

PUBLIC SCHOOLS STARVE

Three hundred children of all races gather every Saturday afternoon at the Horace Mann-Lincoln School in New York for recreative study to be followed by discussion. The children are not supposed to know it (if I know children, however, they will catch on) but they are to be "an experiment in democracy," the general idea being to promote better interracial and international relations.

No doubt we should clap our hands and say how nice! And it is nice. It is perfectly grand, but it has nothing to do with the solution of the problems of interminority tensions. It is of a piece of the so-called Springfield Plan and all its thousand and one variations throughout the country, which in effect say to our people, "Look at this particular school room, this is the way to create good will!" whereas the people should look straight at those school-rooms which are suppurating hate daily and hourly into the social blood stream. Of course those who are interested in spreading hate will be glad enough to have these particular exhibits to which everyone will point. The hate merchants will point at them too, because that will keep everybody's eyes diverted from their hate factories. Nearly a half-century ago I attended a public school in a suburb of Boston. In that school this same experiment was going forward as today in Lincoln School. I believe most public schools, if let alone, and if attended by all the children of the state, would perforce teach interminority understanding. But our public schools are boycotted by church snobs on the one hand and social snobs on the other. They are "not good enough" for little Algernon Smythe III and they are not holy enough for little Aloysius Murphy. So they are left in the middle, lost and forlorn, under all kinds of pressure to get along cheaper, "because the taxes are so high," and to get what they call religion, which means church instruction. The public school in America is on the way down and will soon be on the way out unless the heirs of the state school nourish their inheritance. It is starving to death.—*Editorial in "The Protestant."*

The Puget Sound Chapter No. 40 of National Sojourners at Seattle, Wash., has an annual custom of entertaining the Grand Masters of the northwestern States, thus giving them assurance of the loyalty of each Sojourner to his own Grand Jurisdiction and to Masonry in general.

The Attorney General of North Carolina, Harry McMullan, recently ruled that a school board may prohibit the pupils of a school from smoking on the school grounds or in an area immediately adjacent thereto.

TIME AND TIDE

KYLE H. SKINNER, 32^o, Portland, Ore.

COMMONLY heard is the expression, "Time and tide wait for no man." Shall we pause and meditate the true meaning of time, as man values it?

Time is defined as the measure of an hour, a season, an occasion, whether past, present or future, an allotted period of life, man's measure of a point in Eternity.

All is Eternity. It had no beginning and, therefore, can never have an ending. God created man in His own image and likeness, and since God is eternal, so must man, His divine image and likeness, be eternal. If man did not have a beginning, he cannot have an ending. Mortal birth did not mark man's entry into the realm of things as we know them and term them life, measured by hours, months, years called time. Therefore, death cannot write *finis* to man when he ascends onward in the higher realm.

There was no time with which to measure that period of man's immortal existence before human birth, to measure that space when he existed only in Spirit, and was one with his Father. Time cannot measure the "days before the mountains" that belong to the distant past. This period is often referred to as the dark ages, and proves that such could not be measured by time, for in Psalms 90:4, it is written, "A thousand years in Thy sight are but as yesterday when it is past, and as a watch in the night." In Genesis 1:5, we read, "And God called the light day, and the darkness He called night. And the evening and the morning were the first day." Day was the first reference to time specifying a definite period destined to govern man.

Man will continue to be governed by time in a mortal sense until he learns that he is the master of it; it is not the master of him. If man permits himself to be bound by time, it is certain that death will not release him from that bondage. Therefore, it must be overcome either here or hereafter. He sets his mortal existence and measures it with mathematical exactness. Yes, his every step is governed by time. Why? Because it is a demand of society, a requirement that mortal man has not risen above. But he will rise, and know:

Time is bondage, but man is free.
There is no Time—just Eternity.

Educate and inform the mass of the people. Enable them to see that it is to their interests to preserve peace and order, and they will preserve them. Enlighten the people generally, and tyranny and oppression of body and mind will vanish like evil spirits at the dawn of day.—*Thomas Jefferson.*

GRAND LODGE OF ENGLAND

One of the largest meetings of the war period was that of the quarterly convocation of the United Grand Lodge of England in London, December 6, 1944, when the Earl of Harwood was reelected Grand Master. The Grand Master holds numerous titles of distinction. He has recently been elected Chancellor of the University of Sheffield, where he is an Honorary Doctor of Laws, and perhaps it is not generally known that the Earl is a Companion of the Distinguished Service Order as of World War I and has a Bar as a reward for further prowess. Also among his offices is that of Royal Trustee of the British Museum, the other three trustees being the Archbishop of Canterbury, the Lord High Chancellor and the Speaker of the House of Commons.

The quarterly convocation agenda included chiefly routine business. It was announced that December 2nd had marked the 25th anniversary of His Majesty the King in service in the Craft, and a loyal message was sent to the King.

Twenty-two warrants for new lodges had been granted since the last quarterly meeting and others were pending so the total of 5,321 lodges may be raised, making an increase over 1943 of about 700.

MEXICAN BOOK CONDEMNED

Two lawyers of Mexico have written, for the Grand Lodge "Valle de Mexico," a resumé and criticism of a book by another lawyer regarding the history of law in Mexico and the Grand Lodge has been advised to condemn this book as subversive and not fit for the students in the National University. The law history was written by Toribio Esquivel Obregon, and the criticism is that his volume sustains fascist theories, defames the founders of the country, exalts religious intolerance, is anti-semitic, is contrary to democratic ideals and eulogizes Masonry. Its harmfulness for youth is seen in its evident aim at national disintegration. The two lawyers who reviewed the book proposed that the Grand Lodge caution the President of the Republic and the Secretary of Public Education against its use as a textbook or recommended reading.

PAST MASTERS' NIGHT

Safford (Ariz.) Lodge No. 16 in 1936 inaugurated an annual Past Masters' Night at which meeting the Master Mason Degree is exemplified by Past Masters and the outgoing Master is Master of Ceremonies at a banquet, assisted by the incoming Master, with the ladies of the Eastern Star serving the feast.

In December, 1944, the candidate was raised by Past Grand Master Fred O. Goodell, 33^o, with Past Grand Master and present Grand Secretary Harry Arizona Drachman, 33^o, assisting in the West. The latter is Deputy in Arizona of the Supreme Council of the Scottish Rite, Southern Jurisdiction.

There are 114 members of Safford Lodge and 14 are in the Armed Forces. At this special meeting 99 members were present.

Life gains in complexity daily. Greater demand for trained minds develops steadily. The young citizen of tomorrow will need, more than ever, all possible knowledge, training, and self-discipline if he is to succeed in earning his rightful place in the world. The young man or woman who fails to take full advantage of every chance to educate himself fully now will always regret that failure in later years.—*Governor Andrew F. Schoepfel of Kansas.*

TO SAVE IS SALUTARY: BONDS

The Supreme Council Favors

1. The American public school, non-partisan, non-sectarian, efficient, democratic, for all of the children of all the people.

2. The inculcation of patriotism, respect for law and order, and undying loyalty to the Constitution of the United States of America.

3. The compulsory use of English as the language of instruction in the grammar grades of our public schools.

4. Adequate provision in the American public schools for the education of the alien populations in the principles of American institutions and ideals of citizenship.

5. The entire separation of Church and State, and opposition to every attempt to appropriate public moneys—federal, state or local—directly or indirectly, for the support of sectarian or private institutions.

NOTICE

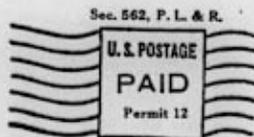
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This Bulletin is published as a contribution to the welfare and happiness of the nation by diffusing information concerning education and civics, and it is hoped the widest use may be made of the data contained therein. Any of the material may be used at any time, with or without credit to the **SCOTTISH RITE NEWS BULLETIN**, but where it is noted that excerpts have been made from other publications, proper credit should be given. A marked copy would be appreciated when our material is used.

Freemasonry has ever been the friend and supporter of constitutional government. Fourteen of the Presidents of the United States have been Masons, and the Declaration of Independence and the Constitution of the United States were largely formulated by Masons. Freemasonry seeks to inculcate and deepen a sense of duty and responsibility in a patriotic citizenry and, as a primary consideration, the Supreme Council desires to stimulate an earnest and intelligent interest in public education as fundamental to patriotism.

SCOTTISH RITE NEWS BULLETIN

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S. 181 GUARANTEES STATE AND LOCAL CONTROL OF EDUCATION

R. B. MARSTON, Director
Legislative-Federal Relations Division
National Education Association

S. 181, the pending bill, provides Federal aid to education without delegating to Federal government the control of public education. It leaves state sovereignty over education unimpaired.

In order to establish this point it is desirable to distinguish between fiscal controls, on the one hand, and educational controls on the other. The two are for the most part separable and are subject to relatively easy identification.

Examples of fiscal control in S. 181 include those provisions which set forth the amounts of money appropriated; how these amounts shall be apportioned to the states; when the appropriation under Section 2 (a) shall terminate; how amounts allotted under the Act shall be certified; the limitations fixed on expenditures for administration of the Act; method to be observed in transferring funds from the United States Treasury to the several states and territories; audits; reports, and the like. These are, for purposes of convenience, referred to as fiscal controls. The inclusion of provisions on fiscal arrangements is inescapable. They are logical and desirable. Certainly every person will agree to the principle of accurate accounting for the expenditure of public funds.

Distinguished from fiscal controls are other controls which are clearly educational in nature. Included among educational controls, to mention but a few examples, are the following:

- (1) Selection of teachers, supervisors, school principals, school superintendents, and other school employees
- (2) Determination of both general and specific objectives of the schools
- (3) Determination of the subjects and courses in the curriculum
- (4) Formulation and adoption of methods of instruction
- (5) Selection of textbooks and other instructional materials
- (6) Fixing the length of school day, school month, and school year
- (7) Determination of specifications to govern school libraries, science laboratories, shops, classrooms
- (8) Classification of teachers and other school employees for salary purposes
- (9) Determination and approval of standards for teacher certification
- (10) Inspection and supervision of schools for purposes of checking and improving the character of educational opportunity for youth

There can be no doubt that the agency of government -- whether Federal or state--that possesses the ~~then~~ foregoing educational, as distinguished from fiscal, controls over public education will be the agency that has the power to determine the character of public education.

At the present time, these controls over education are lodged with state governments. This arrangement is traditional. It is a satisfactory arrangement. It should be continued.

This is precisely what S. 181 guarantees. There is not a single provision in the pending bill that in the slightest degree impairs the existing authority of the states and localities to select necessary personnel for administration, instruction, and maintenance services; to determine what shall be taught and how it shall be taught; to fix the objectives of the schools; or to do any of the other things that are educational in nature. Furthermore, there is not a single provision in the pending bill which in any degree or manner whatever

limits or restricts the states or their political subdivisions in building better schools. No ceiling on improvements in the educational programs operated by the states is in any sense implied or imposed by the pending legislation.

Not only is S. 181 free of any grants of educational control to Federal government at the expense of state and local agencies. The bill, in its initial provisions, prohibits Federal control over the educational aspects of our public schools. Beginning on p. 1, line 5, and ending with line 14, p. 2, we find a definitely clear and unmistakable denial to Federal government of any and all educational controls now lodged with state governments. In this respect S. 181 is unique in the long history of Federal-aid-to-education legislation. It plays doubly safe, if that is possible, in protecting state control over our schools. It does this first of all by refusing to subtract in any degree whatever from the states their existing educational controls. This in itself is, or should be, an adequate safeguard for state control. As though it were not, however, the bill in its earliest provisions proceeds to double-lock the door against Federal control by denying in clear and undebatable language the right of any Federal "department, agency, officer, or employee of the United States" to exercise any kind of "direction, supervision, or control over...the administration, the personnel, the curriculum, the instruction, the methods of instruction, or the materials of instruction."

Attention is also invited to the fact that the pending bill lodges no discretionary authority whatever with any Federal department, agency, officer, or other employee of the United States. S. 181 is clear-cut and precise in all these respects. No new agency or bureau is created. No new administrative machinery

is called for. No new jobs are authorized. Only those things can be done that are specifically authorized in the bill as far as Federal government is concerned. No educational controls are delegated to Federal government and it is correct to say that all fiscal controls are so arranged as to avoid conflict with the states in their exercise of controls over the educational process.

It is to be doubted whether any Federal-aid-to-education bill in the history of our country has ever been drawn with equal or greater regard and respect for the rights of the states to control public education.

In closing the doors of state control to Federal encroachment, S. 181 follows in the long established tradition of Federal aid to the states and localities for school support without Federal invasion of the power of the states to direct their own school programs.

It is a fact that has too frequently been overlooked or forgotten that the Congress of the United States has, in its many years of service, enacted numerous Federal-aid-to-education bills. This aid has been extended in the form of land grants, outright money grants, and subventions -- i.e., money grants that are annually recurring. The extent of these grants has been tremendous. The amount of land Federal government granted to the states for educational purposes since 1802 is equivalent in area to twenty-five states the size of Connecticut or to ten states the size of Maryland. One authority in this field, placing a value of \$10 per acre on land grants for education, estimates the total value of such grants to have been in excess of \$1,275,000,000.

While the exact total amount of money grants by Federal government for school support to the states is not known, it is believed to be a conservative figure when such grants are estimated in excess of \$1,000,000,000. For example, for the fiscal year ending June 30, 1942, Federal grants, regular and recurring, to the

states and territories amounted to \$55,711,217. Of this amount \$5,030,000 was granted for the more complete endowment and support of land-grant colleges; \$6,926,207 for agricultural experiment stations; \$18,956,918 for cooperative agricultural extension service; \$21,768,122 for vocational education below college grade, and \$3,030,000 for vocational rehabilitation. These Federal funds were allotted to the states under authority contained in numerous acts of the Congress of the United States. It is, it seems to me, of far more than usual significance that at this moment, with the pending bill under consideration, Federal funds are being expended by the states to assist them in the operation of their schools.

The chief, pertinent fact in this connection is that despite these extensive Federal investments in public education the states have retained control over the educational programs which they are charged to administer. There can, for example, be found in no state of the nation, as far as I have been able to discover, any public schools system in which the local school superintendent, the school principals, the classroom teachers, and other board of education employees are chosen by a Federal agency; where teachers are certificated by other than a state or local board or commission or department; where the school curriculum is mandated by Federal government; where textbooks and instructional materials are forced upon the states whether or not the states want them; where any authority, other than state authority, fixes both general and specific objectives for the schools.

In its wisdom--and for this fact all citizens should be grateful--the Congress has not, over the past century and a half, conditioned its assistance to the states in support of education upon the principle of state surrender of sovereignty in the management of the public schools.

What Congress has done in the past Congress can, if it so decides, do again. The power of this great law-making body is of such extensive character that the Congress can enact whatever kind of Federal-aid-to-education bill it may desire. It can enact a bill in keeping with our traditions -- and the pending bill, I wish to repeat, qualifies in this respect. S. 181 provides Federal aid for schools without accompanying Federal control over the educational programs of the states. Or, the Congress can enact a bill which carries, with the assistance Federal government extends, some degree of Federal control over education. Or, it can enact a bill which sets up complete Federalization of the public schools of this nation. The recommendation here advanced for consideration is that legislation of the first type -- Federal aid without Federal control of the educative process and materials -- be enacted. This is in fact the great American tradition in the field of Federal participation in helping finance public education. The pending legislation respects this tradition and conforms to all of its important requirements.

It is finally to be noted that no state in the nation is required to qualify for the benefits provided by the pending legislation. Each state will determine for itself whether it wishes to share such benefits or pass them by. There is not a single provision in the bill which forces a state to qualify. In this respect the bill does nothing more than set up an opportunity for the states to provide a better educational opportunity for the children within their borders. The states are perfectly free to accept or to reject that opportunity. In any event, however, one thing is certain: there is not a state in the nation that can, according to the provisions of the bill as it now stands, refuse to avail itself of the benefits of the bill on the charge such benefits propose or threaten to remove the control of public education from the jurisdiction of the state.

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

February 7, 1945

bc
Let go of it
section 76
445 for 2nd...

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

Dear Mrs. Roosevelt:

There might be something in this letter from Italy that would be interesting for your column, if you care to use it. The story of suffering and privation there in contrast to our own comfort might make some of us Americans more aware of what other peoples have to endure. Then there is a great tribute in these communications to the Red Cross girls.

This letter was written by Sergeant Maynard B. Lundgren, who has been with the State Department, I know since I came to Washington in 1922. He volunteered in the beginning of the war and has served in North Africa and Italy. This is the second time that he has seen the Pope and talked to him. Maynard is not a Catholic but he thought this was a great experience.

I should be glad to have this material returned to me.

Sincerely yours,

Charl Ormond Williams

Charl Ormond Williams

W/e

Inauguration Day

Dear Charl:

Many thanks for your delightful "Family and Friends" letter. I was so glad to learn that you had had such a nice Christmas,- enough activity and "partying" to make it happy, yet enough time alone to recall associations of the past and to dwell a bit on all your friendships. Your visit to New York was a highlight. How I envy you in being able to see Song of Norway. Someone had previously sent me a program and I have seen the play written up in Life. Grieg is a favorite with me,- the Chopin of the North. Am glad that you were able to have such a nice chat with Mrs. Wilson and Mrs. Hull. I hope that the Hulls will be able to take a long and well-deserved rest now. And then you "tead" in the Chinese Room! What energy.

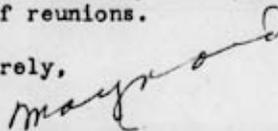
Am enclosing a copy of a letter that I wrote to relatives. You may or may not find it of interest. Also, am enclosing "Green Pastures" which likewise you may or may not find very startling.

It was thoughtful of you to forward the letter from Jess. They'll be real Syrians if they stay in that part of the world much longer. Jess is a very interesting person, and a delightful one; even though I didn't know her, her letters show that.

We are all a-dither right now over the advances being made by the Soviets. It is a month ago now since the jerries were strenuously counter-attacking in the Belgium-Luxembourg area.

All good to you, Sharlie, and may this year see "thousands and thousands" of reunions.

Sincerely,



Had a note from Leon Russell the other day; he was so pleased over the fact that he had received a card from Colonel and Mrs. Williams.

