairs and in sharing community responsibility they must follow husbands and children into the community. It is in fact only as we take part in the civic and welfare work of the community that most of us can know and appreciate what our citizenship means. As parents we are chiefly interested in the schools and other agencies that serve our own children directly. But we can get the best of these agencies only when we take the trouble to see what they are doing—or should be doing—for other people's children — with whom ours will have to live. This means becoming informed on the methods and purposes of all agencies which we maintain to serve the community, their relationship to each of us as a citizen or as homemaker, their methods of operation, and the channels through which we may work out our common desires and communicate them to our officials.

Home is people—not a place or a house or the land—just people. If the Family is really the threshold of democracy as it has been designated, then we must help by every means available to make the persons in it live democratically.

MRS. SIDONIE MATSNER GRUENBERG

THE HOT LUNCH PROGRAM

Better health, better appearance, better attendance, better work habits, improved scholarship and a general uplift of child aptitudes are among the benefits derived from regular school lunches. State and City Departments of Health, Agricultural Extension Service, the W.P.A., the N.Y.A. have cooperated with the P.T.A. to feed more than five million school children each day at the present time, and it is estimated that at least six million will have shared in the benefit of the school lunch before the end of the present year.

THE KEYNOTE

"Increasing criticism of teachers and textbooks, of curriculum and budgets, is bringing to its culmination the greatest educational crisis ever faced in the United States", declared Donald DuShane, President of the National Education Association, and superintendent of schools at Columbus, Indiana.

The most serious of these, he said, are the attacks upon teacher loyalty, which would be alarming, if true, but are neither true nor justified. "I have yet to find an authenticated case of subversive teaching either in our public school or teacher training institutions," he declared. "The teaching profession is loyal to democracy and utterly opposed to the destruction of our liberties and of our way of life. Unjust attacks are spreading, and are causing serious injury to American education through the destruction of public confidence in, and support of, our schools and teachers".

Dr. DuShane appealed for support of the minimum wage law, of teacher tenure, in preventing reductions in education budgets.

"The results of budget cuts are seen in overcrowded classrooms, elimination of important subjects, unjust discharge of teachers, and the destruction of teacher morale. Serious injury to our schools at this time", he said, "would be a public disaster of the first order."

He concluded, "Any democracy, no matter how strong the armament, which fails to provide for the effective education of its people, is doomed to ultimate and utter destruction. Education is still the only long time defense".

TOWN MEETING

(Continued from Page 1)

preferences on which the school program seems to have had little influence."

Our educational program has made only a beginning in meeting the problem of establishing homes of their own for youth. For the largest number, however, the only direct preparation they receive is from the school. The problem of making a home which will be pleasant in spirit as well as in material comforts, or of bringing up children who will have a fair start in the world, are problems which are largely left to take care of themselves.

February 24, 1942.

Dear Miss Williams:

Thank you so much for your letter and the material which you enclosed. It was very interesting and I think you are doing some fine work.

Very sincerely yours,

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

VDS

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

Ack 2/23/42

February 19, 1942

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

Dear Mrs. Roosevelt:

If you can find the time to glance through this material I believe it will hearten you to know that in 1938 I began at Peabody College in Nashville an Institute on Professional Relations, a conference designed to give teachers practice in the democratic process which we are now fighting a world war to preserve. In my field, we have talked much about education for democracy and democracy in education, but too often we have rendered lip service only. To quote from Dr. Lyon's enclosed article, "schools - frequently the worst offenders of all - have been veritable citadels of autocracy."

I have marked some passages that are at the root of this whole idea which you will see in Dr. Campbell's article has spread from coast to coast, 140 Institutes having been held since the first one. The going has not been easy, I can assure you, but I have steadily worked on for I am sure I am on the right track.

The "question-and-answer guide" for the directors of these Institutes is being sent to five hundred leaders in teacher education institutions from coast to coast, as well as to every state superintendent of education, the secretary of every state education association, the president of every state congress of parents and teachers, and to all the officers and state directors of the National Education Association. I hope you will not overlook the quotation which I picked up from your speech at the dinner of the American Council on Education not long ago. What you are saying for society as a whole aptly applies to the teaching profession itself, so I placed it on the very first page.

My hope is that in the years ahead teachers will be so educated, and schools so supervised and administered, that teachers will function easily and effectively within their profession and with the public.

I have included in this bulky package to you some reprints from state education association journals just to let you see how widespread is the interest in these Institutes. There is nothing that I want you to do about this material - I just want you to know about it.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

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

FOR YOUR INFORMATION

February 19,1942

Dear Institute Director:

The enclosed bulletin was written in an effort to answer more definitely some of the questions that have been coming to us during the past four years. We hope you will find it readable and useful and will make it immediately available to the members of your faculty upon whom you will call for assistance in the Institute.

The bulletin was written as an amplification of "Brief Outline of Procedures in Organizing an Institute on Professional Relations," sent to you last year. In the attached draft you will find some new material and some of the old, written in a more attractive form.

We shall probably want to revise this material again next year. If you can find time to write us your reaction to it, we shall be happy indeed to have your suggestions and criticisms and shall study them carefully with a view toward improving still more next year's draft.

You will be interested in the enclosed reprint from the journal of the National Education Association: "Professional Relations," by Dr. Doak S. Campbell, who directed the Peabody Institutes on Professional Relations in 1939, 1940, and 1941. [Dr. Campbell's article serves to point the direction in which the Institutes are moving and to bolster our faith that professional and public relations will eventually become a part of the year-round program of teacher-education institutions.]

We are eager to know just how your Institute plans are progressing. Won't you write us about any early steps you have taken? This war situation calls even more strongly than ever before for such conferences; for if we win the war and lose the democratic process, we shall have fought in vain. But, since the war makes human relationships vastly more poignant and important, there is every chance -- if we direct our energies in the right channels -- to find our democracy strengthened immeasurably at the end of the present conflict. With these thoughts in mind, we are stressing the work of the Institutes, in the firm conviction that we are on the right path.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

Preprinted from
THE JOURNAL OF THE NATIONAL EDUCATION ASSOCIATION
February 1942

PROFESSIONAL RELATIONS

DOAK S. CAMPBELL

Dean of the Graduate School, George Peabody College for Teachers, Dr. Campbell directed the Peabody Institutes on Professional Relations in 1939, 1940, and 1941. In September 1941 he became president of the Florida State College for Women.

As INCREASING PRESSURES on every hand and upon every aspect of our lives emphasize the importance of high professional standards on the part of teachers, it is encouraging to see many evidences of increased efforts of teachers to meet these demands.

During the past four years a special type of effort has developed under the designation, Institutes on Professional Relations. These institutes have been held on the campuses of 75 colleges and universities in 28 scattered states. Reports of their work have been circulated thru the NEA JOURNAL, the state educational journals, and other publications.

Programs of the institutes have been somewhat varied. Characteristic of our American way of doing things, these institutes have stimulated a great deal of discussion, some of which would seem to be of little value. However, there seem to be positive values to justify the efforts that have been put forth.

One result of the institutes, particularly in those institutions where three or four have been held, is the development of an awareness that mere theorizing about the professional relations of teachers gets nowhere. Altho one of the aims or objectives of these institutes is to democratize the profession, many of the earlier institutes consisted mainly of lectures and addresses. These were designed to stimulate enthusiasm on the part of teachers for higher professional standards. Ethical considerations were prominent. However, not until the programs began to give primary consideration to the day-to-day problems of the individual teacher did the institutes really begin to become effective.

As the institutes developed from year to year, it became increasingly apparent that higher institutions engaged in the education of teachers were overlooking certain essential aspects of teacher education. They were not providing opportunities for vital experiences with professional problems which students might expect to encounter as teachers and the possible bases upon which solutions might be made. The extent to which this condition prevailed varied, of course, among different institutions.

Along with the growing consciousness of this state of affairs, the programs of the institutes were modified. They became less formal. More provision was made for informal discussion of specific problems that arise during the course of the day's work. Undergraduate students assumed a larger place. In one of the 1941 institutes [George Peabody College for Teachers] the entire program was built around a group of undergraduates brought together from fifty higher institutions. The usual order of professional program was reversed. Instead of speeches by scholars and experts, these young people were given the main place on the program. They were given the opportunity to ask experienced teachers about any problem which concerned them. Some of the questions were about things which would ordinarily be considered so insignificant that they would never receive consideration in a public program, but they had a value for those young teachers-in-training.

The results were wholesome for both the participants and for the institutions which they represented. It should be added that at the college where this institute was held, professional relations have gradually tended to become a part of the year-round program. Thus, the Institute of Professional Relations, formerly a special type of educational meeting, has become a sort of culmination of the year's activity, a goal that was a part of the vison of early leaders. This is the direction in which teacher-education institutions may well move.

HISTORY and HIGHLIGHTS

Of Four Years of Work with Institutes on Professional and Public Relations

CONCEPT:—*Public relations of teachers have a better chance of succeeding if built upon sound professional relations. The Institutes on Professional and/or Public Relations were organized to focus attention on these important relationships of teachers and to point the way for their improvement.*

AIMS:—*To unify the profession; to democratize the profession; to make the profession intelligently articulate on its problems.*

HISTORY: *1938—First Institute on Professional Relations held in July at George Peabody College for Teachers. Cooperating: Peabody College, the Tennessee Education Association, the Tennessee Congress of Parents and Teachers, and the National Education Association. Participating: representatives of the professions of medicine, law, ministry, librarianship, and education. Results: the setting up of a yardstick for measuring a profession.*

1939—Thirty-four Institutes held in 11 states, Kentucky and West Virginia leading with eight each. Endorsement: by the National Education Association at its annual convention of "the move for Institutes of Professional Relations to train teachers in the following relationships: [a] teacher-student, [b] teacher-profession, and [c] teacher-public."

1940—Fifty Institutes held in 20 states, 27 of these either second or third Institute. Trends: [1] noticeably higher participating percentages; [2] campus leaders employed to much greater extent; [3] growth of long-range planning, with several directors reporting plans drafted a whole year in advance.

1941—Fifty-five Institutes devoted to Professional and/or Public Relations held in 25 states, 35 of these holding second, third, or fourth conferences. West Virginia leading in numbers for third year. Trends: a continuation of 1940 trends, with the addition of: [4] emphasis on the desirability of an intensive, longtime program of professional and public relations with the Institute as the culmination of each year's work.

SUMMARY: *Over a period of four years, 140 Institutes on Professional and/or Public Relations in 28 states from Vermont to Arizona and from Oregon to the Carolinas. Cooperation: faculties and teachers in attendance at summer schools in 75 widely scattered colleges or universities; at least 30 secretaries of state education associations; 15 or more presidents of state branches of the National Congress of Parents and Teachers; at least 10 state superintendents of public instruction; the National Education Association thru 29 or more of the state directors and 18 or more officers and members of the headquarters staff.*

—CHARL ORMOND WILLIAMS, *NEA Director of Field Service*

Training In Democratic Living

By RALPH M. LYON
Furman University

INCREASINGLY we are becoming aware of the fact that democracy cannot be regarded exclusively as a political affair. The methods of our business, the character of our church activities, the organization and direction of our recreation, the administration of our schools, the mode of our family life—all definitely affect our actions in political relationships.

In turn, political behavior has its repercussions upon other types of endeavor. As Dewey says in *Freedom and Culture,* "The problems of freedom of cooperative individualities is then a problem to be viewed in the context of the culture. The state of the culture is a state of interaction of many factors. . . ." Of necessity therefore, we are forced to regard democracy as a "way of life," "a means of associated living," in which all of the areas of human activity react upon each other. And we have learned that discussions of democracy without reference to the application are rather barren exercises. Theory and action must be married, else there will be little change in behavior patterns.

Democratic Principles

The undemocratic character of many of our agencies and institutions has not until lately been borne upon our consciousness, but it is now patent among students of society, at least, that our actions in every-day-relationships are in considerable measure a denial of democratic principles. We know that parents have usually made decisions regarding all phases of family life, that the staff in some New York or Washington office has planned to the minutest detail the club program for Podunk, that social service groups follow rigid outlines which have been formulated by an outside expert, that business often operates upon the pattern of the plantation overlord, and that schools—frequently the worst offenders of all have been veritable citadels of autocracy.

Institutions are organized and run as an end in themselves rather than as a means of human growth and development. Few leaders practice the philosophy of the Great Teacher who remarked, when chided by sticklers for ceremony and tradition, that "the Sabbath was made for man, not man for the Sabbath."

In fact, leadership is conceived as getting a following: the effective officer or chairman is one whose group carries out his program without question because they like or respect him.

A dishonest or "loaded" conference method is employed by teachers and school officials in the name of democracy. And "planted speeches" take the place of genuine and spontaneous discussion and action upon the vital issues which affect a group. The notion that democracy is not merely a matter of majority vote but is a shared or pooled decision in which the best thinking and planning of all is considered has rarely been heard, much less practiced.

It is evident to those who work with groups that the average person is not particularly interested in democratic procedures and is unwilling to follow the hard road that leads to real freedom. At least three factors account for this situation: inertia, lack of experience in group participation, and vested interests.

Decisions

It is easier to allow the president or chairman to make decisions for the members. "Mr. Jones will speak for our group" and "Mr. Brown can best represent us" are statements that reveal a failure of group members to assume responsibility for democratic action. People are accustomed to having someone else think for them, and they are usually satisfied with such an arrangement.

It is not difficult to explain the reasons for lack of experience in participation. Every group has one or two members who express themselves more fluently and think more quickly than the others. At first they speak to avoid embarrassing silence; gradually they feel that others will not or cannot express themselves. They begin to assume more responsibility for formulating goals until there comes a time when they enter the meeting with plans made beforehand, with no room left for debate, expecting the group to answer only "yes" or "no".

In the meantime, the "silent majority" responded to the request of the chairman to participate, but before their thoughts have been developed to the point of expression, the few have spoken up, seemingly more effectively. Gradually these inarticulate members lose the eagerness to share in the decisions and sit waiting for the others to speak. Often they are thinking well, and "the meeting out on the steps" is productive of better ideas than the discussion inside.

But a feeling of futility and inferiority holds them quiet in the large assembly. The persons who are in control and who desire to maintain the *status quo* form the vested interest group that would be cramped by real democracy. "The great mass of folks won't do anything. If you want action, you must bring it about yourself." "Why have a committee meeting? We know what's best for the teachers' are comments which indicate the unwillingness of favored groups to allow the rank and file to participate in a program.

Leaders

Obviously democratic leaders must do more than give an opportunity for sanction. They must develop techniques for helping people who are timid, inexperienced, and dominated to take an active part in their common affairs. Those who are consciously trying to help democracy grow in this country must realize that the task demands leaders who will encourage, guide, urge, and "so set the stage" that all members will come to participate and will know that their opinions will be seriously considered. Few of us know much regarding the practice of democracy because we lack the knowledge of its essential characteristics and we have had such little experience in its application, but we can learn. And herein lies the fundamental task of modern American education.

It appears that the job of helping people run their own affairs and develop ways and means of democratic living is so difficult and time consuming that schools and colleges, if they take their verbal professions seriously, should have on the staff some official whose function is that of constantly checking the entire program of the institution on the score of democratic participation. And youth and adult education programs must be staffed by members who not only see the theoretical implications of democratic living but can guide citizens into activities that become increasingly democratic.

The philosophy of the preceeding article, published in SOUTH CAROLINA EDUCATION, December 1941, is in line with the philosophy and techniques of Institutes on Professional Relations, 140 of which have been held in 28 states during the past four years.

Reprinted from the
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THE NATIONAL ELEMENTARY PRINCIPAL

The Principal Builds Professional Relations

Mason A. Stratton

Chairman, Professional Relations Division, DESP and Director of Elementary Education, Atlantic City, New Jersey

On American education falls today the breath-taking task of stemming the tide of tyranny and of keeping, amid worldwide destruction, the spirit of democracy. But in a task so momentous we are likely to flounder with the very bigness of perspective. What can any one of us do? Where can we begin?

We have long said that the principal is in a key position since he, as administrator and supervisor, stands midway between the administrative forces and the students, and between the teacher and the public. Today we can say that the principal is in a key position for another reason: in the unit of which he is a part, democracy can be lived much better than it can be taught.

In the insistent call today to every American citizen to win the war and to keep our democracy for which we are fighting, the million teachers which the nation has been training through the years ought, better than any other group, to be able to mobilize themselves and find avenues for further service. They have been serving the public for a long time, and, through the children, are reaching into almost every home in the nation. But are we a unified group, and is it easy to mobilize our profession? Do we really understand the ways of democracy in our professional life? Will it be easy to find a niche in which to lead or to follow, as wisdom or necessity may dictate?

The great hue and cry now being raised about public relations gives emphasis to the fact that we have not evolved a philosophy and technique for working with the public which we serve. And, although evidence is not needed to show that we as a profession are neither unified nor democratized, I cite you to an article by Dr. J. B. Edmonson in *School and Society* of February 15, 1941, entitled "Our Divided Profession," in which he deplores the conflicts between the many levels and interests in education.

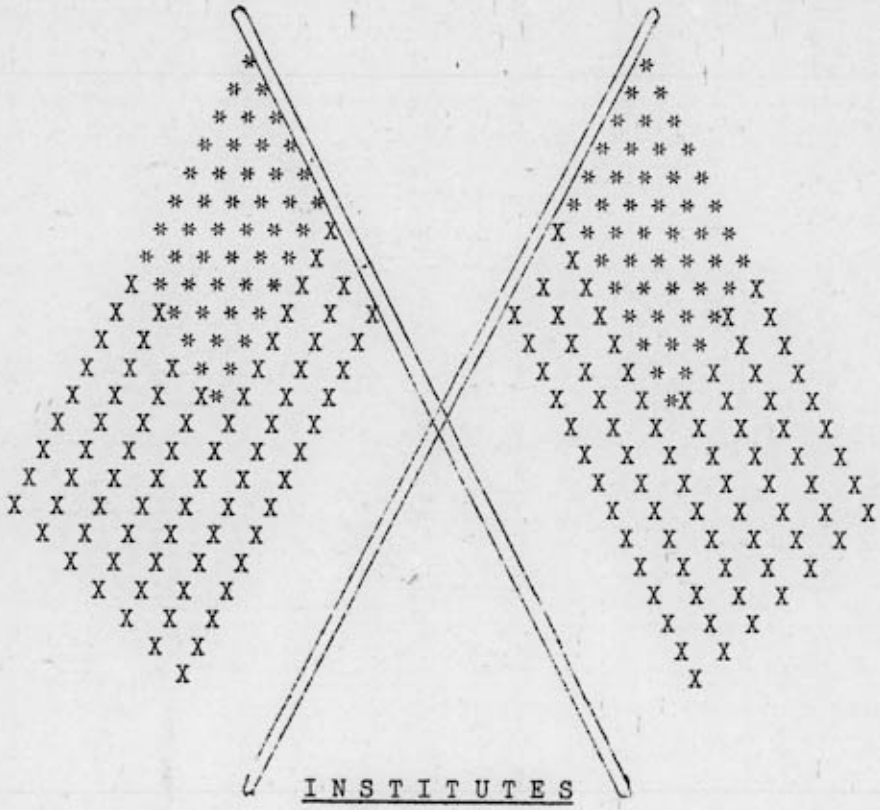
There was never a time in the history of the profession when we needed so much to be a unified, closely knit organization, working easily and naturally through democratic procedures in order to reach our objectives. But the plain truth is that we are inept at organization. It is not difficult to understand the reason because organizations of teachers have not yet outgrown their unpopularity within or without the profession.

Every teacher, whether he recognizes it or not, is involved in three relationships: his relationship with his students; his relationship with his profession; his relationship with the public. But training for the second and third of these has been somewhat neglected. An effort is now being made through Institutes on Professional and/or Public Relations to direct the attention of teachers and public alike to the two neglected relationships. Here is an opportunity for the elementary principal to represent his "level" or group. It may be that you will be called upon to serve on the planning committee or to participate in a panel or forum; but more than likely your chance for participation will come through the open discussion period, where the elementary principal's contribution should be a significant one.

"As is the teacher, so is the school," is as true as when it was first said decades ago. And it is not too much to say today that the teacher's concept of professional and public relations will be determined in part by the principal's concept. The teacher's attitude will be determined more largely by what the principal believes and does than by any action of any other person.

For this and other reasons, I, as chairman of the Professional Relations Division, am suggesting that wherever Institutes on Professional or Public Relations are held in the 600 or more summer schools of the country, principals make it a point to attend and participate in any way possible. Much remains to be done before our profession can be said to have achieved the aims of the Institutes: to be unified, democratized and intelligently articulate on its problems. Here is an opportunity again for the elementary principal "to go to the front."

Note: Since 1938, 140 of these Institutes have been held in 75 colleges and universities scattered over 28 states.



INSTITUTES

ON

PROFESSIONAL AND PUBLIC RELATIONS

Purposes:
- To Unify the Profession
- To Democratize the Profession
- To Make the Profession Intelligently Articulate on Its Problems

"The term 'teacher'....shall include all persons directly engaged in educational work, whether in a teaching, an administrative, or a supervisory capacity." — NEA Code of Ethics

"Basically....the thing which makes you willing to live and willing to die for your form of government and your way of life is a sense that everybody in the community is working together to achieve a better life — not just a better life for me, but a better life for everybody. It is self-interest to work for a better community for everybody, because that makes for strength." — Eleanor Roosevelt

"The primary task of Great Britain in the darkest days was to make every individual in England feel that he counted — not only every soldier and sailor and every man and woman in the professions and in business, but every tram car conductor, every dock laborer, every miner, and every charwoman." — Margaret Bondfield, First Woman Minister of Labor in the British Cabinet

WHY AN INSTITUTE?

"Teachers can no longer be cloistered and out of real contact with the civic and social life of their environment. Teachers, if they are going to truly teach democracy, must learn it through practice and through service in their communities, through being a part of the life around them." — W. Howard Pillsbury, Superintendent of Schools, Schenectady, N. Y., and 1941-42 President of the American Association of School Administrators, a department of the National Education Association

Every day the war situation and economic dislocations that are sure to follow make it clearer than ever that teachers must utilize every opportunity to get together not only to think about problems of the present but to plan to minimize difficulties of the future. There are problems common to all elements in the profession which the profession as a whole needs to understand in order to be able to solve. The crying need now is for a unified, democratic profession of educators armed with a philosophy and techniques for working with the public. Dr. Doak S. Campbell, who has directed three Institutes on Professional Relations, recently wrote: "I do hope that the various institutions will consider the fact that the present war emergency merely intensifies the need of developing professional relations."

