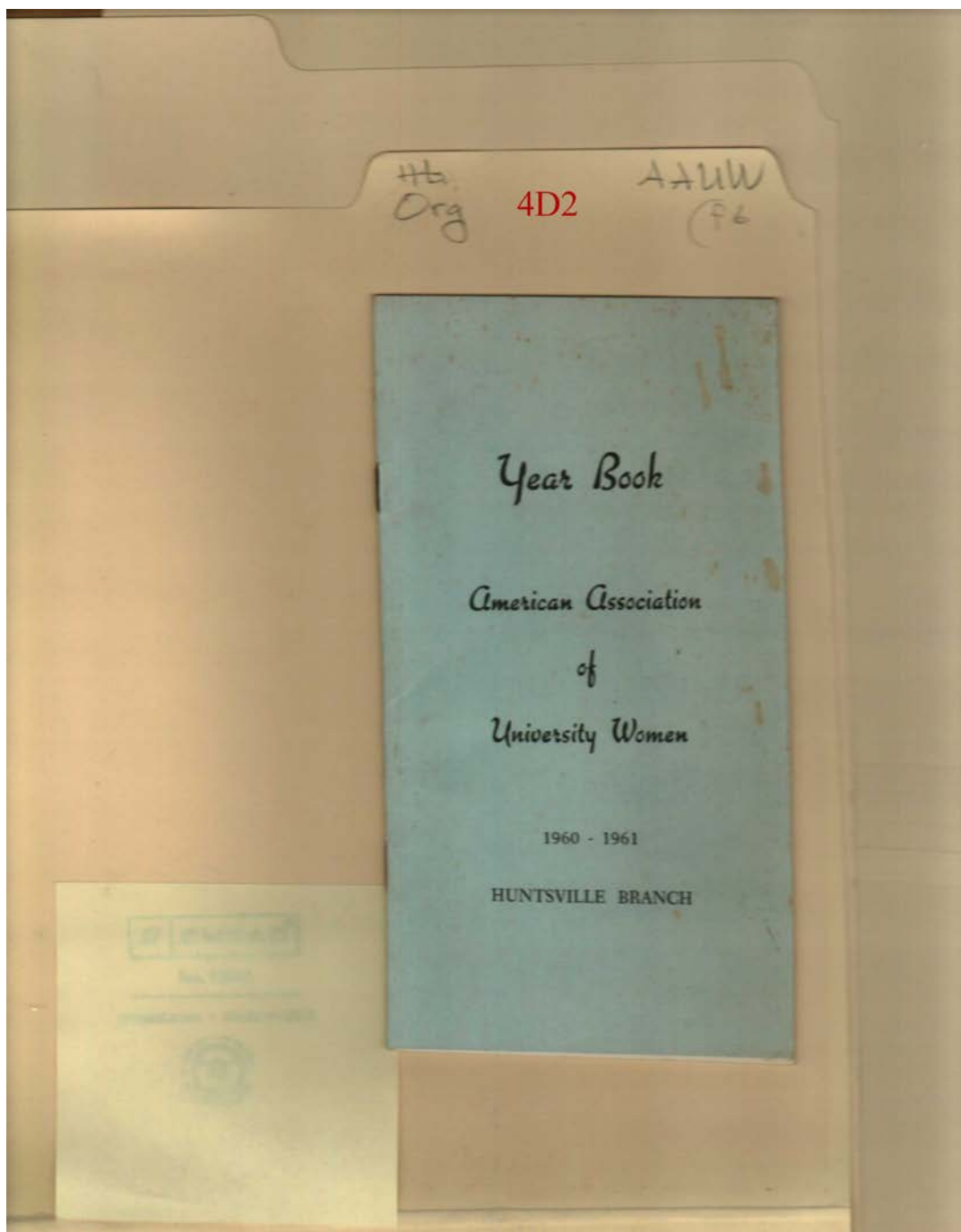


Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 1 r04d02-06-000-0010 [Contents](#) [Index](#) [About](#)



Names:

AAUW Year Book

Places:

Huntsville, AL

Types:

yearbook

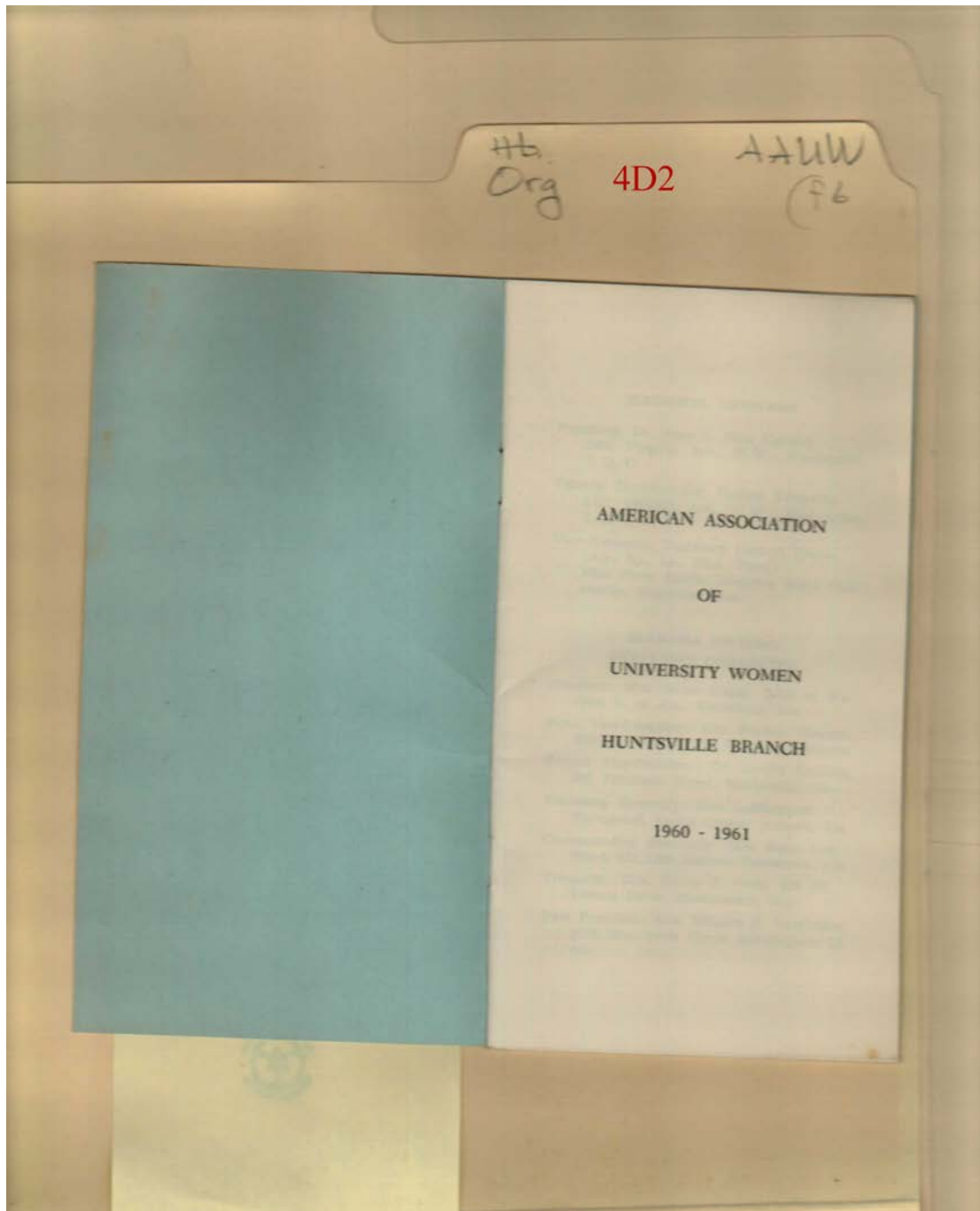
Dates:

1960-1961

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 2 r04d02-06-000-0011 [Contents](#) [Index](#) [About](#)



Names:

AAUW Year Book

Places:

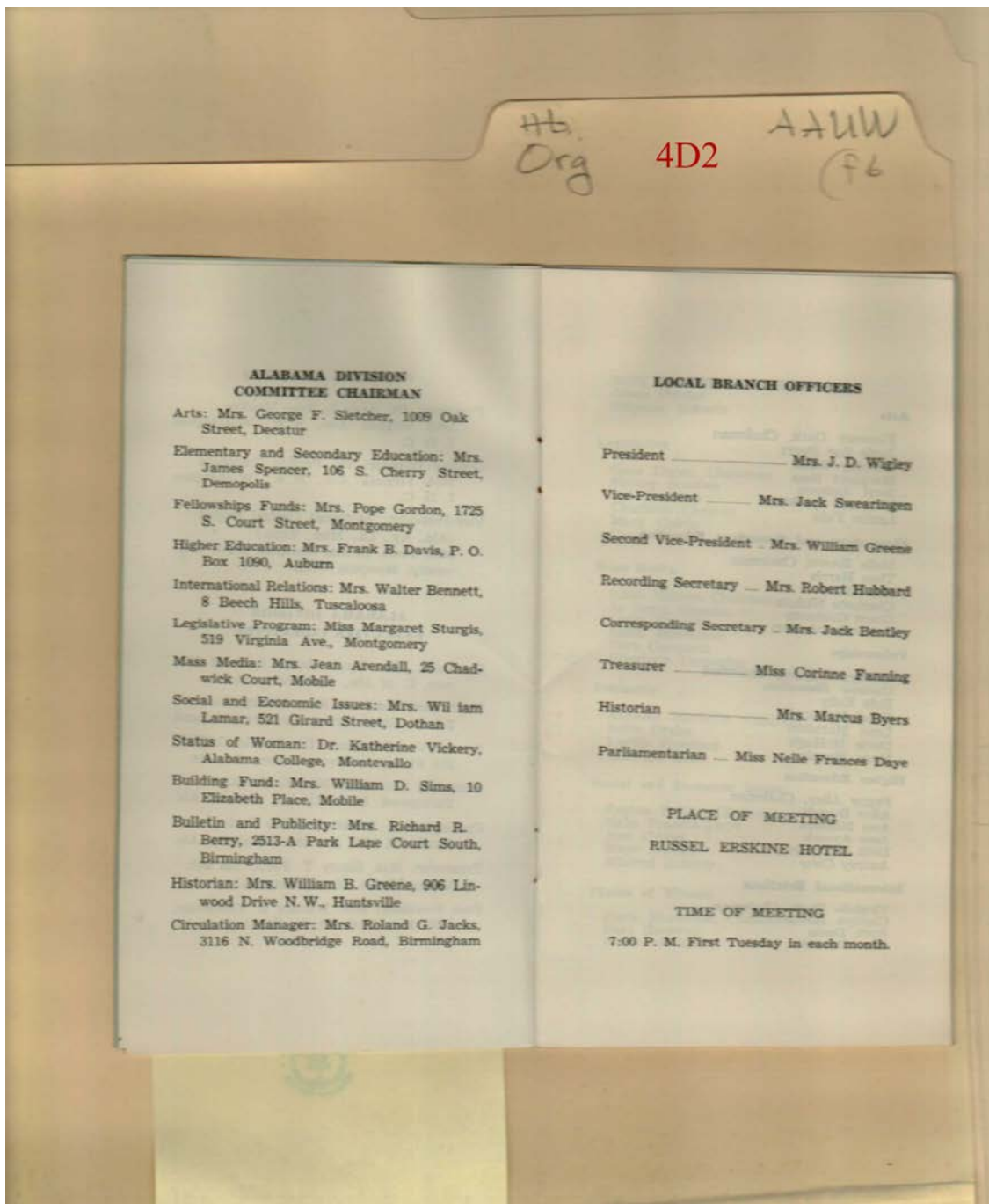
Huntsville, AL

Types:

yearbook

Dates:

1960-1961



Names:

Arendall, Jean, Mrs.
Bennett, Walter, Mrs.
Bentley, Jack, Mrs.
Berry, Richard R.,
Mrs.
Byers, Marcus, Mrs.
Davis, Frank B., Mrs.
Daye, Nelle Frances,
Miss

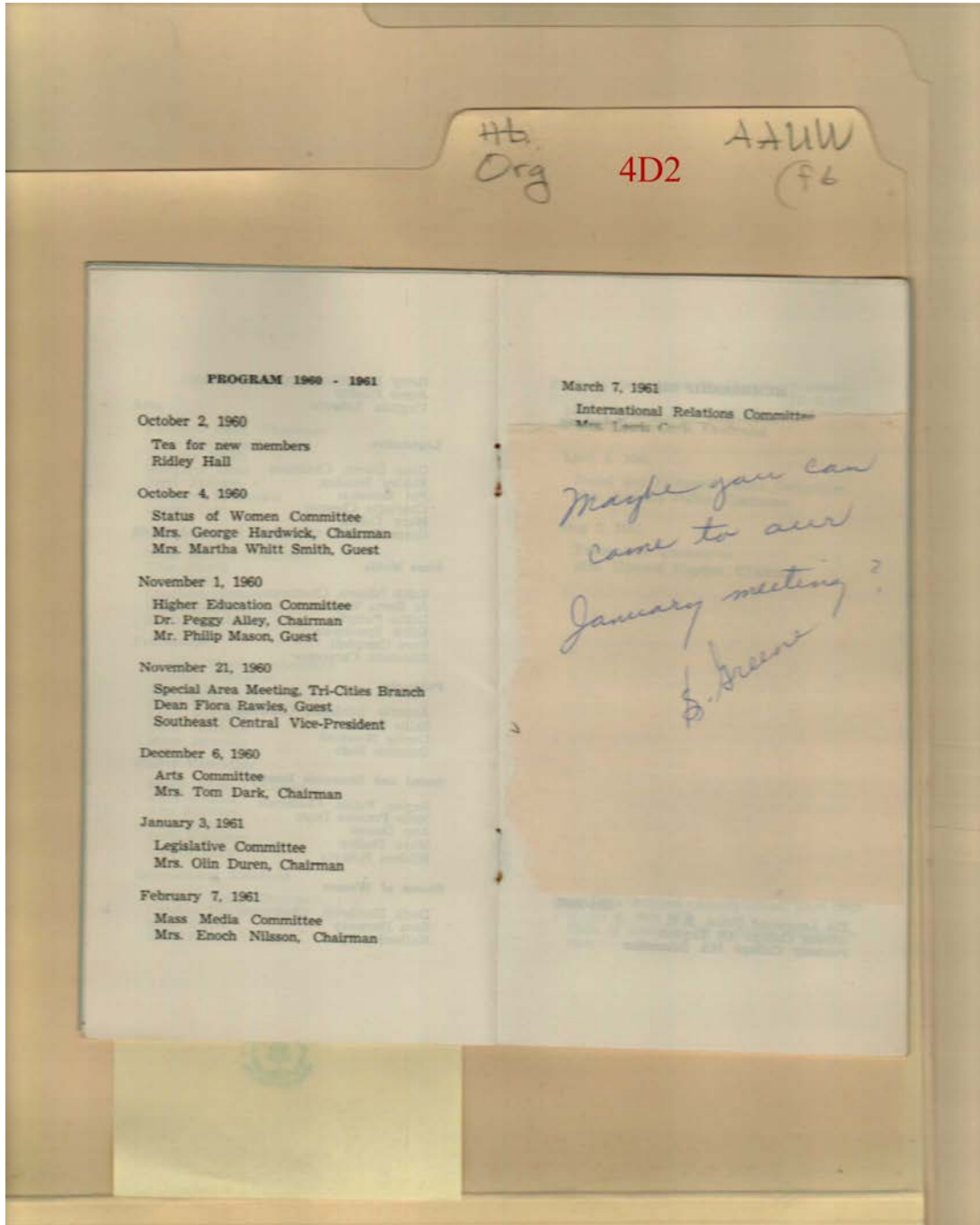
Fanning, Corinne,
Miss
Gordon, Pope, Mrs.
Greene, William B.,
Mrs.
Hubbard, Robert,
Mrs.
Jacks, Roland G.,
Mrs.

Lamar, William, Mrs.
Sims, William D,
Mrs.
Sletcher, George F.,
Mrs.
Spencer, James, Mrs.
Sturgis, Margaret,
Miss

Swearingen, Jack,
Mrs.
Vickery, Katherine,
Dr.
Wigley, J. D., Mrs.

Types:

yearbook



Names:

Alley, Peggy, Dr.
Dark, Tom, Mrs.
Duren, Olin, Mrs.

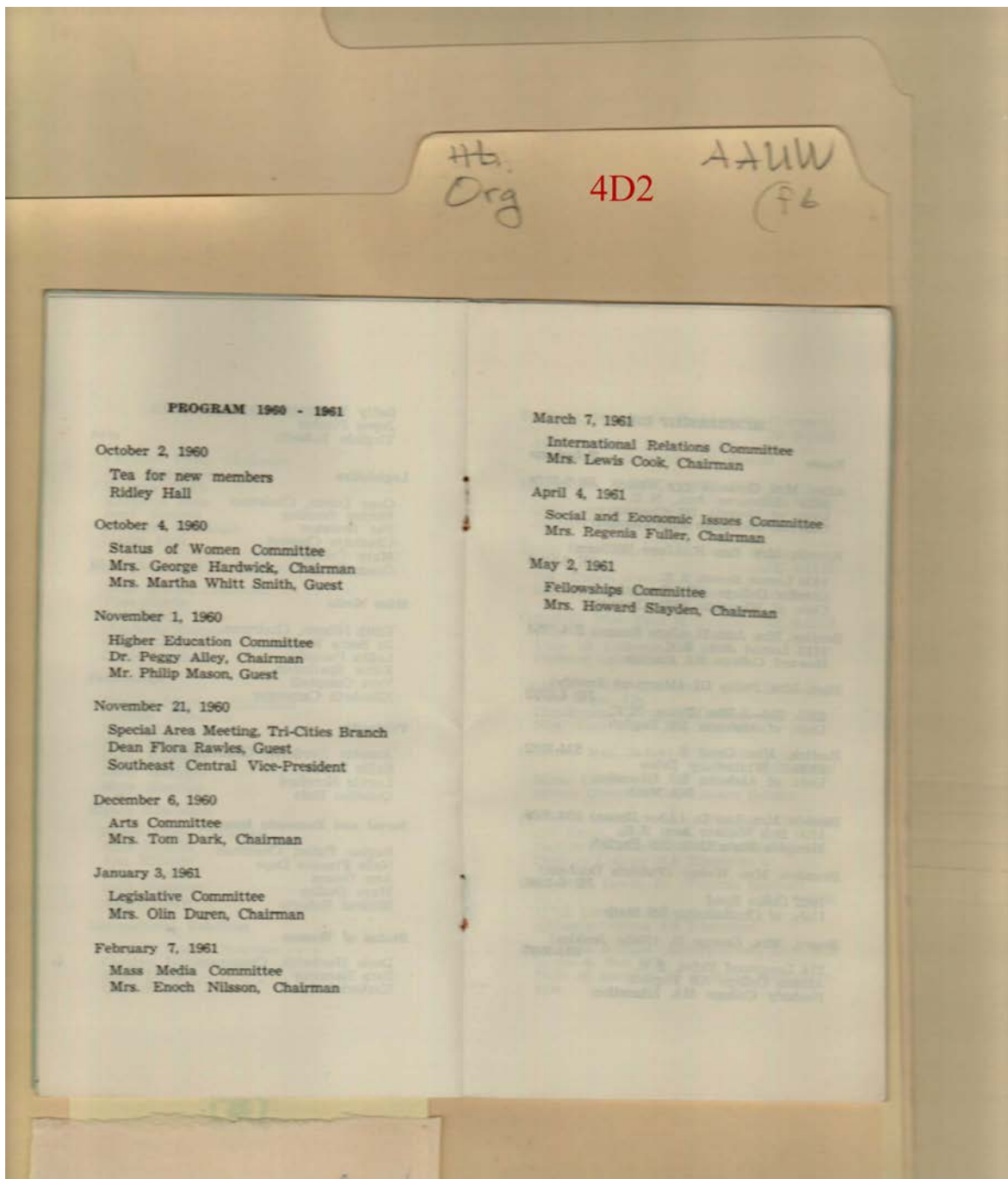
Greene, S.
Hardwick, George ,
Mrs.

Mason, Phillip, Mr.
Nilsson, Enoch, Mrs.
Rawles, Flora, Dean

Smith, Martha Whitt,
Mrs.

Types:

yearbook



Names:

Alley, Peggy, Dr.
Dark, Tom, Mrs.
Duren, Olin, Mrs.
Fuller, Regenia, Mrs.

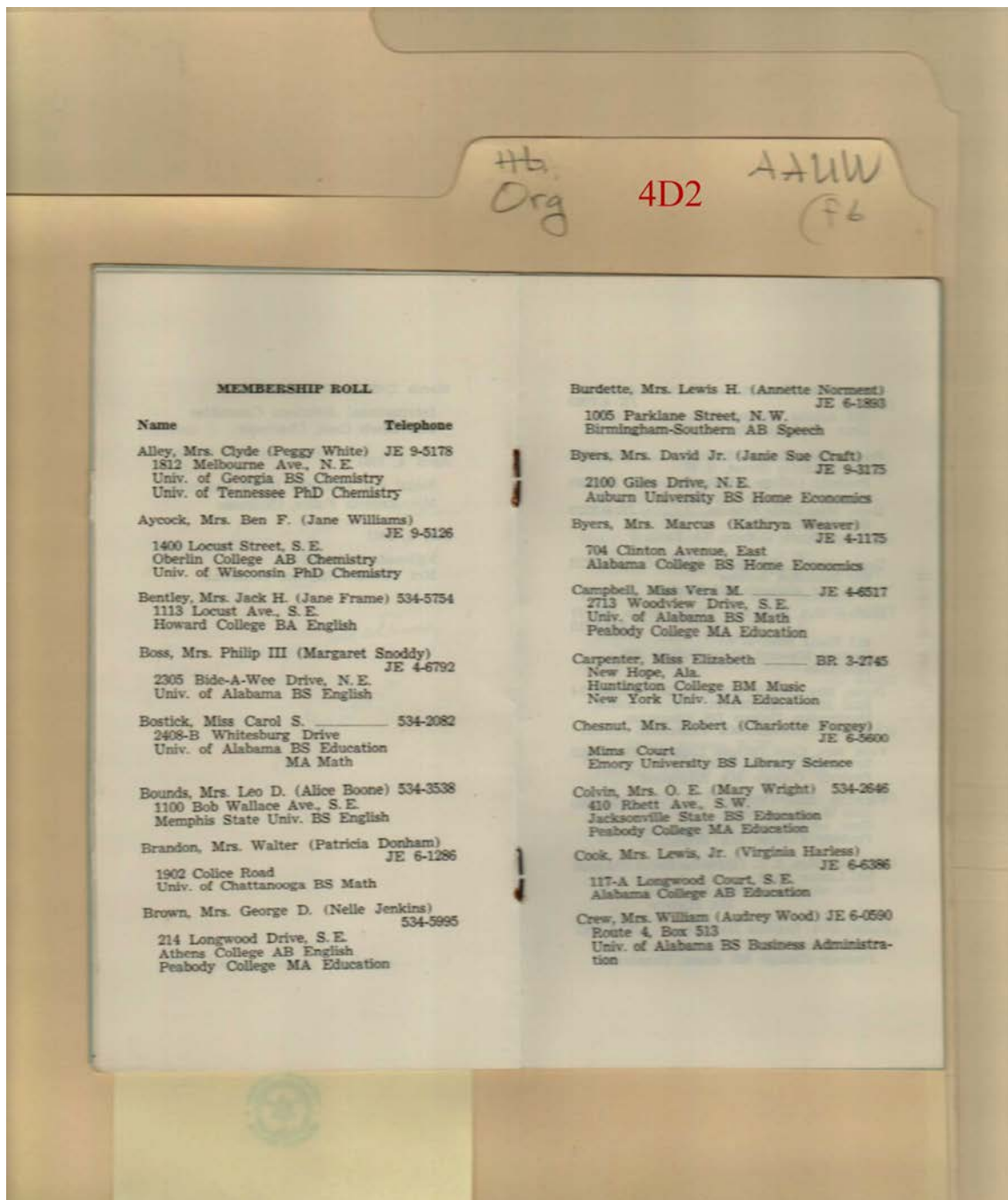
Hardwick, George ,
Mrs.
Mason, Phillip, Mr.
Nilsson, Enoch, Mrs.

Rawles, Flora, Dean
Slayden, Howard,
Mrs.

Smith, Martha Whitt,
Mrs.

Types:

yearbook



MEMBERSHIP ROLL

Name Telephone

Alley, Mrs. Clyde (Peggy White) JE 9-5178
1812 Melbourne Ave. N.E.
Univ. of Georgia BS Chemistry
Univ. of Tennessee PhD Chemistry

Aycock, Mrs. Ben F. (Jane Williams) JE 9-5126
1400 Locust Street, S.E.
Oberlin College AB Chemistry
Univ. of Wisconsin PhD Chemistry

Bentley, Mrs. Jack H. (Jane Frame) 534-5754
1113 Locust Ave., S.E.
Howard College BA English

Boss, Mrs. Philip III (Margaret Snoddy) JE 4-6792
2305 Bide-A-Wee Drive, N.E.
Univ. of Alabama BS English

Bostick, Miss Carol S. 534-2082
2408-B Whitesburg Drive
Univ. of Alabama BS Education
MA Math

Bounds, Mrs. Leo D. (Alice Boone) 534-3538
1100 Bob Wallace Ave., S.E.
Memphis State Univ. BS English

Brandon, Mrs. Walter (Patricia Donham) JE 6-1286
1902 Colice Road
Univ. of Chattanooga BS Math

Brown, Mrs. George D. (Nelle Jenkins) 534-5995
214 Longwood Drive, S.E.
Athens College AB English
Peabody College MA Education

Burdette, Mrs. Lewis H. (Annette Norment) JE 6-1893
1005 Parklane Street, N.W.
Birmingham-Southern AB Speech

Byers, Mrs. David Jr. (Janie Sue Craft) JE 9-3175
2100 Giles Drive, N.E.
Auburn University BS Home Economics

Byers, Mrs. Marcus (Kathryn Weaver) JE 4-1175
704 Clinton Avenue, East
Alabama College BS Home Economics

Campbell, Miss Vera M. JE 4-6517
2713 Woodview Drive, S.E.
Univ. of Alabama BS Math
Peabody College MA Education

Carpenter, Miss Elizabeth BR 3-2745
New Hope, Ala.
Huntington College BM Music
New York Univ. MA Education

Chesnut, Mrs. Robert (Charlotte Forgey) JE 6-5600
Mims Court
Emory University BS Library Science

Colvin, Mrs. O. E. (Mary Wright) 534-2646
410 Rhett Ave., S.W.
Jacksonville State BS Education
Peabody College MA Education

Cook, Mrs. Lewis, Jr. (Virginia Harless) JE 6-6386
117-A Longwood Court, S.E.
Alabama College AB Education

Crew, Mrs. William (Audrey Wood) JE 6-0590
Route 4, Box 513
Univ. of Alabama BS Business Administration

Names:

Alley, Clyde
Aycock, Ben F., Mrs.
Bentley, Jack, Mrs.
Boss, Philip, III, Mrs.
Bostick, Carol S.,
Miss
Bounds, Leo D., Mrs.

Brandon, Walter, Mrs.
Brown, George D.,
Mrs.
Burdette, Lewis H.,
Mrs.
Byers, David, Jr.,
Mrs.

Byers, Marcus, Mrs.
Campbell, Vera M.,
Miss
Carpenter, Elizabeth,
Miss
Chesnut, Robert, Mrs.
Colvin, O. E., Mrs.

Cook, Lewis, Jr., Mrs.
Craft, Janie Sue
Crew, William, Mrs.
Weaver, Katherine

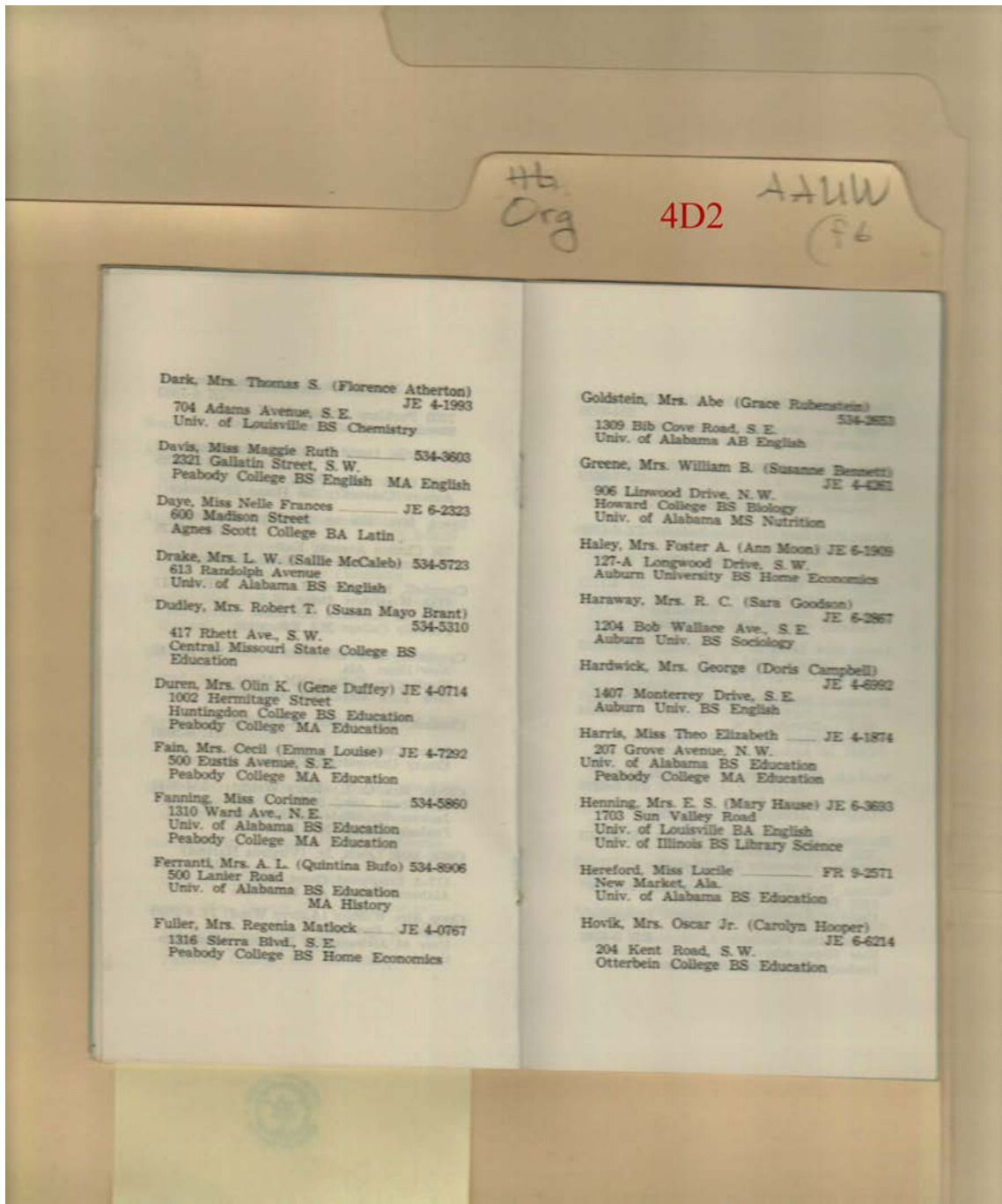
Types:

yearbook

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 7 r04d02-06-000-0016 [Contents](#) [Index](#) [About](#)



Names:

Dark, Thomas S.,
Mrs.
Davis, Maggie Ruth,
Miss
Daye, Nelle Frances,
Miss
Drake, L. W., Mrs.
Dudley, Robert T.,
Mrs.

Duren, Olin, Mrs.
Fain, Cecil, Mrs.
Fanning, Corinne,
Miss
Ferranti, A. L., Mrs.
Fuller, Regenia
Matlock, Mrs.
Goldstein, Abe, Mrs.

Greene, William B.,
Mrs.
Haley, Foster A., Mrs.
Haraway, R. C., Mrs.
Hardwick, George,
Mrs.
Harris, Theo
Elizabeth, Miss
Henning, E. S. Mrs.

Hereford, Lucile,
Miss
Hovik, Oacar, Jr.,
Mrs.

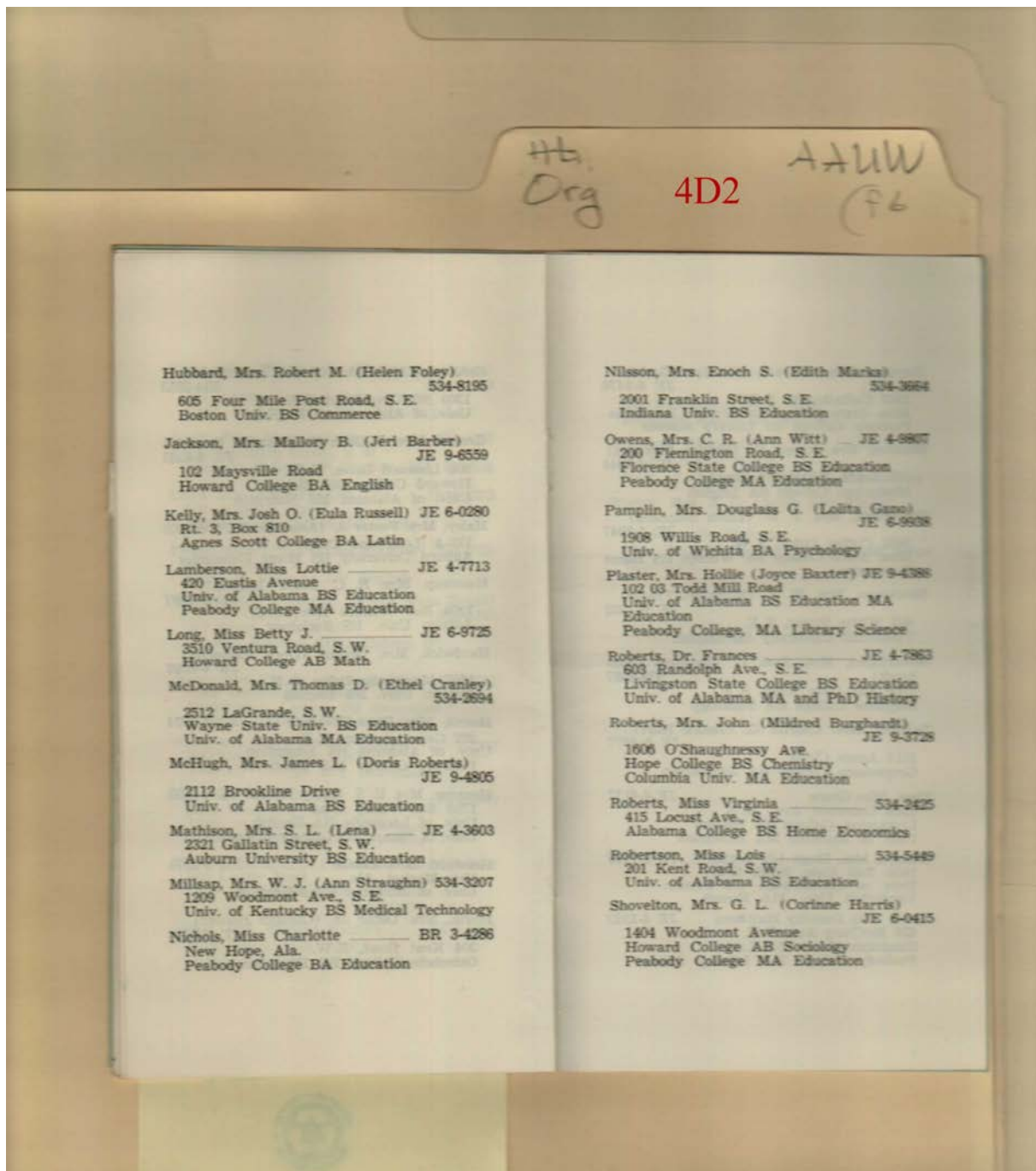
Types:

yearbook

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 8 r04d02-06-000-0017 [Contents](#) [Index](#) [About](#)



Names:

Hubbard, Robert,
Mrs.
Kelly, Josh O., Mrs.
Lamberson, Lottie,
Miss
Long, Betty J., Miss
Mathison, S. L., Mrs.

McDonald, Thomas
D., Mrs.
McHugh, James L.,
Mrs.
Millsap, W. J., Mrs.
Nichols, Charlotte,
Miss

Nilsson, Enoch, Mrs.
Owens, C. R., Mrs.
Pamplin, Douglass
G., Mrs.
Plaster, Hollie, Mrs.
Roberts, Frances, Dr.
Roberts, John, Mrs.

Roberts, Virginia,
Miss
Robertson, Lois, Miss
Shovelton, G. L.,
Mrs.

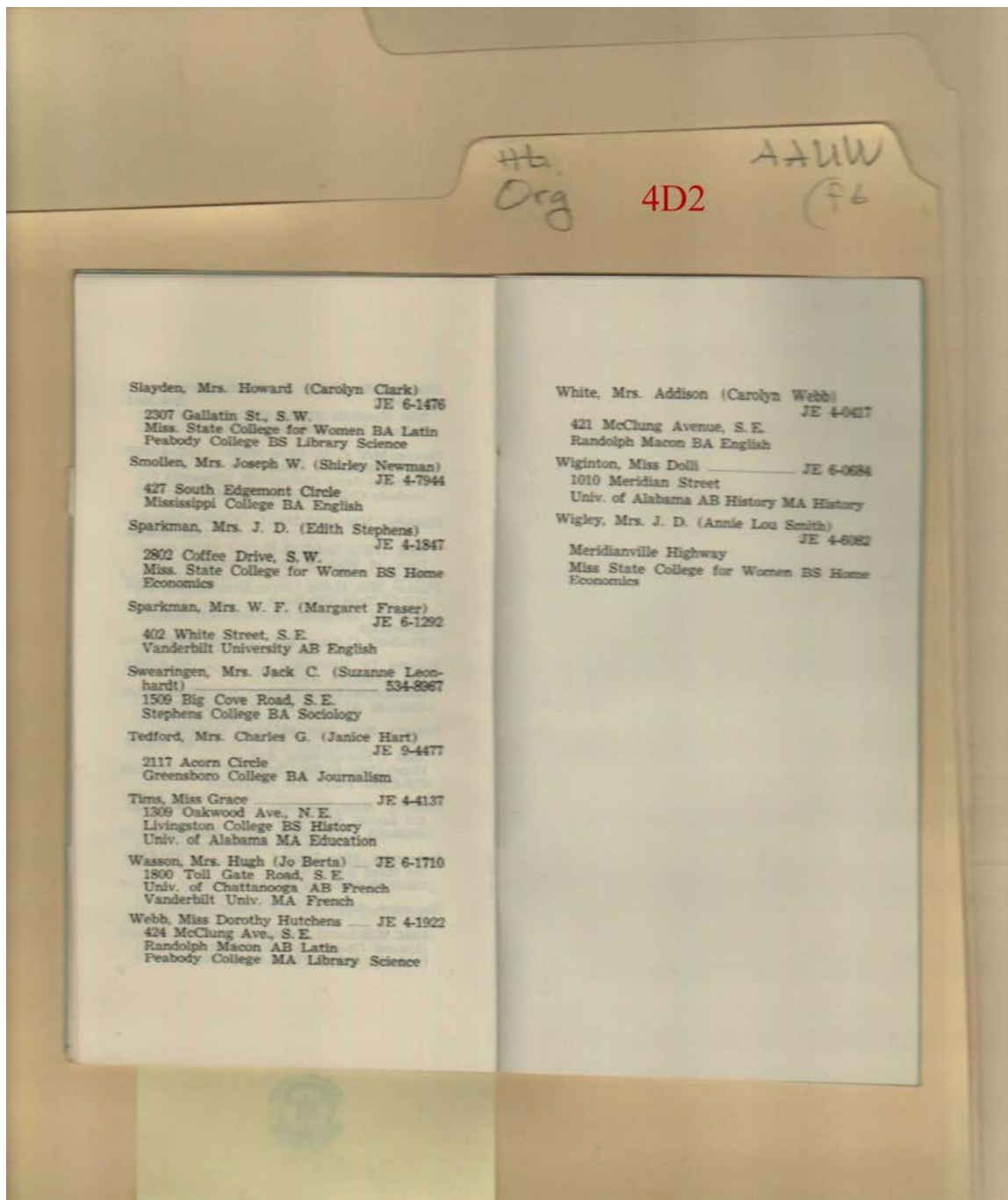
Types:

yearbook

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 9 r04d02-06-000-0018 [Contents](#) [Index](#) [About](#)



Names:

Slayden, Howard,
Mrs.
Smollen, Joseph W.,
Mrs.
Sparkman, J. D., Mrs.

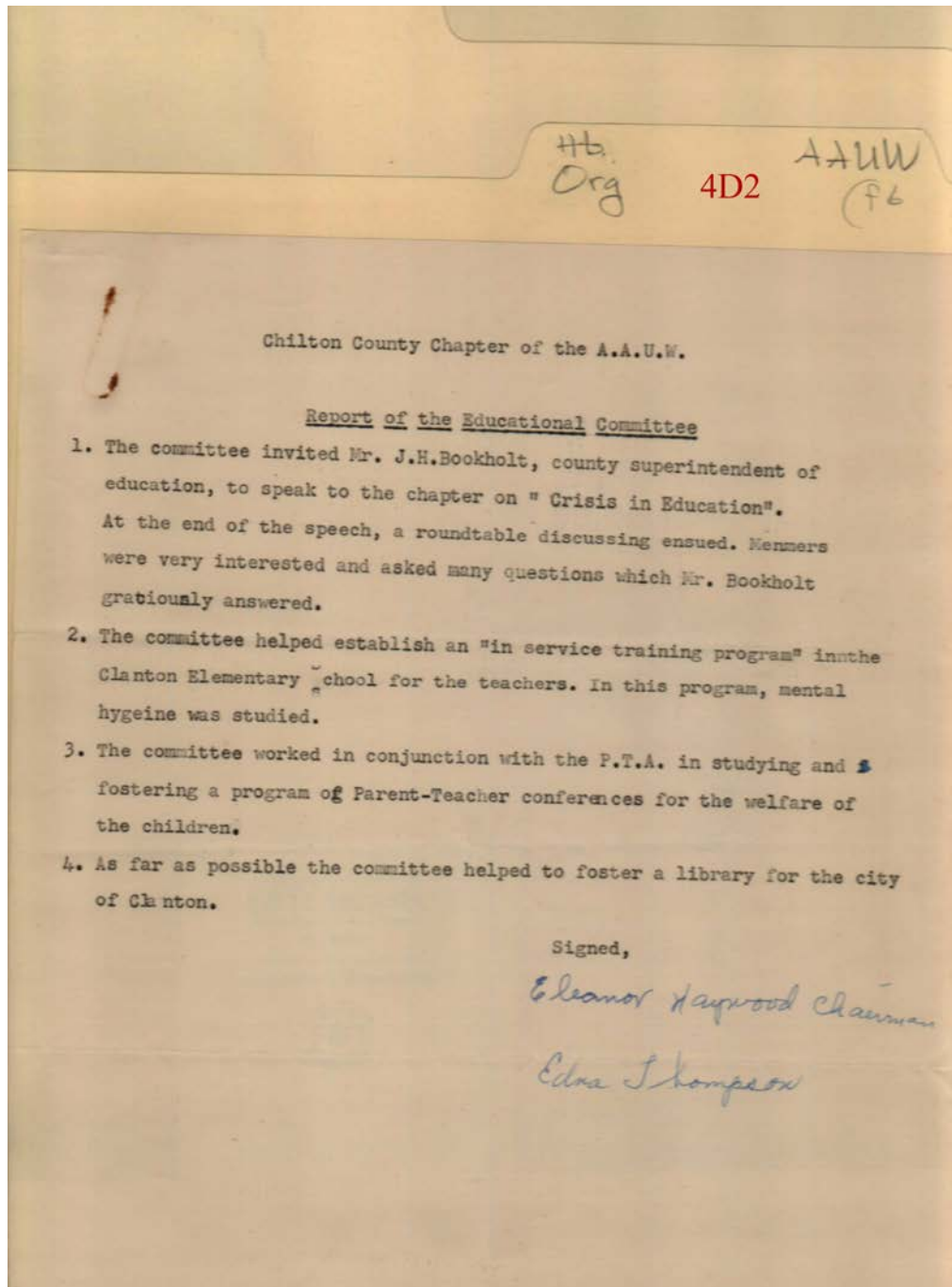
Sparkman, W. F.,
Mrs.
Swearingen, Jack,
Mrs.

Tedford, Charles G.,
Mrs.
Tims, Grace, Miss
Wasson, Hugh, Mrs.

Webb, Dorothy
Hutchens, Miss
White, Addison, Mrs.
Wiginton, Dolli, Miss
Wigley, J. D., Mrs.

Types:

yearbook



Names:

Bookholt, J. H.

Haywood, Eleanor

Thompson, Edna

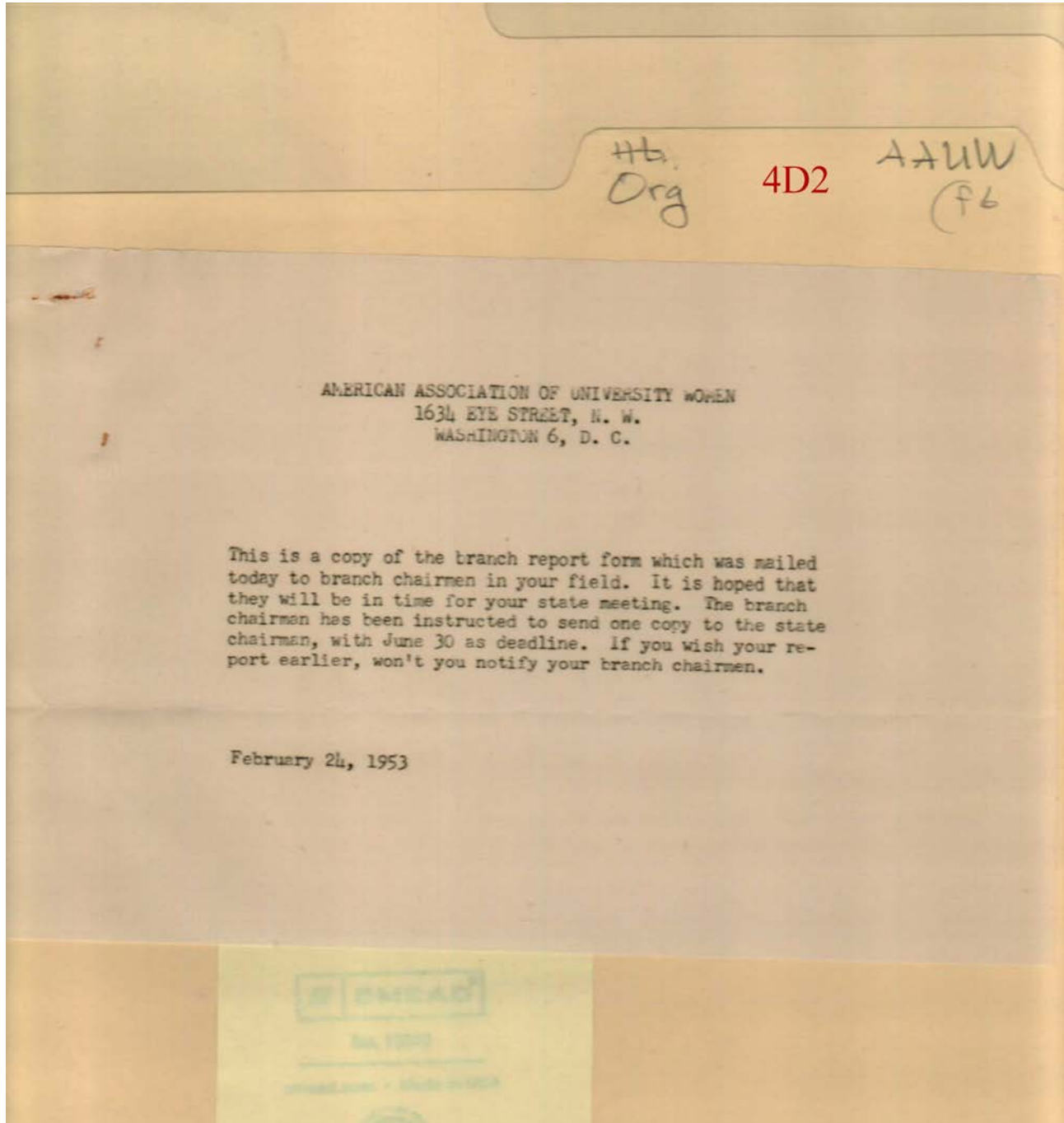
Types:

report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 11 r04d02-06-000-0020 [Contents](#) [Index](#) [About](#)



Places:

Washington, DC

Types:

report

Dates:

Feb 24, 1953

#6
Org

4D2

AAUW
(96)

AAUW Branch Report, 1952-53

EDUCATION

Branch _____ State _____
Chairman _____
Address _____
Chairman from 19____ to 19____

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Types:
report

Dates:
1952-1953

Hb
Org
4D2
AAUW
F6

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
ALABAMA DIVISION

TO: FRANCES C. ROBERTS
STATE EDUCATION CHAIRMAN
BOX 3352
UNIVERSITY, ALABAMA

FROM: *Bernice A. Bailey*

BRANCH REPORT OF ACTIVITIES OF EDUCATION COMMITTEE

A. SPECIFIC COMMITTEE WORK:

Theme for the year has been "Broadening Our Community Educational Activities through AAUW and every program has been planned with this in mind. Education, Your Community and You" was the subject for a forum discussion at the first meeting and the speakers represented business, the professions, clubs and the PTA.

The next program was an explanation of the R.E.R. legislative program by Miss Hueston, R.E.R. President. The third was on the subject of "Education for the Creative Arts".

At the January meeting German exchange students from the University of Alabama made a comparison of American and European systems of education.

"Encouraging Education through Reading" was the subject discussed at the February meeting. This year the Bessemer Branch has made an effort to have a coordinated program with a central

B. (And, or) ACTIVITIES COORDINATED WITH OTHER COMMITTEES

The Educational Committee has cooperated with other committees in a picture show project with the dual object of furthering the education of Bessemer youth by providing good pictures for them and of raising money for the Fellowship Fund and the Scholarship Fund.

A donation of money was made to the negro library and a shower of books was given for it.

Signed *Bernice A. Bailey*
Executed *Bernice A. Bailey*

Deadline Feb. 25, 1953

Names:

Bailey, Bernice A.

Roberts, Frances C.