Quite unexpectedly I was given an opportunity on New Years Eve to ride to Rome in a nice heated car. Naturally I jumped at the chance. We arrived in the big city at about 6:30. We experienced various kinds of weather en route, but during much of the ride we had mountains near us, and their snow-capped peaks were beautiful to behold. While we were travelling in shadow, many of the peaks were in dazzling sunshine. I had a package to deliver in Rome to relatives of a WAC so I proceeded to their home. They were very lovely people, mother, son (about 28) and three grown daughters. I was supposed to make my headquarters at the Red Cross Officers' Club, but these people seemed to want me to stay with them and watch in the New Year. They had asked a few neighboring apartment-house dwellers also to come in. I, too, brought them a package, most of it being various items that good friends and relatives had sent me. I received entirely too much of everything, so was fortunate in being able to make my "takings" go a long way around. At twelve midnight we drank toasts and all of us had but one wish - the end of the war, and that speedily. These Romans have a very nice apartment, but have had no heat all winter. I sat with my heavy overcoat on the entire evening (and far into the morning), and all of the others were wrapped in coats, sweaters, "fascinators", etc. etc. I found, during the next two days, that jewelry store windows glistened in the sunlight, and that quite a number of shops displayed expensive furs. These are but a cover for a desperate situation in Rome. Fuel is entirely lacking for the civilian population; edibles are so strictly rationed that the black market is rampant for everything; electric current is on every fourth day (maybe); gas is intermittent. Theoretically Rome is no longer a blacked-out city. Practically it is completely blacked out because of the lack of current. On moonless and rainy nights the streets are inky-black. As a result banditry is increasing and good Roman citizens bar their doors and sit in their apartments and shiver in candle-light. However, many of them go to bed to keep warm. I hope the UNRRA will take effective action soon with regard to liberated Italy and all other liberated areas. I am told that conditions in the Netherlands are heart-rending. Right now help of the UNRRA is needed along many lines. Right now is when peoples are becoming desperate in their hunger, their cold, their illness, and general misery.

I spent the night of New Years' Eve with these friends, for we soon became just that. On New Years' morning I accompanied Felice and Anna Maria to St. Peters, and this was but an eight-minute walk. Thus I was enabled to cover some of the spots there that I had missed in October. I also saw no reason why I shouldn't honor His Holiness once again with my presence (?). I am glad I did, since the reception on New Years Day was really a small and very informal affair. Only a handful of persons were in the smallish room, and the Pope walked briskly in to an assigned chair and spoke in English for two or three minutes. Then he mingled with us and we really discussed (among the entire group) everything from cabbages to kings. I was amazed at the nearly total lack of anything resembling protocol. One poor Italian soldier

evidently had something of import (at least to himself) to say to the Pontiff and the Holy Father listened attentively to the soldier for at least five minutes and consoled him. It may have been that the soldier had met with great sorrow. We could not tell since the conversation was whispered. In the conversation with me, I referred to his visit to the States, to Washington and the West Coast. He spoke feelingly of the fine reception he had had in America.

On New Years afternoon I was one of several guests of the Red Cross Club Director (who had "towed me" to Rome) at a fine performance of La Tosca. The day was bright, very cold and windy. There was, of course, no heat in the Royal Opera House and we all sat with our heavy coats on. Each time that the huge curtain went up, a blast of icy wind swept out across the audience. How Tosca, clad for the most part of the opera in low-neck evening gowns, survived the rigors of the performance I don't know. But she had a splendid voice and the opera was excellently staged. (The portions where she fanned herself caused a slight titterin among the patrons.) The opera began at 5:30. We were out at nine. Then we all went to the Red Cross Club and our hostess gave us a delightful supper in her rooms, - chicken sandwiches, a cognac or two to warm us up, cakes, etc. The Club is heated. I still don't believe that I occupied a warm room, with electric lights, tiled bath, warm water, and that I sat down to a table covered with snowy cloth, ~~kuxxy~~ with heavy silver and real china dishes. The food at the Club is excellent. As a matter of fact, the Club is in reality a modern hotel, The Berenini, taken over bodily by the Red Cross for its workers and possible guests.

During the next two days I was able to visit the Quirinal Palace, climb the Spanish Stairs and try to get into the Pantheon, but it was closed. The weather warmed up a lot, and it was very sunny. As a result it was nice to stroll in the beautiful Borghese Gardens and the adjoining Incio Park. I sought out my Italian Lieutenant friend, and we had a good chance to renew friendship. I brought him a package of such luxuries as soap, chocolate, cookies, fruit-cake, cigarettes, and some Christmas cards. To the Lieutenant, to the Roman family, and to others to whom I could give a little something, I said it was possible because of you and the others who had sent me these things. Of course I got my full share of the packages too, and naturally retained books and special gifts. The Lieutenant is worried since there is action around Milano now, that is air action. He knows that his family have arrived in Geneva, but his fiancée is still in Milano, he believes, and the factory which was operated by his father is on the outskirts of the city. Besides that, they have their home there. He lives with two other ex-Italian officers and they have a nice apartment, but no heat. One night three of us went to an Italian movie and when I returned to the hotel at about nine it was so dark in the street that I could not see my hand in front of my face. I had a flashlight; but someone had warned me that it is better not to have it on since by that means an ill-meaning person can "get" you. I only had to walk about two blocks, but I was glad when I got to the hotel. (And to think I slept in sheets!) We left Rome at about 6:30 on Wednesday evening, January 3rd, and arrived at headquarters late that night.

I'm enclosing "Green Pastures" which may or may not take away some of the bad taste of "Street Scene".

GREEN PASTURES

The holidays are just around the corner and the spirit of the season has taken hold at the Red Cross Club. In the steamy snack-bar the very near-sighted bespectacled Signora injects something of that spirit into each "Grazie" which she utters as she takes in the lire through the tiny wicket of her makeshift desk. The line of soldiers waiting to purchase tickets for "coffee and...." is, as usual, a long one and a talkative one. On occasion it can be a boisterous and a wrangling line. But not so today. There is banter and chatter a-plenty, but no surliness. And when GI Joe has finally purchased his tickets and deposits them on the counter in exchange for "coffee and...", he does not let go with a volley of invectives because the coffee "she sees black" or because the ice-cream "she sees feenesha". Instead, he lets these annoyances pass with a relatively gentle admonition to the dark-eyed Signorina behind the counter,- "It's okay this time Baby, but next time I'm around these diggins there better be cream for the coffee and gallons of ice-cream, OR ELSE...". However, the Signorina does not register too much fright over possible dire results threatening her.

The line moves slowly forward. The near-sighted one makes change rapidly, and during the process emits volumes of honeyed "Grazies". The serving girls keep the tin cups filled with steaming black coffee (today there is sugar but no cream; tomorrow the situation may be reversed; the next day there may be neither the one nor the other). The Signorinas hand to each soldier, on small tin plates, the buns or cookies for which tickets have already been purchased. There is, naturally, an incessant babble, and frequently a piercing outburst of "God a'mighty, is that you Pete? Where in hell did you drop from?" In contrast, there come to

the ear the lower-pitched and halting phrases of a mud-splattered GI. He talks to a pale and tight-lipped youth.... "I heered about how yer buddie went West, Kid....Jeeze, dat was tuff. I feel fer ya, Kid, honest I do. But y'know ya gotta take it like it comes, Kid....An', anyway, don't it make ya feel kinda glad when ya tink how he don't never hafta be wet ner cold no more, an' how he don't hafta always be shovin' off in da middle of da night to God-knows-where....Yer buddie, now, maybe he's da lucky one...But I know it's tuff on ya, Kid.....Thim damn jerries! Well, so-long Kid, an' don't let it git ya down fer nuttin'.....". Words of sympathy in untutored accents but coming straight from the heart of one weary doughboy to find ready acceptance in the heart of the other. Grief is no less poignant and sympathy no less sincere in the hurly-burly of a temporary Red Cross set-up than in the quieter precincts of cathedral or chapel.

And now, added to the general din created by the shouts, the greetings, the scraping chairs and the creaking tables, are the tinny squeaks of a piano grinding out a discordant "Star Dust". (Why is it always Star Dust!!). The piano is in the "Fireside Room". There is something very cozy-sounding about that appellation, although at this particular moment billows of saffron-colored smoke are being wafted up, down, and across the room by the breezes which are never quite absent from the Club. It seems that the lately-constructed fireplace, around which the activities of the room are supposed to center, refuses to "draw" as it should. The natty Red Cross hostess, who was delineating on the walls very beautiful and

very colorful holiday designs, has finally been forced to withdraw and comes out with palette in hand. She appears to be suffering from a hopeless case of pinkeye, but as soon as the orbs have been bathed and as soon as she has been able to take two or three deep breaths she'll be back in there again. A balky fireplace is a minor event in the life of these morale-builders who wear the Red Cross insignia. Through the surging billows can be vaguely seen the outlines of a Christmas Tree,- depend upon it, sooner or later the Fireside Room will glisten, even though for weeks it may retain a tang reminiscent of a country smoke-house.

And here is "The Patio" - a large drafty area somewhat like a courtyard, over which a ceiling of burlap has been stretched to provide shelter during the winter months. Several large pine wreaths brighten the gray walls of this enclosure, and each bears a huge red paper bow. Also, here another Christmas Tree has been set up. It strives to be very gay and very entrancing with its trimmings which remind one of adornments of yesteryear. Long strings of popcorn, a chain of paper "rings" fashioned from package wrappings, bits of silver and gold paper, some tinsel, a few shiny odds and ends,- these are the "decorations", and they have perforce been made by hand. The colored lights, obtained through some legerdemain, give the final touch to the Tree of Wonder. Many soldiers are scattered about the patio. Some have brought their "coffee and..." out here in order to be near the Tree. Others sit with quiet hands and find wordless satisfaction in gazing at that which is before them. In reality, what is it they see? Merely a scrawny and rather forlorn-looking pine tree of the "scrub" variety, bedecked in humble finery. But who can venture to say what pictures this sight begets in the minds of these erstwhile lusty and rollicking boys, or what memories it evokes in the heart of each -- boys who perhaps only three or

four days ago were ducking shells and soaking up rain and mud at the front, and who today on their way to the Club distributed caramelli to grimy bambini and waved to all and sundry. Thus the Tree casts its spell over Pete and Ike and Chuok and all the others in the patio. For a few brief moments these youngsters are back among familiar scenes in Vermont, in Ohio, in Tennessee, in Kansas,- back Home. Here in a small wind-swept town the Red Cross makes it possible for GI Joe to forget for a space the biting winds, K-rations, darkness, weariness; and helps him to surmount the boredom which comes in spite of much activity and which assails even the stoutest soldier. Joe may not be very articulate concerning his feelings about the Club, but he senses deeply its ministrations. The toughest GI eventually becomes satiated with dank and smelly wine cellars. Then he turns to the Club, and though he may crash in like a roaring lion and literally make the rafters ring with none-too-modest parlance, it is quite possible that before he leaves he will have written a letter or two, will have run through a dozen favorite comic strips, and eventually will have settled down in purring contentment before the blaze in the Fireside Room.

To many of the Joes the Red Cross hostesses wear something of a halo -- "Gee she's swell. I could a-swore it was Kitty when she come in"; "That one looks just like my wife, an' Brother that's saying something"; "I'd a-liked to died when I first seen her. I thought for sure it was my little sweetie-pie, an' I want you to know she's the cutest trick this side the Rio Grande", etc. etc. etc. These girls are a tireless group. Apparently versatility is one of the requirements for the job. Hampered by inadequate

stage properties, or with no properties at all, they put on shows. They sing; they dance; they recite; they apply brush and paint to drab walls to make them blossom as the rose; they serve as librarians; they are the "information" of the "Information Desk"; they provide first-aid; and they are the confidantes of many a lonely and mayhap perplexed GI. Probably it is the very diversity of their labors that makes these girls so enthusiastic and gives them zest for their work. During the afternoon hours Red Cross Rosie presides at a phonograph in carrying on a scheduled program of popular classics; at five she is told that by seven that evening she will be a Dancing Doll in the chorus of a GI show yclept "Zim-Zoom-Zamba" (a musical extravaganza). By way of explanation for the impending transformation from an efficient hostess into a charming (but none the less efficient) Doll, Rosie is told that her sister-under-the-skin had the misfortune to drop a flat-iron on her foot while in the act of pressing a costume. Rosie, nothing daunted, finishes her assigned duty of record-changing and by seven o'clock is holding her own on the wobbly platform. Before taking up her duties with the ARC she may never have sung a note in public, or roller-skated, or played a musical saw, or executed the intricacies of the can-can. But now she at least tries to perform these feats; and Joe loves her for trying. He will shout vigorous approval, he will whistle, howl, or hoot, depending upon his unpredictable and variable reactions at any given moment. But though he may bellow a blasting "Take it away - it stinks", there remains a bond of complete understanding between Rosie and Joe. The show goes on to a noisy finish.

The upper floor of the Club is gayly festooned with garlands of variegated paper. In the "game room" are card tables and a ping-pong table. Four GI's bat the ball back and forth with something akin to desperation; the game is deadly serious. In the "jive room" the phonograph gives with blood-curdling cacophony. The four writing rooms are comparatively peaceful, each with its Tom, Dick, and Harry scratching their respective heads and chewing their respective pencils. The "music room" is downright cheery. It merits the designation because it boasts a piano (tried, but not too true) and an array of hymn books. Here, too, there is a fireplace and it draws. A number of soldiers reading magazines and books form a semi-circle in front of the fire. One generous Joe is favoring the assemblage with a pianoforte number appropriate to the season, "Jingle Bells", with somewhat jangly variations. Very definitely he is having trouble with his lower-clef notes. But far from being discouraged over this detail, he carries on with vigor and heartening assurance.

Downstairs again, and the snack-bar is now a veritable maelstrom. The line is twice as long as it was half an hour ago. Crowding, jostling, steaming, noisy GI's in droves - (A convoy has just deposited its chilled and hungry "cargo" at the Club). In one corner of the patio a four-piece orchestra is tuning up; soon there will be dance music and the Joes will crowd the patio. With the first notes from the orchestra there will be calls of "Okay, Rosie, how's about this one?"; "C'mon, Lady, let's out a rug"; "Throw away your crutches, Rosie, and we'll swing it". And Rosie will not let them down so far as it is humanly possible not to do so - but the ratio is approximately one hundred to one.

An unpretentious-looking, straggling structure,- drafty, not much on

lighting, bereft of anything in the way of Axminsters or overstuffed furniture - yet it attracts each day hundreds of GI's. They originate in Oconomowoc, Ishpeming, Tallahassee, Skowhegan, Chillicothe, Yakima, Bemidji, and all intervening points. They laugh, they joke, they play, they push, and sometimes they fight. They are America.

In a camp area not far from town a blond youth - he can't have reached his 19th birthday - stands in line before a desk marked "Liberty Passes". The boy's face is ruddy, and fresh as the proverbial daisy. It is an eager face and fairly exudes enthusiasm. He approaches the desk to be confronted by a dolorous-faced Sergeant:

"For the love o' Mike, Babes, this makes the fith night straight that you bin in line; but ternight you aint gonna get no pass off'n me - not by St. Patriok an' all the other Saints you aint - specially if yer thinkin' 'bout trottin' down to that Red Cross jernt again. Fi' nights in a stretch is enough,- come to think of it, it's too damn much. An' don't splutter nothin' in me ear cause me mind's made up. Git me?"

"But, Gosh, Sarge, you don't understand. If you'd only go there jes' once you'd find out how swell it is. They got some wonderful records there and they let you play them as much as you want. An' they got all kinds of magazines an' books an' easy chairs - well, some of them is kinda easy - an' they got good eats, an' sometimes even ice-cream. An' Gee, Sarge, it's real nice an' warm all over the place, with all kinds of swell decorations and lights around. Jes' talkin' about it makes me feel like I gotta go right now....An' Sarge, they got the most cheerful ladies there....."

"Okay, Okay, Okay, you win again.....So will you be doin' me the favor of pickin' it up quick and git goin'. Or would you be wantin' it on a silver platter? But don't let me ketch you tryin' to sneak in after 10:45 like you done las' night.....(Gawd forgi' me for shovin' him a pass every night in the week.....But he's that young and trustin' an' all... An' to think it's me own precious pass I bin handin' him for the las' three nights too!.....So I'm askin' meself right now am I the topkick around this set-up any more or am I a soft, soft sponge....I think I am)."

Washington, D. C.
February 9, 1945

Dear Member of the June 14 White House Conference on
"How Women May Share in Post-War Policy-Making":

On January 22, I attended Mrs. Roosevelt's press conference, where I gave newspaper women information on the Roster of Qualified Women now in the hands of the President and of the Secretary of State. I took with me for distribution at the press conference the enclosed background story and the copy of my letter to Mr. Stettinius. These enclosures will tell you facts you will want to know about the development of the Roster.

The Continuation Committee which you appointed voted not to release the names on the Roster for the following reasons:

1. No newspaper in the present wartime situation would publish 260 names -- the publication of a few would be misunderstood.
2. The Continuation Committee does not claim that this Roster is a complete list of women qualified to serve on international commissions.
3. The Continuation Committee did not wish to deflect public interest from the purpose for which the Roster was compiled to the personalities involved.
4. Officials in the State Department and the WMC Roster advised against publication of the Roster.

You will be glad to know that the women of the press judged these reasons to be valid.

Just after the meeting with Mrs. Roosevelt's press conference, Mr. Richard W. Morin, observer sent by the State Department to our June 14 Conference, called to read to me a news release on the Roster which he issued that day from the State Department. He complied with our request that the names themselves be withheld from the press.

On January 31, Acting Secretary of State, Mr. Joseph C. Grew, wrote a very fine letter in response to my letter of January 17 to the Secretary of State, Mr. Edward R. Stettinius, Jr. A copy of Mr. Grew's letter, with the release from the State Department, is enclosed.

We have great hopes that the influence of the June Conference will continue to be felt throughout the nation and that the women who were present will exert every possible effort to the end that women may be represented not only on international commissions but on state and local commissions as well.

(over)

We have made an auspicious beginning toward that goal, and it is up to women to see that our aims are attained. For everything that you did to make the June Conference an outstanding success I am deeply grateful.

Now that the Continuation Committee has compiled the Roster of Qualified Women and submitted it to the President of the United States and to the Secretary of State and, through that official, made it available to the other members of the Cabinet and to the heads of the five independent agencies who sent observers to the June Meeting, the Continuation Committee appointed by the Conference on "How Women May Share in Post-War Policy-Making" goes out of existence.

Yours sincerely,

Charl Ormond Williams

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

Washington, D. C.
January 17, 1945

The Honorable Edward R. Stettinius, Jr.
The Secretary of State
Washington, D. C.

Dear Mr. Secretary:

For the first time in history, 230 women from all parts of the country came to the White House on June 14, 1944, to take part in a Conference on "How Women May Share in Post-War Policy-Making." This Conference was called by representatives of four of the leading national organizations of women and was inspired by a statement made six months previously by Mrs. Roosevelt that "women should serve on all commissions that are an outgrowth of this global war."

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

The idea of building this Roster caught the imagination of the women of the country and was received enthusiastically by the women of the press. During the past six months, the names and records of 730 women have been sent in from all parts of the country for study and analysis by the Continuation Committee, the members of which are:

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

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

8

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

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

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

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

Yours sincerely,

Charl Ormond Williams

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

DEPARTMENT OF STATE
Washington

January 31, 1945

In reply refer to
OA

My dear Miss Williams:

It gives me pleasure to acknowledge the receipt of your letter of January 17, 1945 with its enclosure, the Roster of Qualified Women prepared by the Continuation Committee of the White House Conference on "How Women May Share in Post-War Policy-Making". The Roster represents a splendid and most useful undertaking. It will be filed in the Department of State and interested officers will be notified of its availability.