In the strenuous days that are now upon us, teachers are proving their ability and spirit in their schoolrooms — organizing, assuming extra responsibilities, giving additional energy and hours. However, teachers have an even more significant responsibility than that represented by these material, physical tasks that have so multiplied in the past weeks. Teachers are the "builders from within," and, as such, their services are required on three fronts.

Every teacher is involved — whether he knows it or not — in at least three relationships: his relationship with his students, his relationship with his profession, and his relationship with the public. It is not enough that he function adequately in the schoolroom, as a hundred years of teacher education have sought to have him do. He must have a philosophy and effective techniques for democratic relationships within and without the profession. Evil circumstances of today's world but accentuate this imperative need.

WHAT IS AN INSTITUTE ON PROFESSIONAL RELATIONS AND FOR WHOM IS IT DESIGNED?

> "To one that advised him to set up a democracy in Sparta, 'Pray,' said Lycurgus, 'do you first set up a democracy in your own house.'" — Plutarch

An Institute on Professional Relations is an informal, democratic gathering of the teachers in attendance at summer school — along with the faculty of the institution and representatives of the other agencies which are deeply concerned in the professionalization of teaching — for the discussion of the teacher's relationship to his profession and to the public.

Nearly a third of the teaching profession returns to summer school each summer. In the 600 and more summer schools that are held in every section of the country for a period of six to twelve weeks, every level of the profession is represented. These summer schools are ideal situations for the reflection, discussion, and planning that go with an Institute on Professional Relations. If these groups could come to understand the problems of the profession and be articulate on them; if they could come into full practice of democratic cooperation with each other and with the public, they would form a leaven that would soon put new life into education.

The Institute is NOT an effort to get "big names" as speakers or to lure great outside audiences. This conference should make its appeal to those already on the campus. The program should be built with this purpose in mind, with forums, panels, and discussion groups instead of speeches as main features. In fact, the work of the Institute should be a regular part of the program of every summer school. Each year teachers enrolled in summer school classes should be able to discuss with each other and with the faculty every phase of their professional and public relations problems and should go forth from the summer school feeling better equipped to discharge their responsibilities in these areas of activity.

HOW IS AN INSTITUTE ORGANIZED?

("Light is the task when many share the toil.")-- Homer

1. Who takes the lead in organizing an Institute on Professional Relations?

   The teacher-education institution. The teacher-education institution plays a major role in preparing teachers to work effectively within the profession and with the public. The Institute should be not an isolated effort of the summer school but the culmination of the work done in the institution during the year in the field of professional and public relations.

2. Who is in charge of the Institute?

   A director -- more than likely the dean of the school of education, or some one of the faculty appointed by the president or by the dean.

3. Will the director share responsibilities?

   Yes, very definitely.

4. How?

   Through a planning committee which he will organize promptly upon his appointment. In the smaller states, it is possible and practical for one committee to serve the entire state. In larger states a committee for each Institute has proved more workable.

5. Who will constitute the membership of the planning committee?

   Representatives of:

   The teacher-education institution
   - Members of the faculty
   - Teachers enrolled as students in the summer school

     It may be that the representatives from the student body cannot be chosen until after the summer school opens. These should be selected at the earliest possible moment so that they may make their valuable contribution to the work of the committee and the Institute.

   The state education association
   - The secretary or the president
   - Perhaps other representatives appointed by these officers

The state department of education
- The commissioner
- Perhaps others appointed by the commissioner

The state congress of parents and teachers
- The president
- Perhaps others appointed by the president

The National Education Association
- The state director
- Any NEA officer or other accredited representative in the state

All the "levels" of the profession
- Classroom teachers (three or more, since this group is so largely in the majority in the profession)
- Principals
  - Elementary, rural and urban
  - High School, rural and urban
- Supervisors, rural and urban
- Superintendents, city and county

These representatives should be chosen from the schools around the institution in as large a territory as will make it possible for them to attend committee meetings. It would be helpful if these representatives could be chosen from among those men and women who expect to be enrolled in the summer school where the Institute will be held.

6. How large should be the membership of the planning committee?

Representatives from each group enumerated would bring the membership of this committee to approximately fifteen. Some Institutes have worked effectively with twenty-five or more members of the planning committee. In any case, details of the program should be entrusted to a smaller executive committee.

7. When and how often should the planning committee meet?

The first meeting of the planning committee should be held six months preceding the Institute, if possible.

The number of meetings and the spacing of these meetings will vary in different situations. However, a number of institutions have found it good procedure to hold early in the year two meetings of the full committee, followed by a number of meetings of the executive committee, with another meeting of the large committee on the eve of the Institute.

8. What is the work of the planning committee?

Of such major importance is early planning, in the opinion of those who have worked longest with the Institutes, that many believe the Institute is half over the hour it begins. The work of the planning committee is of the utmost consequence in the effectiveness of the Institute -- a fact demonstrated again and again in the successful Institutes of the past years. The duties of the committee might be outlined as:

1. To discuss fully the idea underlying the Institute movement.
2. To set a date for the Institute during the summer school.
3. If possible, to give the first Institute continuity by deciding arbitrarily on a series of Institutes to stretch over a period of at least five years.
4. To explore the whole field of professional relations and to point the direction of the program.
5. To decide when the Institute will begin and with what type of meeting, and when the Institute will close and with what type of meeting.
6. To appoint a small executive committee of not less than three members nor more than seven, of which the director of the Institute will be chairman, to care for the details of program and arrangements for the Institute.
7. To arrange for a report of the discussion and action of the committee to be sent to members following each meeting.

9. What is the work of the executive committee?

1. To arrange for assembly rooms for the Institute sessions.
2. To care for details of the program and see that the plans of the larger committee are carried out in the spirit and purpose of the larger group.
3. To see that the idea of the Institute is carried out in arranging for widespread, democratic participation.
4. To appoint committees from the summer school body or select regularly organized groups, clubs, or societies to promote the Institute through campus discussions, and to see in other ways that the Institute is adequately publicized.
5. To assume general responsibility for the smooth procedure of the Institute.
6. To arrange for an evaluation committee and provide ample time for it to report and for action to be taken on the report.

10. When should the date of the Institute be set?

Early in the year, if possible, so as to avoid conflicts. Many institutions like to set the date early enough to include it in the summer school catalogue.

11. How long should the Institute last?

Some of the most productive Institutes have begun with an evening meeting, lasted through the following day, closing with a dinner or evening meeting. It has been found to be good procedure to have a full meeting of the planning committee on the afternoon preceding the opening night session.

12. How can the stage be set to encourage members to participate?

Give CAREFUL consideration to the choice of leaders of discussion and adequate attention to mechanical details of the meeting. See that the assembly rooms are the best procurable for an informal, easy atmosphere. Broad rooms, or rooms arranged with a conference table idea, stimulate participation.

13. How can the work of the Institute be started on a continuing basis?

By conscious attention to the matter in an early meeting of the planning committee and by constant effort to see that the work of the Institute is not isolated but is regarded as a part of a continuing program, which will be carried on not only during the regular session of the institution but in the summer school sessions in the years ahead. The work of the evaluation committee is significant here. See that this committee has time to discuss as fully as possible every phase of the Institute. Have the committee report at the last session of the Institute and make arrangements for carrying out recommendations.

HOW MUCH SHOULD AN INSTITUTE COST?

"What one has, one ought to use." -- Cicero

Elimination of imported speakers and use of the regular facilities of the college, including the usual publicity channels of the college or university and of the cooperating agencies, should insure a situation in which the expense will be little or nothing.

Some universities and colleges have borne the following expenses:

The printing of brief announcements, questionnaires, and posters for campus use.
The mimeographing or printing of programs.
The expenses of room and meals for a representative of the National Education Association as well as of the state association during the time of the Institute.
An inexpensive dinner or luncheon for the Institute guests.

A few institutions have mimeographed or printed in pamphlet form summaries of the discussion for distribution.

WHAT IS THE CONTRIBUTION OF EACH GROUP TO THE INSTITUTE?

"We must all hang together or assuredly we shall all hang separately."-- Benjamin Franklin

What is the contribution of the teacher-education institution?

The college or university should:

1. Select from its faculty a director of the Institute.
2. Issue the first call to the planning committee and take the lead in insuring the success of the Institute.
3. Choose from its own faculty and those teachers in attendance at summer school the majority of the members of the planning committee.
4. Furnish the physical facilities for meetings of the planning committee and for the Institute.
5. Furnish and distribute announcements and programs and give all possible publicity.
6. Make preparation for the Institute by classroom, faculty, and assembly discussion.

What is the contribution of the state education association?

The state secretary should:

1. Serve on the planning committee and, in cooperation with the president of the state association, appoint other needed representatives.
2. Give publicity to the Institute in the state magazine.
3. Urge attendance upon the executive committee of the state association, as well as upon other officers and committee chairmen and members.
4. Furnish an exhibit of the association publications.
5. Publish a report of the conference in a fall issue of the state magazine, and, if possible, furnish extra reprints for distribution.

What is the contribution of the state department of education?

The state commissioner should:

1. Serve on the planning committee and appoint other needed representatives.
2. Give publicity to the Institute through any of the regular channels of the department.
3. Upon request, furnish an exhibit of the department publications.
4. Contribute the time of a person from the staff of the department to lead a discussion or perform any other service helpful in carrying out the purpose of the Institute.

What is the contribution of the state congress of parents and teachers?

The president should:

1. Serve on the planning committee.
2. Give publicity to the Institute through the state bulletin or other regular channels.
3. Make clear through a discussion or some short contribution the interest of the state congress in the professionalization of teaching.
4. In a fall issue of the bulletin publish a report of the conference with, if possible, reprints for distribution.
5. Make arrangements for a well chosen delegation of congress members to attend the Institute.

What is the contribution of the National Education Association?

The NEA should:

1. Serve as a clearing house for the scores of Institutes held throughout the country each summer.
2. Distribute free any material on the subjects of professional and public relations which are available from the headquarters office or through other contributions.
3. Give publicity in the NEA journal to the Institutes.
4. Have, if possible, a representative among the members of the planning committee.

   Each state has an NEA director. National officers, chairmen of departments and committees, and life members are scattered throughout the United States. Any one of these could represent the National Education Association.
5. Upon request, furnish an exhibit of its publications for the Institute.
6. Wherever possible, have a representative of the association attend and take part in the Institute.

   When the Institutes were few in number, it was possible to send a representative from the headquarters staff to most of the conferences; but because of the great increase in Institutes, it is now frequently necessary that representatives be found within the state or near enough for convenient travel.

INSTITUTES ON PUBLIC RELATIONS

Sound public relations can be built only on a sound professional relations policy. For that reason, in this bulletin the organization of the Institute on Professional Relations is stressed as the conference that comes first. The general plan for organizing an Institute on Public Relations would conform largely to that for organizing an Institute on Professional Relations. However, added to the groups and agencies already named in this guide would be other large national organizations of men and women who are concerned with the maintenance of public education in this country as a cornerstone of the democratic way of life.

WHAT REASONABLE RESULTS MAY BE EXPECTED AS AN OUTCOME OF THE INSTITUTE?

"In such a time it is essential to consider what are first things and to have them clearly in mind. What are some of these first things? One is the cooperative process: schools, school systems, colleges, and universities must not weaken in their determination to demonstrate democracy. One is respect for personality: we must not fail in our effort to understand and serve the needs of individual children and teachers. One is full participation in the life of society: as never before we must be part of the whole community." — Karl W. Bigelow, Director, Commission on Teacher Education, American Council on Education.

I. Development of the philosophy and training in the techniques necessary for a teacher's work with the profession and with the public should be a part of the continuing program of the teacher-education institution. If the problems of the profession in these two phases of its work are high-lighted in the Institute, it is not unreasonable to hope that the institution will emphasize them in its year-round program. Such results have been reported in a number of cases.

II. The Institute on Professional Relations should prove the practicality of active cooperation among educational agencies and institutions whose goals are largely the same. It should help to overcome some of the conflicts between the "levels" of the profession and to develop finer working relationships between parents and teachers.

III. The Institute should make teachers cognizant of the great need of high standards of certification and in-service growth, and in time should help noticeably to raise the standing of the profession.

IV. Through the Institute, leaders should come to realize in part the possibilities of democratic leadership. One New England superintendent said in reporting at a second Institute: "I have tried it out for a year. It works."

V. Teachers have the best chance of reaching their objectives through cooperation. These Institutes should give teachers a new perspective on the values of their professional organizations and should help to emphasize membership in local, state, and national associations as an avenue for service and accomplishment.

VI. The realization of a democratized, unified profession after all must come through individuals. The Institute on Professional Relations is designed for the individual teacher from the college president to the teacher in the most remote one-room school, and should help to establish the fact that each member of the profession — whatever his station — "counts as one" in a democracy.

"By union the smallest states thrive,
by discord the greatest are destroyed."
— Sallust

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

February 20, 1942

Dear Institute Director:

Enclosed with this letter are some magazine articles appropriate for your file of materials on the Institutes on Professional Relations.

This winter six reprints -- two from Arizona, and one each from Illinois, Texas, Wyoming, and West Virginia -- were donated (500 each) by state education associations to the Division of Field Service of the National Education Association, to help further the work of the Institutes. Most of you received two of these -- the Texas reprint and the Illinois reprint -- earlier, and we are not duplicating those in this packet.

The four-page folder, planographed by the Division of Field Service, is made up of **excerpts** from articles on the Institutes appearing in ten state journals -- Washington, Kansas, Nebraska, Connecticut, Iowa, Vermont, Rhode Island, Utah, Arkansas, and Tennessee. The page from the South Carolina journal and the stories in the folder would probably have been donated by the respective state associations if we had discovered the articles before the type was pied. The combined circulation of the sixteen state magazines represented by these articles is 225,844. The article by Dr. Doak S. Campbell, published in the February 1942 issue of The Journal of the National Education Association, reached 230,000 teachers.

Other state associations, particularly Utah and West Virginia, have in the past, with such donations of reprints, made fine contributions to the spreading of the work of the Institutes. We shall hope next fall to be able to distribute a report from the magazine of every state where an Institute is held.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

PROFESSIONAL RELATIONS

At least 640 inches of type, representing approximately 22,000 words, of the fall, 1941, state educational journals concerned Institutes on Professional Relations. The following pages contain some selections from those stories.

WASHINGTON EDUCATION JOURNAL **OCTOBER, 1941**

Institutes on Professional Relations

SO worthwhile were the two Institutes on Professional Relations held a year ago last summer at two institutions, the University and Western Washington College, the number last summer was increased to five—one in each state institution. These institutes were sponsored jointly by the NEA and WEA, with a one-day program at each institution. They were attended not only by teacher students on the campuses, but by interested teachers in vicinity. Morning attendance, somewhat lessened in the afternoons, was approximately as follows: Eastern College, 150; State College, 100; Central College, 325; University, 500; Western College, 325. The programs were planned by NEA State Director John R. Rushing of Seattle and Executive Secretary Joe A. Chandler of WEA.

NEA was represented on the morning programs by Secretary Willard E. Givens, who addressed the assembly and led a discussion panel in each conference. Mr. Givens presented high points of two recent publications of the Educational Policies Commission. "Learning the Ways of Democracy" and "Education of Free Men in American Democracy." He set forth the strategy of the totalitarians, the offerings of democracy, the objectives of democracy, our duties as individuals in a democracy, what the schools should do in the situation and what teachers should know to do their full part.

Afternoon programs were addressed by a WEA speaker, Dr. O. C. Pratt at Cheney, Pullman, and Ellensburg; and Supt. P. A. Wright of Snohomish at Seattle and Bellingham. Dr. Pratt outlined three aspects of a profession: first, an educational background, which should include a broad general outlook, an understanding of the locality and knowledge of the times; second, service placed above reward; third, organization, which must mean in a real profession the power of self-discipline. As weaknesses in our professional organization he pointed to the lack of college teachers in its membership and to the carelessness of many who are highest paid.

Mr. Wright discussed the progress already made by the teaching profession, problems now facing it and possible solutions. He stressed training, tenure and ethics. He gave a stimulating and inspirational presentation of the responsibilities of the teacher, the training institution and the school boards.

SOME of the high points in panel discussions were:

That discipline is essential, but self-discipline is to be preferred.

That it is desirable to have teachers gainfully employed outside of the profession during vacation periods.

That participation in community affairs should be encouraged, particularly in groups and activities in which teachers are in the minority.

That the best schools are democratically organized for pupil participation—perhaps too democratic for practical living.

That schools must be taken to the parents because of the children's unwillingness to have parents visit the schools, and that cooperation between teachers and parents is improving.

That training for democracy should start at home. (Observation was made that most homes are autocratic, but that the children are the autocrats).

That teacher participation in forming school policies should be encouraged.

That caution should be taken to see that too few people do not take care of teachers' affairs.

That the major responsibilities for leisure time activity should be placed on the home.

KANSAS TEACHER **SEPTEMBER, 1941**

"What's the Matter with Education in Kansas?"

INSTITUTE OF PROFESSIONAL RELATIONS

By Dr. H. G. Lull, K.S.T.C., Emporia, Kansas

AN INSTITUTE of Professional Relations at the Kansas State Teachers College, Emporia, June 23 and 24, was planned to get the largest possible participation of students attending the Summer Session. The Institute was predominantly student centered in line with the wishes of the sponsor of the National Education Association, Miss Charl Ormond Williams. Forty students had definite places on the panels and in the audience-group. Approximately three hundred, including visiting teachers and administrators, attended each of the four panel-group meetings.

Each panel included five or six students, one critic member invited in for the occasion, the National Education Association sponsor, and a faculty member as chairman. In one panel a faculty member substituted in the absence of a student. Miss Ruth Cunningham, Executive Secretary of the Department of Supervisors and Directors of Instruction represented Miss Charl Williams as the N.E.A. sponsor

Concluding the panel-group discussion on "What's the Matter with Teachers' Attitudes?" Miss Cunningham stated that one should keep in mind the word "action" when speaking of attitudes. The two words are closely related. Teachers must go into action both in the classroom, outside in the community, and in national affairs. In developing a favorable attitude toward the community, the teacher should do things in the community and join in community activities. By becoming acquainted with the townspeople, the teacher can find out what the community expects of the school and develop a social sensitivity. In conclusion, Miss Cunningham emphasized the fact that teachers should be proud of their profession. Never apologize for being a member of the teaching profession.

The following excerpt from the letter written by Miss Ruth Cunningham is an appraisal of the Institute:

I am enthusiastic about the program you planned and will report to Miss Williams that the Institute was very worth while. From the point of view of teacher participation it is the best conference I attended. In other words, the meetings in Emporia came closer to meeting the objectives of Institutes than any other.

NEBRASKA EDUCATIONAL JOURNAL
OCTOBER, 1941

Third Annual Professional Relations Institute

By L. O. TAYLOR
Director of the Institute
Omaha University

HAVEN'T you wished sometime to attend an institute where a real discussion accompanied the reading of the resolutions? Such an exception did occur on June 16 at the Professional Relations Institute which was held at the University of Omaha. And the resolution that started the debate, what was it about? In substance it was that teachers, themselves, should purge the profession of those who can't or will not teach, and then they should obtain for themselves permanent tenure. The resolution was proposed by Frank C. Heinisch, secretary, Omaha Teachers Forum, and his committee.

A panel comprised of Hobart M. Corning, chairman, Monetha Carlson, F. Y. Knapple, Archer L. Burnham, Mary Ellsworth, Pearl Donoho, Avis Roberts, Mrs. Bernice Page, Mrs. C. K. Ross, and Donald E. Tope prepared the institute for the resolution. The panel developed the idea that no tenure system could continue to endure that did not provide for continuous meritorious service by all teachers. Even before the panel program in the morning session of the institute, the three speakers, Dr. Frank Rosecrance of Northwestern University, Dr. Archer L. Burnham, executive secretary of N.S.T.A. and Dr. C. W. Scott of the University of Nebraska, cleverly developed the idea that purely professional problems can be handled best by the teaching profession; any professional privilege is accompanied by an equal amount of professional responsibility.

The institute was initiated by Pearl Donoho, N.E.A. Director for Nebraska, and L. O. Taylor, Director of the previous institutes which were held at the University of Omaha. The planning committee for the institute, which was comprised of Mary N. Austin, Hobart M. Corning, Pearl Donoho, Frank Heinisch, Fred Hill, Ethel Grace Hart, Edith Isaakson, Florence Reynolds, Avis Roberts, Earl Schroer, Mrs. LaVerne Smith, L. O. Taylor, and Mrs. Maude Wells, voted to organize the institute as a delegate assembly. There was to be one delegate from every professional and lay group specifically interested in the profession of teaching.

CONNECTICUT TEACHER of October, 1941, devoted seven pages to the Professional Relations Institute at Yale University July 9, 1941, summarizing one of the five discussion groups as follows:

Group IV

Characteristics of an Effective Professional Organization

THE FIRST emphasis in this group was to note the omission of the word "teacher" from the topic, thereby not limiting the discussion to the teacher organizations. Effective characteristics of all professional organizations within the knowledge of the group were summed up and applied to the teaching profession.

Ten points were enumerated in the discussion.

There should be clearly defined purposes which are justifiable to the members and to the public — justifiable to the public because teachers are primarily trying to serve the public in the education of youth.

Someone has said, "An organization exists to realize a purpose and not to promote a theory." Activity that shall fulfill the purposes of an organization is the only acceptable course of action.

An effective organization must be comprehensive in scope. It must be able to serve the entire membership and be effective if the group be large or small. It must be prepared to serve regional or special needs, regional or special groups.

There should be some control of admissions. Most teacher organizations accept minimum credentials, that is, a certified teacher may become a member of such an organization. Some other professional organizations require experience beyond minimum credentials, and a professional member's rating is partly determined by his proper professional affiliations.

It was suggested that it might be considered a greater honor to belong to many teacher organizations if such were the case, and with it might come a greater willingness to pay increased dues, as teacher dues average much lower for national, state, and local memberships than in any other profession.