Places:

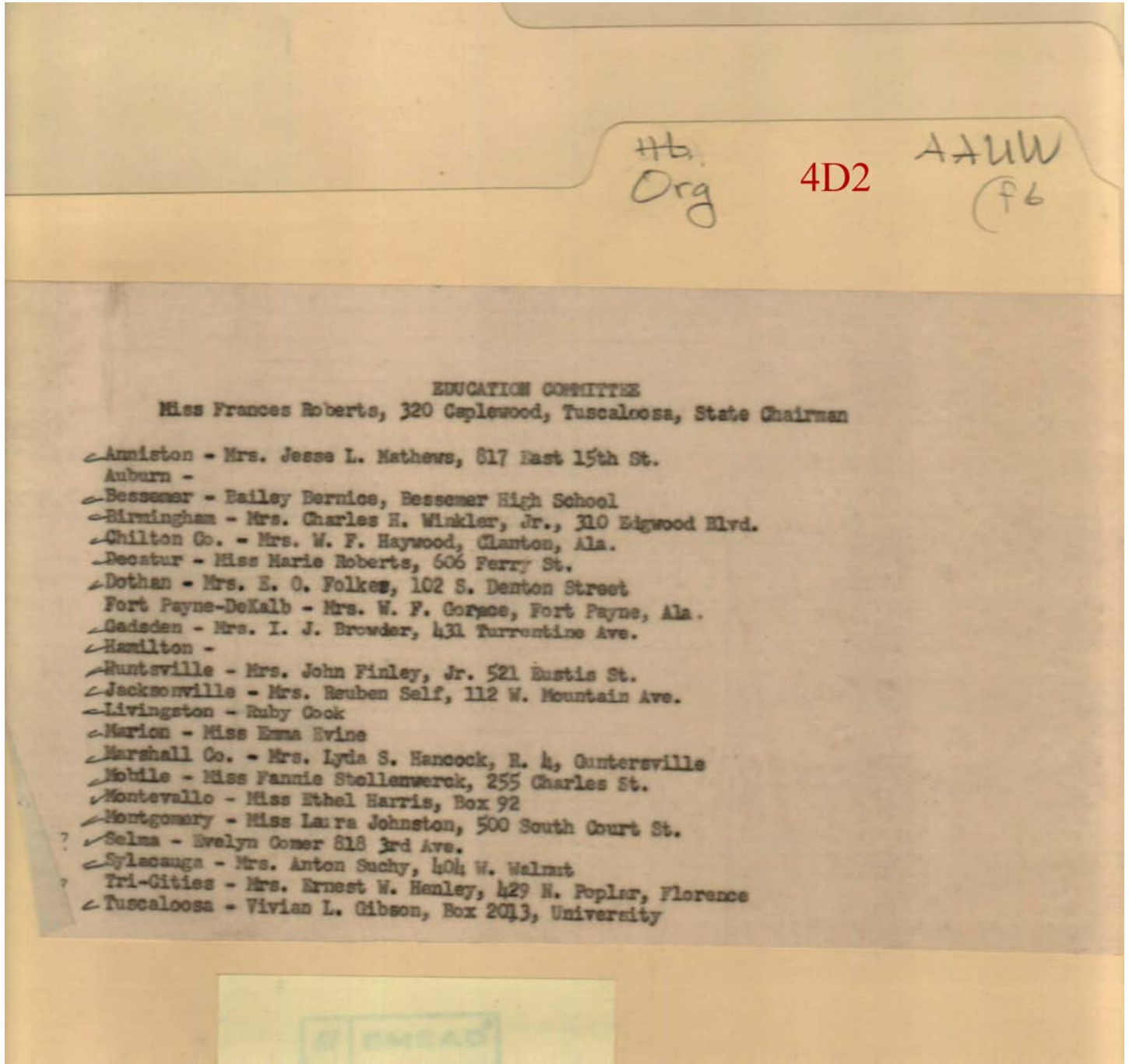
Bessemer, AL

Types:

report

Dates:

Feb 25, 1953



Names:

Bernice, Bailey	Gibson, Vivian, L.	Henley, Ernest W., Mrs.	Roberts, Marie, Miss
Browder, I. J., Mrs.	Gorace, W. F., Mrs.	Johnston, Laura, Miss	Self, Reuben, Mrs.
Comer, Evelyn	Hancock, Lyda S., Mrs.	Mathews, Jesse, L., Mrs.	Stellenwerck, Fannie, Miss
Cook, Ruby	Harris, Ethel, Miss	Roberts, Frances, Miss	Suchy, Anton, Mrs.
Evine, Emma, Miss	Haywood, W. F., Mrs.		Winkler, Charles H., Jr., Mrs.
Finley, John, Jr., Mrs.			
Folkes, E. O., Mrs.			

Types:
list

Hb.
Org
4D2
AAUW
96

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
Alabama State Division
Report of State Chairman of Education
1952 to 1953
(Due by February 26, 1953)

Name _____
Address _____

Your activities as State Chairman have been along two lines: stimulating branch activity and sponsoring state projects. Summarize what the branches have done in your field. Most of the material for this outline will be available to you in the reports of the branch chairmen. (Ask them to send you their reports by February 22). In addition, will you discuss fully your work as State Chairman. You will probably wish to include the following:

1. Aim in your state (past and present)
2. General activities and achievements for year (such as, state projects, legislation, letters to branch chairmen, meetings with branch chairmen, special publicity, publications, etc. Please append copies of pertinent material if possible.)
3. Contact of State Committee with other state organizations or groups.
4. Financial statement (amount allotted to you in state budget, amount spent, recommendations concerning allotment).
5. General comments or suggestions.
6. Recommendations.

Report of State Chairman of Education

The work of the State Education Committee of the Alabama Division of A A U W for the year 1952-53 has been chiefly in the field of aiding an attempt to bring the many facets of the organization's activities into focus on a central theme for the year, "Education, your Community and You."

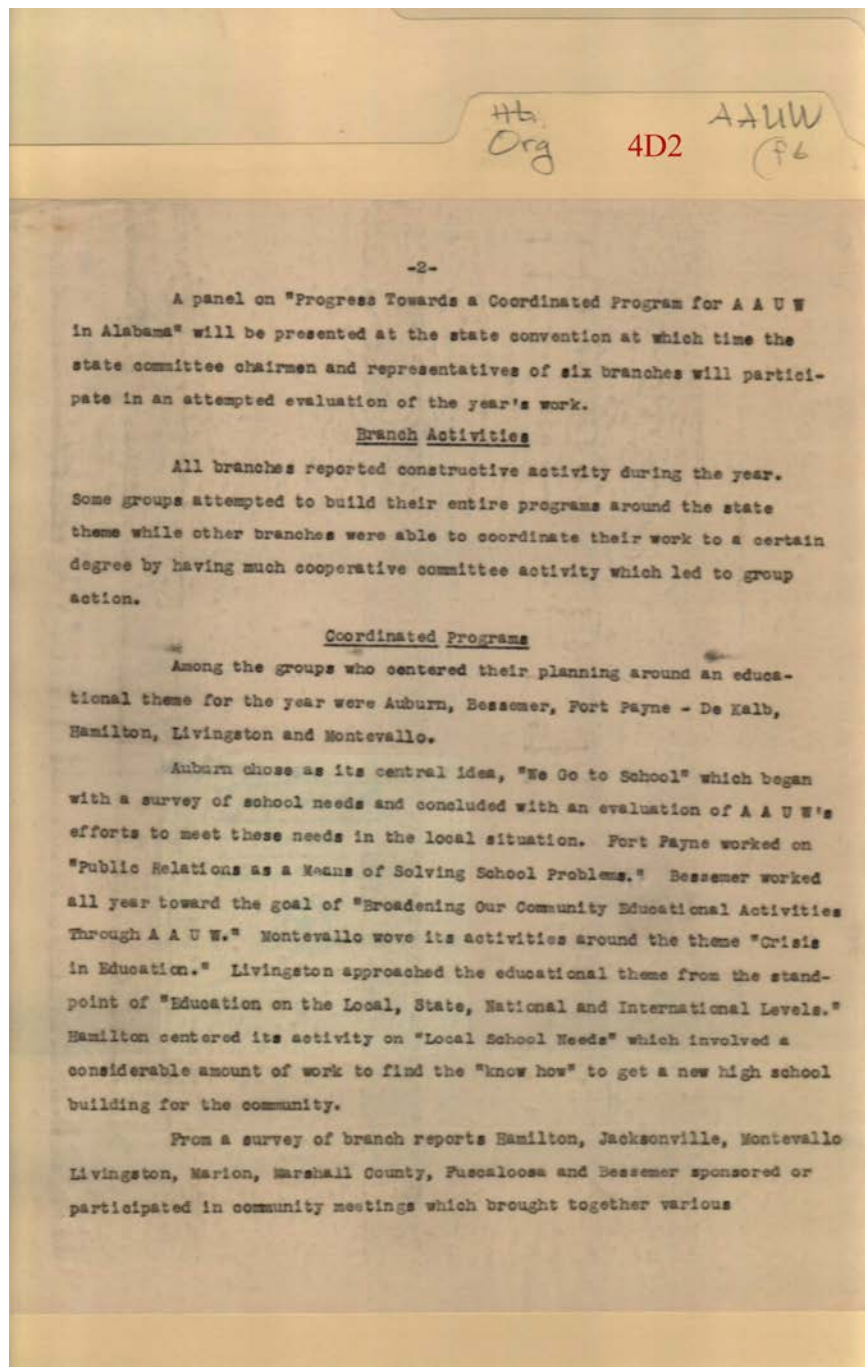
In August of 1952 the branches were sent a list of suggested activities with the recommendation that the individual groups do their planning on the basis of recognized local needs and interests. The National Citizens Commission for the Public Schools and the National Commission for UNESCO were consulted and both organizations agreed to send materials to all local branches. Education chairmen in Michigan, New Jersey and Iowa were also consulted as to their activities at the state level.

At the state board meeting in November a roundtable discussion was led by the state president concerning the plans and problems of local branches in working towards a coordinated program of action in Alabama.

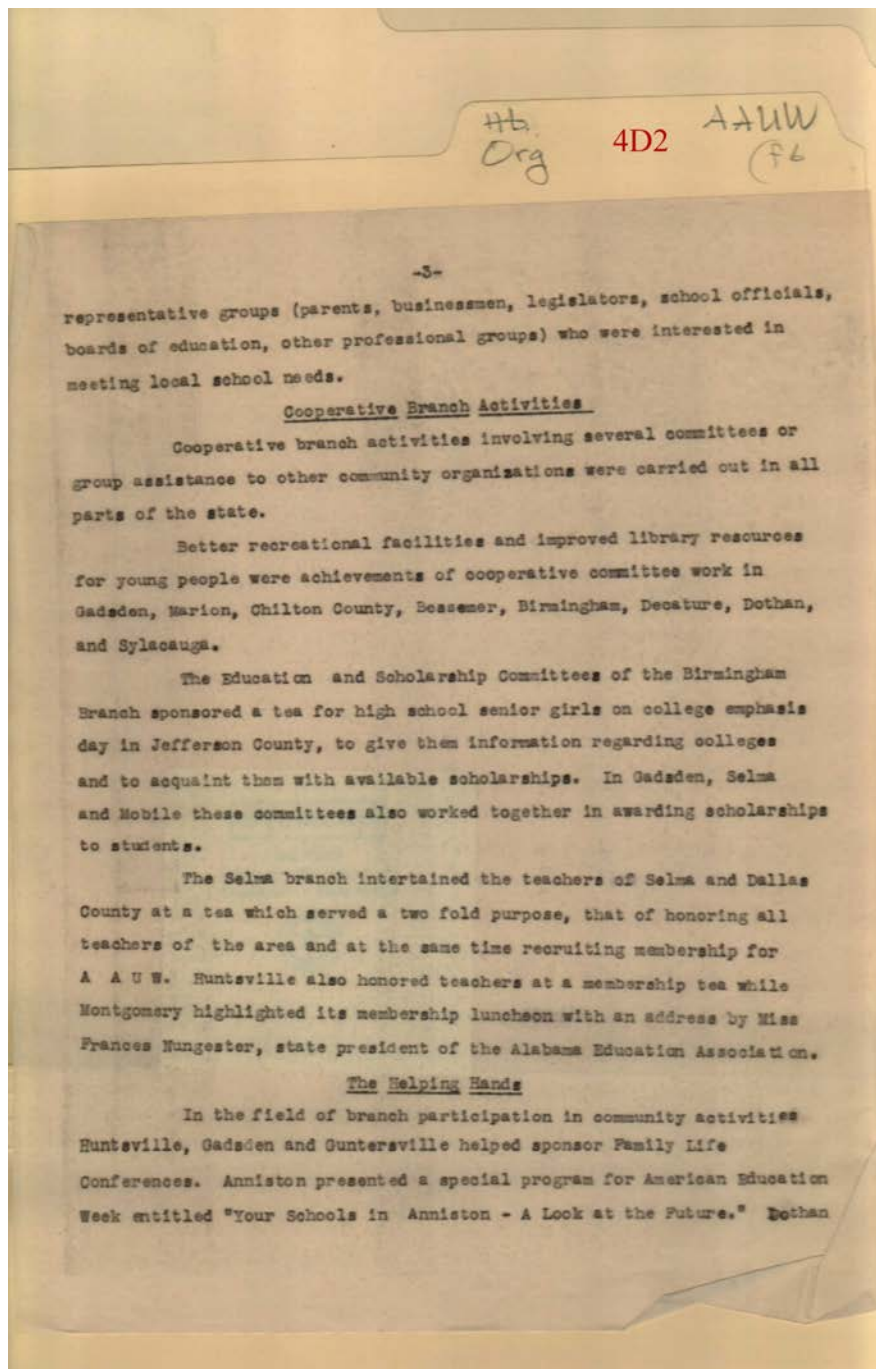
(State officers, please adapt this form to meet your needs).
This report will not take the place of your annual report due May 1.

Types:
report

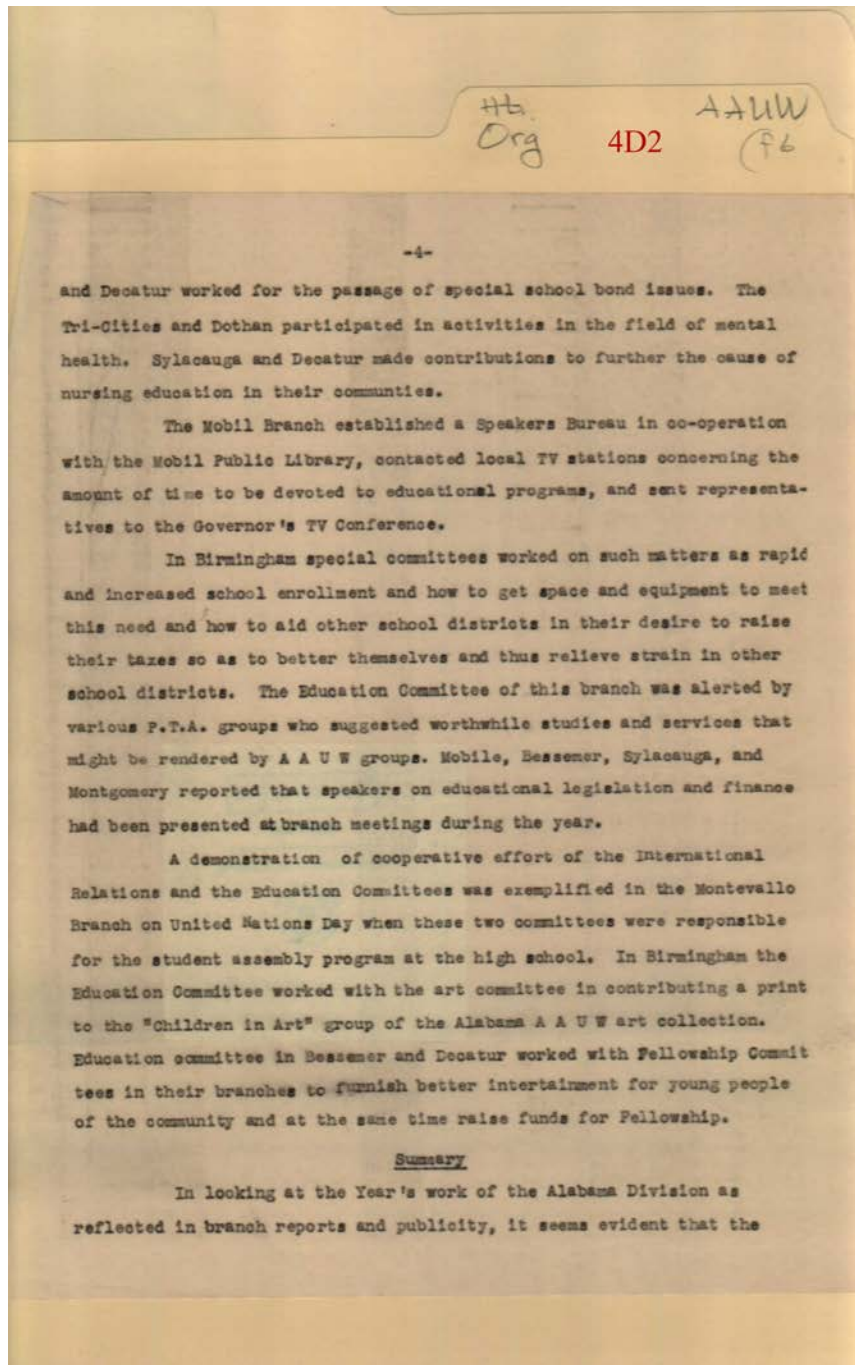
Dates:
Feb 26, 1953



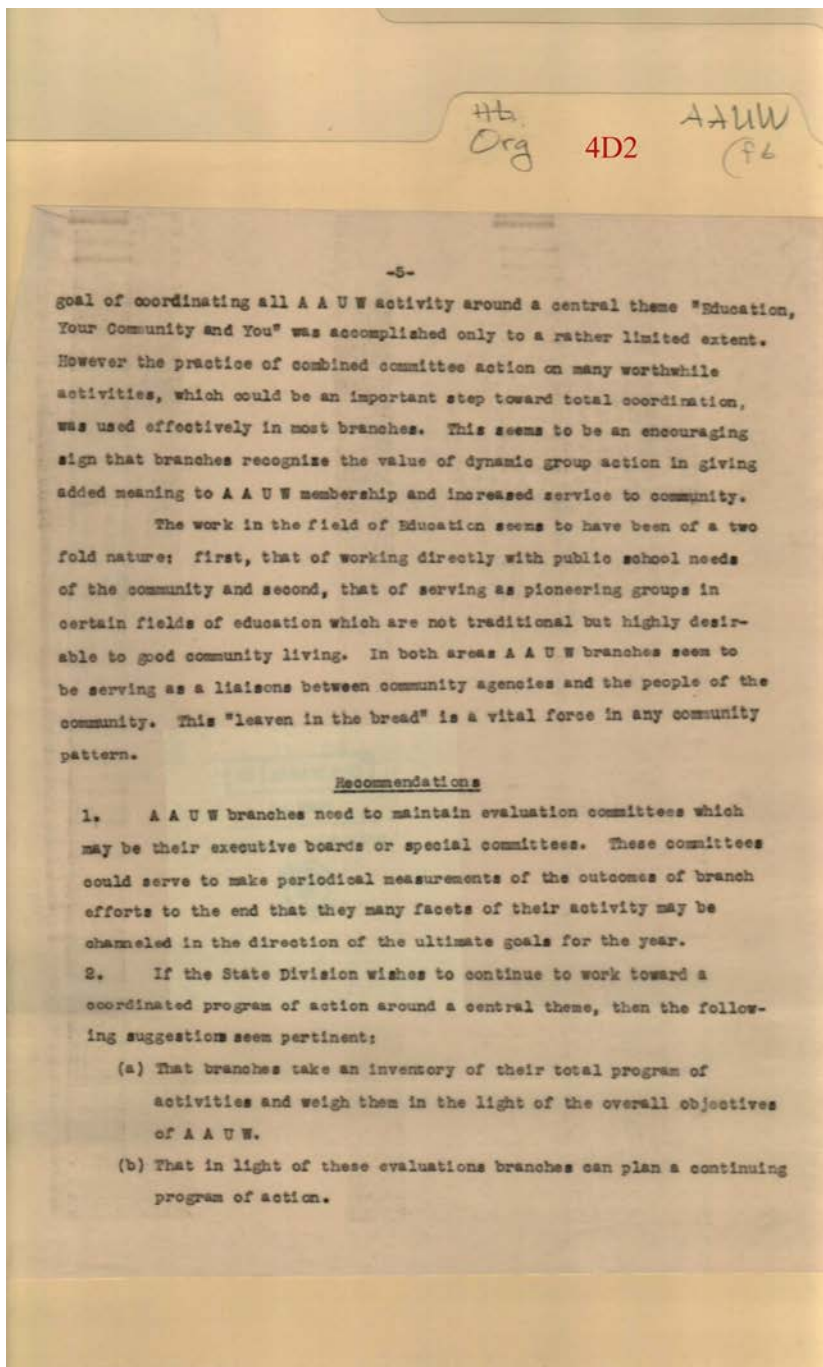
Types:
report



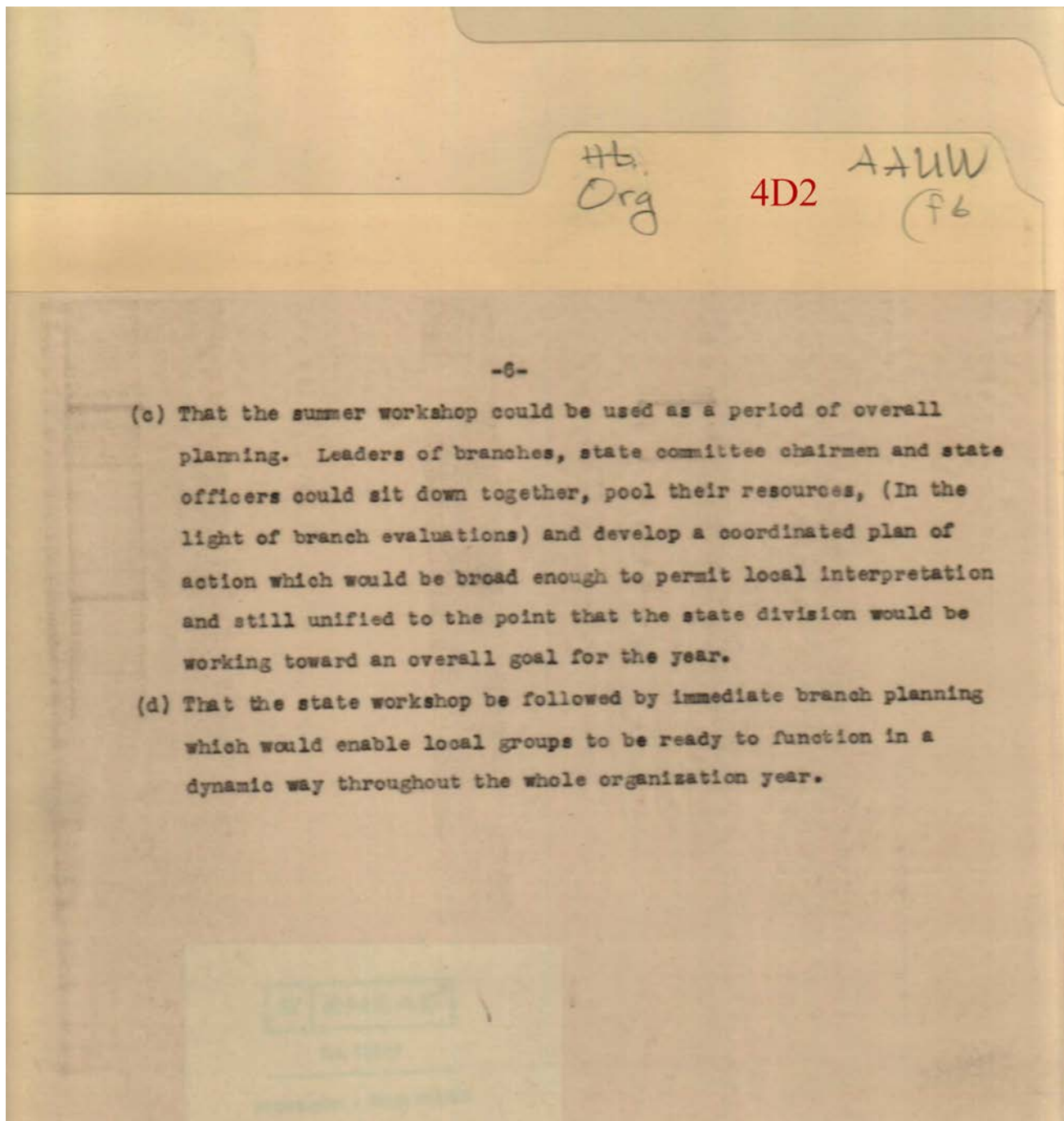
Types:
report



Types:
report



Types:
report



Types:
report

Hb. Org 4D2 AAUW (F6)

AAUW Branch Report, 1952-53

Branch MOBILE, ALA. State ALA.

Chairman (Miss) FANNIE STOLLENWERCK

Address 225 CHARLES ST.

Chairman from 1952 to 1953

EDUCATION

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

The selection and awarding of the Mobile Branch Scholarship of \$100 is an annual duty of the Education Committee and still the outstanding project.

This committee did contact TV stations before operation in this vicinity inquiring and expressing our interest in know about the amount of time to be devoted to programs of educational classification. An answer was received from one.

The speaker for our Annual Banquet was Maurice White, Director of Finance, Dept of Education, State of Ala.

Under educational classification, although not specifically work of the Education Committee were the following projects sponsored by Branch:

- Two series of Classes for Expectant Mothers
- The organization and staffing of a Speakers Bureau for public use in the Mobile Public Library
- The organizing and sponsoring of a "College Club" for women with degrees from colleges not on A. A. U. W. list.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Stollenwerck, Fannie,
Miss

White, Maurice

Places:

Mobile, AL

Types:

report

Dates:

1952-1953

Hb
Org
4D2
AAUW
P6

AAUW Branch Report, 1952-53

EDUCATION

Branch Jacksonville State Alabama
Chairman Mrs. Reuben Self
Address 112 W. Mt. Ave. Jacksonville, Ala.
Chairman from 1952 to 1953

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES AND TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

The Education Committee sponsored a forum on the subject "The Educational Needs of the Youth of Jacksonville". The public was invited. On the forum we had the following represented: the press, the radio, newspapers, civic organizations, City Council, ^{church} P.T.A., Industry & Business. The High school & elementary school P.T.A.'s jointly sponsored this meeting with A.A.U.W. There was a very large crowd & the program was extremely well received.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Self, Reuben, Mrs.

Places:

Jacksonville, AL

Types:

report

Dates:

1952-1953

Hb. Org 4D2 AAUW (F6)

AAUW Branch Report, 1952-53

EDUCATION

Branch Sylacauga, Ala.
Chairman Mrs. A. T. Suchy
Address 404 St. Walnut
Chairman from 19 51 to 19 53

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

1. Assistant secretary of A. E. A. Mr. Vincent Raines, speaks on current Legislation and financial set. up of schools.
2. Freedom Crusade: participated in city-wide effort to send freedom grants.
3. Nurse's care for a student at our nurses' school.
4. Scholarship for a nurse.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.
(Use other side and additional sheets this size as needed for full details.)

Names:

Raines, Vincent, Mrs.

Suchy, Anton, Mrs.

Places:

Sylacauga, AL

Types:

report

Dates:

1951-1953

Hh. 4D2 AAUW
 Org (F6)

AAUW Branch Report, 1952-53

EDUCATION

Branch Huntsville State Alabama
 Chairman Mrs. John Finley, Jr.
 Address 521 Grants St.
 Chairman from 1952 to 1953

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

The Education Committee worked in cooperation with a city and county wide project of promoting the "Family Life Conference" which was held with persons in February. The local branch contributed financially to this project, too. At our February meeting we presented a speaker who discussed its purposes, goals and presented suggestions from other years. In connection with the theme for this conference the education committee presented a film, "Heritage of the Human Resources," which depicted life from infancy to old age and what we may do in each cycle to make our communities better from the standpoint of health, natural resources, safety, juvenile delinquency, care of the aged and education in general. We attempted to show the film from national headquarters at the work of the A. U. W., but were unable to secure it for the meeting.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Finley, John, Jr., Mrs.

Places:

Huntsville, AL

Types:

report

Dates:

1951-1953

Hb.
Org
4D2
AAUW
F6

AAUW Branch Report, 1952-53

EDUCATION

Branch Montgomery, Alabama
Chairman Laura Johnston
Address 500 S. Court St
Montgomery, Alabama
Chairman from 19 52 to 19 53

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these be in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

We had the Alabama Education Association President as speaker at our September membership luncheon.

We had the November meeting, because of American Education Week observance, at which time we presented a Panel on Public Schools of Today.

We have cooperated with the Fellowship Committee.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Johnston, Laura, Miss

Places:

Montgomery, AL

Types:

report

Dates:

1951-1953

Hb.
Org
4D2
AAUW
(96)

AAUW Branch Report, 1952-53

EDUCATION

Branch Fort Payne & DeKalb County Ala.
 Chairman Mrs. W. F. Gonce
 Address Fort Payne, Ala. Box 270
 Chairman from 19 _____ to 19 _____

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group members' attendance at branch meetings should be included on the branch president's committee report form. Report responsibility for branch meetings only as these tie in with your study groups or projects.

The Education Committee concentrated on the need of school buildings to alleviate the crowded conditions in our local schools. A program was given that centered around the growth of the school population and our failure to meet this problem, and therefore a greater expense will be involved than if we had planned all along to meet this need. The Fort Payne Junior Chamber of Commerce is raising money to buy land in order to start on a new elementary school building this next year. The AAUW has worked along with this group in discussions and encouragement.

52

Fort Payne, Ala. Box 270

Every year helpful suggestions are invited for improving our program. Be sure to add yours to this report.

(Use extra sheets this size as needed for full details.)

Names:

Gonce, W. F., Mrs.

Places:

Fort Payne, AL

Types:

report

Dates:

1951-1953

#6
Org 4D2 AAUW
F6

AAUW Branch Report, 1952-53

Branch Anniston State Ala.

Chairman Mrs. Jesse L. Mathews

Address Box 1182

Chairman from 19 52 to 19 53

EDUCATION

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

The Anniston Branch participated in American Education Week with a special program on Education highlighting a survey made by a group of teachers in an inservice training program on the special needs of Anniston schools. This was done in cooperation with a school committee responsible for getting this information before the public. A news article on this subject was also placed in the local paper by A.A.U.W.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Mathews, Jesse, L.,
Mrs.

Places:

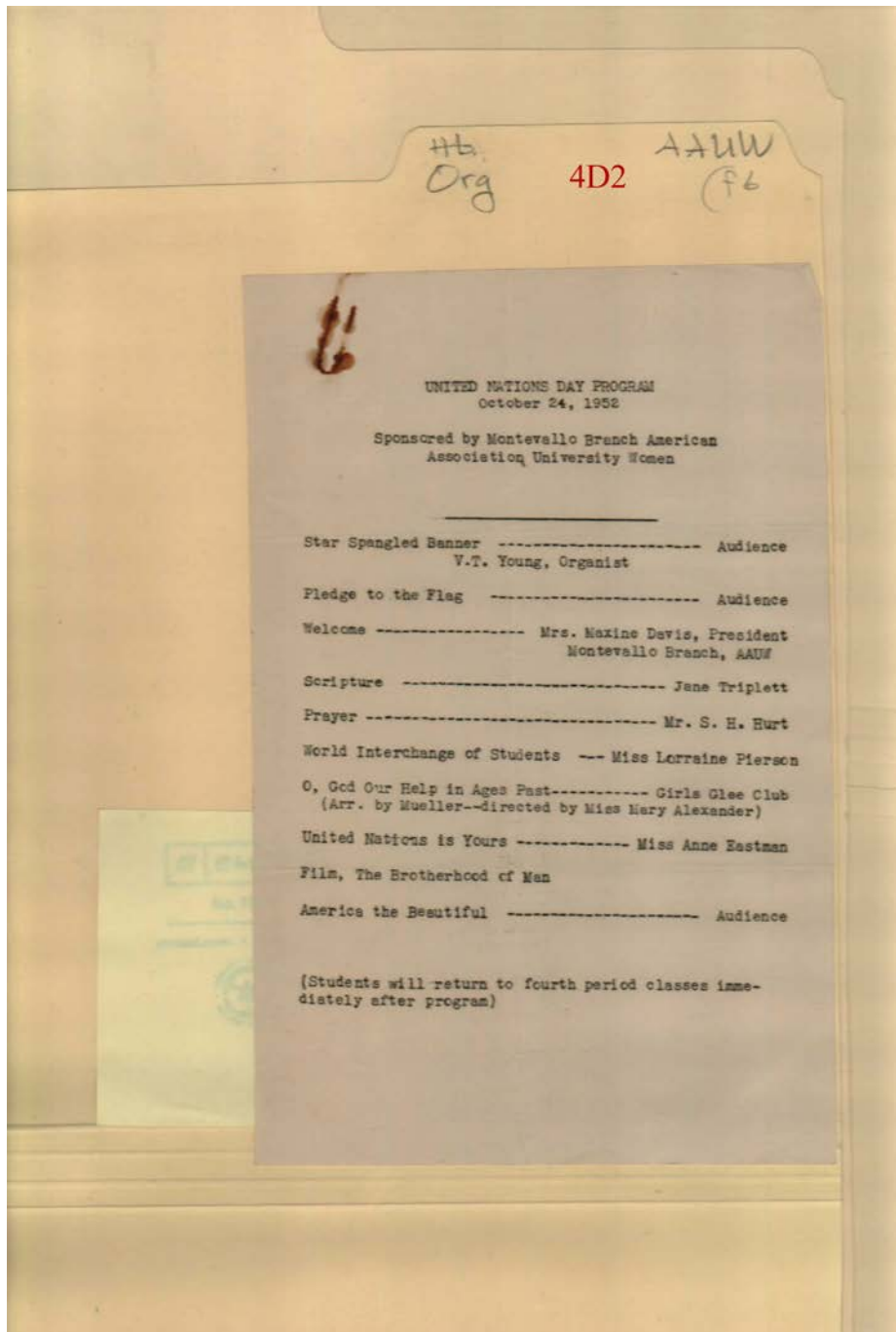
Anniston, AL

Types:

report

Dates:

1951-1953



Names:

Alexander, Mary,
Miss
Davis, Maxine, Mrs.

Eastman, Anne, Miss
Hurt, S. H.

Pierson, Lorraine,
Miss
Triplett, Jane

United Nations Day
Young, V. T.

Places:

Montevallo, AL

Types:

program

Dates:

Oct 24, 1952

Hb. Org 4D2 AAUW F6

AAUW Branch Report, 1952-53

Branch Montevallo State Alabama

Chairman Ethel Harris

Address Box 92 Montevallo, Ala.

Chairman from 19 52 to 19 53

EDUCATION

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on:

(1) **STUDY GROUPS** - The Education Committee was responsible for the program of the October meeting of the Montevallo Branch. The subject was Anglican

(2) **GROUP PROJECTS** - Continuities of Alabama College

(3) Please report separately any activities relating to **RADIO LISTENING, MOTION PICTURES AND TELEVISION.**

(4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

The Education and International Relations Committees worked jointly in presenting a United Nations Day Program on United Nations Day (October 24, 53) to the students of Montevallo High School. Three interesting features of the program were as follows:

(1) World Interchange of Students
 One of the foreign language teachers at Alabama College introduced the exchange students from several different countries who are attending school at Alabama College.

(2) United Nations is Yours
 A member of the International Relations Committee, who is also a member of the Social Science Dept. at Alabama College spoke to the group on the above subject.

(3) A film, The Brotherhood of Man was shown at the end of the program.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Harris, Ethel, Miss

Places:

Montevallo, AL

Types:

report

Dates:

1952-1953

Hb.
Org
4D2
AAUW
F6

AAUW Branch Report, 1952-53

Branch Tri-Cities State Alabama

Chairman Mrs. E.W. Henley

Address 129 So. Poplar, Florence, Alabama

Chairman from 19 52 to 19 53

EDUCATION

What did you do? What did you learn? It is from these reports that ideas are passed along to other branches through our correspondence and our publications. If you used the summer planning material from the national office or suggestions from the *General Director's Letter* in planning your work, please note.

Please tell us the significant things you did. Attach any exhibits you think would be of interest or inspiration to other members. Try to write in a nutshell whatever it was you learned, whether in techniques of action, methods of study, or information. If you are in doubt as to whether a project in which you cooperated comes under "education," please include it anyway.

Work with the branch president in compiling your report. The number of group meetings and attendance need not be given here, as space for these details is provided on the branch president's composite report form. Report responsibility for branch meetings only as these tie in with your study groups or projects. The subjects of branch meetings will be listed in the president's report.

Report on—

- (1) STUDY GROUPS
- (2) GROUP PROJECTS
- (3) Please report separately any activities relating to RADIO LISTENING, MOTION PICTURES and TELEVISION.
- (4) If your committee joined with other branch committees in a coordinated program, please indicate the topic and if you are not reporting it in full, tell us which committee is making the report.

(1) Due to the small membership of our branch, we did not have study group.

(2) Student Concert Series. Three concerts were given during the year of 1952 and 1953. These were as follows: "Don Kossack Choir", Captain Kidd's Return", and Prince Seinsherd".

One program of the year was given to Education in our Community.

Every year helpful suggestions are received for improving our program. Be sure to add yours to this report.

(Use other side and additional sheets this size as needed for full details.)

Names:

Henley, Ernest W.,
Mrs.

Places:

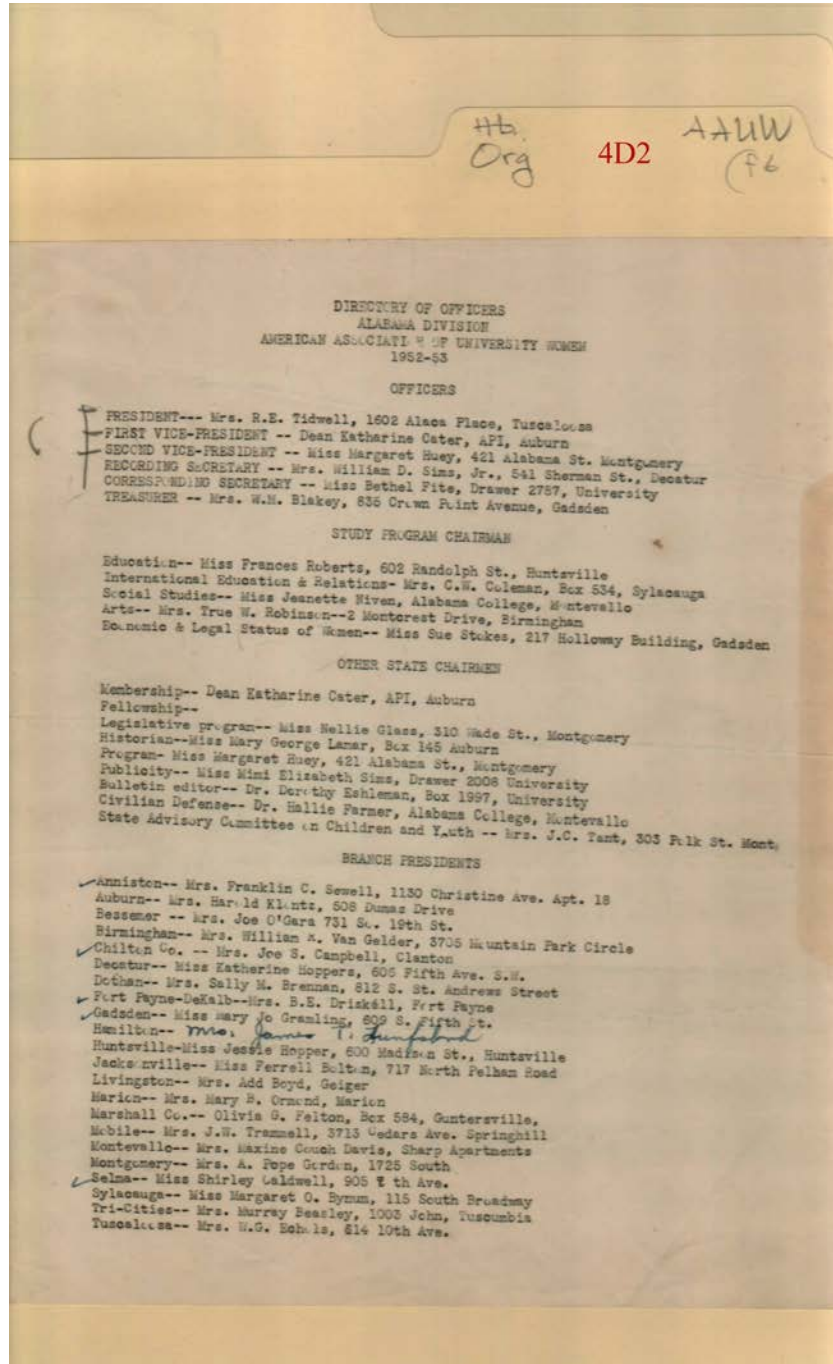
Florence, AL

Types:

report

Dates:

1952-1953



Names:

Beasley, Murray, Mrs.
Blakey, W. M., Mrs.
Bolton, Ferrell, Miss
Boyd, Add, Mrs.
Brennan, Sally M.,
Mrs.
Bynum, Margaret O.,
Miss
Caldwell, Shirley,
Miss
Campbell, Joe S.,
Mrs.

Cater, Katherine,
Dean
Coleman, C. W., Mrs.
Davis, Maxine
Couch, Mrs.
Driskell, B. E., Mrs.
Echols, W. G., Mrs.
Eshleman, Dorothy,
Dr.
Farmer, Hallie, Dr.
Felton, Olivia G.
Fite, Bethel, Miss

Glass, Nellie, Miss
Gordon, A. Pope,
Mrs.
Gramling, Mary Jo,
Miss
Hopper, Jesse, Miss
Hoppers, Katherine,
Miss
Huey, Margaret, Miss
Klontz, Harold, Mrs.
Lamar, Mary George,
Miss

Lunsford, James T.,
Mrs.
Niven, Jeanette, Miss
O'Gara, Joe, Mrs.
Ormond, Mary B.,
Mrs.
Roberts, Frances,
Miss
Robinson, True W.,
Mrs.
Sewell, Franklin C.,
Mrs.

Sims, Mimi
Elizabeth, Miss

Sims, William D,
Mrs.
Stokes, Sue, Miss

Tant, J. C., Mrs.
Tidwell, R. E., Mrs.
Trammell, J. W., Mrs.

Van Gelder, William
R., Mrs.

Types:

list

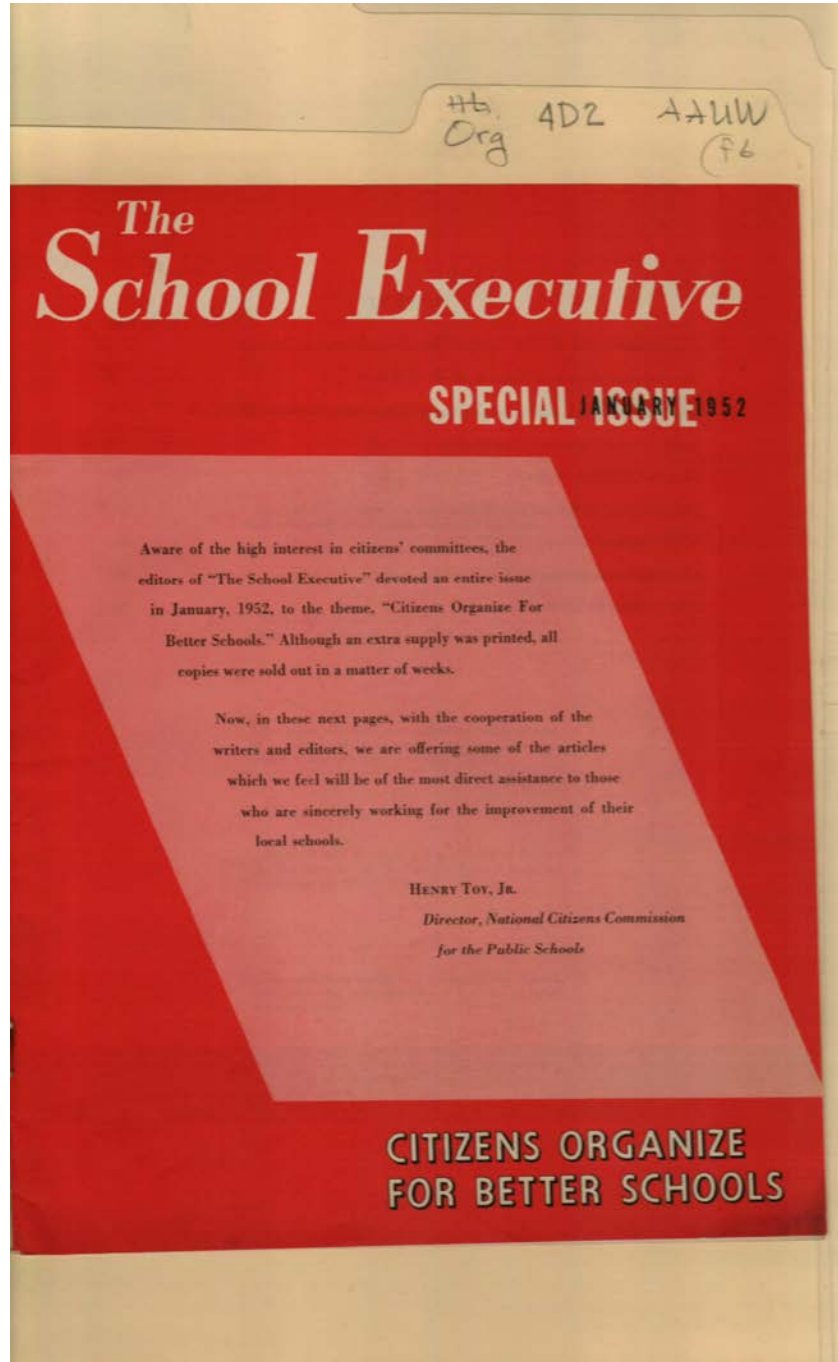
Dates:

1952-1953

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 32 r04d02-06-000-0041 [Contents](#) [Index](#) [About](#)



Names:

Toy, Henry, Jr.

The School Executive

Types:

booklet

Dates:

Jan 1952

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 33 r04d02-06-000-0042 [Contents](#) [Index](#) [About](#)

4b. 4D2 AAUW
Org (F6)

CONTENTS		Page
The Organizational Work of Citizens' Committees, ROBERT L. HOPPER		3
The Relation of Citizens' Committees, W. A. EARLY		5
The Purposes, Work, and Value of Citizens' Committees, THEODORE L. RELLER		8
Local Citizens' Committee: Case Studies		9
Citizens Committees in Action		19
State Citizens' Committees: Case Studies		27
NCCPS Regional Offices		34
A Composite Constitution for State Committees		35
Some Pointers for Citizens' Committees		36

Names:

Hopper, Robert L.

Reller, Theodore L.

Types:

booklet

Hb. 4D2 AAUW
Org (96)

The Organizational Work Of State Citizens Committees

PUBLIC SCHOOLS today need the support of citizens more than ever before in the history of our educational system. Pressures in every aspect of living have developed in our changing society so that many tensions now focus in our public school system. Knowledge concerning the nature of learning has been broadened to a point which necessitates change in the traditional educational program.

In every community there are many organizations and citizens interested in education. The problem today is one of translating their interests into a concerted effort to guide further school development.

Stimulation for this concerted effort may be achieved through a state

citizens committee. The primary purpose of the state citizens committee is to facilitate the work of citizens in studying and in developing means of improving their schools, by means of the following types of activities:

1. Stimulating the formation and assisting with the operation of local citizens groups.
2. Coordinating the efforts of state-wide organizations and agencies in their attack upon educational problems.
3. Making and encouraging studies of educational needs on the local and state levels.
4. Disseminating information to the general public concerning educational needs.
5. Formulating and supporting leg-

ROBERT L. HOPPER

Director, Bureau of School Service
College of Education
University of Kentucky
Lexington, Kentucky

islation designed to meet educational needs in the state.

How They Are Organized

The nature of the problem indicates certain solutions. If the interests and efforts of organizations are to be coordinated, representatives of state-wide organizations should be called together to discuss educational problems. From such a discussion may emerge the desire to organize a state citizens committee.

Initiative for calling a conference



THE SCHOOL EXECUTIVE for JANUARY, 1952

Names:

Hopper, Robert L.

Types:

booklet

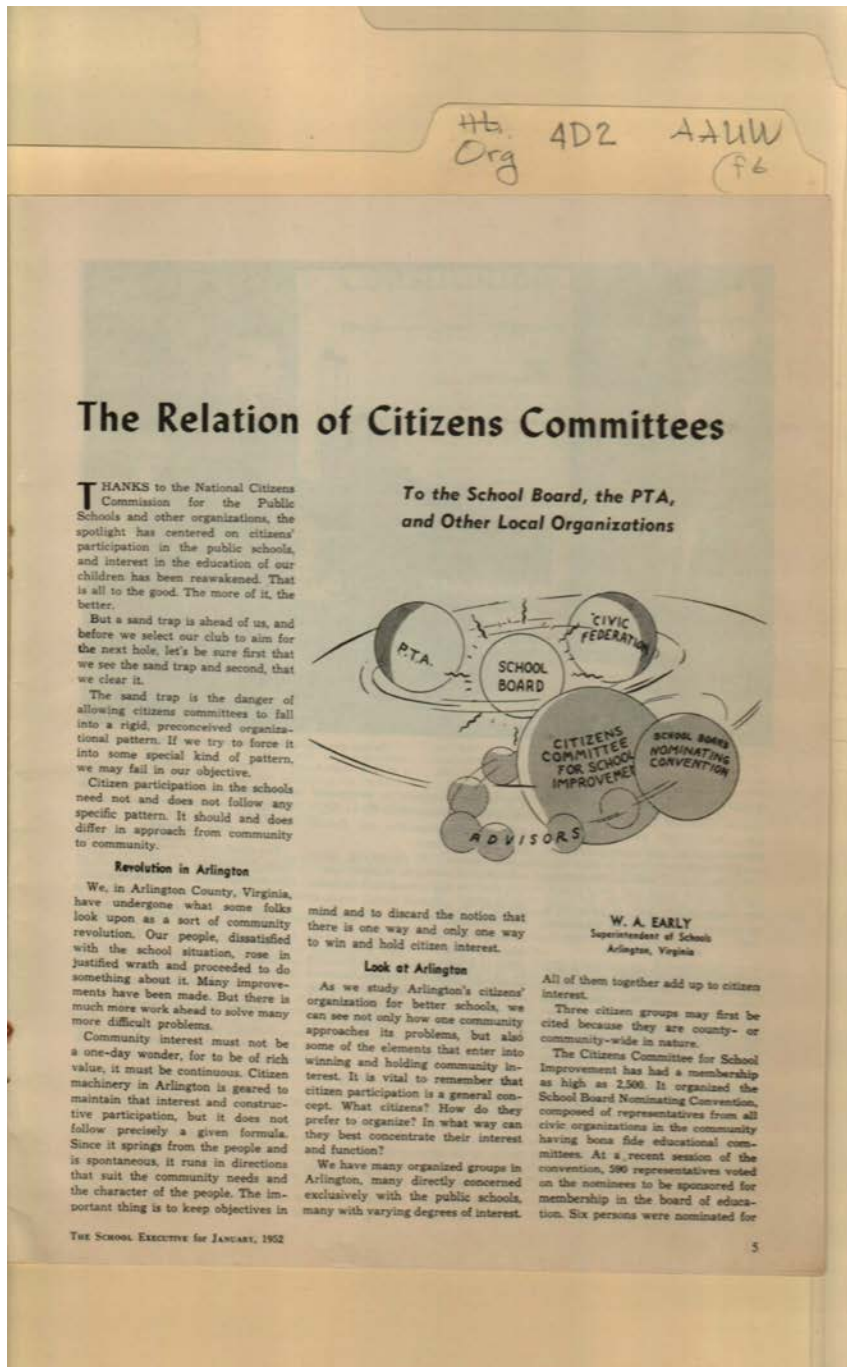
Dates:

Jan 1952



Types:
booklet

Dates:
Jan 1952



Names:

Early, W. A.

Types:

booklet

Dates:

Jan 1952

Hb. 4D2 AAUW
Org (F6)



Surveys are made of Arlington's present and future school needs.

three board vacancies. There is, of course, provision for other nominations, but neither political party at present makes nominations for the school board.

The convention does not have legal status, and it need not. It is simply the community's way of expressing its interest in furthering education.

Advisory Councils

The Citizens Committee for School Improvement has approached another vital avenue. The school board set up a group of exploratory councils in various fields of educational interest. These groups, composed of an average of 21 persons each, function in the fields of art, music, home economics, vocational education, budget procedure, buildings and grounds, special education, school construction, physical education and the like.

They meet regularly, with members of the school professional staff serving as secretaries. Their function is to supply information, to help get the work done, to serve as cata-

lytic agents to crystallize or resolve issues for presentation to the county-wide citizens committee and thence to the school board.

The council on budgetary procedures, for example, to ensure participation of the school staff in budget-making, solicited initial requests by classroom teachers, followed by consolidation of their requests by school principals and presentation of these proposals to the superintendent of schools. Both the lay members and the staff work together in formulating the budget from the beginning. It is then submitted to the superintendent for action.

PTAs

The second large, county-wide group is the County Council of Parent - Teacher Associations, it representing the individual school. This group is invited to express its views at the monthly board meetings. Machinery exists for the interchange of information, on a basis of mutual confidence. Board members are always available and willing to discuss

all school issues frankly. There is no bar to parent-teacher participation.

Civic Federation

The third county-wide group is the Civic Federation, a composite of all the county civic organizations concerned with the general welfare of the community. Their interest covers a wide range of problems—from roads, water and sewer facilities to playgrounds, police protection and community sanitation. Most of these groups have education committees.