Following your suggestion, the Roster will be open to officials of the other Departments and Agencies of the Federal Government on their request. We shall also be glad to have for further study the questionnaires from which the Roster was compiled, as soon as you find it convenient to turn them over to the State Department.

At your Conference last June, former Assistant Secretary Shaw pointed out that a considerable number of women, specialists in many fields, are serving as officers in the State Department. I believe that your Conference program took note, also, of the fact that women have been appointed members of United States delegations to almost every recent international conference. The Department is gratified that able women have been ready to represent the United States on these occasions.

There will undoubtedly be conferences and commissions in the future at work on many matters of international concern. They will cover a wide range of interests and activities, and the Government will need to call on persons qualified in many different subjects. Thus, in seeking out women of special training and attainments, and in making them known to the officials of the Government, the women's organizations have performed a valuable service. Please convey to the members of the Continuation Committee the Department's appreciation of the project and the cooperative spirit in which it has been carried through.

As of possible interest to the Committee, I am enclosing a copy of the statement about the Roster released to the press by the Department.

Sincerely yours,

(Signed)

Joseph C. Grew

Acting Secretary

Enclosure: Press Release No. 58

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

(over)

DEPARTMENT OF STATE

FOR THE PRESS

JANUARY 22, 1945
No. 58

The Department of State today received from Miss Charl Ormond Williams, Chairman of the Continuation Committee of the White House Conference on "How Women May Share in Post-War Policy-Making", a roster of 260 American women qualified to serve in many fields of specialized activities. The roster is designed as a list which government departments and agencies may consult in the selection of qualified persons to serve on Government Commissions concerned with the re-establishment of a peaceful world.

The roster, which will be held available in the Department of State for consultation by all government authorities, was prepared by the Continuation Committee created at the White House Conference in June, 1944. The Committee is composed of the following persons:

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

* * * * *

Mrs. Helen *Note.*
Feb 16 46

February 10, 1945.

My dear Miss Williams:

Mrs. Roosevelt has asked me to thank you for your letters of February 9th.

Mrs. Roosevelt was much interested to see the two publications which were discussed by Mr. Boushall before the Senate Committee on Education and Labor and I am returning them to you under separate cover.

With reference to the work conference on the Education of Returning Veterans, Mrs. Roosevelt could be there on February 26th, from 9:30 a.m. to 10:45 a.m.

Mrs. Roosevelt thinks it fine that the Chicago conference is really going to take place.

Mrs. Roosevelt appreciates your suggestion about Lt. Colonel Robert H. Owens and will ask him to lunch sometime before the meeting. *Invited lunch 2/19/45*

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl Ormond Williams
National Education Association
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.

February 9, 1945

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

Dear Mrs. Roosevelt:

I wonder if you remember Mr. Thomas C. Boushall who attended the White House Conference on Rural Education and participated in the panel. He is the president of the Morris Plan Bank of Virginia and lives in Richmond, and is also chairman of the Committee on Education of the United States Chamber of Commerce.

Yesterday the Senate Committee on Education and Labor held a special session to hear Mr. Boushall explain the view of his organization concerning the interdependence of education and business. He did not advocate any legislation. He spoke and answered questions for over an hour regarding the information in the two publications that I am sending you. I read both of them with great interest last night at my home and I want you -- and the President, if possible -- to know about them. It does not take much time or effort to get at the heart of what he has on his mind.

While this great organization of business men has probably just learned these facts, they have been known to educators for years, and to my certain knowledge they were read into the hearings on federal aid to education at least fifteen years ago.

The chief opposition to federal aid to education has always come from the "vested interests" -- especially business men heading some of our great corporations and others responsible for private and sectarian education. It now appears that the opposition of the first group is on the wane.

If you care to do so, I think it might be a good thing for you to mention these two publications and their conclusions and general import in your column. It would undoubtedly please the national and state chambers of commerce. The smaller publication is especially striking.

Yours sincerely,

Charl Ormond Williams
Charl Ormond Williams

*Take care of
just*

*See all letters
ask
2/10/45*

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

February 9, 1945

ack
2/10/45

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

Dear Mrs. Roosevelt:

Yesterday afternoon the planning group met for the second time and decided to hold the work conference on the Education of Returning Veterans on February 26, 27, and 28 at the headquarters of the National Education, beginning at 9:30 each morning.

On the first morning there will be a general session for about one hour and thirty minutes, and then the group will break up into committees, each of which will have been assigned a special problem in advance. Would it be possible for you to come to that opening session and give this conference your blessing and encouragement?

Yes
sd
6/10/45

A publication will be prepared for nationwide distribution, and it is our hope that this bulletin may be in the hands of colleges and of state and local school officials at the earliest possible date. There is no time to be lost.

I am enclosing an NEA publication which you need only glance over. In addition, I am sending you a statement read at the recent hearing before the Senate Committee on Education and Labor by Lt. Col. Robert H. Owens of the Selective Service System. He did not advocate federal aid but he did give the latest figures regarding the educational level of registrants. He is one of the leaders in this conference to which I refer. If you could find the time to invite him for a conference at the White House before this meeting, I believe you would find it very much worthwhile and very stimulating.

Richard
W. Williams

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

w/e

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

February 9, 1945

ack
2/10/45

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

File

Dear Mrs. Roosevelt:

You will be glad to know, as I am, that the Chicago conference that I helped to organize on November 20 is really going to take place. Just a glance over this material is sufficient.

I shall be glad to have it returned to me.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

100
February 9, 1945.

Dear Miss Williams:

Thank you for letting me see
the copy of the letter from the State
Department in regard to the Master of
Qualified Women. I think it very good.

Very sincerely yours,

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

VDS

Letter and material sent to the President.

100

February 13, 1945.

My dear Miss Williams:

Mrs. Roosevelt has asked me to thank you for your letter of February 6th. She was interested to see the material on federal aid which you enclosed and is glad to have it available.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

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

VDS

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

February 16, 1945

100

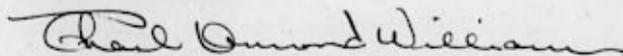
Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

I wonder if the editor-in-chief of the Education for Victory sent you this copy of the magazine published by the Office of Education.

On page 4 is A Charter of Education for Rural Children. This charter will be printed countless thousands of times in this country. Practically every educational magazine in the country will carry it in the next few months. We hope to have this charter printed in larger type and on better paper ready for framing in all the rural schools of the nation.

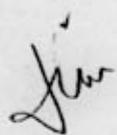
Yours sincerely,



Charl Ormond Williams
Director of Field Service

COW:leb

Dictated February 14,
transcribed February 16.



EDUCATION for VICTORY

OFFICIAL BIWEEKLY PERIODICAL
UNITED STATES OFFICE OF EDUCATION, FEDERAL SECURITY AGENCY
Vol. 3, No. 15 WASHINGTON, D. C. February 3, 1945

ROUTE TO:

1	_____
2	_____
3	_____
4	_____
5	_____

The above blank may be helpful in routing this copy of EDUCATION FOR VICTORY to various staff members and perhaps finally to the library.

Keep a file of the issues of EDUCATION FOR VICTORY for future reference.

What To Do About Conventions

Organizations planning to hold conventions, conferences, trade shows or group meetings after February 1 "will have to show how the war effort would suffer if the meetings were not held," Col. J. Monroe Johnson, Chairman of the War Committee on Conventions, has announced.

"The job of the Committee," Colonel Johnson said, "is to achieve the objectives set forth by Justice Byrnes—to relieve overburdened transportation and hotel facilities and conserve desperately needed scarce materials and manpower. The hundreds of messages already received from organizations of diverse interests indicate that the Nation is solidly back of our efforts. The Committee has decided that the yardstick it will use to measure the essentiality of any meeting is how the winning of the two wars we are now fighting will be impeded if the meeting in question were held to an attendance of 50 or canceled outright."

The Committee approved the form of application required of organizations planning group meetings to be attended by more than 50 persons.

Other decisions reached by the Committee include:

(1) Industrial, business, labor, fraternal, professional, religious, civic, social, and governmental organizations are included among those requiring permits.

(2) The issuance of a special permit to hold meetings of more than 50 does not guarantee transportation or hotel facilities or imply priorities for their use.

(3) The general exemption from the need for applying for special permits for meetings of less than 50 does not mean that the Committee approved the holding of such meetings. It was emphasized that meetings of any size that directly or indirectly constitute a strain on transportation, housing facilities, or other critical situations should be canceled immediately.

Application forms are to be available at all ODT regional and district offices, at most hotels, convention bureaus and from the national ODT office in Washington, D. C.

All applications should be sent directly to Secretary Clare, Room 7321 Interstate Commerce Commission Building, Washington 25, D. C., where they will be reviewed by the Committee.

Following is the form of application:

Application Form

Director of War Mobilization and Reconversion James F. Byrnes, with approval of the President, has instructed this Committee to effect a cessation of group meetings such as conventions and trade shows not necessary in the war effort. Information requested is to enable this Committee to review the holding of group meetings which are to be attended by more than 50 persons to determine if the need for these meetings is sufficiently in the war interest to warrant the burden on transportation and services.

1. Name of organization and of president and secretary together with their addresses.
2. Nature of organization and character of meeting (convention, conference, trade show, Government meeting or other).
3. Date and location of proposed meeting and name of hotel or hotels or other facilities which will be used.
4. Attendance planned for above meeting. If a trade show, segregate attendance into exhibitors and buyers and indicate number of hotel rooms required for exhibits in addition to those which will be booked for individual use. If other rooms such as ballrooms, display rooms, etc., are to be used, indicate number and approximate area of space.

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A CHARTER OF EDUCATION FOR RURAL CHILDREN

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

- 1 *Every rural child has the right to a satisfactory, modern elementary education.*—This education should be such as to guarantee the child an opportunity to develop and maintain a healthy body and a balanced personality, to acquire the skills needed as tools of learning, to get a good start in understanding and appreciating the natural and social world, to participate happily and helpfully in home and community life, to work and play with others, and to enjoy and use music, art, literature, and handicrafts.
- 2 *Every rural child has the right to a satisfactory, modern secondary education.*—This education should assure the youth continued progress in his general, physical, social, civic, and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.
- 3 *Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life.*—This program requires, on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.
- 4 *Every rural child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense.*—Such special services, because they require the employment of specially qualified personnel, can be supplied most easily through enlarged units of school administration and the cooperation of several small schools.
- 5 *Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools.*—Persons so educated should hold State certificates that set forth their special qualifications, should be paid adequate salaries, and should be protected by law and fair practices in security of their positions as a reward for good and faithful services. The accomplishment of these objectives is the responsibility of local leadership,
- 6 *Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than 9 months in each year for at least 12 years.*—The educational development of children during vacation time is also a responsibility of the community school. In many communities the period of schooling has already become 14 years and should become such in all communities as rapidly as possible.
- 7 *Every rural child has the right to attend school in a satisfactory, modern building.*—The building should be attractive, clean, sanitary, safe, conducive to good health, equipped with materials and apparatus essential to the best teaching, planned as a community center, and surrounded by ample space for playgrounds, gardens, landscaping, and beautification.
- 8 *Every rural child has the right through the school to participate in community life and culture.*—For effective service the school plant must be planned and recognized as a center of community activity; the closest possible interrelationships should be maintained between the school and other community agencies; and children and youth should be recognized as active participants in community affairs.
- 9 *Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education.*—Obtaining such a school system depends upon organizing amply large units of school administration. Such units do not necessarily result in large schools. Large schools can usually provide broad educational opportunities more economically, but with special efforts small schools can well serve rural children and communities.
- 10 *Every rural child has the right to have the tax resources of his community, State, and Nation used to guarantee him an American standard of educational opportunity.*—This right must include equality of opportunity for minority and low economy groups. Since many rural youth become urban producers and consumers, it is necessary for the development of the democratic way of life that the wealth and productivity of the entire Nation should aid in the support of the right of every child to a good education.

These are the Rights of the Rural Child because they are the Rights of Every Child regardless of Race, or Color, or Situation, wherever he may live under the United States Flag.



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

February 16, 1945

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

Dear Mrs. Roosevelt:

You will be interested to know how far afield our June Conference has gone. A letter from a soldier in Italy, whom I do not know, to a friend in Birmingham, Alabama, contains the following paragraph:

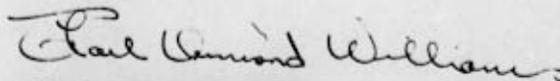
There was an article in the Stars and Stripes about your friend, Miss Charl Williams, which I cut out to send you. On looking for it to enclose it in this, however, I find I've misplaced it. It was about Fala being "introduced" at some education meeting in Washington where Mrs. Roosevelt spoke and Miss Williams presided. Maybe George saw it and sent it to you.

Another letter arrived the same day from Cuba from a very outstanding woman there, whom I have known for a number of years. I quote the following paragraph from her letter:

Your last letter enclosing data regarding that meeting in the White House was used by me immediately. I organized a broadcast of 40 minutes every Monday at half past six about the same subject. In the first one, I read your letter and said a few words about yourself; then we had a capable well-known woman and a man to talk on every Monday. It was done 12 times through 3 months. It was a way of honoring you and Mrs. Roosevelt and the rest of that wonderful group. It was a big success.

I have visited Señora Ana Maria Borrero in Cuba, and I know of her influence and standing in Havana. She is a writer and speaker of considerable prominence in that island republic. It was she to whom I sent your book "This Is My Story" about two years ago. She used that book in a series of broadcasts at that time with considerable effectiveness. She often sends to me, magazine articles that she has written in Spanish.

Sincerely yours,



Charl Ormond Williams
Director of Field Service

CCW/ew

February 16, 1945.

My dear Miss Williams:

Mrs. Roosevelt has your letter of February 13th and asks me to thank you for telling her about Lieutenant Samuel A. Lynde. She has invited Lieutenant Lynde to come to the White House on February 21st.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
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.

February 13, 1945

and
2/16/45

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

Dear Mrs. Roosevelt:

For the past hour I have been talking to Dr. Edgar A. Schuler of the Department of Agriculture whom I happened to meet as I came in from luncheon. Since I missed the first half-hour of the first meeting held here in our building on the education of returning veterans of non-collegiate level, I wanted Dr. Schuler to tell me exactly how he became interested in doing something about this important question.

The facts are, as Dr. Schuler told them to me, that a young Navy lieutenant, Samuel A. Lynde, about thirty years of age, began this work of training illiterates when he was stationed at the Great Lakes Naval Station at Detroit. Over and beyond his naval duties, he began the work with four Negro seamen at that great station and then expanded it to include about 1600 Negro seamen. I am very much impressed by what Dr. Schuler told me, and I thought you should know about it. Lieutenant Lynde is now the Training and Educational Officer at Camp Peary, Virginia.

I learned that Lieutenant Colonel Owens was in the building this morning and that he was greatly pleased by his invitation to have luncheon with you next Monday. This afternoon he called me to tell me so himself. I told him you were the best listener I had ever met in all my long experience — and you are.

I can just imagine what an invitation from you would mean to this young Lieutenant Lynde if you could ask him in to hear first-hand from him of his efforts in a field that was fairly uncharted as far as the Navy was concerned — for the reason that the Navy has been able more or less to pick its men. If you think that you would like to see Lieutenant Lynde, it might be better to hear the Army and the Navy stories on different days, provided that your schedule will permit.

I have just taken from my files a page letter from Lieutenant Lynde asking that he be permitted to attend the White House Conference on Rural Education. Unfortunately, the list was made up and there were no vacancies when his letter reached me, but we extended to him an invitation to meet with the groups each night in our building. If I had known then who he was and enough about his interests, he would have been put on the original list. That we were unable to invite him to the White House Conference I greatly regret.

*Ask him to come in 30
in 21 - at H*

Faithfully yours,

W. Williams
Chas Ormond Williams

Chas Ormond Williams

States Need Facilities To Educate Own Vets, Warns NEA Director

By Margaret Davis

Unless special school facilities are set up for under-educated veterans, hundreds of thousands of men who desperately need education will go without it even though they will be entitled to money to pay for it under provisions of the GI Bill of Rights and other veteran legislation.

These men comprise 60 per cent of the personnel of the United States armed forces.

On the basis of studies already conducted, a postwar veteran population of 15 million after the war would include 521,000 men who have a fourth grade education or less; 4,400,000 more than a fourth but less than an eighth grade education; five million who have completed the eighth grade or more but did not finish high school.

Literacy training of under-educated men in the armed forces has been successful, but seldom exceeds a fourth grade level. If our under-educated fighters are to be capable of citizen duties when they return, special schools should be ready for them, educators say.

At this time State Legislatures would do well to provide personnel in State departments of education to study and promote establishment of educational facilities to meet the needs of Uncle Sam's under-educated veterans-to-be, according to Dr. Howard A. Dawson, director of the National Education Association's rural service.

Because their training in the armed forces has been in terms of skills needed for immediate use, they are expected to want vocational classes with direct methods of teaching as well as reading, writing and arithmetic.

Will Be Needed

These men will be needed as workers in the postwar world, Dr. Dawson points out.

They must have more education to help them master the tools of learning, to become better adapted citizens, to master vocations at which they can make a living and a contribution to the economic welfare of the Nation.

"Everybody's agreed that we are going to have to keep the national income at a high level if we are to maintain a satisfactory economy. This can be done only by full production and full employment," according to Dr. Dawson.

These 12 million men will be needed to help achieve both.

Without further education they will have great difficulty in finding a useful place in either agriculture or industry.

"Education is not a panacea for all the economic ills of the country," Dr. Dawson admits, but he deems it "a necessary factor in maintaining desirable economic, political and social conditions."

None Are Dullards

America's under-educated fighting men as a group are not dullards. Before the war most of them lived in rural communities where low economic resources did not provide enough money to maintain decent educational facilities.

They have studied in the Army's 18 and the Navy's 3 centers to train illiterates, but this training is not sufficient, as Lieut. Samuel A. Lynde, educational officer at the Navy's training and distribution center, Camp Perry, Va., and Edgar A. Schuler of the Agriculture Department's Bureau of Agricultural Economics, indicate in the December issue of "Adult Education," NEA bulletin.

The literacy training of the armed forces is limited to about 12 weeks and rarely develops more than fourth grade skills. But it has proved the desire of both older and younger servicemen to learn when given the chance.

Lieutenant Lynde and Schuler point out that experience with 30,000 trainees in the Navy Special Recruit Training programs shows "the older man, while unable to learn as rapidly as their younger mates, is characterized by a



DR. HOWARD A. DAWSON

... sees big job ahead

stronger drive to learn the fundamental skills."

Once they learn, indifference or hostility toward education disappears, a change in attitude which might be expected to bear fruit among the families of these men.