An effective organization should provide for the choice of efficient leaders. An organization of high purposes should attract the best leadership. There may be a question as to whether or not those who get to the top are always the best; but through democratic procedure the choice is within the group, and the best can usually be retained in some form of service while other new and fine leadership is being discovered and developed.

There should be a functional code of ethics with proper machinery for enforcement. The medical groups drop members and the lawyers disbar members as a means of bringing recalcitrant members into line.

At the recent meeting of the National Education Association in Boston, a Code of Ethics was adopted with the recommendation that a commission be appointed to receive and act on complaints. It is hoped that state and local associations will adopt the national code as it is, or amend it to fill the needs of their particular localities.

Such media or professional resources as are available should be used for disseminating information to both the organization membership and to the public. Techniques of publicity, or methods most effective in developing opinion among the members should be used. The educational profession is young in the field, or in the understanding of the technique of public relations, and these relationships deserve study by the teacher groups in order that the public may better know its educators, and incidentally, that educators may better know the public.

An effective professional organization is a service organization for its membership, but teachers should be known by the public as public servants as well as promoters of their own welfare.

There should constantly be the promotion of interests vital to the organization and the promotion of a genuine loyalty to the profession. This can come only from a vital membership.

Militancy is a protective function of some types of organizations.

A small, or specialized group, organized because common interest centers in growth in a chosen professional field — as a social science group or a French club — has little, if any, need of militancy. Such a group accomplishes its objectives by sharing needs, goals, and experiences to stimulate further growth in that specific field.

An organization, broader in scope, with a membership from various fields in the profession, and pledged among other purposes to the welfare of the group, must, when occasion demands, do all within the limits of ethical procedure to protect its members as a group.

It is a wise organization that knows when to be militant and when to tread softly.

An effective professional organization should have adequate financial support. As previously stated, other professions pay more for the services rendered by their organizations, and the teaching profession should carefully consider the services which it desires from an organization and prepare to pay the cost.

MIDLAND SCHOOLS SEPTEMBER, 1941

Professional Status Studied

LUCILE MARCH, *Chairman*

Two institutes on professional relations were held under the auspices of the committee on teacher welfare and professional relations during summer school sessions.

At Buena Vista College

An institute on professional relations was held at Buena Vista College in Storm Lake on June 19. It was sponsored by Buena Vista College, Department of Public Instruction, National Education Association, and Iowa State Teachers Association.

Problems of placing teaching on a more solid footing were discussed freely from all angles. Efforts were made to show what teachers could learn from the experience of other professions in setting up more effective professional standards. Among the significant points brought out by the speakers were the following:

1. Teaching should be made more attractive to our talented young people so that they will select it as a life career and not as a stepping stone. Education would do well to pattern after the professions of law and medicine in recruiting outstanding young persons for teaching.

2. Education as a profession can be made more secure and command more respect by raising the minimum qualifications and by matching these qualifications with a salary scale which will make it possible to meet the standards.

3. School people should consider seriously the adoption of a code of ethics patterned after the best of those in other professions. This code should command the respect of the lay public and inspire teachers to render dignified and effective service.

At Iowa State Teachers College

An institute on professional relations was held at Iowa State Teachers College at Cedar Falls on July 24. The sponsoring organizations were Iowa State Teachers College, Department of Public Instruction, Iowa Congress of Parents and Teachers, National Education Association, and Iowa State Teachers Association. Professor Fred D. Cram was in charge.

The morning session was devoted to a discussion of a general topic of professional ethics. Democracy as it works in practice was the subject of the panel for the afternoon meeting. Dr. Belmont Farley of Washington, D. C. represented the National Education Association.

Vermont School Journal November, 1941

Second Institute of Professional Relations

The second Institute of Professional Relations, sponsored by the University of Vermont, the Vermont Education Association, the National Education Association, and the Vermont Congress of Parents and Teachers, was held July 15 at the University of Vermont.

The program of Vermont's second institute, under the leadership of Professor Nelle A. Adams, had as its theme, "Ethics in the Teaching Profession."

Professor Adams opened the meeting with an attendance of two hundred thirty by summarizing the organization and growth of the Institute, urging all who are interested in boys and girls to work in its development.

Dr. Charl Ormond Williams expressed her pleasure at the increase of attendance in comparison with last year. She stated that Institutes all over the country are seeking to present the problems of the teaching profession, rather than solve them. A proposed plan to develop a philosophy and techniques for educating teachers for their relationships with the profession and the public is being considered.

Supt. S. D. Miner, reported on "Plans for the Future." He presented a five year program divided into seven recommendations as follows:

1. There should be stricter requirements for entrance to the teacher training course, based on character, personality, and health.
2. There should be an increase in the period of training.
3. Better salaries will be necessary if the strongest people are to be attracted to, and held in, the profession.
4. Old age security should be taken care of by adequate retirement and pension laws.
5. A code of professional ethics should be developed.
6. Growth and development in service training must be stressed.
7. The forming of professional organizations where cooperation and democracy are key words.

QUARTERLY JOURNAL of the Rhode Island Institute of Instruction. October

HEARD AT INSTITUTE ON PROFESSIONAL RELATIONS

Teachers are potentially the most powerful profession in this country but, like the Chinese, we are far from being actually as strong as we are potentially. . . . We teachers may become actually as strong a social force as we are potentially, if we will learn the importance of organized cooperation and the technics of group action. . . . Building a teaching profession is too vast an enterprise to be accomplished by any single organization. The National Education Association has no monopoly on the responsibility for this task. It merely shares this responsibility with local and state associations, with institutions which prepare teachers for their professional work, with State Departments of Education and with other leaders in the nation.

DR. T. D. MARTIN,
Director of Membership National Education Association

Dr. James F. Rockett, who was the chairman of the day, summarized the program of the Institute on the Professional Relations of Teachers as follows:

Democratizing the Teaching Profession **implies service. In the relationships vital to teaching as a profession that of Teacher-Pupil denotes affection; of Teacher-Parent, understanding; of Teacher-Profession, cooperation; and of Teacher-Public, responsibility.**

Among the ways of improving the profession that of more effective work in teacher-preparation institutions requires foresight; that of the selection of candidates for teaching positions insures fairness; the professional improvement of teachers entails individual improvement; and improving the profession through professional organizations focuses attention on the fact that our professional organizations are a potentially strong social force.

Institute of Professional Relations

For the third successive summer there has been held on the University of Utah campus an Institute of Professional Relations. This was held the second week of the summer session, covering two days.

The Director of the Summer Session, Dean Milton Bennion, by suggestion from Carl Ormond Williams, Director of Field Service of the National Education Association, started the Institute movement in Utah. A committee representing the State Department of Education, the State university, and the Utah Education Association, did the planning. This year (1941) the committee was composed of Dr. Burton K. Farnsworth of the State Department of Public Instruction, chairman, Dr. Leo Provost of the University of Utah and Milton B. Taylor, Executive Secretary of the Utah Education Association.

They were responsible for the program, though the committee consulted continuously and leaned heavily on the advice and suggestions of Dean Bennion.

The theme adopted was: "The Teachers' Part in Developing and Defending Democratic Ideals." The program provided that the theme be divided into two parts. First, "The Meaning and Significance of the Term 'Democratic Ideals.'" This was assigned to Dr. E. E. Erickson, Professor of Philosophy of the University of Utah. The second part, "The Teachers' Part in Developing and Defending These Ideals," was assigned to visiting professor, Dr. Harold S. Tuttle, Professor of Education, College of the City of New York, and well-known authority in Character Education.

The two lectures were given in Kingsbury Hall on the campus of the University of Utah during the regular 11 o'clock assembly periods, and were open to the public. Afternoon sessions were held each day from 2:00 to 3:30 p. m., in the Union Building. They were presided over by Mrs. L. K. Nicholson, President of the Utah Congress of Parents and Teachers the first day, and Mr. Frank Allen, Principal in Salt Lake City Schools the second day. Each day a panel attempted to elaborate the presentation made during the preceding morning session.

The committee reviewing the two-day program recognizes many values may be gained from the institute. Detailed recommendations for succeeding committees were left with the Director of the Summer Session.

THE JOURNAL OF ARKANSAS EDUCATION SEPTEMBER, NINETEEN HUNDRED FORTY-ONE

PROFESSIONAL RELATIONS INSTITUTES WELL ATTENDED

For the second year, the N. E. A., the A. E. A., the State Department of Education, and Arkansas colleges collaborated in a series of professional relations institutes for students in the summer schools.

Miss Ruth Cunningham, Executive Secretary of the Department of Supervisors and Directors of Instruction, represented the N. E. A. The institutes were held on five successive days between June 16 and June 21 at Monticello, Henderson State Teachers College, Arkansas State Teachers College, University of Arkansas, and Arkansas Polytechnic College.

In addition to the in-service training which will be available to teachers through a newly-launched teacher training program, Arkansas expects to continue summer professional institutes because:

They give an opportunity for the A. E. A. to become alive to its members and to serve colleges.

They give an opportunity for the N. E. A. to render service to its members and potential members.

They furnish a chance for the A. E. A. and N. E. A. to work in double harness.

They provide an opportunity for all educational agencies to work together for an improved program of education.

They give classroom teachers a chance to talk together about their common problems.

THE TENNESSEE TEACHER
SEPTEMBER, 1941

INSTITUTES OF PROFESSIONAL RELATIONS

Among the numerous gatherings of teachers and school administrators in the state during the past summer, there were three meetings which merit special recognition.

At Middle Tennessee State Teachers College and Austin Peay Normal students, faculty members, interested laymen, and educators from near-by communities spent hours discussing professional problems of teachers. Much of the interest at these two meetings was due to the dynamic leadership of genial "Ted" Martin from the N. E. A. office.

At Peabody College students from teacher-training institutions throughout the nation "took down their hair" and gave their frank and refreshing interpretations and solutions of certain problems now facing the teaching profession. The National Education Association made a liberal contribution to the pulchritude, enthusiasm, and inspiration of the institute through its comely, enthusiastic, and inspiring representative, Miss Ruth Cunningham.

Institutes of Professional Relations seem rapidly to be becoming the "order of the day" in colleges and universities throughout the nation, and their possibilities should be fully explored, not only in all institutions of higher learning, but also in local teacher organizations.

Reprinted by the Division of Field Service of the National Education Association

PUBLIC SCHOOL RELATIONS

AN EDUCATOR'S VIEW

By DON R. SHELDON
Superintendent Prescott Public Schools

A LAYMAN'S VIEW

By MELVIN HUTCHINSON
Editor The Coconino Sun, Flagstaff

REPRINT FROM
THE DECEMBER, 1941 ISSUE OF
THE ARIZONA TEACHER-PARENT

Public School

By DON R. SHELDON
Superintendent Prescott Public Schools

An Educator's View

• Favorable public attitudes toward the school and its program have never been more necessary than now. With new demands being made constantly on the tax dollar, which is limited at best, it is imperative that everyone interested in an effective educational program, whether he be administrator, school board member, teacher or parent, see that the schools are properly interpreted to the public.

Adequate School Support Depends Upon Public Understanding

I have always held that when the public is properly informed concerning the philosophy and some of the difficulties encountered in putting over an effective school program, then adequate school support is forthcoming. Some of us who went through the depression years saw that demonstrated. I know two schools in the same county, one had the school budget cut to the bone, the other school's budget was cut no more than was absolutely necessary—the difference being solely in the effectiveness of the public relations program. Too long, we as a group have been satisfied with the idea that if we had what we considered a good school program, that was all that was necessary. Now we are finding out that this is not true. National defense and increasing governmental costs of all kinds, are taking more and more of the money which formerly went for education. Tax payers' groups are seeking deliberately to undermine the confidence of the public in education in general, and school administrators in particular. They are adopting the tactics of Hitler—that of setting one group against another, thus weakening the confidence of the public in all tax-supported institutions. We may know that some of their so-called research, if not absolutely false, is a deliberate misinterpretation, but that is not enough, we should fearlessly and carefully answer their accusations, one by one, denouncing them for what they are when they are wrong, and honestly admitting where we have made mistakes. We must remember that there is always someone in every community who is willing and anxious to listen to propaganda against the schools.

In addition to the extra demands on the tax dollar, the obligations of the school are constantly increasing. The school program is expanding. Education is no longer confined to ages six to eighteen. Some districts have large bonded indebtedness which must be paid. More and more the people are looking at the tax bill and wondering what items can be best eliminated or cut down.

Another element which has entered into the picture, especially since the crisis in our international relations, is the propaganda which is being put out in some quarters concerning Communistic and Fascistic teaching in our public schools. I honestly believe there is little or none of this in our schools, but we should leave no doubt in the minds of the public. We should let the public know that the only "ism" taught in the schools of Arizona is Americanism.

The Need for a Planned Program of Public Relations

Now, as never before, it is necessary that we, as school administrators, school board members and teachers do something in a planned, constructive manner to develop a public relations program which will properly and intelligently interpret the schools to the general public. I think it is generally accepted that the first essential in a good program of public relations is that you have a good school system—in other words, we must have something to interpret. We must see to it that we are doing the best possible educational job with the facilities which we have available. In 1941 we must not be content with a school geared to the needs of 1900. It is most important then that we have a school geared to meet the problems of modern youth instead of merely talking about them. Fundamentals should continue to come first but interwoven in the school program should be music, art, speech, homemaking, guidance, physical and health education. Included also should be the opportunity for recreational, social and character building activities, work experiences and actual experiences in solving mutual problems in a democratic way. In short, our schools should provide experiences which develop the academic, social and vocational abilities of the boy or girl.

Another essential is that our schools be run in a business-like manner. If we expect to secure and hold the confidence and support of the public, we must have these two—but we must have more than a good educational program, run in a business-like manner. Everyone connected with the schools must consider the public relations program as a necessary part of his job. This program must be planned with all the skill and school board and faculty group. Every means of contacting the public favorably must be used. All of them must be used systematically and continually.

Methods of School Interpretation

There are many methods of reaching the public. First, and most important in any school relations program, is a corps of teachers who are thoroughly familiar with the philosophy and practices of the school and who understand and appreciate the value of interpreting this program to the public. They must be shown that they are the keystone in any scheme of public relations and be made to realize that every contact with pupils, parents and public is of extreme importance in a program of interpretation. They must realize also that they are, in all of their community contacts, selling the school and its program. They must see that the school program in their community is not "sold short".

I am sure that we all appreciate the fact that the parents' attitude toward the school and its program is largely the result of the attitude of the children and the comments which children make in their homes. We school people too often fail to realize this. Show me a community where the pupils are completely sold on the school and its program, and I will show you a community which supports its school willingly.

Other means of selling the school are through the parent-teacher association organizations, faculty bulletins, radio, press, special occasions of all kinds, American Education Week, Fire Prevention Week, etc. Graduation exercises, special day programs, visiting days and open house all present opportunities for interpreting the school to the public. The method of using any of these will have to be modified to fit the individual community. What is successful in one community will not work in others.

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Relations . . . .

By MELVIN HUTCHINSON
Editor The Coconino Sun, Flagstaff

A Layman's View

• Public relations makes up probably the biggest and most enveloping topic that mind of man can conceive. Companionship and friendship between two people, life in the immediate home, your work (whatever it may be), and even your religion is strongly moulded and affected by public relations.

"Do unto others as you would have them do unto you" is a pretty good boiled down way of defining successful, congenial public relations, whether the public relations deal with two individuals, two nations, or whether they deal with relationship between man and his God.

What does the general public expect in the way of public relations from the schools and from the administrators and teachers who make up the schools? That and "The Public Looks at the Schools" happen to be my topics.

Having been married about a year and a half and having no children, I of course feel excellently equipped to state exactly what the public expects from institutions and their personnel who take over the development of the public's children. The fact that I was once a child gives me an inside track that I dare say few others have experienced.

First of all, the school has a job.

That job ranks first in importance and its successful execution is the best way to build satisfactory relations between the school and the public.

The job is to take children from all types of homes and turn them out useful, fully informed, stable thinking people who have been imbued with a sincere loyalty for the people and the government that have financed and made possible the opportunity for them to become sociable, happy individuals.

If there is any one who thinks loyalty to our nation has no part among the products of education, that the job is done when each teacher's academic task is completed, that patriotism and loyalty must be ignited spontaneously and kept burning voluntarily—then I think that person's thought has not been thorough.

We are a people who are living in this nation because we want to remain here. Some of us have come here as adults because we like what we learned about this country and because we want to be a part of it. The government—whether community, county, state or national—through money subscribed by the people, has built schools and is paying teachers to train the people's children so they will fit into the social and economic structure that the people have constructed laborously through the years and have found to be good.

A teacher must lead his pupils step by step. There is no place in a teacher's job that justifies creation of confusion, doubt, distrust or defeat in a child's mind. If you have taught well, you will turn out youthful timber that has the ability to weigh, analyze and think clearly and constructively on all important things that will affect him throughout life.

The public expects a hard-headed, practical kind of education for its children, practical for the public's chosen way of living.

By that I do not mean a strictly vocational training. A full, liberal knowledge of arts, literature, social studies, science, mathematics and kindred subjects are even more essential than groove training along a specific vocation, if education is to be really practically. A person, to be useful and a desirable part of society, must be able to understand, appreciate and talk about other things than "shop" matters.

Thus a teacher must have a liberal, well-rounded training. No matter what his specialized academic job is, he must be equipped to keep pounding in the essentials of spelling, grammar, history, mathematics, science and the fundamentals of other fields of education. No pupil or student should be permitted to become lax with his grammar or his spelling just because he happens to be in some class other than English. Teachers neglecting to insist on a pupil keeping up with the use of crafts and knowledge being taught by other members of the faculty are not doing their job. That neglect is probably why schools and colleges occasionally turn out educated nincompoops.

Of more importance even than reading, writing and arithmetic is the teaching of ethics, which is just another word for character or honor. No person should ever come out of a school without something that you have planted in his mind that makes it pssible for him to determine between right and wrong, and that makes him want to strive to do right and thus win the always desired favorable reaction of society. Really, ethics is the job for the parents, but a good teacher cannot take a chance on leaving it entirely up to the parents.

Impractical, sissified idealisms have no part in the above things. Those things are practical, hard-headed, commonsense things. And they should be presented in a way that even a child can look upon them as the best things for him if he wants to be tops with his kind of folks—and what person, no matter how young, does not have that inborn, competitive urge to climb to the top?

If you do that job, as outlined above—and it is the toughest job that I can think of—you need have no worries over your relations with the public. Every pupil will be your goodwill ambassador.

Now, more specifically on public relations.

A teacher is a resident and a citizen of the community in which he works. He is no different than the man who runs the grocery store, the clerk in the bank, the public office holder or the mechanic who repairs your car.

Society expects some contribution from each of you, whether you are a teacher, mechanic, clerk, merchant or official. Society expects a trade of ideas, a volunteer of assistance when need arises, and a stability of mind and character that will make you valuable in ordinary day-to-day life. Friendliness, tolerance and just a normal interest in your surroundings would probably sum up, in a liberal way, the expectations of society.

For instance, society expects your interest in your community. It expects your vote when important things come up. You cannot confine your activity to school legislation and ignore the election of your councilmen. That would be narrow and selfish. You would not be a good, normal citizen if you pushed the day-to-day interests of your community into the background.

You owe a loyalty to your community and to the merchants and other residents who have hired you. You may be

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PUBLIC RELATIONS—LAYMAN

(Continued from Page 3)

able to buy a suit, dress or necktie cheaper if you wait until you make that trip to the coast, or wait until you attend the annual education meet in the valley. But the things you enjoy from the community, including wages and the building in which you work, may be partly the reason why a dress is 50 cents higher in your community than it is in Los Angeles.

You should have the friendliness and tolerance that will give you the understanding to accept the fact that every other person around you is identical to you—each trying to do a job the best he can, to establish his value with the other people and make it possible for him to live and thoroughly enjoy life. Each must depend on the other.

Trading of ideas with people of other fields of endeavor is undoubtedly the most profitable commerce that people may engage in. You are missing a lot if you have not talked with the man around the corner, with the clothier, the butcher and the banker. He has his ideas about your job and your needs. He may be wrong. You could readily put him right, providing you also understood his problems when he starts talking about his troubles and blaming everything on taxes.

No person should hide himself within the confining circle of his own profession. You thus miss a chance to trade ideas. Your neighbor is losing what you might be able to contribute to his knowledge and understanding. You are losing a chance to get an outsider's ideas, which might help you better to understand and deal with the child that comes from that neighbor's home.

Following are a few statements from the current issue of Time:

"Most schools were at least 50 years behind times. It evidently takes about 50 years to get a needed new idea tried out, another 50 to get it widely adopted.

"Two schools in three were bedeviled by politics.

"Although the United States public spends $2,250,000,000 a year on its public schools, it knows little and apparently cares less whether its schools are up-to-date".

If the above statements are true, there is a real job for public relations between the schools and the public. Understanding and the logical solution of problems come best from free commerce in ideas, friendliness, helpfulness and tolerance.

PUBLIC RELATIONS—EDUCATOR

(Continued from Page 2)

Some communities are taking advantage of lay participation in planning and policy making. They are using advisory boards, made up of citizens of the community. Advisory boards for special problems and occasions are also being used. In other words—any way to make more favorable contacts for the schools and to give the public an opportunity to share in the responsibility for planning and policy making and to help the schools in other ways than merely by paying out tax money to support it. I have seen the wisdom of such a procedure too many times ever to doubt its worth.

Program Should Be Continuous

The public relations program should be a continuous thing, week in and week out, every day in the year, year after year. The day of high pressure campaigns for any specific purpose is over, and only so far as the public relations program is carefully planned and carried out will it be successful. The most effective manner to win educational battles is to have these battles fought by lay friends of education, with the administrators and teachers in the background. In checking over groups in our town who are actively tied up with some phase of our educational program, I was rather surprised to find that we have four types of advisory committees from the community at large. In addition to these, we have the Garden Club, Parent-Teacher Association, Woman's Club, three service groups, two lodges, one department of city government, three ladies' auxiliaries, the American Legion, Business and Professional Women's Clubs, Pilot's Club, Goodfellows' Club, and probably others. All of these organizations take an active interest in, and help to further some particular phase of our public educational program. What does this mean? Does it mean that these organizations feel that they can dictate to the school concerning its policies and program? No, I never have felt that to be true—rather, because they feel they have a part in, and a personal interest in the school, they are defending it and helping it whenever they can. Many of the ideas which we have put into effect in our school system are the result of suggestions from the members of these organizations, and from individuals in the community who are sincerely interested in the success of our school. Members of these groups are first to defend the school because they understand the program best.