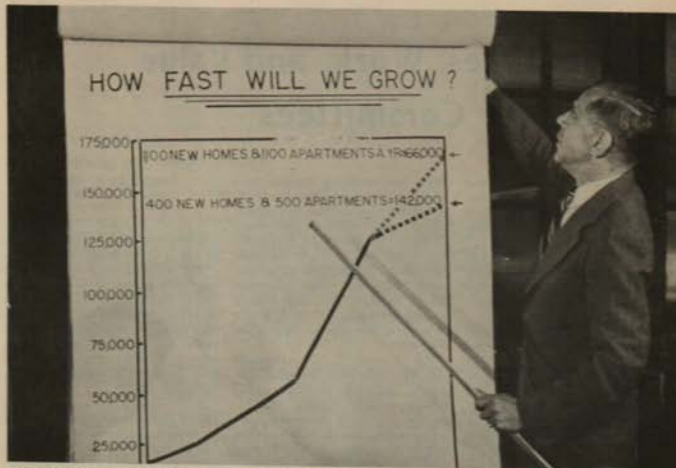
School Advisory Committees

Virginia law authorizes the board of education to appoint a school advisory committee of three persons for every school building. They advise the board on school matters and cooperate in the care of school property and successful operation of the schools. They are media of communication between the small school community and the board. They find problems and causes of irritation or dissatisfaction, and report them to the board.

Types:
booklet

Dates:
Jan 1952

Hb. 4D2 AAUW
Org (F6)



Photos were taken from The March of Time Forum Film: The Fight for Better Schools.

There are many areas of general interest in which the committees serve and, of course, many peculiar to a given school building. In general, the school committees work with parent-teacher groups, teachers, principals and pupils on such matters as bus transportation, routes, places and time of pupil pick-up, school districting, and protection of school property. Where activities are sponsored on a county-wide basis by other groups, these committees implement the work directly in the individual school.

Public Communications

One of the most helpful services of the school committees is in what we call public communications. When the board contemplates a significant news release, on a step of general community or even of strictly local interest, advance copies may be sent to the school committees. They meet with the parents and teachers, read the proposed statements, consider them, and advise the board of the school reaction to them. This is one

way to keep in intimate, sensitive touch with the feelings of the people immediately around the school building.

A somewhat similar two-way communication exists in curriculum matters. The Parent-Teacher county-wide committee on curriculum meets with the professional staff, discusses curriculum adjustments and reports its views to the board.

It Works!

What does all this add up to? Is it a complex 'organizational pattern'? Are there inherent conflicts in it? Undoubtedly there are those who, confronted with this active, multicolored fabric of community participation, will wonder how it works. The answer is simple and unqualified. It works!

The people, in three successive years, voted substantially larger school budgets in Arlington County. Was there opposition when the budgets were offered? Of course, there was, but by the time the budgets were proposed, the whole school

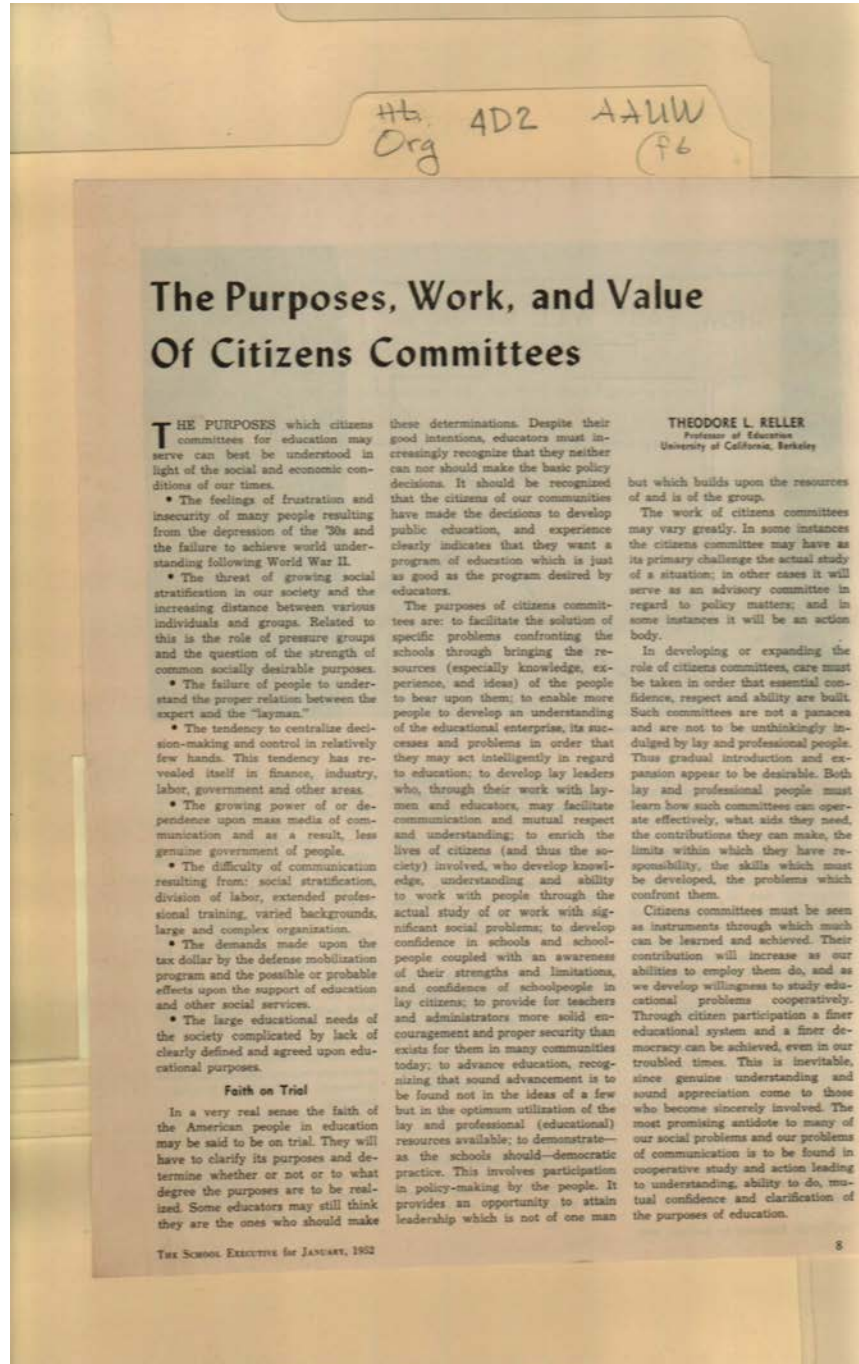
problem had been presented to every nook and cranny of the community. They had been discussed and considered. The board of education had sincerely demonstrated its interest in reflecting community wishes. Mutual confidence existed. The majority of the people recognized the need and voted for the budget.

What, one may ask, happens when someone wants something and the decision is adverse? Obviously, the score is not 100 percent, but the community does not expect 100 percent. As it participates in efforts to solve perplexing problems, it comes to realize that there are many sides, not only two, to a story. There are victories and defeats. There are successes and failures. But the sum total is success, because there is understanding.

Arlington County does it that way. Other communities may pursue other ways, but the basic principles remain. The school system must be close to the people to win their understanding. To the degree that the board achieves this aim, it succeeds.

Types:
booklet

Dates:
Jan 1952



Names:

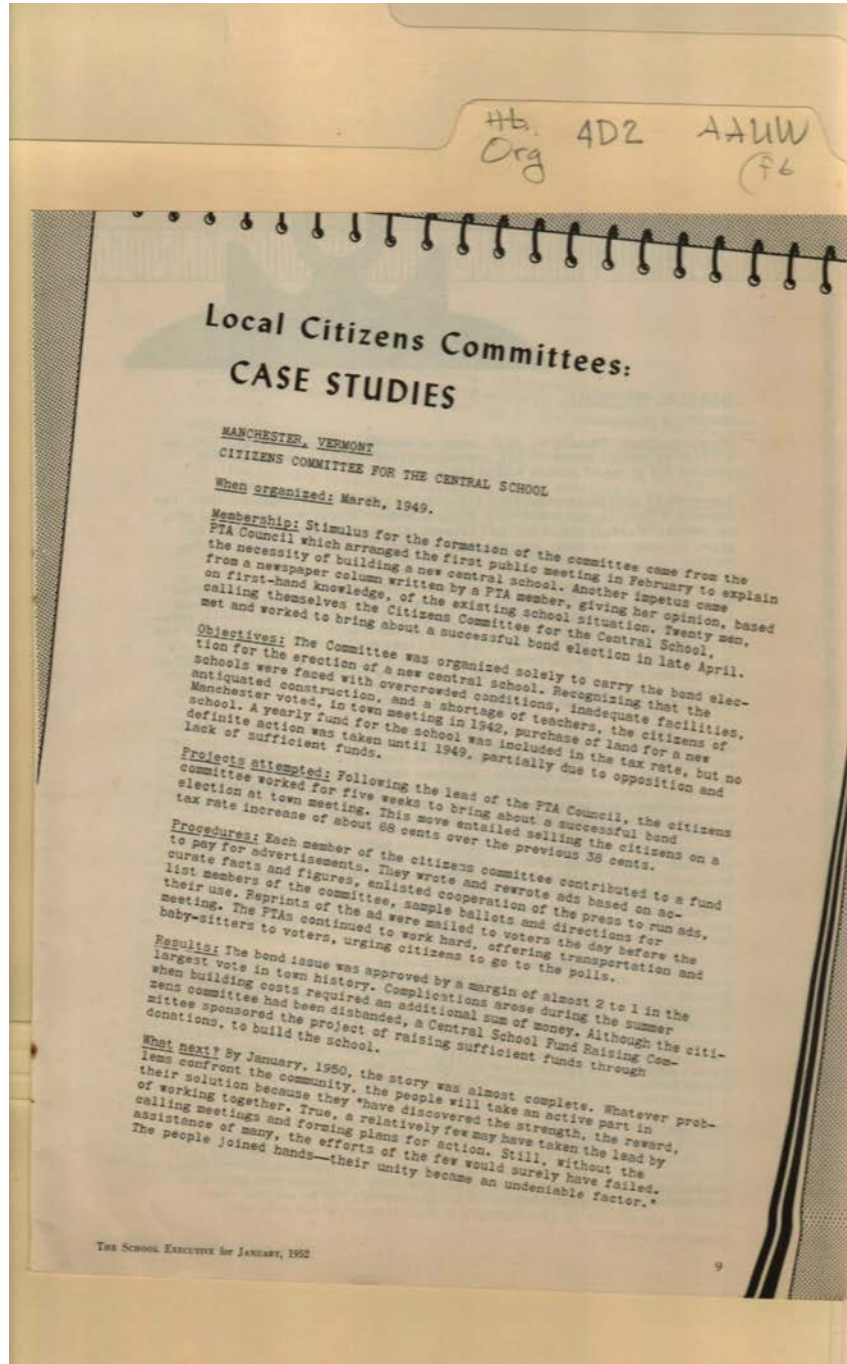
Reller, Theodore L.

Types:

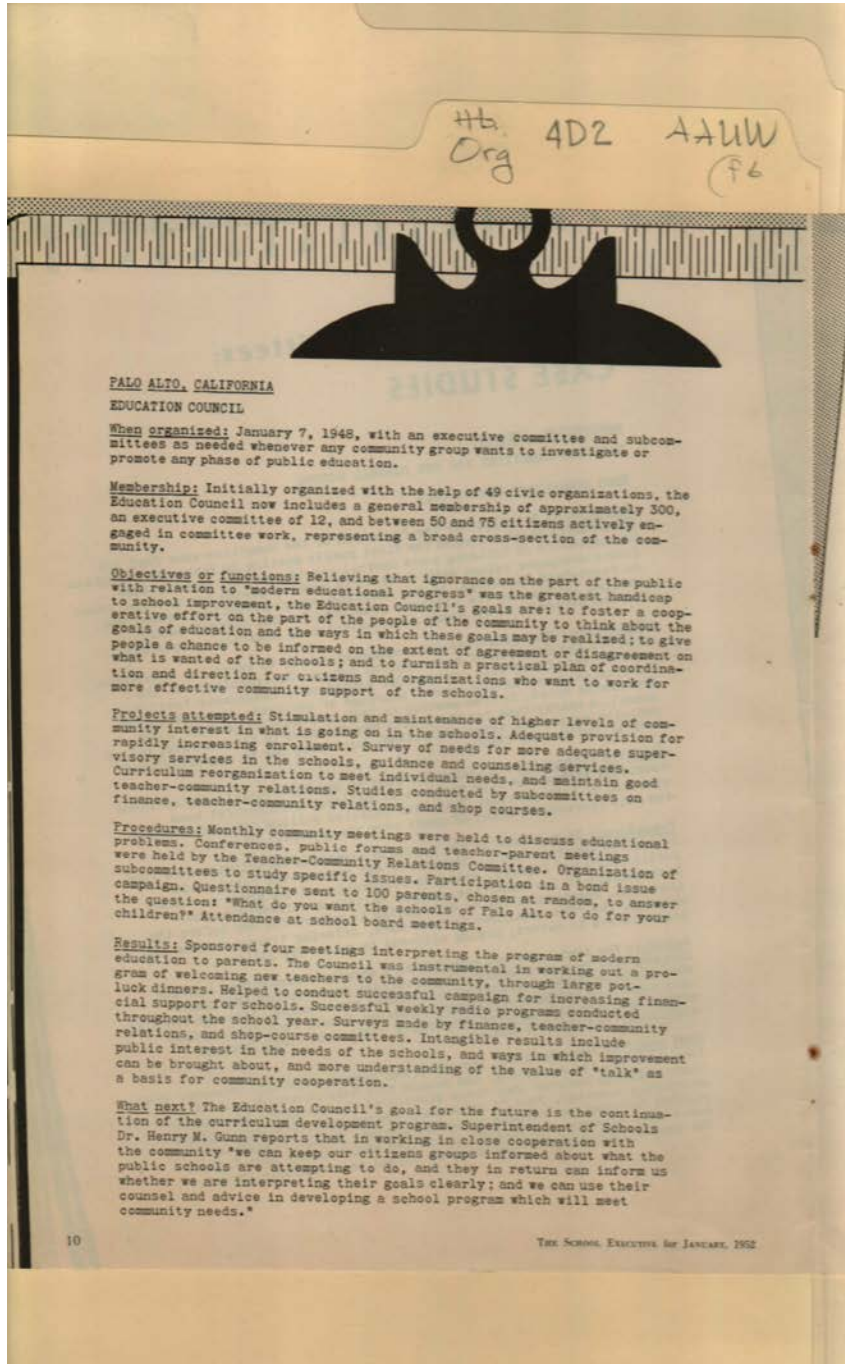
booklet

Dates:

Jan 1952



Types:
booklet



Names:

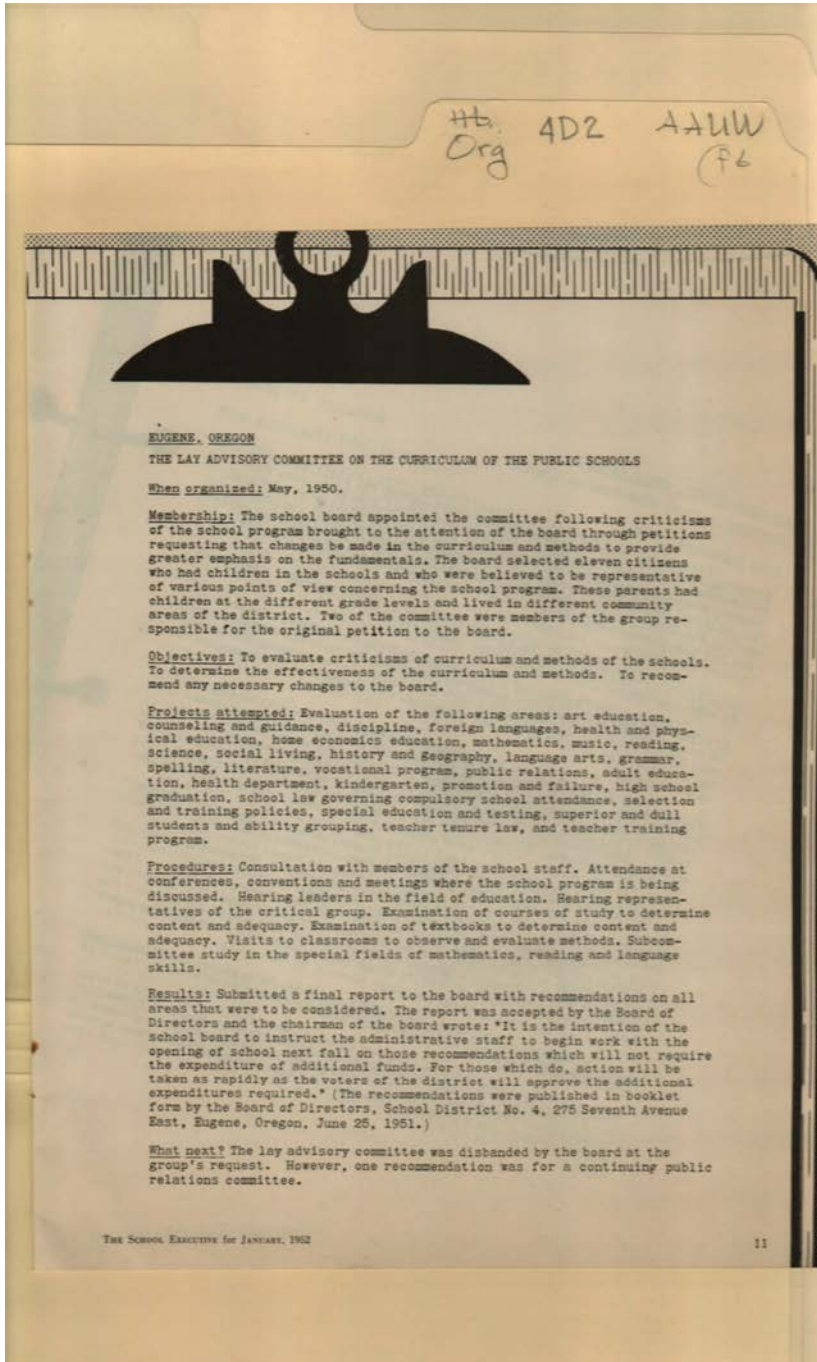
Gunn, Henry M., Dr.

Types:

booklet

Dates:

Jan 1952

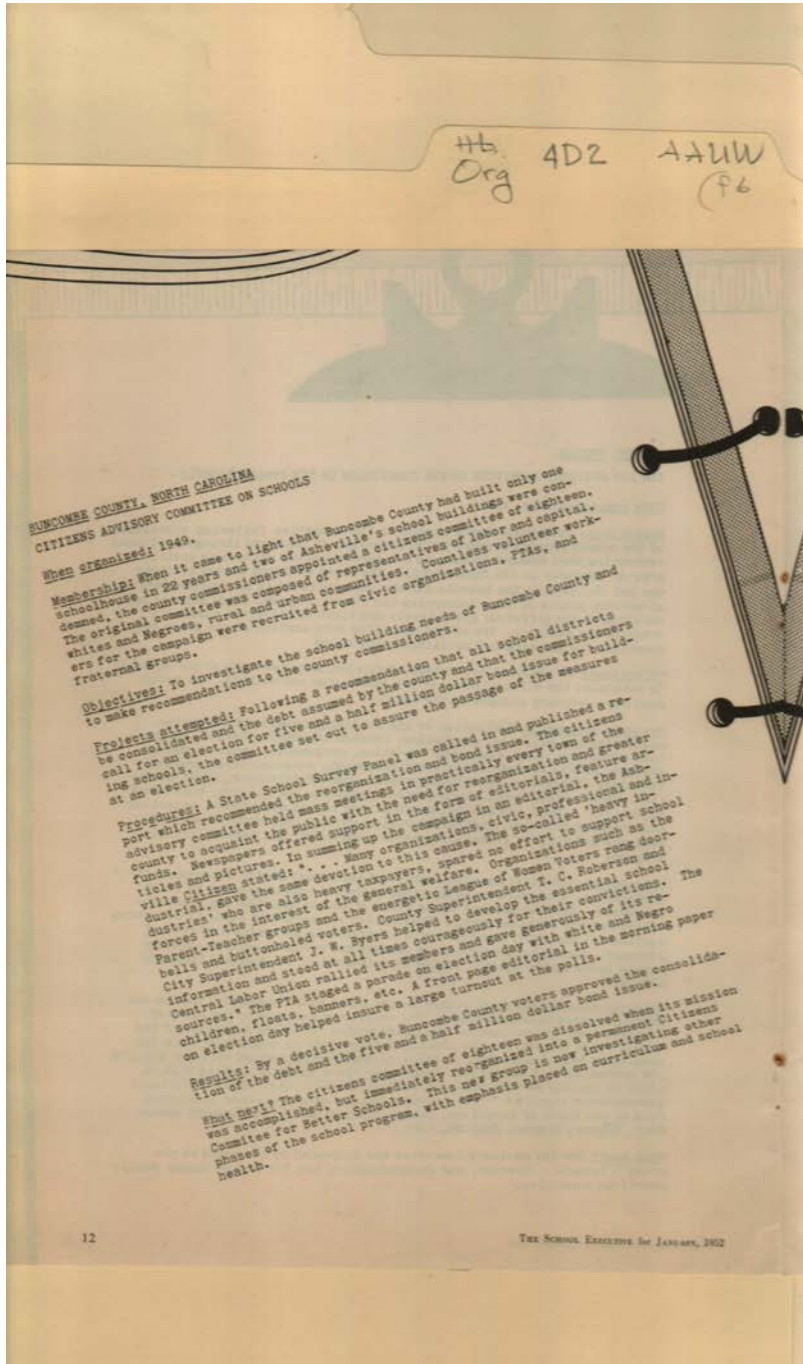


Types:

booklet

Dates:

Jan 1952



Names:

Byers, J. W.

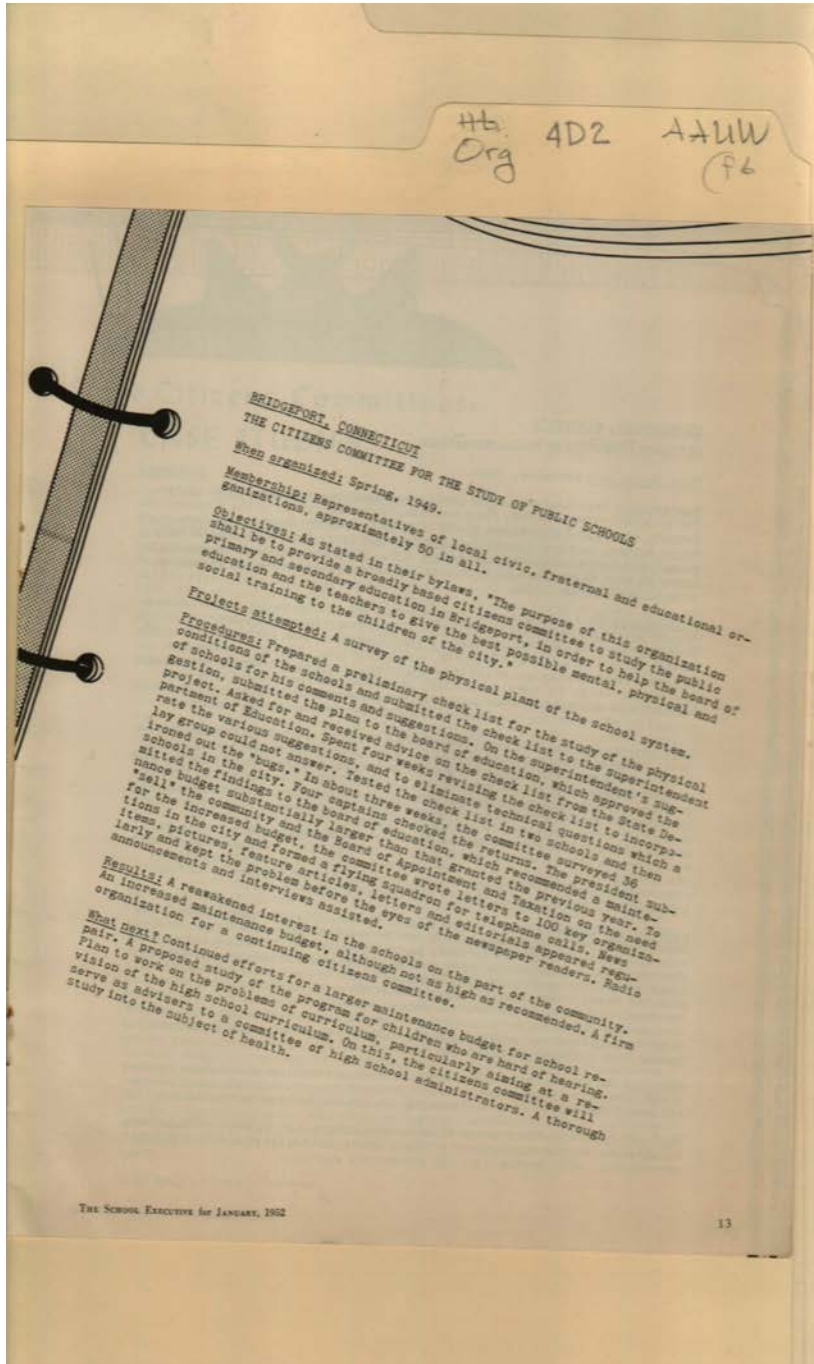
Roberson, T. C.

Types:

booklet

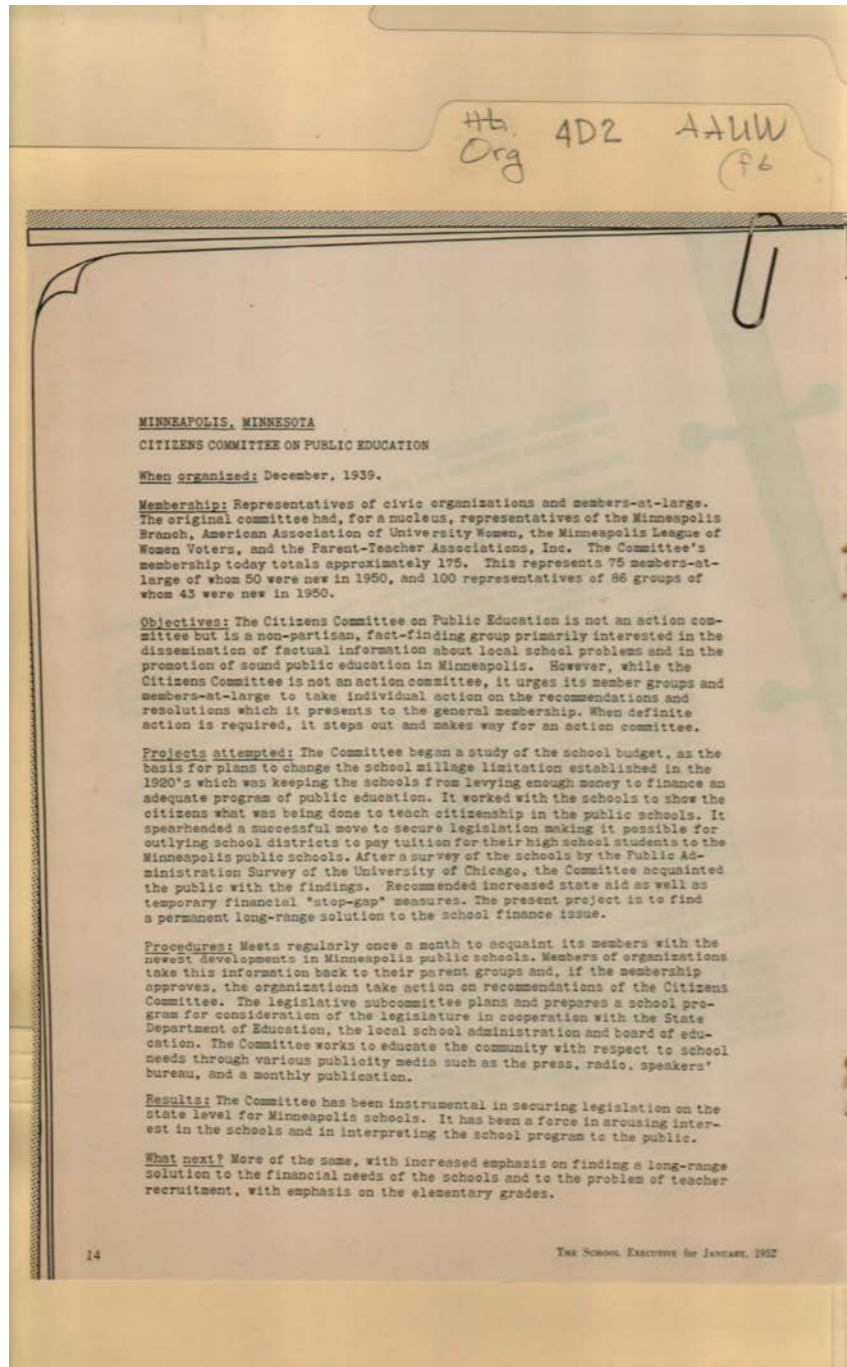
Dates:

Jan 1952



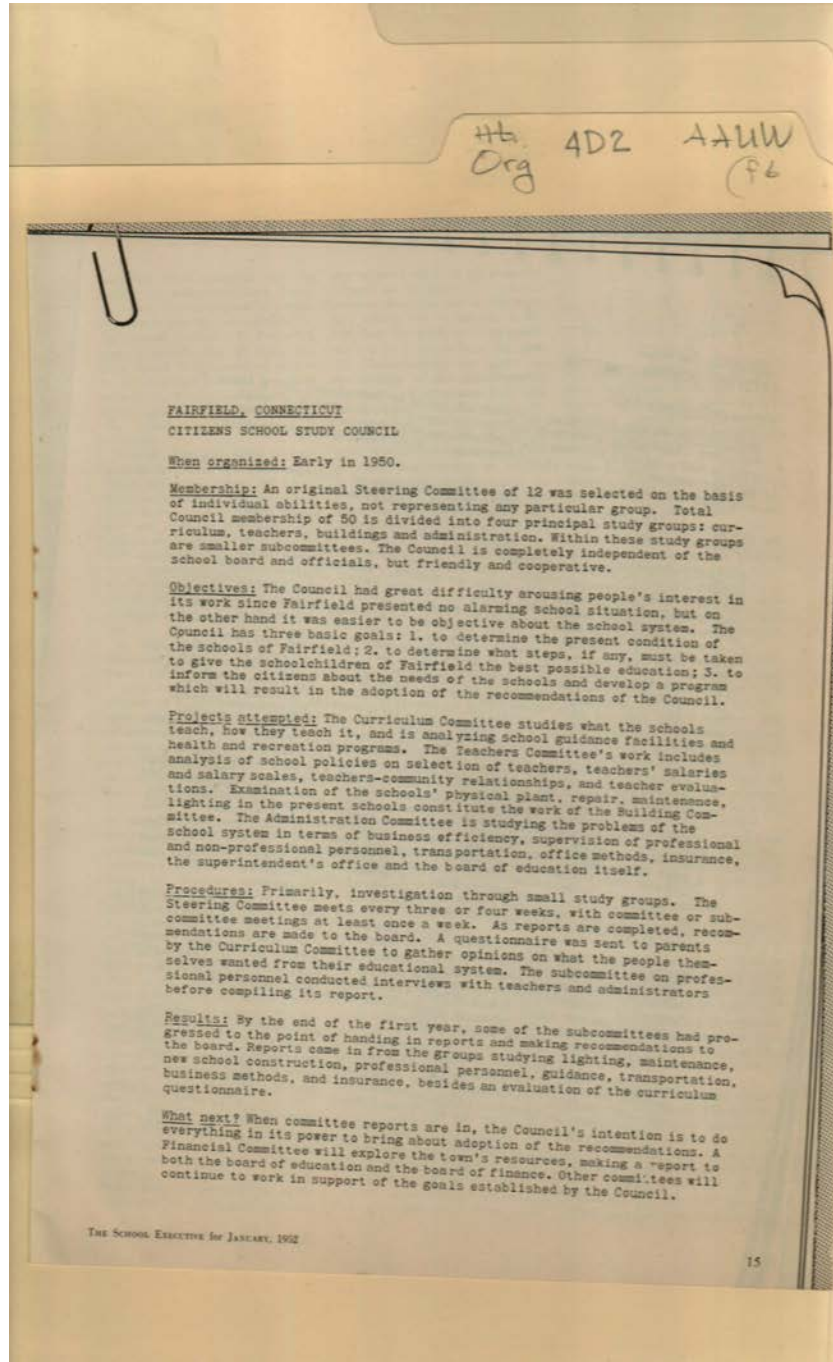
Types:
booklet

Dates:
Jan 1952



Types:
booklet

Dates:
Jan 1952

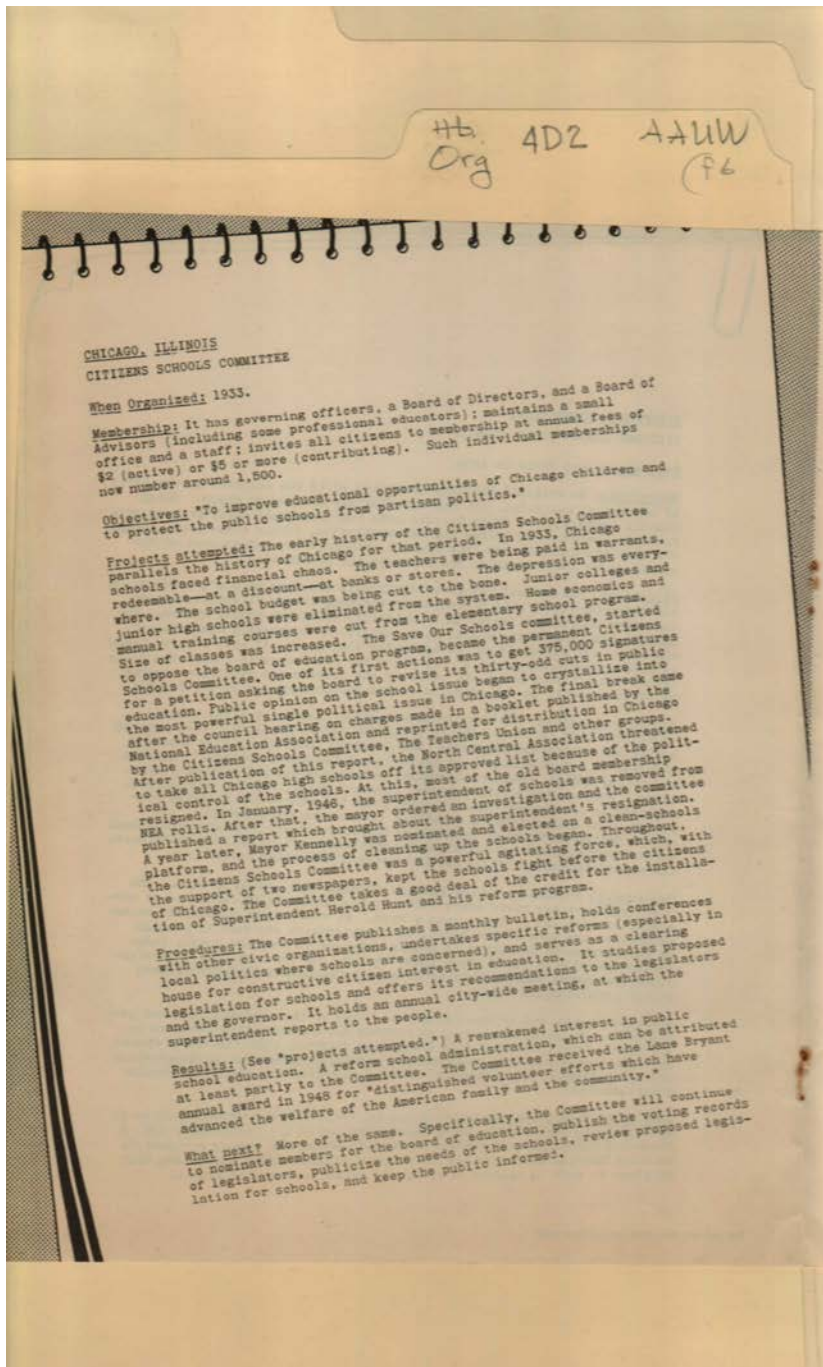


Types:

booklet

Dates:

Jan 1952



Names:

Bryant, Lane

Hunt, Herold

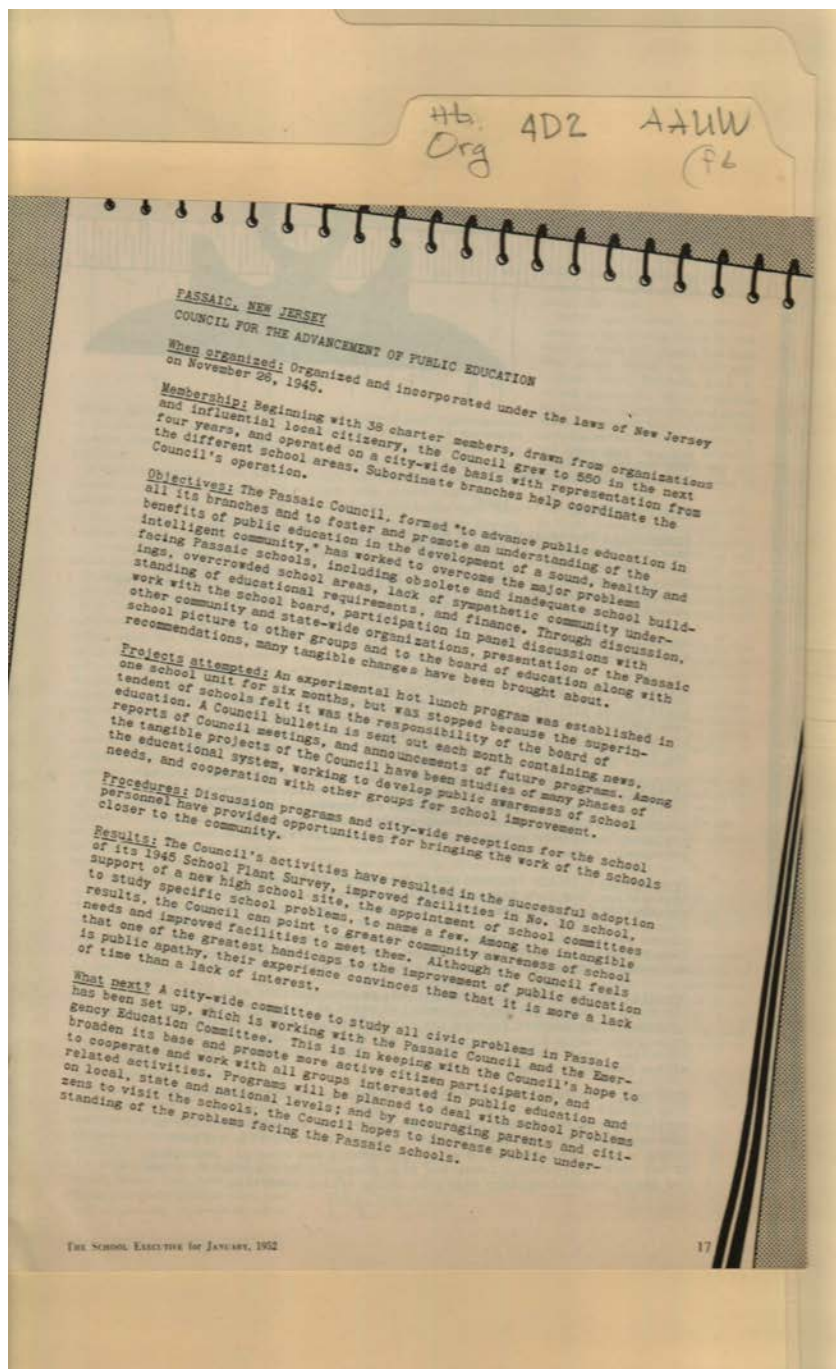
Kennelly, Mayor

Types:

booklet

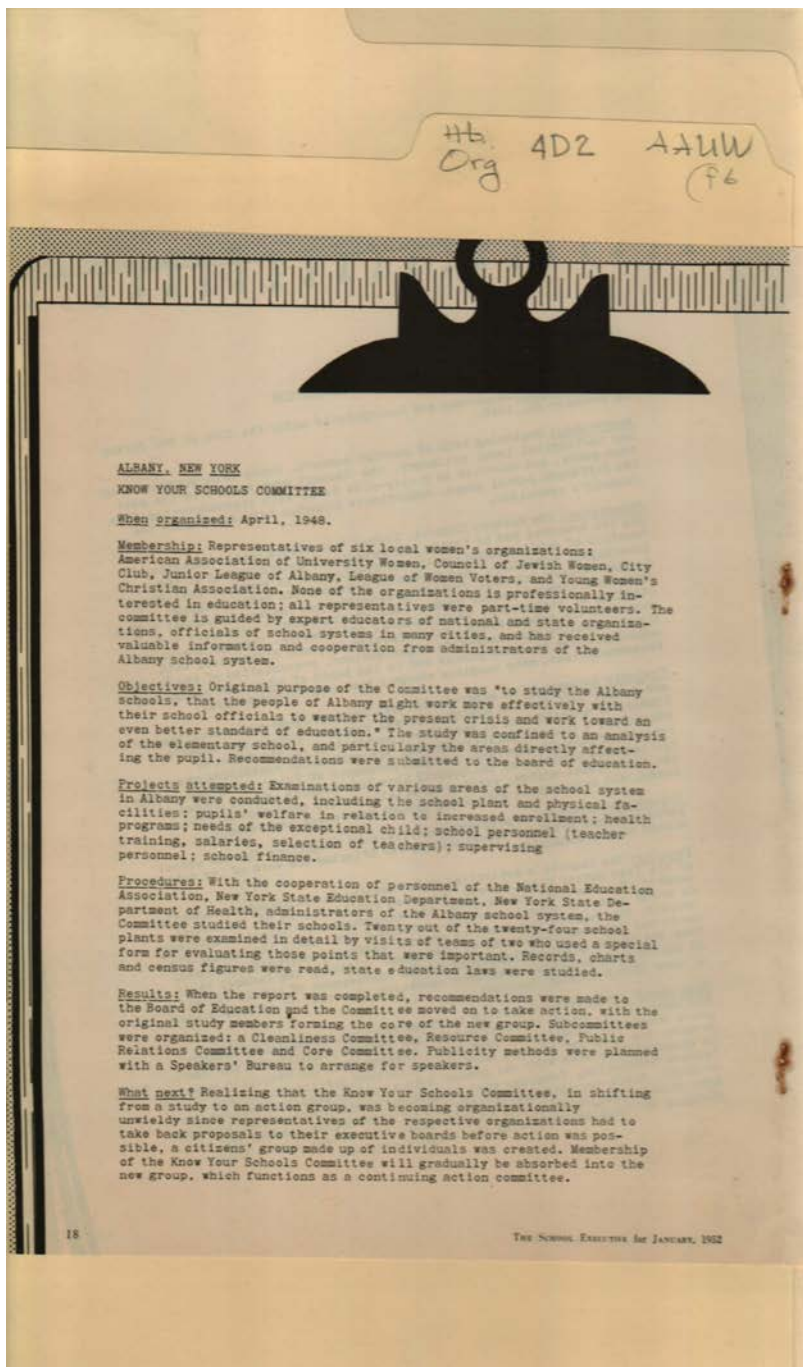
Dates:

Jan 1952



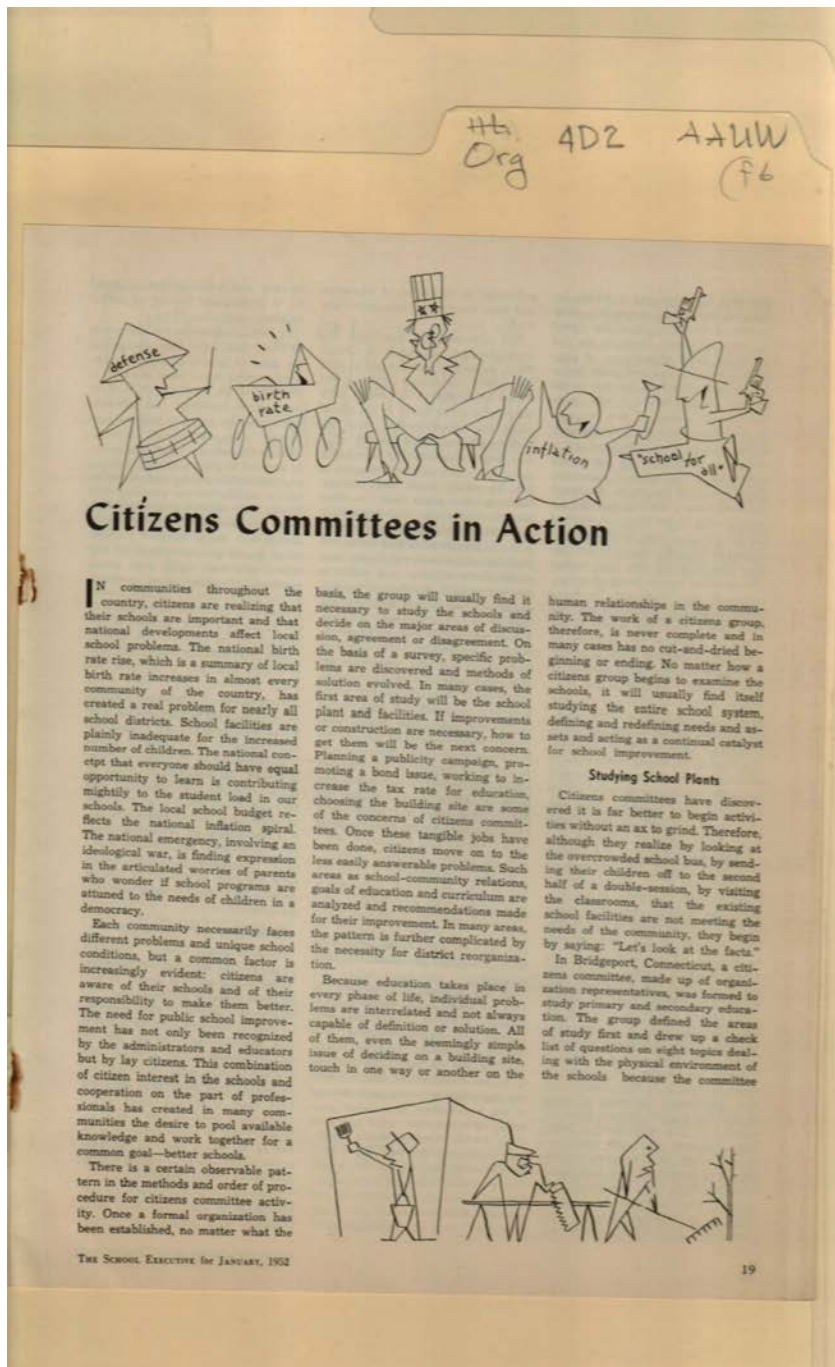
Types:
booklet

Dates:
Jan 1952



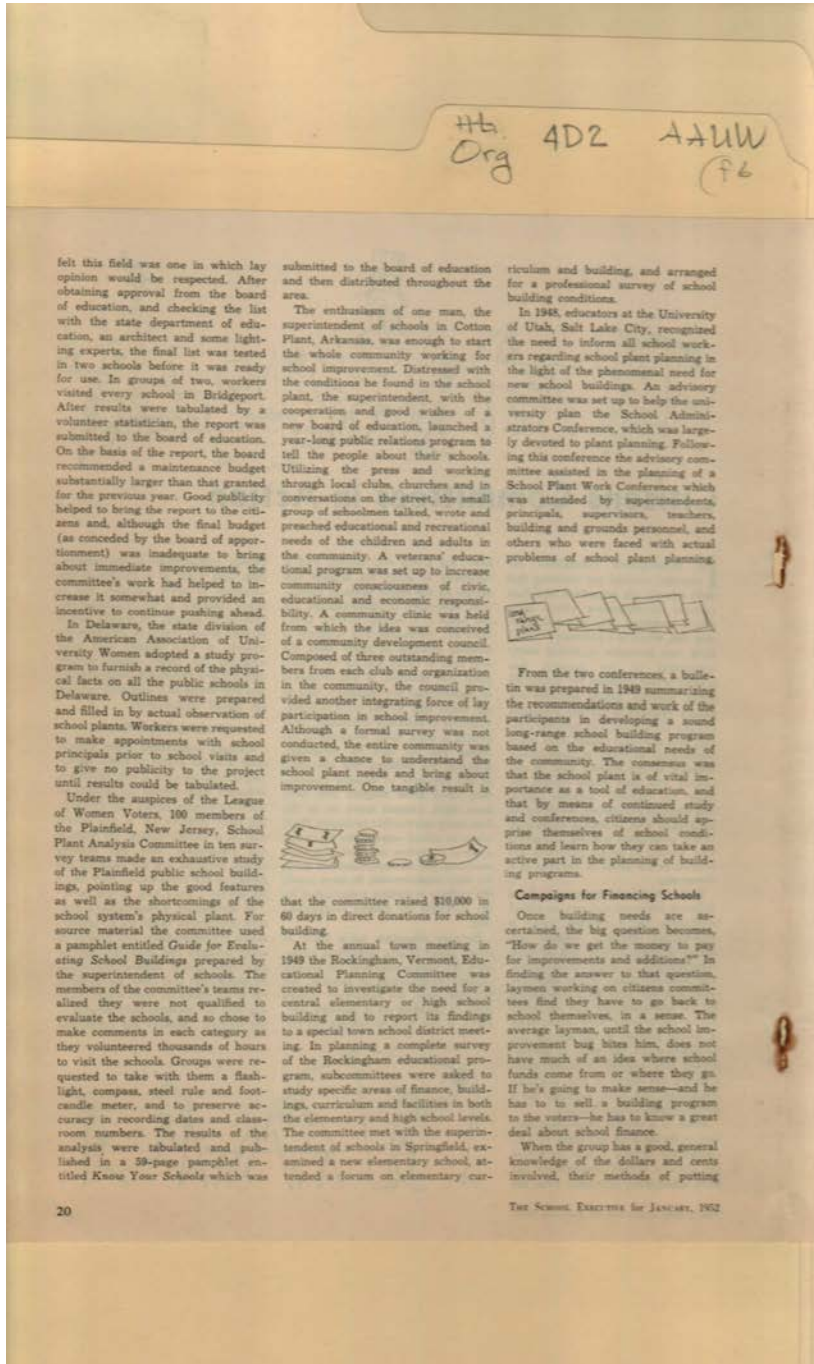
Types:
booklet

Dates:
Jan 1952



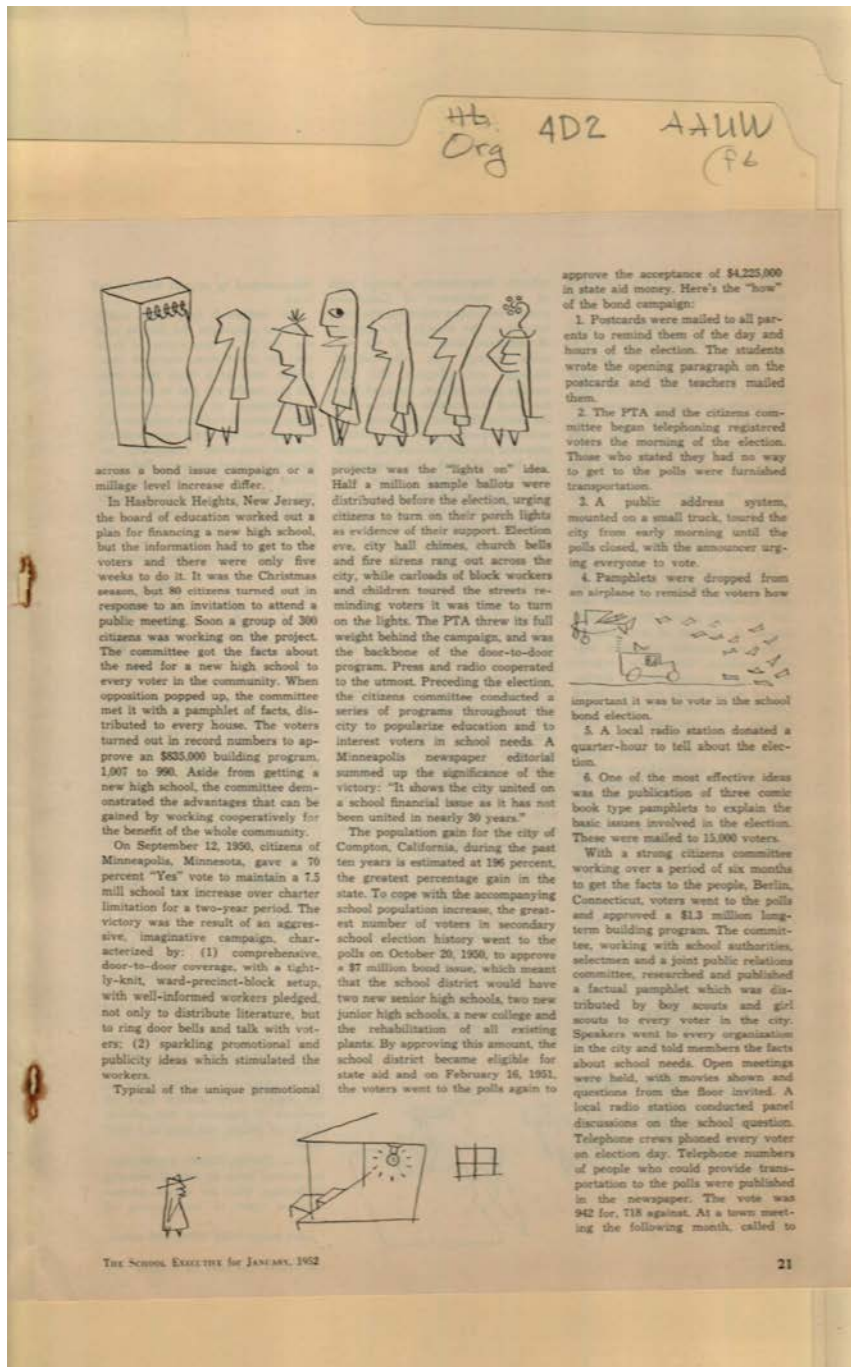
Types:
booklet

Dates:
Jan 1952



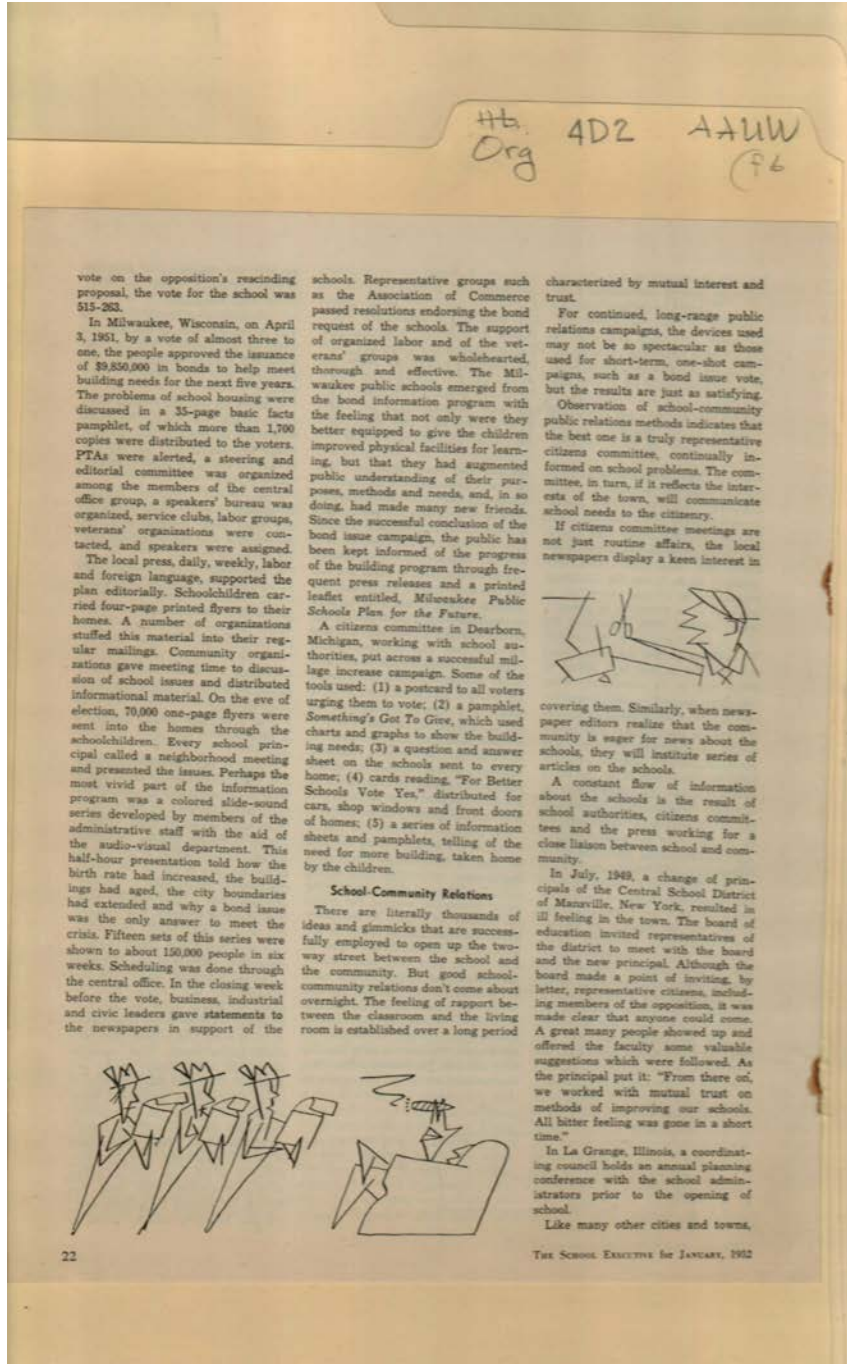
Types:
booklet

Dates:
Jan 1952



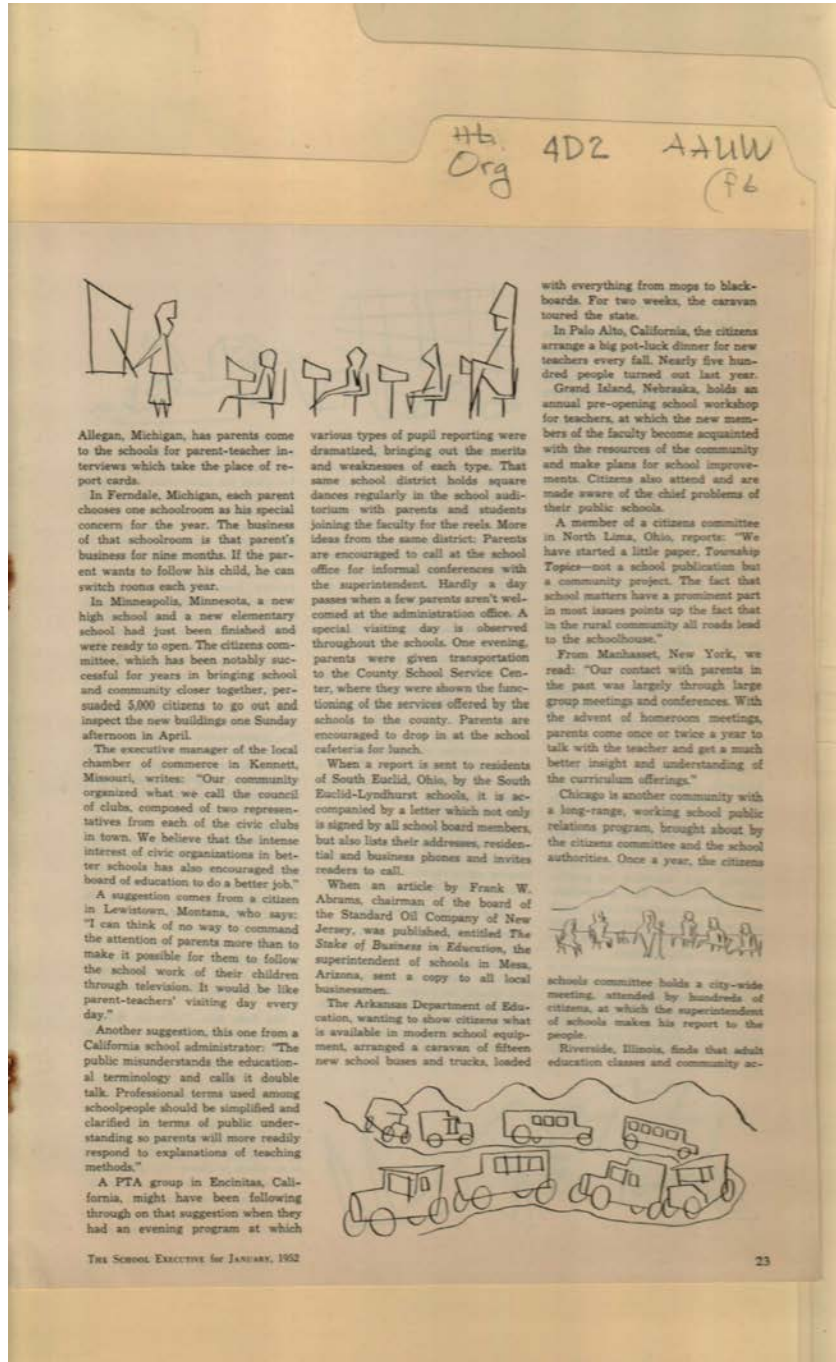
Types:
booklet

Dates:
Jan 1952



Types:
booklet

Dates:
Jan 1952



Names:

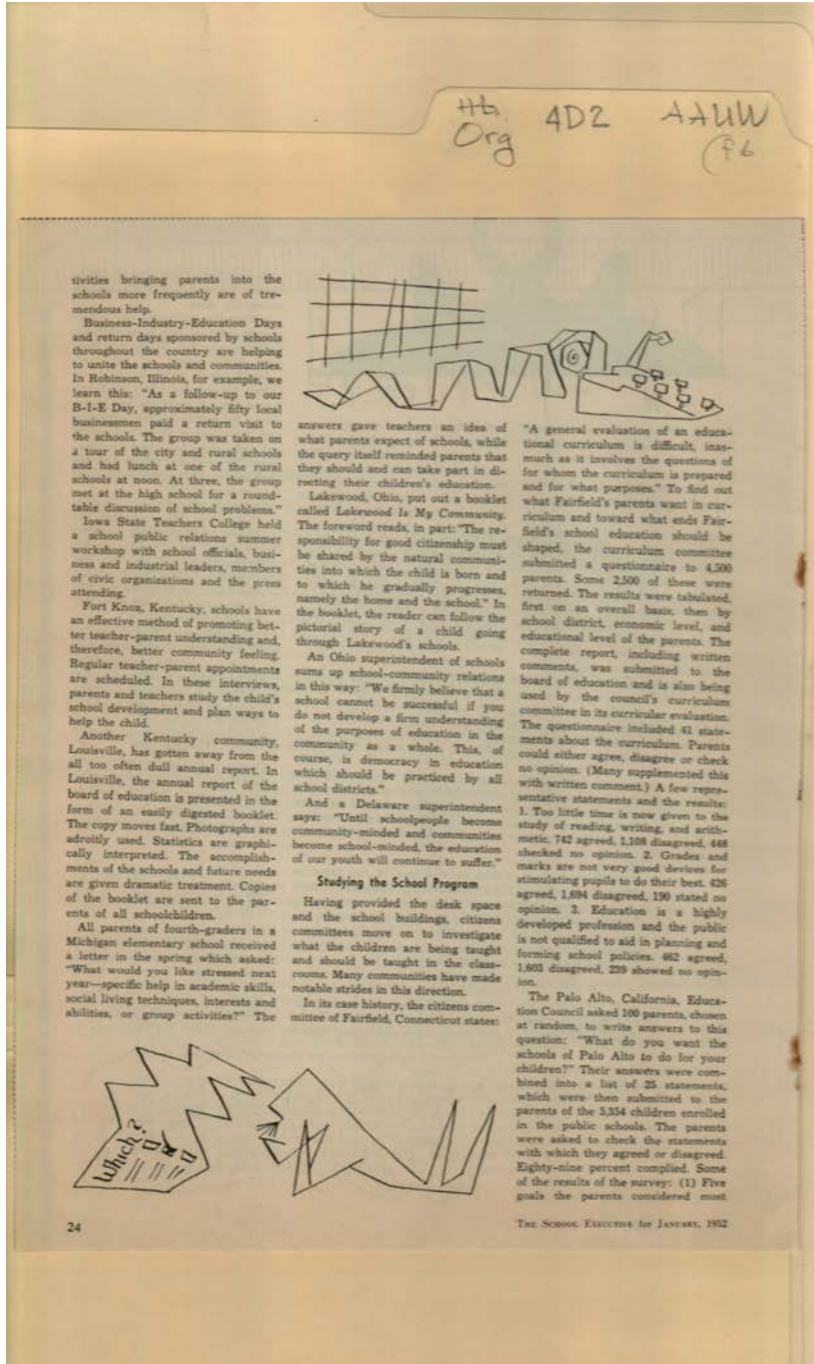
Abrams, Frank W.

Types:

booklet

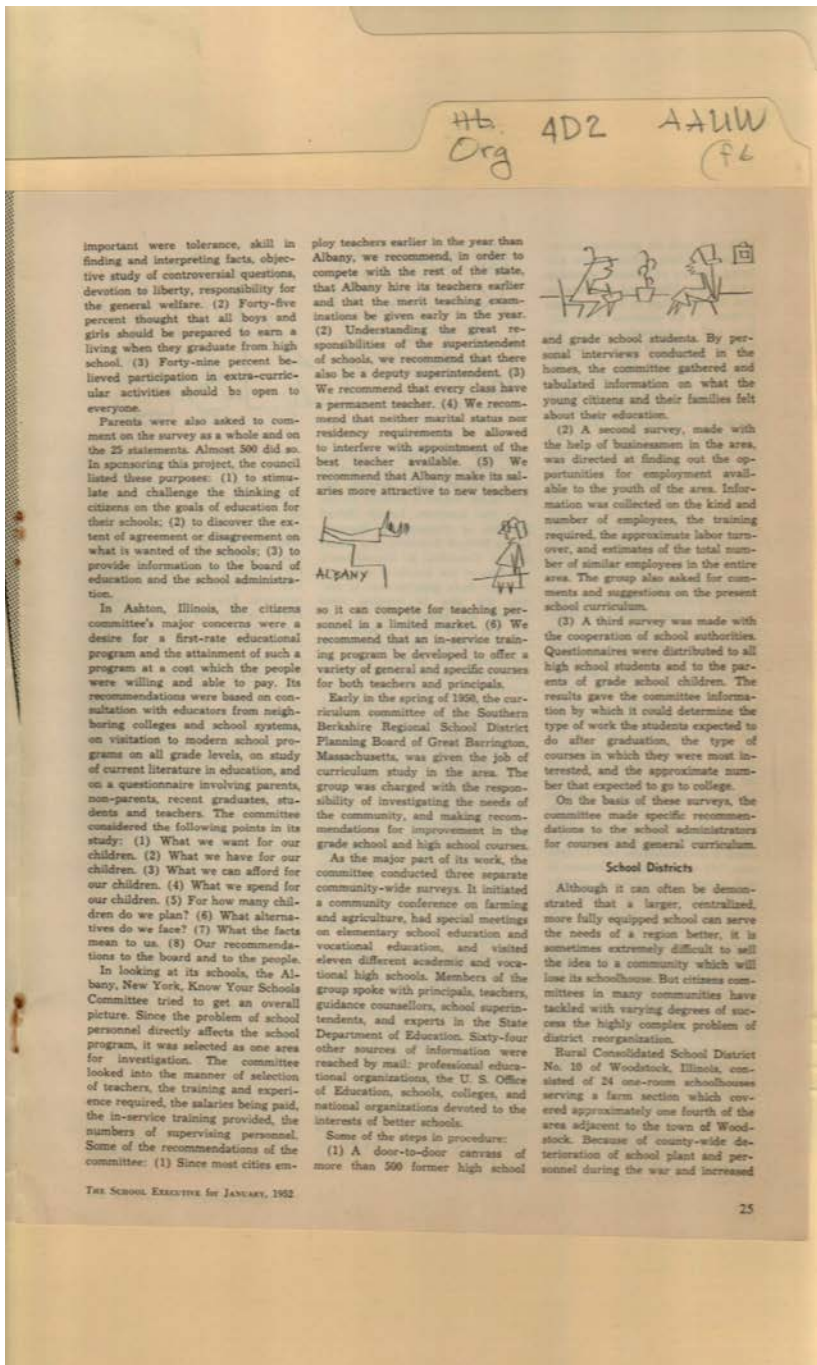
Dates:

Jan 1952



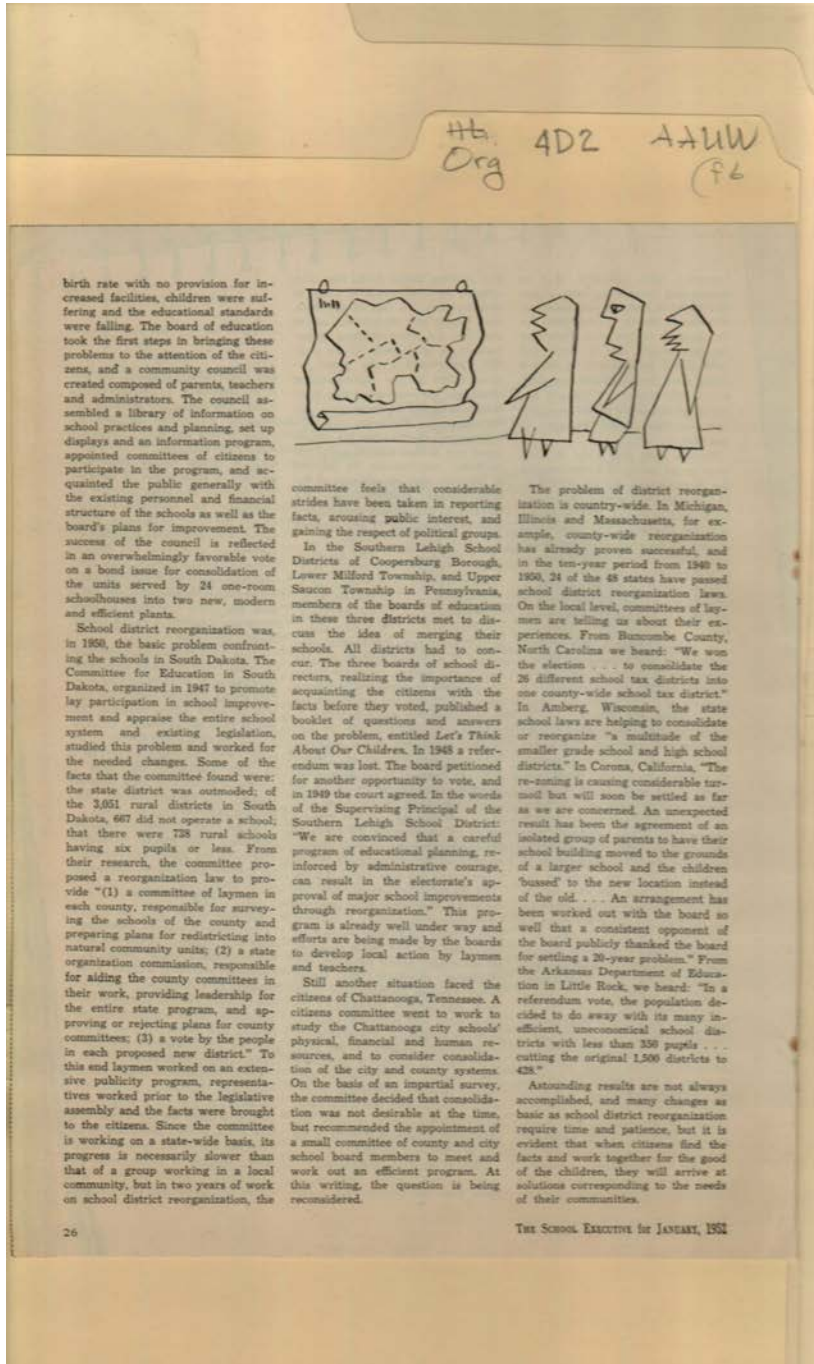
Types:
booklet

Dates:
Jan 1952



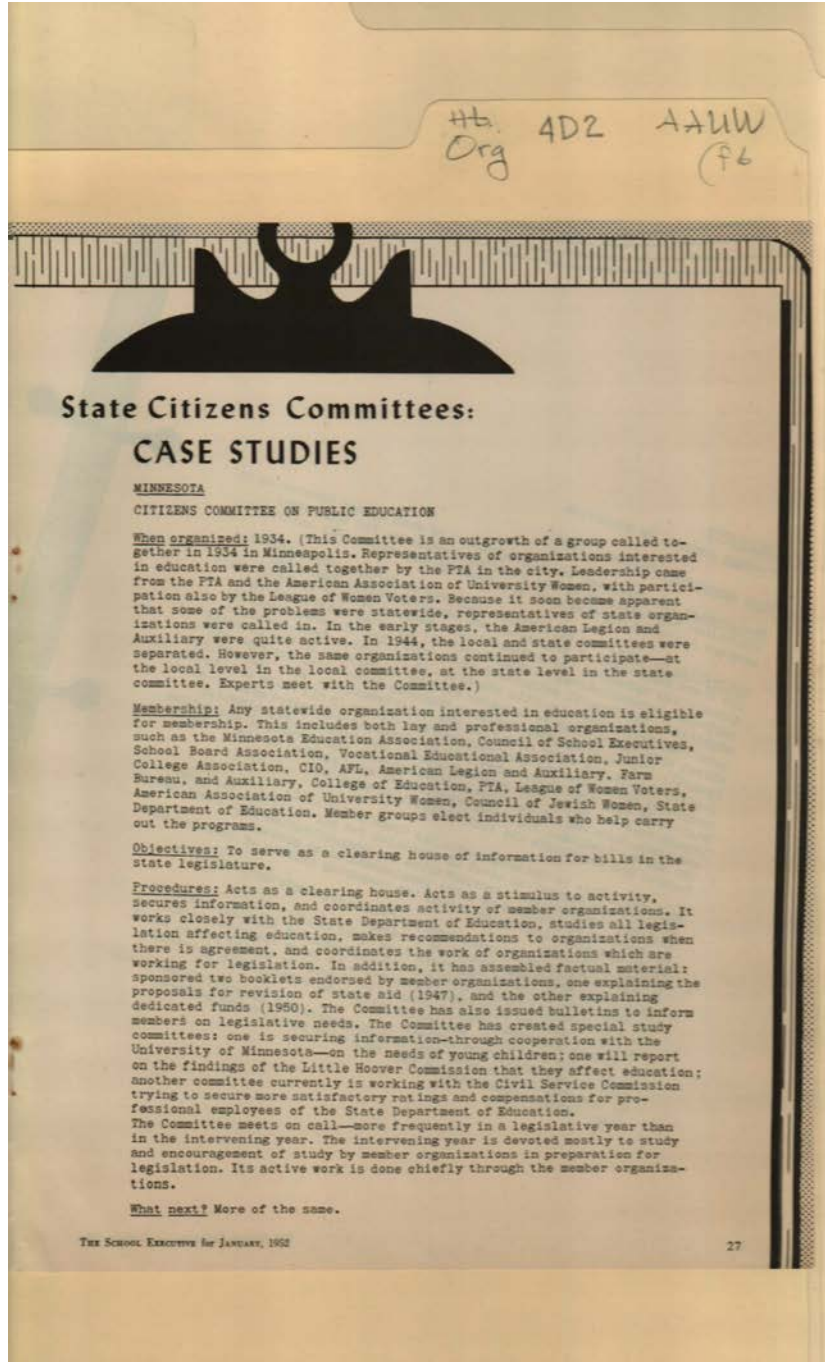
Types:
booklet

Dates:
Jan 1952



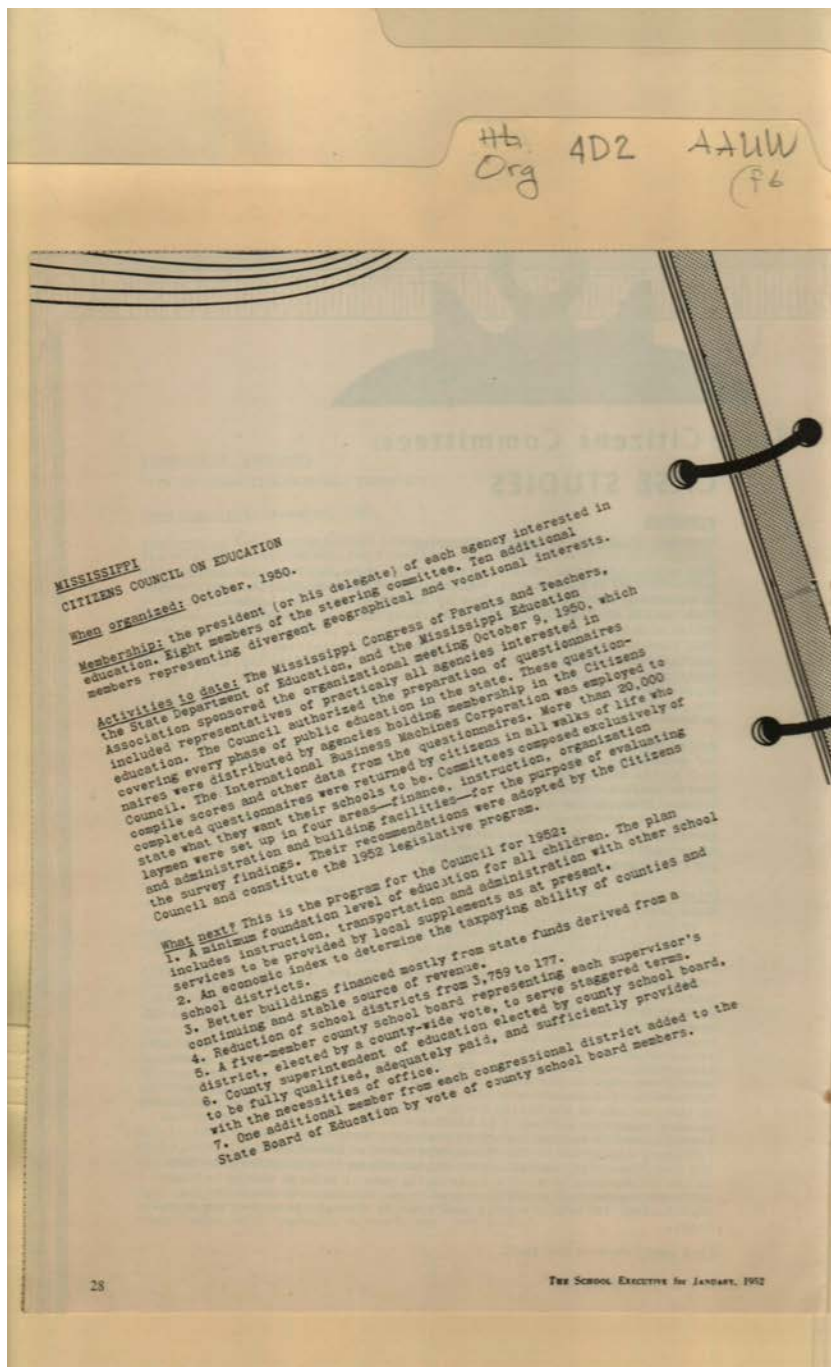
Types:
booklet

Dates:
Jan 1952



Types:
booklet

Dates:
Jan 1952

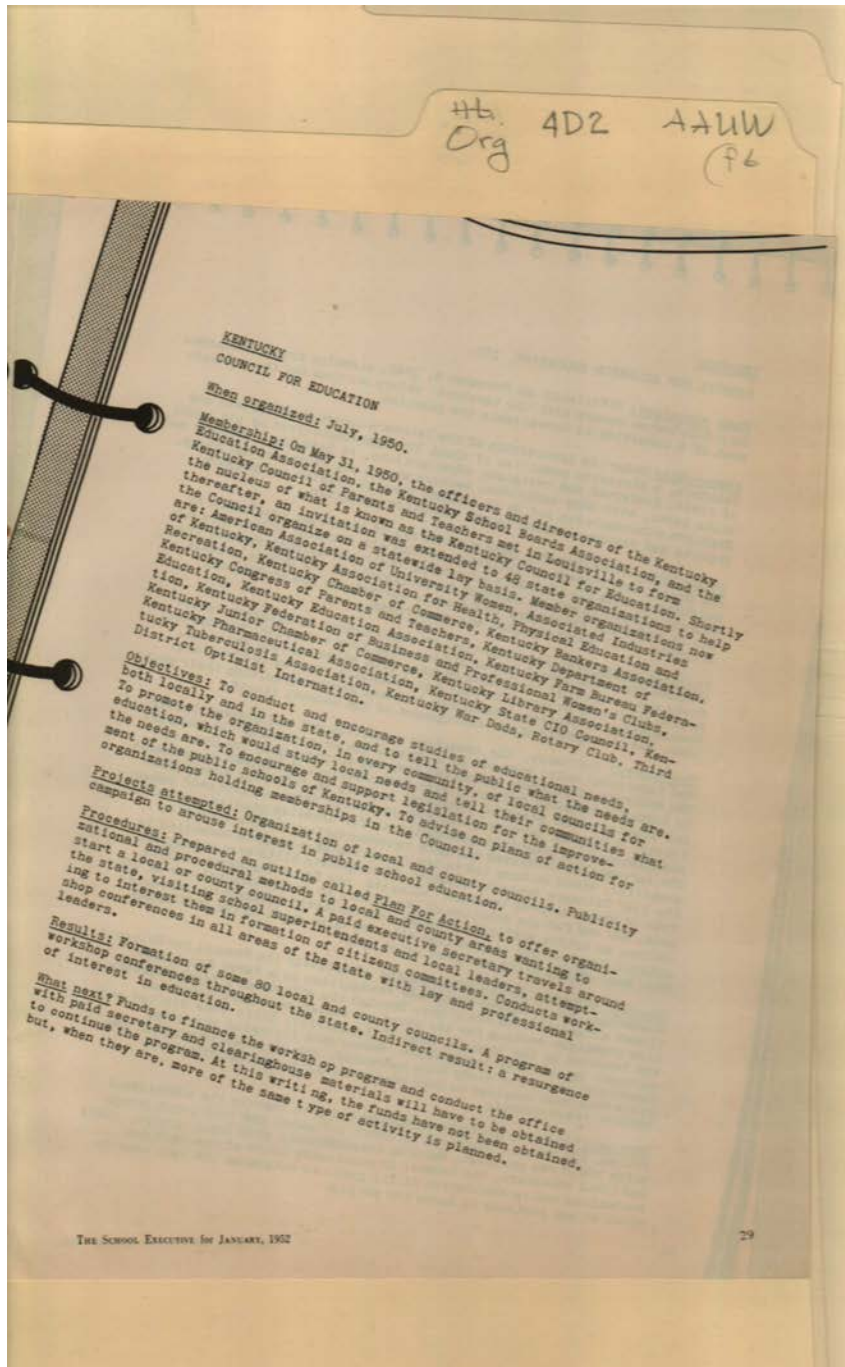


Types:

booklet

Dates:

Jan 1952

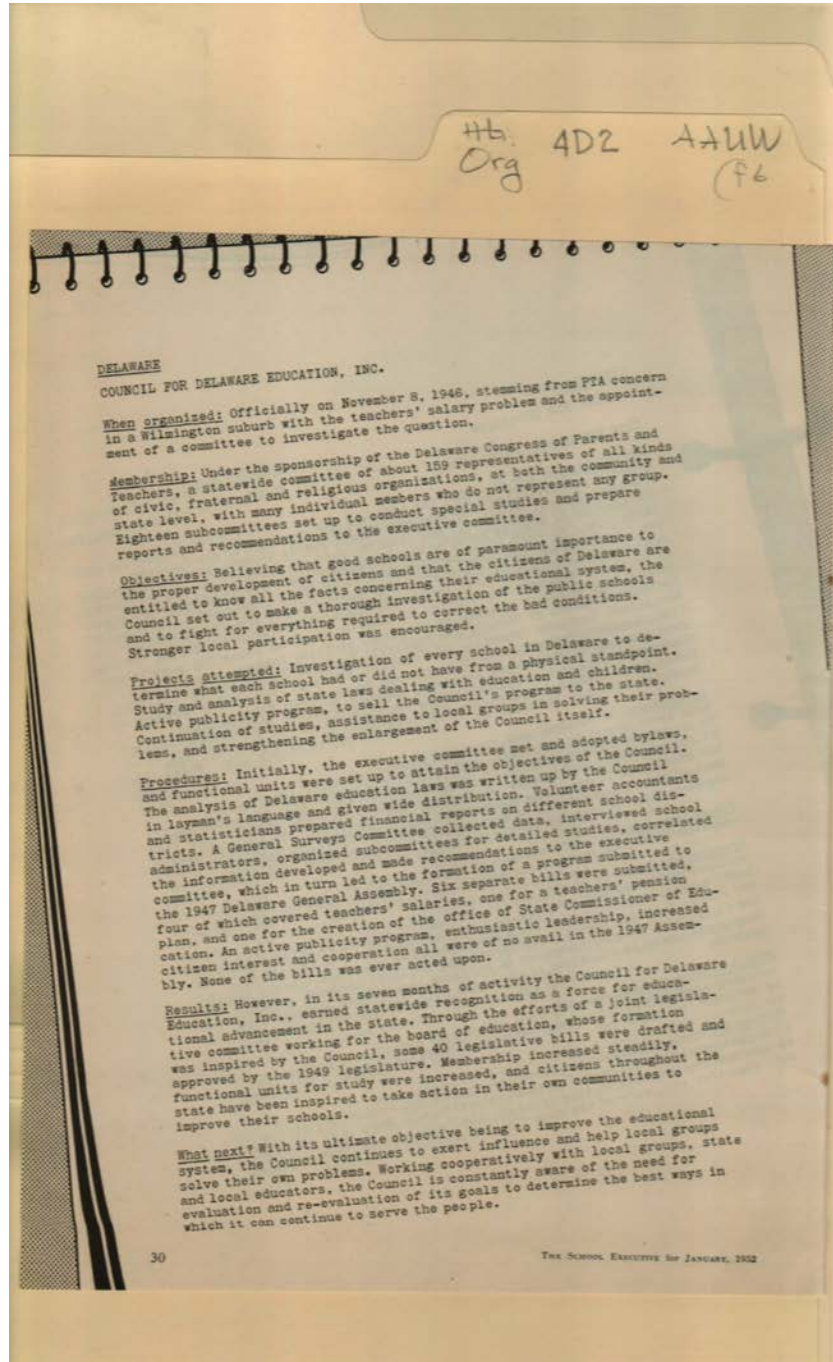


Types:

booklet

Dates:

Jan 1952

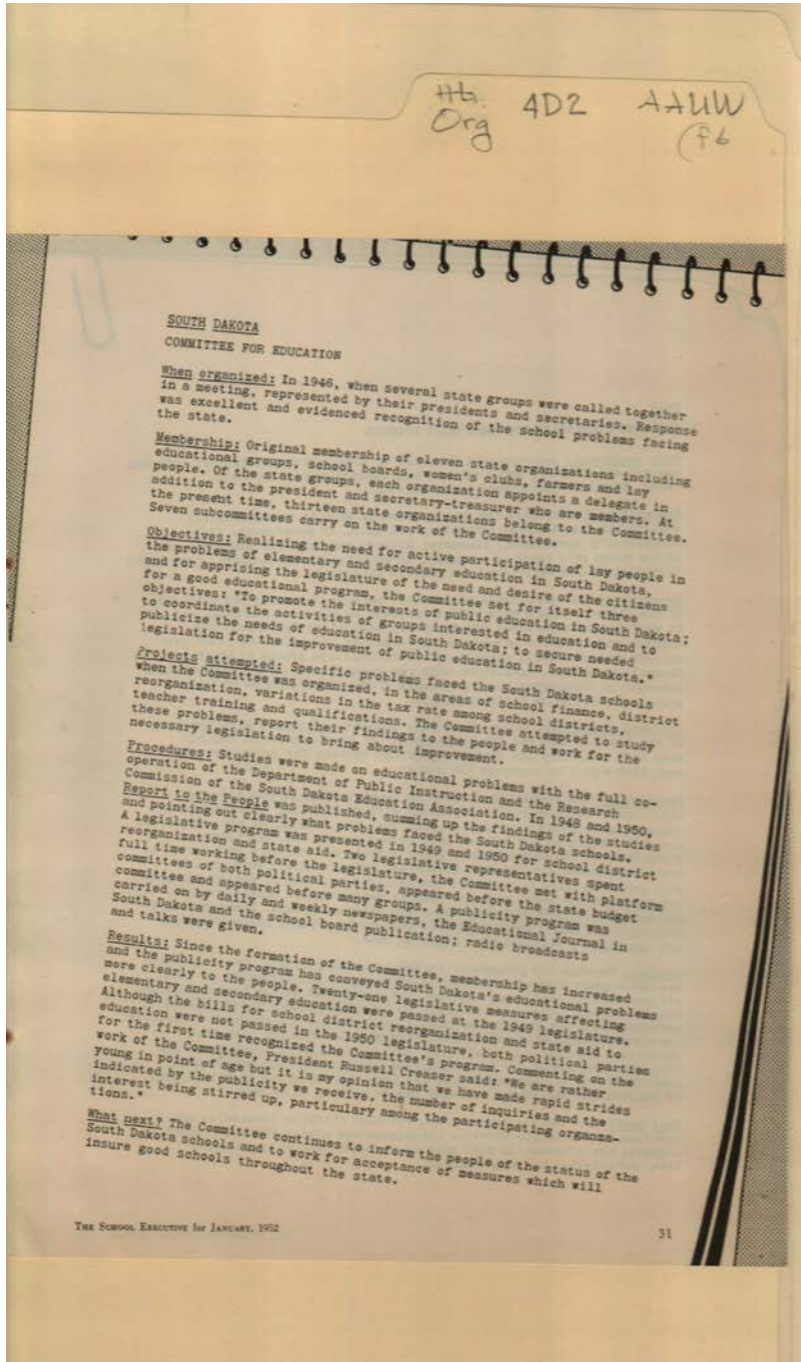


Types:

booklet

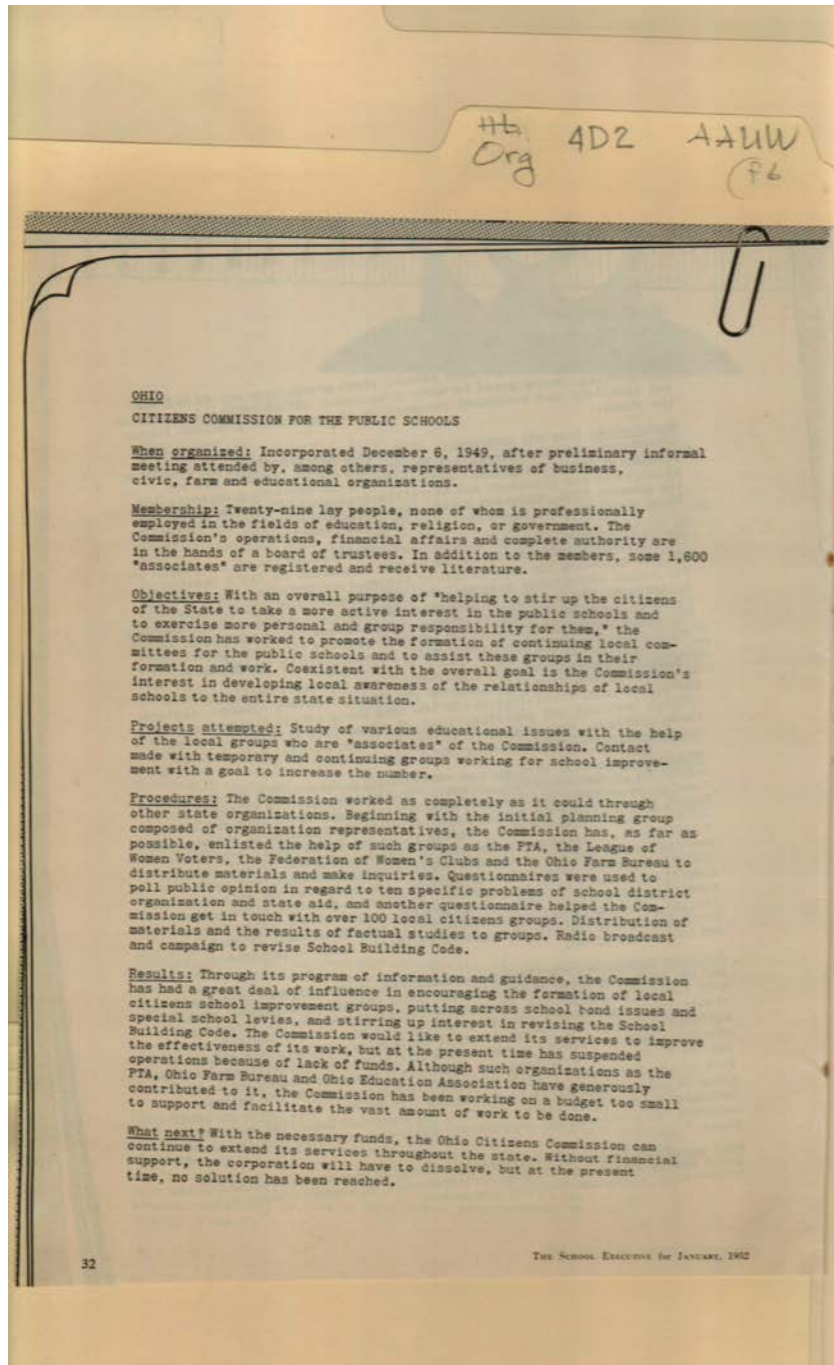
Dates:

Jan 1952



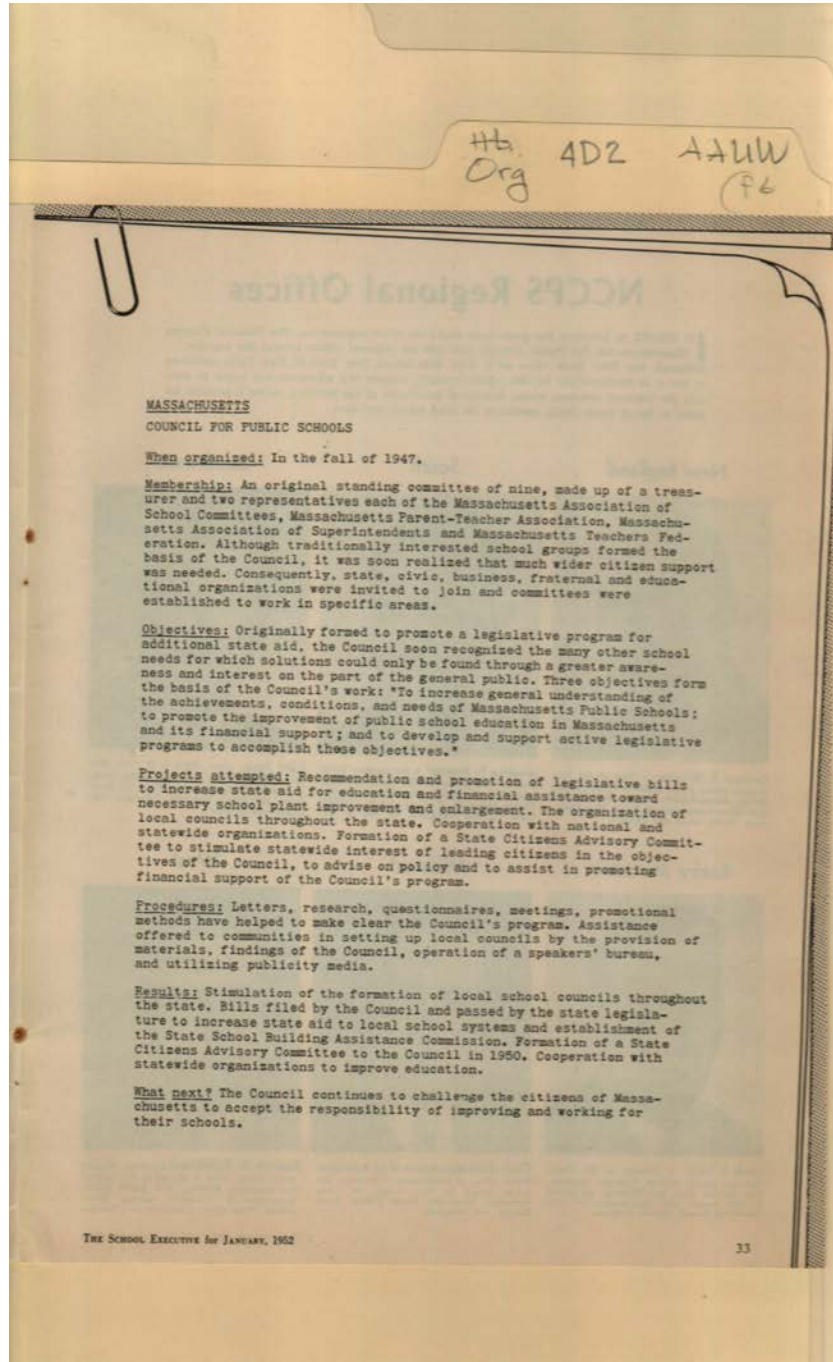
Types:
booklet

Dates:
Jan 1952



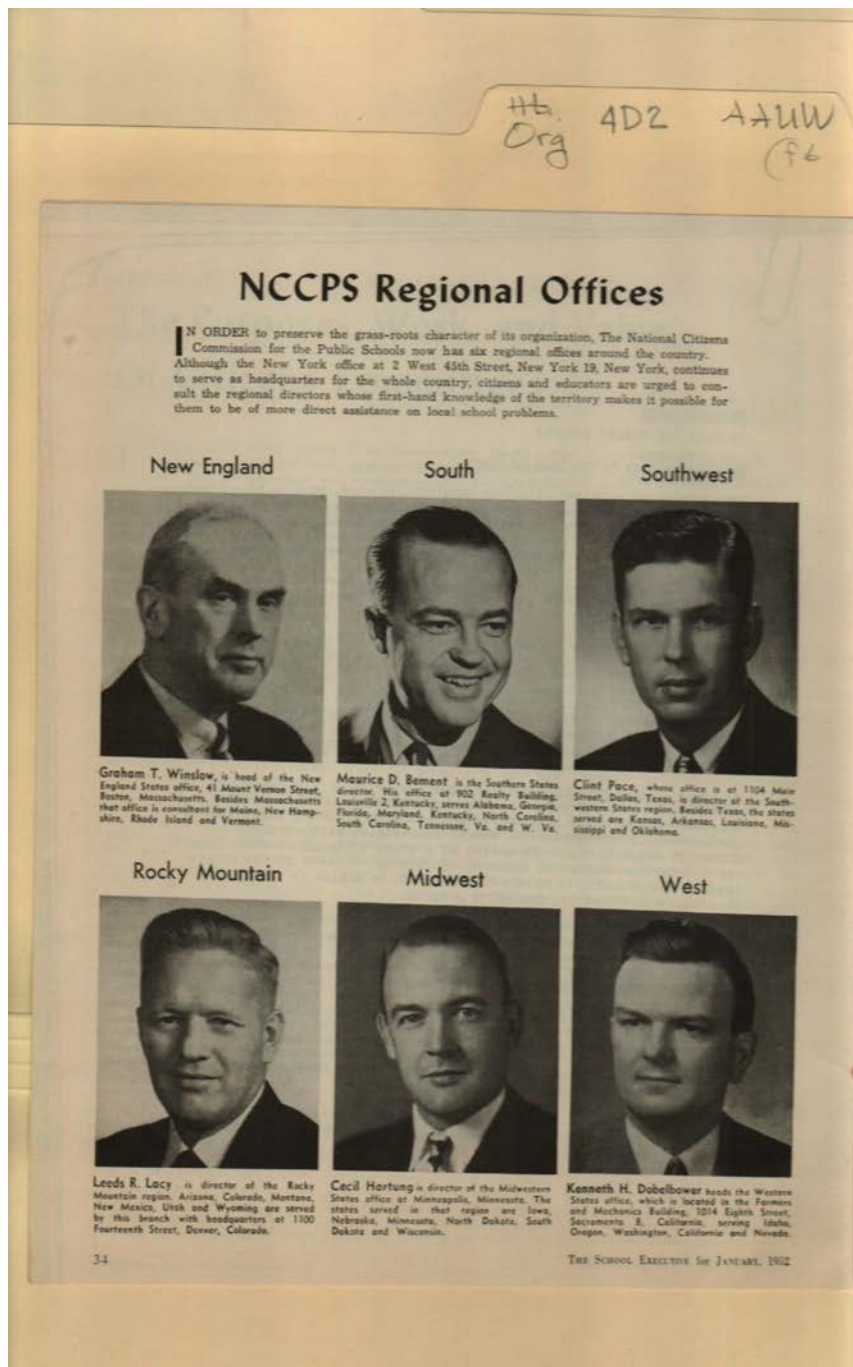
Types:
booklet

Dates:
Jan 1952



Types:
booklet

Dates:
Jan 1952



Names:

Bement, Maurice D.

Dobelbower, Kenneth H.

Hartung, Cecil Lacy, Leeds R.

Pace, Clint Winslow, Graham T.

Types:

photograph

Dates:

Jan 1952

Hb. 4D2 AAUW
Org (96)

Although no one set of rules will apply to all citizens commissions, this sketched state constitution is presented in the hope that it may prove of value when adapted to other states or local situations.

Constitution and Bylaws

The ——— Citizens Commission for the Public Schools

Article I. Name.

The name of this organization shall be

Article II. Purpose.

The purpose of the citizens commission shall be: to conduct a thorough and impartial investigation of all studies and surveys and of any other available sources of information concerning the Public School System; to make independent findings concerning the system; to make these findings known to the citizens of the state and to appropriate government officials; to make recommendations of necessary legislative enactments or referenda to the state legislature and school districts throughout the state; and to take any necessary steps to promote favorable action on its recommendations, to the end that the educational opportunity for boys and girls may be improved.

Article III. Membership.

Section 1. Classes of Members. The Commission shall consist of two classes of members—organizations and individuals.

(a) Organizations. Any organization of may apply for membership in the Commission. Its application in writing directed to the Secretary of the Commission shall be signed by its President or other presiding officer or Secretary and shall state the nature of the organization, its sympathy and agreement with the ideas and aims of the Commission, its desire to obtain membership, and the name and address of its authorized representative and his alternate.

(b) Individual Members. Any citizen of twenty-one years of age or over may apply for membership.

Section 2. Approval. No person or organization shall be a member of the Commission until the application for membership has been approved by the Executive Committee.

Section 3. Voting Powers. Any member of the Commission shall be eligible to vote in a general meeting.

Article IV. Chapters.

Organizations and individuals in a community or political subdivision may be grouped together for the purpose of creating local or regional chapters of the Commission subject to the approval by the Executive Committee.

Article V. Meetings. Time, Place and Notice.

The Commission shall have an annual meeting during the month of and such other meetings as shall be called by a majority of the executive committee, and whenever it may be deemed necessary, any ten members may petition the executive committee to hold a meeting. Meetings may, with the exception of the annual meeting, at the discretion of the executive committee, be statewide or regional, each region to include not less than one county of the State. Action of regional meetings shall be taken collectively, when all are in agreement, as the action of the Commission. There shall be ten days' notice for statewide meetings.

Article VI. Officers.

Section 1. The Officers of the Commission shall be President, Vice-President, Secretary, and Treasurer.

Section 2. Nominations and Elections. At the annual meeting of the Commission held in the month of officers shall be elected for a term of one year by a plurality vote of the Commission from nominations designated by a Nomination Committee, appointed by the President, at least thirty days before the meeting, and from such additional nominees as may be nominated from the floor, seconded by at least one other member. Vacancies occurring during a regular

term shall be filled by the President subject to the approval of the remaining members of the Executive Committee, or the Executive Committee may in its discretion call for a vote of the Commission to fill such vacancies. Incoming officers take office at the end of the annual meeting.

Section 3. Duties. The President, Vice-President, Secretary and Treasurer shall perform such duties as are regularly performed by such officers. The Regional Chairmen shall serve as coordinators of all committee activities within their respective regional units and shall serve as liaison agents between the regional groups and the executive officers. They shall also perform additional duties assigned by the President.

Article VII. Executive Committee.

Section 1. Membership. The Executive Committee shall consist of the four officers and the Regional Chairmen.

Section 2. Powers. The Executive Committee shall administer the affairs of the Commission in accordance with policies determined by the Commission at its meetings. It shall determine action in any matters for which there is insufficient time to have such action determined by the Commission.

Article VIII. Committees and Technical and Clerical Assistants.

Section 1. Committees. The President shall designate such committees as he shall deem necessary to carry out the policy of the Commission.

Section 2. Technical and Clerical Assistants. The Executive Committee shall determine the need for clerical and technical assistants to carry out the work of the Commission, and the maximum amount to be paid to each. The President shall employ or retain the services of persons to fill these positions.

Section 3. Legal Commission. The President shall appoint a member of the Bar of to serve as legal adviser for the officers and committee chairmen.

Article IX. Finances.

Section 1. Dues and Contributions. Organizations wishing to affiliate to support the work of the Commission may do so on the basis of a voluntary contribution from the organization. Individual memberships are one dollar each, annually. All money received by or for the Commission shall be deposited in an account in the name of the Commission.

Section 2. Drafts. Drafts upon the funds of the Commission shall be signed by the Treasurer and by the President or Vice-President.