Through them, Schuler and Lieutenant Lynde say, "our Nation has an excellent chance of breaking the vicious circle of low educational standards that make literacy self-perpetuating."

People have been thinking of the GI bill entirely in terms of college or advanced education, Dr. Dawson points out.

The Nation has colleges. What it doesn't have are facilities to train the under-educated vet in the region where he lives.

"It is not desirable to put these men into elementary schools with children or even into high schools with adolescents," Dr. Dawson asserts.

Proper Advice Counts

Different subjects and methods are needed. Some educators think men should be the teachers.

"The Government hasn't gone any place even though it has made money to pay for the veteran's education, if there isn't suitable education for him to get," Dr. Dawson says.

He suggests that State Departments of education work with local school systems to set up facilities, provide funds to get started. Tuition fees from the same enlisted veterans by the Federal Government probably could pay a considerable part of the cost of maintenance once facilities are established.

In addition, Dr. Dawson says school guidance facilities should be improved so that counselors will discover the specific needs of men and advise them properly. He advocates increasing funds of the United States Employment Service so that more qualified employment counselors may be hired and close cooperation between school and employment counselors.

Other suggestions to improve opportunities for the under-educated vet include a bill which has been introduced in Congress to amend the GI bill, so that men older than 35—about a third of the under-educated in the armed forces—would have equal quality for tuition and dependency allotments to be used while continuing their education; coordinating of action by interested Federal agencies such as the Office of Education, Retraining and Reemployment Administration, Veterans Administration, War, Navy, Agriculture, Labor and Justice Departments, Selective Service, War Manpower, to promote adequate educational opportunities.

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

VERY CONFIDENTIAL

February 23, 1945

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

Dear Mrs. Roosevelt:

This morning Dr. Schuler of the Department of Agriculture called me to tell me about a visit he had had with Lt. Lynde late last evening. His story was so amusing and so extraordinary that I thought I would write you briefly about it.

The Lieutenant arrived in Washington at 1:30 and went straight to the Navy Department. He said he had never seen so much gold braid in so short a time. It seems he was passed from one high official in that Department to another. Some wanted to know why he was going to the White House and what he was going to say. Others wanted to tell him what to say. In his own words to Dr. Schuler, the invitation from you created quite a "dither," both in the Department and in Camp Peary.

I was even more amazed that his commanding officer from Camp Peary took it upon himself to escort Lt. Lynde to the White House. I said to Dr. Schuler, "Well, Mrs. Roosevelt will see through that performance as clearly as I see through my window." I have no idea how much of his story Lt. Lynde was permitted to tell you. Very little, I suspect, under the circumstances.

The enclosed article written by Lt. Lynde tells a very graphic story of how he began that work. The article would have been returned to Dr. Schuler who sent it to me had not the holiday intervened. Fortunately I was able to get it out of the mail before it left the office.

Lt. Lynde, it seems, had an idea of a great need that others higher up had overlooked. Against a great many discouragements he pressed forward with his idea until he got something done about it. As I understand the situation, he thinks even more should be done in this same field. The Navy Department should have named him to represent them at our first conference on veterans education. It remains to be seen whether or not he will be permitted to attend the three-day conference next week.

If the young officer were not up to par yesterday afternoon, it may have been that they did not let him alone at the Department long enough to get any luncheon. He felt greatly strengthened in his work, however, after that visit with you at the White House and thinks that the officer who accompanied him cannot do other than give support from now on.

For so many obvious reasons, no one else should see this letter.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

RECRUIT TRAINING COMMAND
N.T.A.D.C., Camp Peary, Williamsburg, Va.

Date

1 Feb

MEMORANDUM FOR

Edgar -

These are sent along
as you requested. They
are inserted as to their
disposition.

~~The~~ Help Wanted might
be suitable for one of the
other N T A Journals. I am
starting to leave both of our
Schooling closed, the former
to be returned by Mary to me,
the latter to be sent to you
upon closure.

Sam

More later!

Accepted to
appear in Spring
Summer Issue

THE DISINHERITED

Draft of an article for South Today

by

Samuel A. Lynde
Lieutenant U. S. N. R.

Illiterate. What does this word mean? What kind of a label is it to hang on a man? What stigmatic effect does it leave? It is a big, black word rubber-stamped across the records of many a Negro and white in our Army and Navy. Who or what put it there? Why must these things be, especially in America?

The dictionary says, "without the ability to read and write, unlearned, unable to communicate." A neat, cut and dried, and completely lifeless definition. Illiteracy is less than this and more than this. It is an intangible weakness and at the same time a devilish crime chargeable to poverty, discrimination and individual defeatism. It is all these things, and more. I know, for I have seen close to thirty thousand illiterate white and Negro sailors in the course of my work as an education officer. And the terrible thing to me is that it is both cause and effect, a vicious arc of the downward spiral leading so many potentially useful men and women boys and girls in our country to a state of utter spiritual desolation and physical dependence upon others for their livelihood. These boys I have worked with, black, brown, and white are Americans. This is America, 1944, the land of hope to a war-wracked Europe and eruptive Asia. The land of plumbing, easy living and - Education. How can it happen here? But it has and does. The Office of Education points proudly to the

fact that those with fourth grade education or less in the Army amount to only three and a half percent in this war, as opposed to twenty four percent in the last war. Only three and a half percent. But percentages are cold, they don't tell the story of people. Translate that figure into a rough estimate of the number of functional illiterates (by Census definition, over fourteen years of age and below fourth grade literacy skill), in the armed forces, and you come up with half a million. Now it doesn't seem so small. Still, what does it mean? Half a million men barred from the means of self-improvement. Half a million men unable to make the simple calculations they need to keep track of the few dollars they can earn. Half a million men unable to write decent letters home, to express the terrible ache for home, and those who make it that. To these men it is quite a problem. We should be proud, with the Office of Education, but should we forget these half million?

I entered the service with no experience to qualify me for work with illiterates. I was lucky in having had the best that education could offer. I had gone from Yale and the University of Chicago to teach in a small private school, where poverty in the real sense was unknown and illiteracy impossible. I had never known a Negro who was not someone else's chauffer, of butler. My acquaintance with hill people was limited to Li'l Abner. Farmers were unknown to me. Farms I had avoided- I had hay fever. City kids of the Dead End variety I knew only from the movies. But I was educated. I knew what to do in every academic situation (or what the book

said, at any rate). Training men in '42 was no serious problem for the Navy. We had the best America had to offer boys from High School, husky farm kids who could relish being allowed to sleep in till 0530 in the morning, bright kids from the city, volunteers all, all eager to get into the scrap and do what they could to avenge Pearl Harbor. They wanted training and lapped up all we gave them. They practically trained themselves. That was '42. Everybody remembered Pearl Harbor every day.

But '43 brought a gradual and definite change. The Navy stopped taking volunteers and began to get inductees. They were still a fine bunch, in there plugging every minute, but their quality began to slip as the manpower supply dropped i lower. They wanted to do the job as well and as hard, but they had less to do it with. Then the training unit to which I was attached switched from whites to Negroes. On that day it was that I began to meet illiteracy every day, in my battalion office, on the drill field, in the pay line, in the recreation hall, everywhere. Illiteracy. What did it mean? It meant lonely boys who could not write home nor read letters painfully scrawled to them. It meant bewildered boys, fresh from cropping. Boys who had never spent a night away from home, trying to learn about the Navy from a big, thick book that had for them all the intelligibility of the Greek Anthology. There were boys who could not learn to tell time the Navy way. There were boys who could stare at a watch list for five minutes and couldn't then tell who went on duty next. This was illiteracy in the Navy. You couldn't pick

these boys out of a crowd. Somehow, I thought there must be some physical stigma, some dumb animal look that would distinguish its wearer from the group. But the Navy uniform the close cropped hair, the cleanliness in body and clothing made them all look alike, even more so than they would have in civilian clothes. But even civvies go in one end of the Receiving Line and come out the other. Those I picked out by their clothing as unable to read and write invariably turned out to be quite literate. No, there is no physical stigma, no sign to pin them down, unless it be a confused look, a hesitant approach, and embarrassed silence whenever reading or writing come up.

There was no way of helping these boys in the regular routine. The Navy lines up a full day for its trainees. Men are needed for the Fleet as quickly as they can be trained so there is little waste motion. Every minute of their day is cramed full. But something had to be done, so we started a school. Four Negro recruits and a white officer put their heads together to try to solve this one and the result was a volunteer class for boys who wanted it and needed it, which met at night. Volunteer teachers, recruits themselves but better educated, giving of their hard-earned free time, helped them learn the fundamentals of reading, writing and arithmetic. A staff of experienced ex-teachers produced the texts and lesson plans. Our one class of eighteen grew to two, four, ten classes. Within two months we had ninety classes with an

enrollment of over 1, 5000 students. And the whole thing was voluntary, on the part of all concerned. Anybody who says n Negroes and whites can't work side by side and make a go of it is wrong. We did it every day. There was no time for race prejudice ; we had a fight on.

In this school for illiterates, my own education began. I learned what it meant to be unable to sign my name and in a day or two to raise my head and look any man in the eye when I had learned. Every day I learned this, from the look of triumph on a black face wrinkled in a wide, white grin. I learned what brotherhood meant, what it was like to come in aching from the drill field to a classroom where my shipmate taught me the multiplication table. I learned to have an almost religious respect for a man who could read and pronounce a four syllable word with ease and relish. Through the eyes and ears of teachers and student alike, I gained a new knowledge of what it meant to be able to read and write. This was a thrilling experience. Every moment was exciting, for each minute some boy was doing what he could not do the day before. Each day some new story of hard-won achievement came to my ears. This was progress.

And then I began to think. The more I thought, the more I wondered. How can this be? This is America, today. How can these people have been passed over by the schools of their country? Everybody knows that education is for everybody, in America. Was that an empty generality? These people didn't know anything about the world in which they lived, the

country from which they came, the war they had to fight. How could this happen? I asked questions, I read books, I wrote people, I listened, I watched. Slowly the answer formed itself out of the experiences of thousands of Negroes passing in and out of classes, out of the statute books and the tax-records, out of the testbooks and newspapers, out of letters from home and Red Cross reports on requests for emergency leaves. For these boys, the answer was, I thought at first, simple and clear; Race. Negroes concentrated in areas poor in resources, poor in production, were at the end of the line when education was passed around. But this was too simple an answer. This was true, but only partly so. Isolation caused by distance from school was also a cause. Lack of funds for any school, negro or white, was another cause. Suspicion of "book-lernin" was still another cause. The more I studied the more confused became the causes. Which came first, illiteracy or race prejudice, illiteracy or poor economic conditions, illiteracy or geographical isolation? Which came first, the hen or the egg?

Causes I could not pin down. Effects I could name; poor health, disease, debt, inability to support self, superstition, intolerance, ignorance. Those who could make headway in the world against these obstacles and against the toughest of them all, segregation, had to be some people. And they were. The natural man is not always noble, in spite of Rousseau. Not all illiterates are noble. But some are

I can tell of better than one thousand volunteer students who came for two hard hours of study five nights a week, with only four dropped for lack of interest. I can tell of men who learned to read well enough to make their tortuous way through the Bluejacket's Manual unaided. This is nobility because it is a burning, inarticulate desire to improve oneself, to gain the means to self-betterment and to enhance self-security. This is the power and driving force of character. This is the pioneer spirit in the realm of learning, requiring no less fortitude than is needed to carve an empire out of a wilderness.

What I am trying to say is, these people are good people. America ought not to let them waste away among the disinherited of this world. We Americans are the losers if we do. In the cold language of economics, these people are potentially self-sustaining. They are not born relievers of shovel-leaners. They can go places and do things if we'll help them get started. And they have a right to, just as any other Americans have. That is one of the things we are really fighting for.

In December last year I left the school, which in the meantime had become a full-time duty, to organize a special unit for white illiterate trainees. I did it with some trepidation. I knew that anybody could educate such men as these Negroes. All you had to do was put it within their reach and they grabbed it up. They wanted something they had never had a chance to get and wanting won half the battle. But what of the whites, would this be true of them? I was not sure.

I had read Tobacco Road and God's Little Acre so I was well qualified to work with poor whites (!) What Erskine Caldwell had to say dwelt little on their interest in education and not a little on extra-curricular matters. I was nervous about this new work, to say the least. But in the Navy you don't stand on one foot and then the other; you go do. I went.

I've been at it for many months now, working with whites and I still have to rub my eyes. The faces I see could be black or white, but the characteristics of the men would not change. More than sixteen thousand whites have passed through this unit and the same distinguishing characteristics appear over and over again, the same eagerness for education, the same ugly stigmas of poor economic status, isolation, prejudice and ignorance. The same child-like, exuberant joy when the first letter is written, the first division problem solved. It is like handing a plane to a carpenter who has been forced to smooth wood with a dull axe or no blade at all. There is the same enthusiasm for a new tool; "Now I can get the job done".

Between the Negro and white illiterates, as I have said, there is little difference. You are impressed with the basic decency of both, the native keenness of both, the ingenuity of both. These men have taken their limitations and made the best of them. I would rate the Negro slightly ahead of the white, on the average, in educability, simply because the Negro is more probably illiterate due to lack of opportunities for learning than the white. The difference is so slight as to

slight as to ^{be}worth barely the mention. Usually this difference is compensated for by the broader experience of the white.

The most important thing I have learned is not that there are differences between the illiterate Negro and the illiterate white. The most important thing is ~~that~~ the two are so much alike. This means a lot. It seems that we hurt the whites by suffering this condition to continue as much as we know we have hurt the Negro. If illiteracy doesn't segregate as effectively as color, then I am blind. It isolates a man, white or negro, from all that can make him able to reach a better place in the sun. Color is no issue in the problem of illiteracy. Illiteracy is a social disease with almost as serious consequences as the maladies usually associated with that word, social. Illiterates come from big families and have big families themselves. The average white illiterate comes from a family of seven children. Can we blithely assume that he is the black sheep? Was he the only failure in the family? I think not. Illiteracy, therefore, cannot be on the same, as far as numbers go.

It is for us who have gotten the breaks to try to get them for those who need them. That is the essence of democracy, the crux of Christianity. Admitting this, how can we forget these disinherited? I know that if we do continue to ignore them, we shall have a country full of them in not so many years. We shall have as pliable

a minority group of disillusioned people as any demagogue would love to get his hands on. It takes education and position to produce a small family. It takes illiteracy and poverty to produce a big one. Figure it out. We must give these people the tools, and if we do, to quote the remarks of a Prime Minister about another struggle for survival, they will finish the job. Literacy is not an end, but only the means to an end. Literacy is a weapon needed by every man to win the battle of self-respect. Freedom from ignorance is just as important as freedom from fear, to a democratic nation. Upon this freedom the nation must depend for survival.

The Office of Education says we have done a wonderful job. But have we finished it? Not as long as there are half a million fighting men who are privileged to give their lives for a country that has not even given them the basic education of an average child of ten. Not as long as there are a million or more others who have never known what it means to be able to read the printed page, to have the type come to life with a vital message. This is the much-heralded century of the common man. This is a war for the little people of whom the educationally underprivileged are not a few. This is a war of ideas. And so will the peace that follows be a peace of ideas, we hope. Here is one idea for that peace: What of the disinherited?

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

February 23, 1945

*Rec'd 3:45 p.m.
Monday, Feb. 26, 1945
ABT*

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

File

FEB 24 1945

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Dear Mrs. Roosevelt:

The agenda and time schedule for the Work-Conference on Educational Programs for Veterans is just out of the typewriter, and I am sending you the first copy. The material will be in mimeographed form when the conference opens.

You will note that the first hour is given over to registration and that the conference itself does not open until 10 o'clock. After Dr. Dawson makes his preliminary statement, you will be presented by Dr. Ralph McDonald. I was asked to present you to the conference, but I thought it would be very nice for Dr. McDonald to have this privilege since he is a fairly recent acquisition to our staff. Needless to say, he was very much pleased to have the opportunity.

If you could stay through the conference until 11:45, I feel that it would be a good thing for you to hear the six-minute presentations by the chairmen of the six groups.

I hope that this slight change in the time schedule will not interfere with any plans that you have made. In Miss Thompson's letter of February 10 to me, she said that you could be here from 9:30 to 10:45 a.m. -- those being the hours I stated in my previous letter to you. The difficulty of train travel and the fact that some of our important participants were coming in on the morning trains are responsible for the shift in time. All of us here knew that every delegate to this conference would want to be here when you spoke to us.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

AGENDA AND TIME SCHEDULE
WORK-CONFERENCE ON EDUCATIONAL PROGRAMS FOR VETERANS
With Special Reference to Non-Collegiate Education
Headquarters Building, National Education Association
1201 Sixteenth Street, N. W.
Washington, D. C.
February 26, 27 and 28, 1945

MONDAY, FEBRUARY 26

- 9:00 to 10:00 A. M. - Registration for Conference
Board Room, First Floor
- 10:00 to 11:45 A. M. - Opening General Session
Howard A. Dawson, presiding
Opening statement by the Chairman
Presentation of Mrs. Roosevelt
Dr. Ralph McDonald, Co-chairman
Address - Mrs. Eleanor Roosevelt
Statements by Analysts -six minutes
each
- Group I - Frank D. Norton
Group II - E. V. Hollis
Group III - W. H. Pillsbury
Group IV - J. L. B. Buck
Group V - R. H. Eckelberry
Group VI - Leland Bradford
- 11:45 to 1:15 P.M. - Luncheon Recess
- 1:15 to 5:00 P. M. - Group Sessions
Group I - Trustee Room
Group II - Board of Directors Room (N. E.)
Group III - Secretary's Office
Group IV - Board of Directors Room (N. W.)
Group V - President's Office
Group VI - Board of Directors Room (South)
- 5:00 to 7:50 P. M. - Dinner Recess
- 7:50 to 10:00 P.M. - Group Sessions

TUESDAY, FEBRUARY 27

9:30 to 12:30 A. M. - Group Sessions
2:00 to 5:00 P. M. - Group Sessions
7:30 to 10:00 P.M. - Optional period for
Group Sessions

WEDNESDAY, FEBRUARY 28 -

9:30 to 12:30 A.M. - General Session, Reports
from Groups
Group I - William G. Carr
Group II - L. A. Wilson
Group III - Harry A. Jager
Group IV - Carroll M. Reed
2:00 to 4:00 P.M. - General Session, Conclusion
of Group Reports -
Group V - Earl M. Mosier
Group VI - Glenn Kendall
4:00 to 5:00 P.M. - Action Session

LIST OF PROBLEMS AND GROUP OFFICERS:

Problem I - Educational Rights and Benefits of Veterans

Chairman - William G. Carr
Secretary - Donald DuShane
Analyst - Frank D. Norton

Problem II - Educational Needs of Veterans

Chairman - L. A. Wilson
Secretary - Paul E. Klieber
Analyst - E. V. Hollis

Problem III - Guidance Services needed by Veterans

Chairman - Harry A. Jager
Secretary - Mrs. Mildred Percy
Analyst - W. H. Pillsbury

Problem IV - Facilities for Veterans' Education

Chairman - Carroll R. Reed
Secretary - Raymond W. Gregory
Analyst - J. L. B. Buck

LIST OF PROBLEMS AND GROUP OFFICERS - Continued -

Problem V - Accreditation of Education and Training Institutions and
Facilities for Veterans

Chairman - Earl E. Mosier
Secretary - P. P. Stapsy
Analyst - R. H. Eckelberry

Problem VI - Curriculum and Methods of Instruction in the Offering of
Educational Opportunities for Veterans

Chairman - Glenn Kendall
Secretary - Mrs. Clara M. Beyer
Analyst - Leland Bradford

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

February 23, 1945

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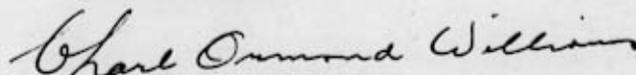
Mrs. Franklin D. Roosevelt
The White House
Washington, D. C.