The public in general is becoming increasingly aware that we must have social intelligence on the part of all our citizens if our democracy and democratic ideals are to survive. We must demonstrate to them that the schools are the logical and major means by which we can produce that intelligent citizenry. To do this, we must use imagination, showmanship, educational planning and foresight. We must constantly question our educational program, seeking always to improve the service of the schools to our individual community and to the state, for as I said before, the first essential in a good interpretation program is a good school system. It is of vital importance that the people have the facts concerning the schools.

In every community we have people who for one reason or another are willing and anxious to discredit the school. They use many methods to sway public opinion. We must be ever alert to counteract distortion, misstatements, and emotionalism when used against the school. We must have community confidence and co-operation—without it we can do nothing effective. With it, we can do anything within reason.

Second Annual Institute On Professional Relations

By DR. J. O. GRIMES

Dean, College of Education,
Arizona State Teachers College at Tempe

DR. J. O. GRIMES

• The Second Annual Institute on Professional Relations was held at Arizona State Teachers College on Thursday and Friday, June 19 and 20, 1941. The institute was sponsored by the college in cooperation with the Arizona Education Association and the National Education Association.

Early in February invitations were sent to the educators of the Salt River Valley and surrounding territory to be present at a meeting of the Planning Committee to be held at the Hotel Westward Ho in Phoenix. The meeting was held in Phoenix rather than Tempe since it was more accessible to many teachers.

More than fifty teachers were present and took part in the discussion of topics and plans for the institute. The members of the committee represented all the various fields of the teaching profession — the State Department of Education, county superintendents, superintendents, principals of high schools, principals of grade schools, college teachers, high school teachers, grade teachers, and special teachers.

The committee discussed various plans of conducting the institute. Speakers agreed, generally, that the largest possible amount of participation from the floor was desirable. The committee voted to use the panel plan of presentation, allowing the opening speaker from fifteen to twenty minutes to present the major issues. After a lengthy discussion on the general topic it was obvious that some topic relating to National defense was favored. The wording of the theme was left to a program committee consisting of eight members appointed by the chairman. The committee selected the following topic: "What is the Place of the School in a Democracy in World Crisis?"

The panels were organized by first deciding upon four sub-themes, then selecting the chairman for each having a special interest in the topic. The chairman in turn chose the members of the panel. It was suggested to chairmen to select people including laymen having an interest and a contribution in the field. Thus, there were represented on the panels college presidents, the state department, all grades of public school work, college professors, ministers, public service workers, business men, U. S. Army representatives, and housewives.

Each panel chairman was asked to prepare in typed form a set of theses. These theses were mimeographed and distributed to those attending, affording a basis for discussion. In addition, in preparing the printed program, five or six central questions gleaned from each of the theses were printed so that those receiving programs would know something of the scope of the discussion, and be prepared to make contributions.

The topic selected for the first session was: "What Should the Schools be Doing Toward Military Defense in a Democracy?" This brought forth discussions on the physical Education program, vocational education, military training, and R. O. T. C. For the second session the topic was: "What Should the Schools be Doing Toward Economic Defense in a Democracy?" This discussion centered around problems of economic mobilization, "total war," individual and national self-sufficiency, and purchase and use of consumer goods. "What Should the Schools be Doing for Moral Defense in a Democracy?" was the topic for the third session. This discussion dealt chiefly with methods of giving students a better understanding of the meaning of democracy, the implications of the Bill of Rights, racial tolerance, and unselfish service. The theme for the final meeting was: "What Should the Schools be Doing Toward the Building of Better International Relations?" The discussion centered about such perplexing and controversial issues as the following:

Desirable and undesirable international relations, social practices injuring international relations, and what the school can do that will eventually improve international relations.

All of these topics have implications that go directly to the roots of men's philosophies and beliefs. Differences of opinion were inevitable. Opinions were freely given and just as freely refuted, but that is the democratic way. One student said, "It was the most stimulating series of meetings I ever attended, although I was somewhat disturbed by the lack of agreed-upon conclusions." Again, that is the democratic way. Yes, it is confusing, and it's a hard way, but that way lies freedom. Out of the welter of confusing voices, we believe that truth and virtue finally will find their proper places.

(Reprint from October Issue)

THE ARIZONA TEACHER-PARENT

Progress in Professionalization of Teachers

By
DAVID KIRBY
With an introduction by
J. H. HICKMAN

How far has teaching progressed toward a true profession and what can teachers do to improve their professional status? These are questions the West Virginia School Journal propounded three years ago.

At that time there had been held recently at George Peabody college in Nashville the first-in-all-time institute on professional relations.

This conference agreed upon a set of criteria for measuring a profession and then attempted to apply the yardstick to teaching in order to see how well we measured up to the standards.

Just preceding the raising of these questions by the Journal a group of about sixty leading state educators had assembled in Charleston with Dr. Charl Ormond Williams, Director of Field Service of the National Education Association, Washington, present to take stock of our professional rating and to devise a program of action for the purpose of improving it.

Out of this first meeting of the State Education Association, the NEA Director and members of the State Department of Education emerged the West Virginia Plan with its provisions for a state coordinating committee. This committee set up a plan of action for the statewide and countywide affiliated associations in order that all teachers and those preparing to teach might share in the professionalization program.

It will be interesting to see what these years have brought to the movement. Here are some of the concrete evidences which the Journal believes have resulted from the attempt of the organized profession to appraise its professional standing and to engage in efforts for its improvement.

Teachers have become more "organization" conscious. Whereas West Virginia had an enrollment in the NEA of 1,665 in 1938, the state now has 3,148 members, an increase of 89 percent.

It is significant to observe that enrollment in the State Education Association for 1940-41 stepped up about 1,300 members above what it was the preceding year.

Without doubt an alert and better organized State Education Association membership had much to do in providing the stimulus for and achievement of the fine school measures that were written into law by our last legislature. It must be understood that the organized profession as referred to in this discussion includes teachers, principals, school officials, the colleges and members of the State Department of Education who are affiliated with the Association.

Teachers are more alive to the duties, obligations and the implications of their profession than ever before. Progress is being made toward improving ourselves professionally.

The state coordinating committee since 1938 has taken a leading part in planning professionalization conferences during the summer term at the teacher training institutions. To assist in the further professionalization of teaching, the office of the State Board of Education in 1938 planned to cooperate in holding conferences on professional relations in the teacher education colleges of the state. The secretary of the State Board of Education has been active both in planning the conferences for training institutions and participating in them. Here are found large numbers of prospective teachers as well as teachers in service. The conference programs are most frequently built around questions within the scope of the criteria set up for measuring the profession. Desirable standards of the profession are discussed; conclusions are reached; the road to progress is indicated.

West Virginia has assumed an important role among all the states in efforts to elevate the professional standards of teaching. In 1939 seven conferences were held. The number increased to twelve last year with an equal number for this year. The aggregate attendance at these conferences the past summer was close to twenty-five hundred.

The West Virginia State Classroom Teachers Association plans to hold regional conferences during the winter on "professionalization" to discuss ways in which the organization may be of professional aid to teachers.

In planning and carrying out the programs for the summer school conferences several of the training institutions enlisted large numbers of students as well as faculty members. Officials and staff members of the State Education Association and of the Department of Education participated both in the making of programs, in service on committees and discussion groups. The state coordinating committee assisted in outlining procedures for the guidance of those directly put in charge of conference arrangements.

Through the 1941 conferences ran the following purposes:

1. To cause large numbers of teachers to talk of teaching as a professional public service.

2. To see ourselves as others see us and to look into the mirror of self criticism.

3. To become better acquainted with fellow teachers. Unethical relationships sprout in the soil of ignorance, suspicion and fear.

4. To develop a professional cohesiveness in the teaching service by stronger organizations. The objectives of stronger professional organizations should be secured by improved service and closer cooperation of school and community.

5. To awaken and cultivate the desire for self-government.

6. To develop pride in the service of teaching to the end that "I am just a teacher" will give way to "I *am* a *teacher*."

Although the general theme of West Virginia conferences for the summer of 1941 was "The Teaching Profession Looks Ahead in Teacher and Public Relations," consideration was given to more than situations precipitated by the national crisis.

In answer to the question, "What do teachers expect of the public?" the conferences spoke as follows:

1. Children clean in body and with sufficient rest to keep them alert.
2. Good environment in the home.
3. Critical but sympathetic attitude toward the school program.
4. Sufficient funds for modern and adequate schools.
5. Attendance at the schools' public functions, such as plays and commencements.
6. That school and student interests be respected by employers seeking laborers.
7. That teachers be accorded the right as citizens to participate in politics, although political propaganda should find no place in the schoolroom.
8. That in times of crisis, the school standards and entrance requirements to teachers colleges be maintained on the highest possible levels consistent with the demands of the emergency.
9. That as much of the usual tolerance as possible be accorded by the public to the end that controversial questions may be examined intelligently.

Teacher groups requested representatives of the public to be present at the 1941 meetings to tell the teachers what the public expects from the schools. Thus spoke the public: (1) Teach and turn out pupils well-rounded on moral and spiritual sides, with an adequate sense of Americanism and a willingness to defend the principle of free government. (2) Exclude from the schools influences harmful to sound development. (3) Teachers should doff their classroom garb and manner after school and don

that of the student and civilian. (4) The public wants a school product capable of adapting itself to the many sided situations of life.

In some respects the public, as represented, was very caustic. "Some teachers lack wisdom and understanding; some lack depth; some lack interest in children; some possess a routine mind-set; some are remote from life's activities; some lack a sense of values; and some fail to accept responsibilities."

The replies of the teachers are interesting. "Not denying the truth of the allegations, the professional group accepts the challenge by answering that teachers should (1) develop in personality, (2) share in community activities, (3) build a better philosophy, (4) be representative citizens, (5) be chosen and retained because of high standards in personal conduct and professional attainments, (6) develop a better, practical view of problems of everyday life."

In order to reach an understanding between the two points of view where differences do exist, the teaching profession, as represented in the meetings of 1941, declared that both the public and children should be instructed in the meanings of education and in the contributions of education to business, politics, religion, and economic enterprise; that parents should know about and assist in the formation of the school program; that local, state, and national education associations prepare, with the assistance of lay representatives, materials on educational developments which will aid both pupils and patrons to realize the value of education to the nation; that there should be close working relationships among agencies having educational functions, such as local, state, and national education associations, United States Office of Education, State Department of Education, Future Teachers of America, American Legion, Farm Bureau, American Association of University Women, Federation of Women's Clubs, Conservation Commission, Health Department, Department of Agriculture, Department of Public Welfare, State Library, State Police, State Road Commission, State Fire Marshal, Service clubs and others. There should be a "pan-hellenic" for all community activities.

The persistent goal of the teaching profession is the improvement of learning opportunities for each pupil: First, by greater proficiency in classroom teaching through better selection of candidates for teaching, through better pre-service education for teachers, effective in-service growth of teachers, and through adequate supplies and equipment. Second, by administrative organization which eliminates frictions and supports the strong features of the school through careful study of facts relating to all the phases of public school, through proper delegation of administrative functions, and through working with federal educational agencies to the end that such programs will become a part of a single state-administrated public school system. Third, by supporting consistently professional organizations which pioneer advancement in public education through local, state, and national education associations and the related affiliates.

More than laws are necessary to make good school systems. The conferences emphasized the fact that the revised code of ethics of the National Education Association should be read by every teacher; that each one should know the principles by which "the other teacher" ought to live.

It was concluded that unethical practices on the part of the teachers should be reported to the proper professional persons; the principal or superintendent, never directly to the school board. In some instances, continued this report, it would be better to begin with the offending party if such action would end the unprofessional practice. In the discussion, one participant raised this question, "Does good professional and ethical procedure dictate that one teacher should report the misconduct of an other teacher?" This was the reply:

Schools are for children. If reporting be in the interest of the children, I should report, but I should be sure of my evidence. The group averred that a stable profession cannot be built around unethical teachers; that a teacher is unethical who does not support the professional organizations by at least membership in them . . . that it is the business of the professional organization to see that teachers become good teachers and good teachers, better teachers. One place to stop poor teaching is at the door of the profession—permit only good human materials to enter. One assembly asked, "Should teachers be required to join one of the professional organizations before admission to public school service?" The conclusion of that group was "yes." The teacher not a member of professional organizations enjoys benefits secured by the organization but does not contribute in any way to his own welfare. Some of the common excuses heard for not supporting the professional groups are "we do not attend or are not permitted to attend meetings and the Board of Education feels that the time is lost" Words of warning were sounded in one of the meetings. Insistence on strong, closely knit teacher organizations, without constant emphasis on full understanding and acceptance of the characteristics of a profession will lead to many difficulties for public school teachers. Again, the present tenure law has caused many county superintendents to exercise greater care in recommending new teachers to the boards of education. Once employed now, in West Virginia, a teacher must be shown cause of dismissal by the board.

The conferences on teaching as a profession in this state for the summer of 1941 were better or poorer than those of 1940 to the extent that the planning was more effective or less careful than previously. There were good sessions in 1941 where there were poor ones in 1940, and vice versa. Experience indicates preliminary conferences should be carefully organized so that some units will not be overlooked and others have too few persons for profitable work. Such conferences, to get the best results, should be established two or three weeks prior to the general meeting. A practice review or two is most helpful in reporting the gist of opinion to the whole assembly. With this background, discussion is not difficult to generate. In fact, a few "planted" questions help remove the millstone-around-the-neck silence so abhorrent to the chairman of the general debate. Once questions begin, others follow suit. Too much time is often given to guest speakers for the greatest good of any conference. Some of the best results obtained in this State have been with guest speakers acting as consultants and participating in the discussion for short periods at a time. It is important *and professional* that the announced time limits be observed. Nothing breaks contributory interests quite so much as an elongated program.

A "five and ten" program on teaching as a profession is being discussed by leaders in the West Virginia movement to make public school teaching more professional. A one-week summer conference, composed of representatives from each of the following: National Education Association, State Education Association, each affiliate of the state association, each college offering teacher education, and as many county associations as possible, would be called to examine the potentialities of this undertaking. The conference would be of the works type. For example, the first step would be to assess progress made to date by the organized profession toward the attainment of the goals set in the West Virginia plan cited above. One day should be sufficient for this task. Then allow a day to determine objectives that should be attainable in five years and other aims in ten years. Assign to small committees the duty of suggesting ways and means for accomplishing the agreed-upon goal. Morning general assemblies for the other days of the week would be occupied by committee reports to keep the whole conference abreast and to provide the several committee members with comments and criticisms from the committee-of-the-whole. Afternoons and evenings, except the recreation periods from four to six, would be consumed by subcommittee sessions. The final morning period should result in reports, the publication of which would provide a manual of guiding and coordinating principles for educational associations and teacher-education institutions in charting and maintaining progress in the development of understanding in the real meaning of teaching as a profession.

Institute On Professional Relations

The first annual Institute on Professional Relations was held at the University of Wyoming, August 7 and 8, 1941, sponsored by the National Education Association, Wyoming Education Association, State Department of Education, Wyoming Congress of Parents and Teachers, County Superintendents' Association and the University of Wyoming. An effort was made to secure a representative cross-section of professional and lay thought in the study of school problems.

The National Education Association and the University were responsible for the major amount of the work. Miss Charl Ormond Williams and Dr. W. C. Reusser were in active charge of the organization and conduct of the institute. Other speakers were Dr. David B. Klein, Dr. Carroll Atkinson, Dr. Philip W. L. Cox, Dr. Paul W. Harsley and Dean O. C. Schwiering. The three panel discussion groups were led by D. D. Darland, Kathleen Henry and Florence Reid. George Wilson summarized, "Some High Points of the Conference." A. A. Slade, H. H. Moyer, Mrs. Fred Peterson, Kathleen Henry and Mrs. Neil Smith were members of the Evaluating Committee. The report of this committee will be of great help to those in charge of planning the institute for 1942.

Purpose

The purpose of the institute is the improvement of professional relationships among teachers and pupils, teachers and the profession, and teachers and the public. A study of these relations and their adaptation to a democratic society was the theme of the entire program. The various aspects of professional relations were dealt with by competent educators. Pupils, teachers, school administrators, and parents were given an opportunity to discuss problems of school and community through panel discussions.

Some High Points

A summary of Miss Williams' address on "The Place and Purpose of an Institute" appears on page 5 of this issue. Summaries of other addresses and discussions will appear in subsequent issues. The inspirational addresses seemed at first thought to be the high points, but on reflecting, most teachers will realize that the panel discussions were equally valuable.

That the democratic concept should stress leadership consistent with the democratic way of life was the key note of Dr. W. C. Reusser's address. Through a type of organization which permits of channels for intelligent pupil, teacher and parent participation, the advantages of the democratic form of administration may be made to outweigh the disadvantages. But the areas in which they will participate in policy-making must be clearly defined if the group of parents, pupils and teachers is to be most helpful. The panel agreed that the democratic policies should be made functional in our schools.

Dr. Harsley's address on means of school interpretation led into a panel discussion of the function of the PTA in relation to the school and also as to the usefulness of pupil interpretation of the school through his parents.

The mental attitude of the teacher is probably more important than her subject matter preparation, according to Dr. David B. Klein. Recognition of individual pupil personality is the keynote of ameliorative mental hygiene.

Dean O. C. Schwiering's discussion of "The School and the Community" should help teachers as well as superintendents. The school should be considered as one of the learning situations. The school should cooperate with the professional and industrial organizations of the community and coordinate their functions with the school to secure the best results.

Evaluation

There was a good attendance of enthusiastic teachers and administrators who were interested in the improvement of themselves and their profession. The group attributed large credit for the success of the institute to the director, Dr. Reusser, and also expressed appreciation to the NEA representative, Miss Charl O. Williams, for the inspirational leadership given.

The institute was distinctly not a meeting in which teachers were 'talked to' entirely, but rather one in which they had a significant part. Response from the floor was good but there is room for improvement of this feature.

The committee favored a five-year program for the improvement of professional relations among the teachers of Wyoming. By planning an annual institute over a five-year period, perhaps the committee could find a more feasible time for the sessions than during the second term of summer school.

Inspirational addresses by school specialists should be part of the program but it would doubtless be valuable to also have classroom teachers participate in this phase of the program. Small group conferences might also add to the value of the institute. The committee recommended that the institute be more widely publicized among the staff members of the University and the teachers of the state.

The suggestion to include exhibits of materials and methods of familiarizing the public with the work of the schools is worthy of consideration. The development of a true professional spirit in the teaching profession should also result in a better relationship between the schools and the public.

(Reprinted from the WYOMING EDUCATION NEWS, November, 1941)

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January 31, 1944

Dear Miss Williams:

Thank you for telling me of Mrs. Ellison's good report on my visit and for sending me the very fine letters from members of your staff. I am so glad they felt my visit worth while.

I have, of course, no objection to the printing of the article in the Journal and have approved the copy sent me.

I hope that you are as comfortable as possible and that you will be back in Washington according to your plans.

Sincerely yours,

Miss Charl Ormond Williams
Washington

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

Dictated in New York
January 24, 1944
Transcribed in Washington
January 26, 1944

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

Re: Mrs. Roosevelt's Address to the Headquarters Staff on January 21

Dear Mrs. Roosevelt:

Mrs. Ellison, my friend and secretary, left right after your speech and reached my hospital room about seven o'clock with a glowing account of our Friday morning staff meeting in which you were the central figure. From every point of view, I am thoroughly and happily satisfied with all that took place. I am deeply grateful, and so is every member of our staff, I am sure.

In the afternoon mail came the two letters which I am enclosing. By their informality, you can discern that the writers never suspected that you would see them. If it is not too much trouble, I should like these letters returned to me at the National Education Association.

The first of last week I telephoned Mr. Givens and told him I thought we should have a page in our Journal, telling of your visit and giving the high points of your speech. You probably noticed two of the Journal staff members taking notes as you talked. I am sending word to our editor, Mr. Morgan, by Mrs. Ellison that a copy of that page should be sent to you for your approval before it goes to press.

Our Journal has a circulation of about 270,000 and goes to all the libraries of any consequence in the country. Articles are often copied in the state journals which have a circulation of about 750,000. I am sure that our Journal writers will not use any of the "off the record" stories that you told them. If for any reason you think this article should not be carried, do not hesitate to say so. Personally, I think it would be a very fine thing.

I am going to write you some other letters, so I shall not have to make this one too long. The subjects will be stated at the top of each letter in order that you may easily find them in your files if you need to look at them again.

Gratefully yours,

Charl Ormond Williams

Charl Ormond Williams

COW/lwe

SECRETARY'S NOTE:

The pircure of Mrs. Roosevelt was
received at this office Monday
and was forwarded to Miss Williams,
along with the President's, January 26.
Miss Williams will be doubly delighted.

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

Dictated New York
January 24, 1944
Transcribed Washington
January 26, 1944

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

JAN 27 1944

Re: The President's Photograph

My dear Mrs. Roosevelt:

On Sunday only special delivery letters reach the hospital. Yesterday one came from my assistant secretary in Washington, saying that a large brown envelop had come from the White House. Sensing that it might be a photograph, which she hesitated to forward in the mail, she opened it. She said it was a large photograph of President Roosevelt about 11 by 14 inches, which was autographed as follows: "For Charl Williams from her old friend, Franklin D. Roosevelt." You have no idea how that letter and the thought of that photograph which I long have wanted brightened my day.

Mrs. Ellison will return to the office on Wednesday morning, and the first charge on her time is to have that photograph packed in wood and sent to me by registered mail, special delivery. I want this done, even though I may return to Washington around February 1, if the doctor here permits.

Mrs. Ellison had already delivered your message to me that you gave her at our building, and I suspected that this was the photograph you had in mind, but I did not expect to receive it so soon. I thought maybe it was yours, which I hope to receive before too long. If I go to a Washington hospital, I shall have a special table in my room for these two photographs, for I shall be writing letters to groups of a hundred people at the time, and many people will call to see me. As soon as the photograph reaches me, I shall write the President a letter which I shall ask you to deliver to him.