Section 3. Approval of Expenditures. Expenditures up to \$10.00 may be made without the specific authorization of the Executive Committee. All expenditures in excess of that amount must be so authorized.

Section 4. Audits and Financial Statements. The Treasurer shall submit his books for audit by a committee, appointed by the President, immediately preceding the annual meeting, and at such other times as he may be requested to do so by the President or the Executive Committee. The Treasurer shall also prepare and submit to the annual meeting of the Commission a financial statement and at any other time designated by the President. The Treasurer to be bonded, cost of the bond to be borne by the Commission.

Article X. Amendments.

Any member may propose an amendment to these bylaws by motion at any meeting of the Commission or a Regional Chapter of the Commission. If the motion is duly seconded and regularly passed by a majority of the members voting, the amendment shall then be submitted by the Commission to each Regional Chapter and shall take effect upon approval by a two-thirds vote of all chapters or regional organizations.

Types:
booklet

Dates:
Jan 1952

Hb. 4D2 AAUW
Org (P6)

SINCE SCHOOLS are essentially a local institution and, as such, have their local problems which must be solved on an individual basis, any rule you could set down for citizens committees should be prefaced with: "Though local situations differ, in general, it has been found to be true that . . ." This is not equivocating, but a way of saying at the outset that what works miracles in one community may produce the opposite result in the town fifteen miles down the highway.

In a democracy—which is the only form of government that could permit citizens school improvement committees—the problems of the schools can be solved only by people working together. The tenor of a community will determine the methods used to get people to cooperate.

However, bearing that in mind, some general words of advice and caution can be given, based on the experience of citizens committees throughout the country.

Triple-Barreled Suggestion

A triple-barreled suggestion comes from the National Citizens Commission

independence of thought and action.

On the first point, the handbook for citizens committees, entitled *How Can We Help Get Better Schools?*, declares: "The entire success or failure of a citizens committee is decided when the members are chosen. If they really represent the whole community or state, it is very difficult for a citizens committee to do wrong. If they don't, it's almost impossible for the group to do right."

The handbook, produced by a group of laymen and educators, is available from the National Citizens Commission and contains some specific suggestions on membership, organization and operation of lay groups. The authors asked themselves

Some Pointers

might be interested. Newspapermen, councils of social agencies, and community-wide planning agencies are often helpful in suggesting names. The names of many community leaders can readily be found in newspaper files.

Diversified Viewpoints

Should people known to be in opposition to the committee's purpose be asked to join?

The citizens committee's purpose, of course, should be simply to improve the public schools. Obviously, people known to be against the principle of public education should not be asked to join. Great care should be taken, however, to distinguish between those who are against the principle of public education, and those who disagree on the nature of good public education. Probably very few people are against the principle of public education, but many are accused of it by persons with differing ideas on the nature of good schools.

Persons who feel schools should put great emphasis on the arts, for instance, often find themselves in disagreement with people who feel the schools should greatly emphasize vocational education. Obviously,



sion for the Public Schools. After examining the methods of organization and modes of procedure of some 1,500 local, county and state committees, the commission points out three common denominators of all effective groups:

1. They are representative of the entire community.
2. They start with fact-finding to make certain their recommendations and actions are based on an objective evaluation of the problems.
3. They work cooperatively with school authorities, but preserve their

questions and pooled their answers on the basis of their extensive experience. Other groups might find their ideas adaptable to their own communities.

Membership

How do we get members we want? Several answers were volunteered. It is rarely a good idea for those who want to start a citizens committee to begin by holding a mass meeting. A better method is to ask organizations and community leaders of all kinds to suggest individuals who



Types:
booklet

Dates:
Jan 1952

Hb. 4D2 AAUW
Org (P6)

For Citizens Committees

neither group should be excluded from a citizens committee. In areas where there is controversy over such subjects as the reorganization of school districts, or the construction of new buildings, neither faction should be excluded from a citizens committee. One of the greatest values of citizens committees is their power to get people of differing opinions together where they can examine facts and reach agreement.

Professional Consultants

Should local school authorities and school personnel be members of a citizens committee?

The participants in the workshop conference were unanimous in their opinion that school authorities and school personnel should serve as consultants to a citizens committee, but they did not reach agreement on whether they should be members. Those who felt that teachers and school administrators should be members pointed to the great knowledge these people could bring to the group. They said that in addition, the cooperation of schoolpeople and citizens committees would be insured if the former were members of the committee. They added that school personnel and school authorities are,

of course, citizens of the community themselves, and should not be excluded from a citizens committee.

Those who believed school personnel and school authorities should serve as consultants, but not as members, felt that because school personnel have such a direct personal interest in the schools it is sometimes difficult for them to preserve complete objectivity. The participants agreed that it would be unfortunate if so many teachers joined that the group became largely professional in character. All agreed that an ideal situation would be one in which teachers were freely invited to join a citizens committee where enough laymen were present to preserve the

citizens committee, what other factors should be taken into account?

After plans for building a fully representative citizens committee are drawn up, it is sometimes a good idea to examine the list of members with an eye for special abilities. Is there anyone on the list, for example, whose experience will come in handy when the committee studies the financial problems of the schools? Is there anyone who can give the group skilled advice on publicity? If the committee is to study buildings, an architect can be of great help. A lawyer might often be able to explain the laws under which the schools function. Obviously, a citizens committee can profit enormously from the



representative nature of the group, and where the teachers willingly served as citizens rather than as representatives of a profession.

Students Participate

Should public school students be asked to become members of the citizens committee?

The creation of a junior advisory council was thought advisable. Its responsibilities and functions would obviously be governed by the age of its members.

In deciding who should be on a

addition of people with special skills, and there is no reason why this can't be done without disturbing the representative nature of the group.

Organization

Those at the workshop conference agreed that in general, citizens committees should be organized as informally as possible to preserve spontaneity and to avoid red tape. "When a bunch of people really get interested in doing something for the schools, they haven't got time for a lot of foolish procedure," one par-



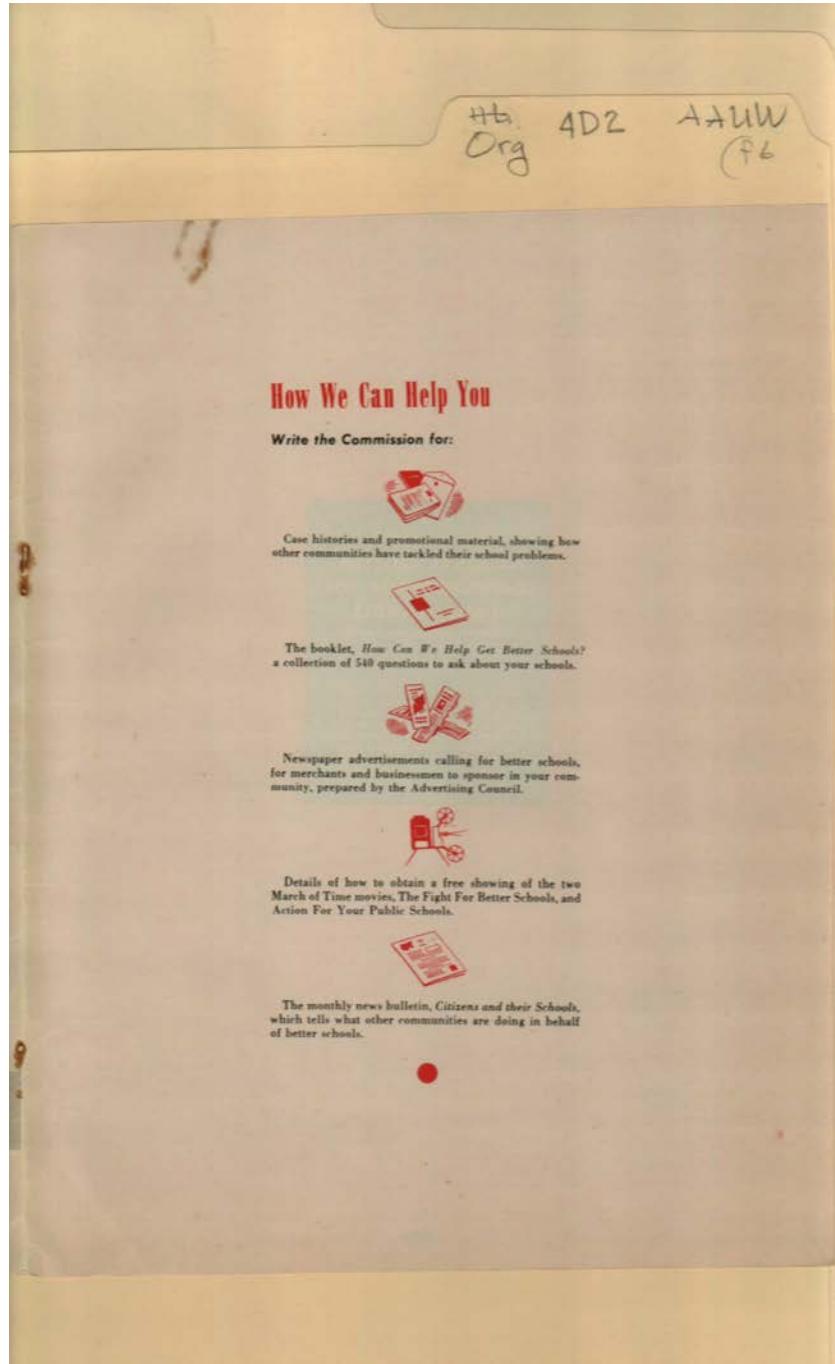
Types:
booklet

Dates:
Jan 1952



Types:
booklet

Dates:
Jan 1952

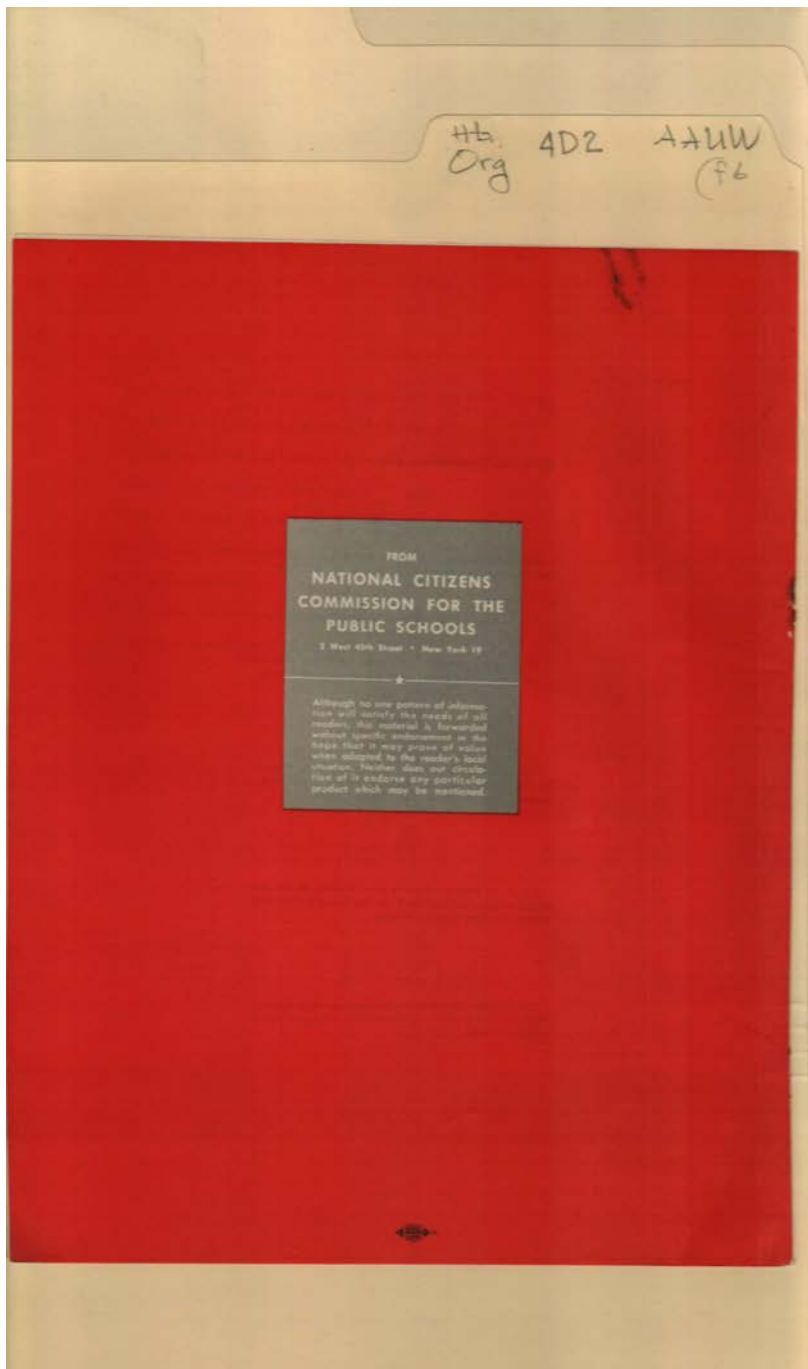


Types:
booklet

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 71 r04d02-06-000-0080 [Contents](#) [Index](#) [About](#)



Types:
booklet

Hb. 4D2 AAUW
Org (P6)

CASE HISTORY OF THE COUNCIL FOR DELAWARE EDUCATION, INC.

Delaware--the Community

One of the original thirteen colonies, and claiming honor as the first state--by being the first to adopt the Constitution--Delaware is next to the smallest state in land area (2,370 square miles). It has but a single city, Wilmington (population 120,000), a manufacturing center and the seat of administrative offices of a number of large corporations. Except for this one metropolitan area, Delaware is almost wholly devoted to agriculture, and most of its population live in small towns located chiefly on the tidal streams. The state has only three counties--Kent, Sussex and New Castle, the latter, due to Wilmington, represents more than half of the state's total population. The state is marginal between North and South and still reflects the manufacturing economy of the former and vestiges of the plantation system that characterized the latter.

TABLE I

		%Total
Total population (1940)	266,505**	100.0
Urban	139,432	52.3
Rural non-farm	81,400	30.6
Rural farm	45,673	17.1
Total employed (38% of population)	102,627	100.0
Agriculture	14,245	13.9
Manufacturing	29,643	28.9
(Chemical and allied products)	(9,266)	(9.0)
(Textiles)	(3,261)	(3.2)
(Leather and leather products)	(2,462)	(2.4)
(All other manufacturing)	(14,634)	(14.3)
Trade, transportation service, etc.	53,739	57.2

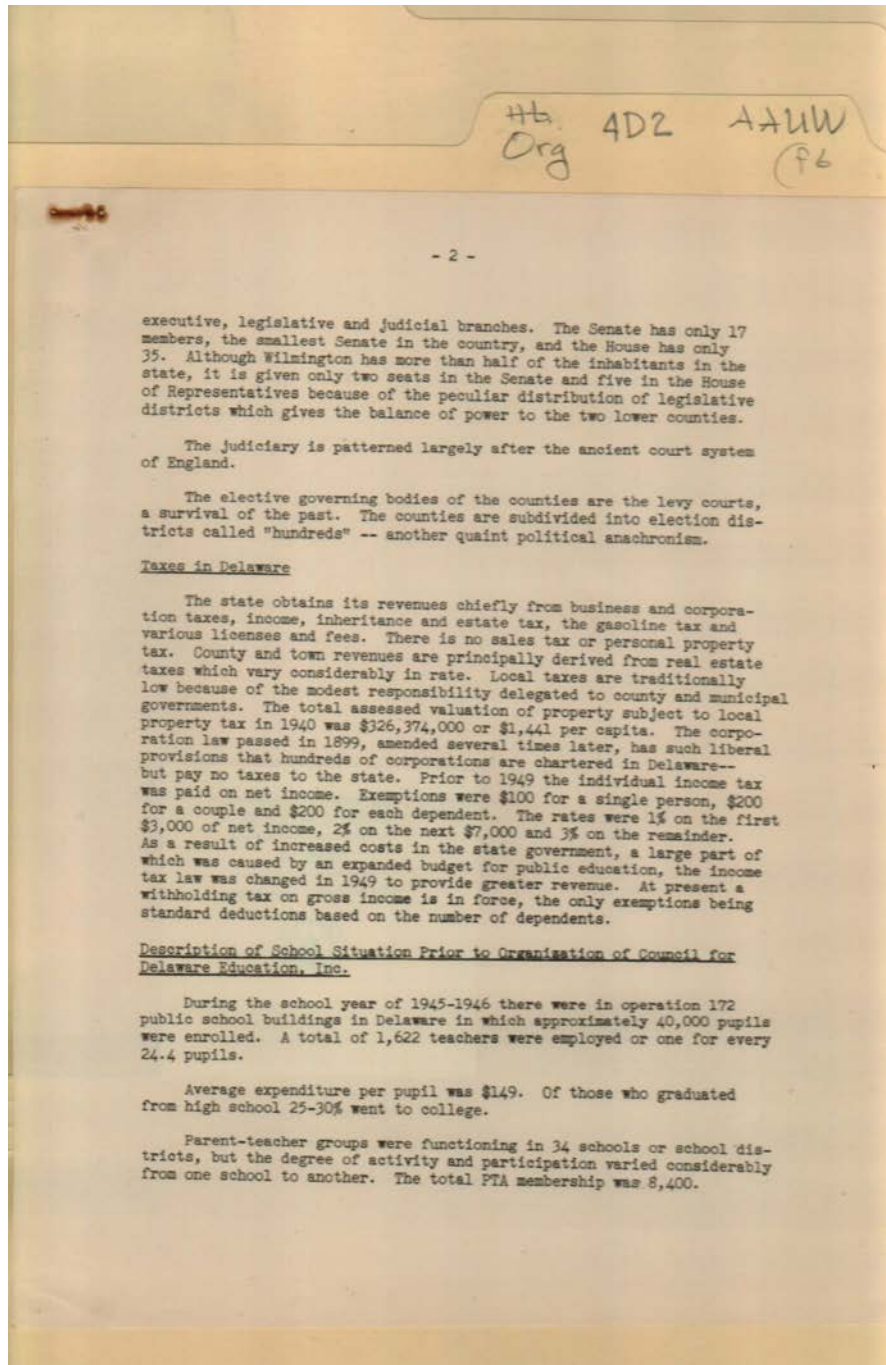
**Population July 1, 1948, was 297,000.

First a settlement of Swedes, Finns, and Dutch; next dominated by settlers of English descent with an admixture of Scotch and Irish; followed by the Negro in the days of settlement and later the German, Italian, Polish and other immigrants of the 19th century--Delaware has allowed them all to contribute to the savor of local life.

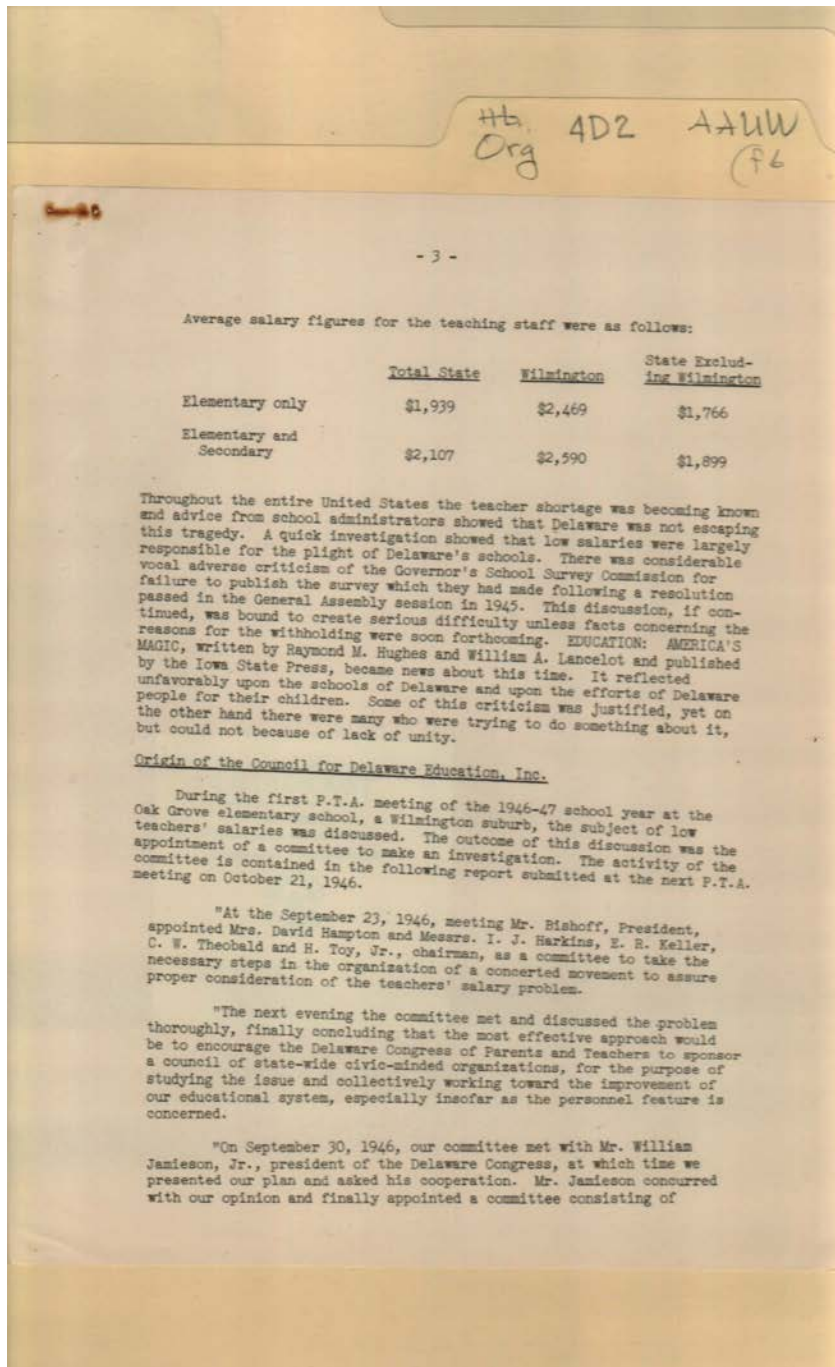
The state presents many contrasts of old and new, reaction and progress, and this is just as apparent in the architecture of the houses as it is in the customs, folklore and speech of its people. A modern cement highway passes the county jail where the ancient whipping post is still used. Not far distant from the largest nylon plant in the world is the quaint old snuff mill, still in operation.

Popular government in Delaware can be traced to the time when the so-called "three lower counties" were part of William Penn's Province of Pennsylvania. In 1704 these counties separated from the counties of the Province and set up their own assembly. Altogether Delaware has had four constitutions, 1776, 1792, 1831, and 1897, through which its present government evolved. The state government is divided into the traditional

Types:
report



Types:
report



Names:

Hampton, David,
Mrs.
Harkins, I. J.

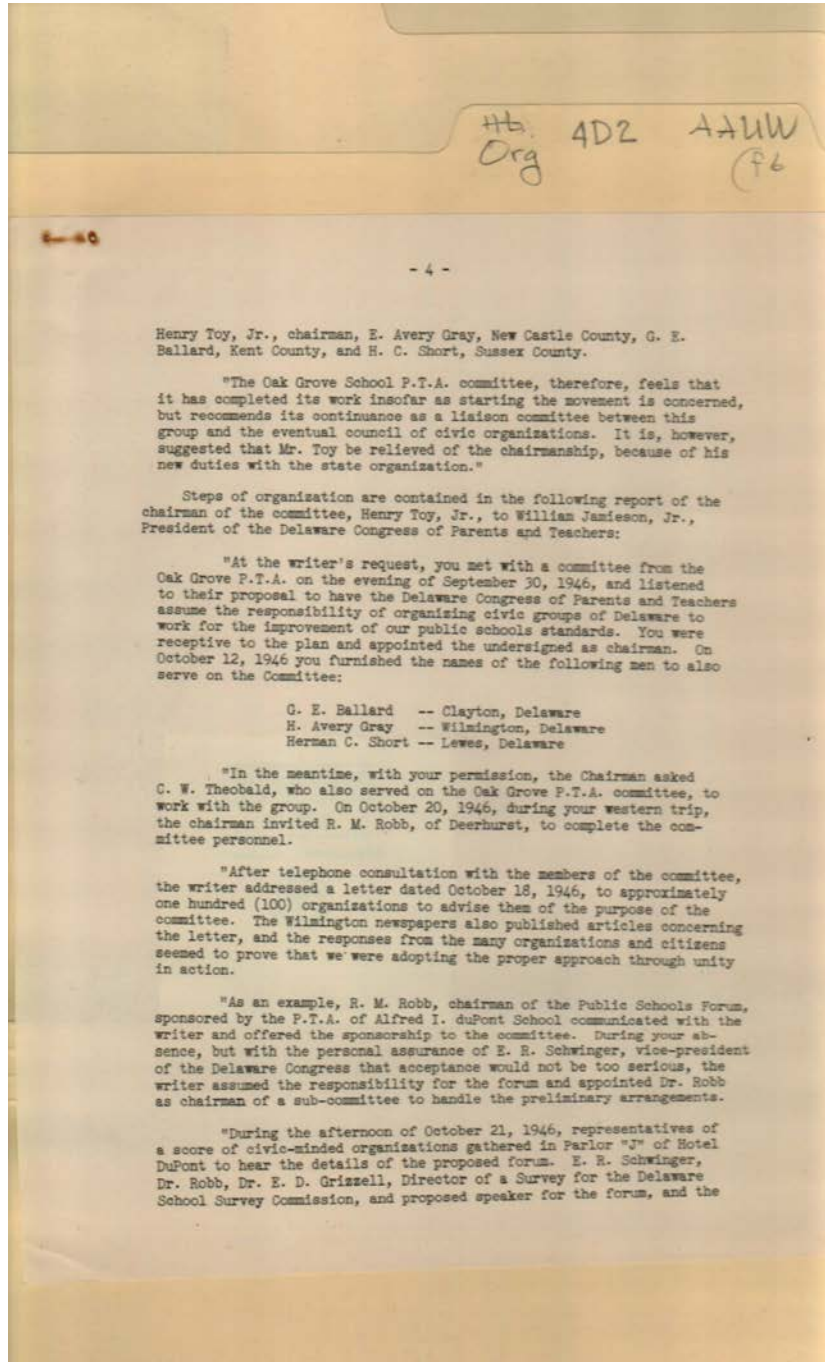
Hughes, Raymond M.
Jamieson, William, Jr.
Keller, E. R.

Lancelot, William A.
Bishoff
Theobald, C. W.

Toy, H., Jr.

Types:

report



Names:

Ballard, G. E.
Gray, E. Avery
Grizzell, E. D., Dr.

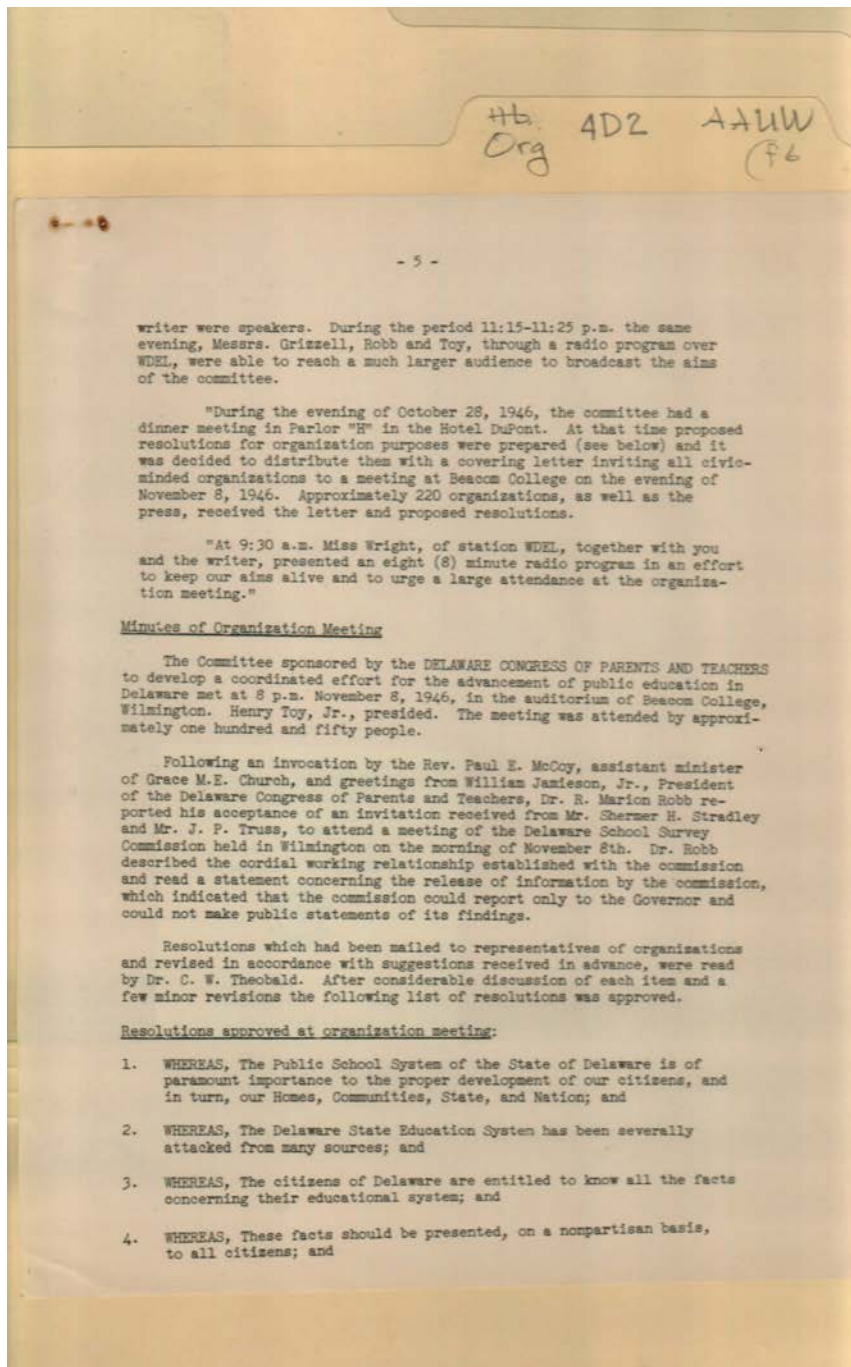
Jamieson, William, Jr.
Robb, R. M.
Schwinger, E. R.

Short, H. C.
Short, Herman C.
Theobald, C. W.

Toy, Henry, Jr.

Types:

report



Names:

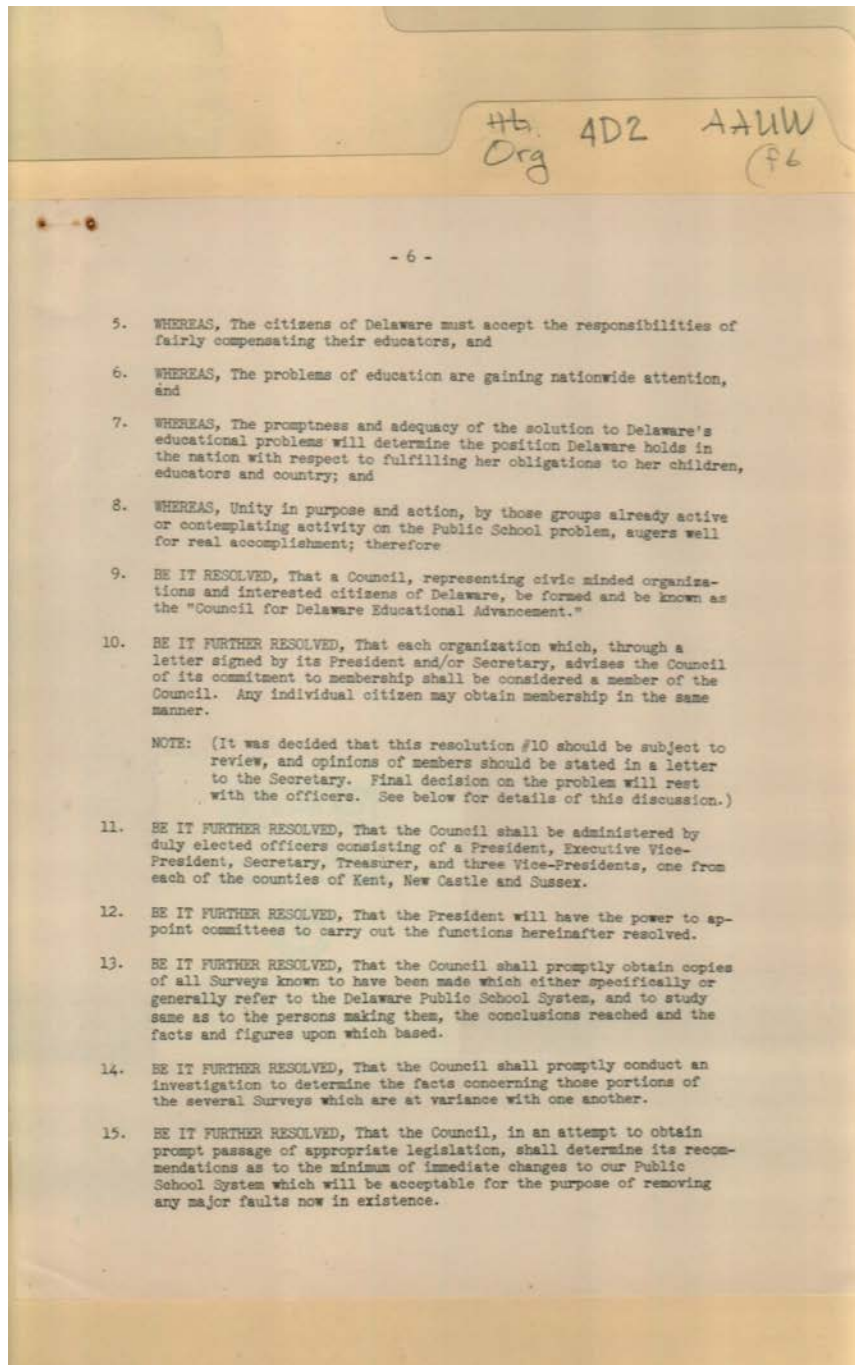
Grizzell, E. D., Dr.
Jamieson, William, Jr.
McCoy, Paul E., Rev.

Robb, R. M.
Robb, R. Marion, Dr.
Stradley, Shermer H.

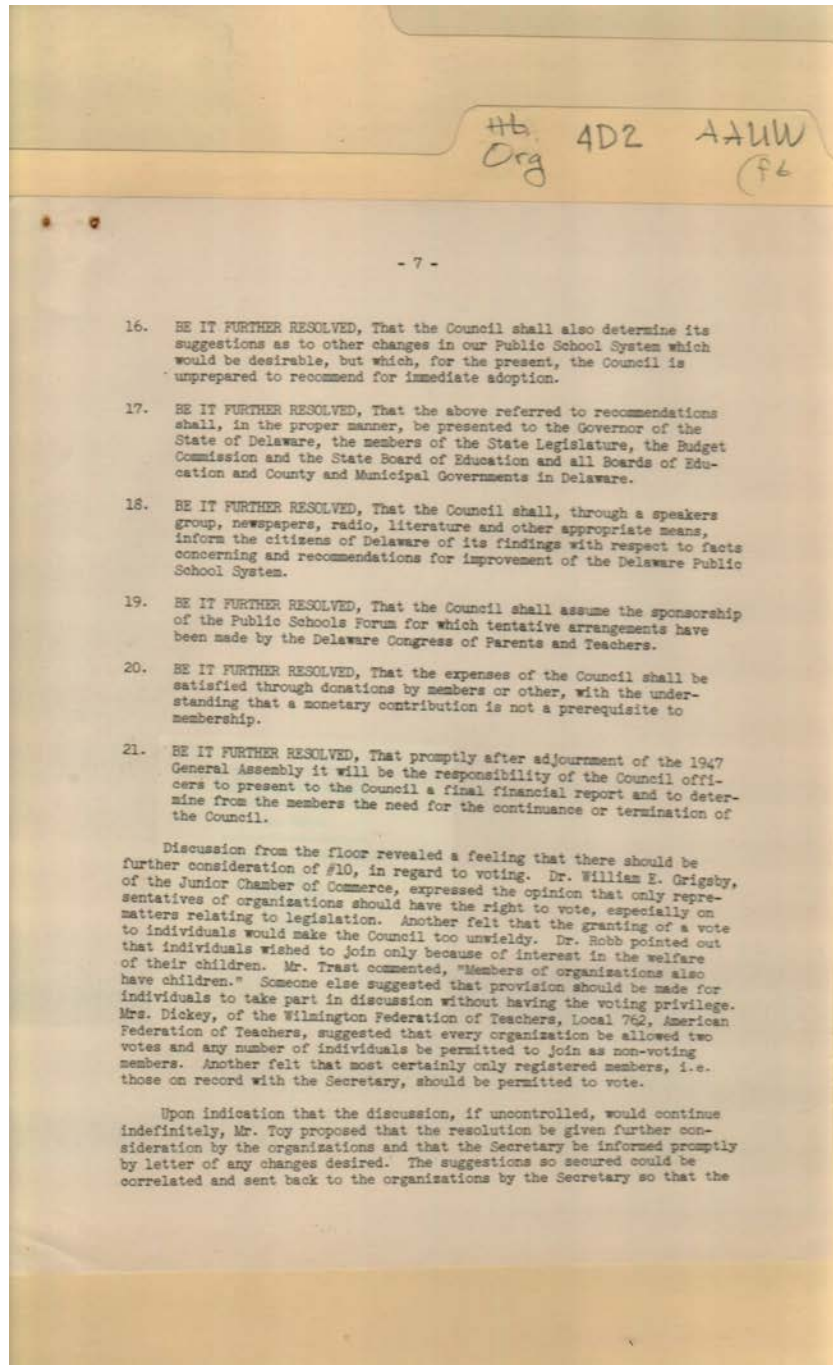
Theobald, C. W., Dr.
Toy, Henry, Jr.
Truss, J. P.

Types:

report



Types:
report

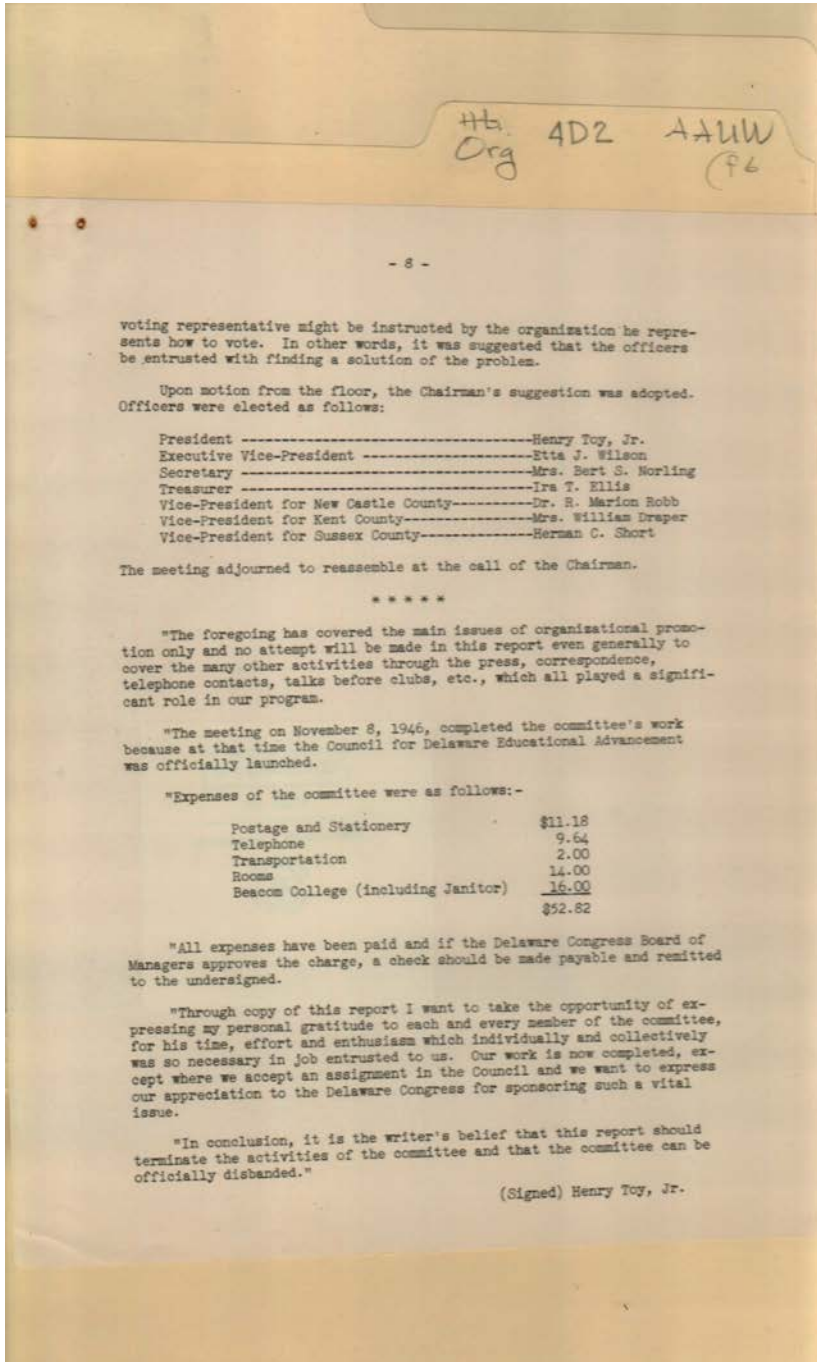


Names:

Grigsby, William E.,
Dr.

Types:

report



Names:

Draper, William, Mrs.
Ellis, Ira T.

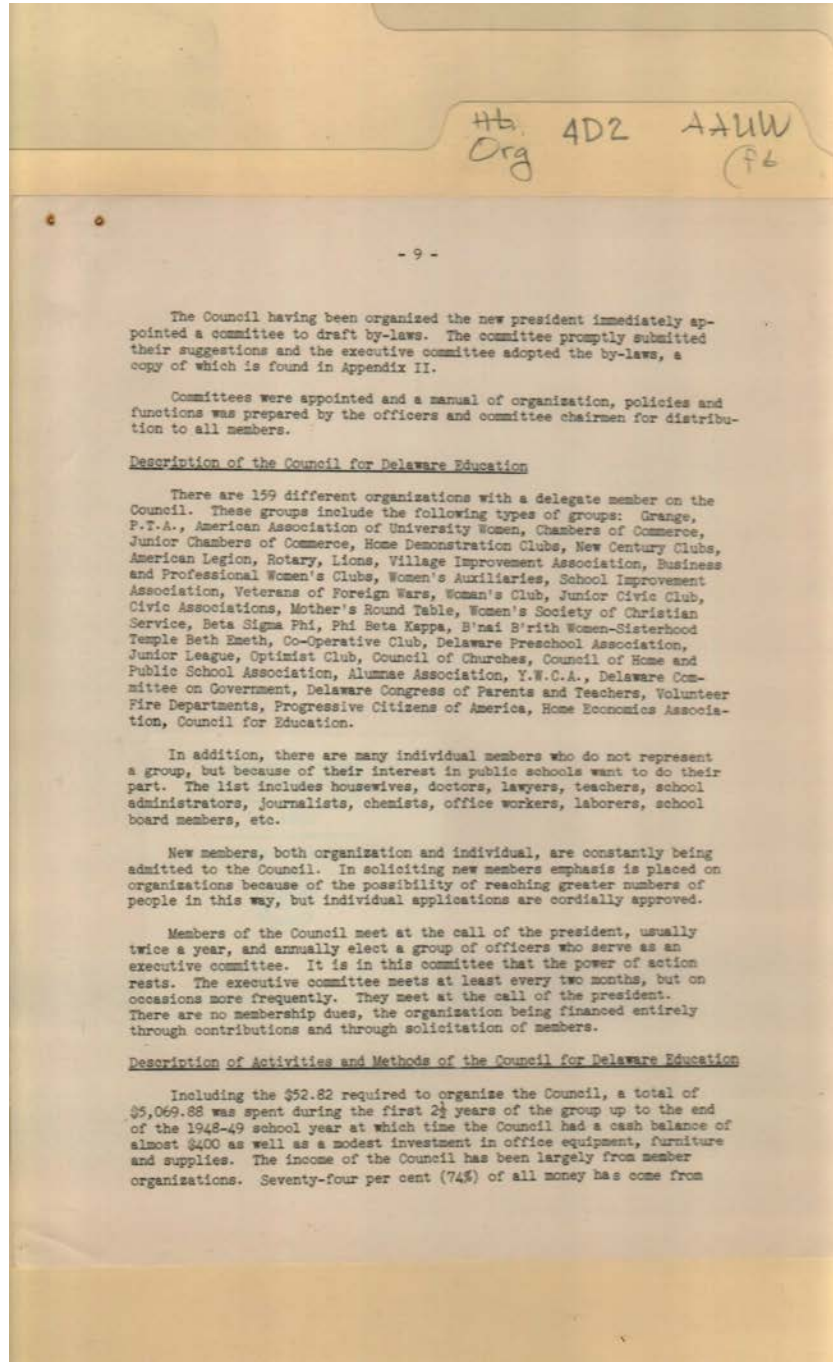
Norling, Bert S., Mrs.
Robb, R. Marion, Dr.

Short, Herman C.
Toy, Henry, Jr.

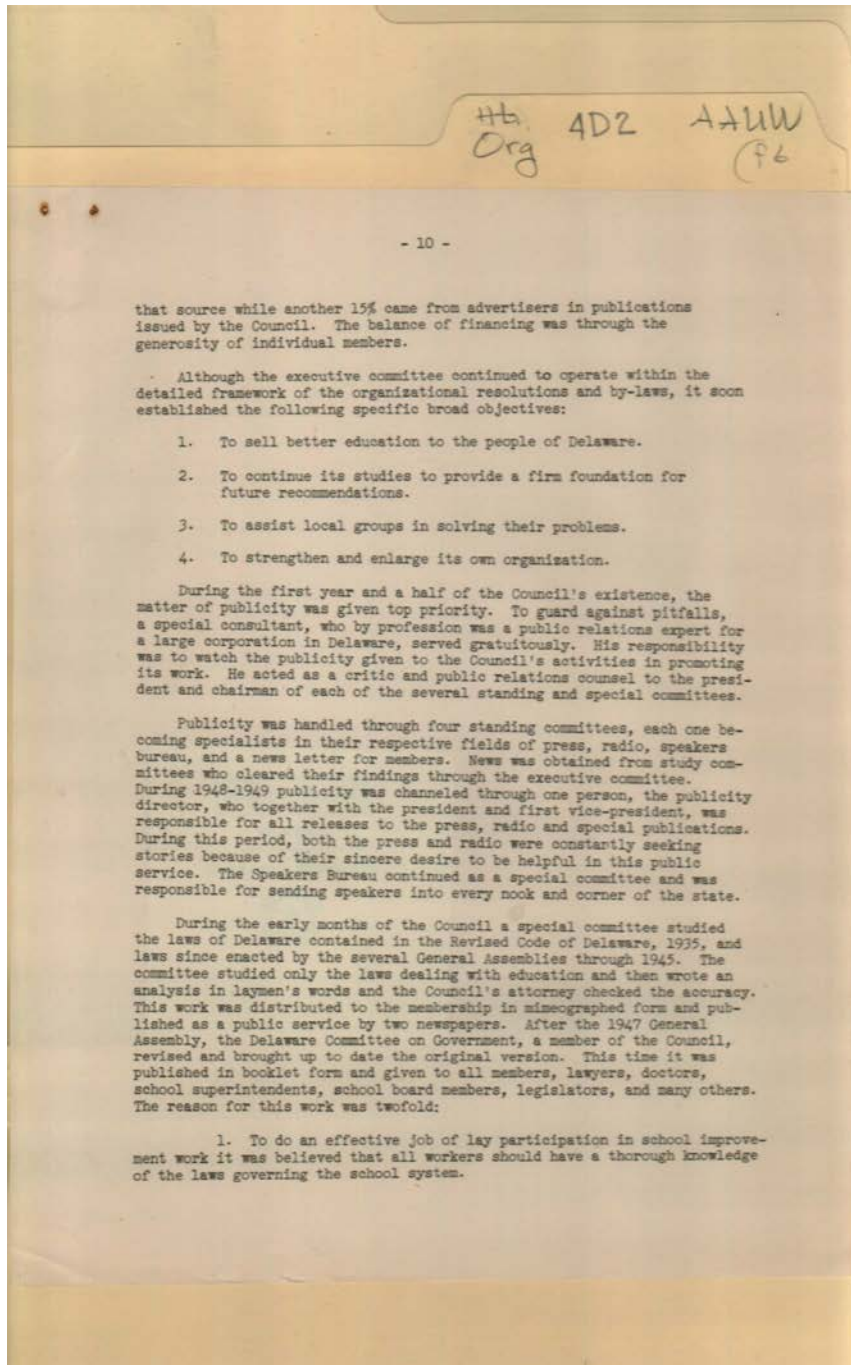
Wilson, Etta J.