Dear Mrs. Roosevelt:

The paragraph which I am quoting from a letter received this morning from Dr. Maycie Southall, George Peabody College for Teachers, is just one from among a large number which have been received since I sent the enclosed material, following your press conference on January 22:

"I have just received the material which you as chairman of the June White House Conference sent to all those attending. Your committee has rendered an excellent service to women and you yourself have rendered unmeasured service to your sex in the vision with which you planned the conference and the courage with which you worked through to such a satisfactory completion of this ambitious undertaking. I believe there will be some real effects in making such organizations as AAUW recognize their responsibility for civic leadership. I already see it in the national, state, and local branches of AAUW."

Yours sincerely,



Charl Ormord Williams

W/e

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

February 23, 1945

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

Dear Mrs. Roosevelt:

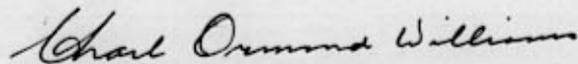
Last night after I had gone to bed, I was called to the long distance telephone to hear about the wonderful meeting the women had in Chicago yesterday. All through the day, the June 14 White House Conference was mentioned as a great milestone in the history of women, and the delegates were enthusiastic over the appointment of Dean Gildersleeve. The publicity was excellent, I was told, and I am to have a copy for my record.

The 40 organizations associated in this enterprise will stay united and the present officers will carry on until a year from now when another set of officers will take over. It would appear that the women in the Chicago area mean business.

I want you to know also that many, many women at the luncheon you attended in New York spoke to me about the appointment of Dean Gildersleeve, always with great appreciation and approval. I really think that results of our June conference are going to be more concrete and encouraging than we had any reason to hope.

I am looking forward to seeing you Monday morning, and I shall meet you at the door.

Cordially yours,



Charl Ormond Williams

January 22, 1945

BACKGROUND AND FACTS ON ROSTER OF QUALIFIED WOMEN

Women, in a concrete effort to have representation on all war and post-war commissions, this week placed in the hands of the State Department a list of 260 women qualified to serve on such commissions. This Roster of Qualified Women was earlier in the month presented to the President, who mentioned its completion in his January 16 press conference.

Presentation in both cases was made by Miss Charl Ormond Williams, Past President and Director of Field Service of the National Education Association, who acted in her capacity as chairman of the Continuation Committee of the June 14 White House Conference on "How Women May Share in Post-War Policy-Making."

Inspired by Mrs. Roosevelt's statement that "women should serve on all commissions that are an outgrowth of this global war," 13 women, representatives of national organizations, met with her for luncheon May 21, 1944. The outgrowth of that meeting was the June 14 conference called by representatives of four national women's organizations: Dr. Minnie L. Maffett, President, National Federation of Business and Professional Women's Clubs, Inc.; Dr. Kathryn McHale, General Director, American Association of University Women; Mrs. Lucy J. Dickinson, President, General Federation of Women's Clubs; and Miss Williams, representing the National Education Association.

The 230 women at the June 14 conference voted unanimously for the appointment of a Continuation Committee, whose main duty would be to compile a Roster of Qualified Women for presentation to the President and the State Department, and accepted a roster blank proposed by Dr. McHale. Appointed on the Continuation Committee were: Miss Williams, Chairman; Dr. Maffett; Dr. McHale, Mrs. Dickinson; Miss

Elizabeth Christman, Executive Secretary, National Women's Trade Union League of America; and Mrs. Charles W. Sewell, Administrative Director, The Associated Women of the American Farm Bureau Federation.

During the summer and early fall of 1944, members of the June 14 conference, and the organizations they represented, submitted on questionnaire blanks 730 names of prominent women, from which the Continuation Committee, with the help of experts, chose 260 names for the Roster.

The 730 questionnaires are now in the hands of the National Roster of Scientific and Specialized Personnel of the War Manpower Commission for inclusion in the file of that agency if any names on the blanks are registrable there. When the WMC work is finished, the 730 questionnaires will be deposited with the State Department where they, along with the Roster of 260, will be available for further study and use, not only by the State Department but by all members of the President's Cabinet and by the heads of independent agencies who sent official observers to the June conference.

Names of women on the Roster, now arranged alphabetically, will be rearranged by the State Department according to fields of interest. Specialized qualifications of the 260 women on the Roster cover the many and varied phases of modern life. Administration, business, education, engineering, economics and government, home economics, international affairs, languages, writing, radio, public relations, law, medical sciences, general sciences, social welfare are among the fields covered.

In administration, are women qualified in the divisions of personnel, industrial, institutional, public, welfare, scientific, educational, general.

In education, qualifications are in phases of childhood education, general education, higher education, adult education, and in many subject-matter divisions.

In science, appear such categories as: aviation, chemistry (cellulose chemist, textile chemist, specialist in sugar, specialist in rubber, specialist in synthetic rubber), biochemistry, physics, biophysics, mathematics, metallurgy, botany, plant pathology, radiology.

Another outgrowth of the June 14 conference is the continued holding of local, state, and regional conferences seeking representation of women on policy-making bodies on these levels as well as on national and international levels. A meeting that invoked much enthusiasm was a conference on "How Women May Share in State Government," held in the House of Representatives in Austin, Texas, September 7, 1944. Impressed by the success of that conference, the Committee on Economic and Legal Status of Women of the American Association of University Women issued a memorandum urging AAUW state chairmen in other states to initiate "White House" conferences. In the fall, similar conferences were held in Minneapolis and St. Paul.

Two meetings have been held by the Altruse Club of Chicago looking toward a regional conference February 22 to include the states of Illinois, Wisconsin, and Indiana, on the subject of "Women's Share in Post-War Policy Planning." Nine state and national groups were represented at the second meeting on program planning.

THE WHITE HOUSE
WASHINGTON

February 26, 1945.

MEMORANDUM FOR:

Miss Malvina Thompson.

To act on.

F. D. R.

14

EDUCATION'S CHALLENGE

by

Maurice J. Thomas
Superintendent of Schools
Rochester, Minnesota

PREFACE

Educators and laymen increasingly are aware of the serious inequalities existing among the educational systems of our forty-eight states.

During the past two decades this problem has been thoroughly discussed and various proposals made. At the present time it is being more widely and favorably discussed than ever before. It is clear that only by national action can inequalities of educational support be remedied. Many members of Congress and most national leaders recognize the critical need. Business and professional groups, labor, clubs, organizations and women's groups are studying the issues involved.

Federal aid to education will soon be a reality. It is only a question of time. When the issues are understood by the people, speedy action by Congress will follow.

The material in this document will aid those wishing to present the need of education to interested study groups. No attempt has been made to give all the arguments nor to brief all the fine material available on this subject. The bibliography on this subject is large and only the most pertinent have been listed.

The evidence points that increased assistance to public education from the federal government is sound historically, essential economically, and long overdue educationally.

Maurice J. Thomas

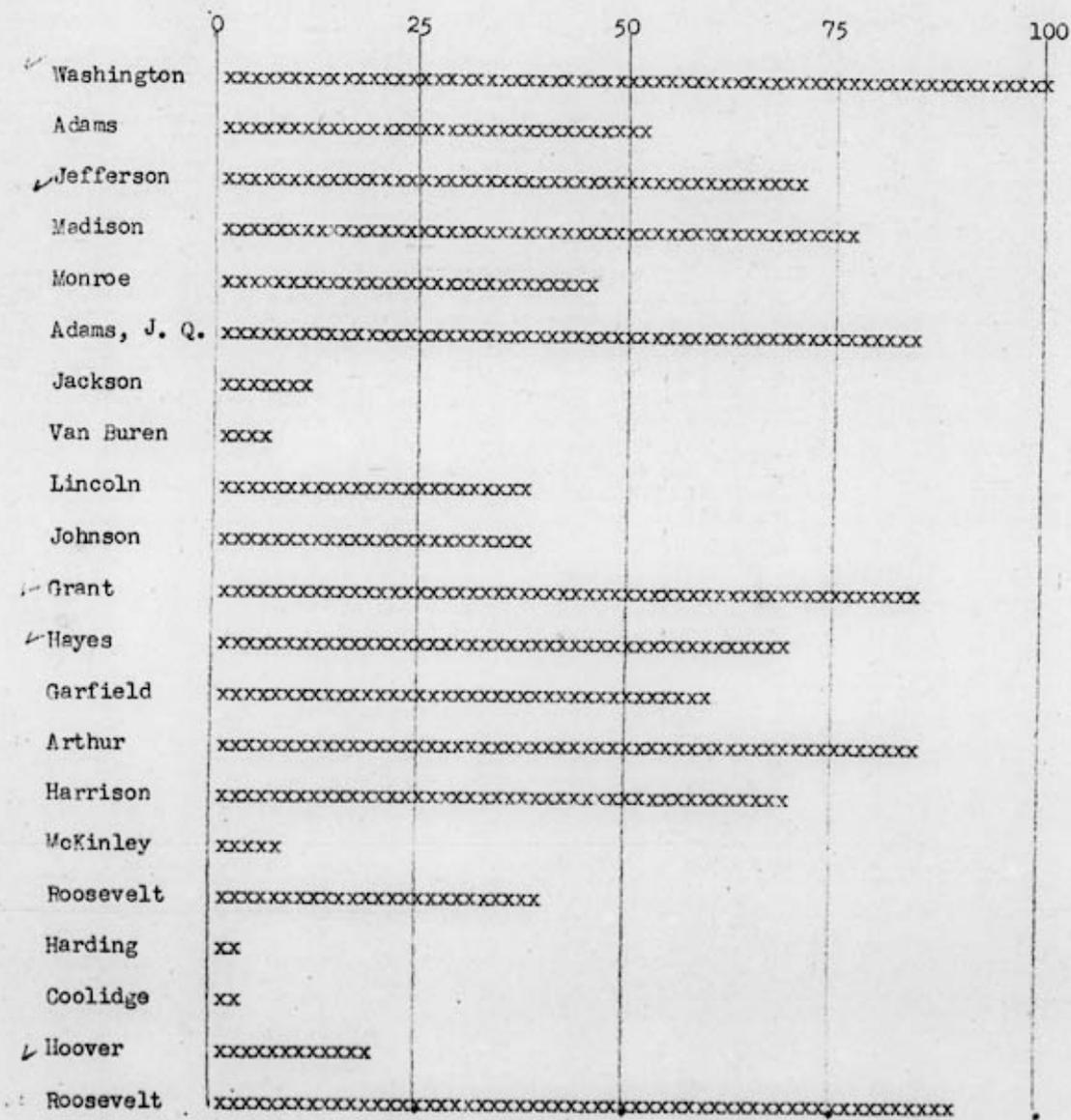
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PRESIDENTIAL

UNDERSTANDING OF EDUCATION'S ESSENTIAL NATURE IN AMERICAN DEMOCRACY
Based on Presidential Messages and Action Recommended



Presidents Harrison, Tyler, Polk, Taylor, Fillmore, Pierce, Buchanan, Cleveland, Taft, and Wilson all neglected or did not deem education important enough to mention in any of their state papers.

Standard used, comparison of all presidents with George Washington as a standard of 100.

QUOTATIONS USED IN INTRODUCING SOME OF THE CHAPTERS OF THE BOOK

"THE GOOD EDUCATION OF YOUTH HAS BEEN ESTEEMED BY WISE MEN IN ALL AGES AS THE SUREST FOUNDATION OF THE HAPPINESS BOTH OF PRIVATE FAMILIES AND OF COMMONWEALTHS." -- Benjamin Franklin.

"IN OUR COUNTRY, AND IN OUR TIMES, NO MAN IS WORTHY THE HONORED NAME OF STATESMAN, WHO DOES NOT INCLUDE THE HIGHEST PRACTICABLE EDUCATION OF THE PEOPLE IN ALL HIS PLANS OF ADMINISTRATION." -- Horace Mann.

"THE WHOLE PEOPLE MUST TAKE UPON THEMSELVES THE EDUCATION OF THE WHOLE PEOPLE AND BE WILLING TO BEAR THE EXPENSE OF IT." -- John Adams.

"WE HAVE FAITH IN EDUCATION AS THE FOUNDATION OF DEMOCRATIC GOVERNMENT." -- Franklin Delano Roosevelt

"EDUCATION IS OF SUCH IMPORTANCE THAT ITS NEEDS MUST BE MET EVEN IF THIS MEANS THE DEFERRING OF OUR PUBLIC ACTIVITIES OF LESS MOMENT." -- Wendell Willkie

EXTRACTS FROM "EDUCATION'S CHALLENGE"

Manuscript by Dr. Maurice J. Thomas, Superintendent of Schools,
Rochester, Minnesota.

Educators and laymen increasingly are aware of the serious inequalities existing among the educational systems of our forty-eight states.

During the past two decades this problem has been thoroughly discussed and various proposals made. At the present time it is being more widely and favorably discussed than ever before. It is clear that only by national action can inequalities of educational support be remedied. Many members of Congress and most national leaders recognize the critical need. ~~Business and professional groups, labor, clubs, organizations and women's groups are studying the issues involved.~~

It is only a question of time. When the issues are understood by the people, speedy action by Congress will follow.

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Increased assistance to public education from the federal government is sound historically, essential economically, and long overdue educationally.

The inequalities of educational services become pressingly apparent during times of social and economic stress. During a war educational shortcomings are even more in evidence. While the problems are clearly indicated their solution during times of crisis are delayed by the paramount nature of immediate needs. Education secures quick corrective action only if breakdowns are complete.

~~It is always difficult to think logically and clearly, even in placid~~ times, but it is much more difficult to have clarity, discernment and judgment under the stress of compulsion and prejudice. It is not surprising, therefore, to understand ~~how it happens~~ that there is the inconsistent thinking and ~~prejudiced~~ writing that is in evidence on all sides relative to the ~~present status of education and federal support.~~

The nature of educational growth and support during the past one hundred years departed from historical precedents and early educational thinking. It is not surprising, therefore, that our national leaders are confused today relative to the value of federal aid and the amount and type of financial support which should be accorded to education. Local community concepts have been such, again based on the type of educational support and

growth during the last one hundred years, that national leaders now feel, in opposing federal aid, they are supporting the "American Way", when in reality they are accepting and supporting departures from our early concepts and repudiating the educational philosophy of those who founded our republic.

In examining this present day issue of federal support for education, attention must be directed to an analysis of historical precedents, our present critical need and the basic principles which could be served by national interest and financial support of our public schools. In what other area of governmental activity could the benefits of increased financial support be more effective in strengthening our economic, cultural, social and democratic institutions?

Any program to improve the status and understanding of the American people will fortify and give meaning to our democratic structure of government.

Massau W. Senior says: "No country is so poor as to be unable to bear the expense of good schools. Strictly speaking, it is not an expense. The money so employed is much more than repaid by the superiority and diligence, in skill, in economy, in health—in short in all the qualities which fit men to produce and preserve wealth, of an educated over an uneducated community."

~~The Educational Policies Commission states that: "Efficient universal education is the mother of national prosperity."~~

Many people, when first confronted with the idea of federal aid to education, feel that it is a new proposal, and one that is entirely foreign to our concept of present day educational organization. Nothing could be farther from the truth. Our early American statesmen were conscious of the role of education in society. The early presidents, beginning with George Washington, were positive in their support of free public education. Washington, in his first message to Congress, stated the following:

"Nor am I less persuaded that you will agree with me in opinion that there is nothing which can better deserve your patronage than the promotion of science and literature. Knowledge is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours it is proportionately essential. To the security of a free constitution it contributes in various ways—by convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and to value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority; between burthens proceeding from a disregard to their conveniences and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that

of licentiousness—cherishing the first, avoiding the last—and uniting a speedy but temperate vigilance against encroachments, with an inviolable respect to the laws."

In his last address to Congress in 1796, Washington again presented the need of federal support of education when he proposed to Congress that it establish national educational institutions.

"The assembly to which I address myself is too enlightened not to be fully sensible how much a flourishing state of the arts and sciences contributes to national prosperity and reputation.

"True it is that our country, much to its honor, contains many seminaries of learning highly respectable and useful; but the funds upon which they rest are too narrow to command the ablest professors in the different departments of liberal knowledge for the institutions contemplated, though they would be excellent auxiliaries.

"Amongst the motives to such an institution, the assimilation of the principles, opinions, and manners of our countrymen by the common education of a portion of our youth from every quarter well deserves attention. The more homogeneous our citizens can be made in these particulars the greater will be our prospect of a permanent union; and a primary object of such a national institution should be the education of our youth in the science of government. In a republic what species of knowledge can be equally important and what duty more pressing on its legislature than to patronize a plan for communicating it to those who are to be the future guardians of the liberties of the country?"

While this proposal by Washington to establish a national university was not accepted by Congress, it indicated the forward thinking and statesmanlike qualities of our first president.

One of the most familiar quotations, to educators, at least, is found in Washington's Farewell Address:

"It is substantially true that virtue or morality is a necessary spring of popular government. The rule indeed extends with more or less force to every species of free government. Who that is a sincere friend to it can look with indifference upon attempts to shake the foundation of the fabric? Promote then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

In an address given just prior to his assumption of the duties of president of the United States, delivered February 22, 1789 on the encouragement

of higher education, he demonstrates his understanding the appreciation of the problem of educating the youth, and it was the first public presentation of the necessity of universal education from the broad standpoint as a function of the national government.

~~We find the following words in Washington's will:~~

~~"For these reasons it has been my ardent wish to see a plan devised on a liberal scale which would have a tendency to spread systematic ideas to all parts of this rising empire, thereby to do away local attachments and state prejudices as far as the nature of things would, or indeed ought to admit from our national council."~~

Washington spoke positively in support of public education. He understood the necessity, he realized the importance and he appreciated the value of education and had the desire to commit the federal government to the support of educational institutions in the United States. He repeatedly recommended to Congress proposals which would have built a sound and firm educational structure on a national scale. Washington, like his immediate successor, gave more than lip service to education. Government "by the people" was real to him. He had given his best to his country, as military leader, president of the Constitutional Convention, and President. As the wealthiest man of his time he subordinated his every personal interest to the needs of the new nation. In educational understanding, as in other areas, he has given us an example of true greatness, unselfish service, clarity of thinking, and farsighted vision.