These photographs and the beautiful silver tray will be handed down in our family for generations to come. Thank you a thousand times for your thoughtfulness. I do not see how you are able to remember all these things with all that you have to do.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

COW/lwe

May 16, 1944.

My dear Miss Williams:

Mrs. Roosevelt has asked me to send you the name of Mrs. James Irwin, Hotel Roosevelt, Washington, D. C. Mrs. Irwin is associated with "Participation of Women in Post War Planning."

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

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

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

File

June 11, 1944

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

My dear Mrs. Roosevelt:

I am enclosing in this letter the following:

1. The program of the conference
2. A letter about the luncheon arrangements to all the women who have accepted our invitation
3. The revised summary statement of the conference.
4. A letter I wrote you yesterday which I am sending "for the record," even though you know about all the items except IV and VI.

I am fairly thrilled over the President's approval of our conference and his prompt decision to send two observers. Letters have been written to Judge Rosenman and Mr. Daniels. The support of the President of the United States and the wholehearted cooperation of the State Department, to say nothing of your interest in this conference, will give it truly historic significance.

The interest in this conference here in Washington is running high, and a large number of women have telephoned me about the possibility of receiving an invitation. To all of them I have replied with frankness and diplomacy. Since one big idea of this conference was to achieve good will, I have been very careful not to leave any sore spots anywhere if this could be avoided.

I am having enough mimeographed material from the conference to send to all who wanted to come but who could not be invited. If all the speakers comply with our request -- and I think probably all but two will do so -- we shall have, with the other material, about twelve piles of mimeographed material of 300 each. For this we shall need a table with three chairs for three people who will distribute this to the delegates.

I want you to know that I have consulted twelve or fifteen women here in Washington about the conference and the program, and all of them now feel that they have had a real part in it. In addition they have contributed excellent ideas and suggestions, practically all of which have been used. My only regret is that I had to recall twenty-seven invitations, and that I did with the utmost feeling. I was determined that the discouraging letters about the impossibility of securing railroad and hotel reservations would not prevent our having our quota of two hundred women present. We even wrote twenty invitations which we

held in reserve to send out at a moment's notice if "regrets" were received. We have not had to mail a one of those.

We have worked like beavers on this conference, Mrs. Roosevelt, but it has been a labor of love. My staff has been depleted, but we have drawn on secretarial help from all over our headquarters. Mrs. Dickinson of the GFWC had her staff write the first two hundred invitations, and that was a great help.

You will note on the program that I have assigned a definite time for these speakers, and I expect to hold them to the time designated. There will be a time keeper with a stopwatch in her hand. Also, since I have to preside, I am going to rule out of order extraneous questions which some people may want to inject, for the simple reason that this conference was called to support one idea and one only.

I am looking forward with pleasure to seeing you on Wednesday morning, and I may come a little early.

Cordially yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

COW/lwe

For Mrs Roosevelt

A CONFERENCE

on

HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING

The White House

June 14, 1944

MORNING SESSION -- 10:00 A.M.

I. Opening the Conference -- Eleanor Roosevelt

II. Women's Responsibility in World Affairs
Lucy Howorth -- 10 minutes
Member Legal Staff, Veterans' Administration

III. Women's Experience on Recent International Councils

1. Josephine Schain -- 10 minutes
Delegate to the Food Conference of the United Nations, Hot Springs, Virginia, May 1943

2. Ellen S. Woodward -- 10 minutes
Member, Social Security Board
Adviser to U.S.A. Member, Council of the United Nations Relief and Rehabilitation Administration, Atlantic City, November 1943

3. C. Mildred Thompson -- 10 minutes
Dean of Vassar College
Delegate to the Conference of Allied Ministers of Education, London, April 1944

4. Margaret Chase Smith -- 10 minutes
Congressman from Maine
Technical Adviser to the delegates of the International Labor Office Conference, Philadelphia, April 1944

5. Frances Perkins -- 10 minutes
Secretary of Labor
Chairman, U. S. Government delegation to the International Labor Office Conference, Philadelphia, April 1944

6. Elizabeth A. Conkey -- 10 minutes
Adviser to U.S.A. Member, Council of the United Nations Relief and Rehabilitation Administration, Atlantic City, November 1943

Discussion -- 20 minutes

RECESS FOR LUNCHEON

(OVER)

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AFTERNOON SESSION — 2:00 P.M.

IV. Future Opportunities in National and International Policy-Making

1. G. Howland Shaw — 20 minutes
   Assistant Secretary of State

2. Helen Rogers Reid — 15 minutes
   Vice-President, Herald-Tribune

3. Ruth Bryan Rohde — 20 minutes
   Former Ambassador to Denmark

Discussion — 20 minutes

V. Business of the Conference — 45 minutes

A Summary Statement of the Conference

The Continuation Committee

Roster of Qualified Women

Resolution of Appreciation

VI. Closing Words — Eleanor Roosevelt

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

For your information

June 7, 1944

Dear Member of White House Conference:

Two hundred women have accepted the invitation to attend the conference at the White House on Wednesday, June 14, 1944, for a morning and an afternoon session. They represent in part seventy-five of the largest and oldest organizations of women in the United States, and they are coming from every section of the country, from states as widely separated as Oregon, New Mexico, Texas, Mississippi, and Maine. We firmly believe the meeting will be an historic milestone in women's contribution to society.

At the morning session we shall hear from the women who have already served on important international commissions during the past year.

The conference will recess at noon when the delegates will go to nearby hotels and restaurants for luncheon.

Even under the conditions in wartime Washington, we hope that the conference will reconvene promptly at two o'clock in the afternoon because the program is of unusual interest.

At the close of the afternoon session, a statement of the objectives of the conference will be submitted to the delegates, and other business will be transacted.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

Women's Statement

A SUMMARY STATEMENT OF THE CONFERENCE

ON

HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING

THE WHITE HOUSE

June 14, 1944

The tasks of war, of peace, of nation-planning must be shared by men and women alike. No part of the citizenry holds a greater stake in the democratic way of life, in plans for the reconstruction of an ordered world, than the women of the nation. Women have been called upon to share the burdens of war, to stand side by side with men on the production line and to complement men in the fighting services. So women must share in the building of a post-war world fit for all citizens -- men and women -- to live and work in freely side by side.

Eloquent appeals to women to prepare themselves to render the greatest possible service to society in national and international councils have recently been uttered by women leaders here and abroad. They have urged that women should participate in any decisions for the future, now or later.

So far very few women have shared in the councils of national and international policy-making bodies. Yet, there are women in every country who are qualified and ready to contribute. We note with encouragement the recent appointments of women as United States delegates to the Food Conference, the United Nations Relief and Rehabilitation Conference, the Conference of Allied Ministers of Education in London, and the International Labor Office Conference.

Current developments make this the crucial moment for women and women's organizations to press for the inclusion of qualified women as United States delegates and advisers to international conferences and as members of national policy-making bodies. Therefore, we, a group of 200 representative women, meeting

~~(over)~~

OVER

in Washington at the White House on June 14, 1944, express our conviction that women should take definite action now in order to implement the significant statements of women leaders the world around, to see that women have a share in national and international planning, to see that women's proper contributions are made "in giving all the world a chance to envision something a little better than has been known before."

We therefore resolve that we will take every step within our power to further the active participation of qualified women in positions of responsibility pertaining to the conduct of public affairs, national and international.

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

3 P.M. Sunday
I am sending this letter on to you for the record
we thought a few lines over phone will give you short outline points
except two.

June 10, 1944

I have heard from you through Miss Thompson on items checked
BBW

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

My dear Mrs. Roosevelt:

I. I am sending you the first typed copy of the program which was finished only a few moments ago. I should like to know what you think of it. We are asking you to open the conference and say wratever you have on your heart for these women, and to preside and introduce the speakers at the morning session and at the afternoon session until we reach the business of the conference. At that point, with your approval, I will take over that portion of the program and give you a rest. I thought that it would be especially appropriate to send these women out of the White House with some closing words from you.

II. Enclosed also is a revised copy of A SUMMARY STATEMENT OF THE CONFERENCE. This statement has been edited but the substance of the original statement is all included.

III. We think that a continuation committee made up of the following organizations should be approved by the conference in order to build the roster of qualified women and do whatever else is necessary to follow up the work of the conference:

The National Federation of Business and Professional Women's Clubs
The American Association of University Women
The General Federation of Women's Clubs
The Associated Women of the American Farm Bureau Federation
The National Women's Trade Union League of America
The National Education Association.

Important

IV. We have excellent blanks for each delegate to take home with her to fill out with the name of a well qualified women who might serve on these post-war commissions. I do not have a copy of the blank to send you, but it has been entirely worked over by a group of five or six women.

V. I want you to know that the State Department has been marvelous in its cooperation. Mr. Stettinius, Acting Secretary, is sending Mr. G. Howland Shaw to speak on the afternoon program. He will send both Mr. Dickey and Mr. Morin to observe at both sessions. The other Executive Departments are doing likewise and so are other agencies such as the following: OWI, FEA, UNRRA, ILO.

VI. The Cabinet wives who are in the city with the exception of Mrs. Stimson have so far accepted. Several have had to regret because they are or will be out of the city. I had a beautiful letter from Mrs. Hull from Hershey, Pennsylvania, saying she hoped to be here.

VII. My office has been besieged by telephone calls and telegrams from people and organizations who want to be invited to this conference. The latest and

longest comes from Emma Guffey Miller who vigorously protests that the National Woman's Party was not invited. Although the limit has been reached, shall I send her an invitation?

VIII. It would be wonderful to have an observer sent by the President of the United States. If he could send a short message to the conference, that would be a fitting climax. It seems terrible to suggest even one more idea to him at this critical time, but I leave it to you to do what you think best. Perhaps the President could designate you in your closing words to give that message.

IX. I may write you again tomorrow, for I shall be working here at least half of Sunday.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

CON/we

letter is enclosed

June 26, 1944.

Dear Miss Williams:

The President wants lists as they come in confidentially and women's politics supplied please!

Very sincerely yours,

Miss Charl Ormond Williams
National Education Association of the U.S.
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.

June 20, 1944

F.D.R. knows this to be true
Can be confidentially shown!
politely supplied please!

Mrs. Franklin D. Roosevelt
Hyde Park, Dutchess County
New York

My dear Mrs. Roosevelt:

I am sending you a copy of the letter and enclosures which I am sending to the President today, and I shall write you again as soon as I return from the Republican Convention.

I hope you are getting some rest.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

W/e

6/20/44

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

June 20, 1944

Mr. Jonathan W. Daniels
Administrative Assistant to the President
The White House
Washington, D. C.

My dear Mr. Daniels:

You promised to deliver the enclosed letter to the President for me. If I send it in the mass of mail that goes to him, I am afraid he would never receive it.

Much appreciation.

Yours sincerely,

Charl Ormond Williams
Director of Field Service

COW/lwe

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

June 20, 1944

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

Dear Mr. President:

In the last hours before I leave for the Republican Convention to try to secure an education plank in the platform, I want to express to you my deep appreciation of your cooperation which gave color and significance to our recent conference in the White House on How Women May Share in Post-War Policy-Making.

The Roster of Qualified Women to serve on national and international commissions which may be set up as an outgrowth of this global war has caught the imagination of the press as well as of all who have heard or read about it. To make such a Roster is a difficult and "dangerous" task, but we shall go about it in dead earnest. We shall hope to have this list ready in October at which time, if it is at all possible, we should like to present it to you and the members of your Cabinet.

The list of observers headed by the two you appointed made a great impression on those two hundred women and gave point and purpose to our conference which will make it remembered far into the future.

I do not need to tell you that I have in mind other outcomes for this meeting as well as the timely conference on Rural Education which Mrs. Roosevelt and I are planning for the early days of September in the White House.

When I listened to your beautiful prayer over the radio, I thought of the one I prayed at our Christmas observance in 1943, a copy of which I am sending you now. That was the only prayer I ever wrote in my life and the only time I ever prayed in public. I shall continue to pray for health and strength and wisdom in abundance for you in all that lies ahead.

Yours sincerely,

Charl Ormond Williams

COW/lwe

A CONFERENCE

on

HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING

The White House

June 14, 1944

MORNING SESSION -- 10:00 A.M.

I. Opening the Conference -- Eleanor Roosevelt

II. Women's Responsibility in World Affairs
Lucy Howorth -- 10 minutes
Member Legal Staff, Veterans' Administration

III. Women's Experience on Recent International Councils

1. Josephine Schain -- 10 minutes
Delegate to the Food Conference of the United Nations, Hot Springs, Virginia, May 1943

2. Ellen S. Woodward -- 10 minutes
Member, Social Security Board
Adviser to U.S.A. Member, Council of the United Nations Relief and Rehabilitation Administration Conference, Atlantic City, November 1943

3. C. Mildred Thompson -- 10 minutes
Dean of Vassar College
Delegate to the Conference of Allied Ministers of Education, London, April 1944

4. Margaret Chase Smith -- 10 minutes
Congressman from Maine
Technical Adviser to the delegates of the International Labor Office Conference, Philadelphia, April 1944

5. Frances Perkins -- 10 minutes
Secretary of Labor
Chairman, U. S. Government delegation to the International Labor Office Conference, Philadelphia, April 1944

6. Elizabeth A. Conkey -- 10 minutes
Member, Board of Commissioners, Cook County, Illinois
Adviser to U.S.A. Member, Council of the United Nations Relief and Rehabilitation Administration Conference, Atlantic City, November 1943

Discussion -- 20 minutes

RECESS FOR LUNCHEON

(OVER)

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AFTERNOON SESSION -- 2:15 P.M.

IV. Future Opportunities in National and International Policy-Making

1. G. Howland Shaw -- 20 minutes
   Assistant Secretary of State

2. Helen Rogers Reid -- 15 minutes
   Vice- President, Herald-Tribune

3. Ruth Bryan Rohde -- 20 minutes
   Former Ambassador to Denmark

Discussion -- 20 minutes

V. Business of the Conference -- 45 minutes

A Summary Statement of the Conference

Roster of Qualified Women

The Continuation Committee

Resolution of Appreciation

VI. Closing Words -- Eleanor Roosevelt

LIST OF OBSERVERS

For the Conference on

HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING

The White House

June 14, 1944

The President of the United States, the members of his Cabinet, and five independent agencies and establishments were requested to send observers to this conference. The list of those who will attend follows:--

The President of the United States:
Judge Samuel I. Rosenman, Special Counsel to the President
Mr. Jonathan W. Daniels, Administrative Assistant to the President

Department of State:
Mr. John S. Dickey, Special Consultant
Mr. Richard W. Morin, Special Assistant in the Office of Public Information

Department of the Treasury:
Mrs. Marion G. Banister, Assistant Treasurer

Department of War:
Mrs. Warwick B. Hobart, Adviser to the Director of Civilian Personnel and Training on the Employment of Women

Department of Justice:
Miss Helen R. Carloss, Special Assistant to the Attorney General

Post Office Department:
Miss Marguerite A. King, Administrative Assistant to the Postmaster General

Department of the Navy:
Captain Mildred H. McAfee, Director of the Women's Reserve of the United States Naval Reserve

Department of the Interior:
Dr. Ruth Gruber, Field Representative

Department of Agriculture:
Miss Grace E. Frysinger, Senior Home Economist, Division of Field Coordination

Department of Commerce:
Mr. Norman W. Baxter, Assistant to the Secretary
Mr. W. C. Costello, Special Assistant to the Board of Directors, Reconstruction Finance Corporation

Department of Labor:
Miss Katharine F. Lenroot, Chief, Children's Bureau

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Independent Agencies and Establishments:--

Foreign Economic Administration
Mr. James L. McCamy, Executive Director, Bureau of Areas

United Nations Relief and Rehabilitation Administration:
Mrs. Ellen S. Woodward, U.S.A. Representative, Welfare Committee

Office of War Information:
Miss Katherine C. Blackburn, Chief, Bureau of Special Services, Domestic Branch

International Labor Office:
Mrs. Elizabeth Rowe, Executive Secretary, Washington Branch

United Nations Interim Commission on Food and Agriculture:
Mrs. Ursula Hubbard Duffus, Assistant Secretary

A SUMMARY STATEMENT OF THE CONFERENCE

ON

HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING

THE WHITE HOUSE

June 14, 1944

The tasks of war, of peace, of nation-planning must be shared by men and women alike. No part of the citizenry holds a greater stake in the democratic way of life, in plans for the reconstruction of an ordered world, than the women of the nation. Women have been called upon to share the burdens of war, to stand side by side with men on the production line and to complement men in the fighting services. So women must share in the building of a post-war world fit for all citizens -- men and women -- to live and work in freely side by side.

Eloquent appeals to women to prepare themselves to render the greatest possible service to society in national and international councils have recently been uttered by women leaders here and abroad. They have urged that women should participate in any decisions for the future, now or later.

So far very few women have shared in the councils of national and international policy-making bodies. Yet, there are women in every country who are qualified and ready to contribute. We note with encouragement the recent appointments of women as United States delegates to the Food Conference, the United Nations Relief and Rehabilitation Conference, the Conference of Allied Ministers of Education in London, and the International Labor Office Conference.

Current developments make this the crucial moment for women and women's organizations to press for the inclusion of qualified women as United States delegates and advisers to international conferences and as members of national policy-making bodies. Therefore, we, a group of 200 representative women, meeting

(OVER)

in Washington at the White House on June 14, 1944, express our conviction that women should take definite action now in order to implement the significant statements of women leaders the world around, to see that women have a share in national and international planning, to see that women's proper contributions are made "in giving all the world a chance to envision something a little better than has been known before."

We therefore resolve that we will take every step within our power to further the active participation of qualified women in positions of responsibility pertaining to the conduct of public affairs, national and international.

RESOLUTION OF APPRECIATION

offered by

Mrs. LaFell Dickinson, President of the General Federation of Women's Clubs

at the conference on

HOW WOMEN MAY SHARE IN POST-WAR POLICY-MAKING

The White House, June 14, 1944

The conference of 200 women called to meet at the White House on June 14, 1944, in the most critical period of the nation's history desires to express its appreciation to the President of the United States, to the members of his Cabinet, and to the five independent agencies and establishments

Foreign Economic Administration

United Nations Relief and Rehabilitation Administration

Office of War Information

International Labor Office

United Nations Interim Commission on Food and Agriculture

of their cooperation in sending men and women to observe the deliberations of this historic meeting.

To Eleanor Roosevelt we wish to express our appreciation not only of the privilege of meeting in the White House but especially of her long-time, unflagging interest in the advancement of women.

To all the organizations sending representatives, to the individuals who helped in many ways, to the White House staff and to the press, the gratitude of the conference is recorded.

P R A Y E R

Opening Number of Christmas Party Program

December 23, 1943

Charl Ormond Williams

When I consider Thy heavens, O Lord, the work of Thy fingers, the moon and the stars which Thou hast ordained: what is man that Thou art mindful of him? Yet, it is recorded that not a sparrow shall fall on the ground without our Father: and that the very hairs of our head are numbered. With this assurance of Thy loving-kindness, and with child-like faith, we call unto Thee to hear our prayer.

Two thousand years ago a Babe was born in Bethlehem--Thine Only Begotten Son--who gave the world a philosophy and a way of life, which, if followed, would have brought peace and plenty, justice and goodwill among men. Instead, on the eve of His birthday, around this small planet we call the earth, the races of mankind are locked in fratricidal strife. First, I would pray Thee to fill the minds and hearts of all men with the teachings of Christ that they may come to know the folly, and the waste, and the wickedness of war.

Have in Thy special care, we beseech Thee, O Lord, those who are called to positions of great power, that they may not be tempted to use that power wrongly. We fervently pray that out of this trial by fire, through the joint efforts of our world leaders, may come the peace on earth, goodwill to men, which the Angels sang on that holy night.

I ask a special outpouring of Thy love and wisdom upon Thy servants, The President of the United States, and Eleanor Roosevelt.

be near, O God, to every man and woman in our armed services, comfort them, strengthen them, prepare them for their destiny, whatever it may be. Bless the homes and sustain the families from which they are separated, and to which many will not return.

Always, there is in my heart, O Lord, a prayer for education, that it may fulfill its mission in the world today; for teachers everywhere that they may have the vision, and the courage, and the consecration to press forward to their high goals, no matter what obstacles may have to be overcome.

And now, dear Father, I pray especially for this small group of men and women reverently gathered here today in Thy name--the staff of the National Education Association. Strengthen the bonds of loyalty and helpfulness among us. Endow us with the faith, courage, and idealism equal to our task. Help us to develop a spirit that will multiply many times our efforts in behalf of the children and teachers whom we are privileged to serve. Grant us, O Lord, in full measure the leadership demanded of us.

All these blessings we devoutly ask in the name of Him who taught us to pray

Our Father which art in heaven,
Hallowed be Thy name.
Thy kingdom come.
Thy will be done in earth, as it is in heaven.
Give us this day our daily bread.
And forgive us our debts, as we forgive our debtors.
And lead us not into temptation, but deliver us from evil;
For Thine is the kingdom, and the power, and the glory, forever.
Amen.

June 27, 1944.

My dear Miss Williams:

Mrs. Roosevelt has asked me to thank you so much for your letter of June 19th.

Mrs. Roosevelt is delighted to know you feel the conference was so successful and appreciates your writing her.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl Ormond 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.

June 19, 1944

JUN 20 REC'D

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

My dear Mrs. Roosevelt:

I want to thank you from the bottom of my heart for all that you did from start to finish in bringing to a successful conclusion the conference on How Women May Share in Post-War Policy Making. Congratulations are pouring in and people are writing for the releases of which we shall need several hundred mimeographed copies.

The influence of this conference will be felt far and wide, and it will be very much alive until the roster of qualified women is ready. Since that is an arduous task, I do not think we can possibly have it until the latter part of October. The publicity on this roster shows that the public is interested in it. My only fear is that I am going to be deluged with names, the sifting of which will be a difficult and "dangerous" task.

I am thinking now every spare moment about the conference on Rural Education, and later on I shall write you a letter about it. In the meantime, I am pleading that you get some rest.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

W/e

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

June 19, 1944

Dear Mrs. Roosevelt:

I want you to know that our recent conference would have been much more strenuous for me and my small staff if it had not been for one particular member of the White House staff. Mr. Tolley and Miss Rowley received telephone calls and letters -- and there were many of both -- in regard to the guest list, with graciousness; and by their thorough and prompt help relieved us of a number of burdens.