Types:

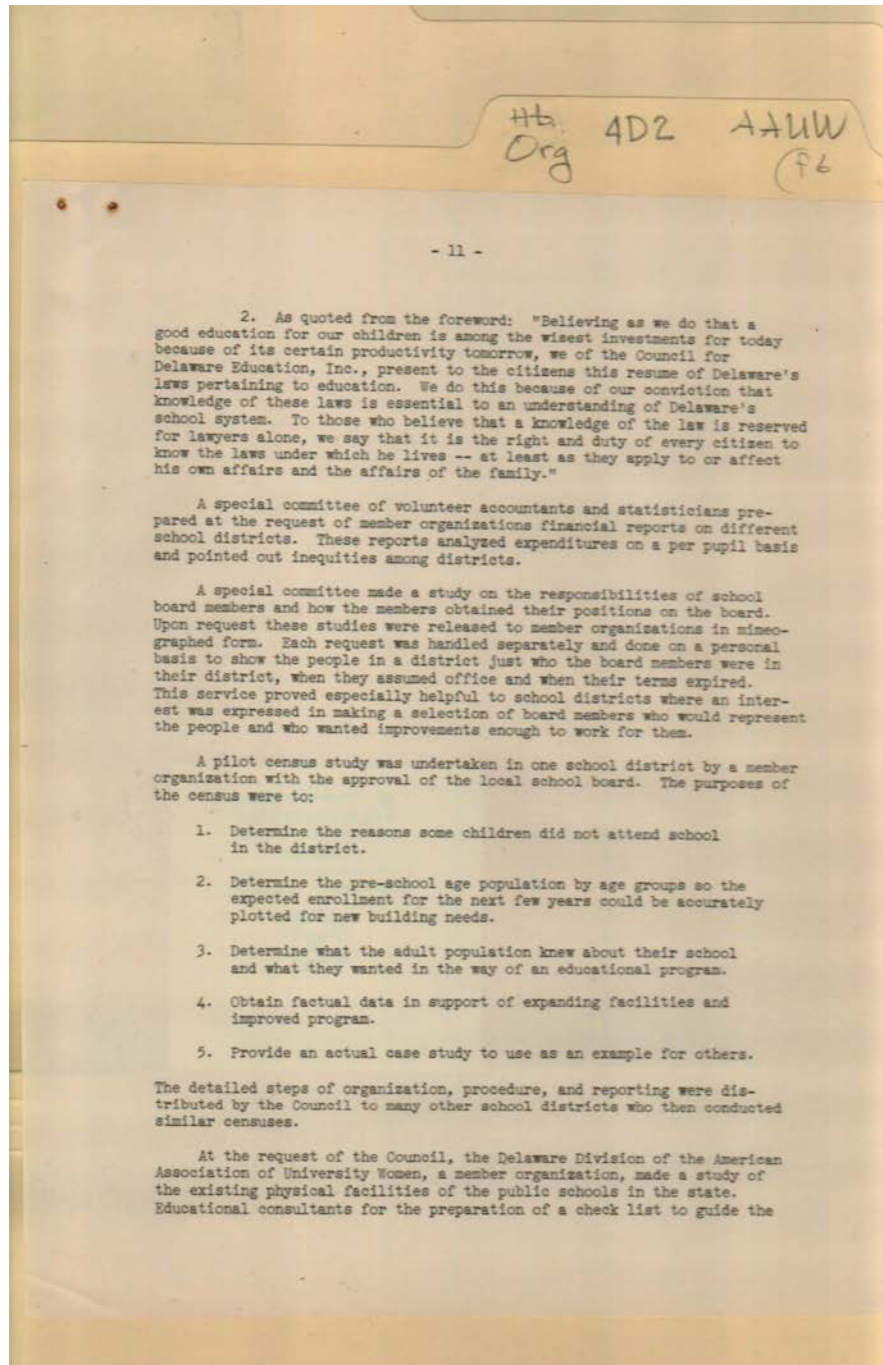
report



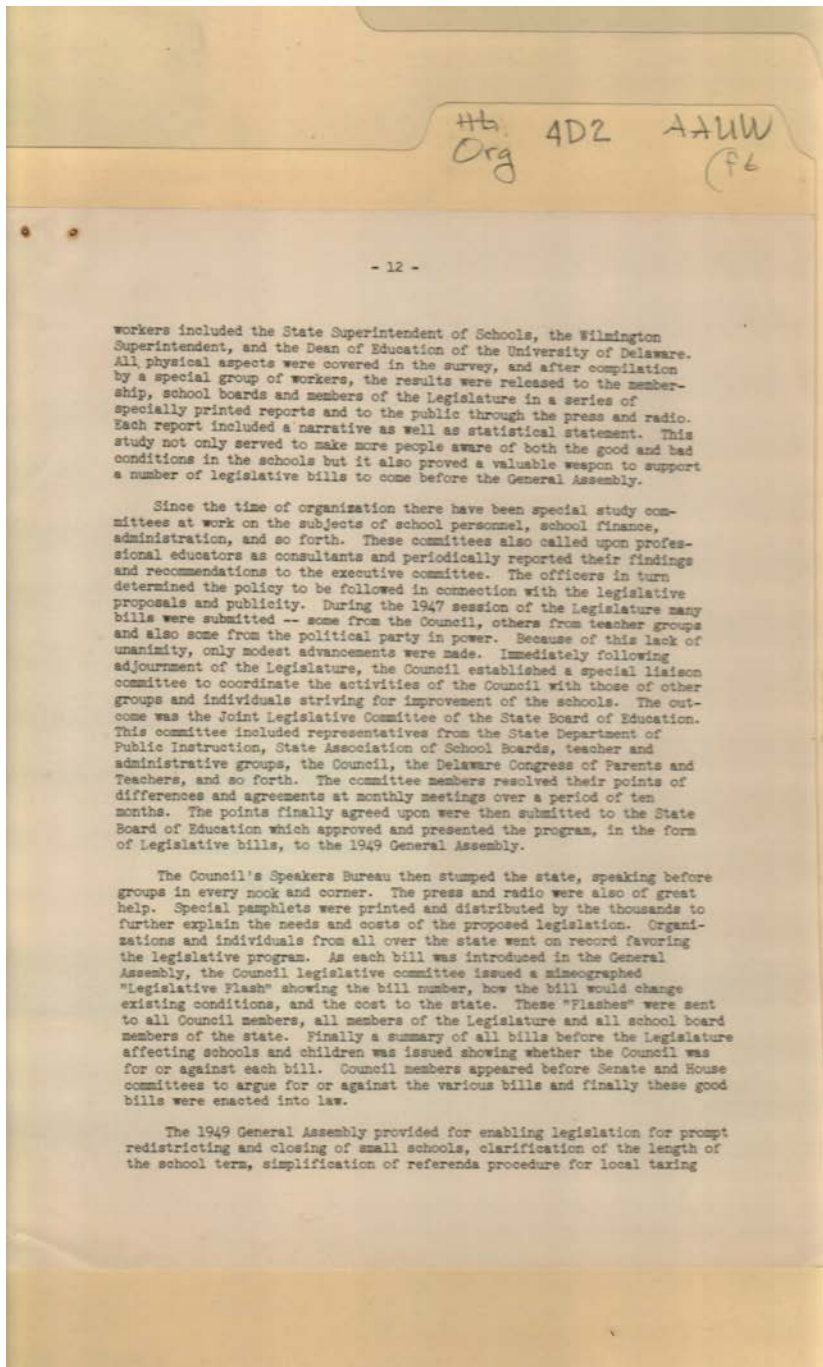
Types:
report



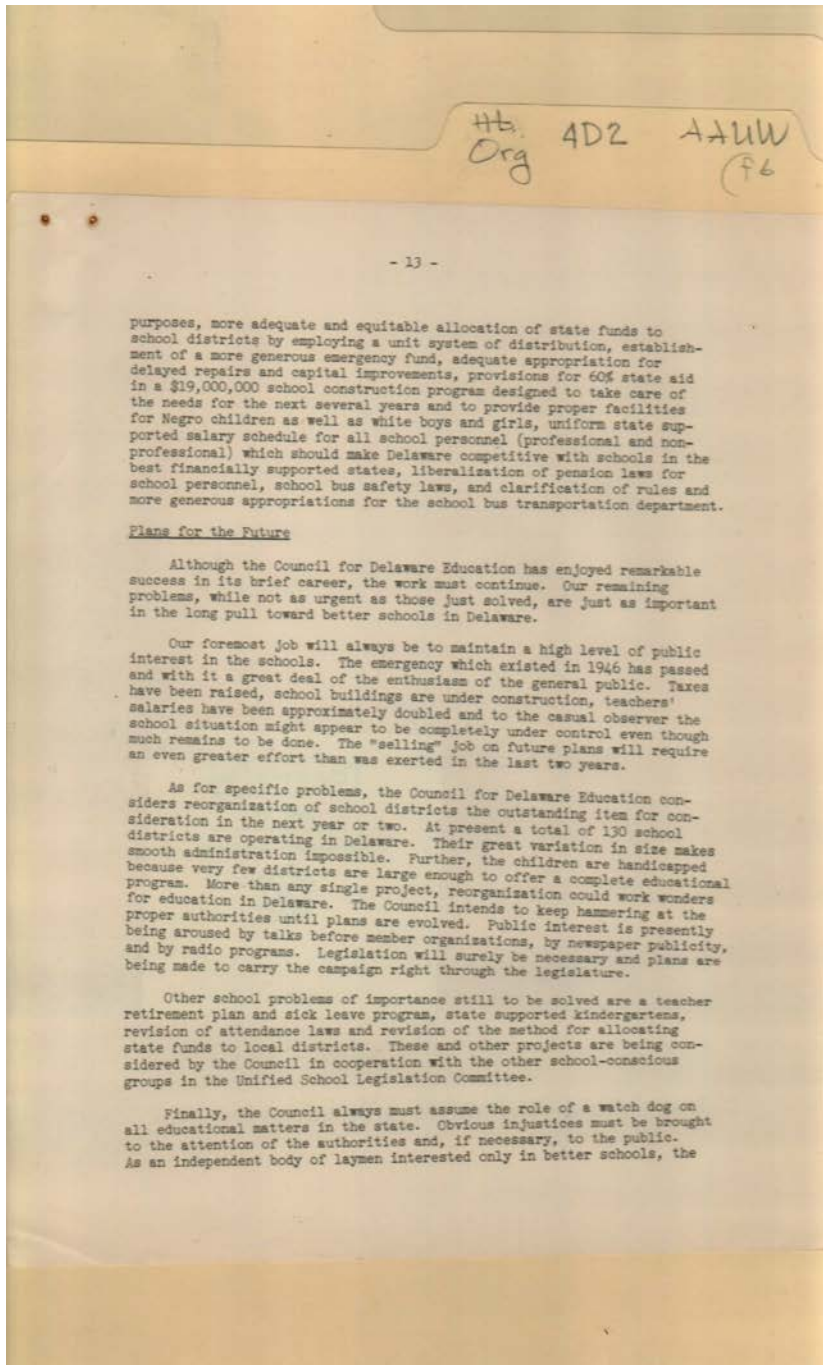
Types:
report



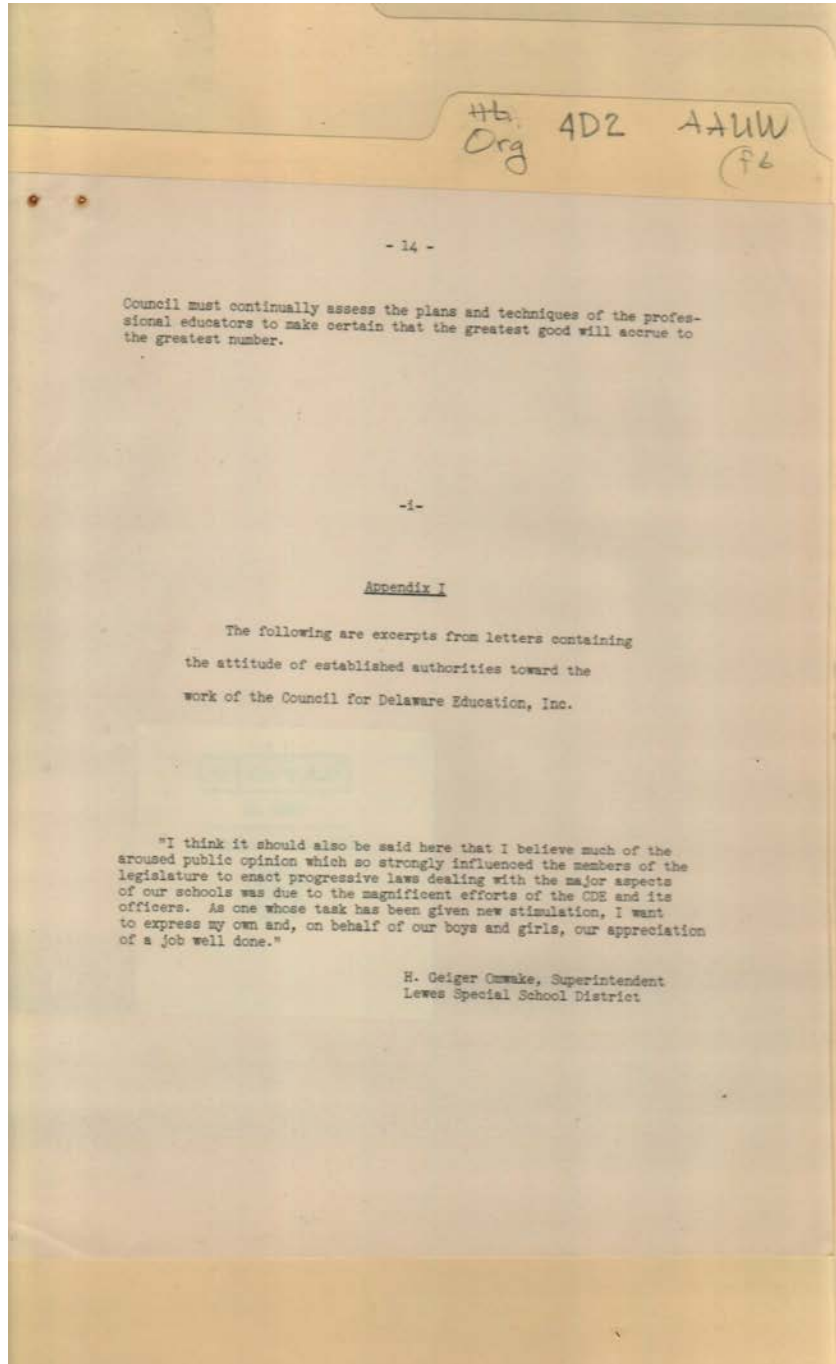
Types:
report



Types:
report



Types:
report

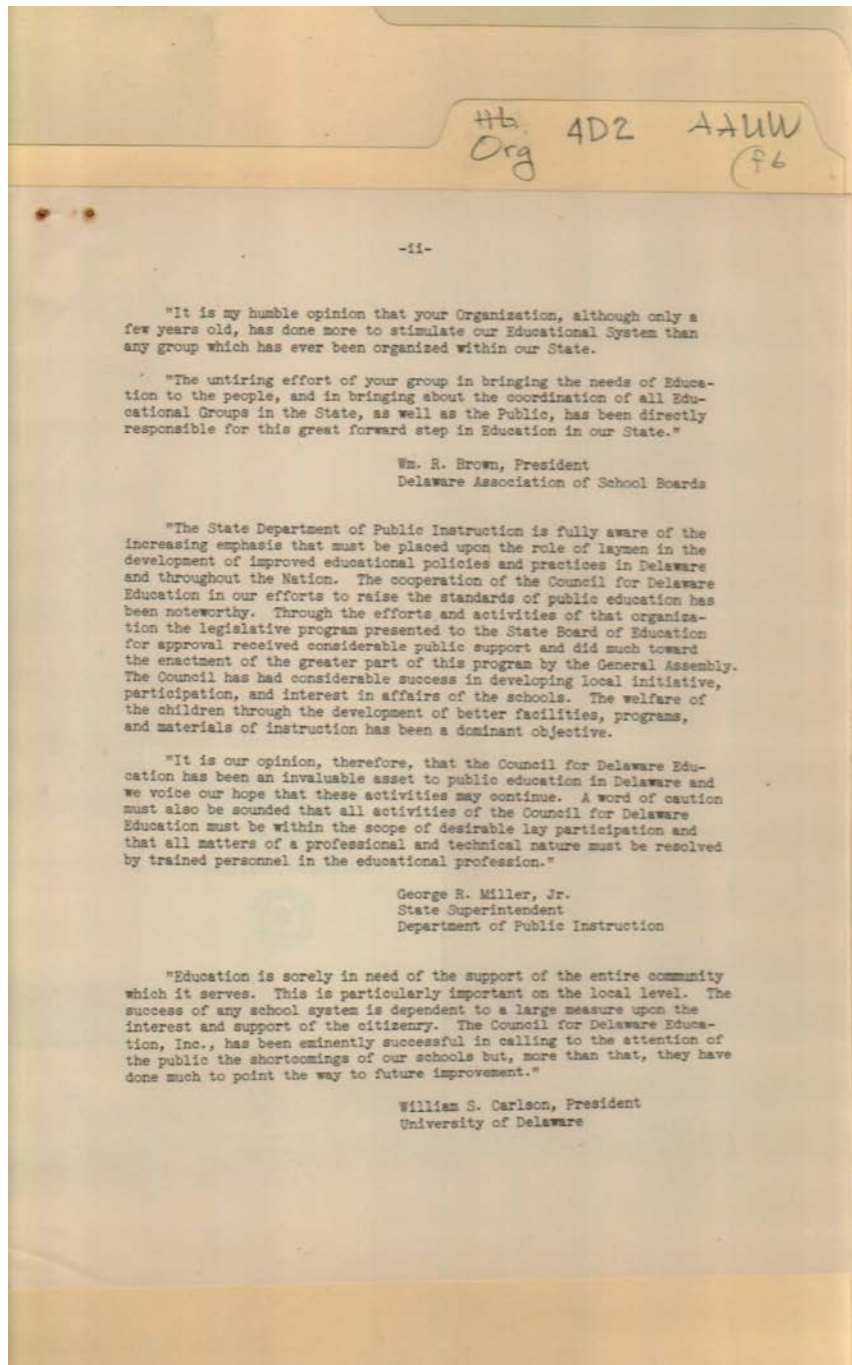


Names:

Omwake, H. Geiger

Types:

report



Names:

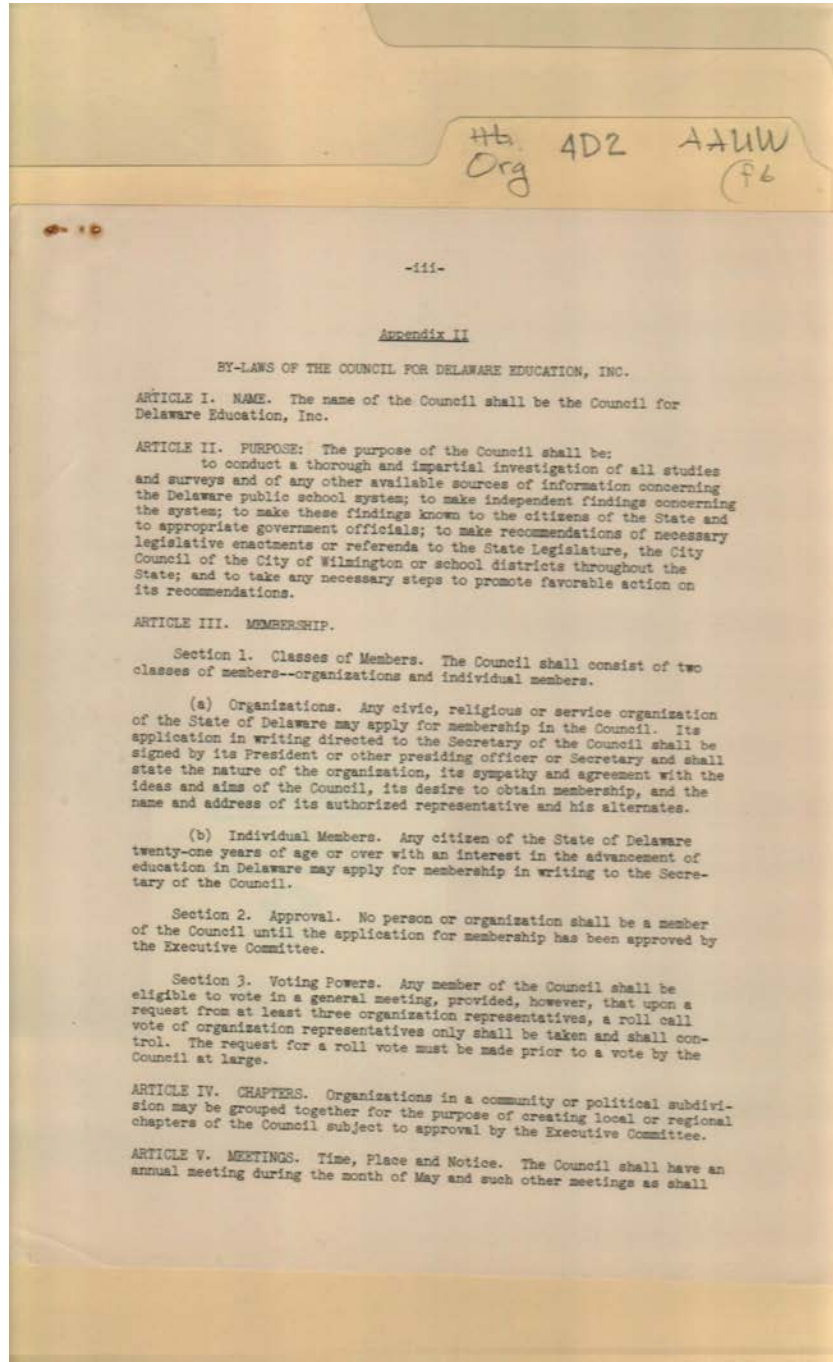
Brown, William R.

Carlson, William S.

Miller, George R., Jr.

Types:

report

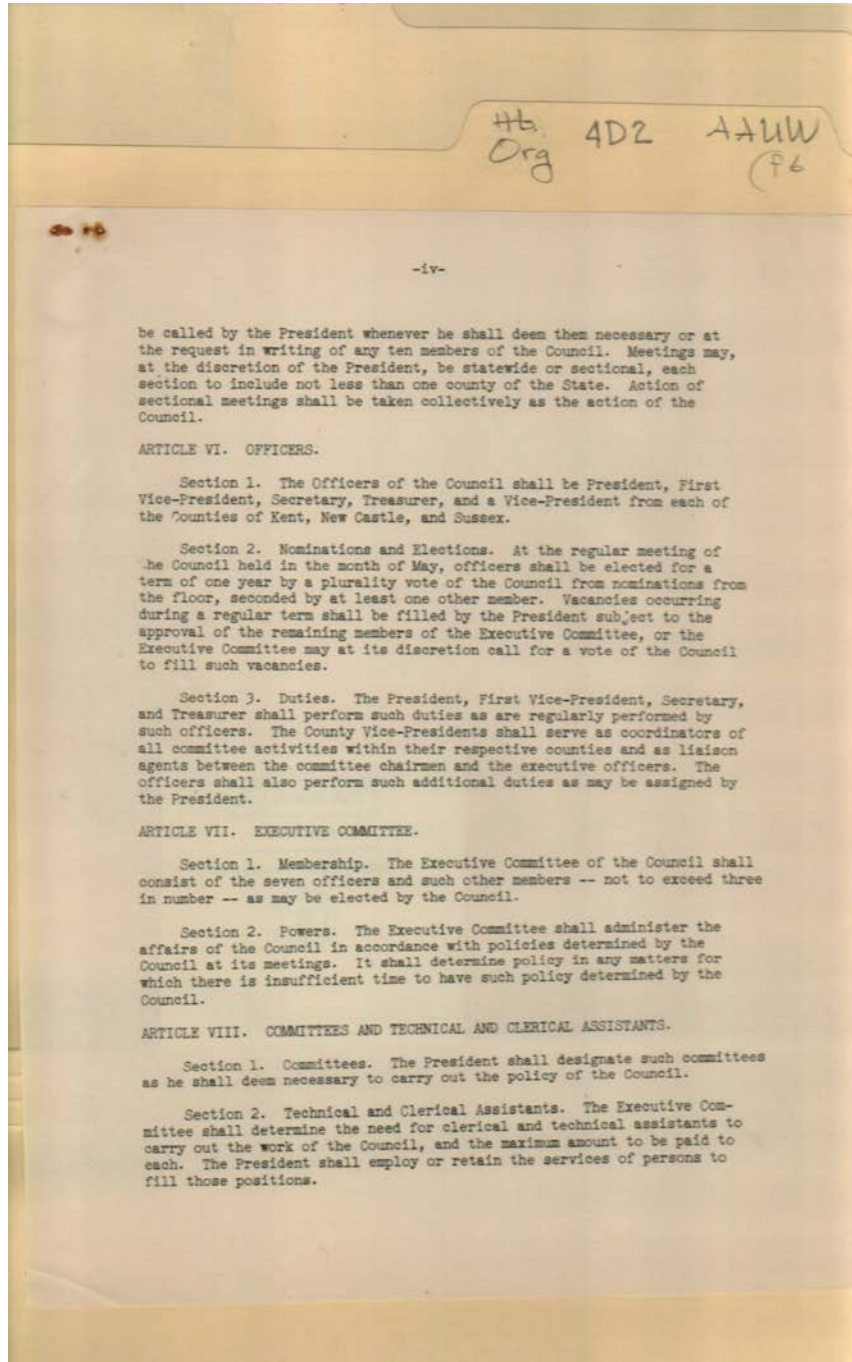


Names:

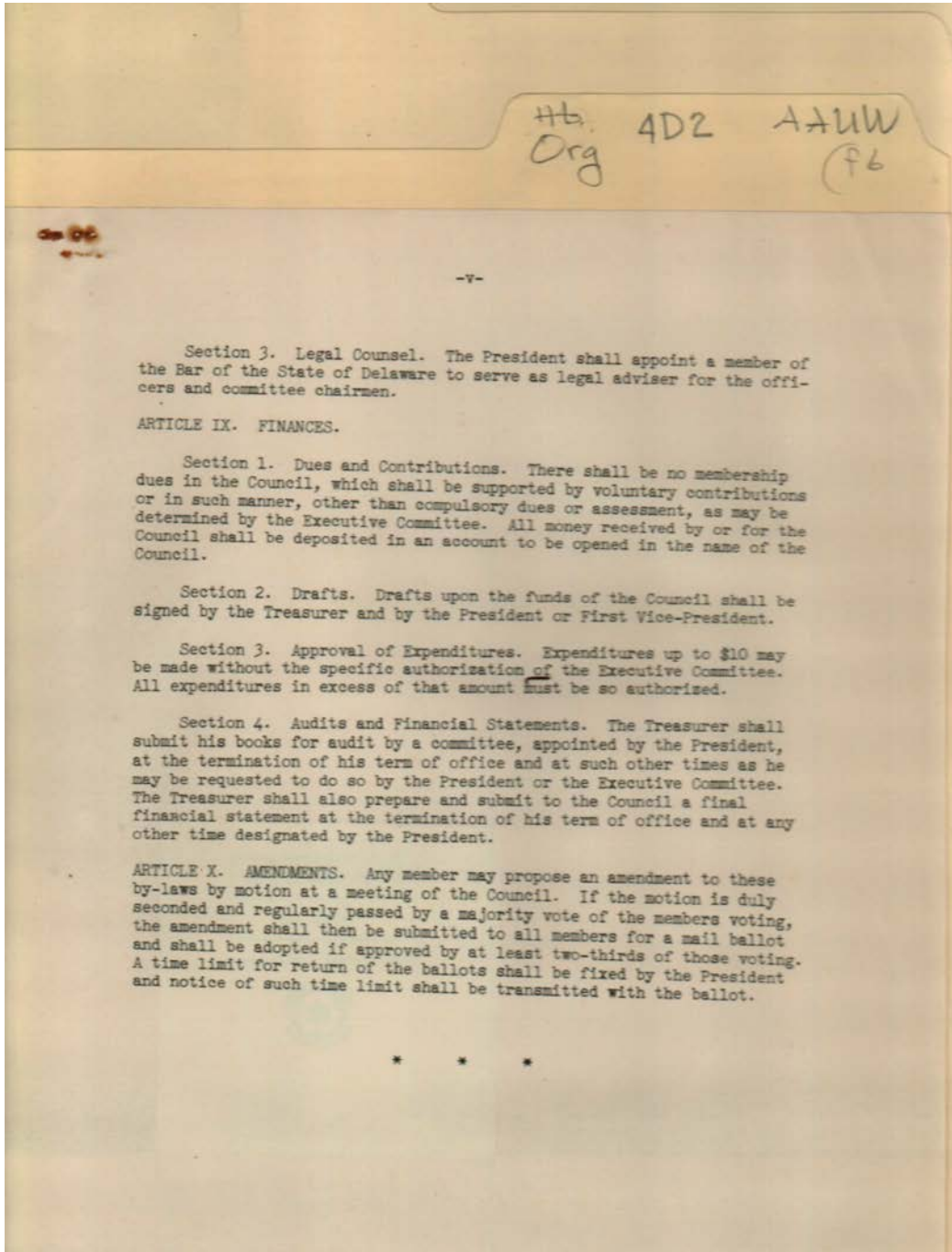
Council for Delaware
Education

Types:

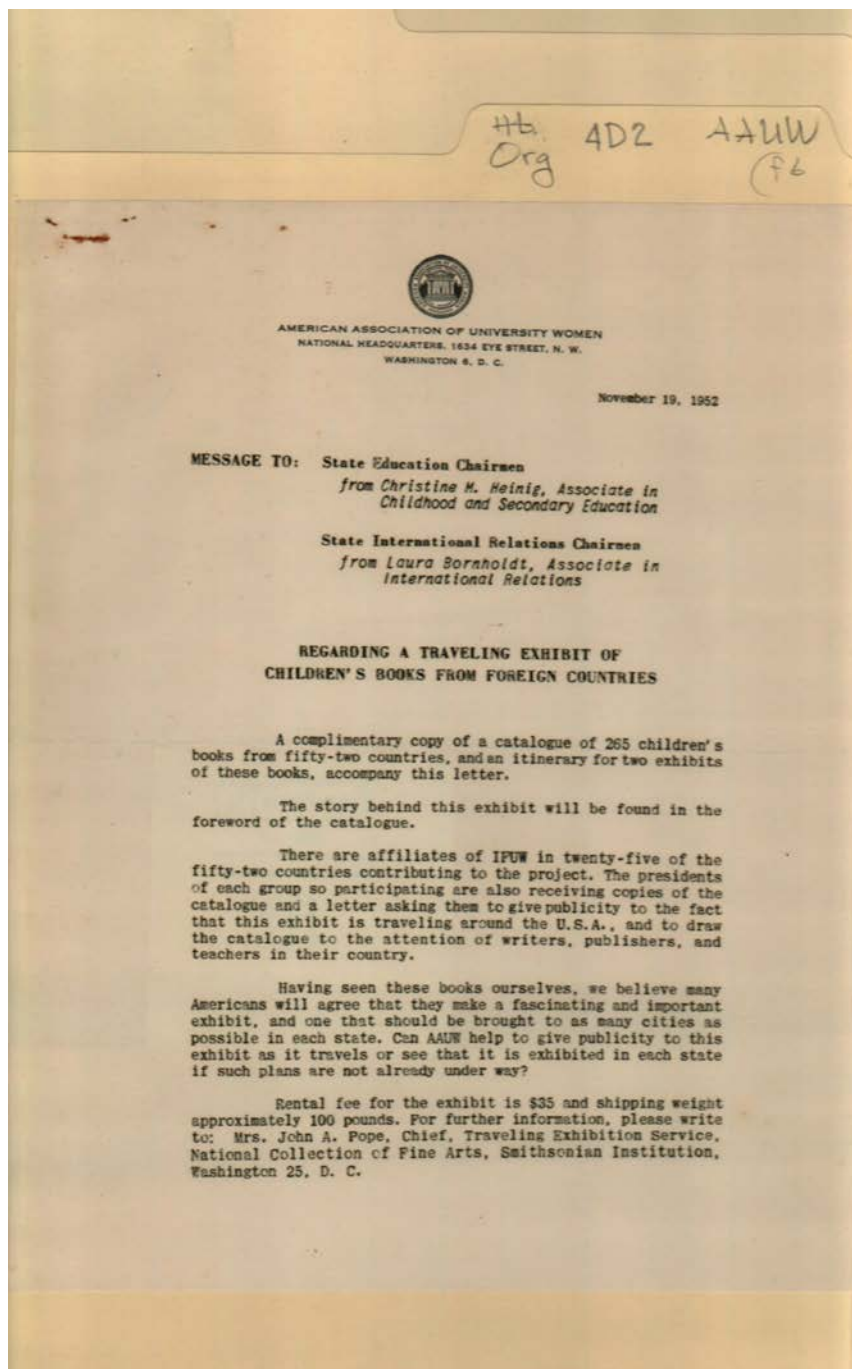
by-laws



Types:
by-laws



Types:
by-laws



Names:

Bornholdt, Laura

Heinig, Christine M.

Pope, John A., Mrs.

Places:

Washington, DC

Types:

correspondence

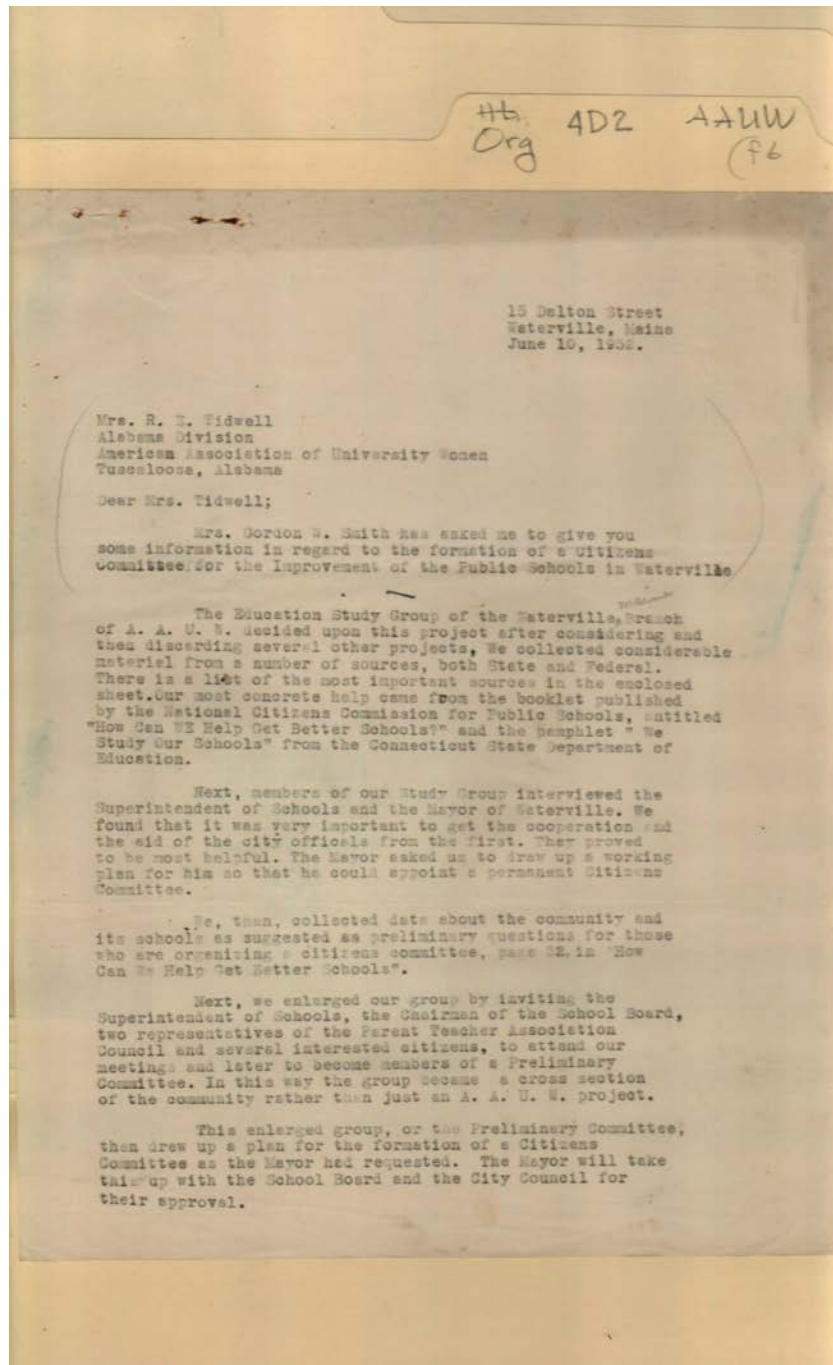
Dates:

Nov 19, 1952

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 91 r04d02-06-000-0100 [Contents](#) [Index](#) [About](#)



Names:

Smith, Gordon W.,
Mrs.

Tidwell, R. E., Mrs.

Places:

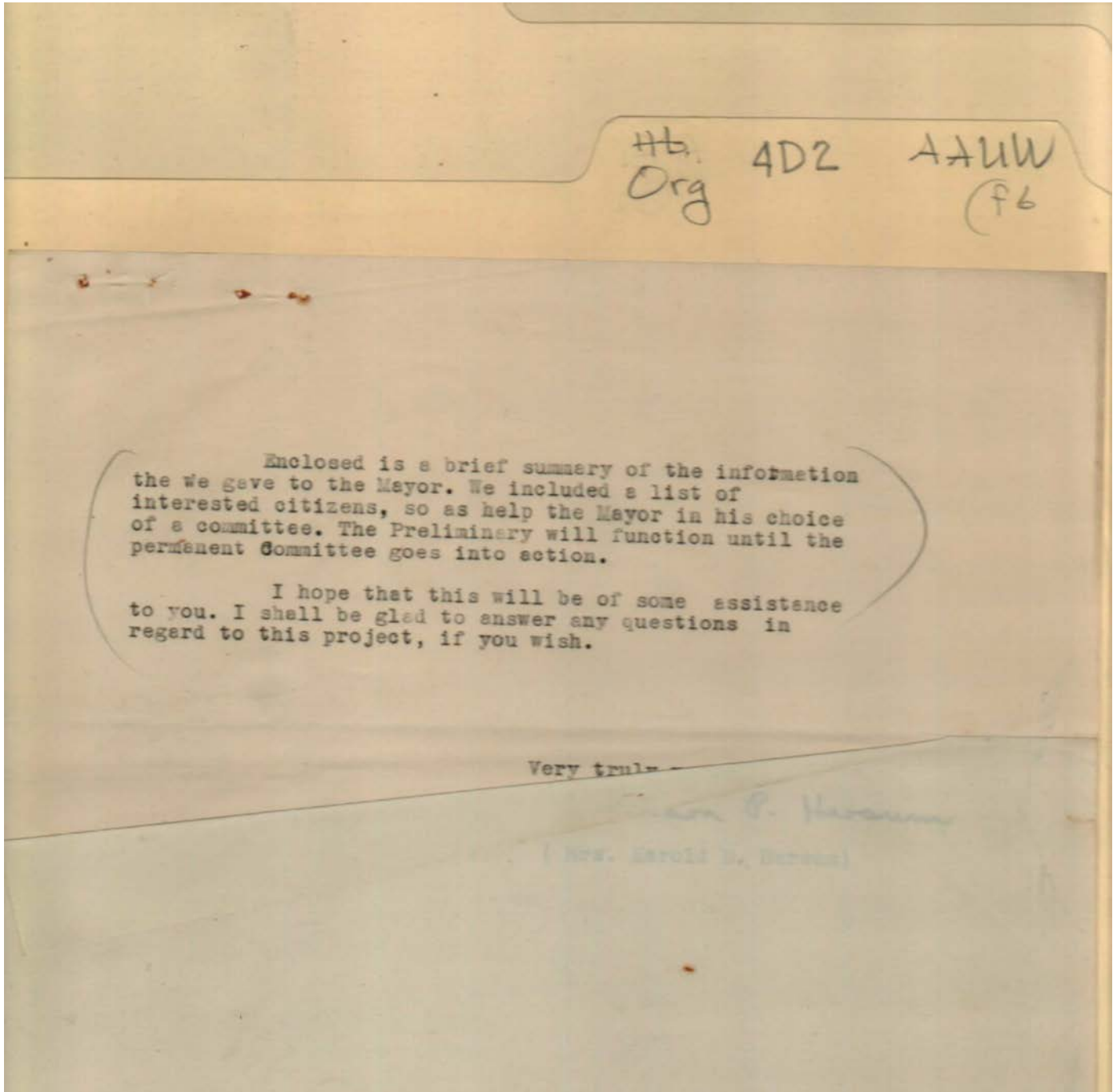
Waterville, ME

Types:

correspondence

Dates:

June 10, 1952



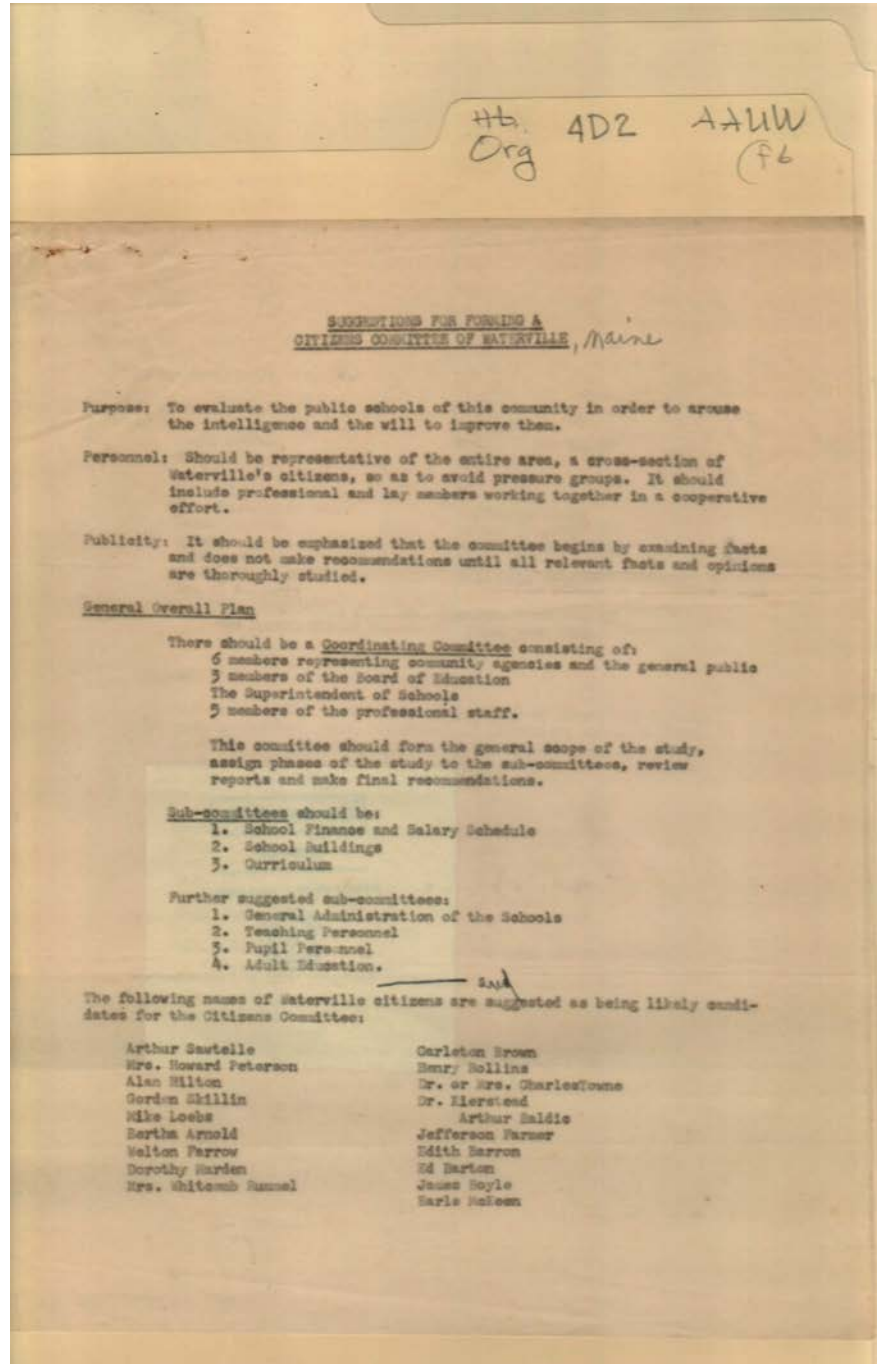
Names:

Herskua, Harold D.,

Mrs.

Types:

correspondence



Names:

Arnold, Bertha
Barron, Edith
Barton, Ed
Boyle, James
Brown, Carleton
Farmer, Jefferson

Farrow, Welton
Hilton, Alan
Kierstead, Arthur
Baldie, Dr.
Loebe, Mike
Marden, Dorothy

McKeen, Harle
Peterson, Howard,
Mrs.
Rollins, Henry
Rummel, Whitcomb,
Mrs.

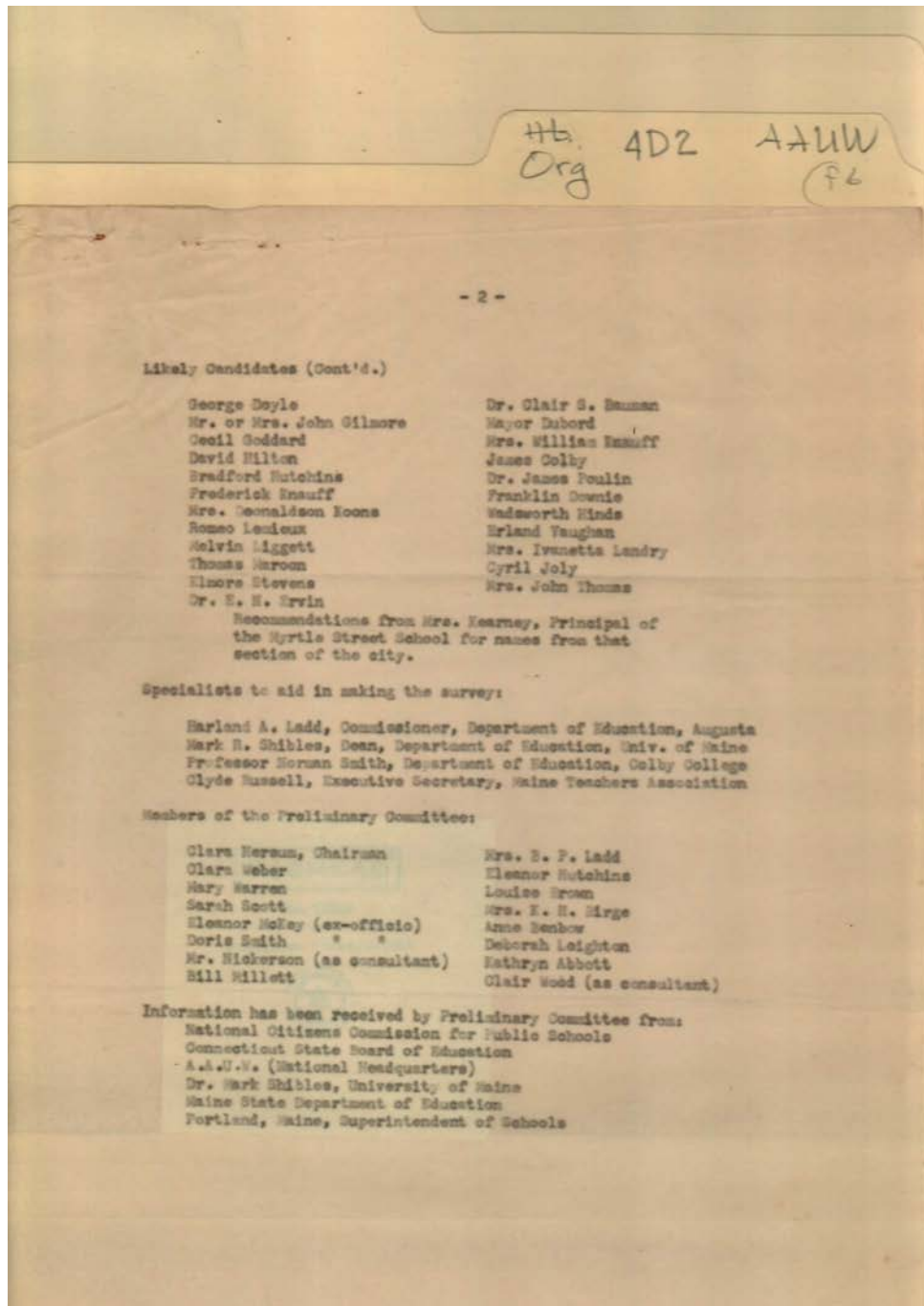
Sawtelle, Arthur
Skillin, Gordon
Towne, Charles, Dr.
& Mrs.

Places:

Waterville, ME

Types:

report



Names:

Abbott, Kathryn
Bauman, Clair S., Dr.
Benbow, Anne
Birge, K. H., Mrs.
Brown, Louise
Colby, James
Downie, Franklin
Doyle, George
Dubord, Mayor
Ervin, E. N., Dr.
Gilmore, John, Mr. &
Mrs.

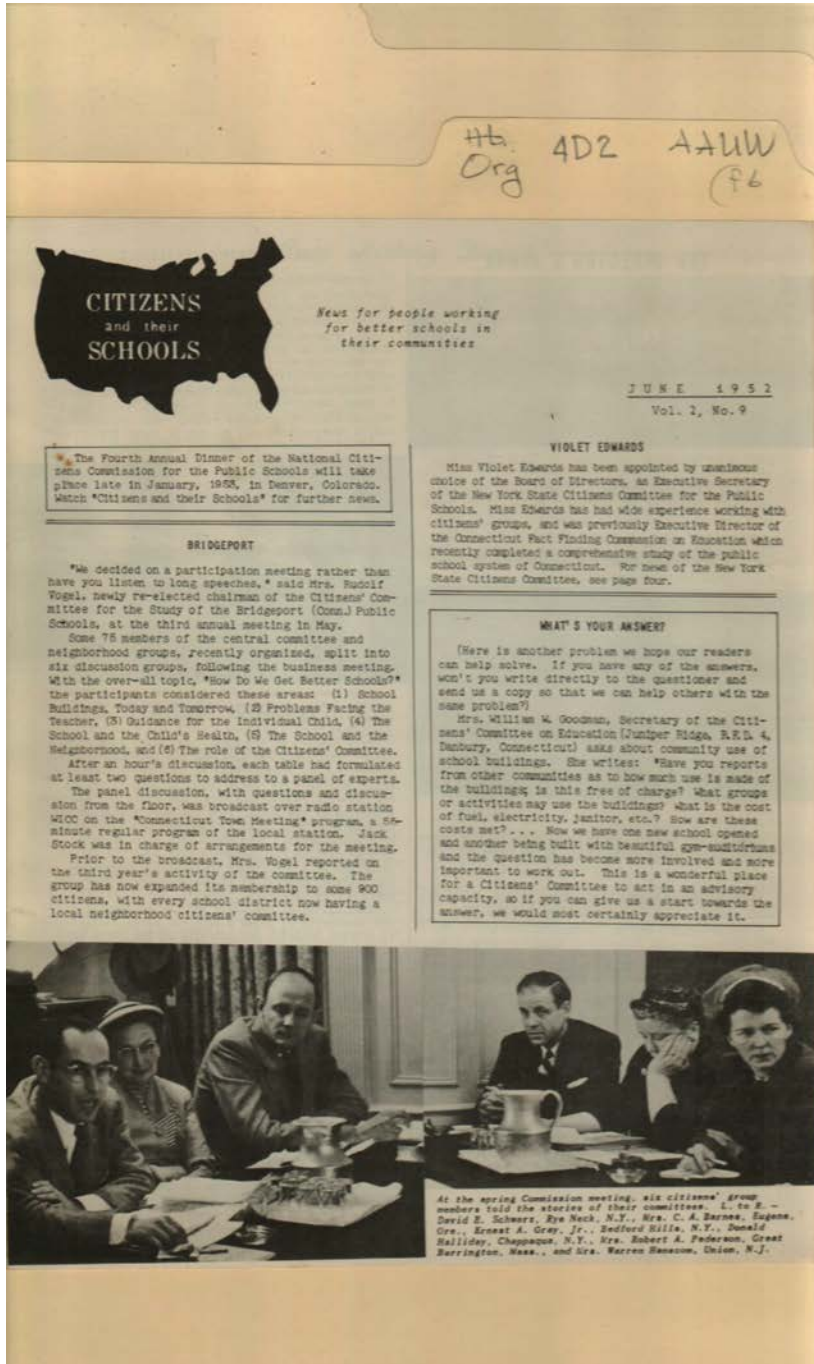
Goddard, Cecil
Hersum, Clara
Hilton, David
Hinds, Wadsworth
Hutchens, Bradford
Hutchens, Eleanor
Joly, Cyril
Kearney, Mrs.
Knauff, Frederick
Knauff, William,
Mrs.

Koons, Donaldson,
Mrs.
Ladd, B. P., Mrs.
Ladd, Harland A.
Landry, Ivanetta, Mrs.
Leighton, Deborah
Lemieux, Romeo
Liggett, Melvin
Maroon, Thomas
McKey, Eleanor
Millett, Bill
Nickerson,

Poulin, James, Dr.
Russell, Clyde
Scott, Sarah
Shibles, Mark R.
Shibles, Mark R., Dr.
Smith, Doris
Smith, Norman
Stevens, Elmore
Thomas, John, Mrs.
Vaughan, Erland
Warren, Mary
Weber, Clara

Wood, Clair

Types:
report



Names:

Barnes, C. A., Mrs.
Edwards, Violet, Miss
Goodman, William
W., Mrs.

Gray, Ernest A., Jr.
Halliday, Donald
Hanscom, Warren,
Mrs.

Pederson, Robert A.,
Mrs.
Schwarz, David E.
Vogel, Rudolf, Mrs.

Types:

newsletter

photograph

Dates:

June, 1952

Hb. Org 4D2 AAUW (F6)

THE DIRECTOR'S DIARY



Meeting of Whitehall, Michigan, Citizens' Committee.

Every Thursday, residents of Whitehall, Michigan, get their copies of the Whitehall Forum. I've found that subscribers to weekly newspapers usually read every word of them, so that's probably true of the Forum readers. Editor of the Forum is Louis J. Berman, a man I first met at a meeting of the Michigan Educational Policies Committee.

Louis took part recently in a meeting of editors and superintendents, working to find ways and means of insuring that better reporting of school affairs reach the people through their community newspapers.

After that conference, I asked Louis what he, as a weekly editor, considered school news. I thought you'd be as interested as I was in his answer. --

Henry Joy, Jr.

*Regulars live close to their communities. That brings the definite tendency to duck controversial or unpleasant school news, particularly anything tending to bring the school into discredit. We look for:

- *1. Names, 2. Accomplishments, 3. Athletics, 4. Methods, 5. Improvements, 6. Official news, 7. Auxiliary organizations.

*Elementary pupils mostly come under the (1) category. We use names every place we can, even on high test marks, being ill, or Susie's telling the class about a family trip.

*2) mostly concerns high school pupils, debates, scholarships, elections, individual recognition.

*3) Athletics of all sorts, competitive or others, are news.

*4) We're interested in what the classes are doing and how they're doing it. Novel methods by teachers, projects by classes -- they're news to us and our readers.

*5) might be called 'administration' news. This is the principal-superintendent field: hiring of new teachers, expanding curriculum, school additions, and the like.

*6) is the field of school board news. We're interested in all activity of the school board, particularly its thinking. We seek to cover its meetings completely.

*7) is a very broad field in which we lump the class organizations, bot lunch, school clubs, as well as PTA, Band Parents, Citizens Commissions, and every other group interested in the work of the school.

Or, putting it simply, to a weekly what ISN'T school news?

IOWA GOVERNOR'S CONFERENCE

At the invitation of Iowa Governor William S. Beardsley, 250 citizen-delegates attended the two-day Governor's Lay Leadership Conference on Education at the University of Iowa campus on April 29 and 30.

The program, consisting of general sessions, panel discussions and group discussions on the theme, "Better Education for Iowa," was planned by the state-wide Iowa Council for Better Education.

Guest speakers included Commission member Samuel C. Gale, Virgil M. Hancher, President, State University of Iowa, Miss Jessie Parker, Superintendent of Public Instruction, and William G. Carr, Executive-Secretary-elect of the National Education Association.