On March 4, 1797, John Adams, on assuming the presidency of the United States in his first inaugural address paid tribute to the force of education. He wished to strengthen and expand public and private education.

"a love of science and letters and a wish to patronise every rational effort to encourage schools, colleges, universities, academies, and every institution for propagating knowledge, virtue, and religion among all classes of the people, not only for their benign influence on the happiness of life in all its stages and classes, and of society in all its forms but as the only means of preserving our Constitution from its natural enemies, the spirit of sophistry, the spirit of party, the spirit of intrigue, the profligacy of corruption, and the pestilence of foreign influence, which is the angel of destruction to elective governments."

Thomas Jefferson wrote to Madison from Paris in 1789, stating:

"Above all things, I hope the education of the common people will be attended to; convinced that on this good sense we may rely with most security for the preservation of a due sense of liberty."

After serving as president he returned to Virginia. He became more and more interested in education. Writing in 1816 he stated;

"If a nation expects to be ignorant and free in a state of civilization it expects what never was and never will be. There is no safe deposit (for the functions of government) but with the people themselves; nor can they be safe with them without information."

Jefferson in many addresses, messages and letters constantly spoke for education supported by the federal government, and the following two quotations are typical:

"By far the most important bill in our whole code, is that for the diffusion of knowledge among the people. No other sure foundations can be devised for the preservation of freedom and happiness."

"Enlighten the people generally and tyranny and oppressions of both mind and body will vanish like evil spirits at the dawn of day."

James Madison in his First Inaugural Address, March 4, 1809, briefly stated: "to favor in like manner the advancement of science and the diffusion of information as the best aliment to true liberty."

In his Second Annual Message to Congress, December 5, 1810, he brings to the attention of Congress, Washington's proposal for the establishment of a National University, and gave strong arguments for its establishment:

"Whilst it is universally admitted that a well-instructed people alone can be permanently a free people, and whilst it is evident that the means of diffusing and improving useful knowledge form so small a proportion of the expenditures for national purposes, I cannot presume it to be unseasonable to invite your attention to the advantages of superadding to the means of education provided by the several states a seminary of learning instituted by the National Legislature within the limits of their exclusive jurisdiction, the expense of which might be defrayed or reimbursed out of the vacant grounds which have accrued to the nation within these limits.

~~"Such an institution, though local in its legal character, would be universal in its beneficial effects. By enlightening the opinions, by expanding the patriotism, and by assimilating the principles, the sentiments, and the manners of those who might resort to this temple of science, to be redistributed in due time through every part of the community, sources of jealousy and prejudice would be diminished, the features of national character would be multiplied, and greater extent given to social harmony. But, above all, a well-constituted Seminary in the center of the nation is recommended by the consideration that the additional instruction emanating from it would contribute not less to strengthen the foundations than to adorn the structure of our free and happy system of government."~~

~~Again on December 5, 1815, immediately after the War of 1812, he renewed~~

~~his plea with Congress but failed to obtain the necessary legislation.~~

~~"The present is a favorable season also for bringing again into view the establishment of a national seminary for learning within the District of Columbia, and with means drawn from the property therein, subject to the authority of the General Government. Such an institution claims the patronage of Congress as a monument of their solicitude for the advance of knowledge, without which the blessings of liberty can not be fully enjoyed or long preserved; as a model instructive in the formation of other seminaries, as a nursery of enlightened preceptors, and as a central resort of youth and genius from every part of their country, diffusing on their return examples of those national feelings, those liberal sentiments, and those congenial manners which contribute cement to our Union and strength to the great political fabric of which that is the foundation."~~

Finally in his last message to Congress, December 3, 1816, he briefly generalized his faith in education, ~~and asked Congress:~~

"...and encourages in every authorized mode that general diffusion of knowledge which guarantees to public liberty its permanency and to those who possess the blessing the true enjoyment of it;"

James Monroe, in his First Inaugural Address, April 15, 1819, twice referred to education "enlightenment" and "intelligence" of the people.

"The Government has been in the hands of the people. To the people, therefore, and to the faithful and able depositaries of their trust is the credit due. Had the people of the United States been educated in different principles, had they been less intelligent, less independent, or less virtuous, can it be believed that we should have maintained the same steady and consistent career or been blessed with the same success? While, then, the constituent body retains its present sound and healthful state everything will be safe. They will choose competent and faithful representatives for every department. It is only when the people become ignorant and corrupt, when they degenerate into a populace, that they are incapable of exercising the sovereignty. Usurpation is then an easy attainment, and an usurper soon found. The people themselves become the willing instruments of their own debasement and ruin. Let us, then, look to the great cause, and endeavor to preserve it in full force. Let us by all wise and constitutional measures promote intelligence among the people as the best means of preserving our liberties."

In his fourth message Monroe stated: "A free, virtuous, and enlightened people know well the great principles and causes on which their happiness depends."

When John Quincy Adams became president we find in his first annual

message to Congress, December 8, 1825, these strong words:

"The great object of the institution of civil government is the improvement of the condition of those who are parties to the social company, and no government, in whatever form constituted, can accomplish the lawful ends of its institution but in proportion as it improves the condition of those over whom it is established. Roads and canals, by multiplying and facilitating the communications and intercourse between distant regions and multitudes of men, are among the most important means of improvement. But moral, political, intellectual improvement are duties assigned by the Author of Our Existence to social no less than to individual man. For the fulfillment of those duties governments are invested with power, and to the attainment of the end—the progressive improvement of the condition of the governed—the exercise of delegated powers is a duty as sacred and indispensable as the usurpation of powers not granted is criminal and odious. Among the first, perhaps the very first, instrument for the improvement of the condition of men is knowledge, and to the acquisition of much of the knowledge adapted to the wants, the comforts, and enjoyments of human life public institutions and seminaries of learning are essential. So convinced of this was the first of my predecessors in this office, now first in the memory, as, living, he was first in the hearts, of our countrymen, that once and again in his addresses to the Congresses with whom he cooperated in the public service he earnestly recommended the establishment of seminaries of learning, to prepare for all the emergencies of peace and war—a national university and a military academy. With respect to the latter, had he lived to the present day, in turning his eyes to the institution at West Point he would have enjoyed the gratification of his most earnest wishes; but in surveying the city which has been honored with his name he would have seen the spot of earth which he had destined and bequeathed to the use and benefit of his country as the site for an university still bare and barren."

Thus we see that our first presidents, Washington, Adams, Jefferson, Madison, Monroe, second Adams, all supported public education, and the early proposals by Washington were constantly seconded by those who followed him.

J. W. Quincy
Adams was the last of our presidents who could be called belonging to the "heroic era". These men were founders and formulators of policy. These six presidents were products of revolution. Their concepts were virile and challenging. They were proponents of change and willingly sacrificed comfort and risked their fortunes and lives to an ideal.

It was to be expected that they would be willing to propose measures which would effectively strengthen that which they helped create. Knowing that the type of government they were establishing was dependent for its perpetuation upon an informed citizenry they realized that it was essential that education be universal.

With the exception of Washington they were all excellently educated and all were active in affairs of government. Being men of means as well as culture, their leadership was all the more effective. Their belief in the power of education was based upon their own experiences. They did not wish to trust a popular government to the uneducated, nor did they wish to deny them the right to govern. Therefore, education was the instrument selected for making effective this new experiment in government.

Andrew Jackson referred to education in his first inaugural address:

"Internal improvement and the diffusion of knowledge, so far as they can be promoted by the constitutional acts of the Federal Government, are of high importance."

Martin Van Buren, in his second annual message, made this comment in reference to education: "In no country has education been so widely diffused."

In Millard Fillmore's Third Annual Message to Congress he stated:

"The whole country is full of enterprise. Our common schools are diffusing intelligence among the people and our industry is fast accumulating the comforts and luxuries of life. ~~This is in part owing to our peculiar position, to our fertile soil and comparatively sparse population; but much of it is also owing to the popular institutions under which we live, to the freedom which every man feels to engage in any useful pursuit according to his taste or inclination, and to the entire confidence that his person and property will be protected by the laws. But whatever may be the cause of this unparalleled growth in population, intelligence, and wealth, one thing is clear—that the Government must keep pace with the progress of the people. It must participate in their spirit of enterprise, and while it exacts obedience to the laws and restrains all unauthorized invasions of the rights of neighboring states, it should foster and protect home industry and lend its powerful strength to the improvement of such means of intercommunication as are necessary to promote our internal commerce and strengthen the ties which bind us together as a people.~~"

The abolition of slavery created many new and complex problems. It was immediately apparent that total freedom for the slaves, coupled with responsibility, could not be achieved merely through legislation. The people of the south quickly sensed that the negroes would have to be prepared for citizenship, and that such preparation was a long process. Leaders of the north and south agreed that it would be only through education that the negro could be prepared for responsibility.

The excesses of reconstruction made it increasingly difficult for the south to set up adequate machinery to train the negro in social, economic and political responsibility. To understand rightly the south's present attitude toward this problem, one must study the reconstruction period.

The post Civil War presidents certainly could not express themselves as well as our early presidents. Their language was not polished. They were also not as philosophical in their approach. One must keep in mind, however, that our first six presidents were attempting to convince the American people of their time as to the essential nature of education in a democracy. The presidents during the post Civil War era did not have to present the need for education to the American people as an essential instrument for democracy. Between the years of 1825 and 1860 the battle for free public education had been won. The principle had been completely established. Free public elementary schools were available to practically every boy and girl in urban America, and to most in rural America. The problem facing national leadership in the post Civil War years dealt with specific problems relating to education and the need for financial assistance. The chief problem confronting the American people after the close of the Civil War was the education of the negro. Closely associated with this, but not so pressing, was the elimination of illiteracy.

An examination of President Grant's messages, particularly his seventh annual message, indicates that he had the same high purpose in advocating the extension of knowledge as did our early presidents. As education was extended and became available to more and more people, inequalities and specific problems emerged, and these received the attention of the presidents. This was not only true in the realm of education, but was equally true of all aspects of government. Our early presidents dealt more with the intangibles of government and less with the specifics. Our later presidents have dealt more with the tangible and specific problems because there have been so many more of them. It would, therefore, seem to be unfair to say that because a president failed to philosophize about education that he did not understand its essential nature, particularly when he takes for granted the importance of education and recommends specific action in order that educational institutions may be strengthened or inequalities eliminated.

Early in President Grant's first term in a special message to Congress delivered March 30, 1870, he stated:

"Institutions like ours, in which all power is derived directly from the people, must depend mainly upon their intelligence, patriotism, and industry. I call the attention, therefore, of the newly enfranchised race to the importance of their striving in every honorable manner to make themselves worthy of their new privilege. To the race more favored heretofore by our laws I would say, withhold no legal privilege of advancement to the new citizen. The framers of our Constitution firmly believed that a republican government could not endure without intelligence and education generally diffused among the people."

President Grant in his second annual message to Congress discussed the importance of continuing land grants to states and to recognizing as valid grants already made.

"Good faith requires us to give full effect to existing

grants. The time-honored and beneficent policy of setting apart certain sections of public land for educational purposes in the new States should be continued."

Also in this same message, President Grant reported to Congress concerning the establishment of the Bureau of Education:

"The subjects of education and agriculture are of great interest to the success of our republican institutions, happiness and grandeur as a nation. In the interest of one a bureau has been established in the Interior Department--the Bureau of Education; and in the interest of the other, a separate Department, that of Agriculture. I believe great general good is to flow from the operations of both these Bureaus if properly fostered. I can not commend to your careful consideration too highly the reports of the Commissioners of Education and of Agriculture, nor urge too strongly such liberal legislation as to secure their efficiency."

Continuing in his third annual message, a discussion of public lands, a new suggestion that the proceeds from the sale of such public land should be utilized for the purpose of extending education:

"I renew my recommendation that the public lands be regarded as a heritage to our children, to be disposed of only as required for occupation and to actual settlers. Those already granted have been in great part disposed of in such a way as to secure access to the balance by the hardy settler who may wish to avail himself of them, but caution should be exercised even in attaining so desirable an object.

"Educational interest may well be served by the grant of the proceeds of the sale of public lands to the settlers. I do not wish to be understood as recommending the least degree a curtailment of what is being done by the General Government for the encouragement of education."

In his fourth annual message he paid tribute to education, and particularly to the Bureau of Education, and again called the attention of Congress to the possibility of appropriating the net proceeds of the sale of public lands for educational purposes:

"The rapidly increasing interest in education is a most encouraging feature in the current history of the country, and it is no doubt true that this is due in a great measure to the efforts of the Bureau of Education. That office is continually receiving evidences, which abundantly prove its efficiency, from the various institutions of learning and educators of all kinds throughout the country.

"The report of the Commissioner contains a vast amount of

educational details of great interest. The bill now pending before Congress, providing for the appropriation of the net proceeds of the sales of public lands for educational purposes, to aid the States in the general education of their rising generation, is a measure of such great importance to our real progress and is so unanimously approved by the leading friends of education that I commend it to the favorable attention of Congress."

In President Grant's fifth annual message to Congress he paid high tribute to the power of education. He recognized, as have most enlightened national leaders, that education has done more than any other agency to unify the American people, reconcile conflicting points of view, minimize state jealousies, set goals for the people, and prepare leaders for service in all sections of the nation.

"The evidently increasing interest in the cause of education is a most encouraging feature in the general progress and prosperity of the country, and the Bureau of Education is earnest in its efforts to give proper direction to the new appliances and increased facilities which are being offered to aid the educators of the country in their great work."

In his fifth annual message Grant also called attention of Congress again to the desirability of establishing a university in the District of Columbia. He stated as follows:

"I would suggest to Congress the propriety of promoting the establishment in this District of an institution of learning, or university of the highest class, by the donation of lands. There is no place better suited for such an institution than the national capital. There is no other place in which every citizen is so directly interested."

President Grant, in his seventh annual message, recognized the dangers threatening United States. Speaking approximately twelve years after the close of the Civil War in a specific message to Congress, he discussed the role and power of education in remedying dangers threatening the people of the United States. This seventh annual message was Grant's most penetrating commentary on education.

"We should look to the dangers threatening us, and remedy them so far as lies in our power. We are a republic whereof one man is as good as another before the law. Under such a form of government it is of the greatest importance that all should be possessed of education and intelligence enough to cast a vote with a right understanding of its meaning. A large association of ignorant men can not for any considerable period oppose a successful resistance to tyranny and oppression from the educated few, but will inevitably sink into acquiescence to the will of intelligence, whether directed by the demagogue or by priestcraft."

Hence the education of the masses becomes of the first necessity for the preservation of our institutions. They are worth preserving, because they have secured the greatest good to the greatest proportion of the population of any form of government yet devised. All other forms of government approach it just in proportion to the general diffusion of education and independence of thought and action. As the primary step, therefore, to our advancement in all that has marked our progress in the past century, I suggest for your earnest consideration, and most earnestly recommend it, that a constitutional amendment be submitted to the legislatures of the several States to establish and forever maintain free public schools adequate to the education of all the children in the rudimentary branches within their respective limits, irrespective of sex, color, birthplace, or religion; forbidding the teaching in said schools of religious, atheistic, or pagan tenets; and prohibiting the granting of any school funds or school taxes, or any part thereof, either by legislative, municipal, or other authority, for the benefit or in aid, directly or indirectly, of any religious sect or denomination, or in aid or for the benefit of any other object of any nature or kind whatever."

At the close of this seventh message, President Grant recapitulated certain recommendations which had been made to Congress during his administration. He had two specific recommendations to make:

"As this will be the last annual message which I shall have the honor of transmitting to Congress before my successor is chosen, I will repeat or recapitulate the questions which I deem of vital importance which may be legislated upon and settled at this session:

"First. That the States shall be required to afford the opportunity of a good common-school education to every child within their limits.

"Second. No sectarian tenets shall ever be taught in any school supported in whole or in part by the State, nation, or by the proceeds of any tax levied upon any community. Make education compulsory so far as to deprive all persons who can not read and write from becoming voters after the year 1890, disfranchising none, however, on grounds of illiteracy who may be voters at the time this amendment takes effect."

President Rutherford B. Hayes repeatedly recommended specific federal aid for education. His messages to Congress, beginning with his Inaugural Address and included in all four annual messages, strongly and repeatedly urged Congress to specific action. Not only did President Hayes discuss the value and power of education in general terms, but he of all presidents, was the most specific in recommending concrete action. In his Inaugural Address he said:

"But at the basis of all prosperity, for that as well as for every other part of the country, lies the improvement of the intellectual and moral condition of the people. Universal Suffrage should rest upon universal education. To this end, liberal and permanent provision should be made for the support of free schools by the State governments, and, if need be, supplemented by legitimate aid from national authority."

In urging state governments to make ample provisions for the support of education, he recognized that there may be need for supplementary aid from the national government. President Hayes in his first annual message to Congress indicated educational statesmanship of the highest calibre when he urged:

"The wisdom of legislation upon the part of Congress, in aid of the States, for the education of the whole people in those branches of study which are taught in the common schools of the country is no longer a question. The intelligent judgment of the country goes still further, regarding it as also both constitutional and expedient for the General Government to extend to technical and higher education such aid as is deemed essential to the general welfare and to our due prominence among the enlightened and cultured nations of the world. The ultimate settlement of all questions of the future, whether of administration or finance or of true nationality of sentiment, depends upon the virtue and intelligence of the people. It is vain to hope for the success of a free government without the means of insuring the intelligence of those who are the source of power. No less than one-seventh of the entire voting population of our country are yet unable to read and write.

"It is encouraging to observe, in connection with the growth of fraternal feeling in those States in which slavery formerly existed, evidences of increasing interest in universal education, and I shall be glad to give my approval to any appropriate measures which may be enacted by Congress for the purpose of supplementing with national aid the local systems of education in those States and in all the States, and, having already invited your attention to the needs of the District of Columbia with respect to its public-school system, I here add that I believe it desirable, not so much with reference to the local wants of the District, but to the great and lasting benefit of the entire country, that this system should be crowned with a university in all respects in keeping with the national capital, and thereby realize the cherished hopes of Washington on this subject."

In Hayes' second annual message he called attention of Congress to the Bureau of Education's report. He indicated approval and appreciation of the extension of common school privileges to sections of the country needing it most. He also repeated his former recommendation that Congress supplement with national aid local assistance to education in the several states.

"The report of the Commissioner of the Bureau of Education shows very gratifying progress throughout the country in all the interests committed to the care of this important office. The report is especially encouraging with respect to the extension of the advantages of the common-school system in sections of the country where the general enjoyment of the privilege of free schools is not yet attained.