When we organize the next conference, I shall know much better how to proceed because of the thoughtful education which Mr. Tolley gave me in this phase of the conference.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

W/e

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

July 17, 1944

Although I do not want any publicity given to this letter, I am writing to tell you that a Conference on Rural Education to be held in the White House will take place probably on the third and fourth of October, 1944. However, I must check with Mrs. Roosevelt before an announcement of this event can be made.

Since the East Room will hold only two hundred people and the wartime regulations of the Secret Service forbid a larger group than that, we are going to divide the states into nine regions so that the nation as a whole may be well represented. I am enclosing a list of the regions which Mr. Dawson set up in his report to the Board of Directors at Pittsburgh.

Mr. Dawson and I have already made tentative plans and we shall work shoulder to shoulder with other leaders in rural education to make this conference an outstanding success.

One way in which you can help a great deal is by sending me the correct names and addresses and correct titles of five outstanding leaders in rural education in your state, men and women, who would have a real contribution to make to this conference. These people should be chosen from rural teachers, county superintendents, state rural school supervisors, and from colleges and universities giving particular attention to rural education. Probably not all of these people can be invited, but we do want to know who the leaders are so that they can be put on the mailing list.

If you could get this information to me not later than August 1, it would be a great advantage. The invitations will be issued from our office; and, later on, formal invitations will be issued from the White House to the list of conferees which we shall send there. Mr. Dawson and I will be deeply grateful to you for this assistance, and we will count upon your help to make this conference an outstanding success.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

COW/leb

Enc.

July 12, 1944

Mr. Glenn Archer, Associate Director
Legislative and Federal Relations Division
National Education Association
1201 Sixteenth Street, Northwest
Washington 6, D. C.

My dear Mr. Archer:

Although I do not want any publicity given to this letter, I am writing to you to tell you that a White House Conference on Rural Education will take place probably on the third and fourth of October, 1944. However, I must check with Mrs. Roosevelt before an announcement of this event can be made.

Since the East Room will hold only two hundred people and the wartime regulations of the Secret Service forbid a larger group than that, we are going to divide the states into nine regions so that the nation as a whole may be well represented. I am enclosing a list of the regions which Mr. Dawson set up in his report to the Board of Directors at Pittsburgh.

Mr. Dawson and I have already made tentative plans and we shall work shoulder to shoulder with other leaders in rural education to make this conference an outstanding success.

I am asking you to help now on two important assignments:

First, will you send me the correct names and addresses and correct titles of the outstanding leaders in rural education in your region, men and women, who would have a real contribution to make to this conference. These people should be chosen from rural teachers, county superintendents, state rural school supervisors, and from colleges and universities giving particular attention to rural education.

Second, will you list the ten outstanding problems which confront rural education today, to which this conference ought to give serious attention. Will you also suggest the best man or woman to be chairman of the group which will be assigned on the first evening to consider a particular problem and to prepare a written statement concerning that problem. The leaders I am asking for in the second request can come from anywhere in the nation. The statements which are prepared will be presented to the full and final session of the conference and, together with a cover-all summary of the conference, will be published, we now think, in a volume that ought to make history. I should like to have you suggest also two recorders or secretaries for each of these groups. These people ought to have writing ability, as well as knowledge of rural schools.

If you could get this information to me not later than August 1, it would be a great advantage. The invitations will be issued from our office; and, later on, formal invitations will be issued from the White House to the list of conferees which we shall send there.

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Mr. Dawson and I will be deeply grateful to you for this assistance and we shall count upon your help to make this conference an outstanding success.

Sincerely yours,

Charl Ormond Williams
Director of Field Service

COW/leb

Enc.

REGIONS FOR THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

I. Great Lakes: Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio, Wisconsin.

II. Midwest: Kansas, Missouri, Nebraska, North Dakota, Oklahoma, South Dakota.

III. Midsouth: Alabama, Arkansas, Kentucky, Louisiana, Mississippi, Tennessee, Texas.

IV. South Atlantic: District of Columbia, Florida, Georgia, Maryland, North Carolina, South Carolina, Virginia, West Virginia.

V. North Atlantic: Delaware, New Jersey, New York, Pennsylvania.

VI. New England: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.

VII. Northwest: Idaho, Montana, Oregon, Washington.

VIII. Rocky Mountain: Colorado, New Mexico, Utah, Wyoming.

IX. Western: Arizona, California, Nevada.

Wants to take part in coming Washington Conference. She is colored and profession school teacher.

100

August 23, 1944.

My dear Miss Williams:

Mrs. Roosevelt has asked me to send you the enclosed letter from Alberta Frazier Ewing, 5328 East Capital Street, Washington, D. C.

Mrs. Roosevelt does not know her.

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.

August 23, 1944

A PERSONAL LETTER TO STATE SECRETARIES

Dear Co-worker and Friend:

On August 8 I spent the night at Hyde Park and enjoyed a lovely visit with Mrs. Roosevelt. The outcome of this visit was very satisfying professionally. I took with me a three-page typed memorandum concerning the White House Conference on Rural Education to be held on October 4 and 5 with group sessions at the NEA Building in the evenings of October 3, 4, and 5. All the details of this conference will be sent with the invitations in a short while.

This letter is to advise you of the special plea I made to Mrs. Roosevelt in your behalf. You already know that the war-time regulations of the Secret Service limit any conference in the White House to 200 people. Besides, that is about the capacity of the East Room. I told Mrs. Roosevelt that 2 secretaries from each of the 9 regions could be invited according to our plan, and that all 48 of them would probably meet in Washington either before or after this conference. She readily grasped the situation and said she would get a "special dispensation" from the Secret Service in order to include all of this important group. I hope that you will not give publicity to this statement.

We are having great difficulty in selecting the people to be invited, for there are hundreds of able men and women working in rural education. We should have to rent Constitution Hall in order to include them! Three questions were asked about each person--educators and laymen--whose name was put on the list to be invited. Is this person actually working in the field of rural education? What does he know about it? Is he deeply concerned? Aside from their knowledge, interest and concern, the state secretaries have a major responsibility in the passage of any legislation designed for the improvement of rural schools.

Even though you are very busy, I do hope you will study carefully the material which will be sent to the entire list of conferees, and that you will come to the Conference fully prepared on the status of rural education in your state. I am very anxious that you take an active part in formulating the report in the group to which you are assigned, as well as in the discussion in the general sessions at the White House.

Sincerely yours,

Cherl Ormond Williams

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

COW:leb

Office of Public Relations
National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.

FOR RELEASE ON OR AFTER SEPTEMBER 1

The first conference ever held in the White House on rural education will be called October 3-5. Financed by the National Education Association and planned jointly by three Divisions of the NEA headquarters staff, the Conference will bring to its sessions 200 leaders of groups whose economic and social interests are linked with the prosperity of rural American life. Farmers, educators, labor leaders, publishers of agricultural journals, the rural press, government officials, farm organizations, industrialists, public health officials, and parents who are especially concerned with the schools of open country and village, are among those who will be in attendance.

Matters to be considered at the four sessions of the Conference include the interdependence of rural and urban economics, the health of rural young people, the extension of complete educational opportunity to many thousands of farm children to whom it is now denied, and the post-war conversion plans of farm schools.

Charting policies for the progress of rural education through the first decade of peace, the Conference will make recommendations for extending health and physical education to rural children, the adaptation of the curriculum and extra-curriculum program to the needs of farm youth, proper provision for minority and exceptional groups in rural areas, modernization of the rural educational plant and equipment, the advancement of the teacher qualifications for rural schools and the improvement of instructional technics in the institutions which serve country communities and villages whose wellbeing,

economically and socially, depend largely upon the prosperity of outlying agricultural areas.

"The war has subjected rural education as well as the educational services for urban children to a rigid accounting," says Charl Ormond Williams, Director of Field Service of the National Education Association, who is Executive Chairman of the Conference. "In areas classified by the United States Census as rural the majority of the American children live. The extent to which educational opportunity has been neglected there is reflected in the disproportionate number of youth rejected for army duty for inadequacies due in part to restricted educational opportunity. Only a very small percentage of rural American youth have any instruction in health or access to clinics comparable to those available in cities. It was to be expected, therefore, that the number of inductees rejected for military services because of remediable and correctable physical defects would be very great in farm areas. A glance at census figures will show also that many of the states whose economic life is largely rural have a very high illiteracy rate. In these states naturally there were many rejections for armed service because of educational inadequacy."

It is expected by the sponsors of the first White House Conference on Rural Education devoted exclusively to rural children that Congressional legislation will eventuate from its findings.

Cooperating with Charl Ormond Williams, Executive Chairman of the Conference and Director of Field Service of the National Education Association, are Co-Chairman Howard A. Dawson, Director of Rural Service of the NEA, Co-Chairman R. B. Marston, Director of the Division of Legislative and Federal Relations of the NEA, and his associate, Glenn Archer. Calling together well known leaders

of rural education, the chairmen arranged with them to divide the country into nine regions from which to draw members and participants in the Conference. Geographical representation, therefore, will be provided for as well as a balance of vocational, economic and social groups.

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

August 25, 1944

Mrs. Franklin D. Roosevelt
Hyde Park, New York

Dear Mrs. Roosevelt:

I have worked like a Trojan since I saw you last trying to get the organization for the White House Conference on Rural Education moving in the direction it should go. The fact that August is the vacation month for division heads and much of our clerical help, has not made the going any easier. Nevertheless, much has been accomplished that I am happy to report. Let me say in the beginning what joy and satisfaction my visit to you gave me, both personally and professionally. It is real fun to work with you on a project. For one thing, your mind never strays from the subject at hand, as mine often does. Perhaps, that is one of the reasons why you are able to accomplish so much.

1. For various reasons, I decided to make a progress report to you in a long letter, with the full intention of mailing that along with my invitation to the 230 conferees. The letter signed by Howard A. Dawson to 10 chairmen and 20 secretaries of the committees will likewise be mailed to the whole conference. His letters will be mailed August 26.

2. Early next week my invitations will be mailed to the other 200 conferees. I called Mr. Tolley today and told him the list would be sent to him in a few days.

3. Enclosed are two bulletins from Miss Lenroot giving all the information about the 4 previous White House Conferences which have been called "in the closing year of each of the four decades of the present century on some phase of the care of children.... The invitations have been issued by the President of the United States."

4. Our conference is the first of its kind and is going to be different from the others in several respects. I have purposely made it so. First, it is not being financed by the government. Second, it concerns rural education specifically and will be attended by workers - lay and professional - almost all of whom are exerting their efforts <u>in this field</u>. There is one other difference that I hope will characterize this conference. I am suggesting - and hope you will approve - that "The President of the United States and Mrs. Roosevelt invite Miss Mary Jones to attend a Conference on Rural Education to be held at the White House October 4 and 5, 1944." Those gold-embossed invitations bearing this wording will be treasured by the recipients and will be "handed down" for generations. Will you let me know at the earliest date what you think of this suggestion.

5. The radio programs for the evenings of October 3 and 4 are yet to be arranged. I think it would be an excellent idea if you could participate on one of these programs with some of the conferees who will take part in them.

6. I profoundly hope that the President will speak from the East Room at 10 PM to the entire conference (who could return to the White House at 9:45 PM) and to the nation by radio on rural education and rural life. This would give him an opportunity to speak to the country on this timely subject at the urgent request of a nation-wide group of distinguished leaders who have been working in the White House on the question for two days. Do I dare to hope that this will be possible? Please let me know as soon as you can.

7. What about the press? Already I am being interviewed about the conference. Our first press release will be issued August 26 to all the farm press and to all the educational press. I am assured that the state secretaries will send our release to all the county papers in their respective states. Today Miss Webb from the Pathfinder (circulation nearly 500,000) called, and I have promised to help her in her article in every possible way. She will contact by phone tomorrow a representative of the Farm Journal (circulation 3,000,000) so that a story may be carried in that publication. Bess Furman and I had luncheon together August 25 to talk about the conference and the Roster of Qualified Women which is not yet ready to send to anyone. Ann Cottrell has called me also. Others will be doing so soon. How shall we handle this matter?

8. The honorary chairmen and sponsors will be considered next.

9. The publication of the conference will be launched by Mr. Dawson's letter and will be a credit to our efforts, I am sure.

10. The panel discussion will give an opportunity to use some of the leaders in agriculture, labor, industry, and rural education who are not on the program for speeches. They will also be invited to speak over the radio. This will help to start the general discussion. I am going to put your name of the panel - unless you object.

11. At this point, Miss Webb of the Pathfinder, to whom I have already referred, in this letter, called to report that she had talked by phone this morning with the Farm Journal in Philadelphia and that Miss Bess Cummings would come down next week to get the story of the conference for her publication.

12. Much progress has been made this morning. Our first press release (it is enclosed in this letter) is being written now in the office of our publicity director, and it will undoubtedly be mailed tomorrow to all the educational press and farm press. Mr. Farley will get in touch with Mr. Steve Early before he releases this statement to the daily papers.

I do not want to burden you with any more details than necessary, but I do want you to know as much as possible about the preparation we are making for this conference.

Faithfully yours,

Charl Ormond Williams

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

COW:leb

P.S. Miss Webb has called the Farm Journal again and reports that Miss Bess Cummings will come to Washington, Tuesday, August 29 at 2:00 for their story of the White House Conference. Miss Sallie Marks representing the Pathfinder (also Chicago University Professor) will come at the same time to get her story. All three of these women would like to attend the conference, but I have made it clear to them that I could not give out word about that until final arrangements concerning the press had been made through you.

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

August 26, 1944

COPY OF PROGRESS REPORT ON CONFERENCE TO MRS. FRANKLIN D. ROOSEVELT

Mrs. Franklin D. Roosevelt
Hyde Park, New York

Dear Mrs. Roosevelt:

Ever since the morning of June 14, when I first proposed to you that a conference on rural education be held in the White House in the early fall, the organization of this conference has been uppermost in my mind. From that time until my over-night visit and discussion with you at Hyde Park on August 8, I have consulted many persons about what should be done in this meeting and who should do it.

On July 12 and 17 letters were sent to 150 leaders in rural education throughout the country asking their help in compiling a list of men and women - lay and professional - in this field. The response was most gratifying. After my return to the office on August 15, a group of leaders in rural education met with the directors of the three NEA divisions responsible for the conference and worked for a week selecting from the lists sent in the names of 200 men and women to participate in this historic gathering. We had great difficulty in selecting these persons to be invited, for there are hundreds of able men and women working in rural education today. We should have to rent Constitution Hall in order to include them all!

I am proceeding in accordance with the three-page typed memorandum that I took with me to Hyde Park and that you and I both checked on our respective copies.

In the tentative outline of the program that follows in this letter you will note that we have made an addition, - a panel discussion at the close of the first afternoon session. This panel will be a good start for the general discussion of the day's program, which I know will be pleasing to you.

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

Purpose: To provide a means for the exchange of ideas on the purposes, objectives, program, organization, support, and expansion of public schools in the rural areas of the United States.

Representation: The conference will be composed of national, state, and local representative men and women in rural education and in lay organizations having a direct interest in rural education. Members of the conference will attend by invitation. Under wartime Secret Service regulations the number of persons present at such conferences is limited to 200.

Working Plan: Each person attending the conference will be assigned to one of the ten conference committees and will assist that committee with a study of factual data and reports prepared in advance by the committee chairman and secretaries. The first meeting of the committees will be at the NEA Headquarters Building on the evening of October 3. Agenda will be presented by the chairman assisted by the secretaries, and a general discussion of the problems under consideration by the committees will follow. On the evening of October 4, the committees will meet again at the NEA Headquarters Building for further discussion and consideration of a preliminary report that will have been drafted in advance by the chairman and secretaries of each committee. The October 4 evening meetings will close with the drafting of final reports for submission to the whole conference at the White House on October 5. Committee reports will be received and incorporated into the published proceedings of the conference. It will not be necessary that reports be adopted. The conference reports will be informative and will in no way bind the organizations that may be represented.

The addresses and discussions at the White House on the first day will undoubtedly give point and purpose to the final reports of the committees.

The report of each committee should not exceed 2500 words.

TENTATIVE OUTLINE OF THE PROGRAM

Tuesday evening - NEA Headquarters, 7:30 to 10:00 PM, October 3
Preliminary meeting of the 10 committees of the conference.

FIRST GENERAL SESSION

Wednesday morning - The White House, 9:00 AM to 12:15 PM, October 4
Mrs. Franklin D. Roosevelt receives the members of the conference.

Opening the conference - Eleanor Roosevelt
Background of the conference
Trouble at the Cross-Roads
Social-Economic Backgrounds of Rural Education
Education in Rural Areas from the Point of View of the Office of Education
Discussion

SECOND GENERAL SESSION

Wednesday afternoon - The White House, 2:00 to 4:30 PM, October 4

Education for Rural Children and Youth
Building Rural Communities Through Education
The Rural Child from the Point of View of the Children's Bureau
Panel Discussion
Social Hour on the White House Lawn

Wednesday evening - NEA Headquarters, 8:00 to 10:30 PM, October 4
Meeting of 10 committees of the conference.

THIRD GENERAL SESSION

Thursday morning - The White House, 9:30 AM to 12:15 PM, October 5

20 minute reports from 5 committees of the conference, each report to be followed by 10 minutes discussion.

Group I	Education to Meet the Needs of Rural Children
Group II	Education for Community Living
Group III	The Scope of Education for Rural People
Group IV	Problems of the Professional Personnel for Rural Education
Group V	The Organization and Administration of Rural Education

FOURTH GENERAL SESSION

Thursday afternoon - The White House, 2:00 to 4:30 PM, October 5

20 minute reports from 5 committees of the conference, each report to be followed by 10 minutes discussion.

Group VI The Rural Educational Plant and Equipment
Group VII Minority and Exceptional Groups in Rural Areas
Group VIII Special Problems in Providing Instructional Opportunities in Rural Schools
Group IX Paying for Rural Education
Group X Rural Education in the Structure of Democracy

Summary statement of the conference
Closing the conference

Thursday evening - NEA Headquarters, 8:00 to 10:00 PM, October 5
Meeting of editing committees of each committee of the conference.

COMMITTEES

I. Education to Meet the Needs of Rural Children and Youth: Kind of education we should want for rural children and youth.

II. Education for Community Living in Rural Areas: The characteristics of a desirable rural community; The work of the rural school in developing and sustaining a desirable community life: recreation, health, libraries, amusements, trade, communication, conservation, maintaining cultural life.

III. The Scope of Education for Rural People: Who should be served and for what period of time; The types of educational services needed and the scope of each: pre-school, child care, elementary, secondary, out-of-school youth, vocational guidance and education, adult education.

IV. Problems of the Professional Personnel for Rural Education: Teachers, supervisors, librarians, health personnel, extension services, guidance personnel, administrators; Professional education, in-service education, salaries, tenure, retirement, living conditions, relationships between laymen and professional personnel.

V. Organization and Administration of Rural Education: Present status, reorganization of local school units, administrative services and personnel, boards of education, pupil transportation.

VI. The Rural Educational Plant and Equipment: Functional planning, selection and use of equipment, relationship to reorganization of local school units, problems in the postwar era especially as related to public works program.

VII. Education for Minority and Exceptional Groups in Rural Areas: Minority groups in rural areas: Minority groups (Negro, Spanish American, foreign-born groups), low income groups such as tenants in certain agricultural areas and persons residing in areas of exhausted resources, isolated groups, children of migratory agricultural workers, exceptional children (both handicapped and those with exceptional abilities).

VIII. Special Problems in Providing Instructional Opportunities in Rural Schools: Small rural school (both elementary schools and high schools), guidance, health services, recreation, libraries, school lunches, the arts (music, dancing, painting, modeling), visual and auditory aids, opportunities for exceptional children; Special means of providing instructional services such as circuit teachers, mobile units, supervised correspondence study.

IX. Paying for Rural Education: Providing revenues from local, state, and national sources; The apportionment of such funds to local units, state, and federal; The special problem of financing of transportation, and school plant and equipment.

X. Rural Education in the Structure of American Democracy: Historical development of education with special reference to local, state, and federal functions, special attention being given to place of local autonomy and initiative of administration; Relationships of lay and professional personnel in the formulation of educational policies and school administration; Place of rural education in the economic, social and political life of Rural America, emphasis being given to rural and urban relationships.

The Work of the Committee Chairmen: (1) To confer with committee secretaries in the laying of plans for assembling factual data and preparing preliminary statements for use in the conference; (2) To preside over committee meetings; (3) To act as discussion leader in the general sessions when preliminary reports and final reports are presented.

The Work of the Committee Secretaries: (1) To assemble factual data and preliminary reports and to reproduce them in sufficient quantity for conference use (about 30 copies, one for each conferee); (2) To draft committee reports and re-draft them in the light of discussions in committee meetings and in general sessions. Committee secretaries should seek to assemble pertinent data rather than voluminous data for conference consideration and use. If it is desired, some assistance from the NEA headquarters can be given in carrying on this work. It is suggested that the two secretaries of each committee get into immediate touch with each other and come to an agreement in the division of work. While funds are necessarily limited, if it should be necessary to have secretarial assistance and pay for the mimeographing of pertinent data, the Division of Rural Service of the NEA will take care of such expense within reasonable limits if the secretaries will give notice to that effect. Time is all too short for this big task and it is necessary to begin the work of each committee immediately.

I do not need to tell you that no stone will be left unturned to make this conference an outstanding success. Everyone who knows about this meeting is enthusiastic over what it will surely accomplish for rural education. My visit and work with you in your home will be a happy memory for years to come.

I am deeply grateful to you for your interest in education through the years,--an interest which, according to my correspondence with you, dates back to a letter from you in 1924.

I shall send you all the releases as they are sent out from this office as well as ten or more publications concerning rural education that will be sent to all conferees. If you can find the time to scan these bulletins, I think you will be greatly encouraged to know that so much is being done in this field.

All of us are happy over the social hour on the White House Lawn - or in the State Dining Room in case of rain - for that occasion will afford the group their first opportunity to get acquainted with each other and with you.

If you have any further suggestions to offer, please send them right along to me.

Faithfully yours,

Charl Ormond Williams

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

This sample letter
and the program
report [illegible]
be sent with the
invitations to the
members of the
Public Home Conference.
C.D.W.