Iowa Governor William S. Beardsley greets guest speaker Samuel C. Gale at the opening session of the Governor's Lay Leadership Conference on Education.

In a summary of his talk, Commission member Gale said: "Basically the problems and responsibilities concerning our schools rest in each local community. While generally our state constitutions recognize the over-all responsibility of the state for adequate education of its youth, from the very beginning our schools have been largely organized and administered on a local basis. This seems very wise because through putting the responsibility squarely on the shoulders of the citizens in their own community, the closest cooperation of all with the schools becomes doubly necessary. However, the basic over-all responsibility of the state and the increasing number and complexity of today's problems makes coordination of citizen interest and activity on the state level also extremely important."

AVAILABLE FROM OUR CLEARINGHOUSE

- New Growth For An Old School** -- how a bond issue to enlarge a rural school in Ingleside, Illinois, twice defeated, was passed by a campaign that won public trust.
- Meeting Educational Issues on the Home Front** -- Address delivered by Gordon G. Humbert, Superintendent of Lima, Ohio, City Schools. Includes a case history of a successful campaign for a new senior high school.
- Radio as a Medium for Public Relations in El Dorado, Arkansas** -- radio programs give parents a "new look" into their schools.
- Education and Public Information** -- an article by Fred M. Hechinger, education editor of the New York Herald Tribune.

Names:

Beardsley, William S., Governor

Gale, Samuel C.
Hancher, Virgil M.

Hechinger, Fred M.
Humbert, Gordon G.

Parker, Jessie, Miss

Types:

newsletter

photograph



Names:

Brownlee, James F.
Kohler, Walter J.

Larsen, Roy E.
Perlis, Leo

Toy, Henry, Jr.

Types:

newsletter

Hb. 4D2 AAUW
Org (96)

THIS MONTH ... NEW YORK!

14. Buffalo	20. Corning	27. Odessa
15. East Syracuse	21. DeLear	28. Olean
16. Liverpool	22. Delgevillie	29. Oneida
17. East Rochester	23. Ellenville	30. Pearl River
18. Fredonia	24. Gloversville	31. Richfield Springs
19. Clarence	25. Greene	32. Vanhornsiville
	26. Janestown	

The New York State Citizens Committee for the Public Schools, has formulated its immediate objectives for 1958. To help individual communities, the Committee has planned a "self-education" program whereby they will study conditions existing in the public schools today, seek out communities in New York which have programs or systems worthy of emulation, and examine ways in which "communities can and should control the processes of public education." Meanwhile, work is progressing towards obtaining office space and financial support. Violet Edwards is the new executive secretary (see P. 1).

Certainly, the Committee will find a receptive audience in the "Empire State." As of February of this year, New York led the country in the number of citizens' committees with 241. We can't even list them all but here's a brief description of the work a few of them have been doing.

1. Albany: Group formed to help the Board and keep the community informed.
2. Armonk: After successful passage of bond issue, group set up long-range objectives, including curriculum study.
3. Cheesewaun: Studying school enrollment trends and curriculum. Working on statement of "philosophy of education."
4. Dansville: After school survey and canvass of voters, put across bond issue for elementary school.
5. Dewitt: Continuing group, working now on school buildings, equipment and site location.
6. Hyde Park: Present project is to determine ideal number of members for local school board.
7. Mineola: Since 1944, Education Assn. has worked on many projects to increase citizen participation.
8. Mount Kisco: Newly-formed group designed to serve in advisory capacity to Board.
9. Tarrytown: Recent news item announced new central high school and joint Board for Tarrytown and North Tarrytown.
10. Setauket: After community survey, group got new \$700,000 elementary school.
11. East Meadow: Continuing committee now studying philosophy of education, high school curriculum. Population estimate by end of 1958 seven times larger than when committee formed in 1950.
12. Bedford Hills: After community survey and curriculum study, subcommittees looking into all phases of educational program.

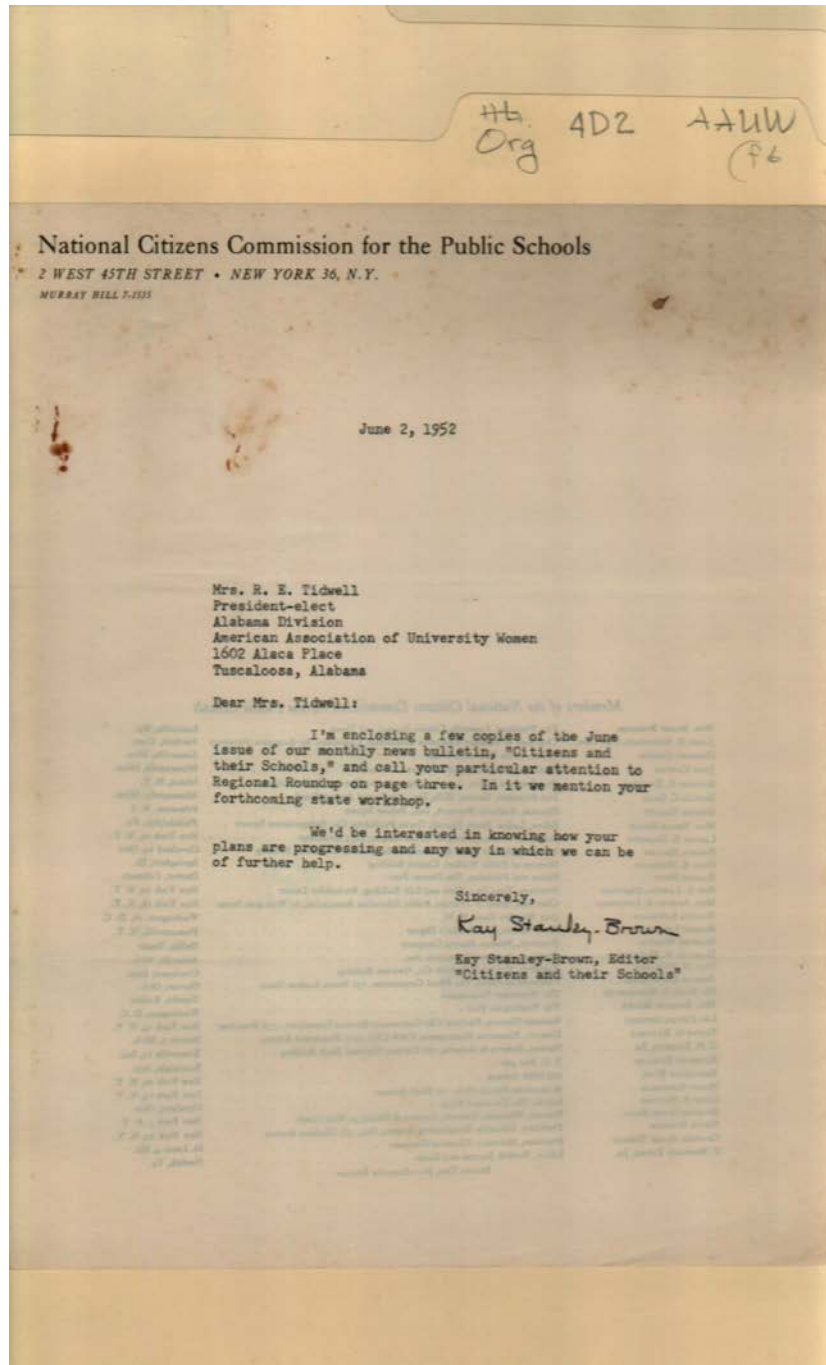
- 4 -

Types:
newsletter

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 99 r04d02-06-000-0108 [Contents](#) [Index](#) [About](#)



Names:

Stanley-Brown, Kay

Tidwell, R. E., Mrs.

Places:

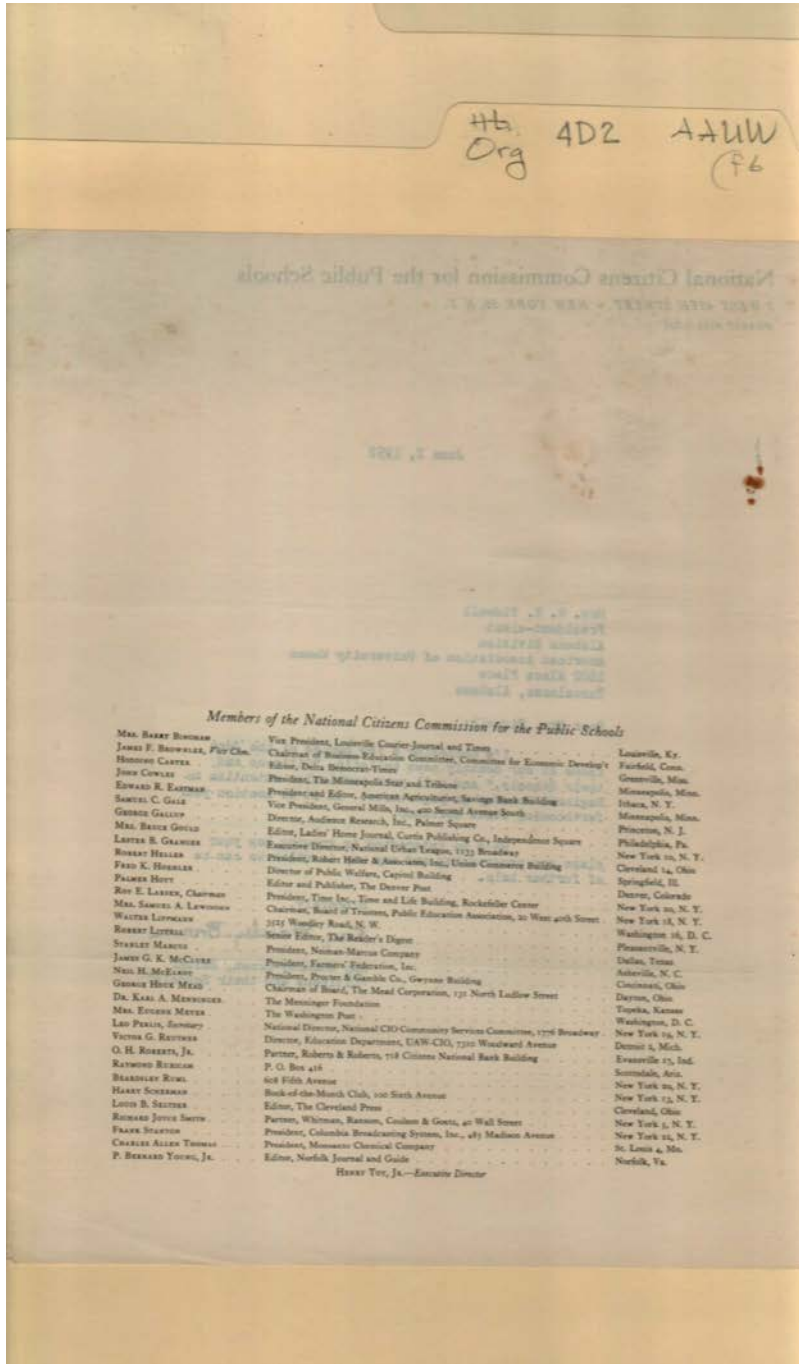
New York, NY

Types:

correspondence

Dates:

June 02, 1952

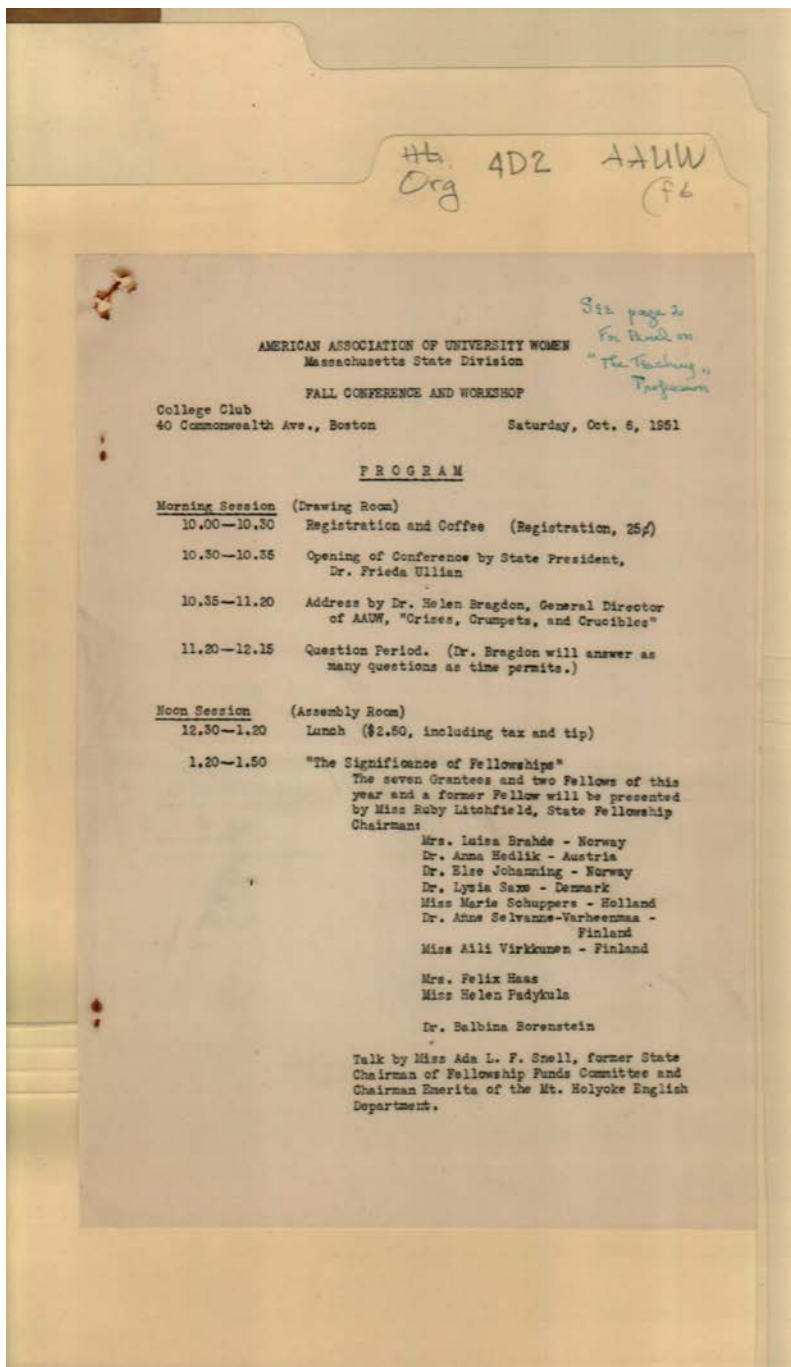


Names:

National Citizens for
Schools

Types:

list



Names:

AAUW
Massachusetts
Division
Borenstein, Balbina,
Dr.
Bragdon, Helen, Dr.

Brahde, Lusia, Mrs.
Haas, Felix, Mrs.
Hedlik, Anna, Dr.
Johanning, Else, Dr.
Litchfield, Ruby,
Miss

Padykula, Helen,
Miss
Saxe, Lysia, Dr.
Schuppers, Marie,
Miss

Selvanne-
Varheenmaa, Anne,
Dr.
Snell, Ada L. F., Miss
Ullian, Frieda, Dr.
Virkkunen, Aili, Miss

Places:

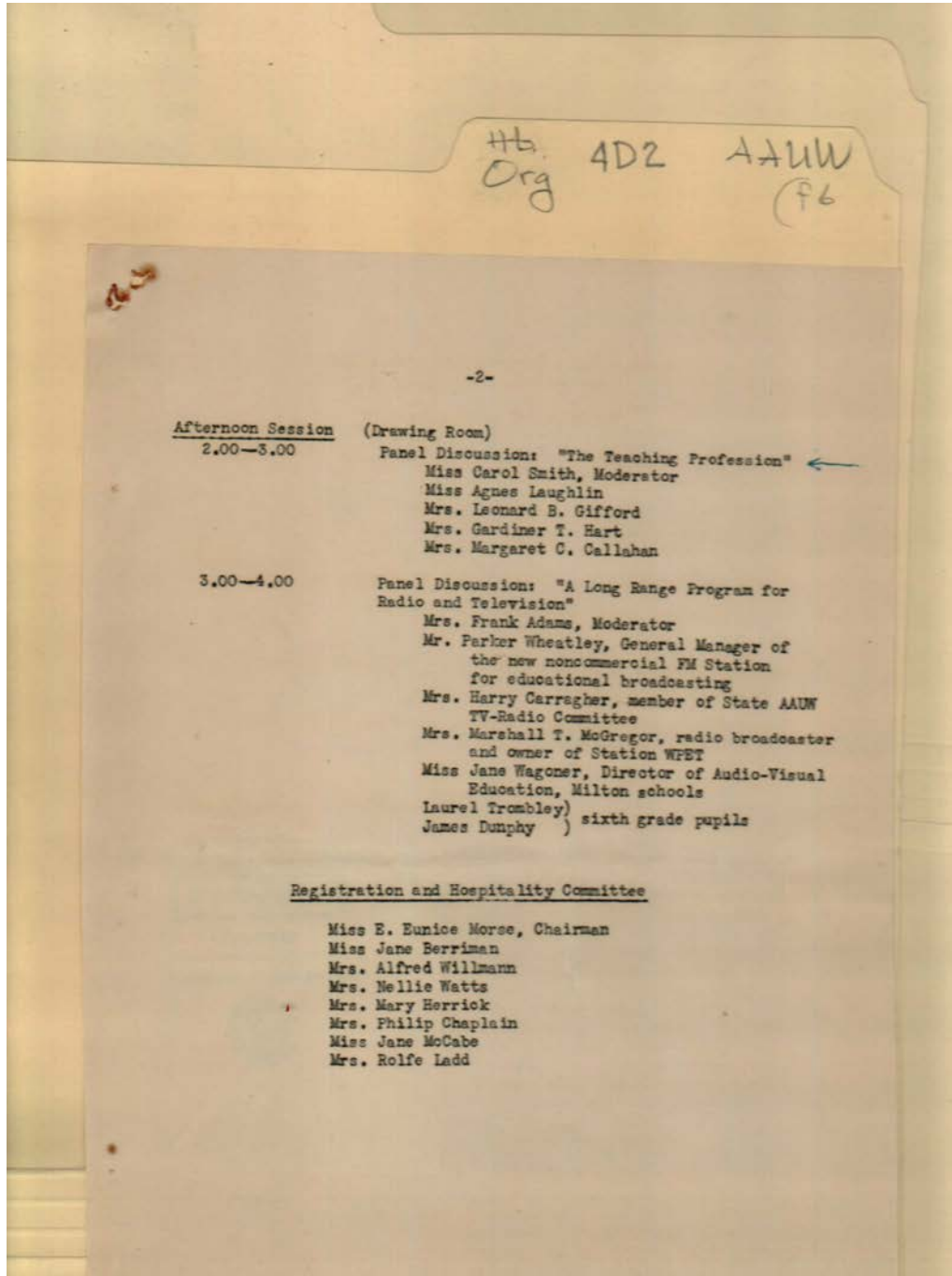
Boston, MA

Types:

program

Dates:

Oct 06, 1951



Names:

Adams, Frank, Mrs.
Berriman, Jane, Miss
Callahan, Margaret
C., Mrs.
Carragher, Harry,
Mrs.
Chaplain, Philip, Mrs.

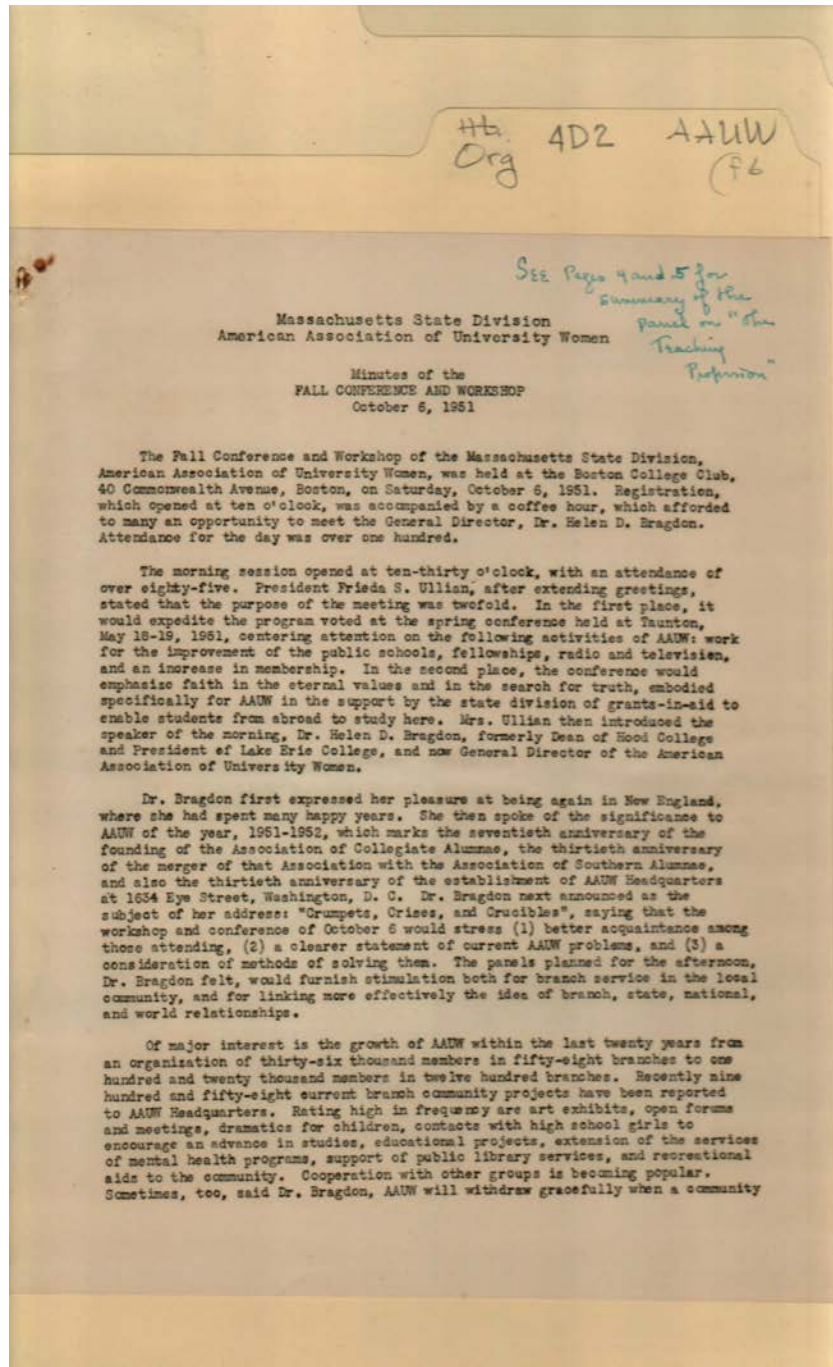
Dunphy, James
Gifford, Leonard B.,
Mrs.
Hart, Gardiner, T.,
Mrs.
Herrick, Mary, Mrs.
Ladd, Rolfe, Mrs.

Laughlin, Agnes,
Miss
McCabe, Jane, Miss
McGregor, Marshall
T., Mrs.
Morse, E. Eunice,
Miss

Smith, Carol, Miss
Trombley, Laurel
Wagoner, Jane, Miss
Watts, Nellie, Mrs.
Wheatley, Parker
Willmann, Alfred,
Mrs.

Types:

program



Names:

AAUW
Massachusetts

Division
Bragdon, Helen, Dr.

Ullian, Frieda, Dr.

Places:

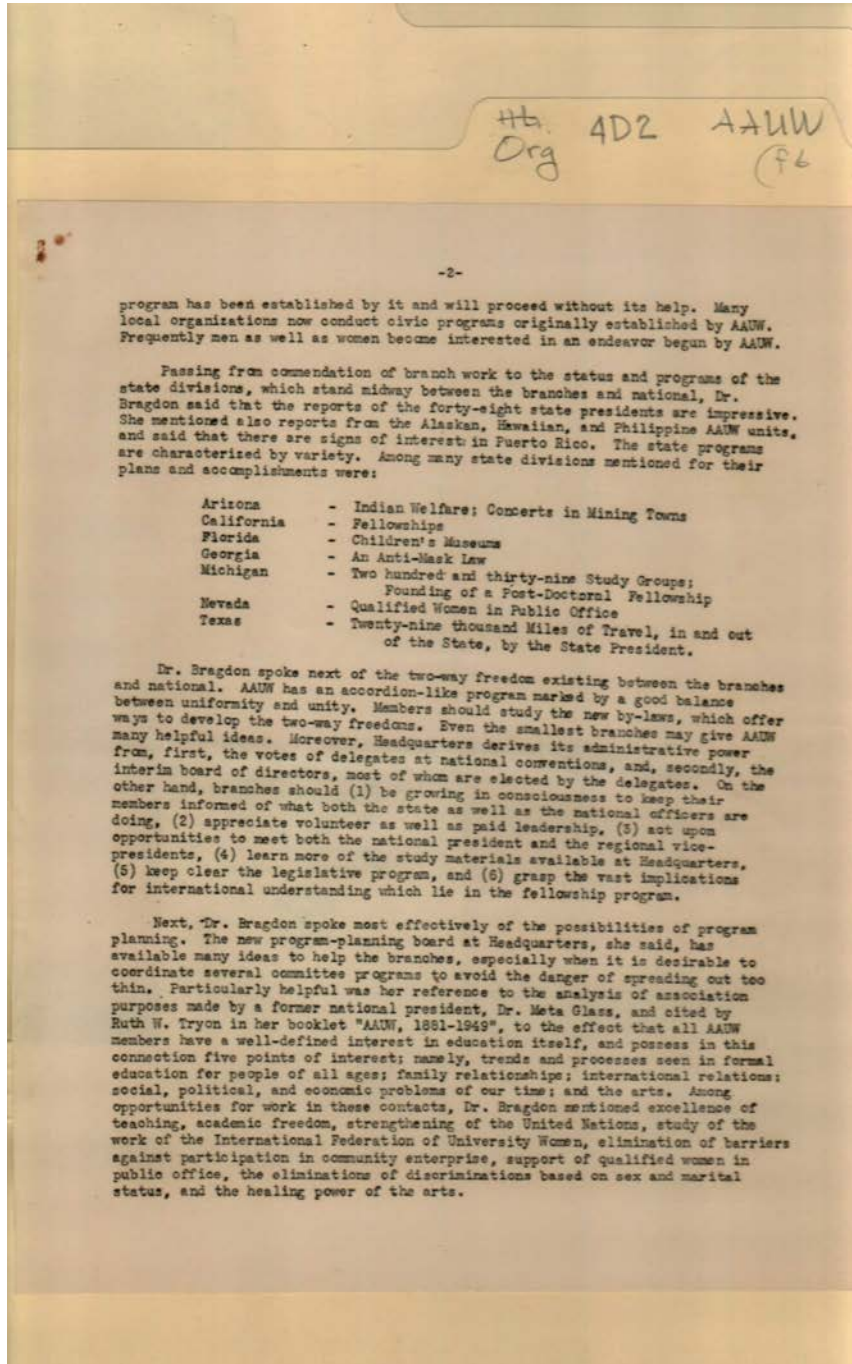
Boston, MA

Types:

minutes

Dates:

Oct 05, 1951



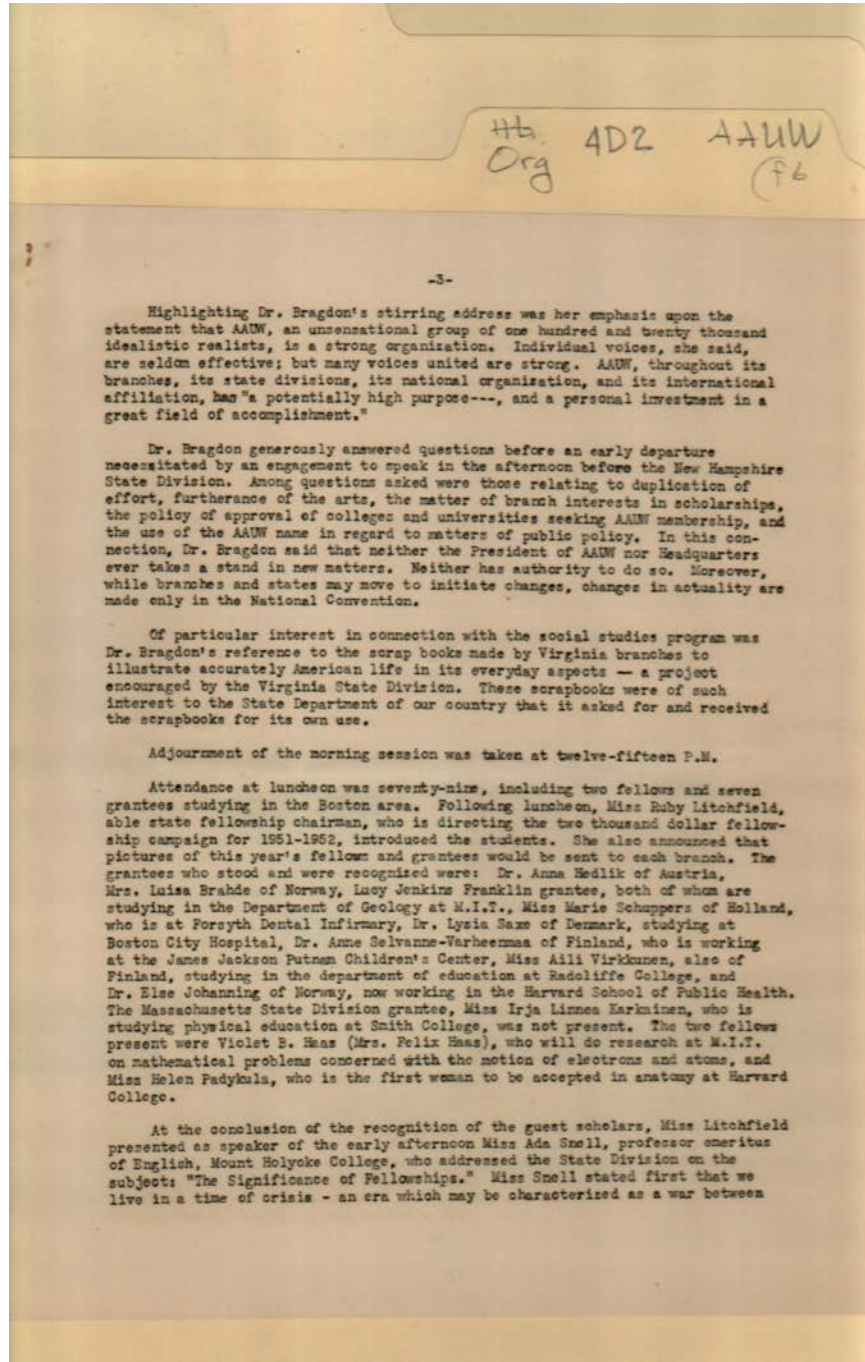
Names:

Bragdon, Helen, Dr.

Glass, Meta, Dr.

Types:

minutes



Names:

Bragdon, Helen, Dr.
Brahde, Lusia, Mrs.
Franklin, Lucy
Jenkins
Haas, Violet B.
Hedlik, Anna, Dr.

Jass, Felix, Mrs.
Johanning, Else, Dr.
Karkainen, Irja
Linnea, Miss
Litchfield, Ruby,
Miss

Padykula, Helen,
Miss
Saxe, Lysia, Dr.
Schuppers, Marie,
Miss

Selvanne-
Varheenmaa, Anne,
Dr.
Snell, Ada L. F., Miss
Virkkunen, Aili, Miss

Types:

minutes

Hb. 4D2 AAUW
Org (96)

-4-

feudalism and extreme individualism, and which expresses itself in immaturity in the field of government. History reveals to us two great crises which in reality dominate the human mind today. The first was the birth of Christ, which added to Greek humanism and Roman law the Christian ethic of worship in spirit and in truth, and which spoke of the peace that passeth understanding. The second crisis came with the concept of modern science, which knows neither morality nor purpose, but taught man to use his creative energy to gain knowledge of the world as it is. Knowledge, unlike the peace of God, does not pass all understanding, but it does have the power to hold together the free men who are battling against the hellish power of the Kremlin. By this devotion to the pursuit of truth, we may in some measure become worthy of the lives our men are giving up in battle. This is the significance of fellowships today: they make possible the creation of a new world, in which our vital energies may bring us ever close to the truth.

The afternoon session was called to order by President Ullian at two twenty-five o'clock. Mrs. Ullian announced that Mrs. Ben Lewis, state chairman of education, had arranged the first panel of the afternoon program. Miss Carol Smith of the Boston Branch, Dean of Girls at Cambridge High and Latin School, served as moderator. The speakers were Mrs. Leonard B. Gifford of the North Shore Branch, a supervisor of an elementary school, Miss Margaret C. Callahan of the Worcester Branch, AAUW, guidance teacher and adviser at the Providence Street Junior High School, Worcester, and Miss Agnes Laughlin, a member of the Taunton Branch, and a former branch president, and a teacher of English at Taunton High School. A fourth speaker, Mrs. Gardner T. Hart of Fall River, was unable to be present.

→ The subject of the panel was "Some of the Problems of the Teaching Profession as They Relate to the Community." Mrs. Gifford chose for her topic "The Community and Adequate School Housing Problems." She called to the attention of the State Division the program of the Association of Childhood Educational International, and the booklet "Evaluation of School Buildings" prepared by the New England Development Council. She stressed the need of space for children to work, play, and associate in a cooperative effort in a full school day, whereas in many cases in Massachusetts they attend on a two-platoon system a school where forty children are assigned to a room planned for twenty-five, where kindergarten may be conducted in an auditorium, the teachers' room is used for remedial work, clinics are conducted in rooms with no outside ventilation, and sick pupils are placed anywhere. Many school buildings are so constructed that large wells of space increase fire hazards. Too many of these elementary schools exist in Massachusetts in contrast to schools for the children of American military personnel in Germany. Some of the latter, in addition to being well-staffed, have libraries, assembly halls, book cases filled with books, swings, swimming pools, and hot lunches. Teachers in antiquated buildings, said Mrs. Gifford, can keep schools, but they cannot teach. She urged AAUW to study local finances, and get the public schools up where they belong.

The second speaker was Miss Margaret C. Callahan, who took "Guidance" for her subject. Miss Callahan's course at Providence St. Junior High School, Worcester, is called "Orientation to School, Self, Work." Her work comprises direction toward a wise choice of occupations, the correcting of wrong attitudes, testing for aptitudes and achievements, wise class scheduling for students with

Names:

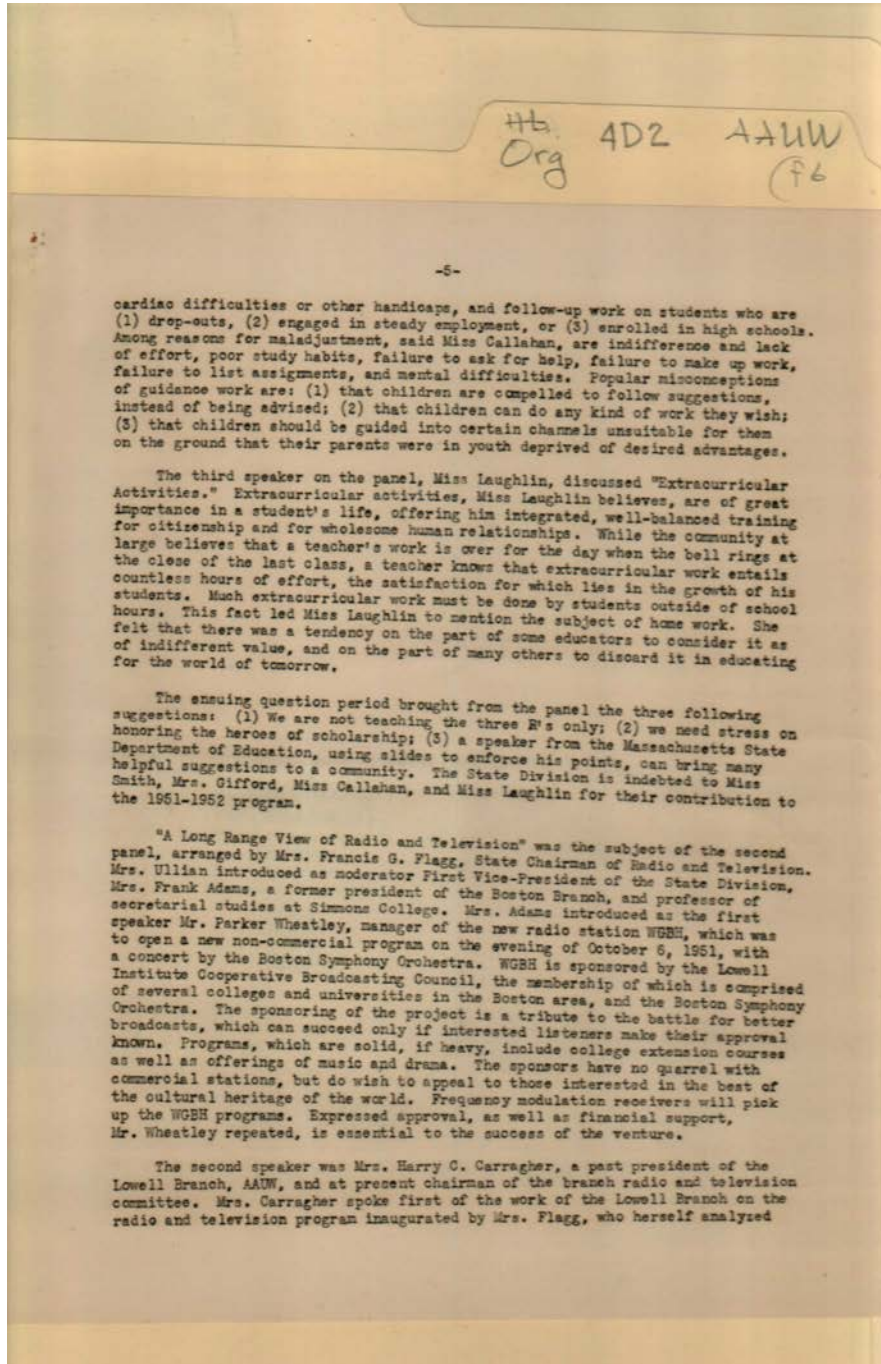
Callahan, Margaret
C., Mrs.
Gifford, Leonard B.,
Mrs.

Hart, Gardiner, T.,
Mrs.
Laughlin, Agnes,
Miss

Lewis, Ben, Mrs.
Smith, Carol, Miss
Ullian, Frieda, Dr.

Types:

minutes



Names:

Adams, Frank, Mrs.
Callahan, Margaret
C., Mrs.

Carragher, Harry,
Mrs.
Flagg, Francis G.,
Mrs.

Gifford, Leonard B.,
Mrs.
Laughlin, Agnes,
Miss

Wheatley, Parker

Types:

minutes

Hb. 4D2 AAUW
Org (f6)

-6-

and passed on branch findings to the Federal Communications Commission. Lowell first organized a listening group of ten members, comprised of four teachers and six married members, who reported on forty hours of listening. Interest in the project has spread until now the entire advisory board is in the listening group. Lowell has made a survey in the public schools, has collected newspaper items, and now is arranging a PTA panel. Like Mr. Wheatley, Mrs. Carragher stressed the influence of listening groups, especially those who commend features they enjoy. She also paid a tribute to Mrs. Flagg's work, both in preparing a clearing house for school use and a list of programs desired for children, and in carrying on a nation-wide correspondence. She also reviewed the five-point program of the state committee, which is described in the report of the state board meeting held on August 17, 1951 and which appeared in the State News Letter.

Speaking next on the panel was Miss Jane C. Wagoner, audio-visual director of the Milton public schools. Miss Wagoner had brought with her two sixth grade pupils, James Dumphy and Laura Trombley. Miss Wagoner's subject was "Television at Home and Its Possibilities." She stated that after observing a poor response to visual aid education programs in classrooms, she had made a study of children's viewing habits at home. In response to questions, Laura and James stated that they followed to some extent both radio and television programs at home, and that their parents viewed and listened to the programs with them. The children followed the programs from one to two hours daily. Laura mentioned "Living Wonders" as being of interest, and James mentioned "The Lone Ranger." Both said that while they liked to read, they were losing interest in comic books. Laura liked "My Book House", and James favored "Call of the Wild", and Zane Grey's stories. Neither used in school compositions ideas gained from audio-visual aids observed at home, and both said they were growing tired of the programs. Both children mentioned doing a little homework.

Miss Wagoner said that there was a tendency for tastes in audio-visual programs to level off at the eighth grade. She also stated that children are more discriminating than parents. The level of all programs, she added, should rise.

The concluding speaker was Mrs. Marshall I. McGregor, Taunton Branch chairman of radio and television, and part-owner of Station WFET. Mrs. McGregor felt that radio is one of the finest means of education, although programs need not necessarily be labelled educational. She felt that Station WFET is definitely serving the community. Among programs indirectly educational are: (1) the news, with its emphasis on matters of local interest; (2) the broadcast of municipal council meetings; (3) a program entitled "mystery voice", calling for identification of the owner by his choice of diction (a vocabulary builder); and (4) religious programs, including both high noon devotions and the broadcasts of Sunday services.

The State Division through Mrs. Ullian expressed its appreciation of the contributions made by each member of the panel to a topic of such significance to education as is the subject of radio and television programs. Miss Mabelle Blake, President of the Boston Branch, announced a series of lectures on radio and television to be sponsored this winter by the Junior League at Zero Marlborough Street.

President Ullian declared the meeting adjourned at four-forty o'clock.

Respectfully submitted,
Elizabeth A. Clark, Recording Secretary

Names:

Blake, Mabelle, Miss
Carragher, Harry,
Mrs.
Clark, Elizabeth A.

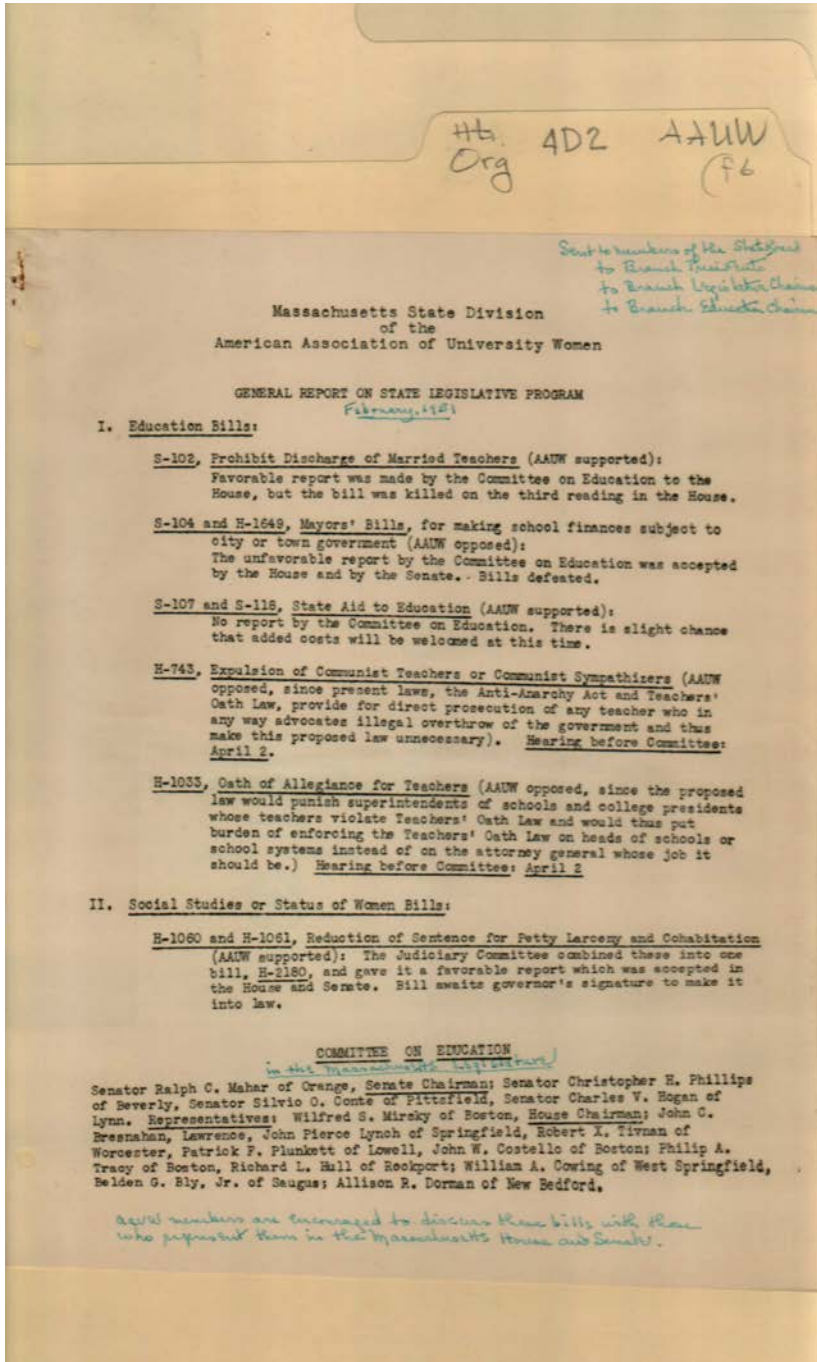
Dumphy, James
Flagg, Francis G.,
Mrs.

McGregor, Marshall
T., Mrs.
Trombley, Laura
Ullian, Frieda, Dr.

Wagoner, Jane, Miss
Wheatley, Parker

Types:

minutes



Names:

Bly, Belden G., Jr.
Bresnahan, John C.
Conte, Silvio O.
Costello, John W.
Cowing, Willilam A.

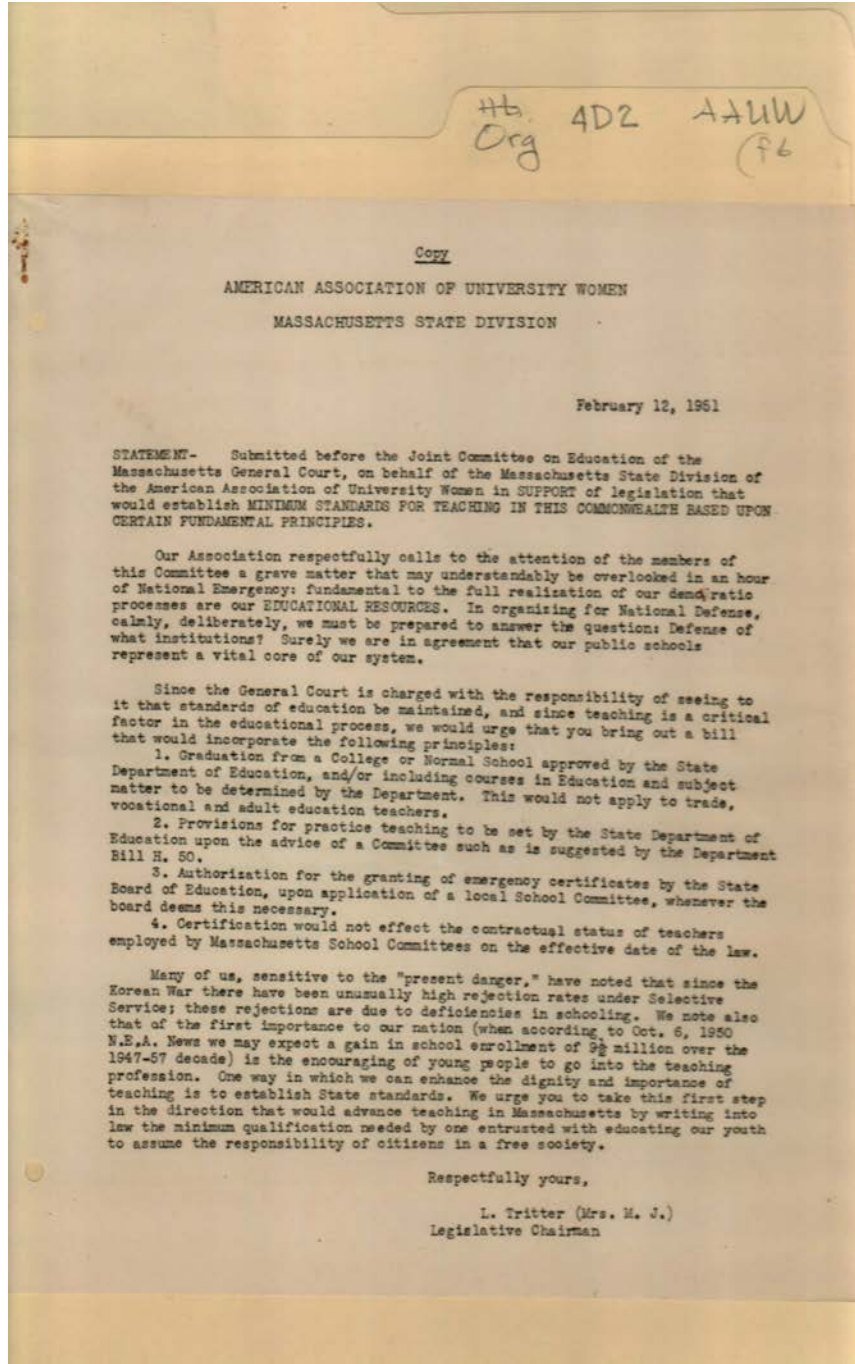
Dorman, Allison R.
Hogan, Charles V.
Hull, Richard L.
Lynch, John Pierce
Mahar, Ralph C.

Mirsky, Wilfred S.
Phillips, Christopher
H.
Plunkett, Patrick F.
Tivnan, Robert X.

Tracy, Philip A.

Types:

report



Names:

Tritter, L.

Tritter, M. J., Mrs.