"To education more than to any other agency we are to look as the resource for the advancement of the people in the requisite knowledge and appreciation of their rights and responsibilities as citizens, and I desire to repeat the suggestion contained in my former message in behalf of the enactment of appropriate measures by Congress for the purpose of supplementing with national aid the local systems of education in the several states."

Again in his third annual message he repeated his previous recommendation:

"It is gratifying to learn from the Bureau of Education the extent to which educational privileges throughout the United States have been advanced during the year. No more fundamental responsibility rests upon Congress than that of devising appropriate measures of financial aid to education, supplemental to local action in the States and Territories and in the District of Columbia. The wise forethought of the founders of our government has not only furnished the basis for the support of the common-school systems of the newer States, but laid the foundations for the maintenance of their universities and colleges of agriculture and the mechanic arts. Measures in accordance with this traditional policy, for the further benefit of all these interests and the extension of the same advantages to every portion of the country, it is hoped will receive your favorable consideration."

Too many of our citizens today feel that the proposal of federal aid to education has come in recent years. There are some who feel that federal aid to education is an entirely new concept and an outgrowth of the 1930 depression years. The record, of course, clearly indicates that federal aid has been recommended by most of our presidents. Certainly the charge that it is the specific brainchild of one political party is wholly unfounded. President Rutherford B. Hayes was a Republican president and in his fourth and annual message he used arguments which are familiar today. The following statement is one of the best summaries of the need of federal aid and the specific action which Congress should take in order to provide adequate education to all of the people's children in the nation.

"It is not, however, to be forgotten that the best and surest guaranty of the primary rights of citizenship is to be found in that capacity for self-protection which can belong only to a people whose right to universal suffrage is supported by universal education. This means at the command of the local and State authorities

are in many cases wholly inadequate to furnish free instruction to all who need it. This is especially true where before emancipation the education of the people was neglected or prevented, in the interest of slavery. Firmly convinced that the subject of popular education deserves the earnest attention of the people of the whole country, with a view to wise and comprehensive action by the Government of the United States, I respectfully recommend that Congress, by suitable legislation and with proper safeguards, supplement the local educational funds in the several States where the grave duties and responsibilities of citizenship have been devolved on uneducated people by devoting to the purpose grants of the public lands and, if necessary, by appropriations from the Treasury of the United States. Whatever Government can fairly do to promote free popular education ought to be done. Wherever general education is found, peace, virtue, and social order prevail and civil and religious liberty are secure.

James A. Garfield, in his first message to Congress, presented powerful arguments for federal aid to education.

"But the danger which arises from ignorance in the voter can not be denied. It covers a field far wider than that of negro suffrage and the present condition of the race. It is a danger that lurks and hides in the sources and fountains of power in every state. We have no standard by which to measure the disaster that may be brought upon us by ignorance and vice in the citizens when joined to corruption and fraud in the suffrage.

"The voters of the Union, who make and unmake constitutions, and upon whose will hang the destinies of our governments, can transmit their supreme authority to no successors save the coming generation of voters, who are the sole heirs of sovereign power. If that generation comes to its inheritance blinded by ignorance and corrupted by vice, the fall of the Republic will be certain and remediless.

"The census has already sounded the alarm in the appalling figures which mark how dangerously high the tide of illiteracy has risen among our voters and their children.

"To the South this question is of supreme importance. But the responsibility for the existence of slavery did not rest upon the South alone. The nation itself is responsible for the extension of the suffrage, and is under special obligations to aid in removing the illiteracy which it has added to the voting population. For the North and South alike there is but one remedy. All the constitutional power of the nation and of the States and all the volunteer forces of the people should be surrendered to meet this danger by the savory influence of universal education.

"It is the high privilege and sacred duty of those now living to educate their successors and fit them, by intelligence and virtue, for the inheritance which awaits them."

Chester A. Arthur, in every message to Congress, urged general aid to education.

"Although our system of government does not contemplate that the nation should provide or support a system for the education of our people, no measures calculated to promote that general intelligence and virtue upon which the perpetuity of our institutions so greatly depends have ever been regarded with indifference by Congress or the Executive.

"A large portion of the public domain has been from time to time devoted to the promotion of education.

"There is now a special reason why, by setting apart the proceeds of its sales of public lands or by some other course, the Government should aid the work of education. Many who now exercise the right of suffrage are unable to read the ballot which they cast. Upon many who had just emerged from a condition of slavery were suddenly devolved the responsibilities of citizenship in that portion of the country most impoverished by war. I have been pleased to learn from the report of the Commissioner of Education that there has lately been a commendable increase of interest and effort for their instruction; but all that can be done by local legislation and private generosity should be supplemented by such aid as can be constitutionally afforded by the National Government.

"I would suggest that if any fund be dedicated to this purpose it may be wisely distributed in the different States according to the ratio of illiteracy, as by this means those localities which are most in need of such assistance will reap its special benefits."

"The census returns disclose an alarming state of illiteracy in certain portions of the country, where the provision for schools is grossly inadequate. It is a momentous question for the decision of Congress whether immediate and substantial aid should not be extended by the General Government for supplementing the efforts of private beneficence and of State and Territorial legislation in behalf of education."

"I have previously referred to the alarming state of illiteracy in certain portions of the country, and again submit for the consideration of Congress whether some Federal aid should not be extended to public primary education wherever adequate provision therefor has not already been made."

"The preservation of forests on the public domain, the

✓ granting of Government aid for popular education, the amendment of the Federal Constitution so as to make effective the disapproval by the President of particular items in appropriation bills, the enactment of statutes in regard to the filling of vacancies in the Presidential office, and the determining of vexed questions respecting Presidential inability are measures which may justly receive your serious consideration.

Benjamin Harrison, our twenty-third president, speaking in 1889 stated in his Inaugural Address, just one hundred years after the founding of our republic, education's need as follows:

"If in any of the States the public security is thought to be threatened by ignorance among the electors, the obvious remedy is education. The sympathy and help of our people will not be withheld from any community struggling with special embarrassments or difficulties connected with the suffrage if the remedies proposed proceed upon lawful lines and are promoted by just and honorable methods."

In his first annual message, President Harrison was even more specific.

"The interest of the General Government in the education of the people found an early expression, not only in the thoughtful and sometimes warning utterances of our ablest statesmen, but in liberal appropriations from the common resources for the support of education in the new states. No one will deny that it is of the gravest national concern that those who hold the ultimate control of all public affairs should have the necessary intelligence wisely to direct and determine them. National aid to education has heretofore taken the form of land grants, and in that form the constitutional power of Congress to promote the education of the people is not seriously questioned. I do not think it can be successfully questioned when the form is changed to that of a direct grant of money from the public Treasury.

"Such aid should be, as it always has been, suggested by some exceptional conditions. The sudden emancipation of the slaves of the South, the bestowal of the suffrage which soon followed, and the impairment of the ability of the States where these new citizens were chiefly found to adequately provide educational facilities presented not only exceptional but unexampled conditions. That the situation has been much ameliorated there is no doubt. The ability and interest of the States have happily increased.

"But a great work remains to be done, and I think the General Government should lend its aid. As the suggestion of a national grant in aid of education grows chiefly out of the condition and needs of the emancipated slave and his descendants, the relief should as far as possible, while necessarily proceeding upon some general lines, be applied to the need that suggested it. It is essential, if much good is to be accomplished, that the

sympathy and active interest of the people of the States should be enlisted, and that the methods adopted should be such as to stimulate and not to supplant local taxation for school purposes."

William McKinley's attitude can be seen by the following quotations:

"Equality of rights must prevail, and our laws be always and everywhere respected and obeyed. We may have failed in the discharge of our full duty as citizens of the republic, but it is consoling and encouraging to realize that free speech, a free press, free thought, free schools, the free and unmolested right of religious liberty and worship, and the free and fair elections are dearer and more universally enjoyed today than ever before. These guaranties must be sacredly preserved and wisely strengthened."

"Nor must (we) be unmindful of the need of improvement among our own citizens, but with the zeal of our forefathers encourage the spread of knowledge and free education. Illiteracy must be banished from the land if we shall attain that high destiny as the foremost of the enlightened nations of the world which, under Providence, we ought to achieve."

"Education, religion, and morality have kept pace with our advancement in other directions, and while extending its power the Government has adhered to its foundation principles and abated none of them in dealing with our new peoples and possessions. A nation so preserved and blessed gives reverent thanks to God and invokes His guidance and the continuance of His care and favor."

Theodore Roosevelt indicated his belief in public education as follows:

"It is out of the question for our people as a whole permanently to rise by treading down any of their own number. Even those who themselves for a moment profit by such maltreatment of their fellows will in the long run also suffer. No more shortsighted policy can be imagined than, in the fancied interest of one class, to prevent the education of another class. The free public schools, the chance for every boy or girl to get a good education, lie at the foundation of our whole political structure. In every community the poorest citizen, those who need school most, would be deprived of them if they only received school facilities proportioned to the taxes they paid. This is as true of one portion of our country as another. It is as true of the negro as for the white man. The white man, if he is wise, will decline to allow negroes in mass to grow to manhood and womanhood without education. Unquestionably education such as is obtained in our public schools does not do everything toward making a man a good citizen, but it does much."

"The share that the national government should take in the broad work of education has not received the attention and care

it rightly deserves. The immediate responsibility for the support and improvement of our educational system rests and should always rest with the people of the several states acting through their local and state governments, but the Nation has an opportunity in educational work which must not be lost and a duty which should no longer be neglected."

Warren G. Harding stated:

"We want the cradle of American childhood rocked under conditions so wholesome and helpful that no blight may touch it in its development, and we want to provide that no selfish interest, no material necessity, no lack of opportunity shall prevent the gaining of that education so essential to best citizenship."

"From the very beginning public education has been left mainly to the states. So far as school youth is concerned the policy has been justified, because no responsibility can be so effective as that of the local community alive to its task. I believe in the cooperation of the national authority to stimulate, encourage, and broaden the work of the local authorities."

Calvin Coolidge stated his point of view relative to the Federal Government's responsibility toward education in his first message to Congress:

"Having in mind that education is peculiarly a local problem and that it should always be pursued with the largest freedom of choice by students and parents, nevertheless the Federal Government might well give benefit of its counsel and encouragement more fully in this direction * * *"

"I do not favor the making of direct appropriations from the National Treasury to be expended directly on local education, but do consider it a fundamental requirement of national activity which, accompanied by allied subjects of welfare, is worthy of a separate department and a place in the cabinet."

Herbert Hoover in his Inaugural Address to Congress stated his basic philosophy regarding the national government's function:

"Although education is primarily a responsibility of the state and local communities; and rightly so, yet the Nation as a whole is vitally concerned in its development everywhere to the highest standards and universality. Self government can succeed only through an instructed electorate. Our objective is not simply to overcome illiteracy. The Nation has marched far beyond that. The more complex the problems of the Nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and our life expands with science and inventions, we must discover more leaders for every walk of life. We cannot hope to succeed in

directing this increasingly complex civilization unless we draw all the talent of leadership from the whole people. One civilization after another has been wrecked upon the attempt to secure sufficient leadership from a single group or class. If we would prevent the growth of class distinctions and would constantly refresh our leadership with the ideals of our people, we must draw constantly from the general mass. The full opportunity for every boy and girl to rise through the selective processes of education can alone secure to us this leadership."

In the Conference on Crisis in Education President Hoover stated:

"There is no safety for our republic without education of our youth."

President Franklin D. Roosevelt's administration provided more federal aid to education than any administration in the past. In addition a greater variety of educational activities were promoted and supported than at any other time during our previous history.

While education was aided in many ways during the depression years by the federal government, it failed to approve general aid to education. Its aid has been specifically for individual projects, ~~continued assistance to vocational activities~~ and war measures. No action has yet been taken to provide aid to all public schools.

President Roosevelt in his Inaugural Address in 1933 expressed his faith in education as follows:

"If we could provide in the Nation for an adequate education for everybody, the spirit of the country would be vastly safeguarded. It is in this spirit that we encourage and foster the institutions of this Nation."

~~In his first message to Congress, January 8, 1934, he further stated:~~

~~"We would save useful mechanical invention, machine production, industrial efficiency, modern means of communication, and education."~~

Early in President Roosevelt's administration, "Executive Order No. 7086" was issued creating the National Youth Administration (N.Y.A.). The establishment of this agency threatened to create a dual education system. It placed the federal government in direct control of a new educational experiment. It was an emergency measure and was conceived to take care of a critical need which most public schools were neither equipped nor financially able to support.

~~In Kansas City, Missouri, speaking in connection with the N.Y.A., President Franklin Roosevelt said on October 15, 1936:~~

~~"But now we have begun to spend money on much more important~~

~~conservation to save the energy, the ability and the spirit of youth. No money was ever better spent."~~

In his second Inaugural Address, January 20, 1937, Roosevelt stated his belief that the American people wished better education in the following words:

"I see millions denied education, recreation, and the opportunity to better their lot and the lot of their children. * * * If I know aught of the will of our people, they will demand that these conditions of effective government shall be created and maintained."

Speaking again on March 18, 1937 concerning educational deficiencies, President Roosevelt spoke out clearly:

~~"So far as education goes, we still have a long, long way to go."~~

President Roosevelt requested the Advisory Committee on Education to study the relationship of the federal government to education, particularly its relation to state and local government and the fiscal effect on the federal government.

The Advisory Committee on Education made its report February 18, 1938 and President Roosevelt transmitted it to Congress with his recommendation. The Committee recommended:

- ✓ a. General aid to elementary and secondary education.
- ✓ b. Improved preparation of teachers.
- ✓ c. Construction of school buildings.
- ✓ d. Strengthening State Departments of Education.
- ✓ e. Educational service for adults.
- ✓ f. Library service for rural areas.
- ✓ g. Cooperative educational research."

Points of policy recommended:

- ✓ 1. State and local control.
- ✓ 2. Funds not to be appropriated on a matching basis."

~~Speaking before a gathering in Athens, Georgia, vitally interested in education, President Roosevelt said: "The real safeguard of democracy, therefore, is education."~~

~~In the same address delivered at the University of Georgia, in Athens, Georgia, Roosevelt clearly indicated understanding of the needs of the South and the necessity of greater aid. In this address he recognized the economic basis of adequate local support and the need for education in order to create greater wealth in order that needed revenue might flow for the support of public education.~~

~~In his annual message on January 6, 1937, delivered in person to Congress, he said:~~

~~"But the united strength of a democratic nation can be mustered only when its people, educated by modern standards to know what is going on and where they are going, have convictions that they are receiving as large a share of material success and human dignity as they have a right to receive. * * *"~~

~~"For the first time we have moved upon deep-seated problems affecting our national strength and have forged national instruments adequate to meet them.~~

~~"We are giving to our youth new opportunities for work and education."~~

~~In his seventh annual message to Congress on January 5, 1940, he indicated that much more could be said concerning national problems of great moment when he said:~~

~~"There are, of course, many other items of great public interest which could be enumerated in this message--the improvement of health and the bettering of education * * *."~~

~~His next annual message, January 6, 1941, had these words about education:~~

~~"The basic things expected by our people of their political and economic systems are simple. They are (among others):
"Quality of opportunity for youth and for others."~~

~~During the pressing war year of 1944 President Roosevelt had time to again take up the cause of education when he spoke before Congress in these words:~~

~~"We have accepted, so to speak, a second bill of rights under which a new basis of security and prosperity can be established for all--regardless of station, race or creed.~~

~~"Among these are: The right to a good education * * *."~~

~~"I ask the Congress to explore the means for implementing this economic bill of rights--for it is definitely the responsibility of the Congress so to do."~~

~~In his annual Message to Congress, January 6, 1945, President Roosevelt referred to his 1944 message as follows:~~

~~"In the state of the union message last year, I set forth what I considered to be an American economic bill of rights.~~

~~"I said then, and I say now, that these economic truths~~

represent a second bill of rights under which a new basis of security and prosperity can be established for all—regardless of station, race or creed."

"In turn, others of the economic rights of American citizenship such as the right to a decent home, to a good education, to good medical care, to social security, to reasonable farm income, will, if fulfilled, make major contributions to achieving adequate levels of employment.

"The federal government must see to it that these rights become realities—with the help of states, municipalities, business, labor and agriculture."

At the close of his message he again mentioned education and promised to send a special message to Congress on it and related subjects.

"An expanded social security program, and adequate health and education programs must play essential roles in a program designed to support individual productivity and mass purchasing power. I shall communicate further with the Congress on these subjects at a later date."

President Roosevelt, in his budget message to the Congress on Tuesday, January 9, 1945, stated:

"As a part of the budget for the fiscal year 1946, I am recommending reorganization of the basic structure of the Office of Education. This reorganization will facilitate service to the states in the development of more adequate educational programs with proper emphasis on all the various aspects of education.

"The training and educational programs of the Army, the Navy, and civilian agencies during this war have broadened our conception of the role that education should play in our national life. The records of selective service reveal that we have fallen far short of a suitable standard of elementary and secondary education. If a suitable standard is to be maintained in all parts of the country, the federal government must render aid where it is needed—but only where it is needed. Such financial aid should involve no interference with state and local control and administration of educational programs. It should simply make good our national obligation to all our children. This country is great enough to guarantee the right to education adequate for full citizenship . . .

"We must develop the human standards and material resources of the nation, which in turn will tend to increase our productivity and most effectively support business expansion and employment. Our program should include provision for extended social security, including medical care; for better education, public health, and nutrition; for the improvement of our homes, cities, and farms; and for the development of transportation facilities

and river valleys. We must plan now so that these programs can become effective when manpower and material are available."

He added in his Summary Budget Statements on January 9, 1945 the following:

"An increase of \$619,265 is recommended for expanding and strengthening the regular Office of Education. A complete reorganization of the basic structure of the Office is involved for the purpose of giving proper emphasis to all the various aspects of education."

— / —

100

March 1, 1945.

My dear Miss Williams:

Mrs. Roosevelt has asked me to
thank you for your letter of February 28th.
She is so glad you feel her talk at the
Conference on Veterans Education was helpful.

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

Miss Charl O. Williams
National Education Association
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.

February 28, 1945

will
3/1/45

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

Dear Mrs. Roosevelt:

Before I go into the third-day session of the Conference on Veterans Education, I want to tell you that your time was very well spent in coming here to speak to the group.

Every committee chairman who spoke after you left made reference to some particular statement that you made. Discussion of what you said went on in several, if not all, the groups according to the information I have.

The committees have worked diligently and have remained at our headquarters until a late hour on Monday and Tuesday nights. I think that they are determined to "hit the nail on the head" in their reports.

Mr. Shankland has promised to print the report of our Conference in the Official Report of the American Association of School Administrators which will be issued very shortly. In this way, it will reach every superintendent and school administrator in the United States. Reprints will be made of this report and disseminated widely throughout the country.