(SAMPLE OF LETTER SENT TO 10 COMMITTEE CHAIRMEN, AND 20 SECRETARIES (WITH APPROPRIATE CHANGES)

August 26, 1944

Dr. I. D. Weeks, President
University of South Dakota
Vermillion, South Dakota

Dear Dr. Weeks:

Arrangements have been made with Mrs. Franklin D. Roosevelt by Miss Charl Ormond Williams, Director of Field Service of the NEA, to hold a White House Conference on Rural Education on October 3, 4, and 5. The Conference will be planned and directed by the three following divisions of the NEA--Rural Service, Legislation and Federal Relations, and Field Service. Miss Williams is the executive chairman of the Conference and Mr. R. B. Marston, Mr. Glenn Archer, and I are co-chairman.

The Conference will be composed of 200 lay and professional leaders in rural education, attending by special invitation. The Conference is being organized around four general sessions to meet in the White House on October 4 and 5, and ten committees to meet in the NEA headquarters on the evenings of October 3, 4, and 5.

A group of rural leaders and the directors of the three NEA divisions have been at work on this Conference for a week and we are enthusiastic over the plans. In the division of responsibility, it has become my duty to compile the one-volume publication of this historic Conference. The reports of the ten committees will form an important part of this publication. You have been named Chairman of Committee X on "Rural Education in the Structure of Democracy." Working with you will be two secretaries. Invitations are being extended to Dr. Richard Barnes Kennan, Executive Secretary, Maine Teachers Association, 14 Western Avenue, Augusta, Maine, and Mr. Quincy Doudna, Principal, County Normal School, Algoma, Wisconsin, and it is hoped that both of them can accept. At the earliest possible date the names and addresses of the men and women assigned to your committee will be sent you so that you may communicate with them as well as with the secretaries.

The enclosed material will give you the information you need in regard to the origin, scope, and organization of the Conference as well as the work of chairmen and secretaries.

Since funds are not available to pay the expenses of delegates it will be necessary for you, or the institution with which you are connected, to defray your expenses.

An immediate reply by air mail is urged. I hope very much that you will accept this invitation and undertake this important responsibility.

Very sincerely yours,

Howard A. Dawson, Director of Rural Service, NEA
Co-Chairman, White House Conference on Rural Education

HAD:BC

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

September 12, 1944

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

Dear Mrs. Roosevelt:

We have arranged for the close of the first day's program, October 4, of the White House Conference on Rural Education, to be held at the White House on October 4 and 5, a panel discussion around the subject, "Building Rural Schools and Communities to Cope with the Problems of Tomorrow."

Dr. Carl C. Taylor, Head of Division of Farm Population and Rural Welfare of the Bureau of Agricultural Economics of the United States Department of Agriculture, has been invited as discussion leader; and on this panel will be ten or twelve leading laymen, representing agriculture, industry, labor, government, as well as education. I should like very much to have you take part in this panel.

Will you wire me immediately if I may list your name as a participant in this panel. The program must go to press this week.

I shall be grateful for your acceptance of this responsibility.

Sincerely yours,

Charl Ormond Williams

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

For your information. Unless you object to being on the panel, this is one letter you will not have to answer. I wrote you to this effect sometime ago. I just wanted you to see the letter that is being sent to the 10 or 12 people invited.

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

September 20, 1944

Mrs. Franklin D. Roosevelt
Hyde Park
New York

Dear Mrs. Roosevelt:

I am enclosing in this letter today a typed copy of the program with some red marks for your special attention. On page 2 you will find a list of the panel members of which you are one. Please note also that we have set the hour for the reception of the members of the conference at 9 o'clock October 4.

The printer is doing the best he can with the program and we hope that it will look well. Shortness of time and lack of secretarial help have hampered all our movements.

I am sure you will be interested in the list of honorary chairmen which is enclosed. We had a little difficulty with two of the farm organizations which I have checked, the American Farm Bureau Federation and the National Grange. I am enclosing a copy of the letter from Mr. Goss, the Master of the Grange. Mr. Edward A. O'Neal, President of the Farm Bureau Federation, shares the view of Mr. Goss, but did not put it in writing. They finally accepted the invitation to the conference and Mr. O'Neal agreed to be on the panel, but Mr. Goss declined. Both were invited to be honorary chairmen and both declined.

The president of the National Congress of Parents and Teachers spoke of the political implications of this conference in July when I was in Chicago. Another engagement prevents her coming, but after two telegrams she consented to have her name listed as an honorary chairman. The U. S. Chamber of Commerce called up to know about the political indications of the conference and was satisfied with the answers they got to their inquiries, so their Chairman of Education is listed as a chairman.

The only real snag I have run into was with the American Federation of Labor. I began well before Labor Day to try to get in touch with Mr. William Green and all in all I must have called his office no less than ten times. Had it not been for the situation we face I should have let him go after the second call. I shall write you a special letter about Mr. Green who did not accept his invitation to the conference nor to be on the panel nor to have his name listed as an honorary chairman.

I am sending a copy of this letter to Mr. Early and ask that he pass it on to Judge Rosenman.

Yours sincerely,

Charl Ormond Williams

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

COW:ES

Enclosures

FARM JOURNAL AND FARMER'S WIFE
AMERICA'S LARGEST RURAL MAGAZINE
WASHINGTON SQUARE
PHILADELPHIA 5, PENNA

September 1, 1944

Miss Charl Ormond Williams, Executive Chairman
White House Conference on Rural Education
National Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

Thank you for your invitation for me to participate in the White House Conference on Rural Education, October 3-5. Either I will be there or another member of our staff, Vernon Vine, will be.

Sincerely yours,

Carroll P. Streeter
Managing Editor

CPS:WD

September 8, 1944

Miss Charl Ormond Williams, Executive Chairman
White House Conference on Rural Education
National Education Association
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

Your invitation for me to be listed as one of the honorary chairmen for the forth-coming White House Conference on Rural Education is very much appreciated. Were the Conference to be held on November 8, or any other time after election, I would be most happy to accept. I feel, however, that with the dates that have been set, it is inevitable that the Conference will be regarded as having a political motive. For that reason alone, I prefer not to have my name used. I am sure that you understand that I am not implying that the National Education Association, or you personally, had any political purpose in mind.

I sincerely hope that the Conference is a success, and that it produces some results for rural schools. Vernon Vine will be there for us, since I am on the program of the American Hospital Association in Cleveland on the same dates.

Again thanking you for your own thoughtfulness in extending the invitation, I remain

Very truly yours,

Carroll P. Streeter
Managing Editor

CPS:WD

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

September 20, 1944

Dr. Carl C. Taylor, Head
Division of Farm Population and Rural Welfare
United States Department of Agriculture
Washington, D. C.

Dear Dr. Taylor:

I am enclosing you a list of the members who will serve on the panel with you at the close of the afternoon program on Wednesday, October 4. I think that it would be a very good idea if you would write a letter at once to each of these members outlining in general the trends you think this discussion would take.

I am also sending you a copy of the program for the morning and afternoon session so that you can have the background that you may desire for this letter.

Be sure to write Mrs. Roosevelt for I have had a call from the White House that she is happy to serve on this panel. Although she is a very busy woman, she is meticulous about handling her mail.

We appreciate very much your willingness to make this contribution to what we know will be a historic conference.

Yours sincerely,

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

COW:ES

Enclosures

C O P Y

Office of National Master
Washington 6, D. C.
September 12, 1944

Miss Charl Ormond Williams, Executive Chairman
White House Conference on Rural Education
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

I have your letters of August 31 and September 7 with reference to the White House Conference on Rural Education, to be held on October 3-5. I am glad to accept your invitation to attend the Conference, although I think you are making a very serious mistake in holding a conference of this kind at the White House, particularly during an election campaign. The one thing we fear above all others in any program for Federal aid for schools is the danger of political control. This meeting will be cited as proof of the ease with which politics could be injected into our schools under the Federal aid. The difficulty of having a perfectly free discussion under such circumstances will be apparent to all.

Under such conditions, it would not be wise for me to accept a position among the Honorary Chairmen.

Yours sincerely,

(Signed) A. S. Goss, Master
The National Grange

HONORARY CHAIRMEN

The White House Conference on Rural Education

October 3, 4, and 5, 1944

Paul H. Appleby, Assistant Director, Bureau of the Budget, Executive Office of the President, Washington, D. C.

Livingston L. Blair, National Director, American Junior Red Cross, National Headquarters, Washington, D. C.

F. C. Borgeson, Professor of Education, New York University, and Editor, Teacher-Education Journal, New York, New York

Thomas C. Boushall, Chairman, Education Committee of United States Chamber of Commerce, and President, Morris Plan Bank, Richmond, Virginia

Homer L. Brinkley, President, National Council of Farmers Cooperatives, Lake Charles, Louisiana

Edwin R. Embrey, President, Julius Rosenwald Fund, Chicago, Illinois

Mrs. William A. Hastings, President, National Congress of Parents and Teachers, Chicago, Illinois

Katharine Lenroot, Chief, Children's Bureau, United States Department of Labor, Washington, D. C.

Murray D. Lincoln, President, Cooperative League of the United States, and Executive Secretary, Ohio Farm Bureau Federation, Columbus, Ohio

D. E. Lindstrom, President, American Country Life Association, Urbana, Illinois

Ben W. Miller, Executive Secretary, American Association for Health, Physical Education, and Recreation, Washington, D. C.

Emory W. Morris, President, W. K. Kellogg Foundation, Battle Creek, Michigan

Philip Murray, President, Congress of Industrial Organizations, Washington, D. C.

Thomas Parran, Surgeon General of the United States, Washington, D. C.

James G. Patton, President, The National Farmers Union, Washington, D. C.

Irving F. Pearson, President, National Association of Secretaries of State Teachers Associations, and Executive Secretary, Illinois Education Association, Springfield, Illinois

F. L. Schlagle, President, National Education Association, Kansas City, Kansas

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

Charles H. Skidmore, President, National Council of Chief State School Officers, and State Superintendent of Public Instruction, Salt Lake City, Utah

John Strohm, Managing Editor, The Prairie Farmer, and Secretary, American Agricultural Editors Association, Chicago, Illinois

John W. Studebaker, Commissioner, United States Office of Education, Federal Security Agency, Washington, D. C.

Henry C. Taylor, Managing Director, Farm Foundation, Chicago, Illinois

E. Jerry Walker, Educational Director, Station WLS, Chicago, Illinois

M. L. Wilson, Director of Agriculture Extension Work, United States Department of Agriculture, Washington, D. C.

Owen D. Young, Honorary Chairman, General Electric Company, New York, New York

P R O G R A M

THE WHITE HOUSE CONFERENCE ON RURAL EDUCATION

October 3, 4, and 5, 1944

Tuesday evening, October 3, 7:30 to 10:00 p.m.

Headquarters of the National Education Association

1201 Sixteenth Street, N. W., Washington 6, D. C.

Preliminary meeting of the ten groups of the conference

FIRST GENERAL SESSION

Wednesday morning, October 4, 9:00 a.m. to 12:15 p.m.

The White House

Mrs. Franklin D. Roosevelt receives the members of the conference

Presiding -- Kate V. Wofford, Director of Rural Education, State Teachers College, Buffalo, New York

Opening the Conference

Eleanor Roosevelt

Background of the Conference

Charl Ormond Williams, Director of Field Service, National Education Association, Washington, D. C.

Trouble at the Cross-Roads

Howard A. Dawson, Director of Rural Service, National Education Association, Washington, D. C.

Building the Future of Rural America

Murray D. Lincoln, President, Cooperative League of the United States, and Executive Secretary, Ohio Farm Bureau Federation, Columbus, Ohio

Rural Education and the Office of Education

John W. Studebaker, Commissioner, United States Office of Education, Federal Security Agency, Washington, D. C.

Discussion

SECOND GENERAL SESSION

Wednesday afternoon, October 4, 2:00 to 4:30 p.m.

The White House

Presiding -- Charles H. Skidmore, President, National Council of Chief State School Officers, and State Superintendent of Public Instruction, Salt Lake City, Utah

Education for Rural Children and Youth

Fannie W. Dunn, Professor Emeritus, Teachers College, Columbia University, New York, New York

Building Rural Communities through Education

Cyril W. Grace, President, State Teachers College, Mayville, North Dakota

The Rural Child and the Children's Bureau

Katharine Lenroot, Chief, Children's Bureau, United States Department of Labor, Washington, D. C.

Panel Discussion

Leader -- Carl C. Taylor, Head, Division of Farm Population and Rural Welfare, United States Department of Agriculture, Washington, D

Members-- Mildred L. Batchelder, Chief, The School and Children's Library Division, American Library Association, Chicago, Illinois

Thomas C. Boushall, Chairman, Education Committee of United State Chamber of Commerce, and President, Morris Plan Bank, Richmond, Virginia

James B. Carey, Secretary-Treasurer, Congress of Industrial Organizations, Washington, D. C.

Edward A. O'Neal, President, American Farm Bureau Federation, Chicago, Illinois

James G. Patton, President, National Farmers Union, Denver, Colorado

Eleanor Roosevelt, /author, former teacher, humanitarian/ The White House, Washington, D. C.

~~Agnes Samuelson, Chairman, School Education Committee, National Congress of Parents and Teachers, and Executive Secretary, Iowa State Teachers Association, Des Moines, Iowa~~

Mrs. Raymond Sayre, Regional Director of Midwest, Associated Women of American Farm Federation, Ackworth, Iowa

~~Mrs. Raymond B. Sayre, Regional Director of Midwest, Associated Women of American Farm Federation, Ackworth, Iowa~~

Fred G. Wale, Director of Rural Education, Julius Rosenwald Fund, Chicago, Illinois

R. C. Williams, M. D., Assistant Surgeon General, Bureau of Medical Services, United States Public Health Service, Washington, D. C.

M. L. Wilson, Director of Extension Work, United States Department of Agriculture, Washington, D. C.

4:30 to 5:30 p.m. Social hour on the White House Lawn

Wednesday evening, October 4, 7:30 to 10:00 p.m.

Headquarters of the National Education Association

Meeting of the ten groups of the conference

THIRD GENERAL SESSION

Thursday morning, October 5, 9:30 a.m. to 12:15 p.m.

The White House

Presiding -- Irving F. Pearson, President, National Association of Secretaries of State Teachers Associations, and Executive Secretary, Illinois Education Association, Springfield, Illinois

Twenty-minute reports from five groups of the conference

Group I -- Education to Meet the Needs of Rural Children

Chairman -- Kate V. Wofford, Director of Rural Education, State Teachers College, Buffalo, New York

Recorders-- Anne Hoppock, Assistant in Education, State Department of Public Instruction, Trenton, New Jersey

Troy Stearns, Director of Rural Education, Michigan State College, East Lansing, Michigan

Discussion

Group II -- Education for Community Living

Chairman -- Frank W. Cyr, Professor of Education in charge of Rural Education, Teachers College, Columbia University, New York, New York

Recorders-- A. Gordon Blackwell, Director, Institute for Research in Social Science, University of North Carolina, Chapel Hill, North Carolina

Helen Hay Heyl, Chief, Bureau of Curriculum Development, State Education Department, Albany, New York

Discussion

Group III -- The Scope of Education for Rural People

Chairman -- Howard Y. McClusky, Assistant to the Vice President, University of Michigan, Ann Arbor, Michigan

Recorders-- W. R. Gregory, Acting Director, Food Production War Training, United States Office of Education, Washington, D. C.

Carson W. Ryan, Chairman, Division of Teacher Training, University of North Carolina, Chapel Hill, North Carolina

Discussion

Group IV -- Problems of the Professional Personnel for Rural Education

Chairman -- K. O. Broady, Director, University Extension Division, University of Nebraska, Lincoln, Nebraska

Recorders-- Ben W. Frazier, Specialist in Teacher Education, United States Office of Education, Washington, D. C.

Jane Franseth, Director, Education of Supervisors, University of Georgia, Athens, Georgia

Discussion

Group V -- The Organization and Administration of Rural Education

Chairman -- Julian E. Butterworth, Professor of Rural Education, Cornell University, Ithaca, New York

Recorders-- Marion Bush Smith, Assistant Professor of Sociology and Social Science, Louisiana State University, Baton Rouge, Louisiana
~~Agnes Samuelson, Executive Secretary, Iowa State Teachers Association, Des Moines, Iowa~~

Austin R. Meadows, Director, Division of Administration and Finance, State Department of Education, Montgomery, Alabama

Discussion

FOURTH GENERAL SESSION

Thursday afternoon, October 5, 2:00 to 4:30 p.m.

The White House

Presiding -- Miss Lois M. Clark, President, Department of Rural Education of the National Education Association, and Adviser, Elementary Education, Department of Public Instruction, Harrisburg, Pennsylvania

Twenty-minute reports from five groups of the conference

Group VI -- The Rural Educational Plant and Equipment

Chairman -- T. C. Holy, Director, Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio

Recorders-- W. G. Eckels, Director of School-Building Service, State Department of Education, Jackson, Mississippi

Harold French, District Superintendent, Albany County Schools, Newtonville, New York

Discussion

Group VII -- Minority and Exceptional Groups in Rural Areas

Chairman -- Fred McCuistion, Assistant Director, General Education Board, New York, New York

Recorders-- John W. Davis, President, West Virginia State College, Institute, West Virginia

E. H. Shinn, Extension Service, United States Department of Agriculture, Washington, D. C.

Discussion

Group VIII -- Special Problems in Providing Instructional Opportunities in Rural Schools

Chairman -- Barton Morgan, Head, Department of Vocational Education, Iowa State Co College, Ames, Iowa

Recorders-- Walter H. Gaumnitz, Senior Specialist in Education Problems,

United States Office of Education, Washington, D. C.

Effie Bathurst, Supervisor, Inter-American Teacher Education Project, United States Office of Education, Washington, D. C.

Discussion

Group IX -- Paying for Rural Education

Chairman -- E. B. Norton, State Superintendent of Education, Montgomery, Alabama

Recorders-- Edgar L. Morphet, Director, Administration and Finance, State Department of Education, Tallahassee, Florida

Leslie L. Chisholm, Associate Professor of Education, The State College of Washington, Pullman, Washington

Discussion

Group X -- Rural Education in the Structure of Democracy

Chairman -- D. E. Lindstrom, Professor of Rural Sociology, and Extension Sociologist, College of Agriculture, University of Illinois, Urbana, Illinois

Recorders-- Richard Barnes Kennan, Executive Secretary, Maine Teachers Association, Augusta, Maine

Norman Frost, Professor of Rural Education, Peabody College for Teachers, Nashville, Tennessee

Discussion

Summary Statement of the Conference

Ralph B. Jones, State Commissioner, Department of Education, Little Rock, Arkansas

Discussion

Charter for Rural Education

Closing the Conference

Eleanor Roosevelt

Thursday evening, October 5, 7:30 to 10:00 p.m.

Headquarters of the National Education Association

Meeting of the editing committees of the ten groups of the conference to prepare the final report of the conference

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

September 23, 1944

Mrs. Franklin D. Roosevelt
Hyde Park
New York

Dear Mrs. Roosevelt:

I want you to have a copy of the letter I have just written to Mrs. Bethune. She was very anxious that her name be added to the Continuation Committee to prepare the Roster of Qualified Women. She wrote me two letters and had had her secretary call me.

No one person or organization can be added to this committee as you will readily understand. I think she was thoroughly satisfied with my telephone conversation.

Yours sincerely,

Charl Ormond Williams

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

COW:HP

Copy

September 22, 1944

Mrs. Mary McLeod Bethune, President
National Council of Negro Women
1812 Ninth Street, N. W.
Washington 1, D. C.

Dear Mrs. Bethune:

I want you to know that I was out of Washington almost continuously from June 20 to August 15 when I returned to my office to plunge into the organization of the White House Conference on Rural Education. We are trying to do in about seven weeks what the last conference at the White House took eleven months to do and in addition we are working under the wartime handicap of a depleted secretarial staff. This accounts for the fact that I have never seen your first letter to me, which is still in the folder of important mail to which I have not yet attended. Your second letter in regard to the Continuation Committee gave me my first information concerning your first letter. Fortunately your secretary called me about this matter and I was able to explain the situation in detail to her.

The conference which we called in June at the White House was not an organization and never became one. We never intended that it should. There was no President, Executive Committee, Board of Trustees, or Board of Directors.

The Continuation Committee was created through a resolution offered to the conference by Mrs. Ida B. Wise Smith, President of the National Women's Christian Temperance Union. In this resolution the organizations and their respective representatives were named. This resolution was adopted unanimously by the conference. No changes could be made in this group unless the conference should reassemble, which, of course, is out of the question. As I remember, you were not present in the morning when the set-up of the conference was fully explained. Our work will be finished when the Continuation Committee compiles its Roster of Qualified Women for service in post-war policy making.

I suggested to your secretary that your organizations send in the names of qualified women and they would receive careful attention. Some of your list has already been received and I understand others are to be sent in.

I also received your request that an invitation to the White House Conference on Rural Education be extended to Miss Shellie Northcutt. Miss Northcutt has replied that she hopes to be present and I have written her asking that she definitely state that she can attend all the sessions of this conference.

I hope that you have fully recovered and that you feel equal to your arduous duties here in Washington.

Yours sincerely,

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

COW:ES

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

September 25, 1944 / 56

CONFIDENTIAL

Mrs. Franklin D. Roosevelt
Hyde Park
Dutchess County
New York

Dear Mrs. Roosevelt:

The enclosed letter from Dr. Sutton reached me within the hour, and I am greatly disturbed about it. Therefore, I am sending a copy to you at the earliest possible moment.

Dr. Sutton was superintendent of schools for years in Atlanta, Georgia, but within the past six months he has been connected with the magazine, The Reader's Digest. He is paid a handsome salary and travels throughout the country, speaking on educational topics largely for this publication. He is a Southern Democrat, one of the best I know, and a great friend of the President. Therefore, his letter deserves our attention.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

P.S. Please send your reply to this letter to my home, 2727 Connecticut Avenue, Washington 8, 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.

100

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Pres., Natl. Assn. of Secretaries of State Teachers Associations, Springfield, Ill.

F. L. SCHLAGLE
Pres., National Education Association, 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 Education, 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 Electric Co., New York, N. Y.