Dr. McDonald was very pleased to have the privilege of presenting you to the Conference, and Dr. Schuler and Dr. Bradford were most grateful to me for presenting them to you.

There is some follow-up work on the Conference which I shall suggest to you in another letter. In this one I simply wanted to tell you that your presence here had encouraged the conferees and given point and purpose to their work.

There is an action committee of six of us whose business it is to plan and coordinate the various activities in connection with this meeting. We met until a late hour last night.

It may be necessary in the next six to ten weeks to call another meeting of this group to determine what results have come from this meeting. I shall keep you advised about every significant step.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams

COW:leb

*Letter from Mrs. Lucile Hecht, and newspaper clippings, returned to Miss Williams as requested.

March 3, 1945. 100

Dear Miss Williams:

Many thanks for your letters of March 1st.

I am so glad you liked the President's talk on the Yalta conference and appreciate so much your writing.

I will write Mrs. Lucile Hecht as you suggest.

Very sincerely yours,

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

VDS

Mr. Magee
Social Bureau

Do you want this
in your files?
G. S. Tol

file

*When reply is received then write. (See Langford letter with Mrs. Roosevelt's note in files.)

March 5, 1945.

My dear Miss Williams:

Mrs. Roosevelt has a letter from M. C. Langford, Assistant Professor of Education and Sponsor of the Rural Life Club, Lincoln University, Jefferson City, Missouri, which reads as follows:

"Miss Mabel Carney, for many years Professor of Education at Teachers College, Columbia University, will visit our school this spring. Though well known in many states because of her work in Rural Education and in the education of Negroes, Miss Carney is not well known in our state. In order to acquaint the teachers and students of our community with some of her many activities, I want to distribute a mimeographed leaflet with copies of short statements from persons who know of her contributions to American education in general and to that of rural people and the Negro in particular.

"I am writing several nationally known persons whom I think know Miss Carney. Will you as one favor me with a statement that I may use among others?"

Mrs. Roosevelt asks if you know anything about Miss Carney?

Very sincerely yours,

Secretary to
Mrs. Roosevelt.

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

VDS

LINCOLN UNIVERSITY

FOUNDED AS LINCOLN INSTITUTE 1882
BY THE FREE AND SETTLE UNITED STATES
COLORED INFANTRY, AND SUPPORTED
BY THE STATE OF MISSOURI

JEFFERSON CITY, MISSOURI

DEPARTMENT OF EDUCATION

February 19, 1945

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

Dear Mrs. Roosevelt:

Miss Mabel Carney, for many years Professor of Education at Teachers College, Columbia University, will visit our school this spring. Though well known in many states because of her work in Rural Education and in the education of Negroes, Miss Carney is not well known in our state. In order to acquaint the teachers and students of our community with some of her many activities, I want to distribute a mimeographed leaflet with copies of short statements from persons who know of her contributions to American education in general and to that of rural people and the Negro in particular.

I am writing several nationally known persons whom I think know Miss Carney. Will you as one favor me with a statement that I may use among others?

Very truly yours,
M. C. Langford
M. C. Langford,
Assistant Professor of Education
and Sponsor of The Rural Life Club.

MCL:lo

Done 2/15/45
↓
Add subject line p. Please believe
Phon. write to Mrs. Roosevelt
I like her but know little beyond her
work in S. & C.

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

March 9, 1945

*In Miss Thompson's files
Flowers sent March 10 to niece*

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

Dear Mrs. Roosevelt:

I am dictating this letter over the telephone from my home where for two days with insufficient help I have been preparing to give two teas for my namesake: on Saturday, March 10, 5 to 7, and on Sunday, March 11, 4 to 6. The enclosed invitation to you will reveal that Charl is at Johns Hopkins University. In this, her second year there, she will complete her work for her doctor's degree, and she has already accepted a position to teach at Smith College next year.

I do not know whether you accept invitation to teas of this kind. In fact, I supposed you did not or I should have sent this invitation two weeks ago. It would be wonderful to have you even for a few minutes at either of them.

Now for your question about Miss ~~Kabel~~ Carney. I have known her for years, long before I came to Washington, and she is in every way worthy of a statement from you. Since Mr. Langford, the gentleman who wrote you, was very vague about when he wanted this, I am assuming that you will not have to be in a hurry about making this statement. For your further information, I shall write out a few lines on Monday and send them to you, lines which you can use or adapt in any way you wish.

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.

Handwritten: H. L. Brown
Handwritten: J. G. Brown
March 15, 1945
MAR 16 1945
Handwritten: per [unclear] ER

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

Dear Mrs. Roosevelt:

At noon on Saturday, March 10, my brother, Colonel Williams, answered the door bell and brought back a large box of flowers to the kitchen where his wife and I were doing the last chores for the first tea. He said I would have to guess who sent them before he would give them to me. I began to name persons who, by a stretch of the imagination, might be moved to that gracious act -- but he still held the box. Not once, dear heart, did I guess you, or even think of you in connection with those flowers. When he finally gave the box to me and I saw the White House label, I said, "Mrs. Roosevelt," in tones that left no doubt in the minds of those present of my admiration for you and my appreciation of this one more thoughtful courtesy.

When Charl arrived at two o'clock, I took her to the grand piano and showed her the lovely pink roses in the place of honor, your card, and the label I had cut from the box for her. The surprise and appreciation as expressed by her smile would have given you a glow had you seen her. You will hear from her. So much appreciation to you for this and all the other gracious, helpful things you have done for me.

I would have written you about these teas afterward anyway, for I wanted you to know about them, since they were 90 per cent professional. The guest list of 250 was made up largely from those in the Departments of State, Agriculture, and Labor, in the Office of Education, in the Bureau of the Budget, and in our own NEA staff who helped to plan the two White House conferences and the last conference on veterans' education. In addition, there were representatives of all the leading national organizations located here who have supported federal aid to education through the years. Although many of these people were out of town, nearly 200 attended.

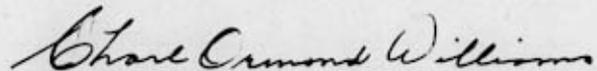
I was quite pleased with the total result and felt that my efforts were well worthwhile. The piano attracted the attention of all the guests, for in front of your lovely roses were the photographs of you and the President that were sent to me while I was in St. Luke's Hospital in New York. Also on the piano were the framed letter about Fala and that wonderful silver tray. Many of the guests had not seen any of these treasures of mine, another one of which is the photograph the President gave me in 1921.

Here is the statement about Miss abel Carney -- three of them, in fact. If you issue the statement requested -- and I hope you will -- I suggest that you use the "third writing" or something similar, since you are not supposed to know all those other details.

I shall be writing you again shortly about a new federal aid bill that has been introduced in the Senate, sponsored by Dr. Floyd W. Reeves and others of his group. From every point of view the bill is objectionable, and I shall write out in detail just why it is objectionable. If we miss this opportunity to enact a sound federal aid bill into law, it will be a great tragedy as far as education is concerned.

With much appreciation and genuine affection, I am

Faithfully yours,

A handwritten signature in cursive script that reads "Charl Ormond Williams". The signature is written in dark ink and is positioned above the typed name and title.

Charl Ormond Williams
Director of Field Service

Second Writing

STATEMENT CONCERNING MABEL CARNEY

Miss Carney first attracted nationwide attention through her work as a county superintendent of schools in the Midwest. Later she was largely responsible for the establishment of the Department of Rural Education at Teachers College, Columbia University, [where, as a graduate student, she took the initiative in bringing together interested students and in urging the establishment of the Department.] She became head of this Department and was responsible for its great contribution to the preparation of leaders in rural education, not only for this country, but for rural areas throughout the world.

In the early '30's, Miss Carney made an extended visit to South Africa, where she lectured and studied developments in rural education. [In official positions in both the Department of Rural Education of the National Education Association and the American Country Life Association, she has exercised longtime leadership throughout the United States.]

Miss Carney has pioneered in the field of Negro education and inter-racial relations, both at Columbia University and at other institutions. Her services in this field were recognized at the time of her retirement by the granting of an honorary doctor's degree from Howard University and by the creation of a fund by leaders in Negro education, which would enable her to continue service to this field. [Her activities since her retirement have included summer work at Hampton University and publication of a newsletter, through which she has kept alive her contacts in both Negro and rural education.]

Mrs. Allison reviewed this to doctor long statement.

Farm Writing

STATEMENT CONCERNING MABEL CARNEY

(later she)
Miss Carney was largely responsible for the establishment of the Department of Rural Education at Teachers College, Columbia University, where, as a graduate student, she took the initiative in bringing together interested students and in urging the establishment of the Department. Later, she headed this Department and was responsible for its great contribution to the preparation of leaders in rural education, not only for this Country, but for rural areas throughout the world.

In the early '30's, Miss Carney made an extended visit to South Africa, where she lectured and studied developments in rural education.

Miss Carney has given leadership in the field of Negro education and inter-racial relations, both at Columbia University and at other institutions. Her services in this field were recognized at the time of her retirement by the granting of an honorary doctor's degree from Howard University and by the creation of a fund by leaders in Negro education, which would enable her to continue service to this field.

(Miss Carney was a member of the Committee on Rural Education, which was established in 1939, as an affiliate of the American Country Life Association, with funds contributed by the Farm Foundation. This Committee devoted itself to the improvement of country life through the strengthening of rural education, with its projects centered in the Mississippi Valley states.

STATEMENT CONCERNING MABEL CARNEY
(Continued—Page 2)

3. Miss Carney gave long-time leadership to the Department of Rural Education of the National Education Association, (serving as its first Secretary; and, later, as its President, in addition to her continuing service on committees and in the editing of materials. She, also, was a leader in the American Country Life Association, which she served as Treasurer until its recent reorganization.)

Since her retirement, Miss Carney has continued to work in the field of Negro education, doing summer work at Hampton University and keeping alive her contacts with the field. She publishes from time to time a News Letter, through which she keeps in touch with persons interested both in Negro education and rural education and keeps them informed of important developments in these fields.

LMC:PGH

Written by Miss Lois M. Clark,
President of the Department of
Rural Education of the N.E.A.

Jls

MAR 14 1945

The Blackstone Apartments
Baltimore, Maryland
March 13, 1945

Dear Mrs. Roosevelt -

It was indeed kind and
thoughtful of you to send me
the beautiful roses, and I
want you to know how
deeply and sincerely I appreciate

1911

them. You may be sure they
occupied the place of honor at
the tea and occasioned many
many comments, both upon
their own loveliness, and upon
the extreme graciousness of their
sender.

Thank you from the bottom
of my heart.

Sincerely yours,
| Charles Winwood Williams, II.

150
March 20, 1945.

Dear Miss Williams:

Thank you for your letter
of March 16th about the situation at
Gallaudet College. I only know it
exists.

Very sincerely yours,

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.

March 16, 1945

W/20/45

Travel
Mr. J. G. ...
with ...
...

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

Dear Mrs. Roosevelt:

During the past week my attention has been called to the program and personnel at Gallaudet College, maintained for the deaf in the District of Columbia. I am to meet soon a young man who is employed in the institution in a place of importance. Soon I shall read the hearing on this institution before one of the Congressional committees, and I may be invited to visit the institution.

You may know all about this set-up out there, but if you do not, I should like to tell you about what I have found out. When the time comes, I shall write you about it.

Faithfully yours,

Charl Ormond Williams

Charl Ormond Williams
Director of Field Service

w/e

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

March 16, 1945

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

Dear Mrs. Roosevelt:

I thought you would be interested in the March issue of INDEPENDENT WOMAN which tells the story of the "White House" Conference held in South Carolina, the second state to hold such a conference at the local level. These conferences will be held, I think, for years to come because the subject will not grow old. The success in one state in having women appointed to state or local commissions will inspire neighboring states to similar efforts. We were more farsighted than we thought when we organized that June 14 conference at the White House. I saw Dean Thompson last night, and she spoke in the same vein.

Incidentally, ^{last night} Mr. Grew, Mr. Clayton, Mr. MacLeish, and General Holmes made very earnest and practical talks about the steps that must be taken to permanent peace. I was impressed and so was the entire group at the Women's National Democratic Club with the earnestness and sincerity of these men. The burden of all of their talks was that the people in the remotest parts of the country in this day and many days to come must be made aware of what is involved in the United Nations Organization. A recent letter to you from me revealed that my convictions on this subject were parallel to those of these men in the State Department.

Yours sincerely,

Charl Ormond Williams

Charl Ormond Williams

W/e

THE PENNSYLVANIA STATE COLLEGE
State College, Pa.

Central Extension Office

December 18, 1944

Miss Charl Ormond Williams
Division of Field Service
National Education Association of U. S.
1201 Sixteenth Street, N. W.
Washington 6, D. C.

Dear Miss Williams:

Several weeks ago I received one of the White House invitations which was issued by President and Mrs. Roosevelt for the White House Conference on Rural Education. You were most thoughtful in thinking of those of us who were not able to attend the conference. I can assure you that it is a very real pleasure to have one and I am deeply grateful to Mrs. Roosevelt who took the time to have an invitation written for the absent ones.

I have watched with a great deal of interest the newspaper write-ups of this conference and I am eagerly awaiting the volume of proceedings which no doubt will soon be out.

I received your letter too late to save any of the newspaper articles concerning this conference. However, since I read the N. Y. Times and occasionally one of the Philadelphia papers, I am confident that you have those clippings.

My best personal good wishes for continued success in the fine work you have started for Rural Education in the United States.

Sincerely,

(Signed)

(Miss) Rose Cologne, Specialist
Community Adult Education

RC:lm

NOTE: You can see from the date that this letter was copied sometime ago for you. It is typical of a great many that came in about that time. You need not return it.

100

March 30, 1945.

Dear Miss Williams:

Many thanks for your letter
and the copy of S. 717. I was interested
to see it and the analysis made by your
staff.

Very sincerely yours,

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

Thank her.

ER

Send the Pres- type memo

It seems to me
unwise to strengthen
the sectarian &
private schools

ER

March 30, 1945

100

Dear Miss Williams:

X I am returning the letter from
Miss Lulu Fairbanks and I appreciate your
letting me see it. She sounds like a grand
person, but I have no time just now to write
any extra articles.

With many regrets, I am

Sincerely,

0

Miss Charl Williams

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

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

Dear Mrs. Roosevelt:

I have had the enclosed letter from Miss Lulu Fairbanks, editor of the Alaska Weekly, on my desk since around the first of March. She is a fine person, known all over the four Northwest states and Alaska, which she has visited a number of times.

The magazine which she edits is a very good one. If you have time and think it worthwhile, a message from you to that outpost of our nation would be greatly appreciated, not only by Miss Fairbanks but by the readers of her magazine.

I shall not write her that I have suggested this to you, so if you cannot do it, there will be no great disappointment.

Cordially yours,

Charl Ormond Williams

Charl Ormond Williams

W/e

*The Board of Education
Grand Jurors
March 28, 1945
no time for article*

file

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
APR 8 1945

Executive Chairman
CHARL ORMOND WILLIAMS
Division of Field Service

Honorary Chairmen

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

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

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

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

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

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Chicago, Ill.

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

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

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Pres., Cooperative League of the
United States, Columbus, Ohio

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

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Recreation, Washington, D. C.

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Battle Creek, Mich.

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zations, Washington, D. C.

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Health Service, Washington, D. C.

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

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

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

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

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

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

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

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

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

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

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

April 5, 1945

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

TO MEMBERS OF THE WHITE HOUSE
CONFERENCE ON RURAL EDUCATION:

Enclosed is a copy of A Charter of Education for Rural Children. You will recall that a tentative form of this Charter was presented at the final session of the Conference on October 5. Many of you responded to our request for assistance in revising it and your suggestions have helped us to mold it into what we believe to be a straight-forward and effective statement of the rights of rural children.

You will also be pleased to know that the proceedings of the Conference will come from the press in April. As a member of the Conference you will receive a complimentary copy. It seems probable that you or your associates will also want additional copies for use in study groups, in college classes, or for individual and personal use. The proceedings will sell at \$1 for paper-bound copies and \$1.50 for board-bound copies, subject to discount on quantity orders as follows: 2-9 copies, 10%; 10-99 copies, 25%; 100 or more copies, 33 1/3%.

Orders should be sent as soon as possible to insure prompt delivery.

Very sincerely yours,

Charl Ormond Williams
Charl Ormond Williams
Executive Chairman

Howard A. Dawson
Howard A. Dawson
Co-Chairman



A CHARTER OF EDUCATION FOR RURAL CHILDREN

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

- 1** *Every rural child has the right to a satisfactory, modern elementary education.*—This education should be such as to guarantee the child an opportunity to develop and maintain a healthy body and a balanced personality, to acquire the skills needed as tools of learning, to get a good start in understanding and appreciating the natural and social world, to participate happily and helpfully in home and community life, to work and play with others, and to enjoy and use music, art, literature, and handicrafts.
- 2** *Every rural child has the right to a satisfactory, modern secondary education.*—This education should assure the youth continued progress in his general, physical, social, civic, and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.
- 3** *Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life.*—This program requires, on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.
- 4** *Every rural child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense.*—Such special services, because they require the employment of specially qualified personnel, can be supplied most easily through enlarged units of school administration and the cooperation of several small schools.
- 5** *Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools.*—Persons so educated should hold State certificates that set forth their special qualifications, should be paid adequate salaries, and should be protected by law and fair practices in security of their positions as a reward for good and faithful services. The accomplishment of these objectives is the responsibility of local leadership,
- State departments of education, the teacher-education institutions, and national leaders in rural education.
- 6** *Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than 9 months in each year for at least 12 years.*—The educational development of children during vacation time is also a responsibility of the community school. In many communities the period of schooling has already become 14 years and should become such in all communities as rapidly as possible.
- 7** *Every rural child has the right to attend school in a satisfactory, modern building.*—The building should be attractive, clean, sanitary, safe, conducive to good health, equipped with materials and apparatus essential to the best teaching, planned as a community center, and surrounded by ample space for playgrounds, gardens, landscaping, and beautification.
- 8** *Every rural child has the right through the school to participate in community life and culture.*—For effective service the school plant must be planned and recognized as a center of community activity; the closest possible interrelationships should be maintained between the school and other community agencies; and children and youth should be recognized as active participants in community affairs.
- 9** *Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education.*—Obtaining such a school system depends upon organizing amply large units of school administration. Such units do not necessarily result in large schools. Large schools can usually provide broad educational opportunities more economically, but with special efforts small schools can well serve rural children and communities.
- 10** *Every rural child has the right to have the tax resources of his community, State, and Nation used to guarantee him an American standard of educational opportunity.*—This right must include equality of opportunity for minority and low economy groups. Since many rural youth become urban producers and consumers, it is necessary for the development of the democratic way of life that the wealth and productivity of the entire Nation should aid in the support of the right of every child to a good education.

These are the Rights of the Rural Child because they are the Rights of Every Child regardless of Race, or Color, or Situation, wherever he may live under the United States Flag.