September 29, 1944

file

Mrs. Franklin D. Roosevelt
Hyde Park
Dutchess County
New York, New York

Dear Mrs. Roosevelt:

The first letter on our stationery is being written to you. With it goes the first program mailed out. I hope you will like both. An enormous amount of work has gone into the planning of both the stationery and program.

We expect to use this stationery and the thousand programs ordered for several months to come in publicizing this conference throughout the nation.

Cordially yours,

Charl Ormond Williams

Charl Ormond Williams
~~Executive Chairman~~

October 1, 1944

Dear Miss Williams:

I received your letter of Sept. 25th, with the enclosure from Mr. Sutton and I have given it to the President.

Very cordially yours,

Miss Charl Williams
2727 Connecticut Ave
Washington, (8) D.C.

2727 Connecticut Avenue
Washington 8, D. C.
October 9, 1944

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

Dear Mrs. Roosevelt:

Before I write you anything about the White House Conference on Rural Education, I want to send you the replies which I have received to date from some of the twenty-five people -- all leaders in the reelection of President Roosevelt -- to whom I sent Dr. Sutton's letter. The first ones that came to me I think I dropped into my wastebasket. Later it seemed to me that I ought to send them on to you. You can return these to me if it is not too much trouble.

I have not heard from Mayor Kelly of Chicago. Mayor Chandler of Memphis is a staunch Democrat and the loyal supporter of the President. He had no idea that you would see this letter, and he will never know that you have read it because he wrote very frankly indeed.

I had an opportunity to speak politically to just a few of the delegates who were here at our conference. Mrs. Georgia Lusk, candidate for reelection as state superintendent of public education in New Mexico, talked at some length to me at her hotel Friday afternoon. She thinks that state is safely in our column; that Senator Chavez, the strongest political leader in the state, is doing valiant service for the national ticket there; that prominent Republicans think that Dewey has talked himself out of any possibility of election.

Mr. Howell, secretary of the Oklahoma Education Association, and State Superintendent Crable told me the first evening that there was no doubt about Oklahoma's going Democratic in spite of all the hurrah and applause for Dewey.

Mr. W. P. King, secretary of the Kentucky Education Association, says that Kentucky will be Democratic. He voiced that opinion at the NEA convention in Pittsburgh the latter part of July. I asked Mr. King to interview as many of these secretaries as he could and to make notes about what they said about their respective states. Tomorrow I shall send you the result of his interviews.

Dr. Alonzo Myers of New York University is in our building today and tomorrow. He is organizing a national committee of educators for Roosevelt, and I have given him permission to use my name. They expect to hold soon in Carnegie Hall a meeting at which the President's friends and supporters will speak.

Dr. Melby, president of Montana State University, is in our building today, and he gave me the impression that the liberals in that state were sure of

capturing the electoral vote for the President.

Mr. Glenn Archer of Kansas said that he gave to Mr. Dewey only 100 electoral votes.

I know that you are getting information from every source, and I send these letters and statements on for what they are worth. I am sending them to no one else.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

W/e

ROBERT RAMSPECK, GA.
DEMOCRATIC WHIP

J. W. ROBINSON, UTAH
CHIEF ASSISTANT WHIP

ELIZABETH PHILLIPS
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MRS. WILLIE S. WINTER
MRS. MACIE P. BUSH
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OFFICE
30 FLOOR CAPITOL

Office of the Majority Whip
House of Representatives
Washington, D. C.

October 6, 1944.

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14. JOHN R. MURDOCK, ARIZ.
15. WARREN G. MAGNUSON, WASH.

Miss Charl Ormond Williams,
2727 Connecticut Avenue, N. W.,
Washington, D. C.

Dear Miss Williams:

Your letter of September 28th has been received, and I appreciate very much your sending me this information.

If you can advise me where Dr. Sutton can be reached, I would like very much to contact him.

I do not agree with his opinion regarding the election, although I do think it is a hard fight.

With best wishes, I am

Sincerely yours,

Robert Ramspeck

Robert Ramspeck.

RR/b

N. LOUIS PALADEAU
TREASURER

DEMOCRATIC STATE COMMITTEE
510 TRENTON TRUST BUILDING
TRENTON, N. J.

October 4, 1944.

Miss Charl Ormond Williams,
2727 Connecticut Avenue,
Washington 8, D. C.

Dear Miss Williams:

Your letter of recent date, addressed to Mayor Frank Hague, regarding Dr. Sutton, has been turned over to me for attention.

It is very hard to understand from what sources the good Doctor got his indications pointing to Dewey's election. On the contrary, the sentiment in New Jersey and, to the best of our knowledge, throughout the entire Eastern States, is strongly pro-Roosevelt. Our indications, which, perhaps egotistically, we believe are from better sources than the good Doctor's, show an amazing upward trend in favor of our great President, and we do not believe that it is being too optomistic when we look for President Roosevelt's re-election by as great a margin as was given to him in 1940.

Thank you for calling the matter to our attention.

Very truly yours,

N. Louis Paladeau Jr.

N. LOUIS PALADEAU, JR.,
Treasurer.

NLP:EMW

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United States Senate

COMMITTEE ON
EDUCATION AND LABOR

September 27, 1944

Miss Charl Ormond Williams
2727 Connecticut Avenue
Washington 8, D.C.

Dear Miss Williams:

In the absence of Senator Thomas, who is now in Utah, I wish to acknolwedge your letter of September 26, and enclosed letter from Dr. Willis A. Sutton.

Your letter will be brought to the Senator's attention at the earliest opportunity. I am sure that he will be interested in Dr. Sutton's observations.

Most sincerely yours,

Catherine Perrins

Catherine Perrins, for
Elbert D. Thomas

COPY

October 2, 1944

Dear Emma:

Enclosed please find a letter from your friend, Charl Ormond Williams.

I am sending her a copy of this letter.

Very hastily, your brother,

JOE

Mrs. Emma Guffey Miller,
Women's Division,
Democratic National Committee
Biltmore Hotel,
New York, N.Y.

SEVENTY-EIGHTH CONGRESS

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LUCILLE M. CONSEDINE, CLERK

Congress of the United States
House of Representatives
COMMITTEE ON LABOR
Washington, D. C.

October 3, 1944

Miss Charl Ormond Williams,
2727 Connecticut Avenue,
Washington, 8, D. C.

My dear Miss Williams:

Your communication of September 26th with the enclosure of letter from Willis A. Sutton is quite surprising. Of course, I cannot answer for what is happening in Georgia, as I know from my experience in Congress, the President has not too many real friends there - the reasons, of course, are obvious. I am amazed because there is nothing here to indicate that the President is not much more popular than he was in 1940 and we are expecting a larger majority for him than that given by the State then. At a meeting of the State Committee which I attended yesterday all indications pointed to very great enthusiasm and loyalty to the President, so I would not be too disturbed about Mr. Sutton. Could it be that he is reflecting the opinion of the Reader's Digest and the many other publications, all of which, of course, are opposed to the President. I hope so.

Anyway, if I were you, I would do everything possible to help win the Election but would not be too worried about the outcome of it.

Thanking you for calling my attention to this matter, I am

Sincerely yours,

Mary T. Norton

MTN:E

(Mrs.) Mary T. Norton

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United States Senate

COMMITTEE ON
POST OFFICES AND POST ROADS

September 29, 1944

Miss Charl Ormond Williams
2727 Connecticut Avenue
Washington 8, D. C.

My dear Miss Williams:

Your letter of the 26th received and noted.

I am afraid Dr. Sutton has let his prosperity warp his judgment. You know, there are a great many people who have become prosperous under the Roosevelt Administration, and as soon as they get prosperous under the Democratic Administration think it is a fine thing to go over to the Republican side. I hope the doctor is not one of these.

I don't see how any Republican can feel any degree of confidence in Mr. Dewey's election prospects, and how one, who is a recent convert, can have such a view, I hardly know. If Dewey carries fifteen states, he will do well. I have heretofore always said that Landon was the weakest candidate the Republican Party ever put out, but if Dewey continues as he has started, he is going to run Landon a mighty close second.

With kindest regards and best wishes, I am

Sincerely your friend,

Kenneth McKellar

DEMOCRATIC NATIONAL COMMITTEE

HOTEL BILTMORE

NEW YORK CITY

ROBERT E. HANNEGAN
CHAIRMAN

September 27, 1944

Mrs. Charl Ormond Williams
2727 Connecticut Avenue
Washington 8, D. C.

Dear Mrs. Williams:-

I do not share Dr. Sutton's depressed feeling in regard to any indication that the election might be favorable to Dewey.

I have traveled all over the country and I am of the firm opinion that the overwhelming majority of the American people favor President Roosevelt's re-election, but that the one problem confronting us is to see that these people actually register and they go to the polls to vote. We are concentrating our efforts in that direction and are confident that we will be successful.

Kindest regards and best wishes.

Sincerely yours,

Robert E. Hannegan

Abbott is a former teacher of Latin and Greek in Parsons University.

This extract is from a letter from Elmer Gilbertson to the Oregon Journal in Portland, in the year 1870 when he was a student there

on the radio on an evening program the day the story was used, and I thought you'd like to know that fact.

You and I will consider the following incident funny, and so did Kent's mother and father who are strong anti-Republicans, but I know some persons who won't think it amusing. Kent is impressed with the Roosevelt button I wear on my coat. (It is the one I wore also in 1940). He has asked me "Why" several times, and the other day to add to previous explanations by his mother and me, she showed him side by side the covers of Look and Life with photographs of Roosevelt and Dewey. "Mr. Roosevelt is the president of our country," she said, "and Mr. Dewey wants to be the president." Kent studied them briefly and pointing to the mustache observed: "He looks like Hitler."

Last week Abbott re-registered in order to vote here instead of at Siltroos. And good for him, he changed from Republican to Democrat. As a rule his interest in any candidate is decidedly medium, but he hasn't a speck of a doubt about his non-use for Dewey.

Eve Journal • Sept. '22

Political Psychology

VANCOUVER, Wash.—A paid ad in the Vancouver Daily Sun urged all voters to listen to Governor Thomas E. Dewey's radio campaign speeches—but the ad was signed by the Clark County Democratic committee.

An increase in Dewey listeners would mean more votes for Roosevelt, said Edgar Swan, committee chairman.

• •

'THE VOICE' WISHED IT WAS 'THE CHEST'

By GRACIE ALLEN

HOLLYWOOD, Oct. 2.—I'd like to have been at the White House the other day when Frank Sinatra had tea with President Roosevelt. They say Frankie was really proud.

Well, it isn't everyone who can have tea with the president, and you can't blame Frankie for wanting to throw throw out his chest. I'll bet he never missed having one as much as he did that day.

I understand "The Voice" told the president how he makes the girls swoon. Of course, Mr. Roosevelt has a pretty exciting voice himself. At least the Republicans seem to get awfully excited when they hear his speeches.

Registration In Multnomah Near 200,000

With approximately 195,000 Multnomah county residents already qualified to vote in the general election November 7, the total number of registered voters will reach well over 200,000 when the books close next Saturday night, it was announced Saturday by James W. Gleason, registrar in the county clerk's office.

Gleason urges that persons not already registered do so early in the week to avoid the rush that will come the last half of the week. The registration office on the ground floor of the county courthouse will be open from 8 a. m. to 8 p. m. daily Monday through Saturday.

The mobile trailer registration booth will remain in service until Thursday night. Open from 10 a. m. to 8 p. m., the trailer unit will be stationed Monday at NE Union avenue and Russell street, Tuesday at N Mississippi avenue and Shaver street, Wednesday at N Chautauqua and Willis boulevard and Thursday at N Denver avenue and Lombard street.

Total registration in the county was 194,489 at 4 p. m. Saturday. Included are 97,550 Democrats and 94,480 Republicans, a lead of 3070 for the Democrats.

There are 48,206 male and 48,545 female Democrats and 46,110 male and 47,914 female Democrats.

Persons who must register if they desire to vote are:

American citizens not already registered who will have been residents of Oregon six months and who will have reached the age of 21 years on election day. This includes newly naturalized citizens.

Those who have changed their addresses since the last election.

Those who failed to vote in 1942.

Women who have changed their names through marriage.

Oregon Journal
Oct. 1, 1944

Cousin Tom Eager to Make Extended White House Visit

By GRACIE ALLEN
Consolidated News Features

HOLLYWOOD, Sept. 18.—Well, now I've heard everything: Some expert has figured out that President Roosevelt and Governor Dewey are related. No fooling. He has traced their families back to common ancestors — Richard Lyman, Northampton, Mass., and wife, Hepzibah Ford Lyman, who came to this country in 1630. This makes Mr. Roosevelt and Mr. Dewey seventh cousins once removed.

My goodness, Mr. Roosevelt doesn't want Mr. Dewey to come and live in the White House as it is, without making him a relative to boot.

I can just imagine a scene that might take place at the White House. The phone rings and Eleanor answers it. Then she says, "Oh, Franklin, it's that Republican cousin of yours from New York. He wants to come and stay for four years." You take it from there.

Well, anyway, for once it won't be the wife's relatives who cause all the trouble.

Ace Correspondents May Cover Hollywood

By GRACIE ALLEN

HOLLYWOOD, Sept. 25.—There's been so much fighting in Hollywood lately that I understand the newspapers are thinking of withdrawing their ace war correspondents from Europe and sending them here.

Governor Dewey, who was in town over the week-end, was invited to a Hollywood party, but declined. I guess he figured he could see the same thing at Madison Square Garden done by professionals.

Mr. Dewey was presented at the Los Angeles coliseum Friday night in a colorful program under the direction of Cecil B. De Mille. I can admit now that I was a little worried until I saw Dewey walk out fully attired. Mr. De Mille had promised something spectacular—and you know him and his bath tubs.

Round One in Presidential Fight

Governor Dewey delivered seven major addresses in his swing to the West. Opening at Philadelphia, he charged that the Roosevelt administration planned to keep men in the army because it feared "a resumption of its own depression." At Louisville he declared for a force-wielding world-security organization without waiting for the war's end.

His Seattle speech was addressed primarily to labor. In its conclusion he said: "I propose that we shall have government by law after January 20, 1945. Here is the first thing to be done. We must have, from the ranks of labor, an active, able secretary of the department of labor."

In Portland he first addressed himself to the "indispensable man," when he said, "Let's have no more of this pretense about indispensable men. There are no indispensable men." In San Francisco he declared for political freedom and social security, stating, "If there is one thing we are all agreed upon, it is that in the coming peacetime years we in this country must have jobs and opportunity for all." Social security was the major subject of his Los Angeles speech, Friday night, in which he pledged a social security program that would encompass the 20 million persons who, he said, were not now protected.

Then, on Saturday night, President Roosevelt swung into action in Washington in what nominally was an address to labor but in which he castigated Dewey for his attacks upon the New Deal. He branded Dewey's charges about demobilization as a "callous and brazen falsehood," and Dewey's claim that the Roosevelt administration failed to prepare for the war as something "I doubt whether even Goebbels would have tried."

There were positive notes, too, in the president's speech. He said:

"There is a task to finish victoriously this most terrible of all wars as speedily as possible and with the least cost in lives. . . . There is the task of setting up international machinery to assure that the peace, once established, will not again be broken. . . . And there is the task which we face here at home—the task of reconverting our economy from the purpose of war to the purposes of peace. The keynote of all that we propose to do in reconversion can be found in the one word—'jobs.'"

It seems likely that Governor Dewey's plans for his speech in Oklahoma City, Monday, were changed overnight. Upon that occasion the challenger, obviously stung by the president's charge of "callous and brazen falsehood," and the reference to Goebbels, came out swinging. He again used the "indispensable man" technique, charging that "Mr. Roosevelt's record is desperately bad. It is not one on which any man should seek the confidence of the American people. That's why it's time for a change."

Declaring Roosevelt's speech to be one of "mudslinging, ridicule and wisecracks," Dewey added: "I shall not join my opponent in his descent to mudslinging" and then proceeded to toss a few bricks at the president. Among them was the questionable statement that "The American people will see that we restore integrity to the White House so that its spoken word can be trusted once again."

Thus ends round one of the presidential fight. Who scored the more points is, of course, a matter of individual opinion. Other rounds are to follow. The winner of the fight will be definitely chosen by the American people, November 7, and six weeks from today the winner will be known.

But the nod will not be given on campaign oratory; it will depend upon popular appraisal of the superior worth of President Roosevelt or Governor Dewey to achieve a just and lasting peace abroad and to bring about resumption of a substantial economy at home.

WALTER CHANDLER
MAYOR

COMMISSION GOVERNMENT
MEMPHIS, TENN.

October 4, 1944.

PERSONAL

Miss Charl Ormond Williams,
2727 Connecticut Avenue,
Washington, D. C.

Dear Miss Charl:

Thank you very much, indeed, for your letter, and for the copy of Dr. Sutton's telegram.

I must confess that I am not surprised by Dr. Sutton's opinion, although, like you, I am keenly disappointed. I am as strongly for The President as ever.

So many factors are combining against the Democratic ticket that it is extremely difficult to fight them all within a limited time. In the South, almost every business man and his family are against The President. There are two reasons. He has befriended Labor, and taxes have increased. Mrs. Roosevelt has incurred the deep resentment of people all over the South because of her conduct with negroes. Nevertheless, I do not believe that any Southern State will be lost.

The C.I.O. is as much a liability as it is an asset because of the old red herring "Communism"; also, the so-called white collar people, who have not shared in the tremendous wage increases, like the C.I.O. less than they like the A.F. of L.

Any Administration that is in office twelve years necessarily accumulates enemies; and President Roosevelt has allowed certain groups (Jews and Catholics, particularly) to become obnoxious to many people who normally are Democrats.

I have found among thinking people the idea that The President is weary of the bickerings which his satellites have fomented, and that he is somewhat indifferent about the election. While the rank and file feel that The President has done a magnificent job with the war and foreign affairs, there are millions

Miss Charl Ormond Williams

of people who are comfortably situated financially and who are isolationists at heart; and they are hoping that Dewey wins.

On the other side, if The President really is to win, he must go to the people and give them the facts. On the merits, the present Administration has done a wonderful job, except in the matter of encouraging subversive activities among the negroes.

I am getting together a number of speeches for the campaign in Tennessee. Senator McKellar, always optimistic, thinks that The President will win by a big majority, but I concur in Dr. Sutton's wire.

Mr. Crump is deeply concerned, and I believe that I have stated his reasons, although, he has not given them to me. He has said, however, that the Democratic Campaign Committee is seriously crippled for lack of campaign funds. Mr. Crump is out of the city for two weeks.

It is a pleasure always to hear from you. With best wishes, I am as ever,

Yours very truly,

Bert Chandler

2727 Connecticut Avenue
Washington 8, D. C.
October 10, 1944

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

Dear Mrs. Roosevelt:

Before the White House Conference on Rural Education began its sessions, I asked Mr. W. P. King, executive secretary of the Kentucky Education Association -- and one of the veterans in the group -- to talk to as many of these secretaries as possible and find out what the political situation is and may be in their respective states.

Mr. King is a staunch Democrat and knows all these men and has their confidence and respect. All of the secretaries in the solid South are Democratic, of course. I have no actual facts to back me up in my statement that the secretaries in the rest of the country are largely Republican, though some of these secretaries I know are liberal enough to vote for President Roosevelt in November.

Just before Mr. King left Washington, he gave me the penciled notes that he had taken as he interviewed each of these secretaries. His information is attached on a separate sheet. Like the information that I sent yesterday, please take it for what it is worth.

I have been interested in elections so long that I never feel easy until the votes are counted. I shall neither rest nor sleep soundly until this historic and momentous election is out of the way.

The next letters to you will be about the White House Conference on Rural Education, which was an outstanding success. Correspondence is pouring out of my office every day about that conference. Everyone in attendance appreciated your presence and your contributions in so many ways to the success of our meeting.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams

W/e

Alabama	D			New Jersey	R		
Arizona	D			New Mexico	R		50-50
Arkansas	D			New York	R	?	50-50
Colorado	R			Ohio	R	?	
Georgia	D			North Dakota	R		
Illinois	R			Oklahoma	D	?	
Indiana	R			Oregon			50-50
Kansas	R			Pennsylvania	R	?	
Kentucky	D			South Carolina	D		
Maine	R			Tennessee	D		
Massachusetts	D		50-50	Texas	D		
Missouri	D	?		Utah	D	?	51-49
Minnesota	R			Virginia	D		
Montana	R	?		West Virginia			50-50
Nebraska	R	?		Wisconsin	R		

NOTE:

The Secretary of the Nebraska Education Association is a Republican. It was his opinion that the state ticket would win by 150,000 votes, but that the state would go for President Roosevelt.

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

October 6, 1944

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

My dear Mrs. Roosevelt:

I write to express my deep appreciation for the important distinction which marked the White House Conference on Rural Education, October 4-5, 1944. Your invitation which brought the conference to the White House, and your participation in the discussions, were of great significance.

We are equally indebted to the President for the inspiration he brought to the meeting.

It is certain, in the light of what was said during the course of the conference, that appropriate legislation is a key to but one of the doors that need to be opened for the improvement of opportunities in rural areas. It is particularly in the field of legislation that my relation and interest to this subject are closest. For that reason I am attempting to think through the kind of legislation which would give effect to the principles laid down by the President in his statement. His emphasis upon health education, and healthier living, is most certainly of the highest importance. The degree of this emphasis is itself a factor which might determine in a major way the subjectmatter of legislation.

I wish very much a way could be found for further exploration of the President's viewpoint with respect to legislative possibilities. It seems to me that in this matter the resources of the NEA and other interested groups might be more effectively marshalled to give support to pending Federal aid legislation or to such other legislation as might be required to satisfy the principles laid down in the President's remarks.

I am, however, getting away from the first purpose for which this letter is addressed you; viz., to thank you for the understanding and stimulating contributions you gave to the conference. Assuring you of my sincere appreciation, and with every good wish, I remain

Respectfully yours,

R. B. Marston

R. B. Marston, Director
Legislative and Federal
Relations Division

RBM:HP

c c to Miss Charl O. Williams

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October 13, 1944

Dear Miss Williams:

Thank you for sending me the note from Mr. Thompson and a copy of your letter of thanks. I too will write him.

Many thanks for all the information you give me.

Sincerely yours,

Miss Charl Williams
2727 Connecticut Avenue
Washington, D.C.