Places:

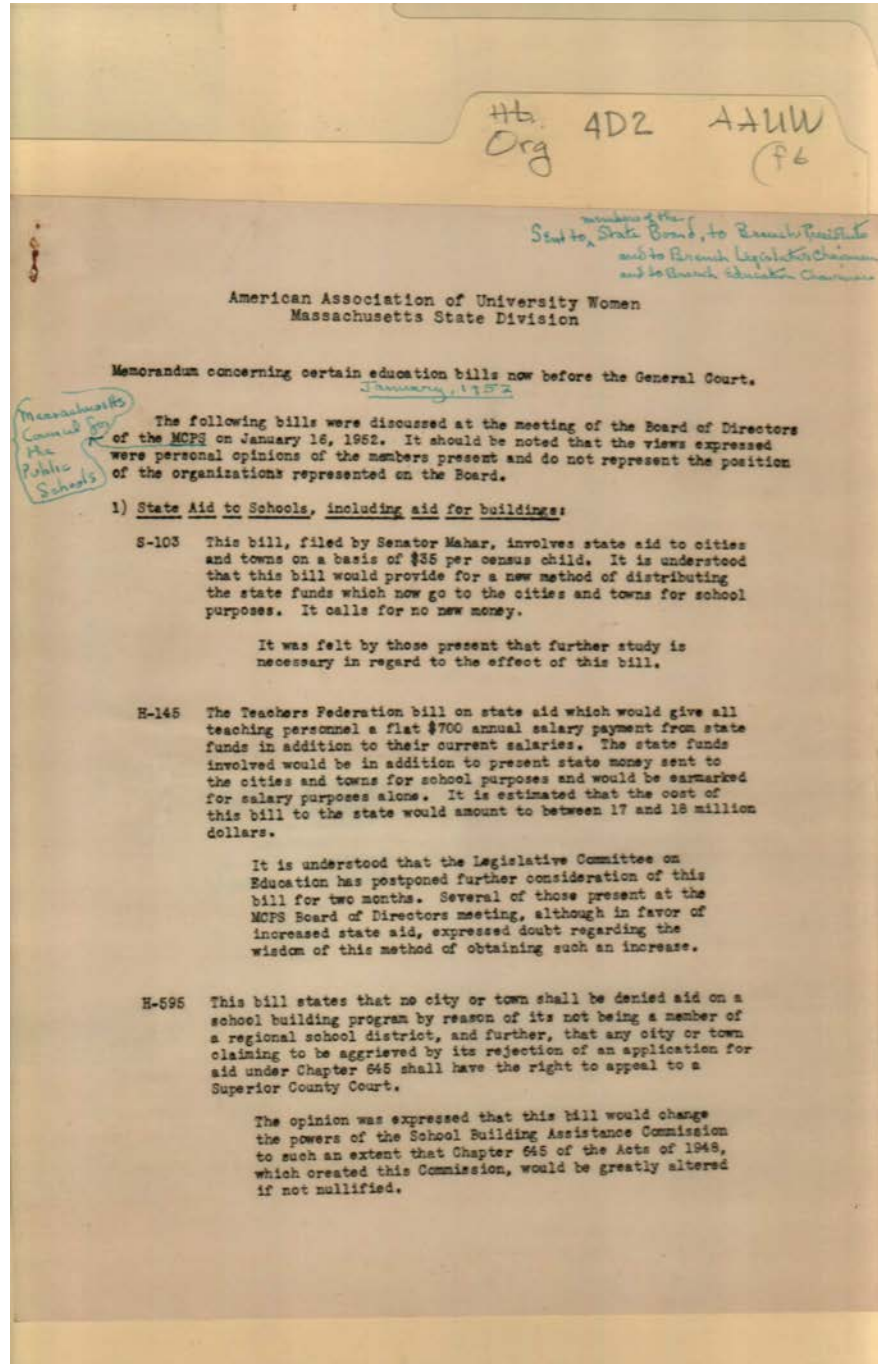
Boston, MA

Types:

report

Dates:

Feb 12, 1951

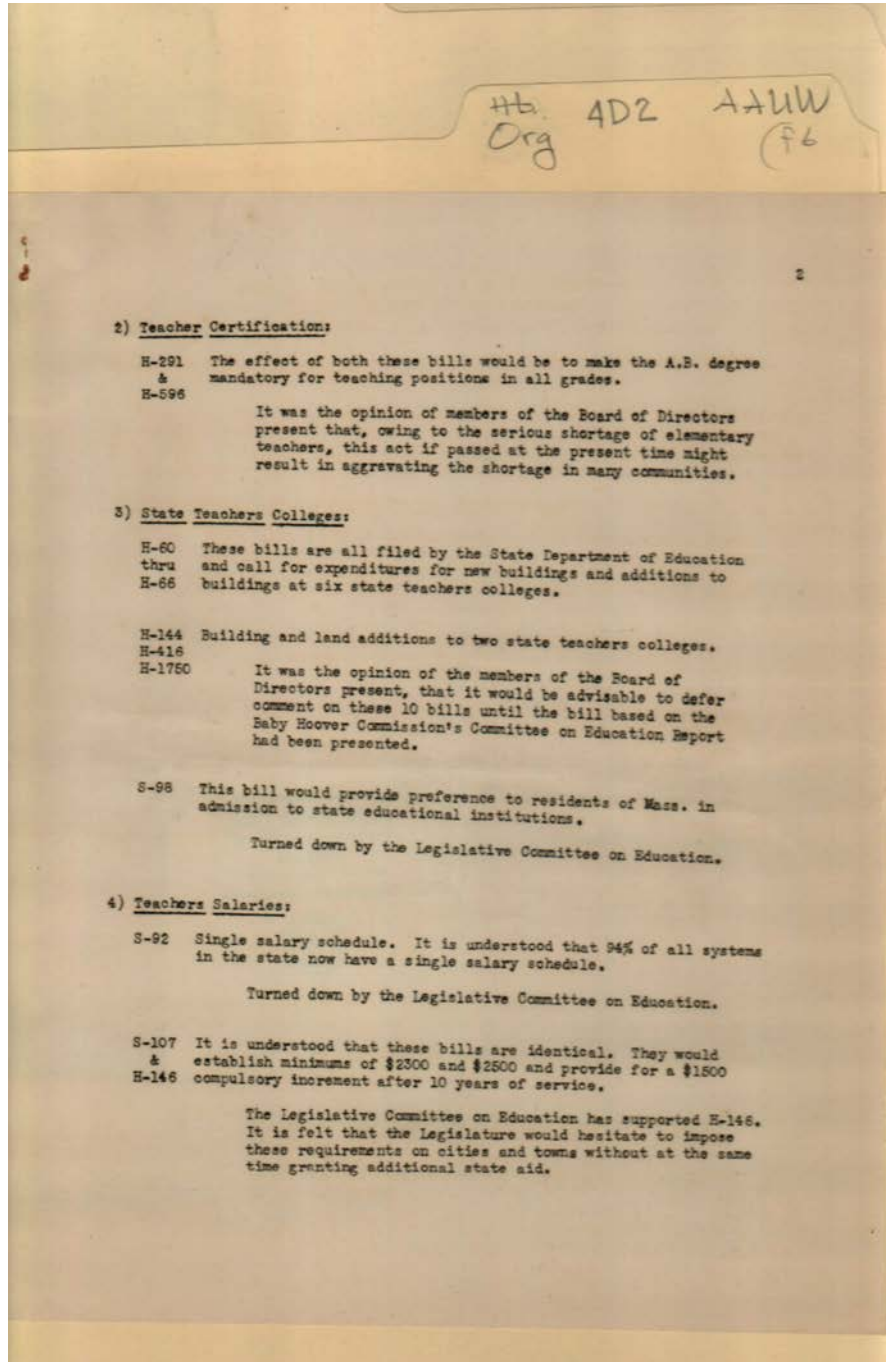


Names:

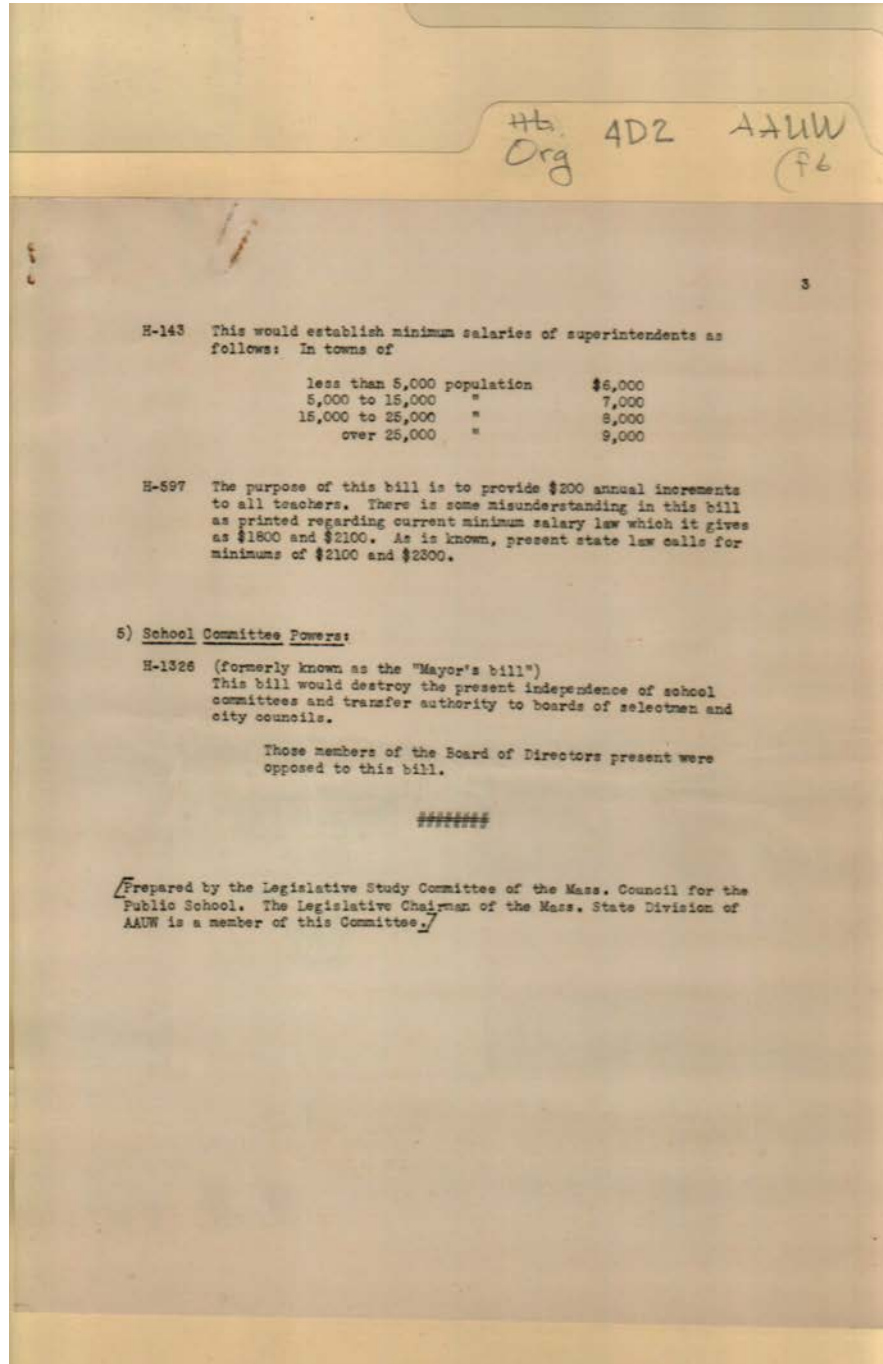
Mahar, Ralph C.

Types:

report



Types:
report

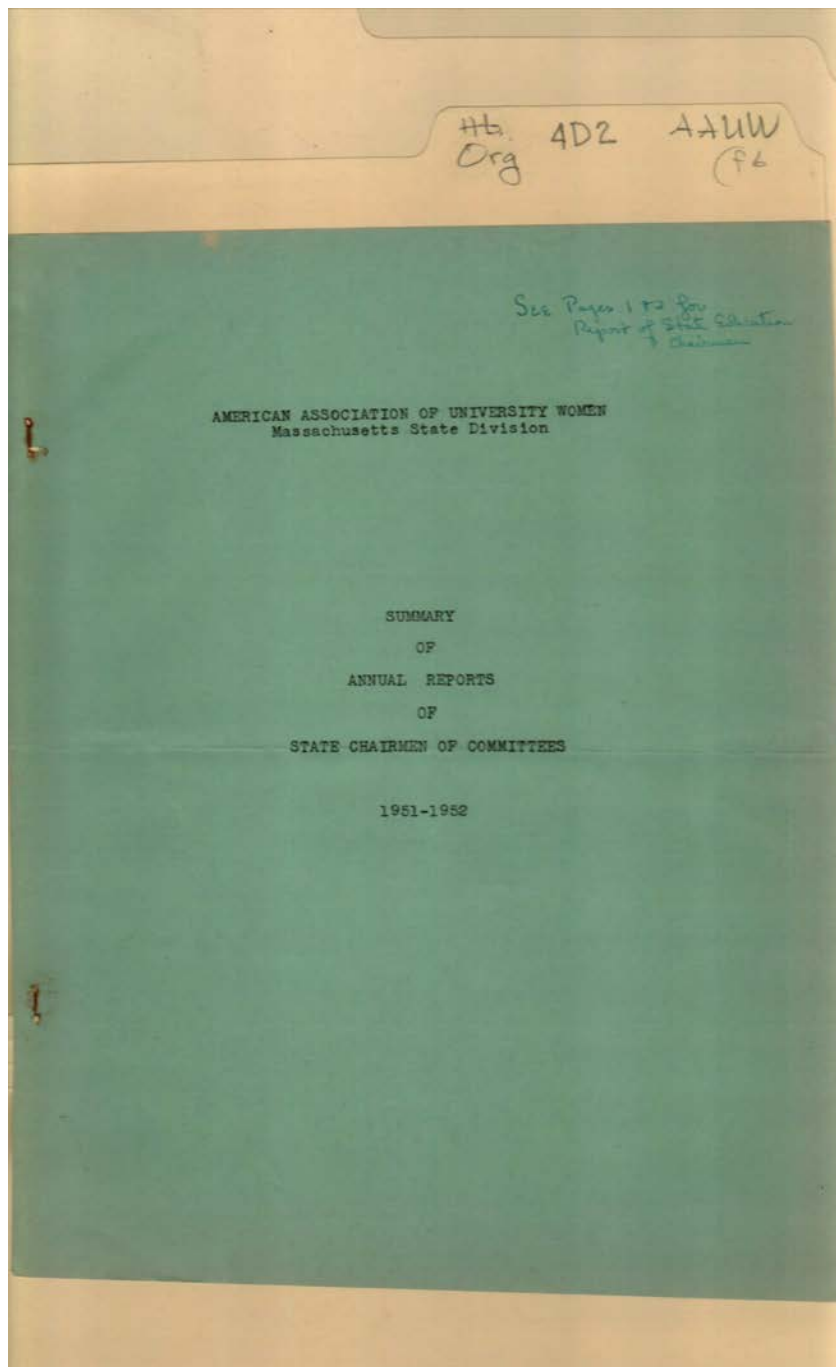


Types:
report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

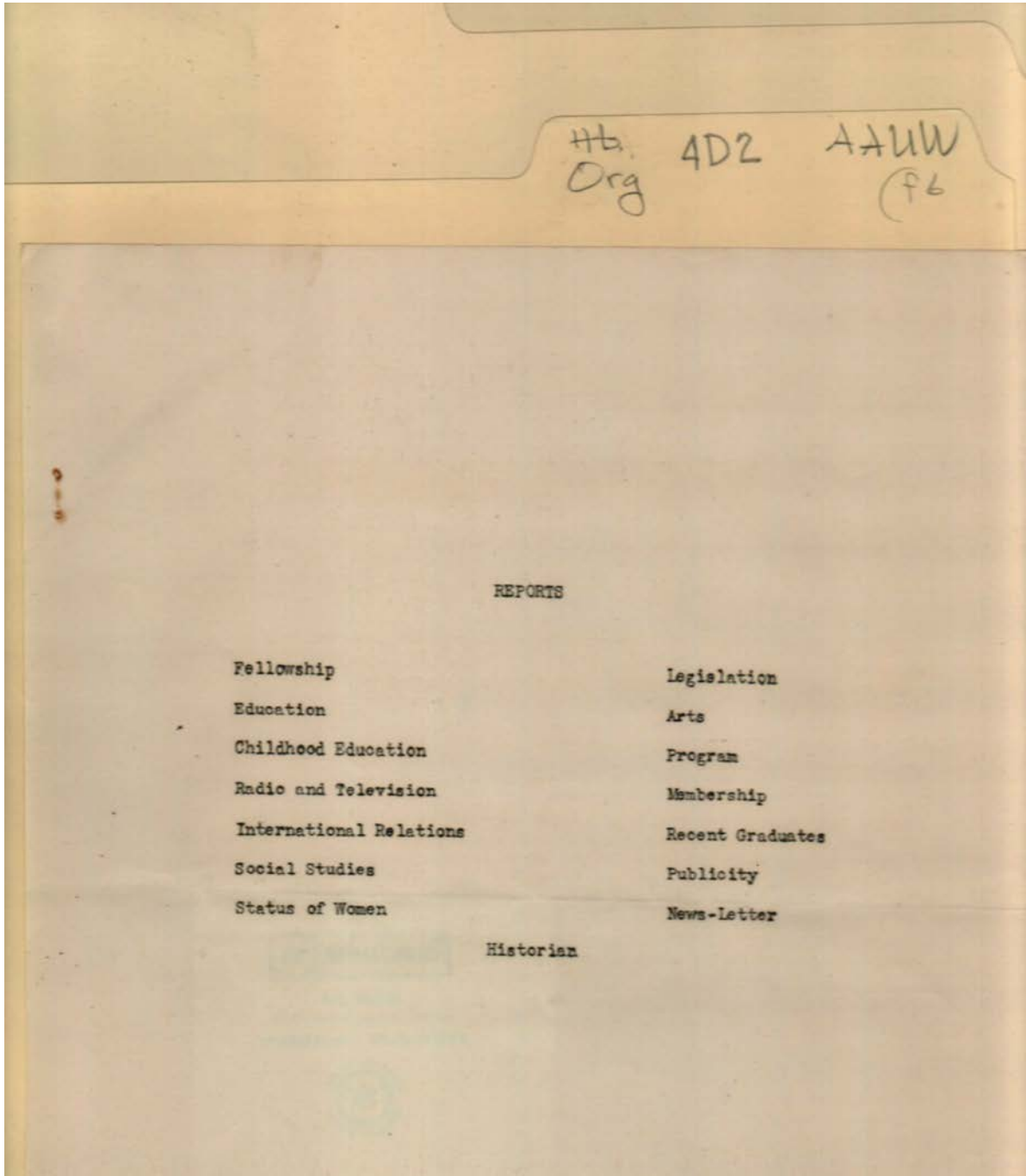
American Association of University Women (AAUW) (5 of 8)

Image 114 r04d02-06-000-0123 [Contents](#) [Index](#) [About](#)

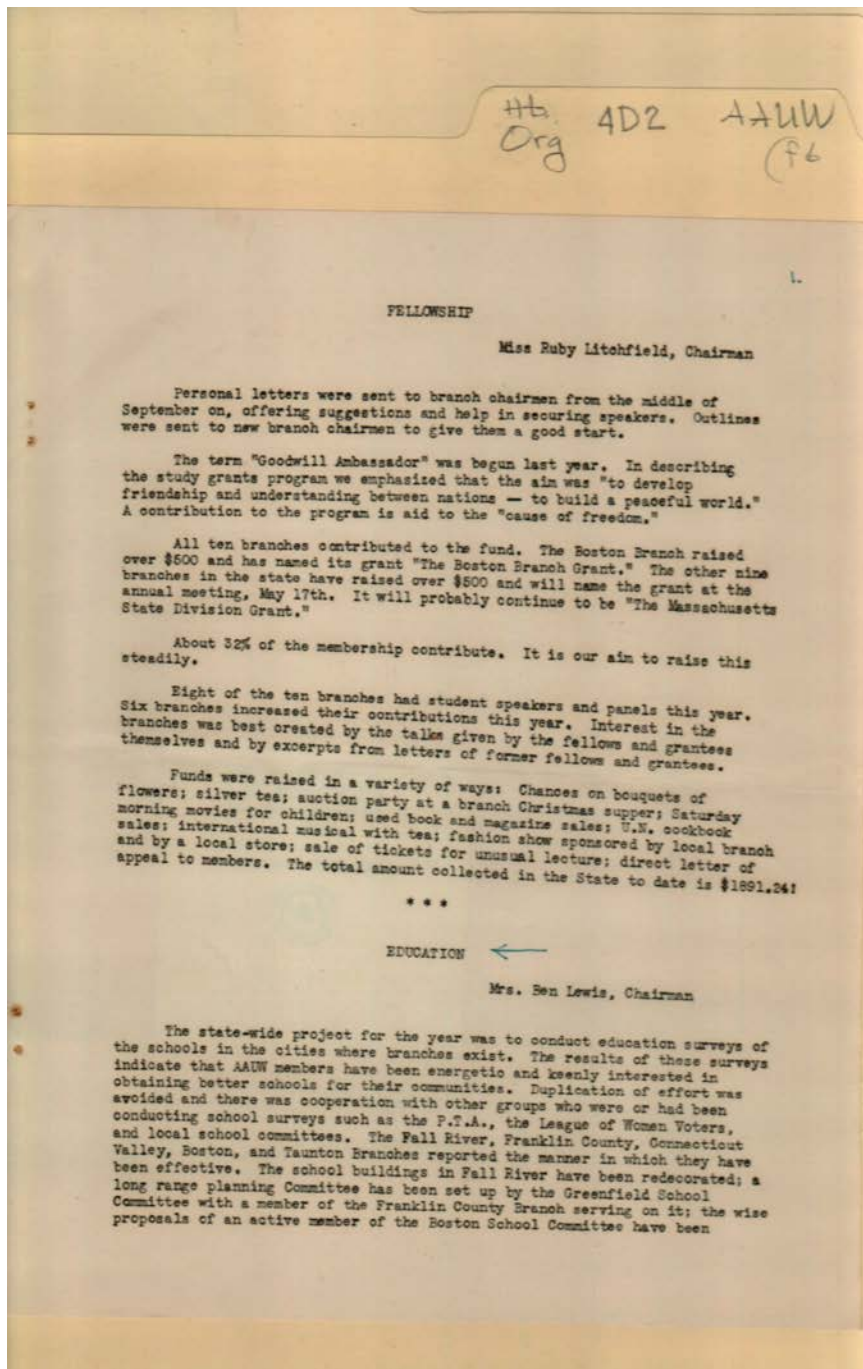


Types:
report

Dates:
1951-1952



Types:
report



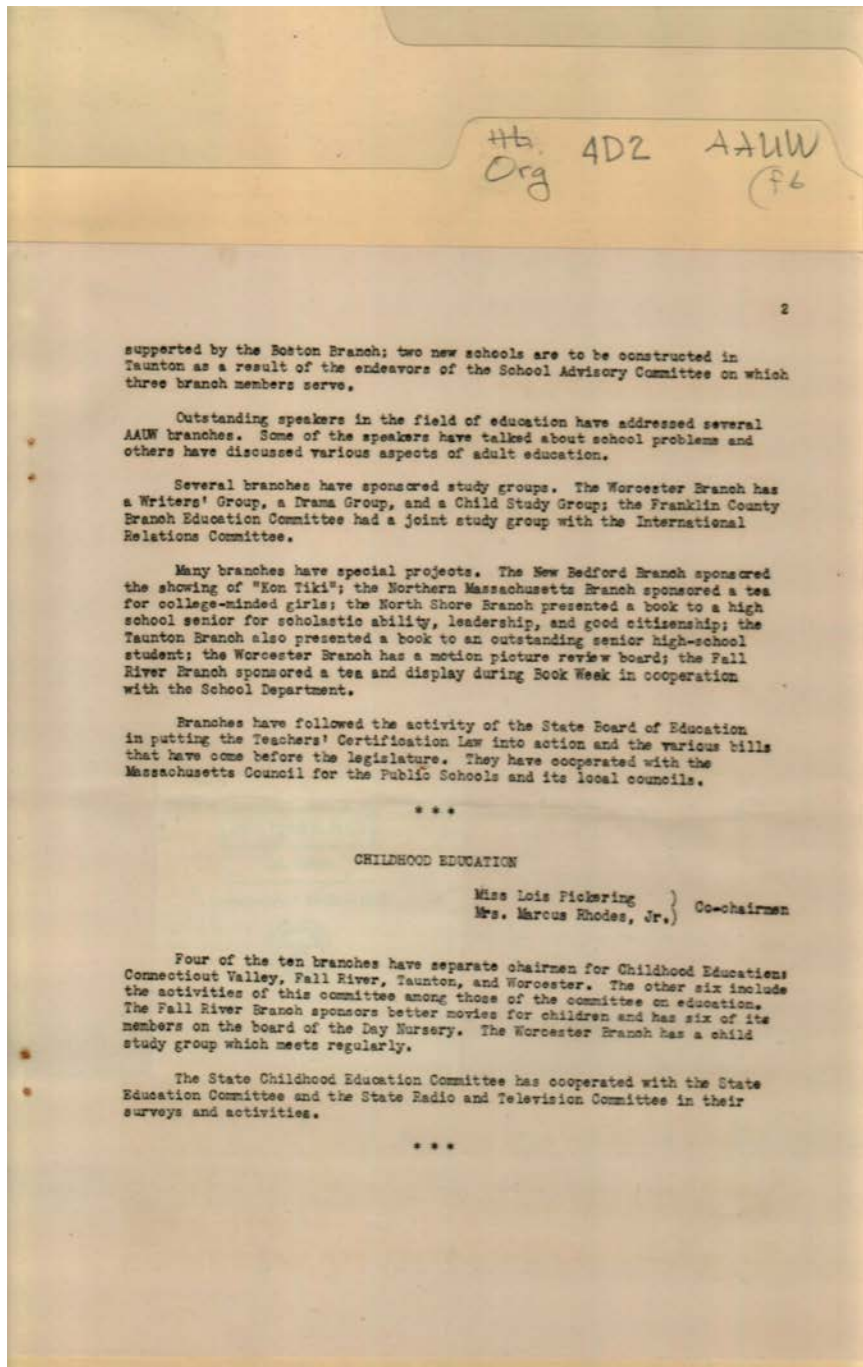
Names:

Lewis, Ben, Mrs.

Litchfield, Ruby,
Miss

Types:

report



Names:

Pickering, Lois, Miss

Rhodes, Marcus, Jr.,
Mrs.

Types:

report

Hb
Org 4D2 AAUW
(96)

RADIO AND TELEVISION

Mrs. Francis Flagg, Chairman

AAUW has been the spark plug for TV-Radio surveys and "listening" groups. As a result there have been many helpful newspaper articles, radio programs, and panel discussions not only by AAUW, but by PTA and other groups.

Out of the year's work there grew interviews with broadcasters, TV managers and sponsors, librarians, and government officials. Also, there was direct contact with Freida Hennock of the FCC in Washington.

Eleven newspapers have carried feature articles about AAUW's TV-Radio work in local communities; for example, the "Lowell Sun."

PTA meetings have been held in fourteen schools to discuss effect of TV on children.

Reports of the Mass. TV project were sent to TV chairmen in sixteen other states.

Criteria for standards were sent to the Listening Groups. In January, 1962, these groups reported as follows:

- 80% of TV time was for sports
- 5% " " " " religion and public events
- 10% " " " " children's programs (mostly westerns)
- 11% " " " " women's programs, such as cooking or shopping
- 28% " " " " adult drama and "soap" opera
- 12% " " " " news
- 4% " " " " weather
- 0% " " " " fine arts

During the past year, seven of the ten branches reported activity. Some branches conducted surveys, as Fall River, Worcester, and North Shore; some branches organized listening groups, as did Lowell; some branches had speakers at meetings, as did Boston; some branches put on radio broadcasts, as did Lowell, Worcester, and Fall River; some branch chairmen made public reports on their findings, as did the North Shore and Lowell chairmen; some branches cooperated with other groups, as did Northern Massachusetts.

That the branch TV-Radio chairmen have shown a fine understanding of the problems involved may be seen by some of their statements. The Lowell chairman states that "training in recognizing propaganda would be a fine program in AAUW next year." The North Shore chairman says: "Teachers may guide, discuss, suggest, but if parents fail to supervise viewing at home, work for better educational programs is to no avail."

Summaries of the reports sent in by branches concerning the programs which are viewed or listened to have been circulated among the branches earlier in the year.

As stated above, surveys were made not only by AAUW branches, but by others who were drawn into the work. In Springfield, the chairman of the

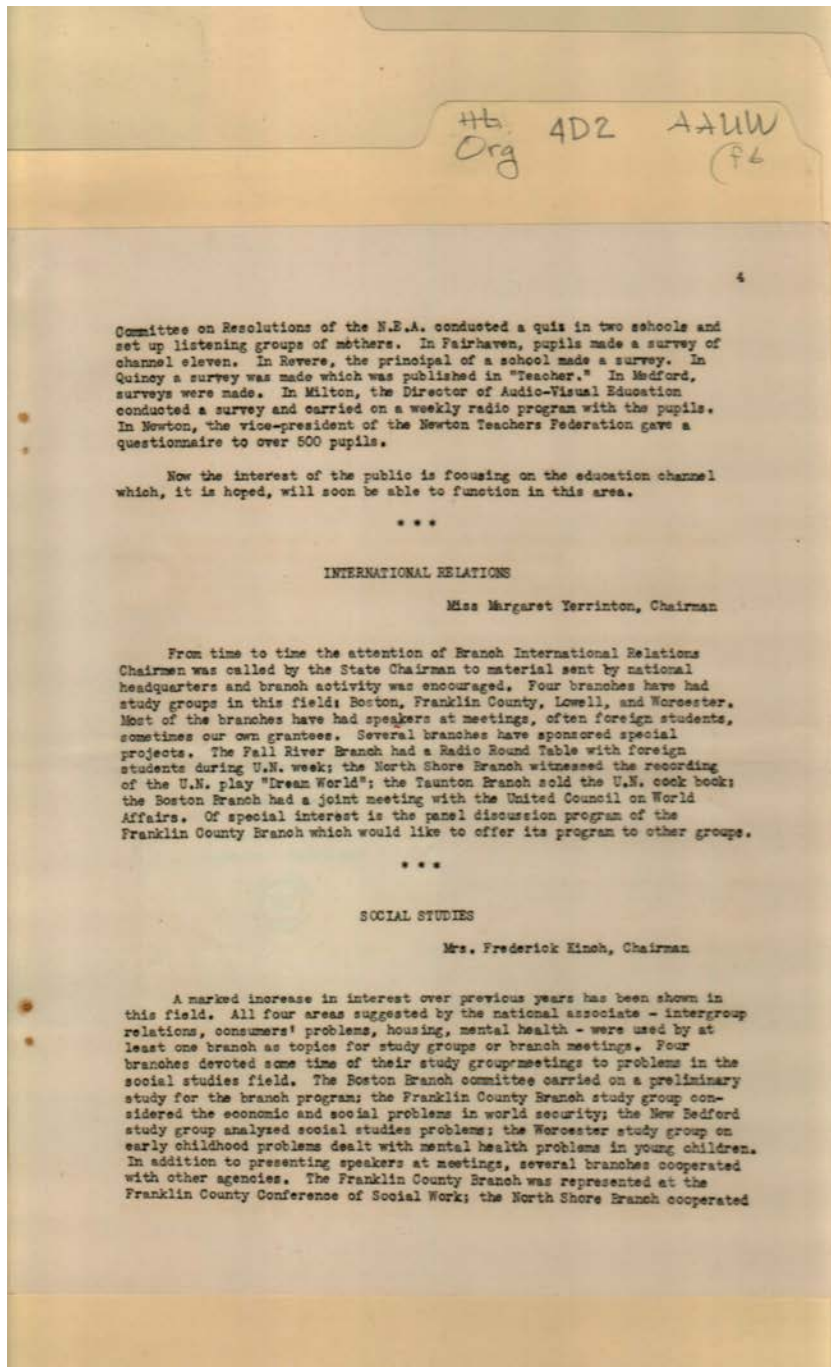
Names:

Flagg, Francis G.,
Mrs.

Hennock, Freida

Types:

report



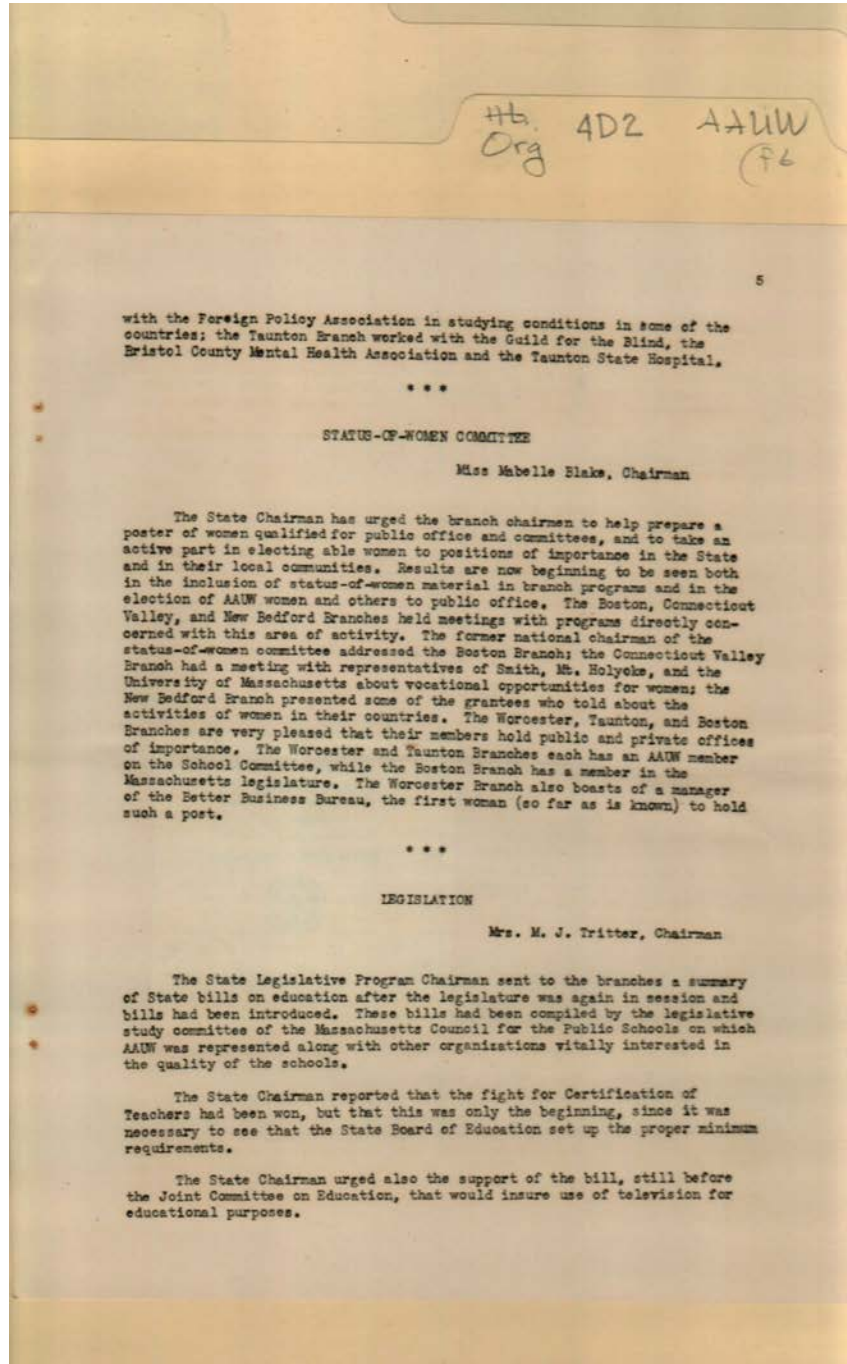
Names:

Kinch, Frederick,
Mrs.

Yerrinton, Margaret,
Miss

Types:

report



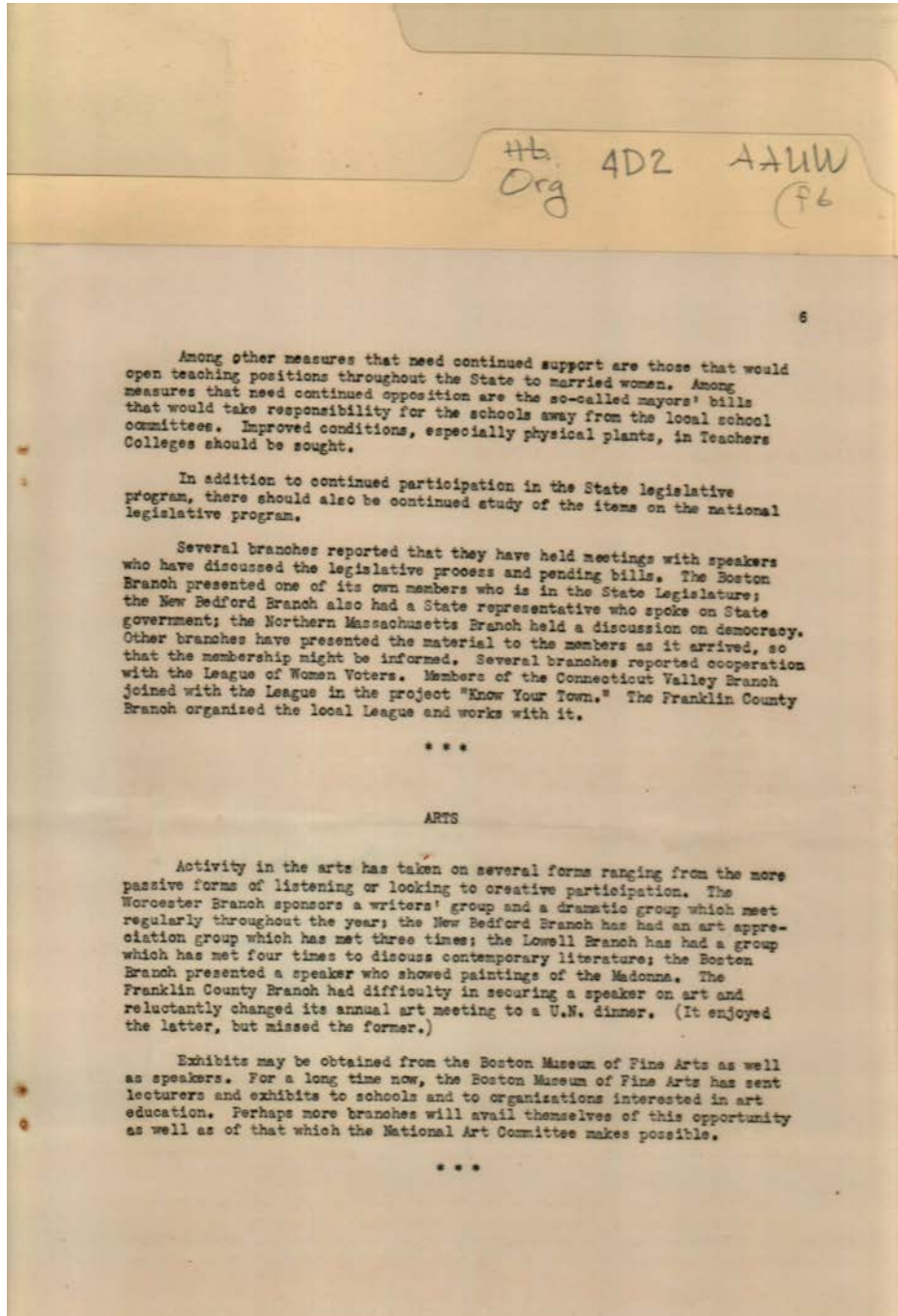
Names:

Blake, Mabelle, Miss

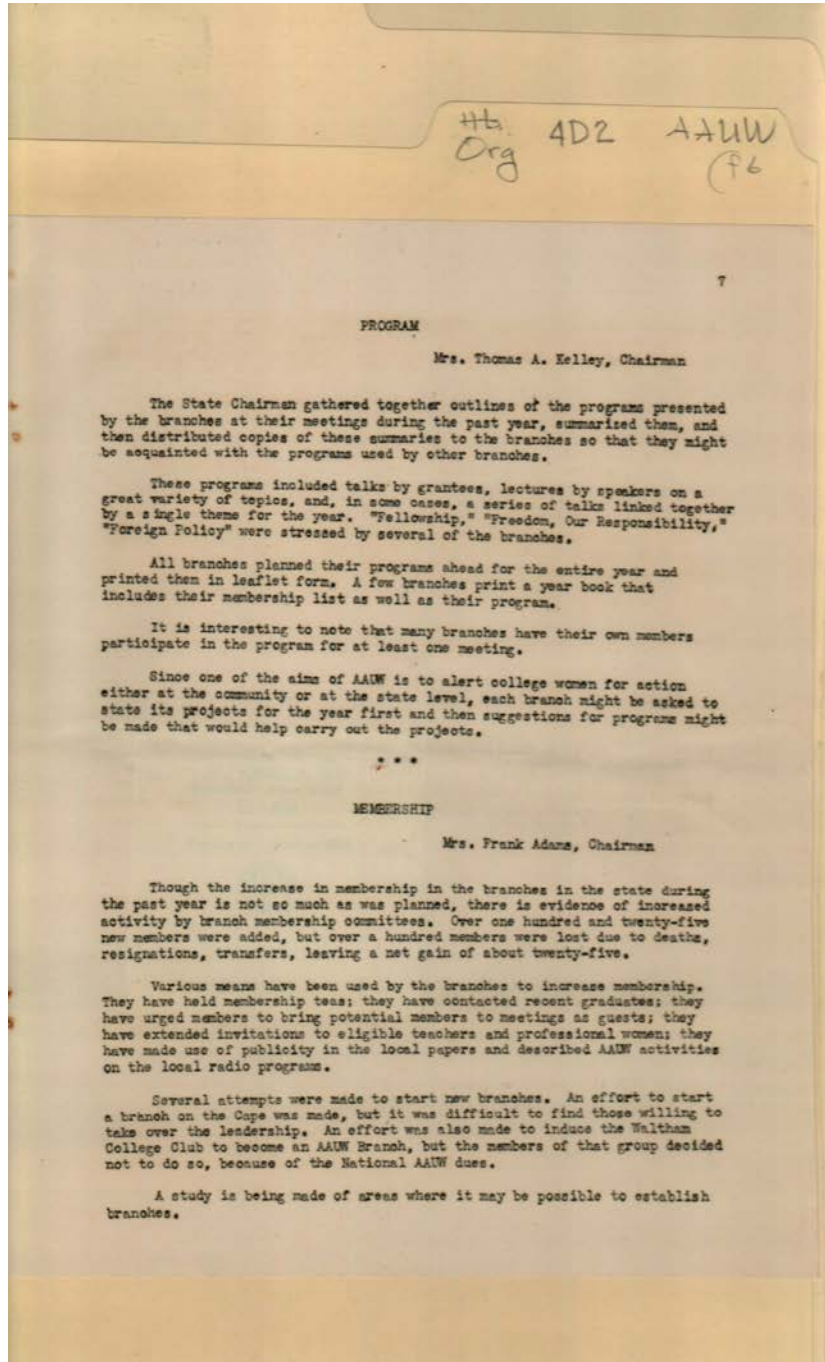
Tritter, M. J., Mrs.

Types:

report



Types:
report



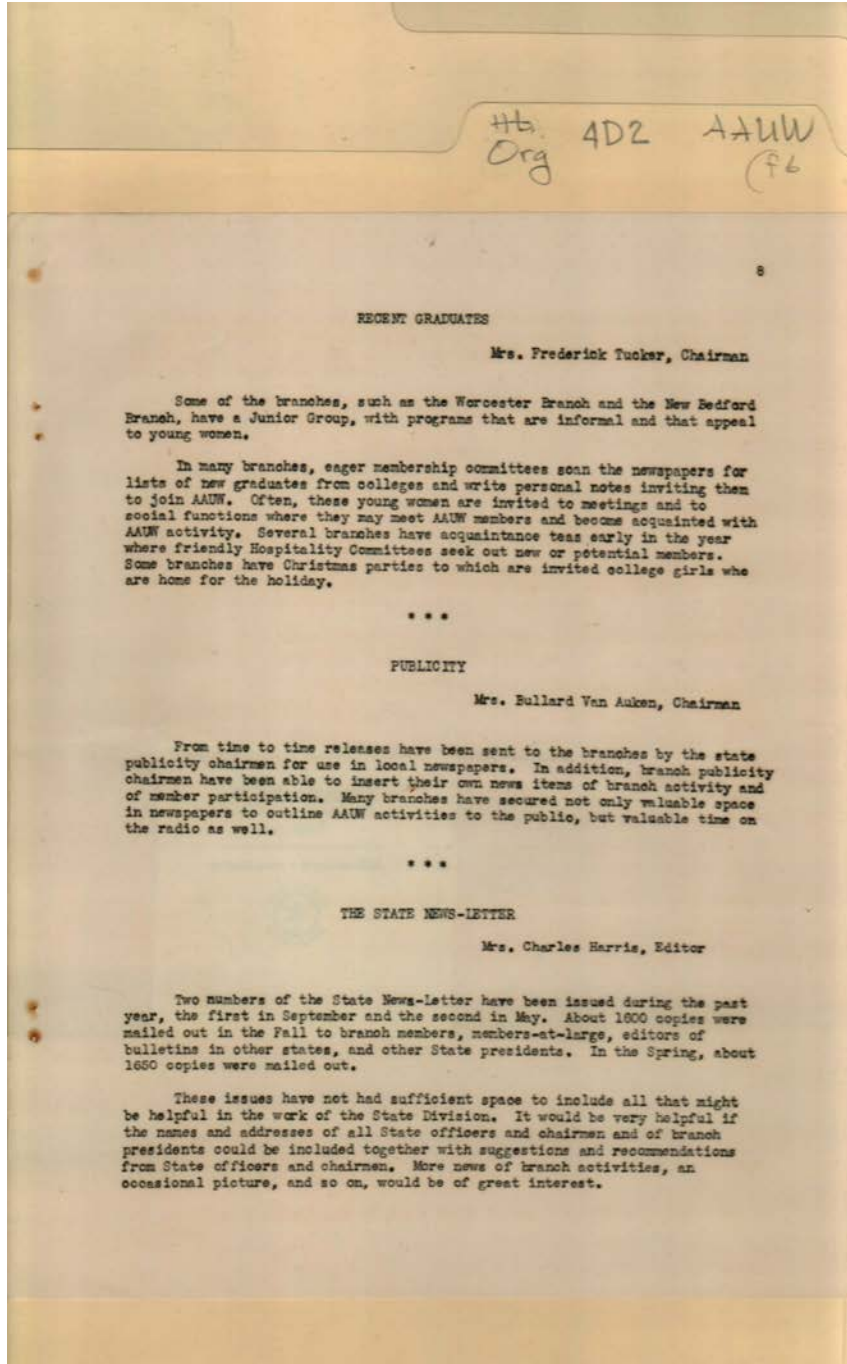
Names:

Adams, Frank, Mrs.

Kelley, Thomas A.,
Mrs.

Types:

report



Names:

Harris, Charles, Mrs.

Tucker, Frederick,
Mrs.

Van Auken, Bullard,
Mrs.

Types:

report

Hb. 4D2 AAUW
Org (F6)

9

During the summer an investigation will be carried on into other possible methods of reproducing our copy in the hope that a less expensive means may be found so that the size of the News-Letter may be increased, perhaps to a four-page folder.

* * *

HISTORIAN

Miss Almira Taylor

A strong appeal was made by the State Historian to all branch historians to send her the histories of their branches for the year. Only in this way can the records be kept with continuity and serve as an accurate account for the future compiler of AAUW activities in this State.

Names:

Taylor, Almira, Miss

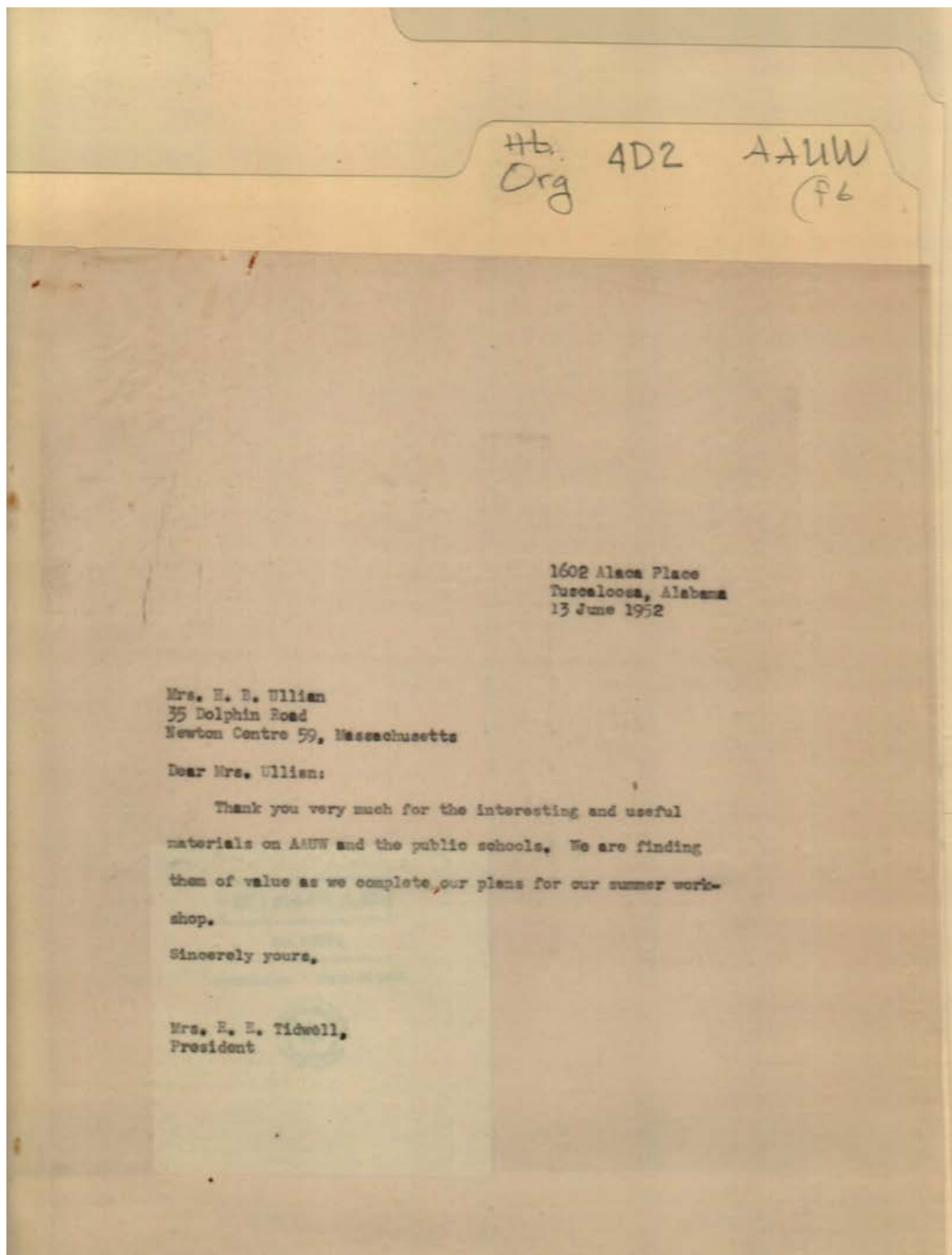
Types:

report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 125 r04d02-06-000-0135 [Contents](#) [Index](#) [About](#)



Names:

Tidwell, R. E., Mrs.

Ullian, H. B., Mrs.

Places:

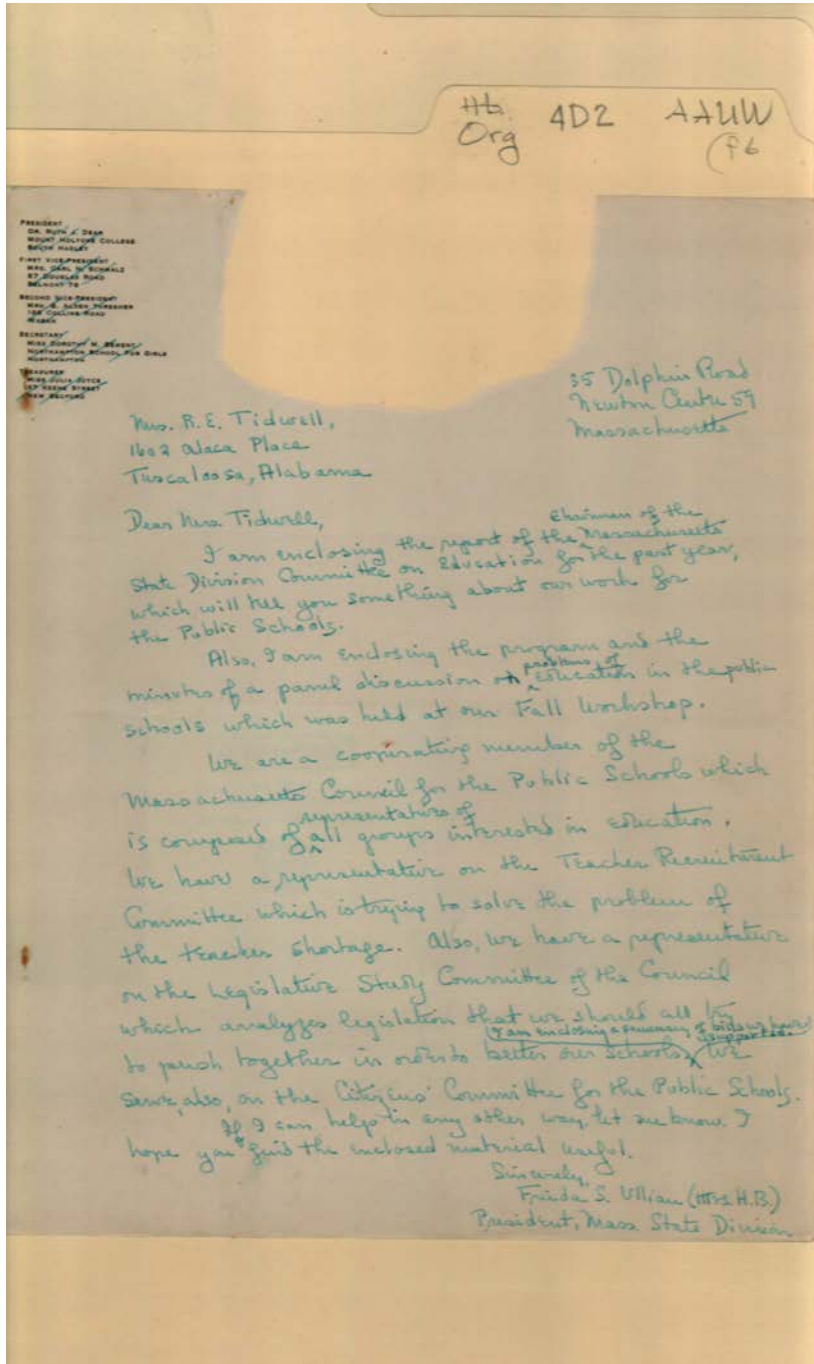
Tuscaloosa, AL

Types:

correspondence

Dates:

June 13, 1952



Names:

Tidwell, R. E., Mrs.

Ullian, Frieda S., Dr.

Ullian, H. B., Mrs.

Places:

Newborn, MA

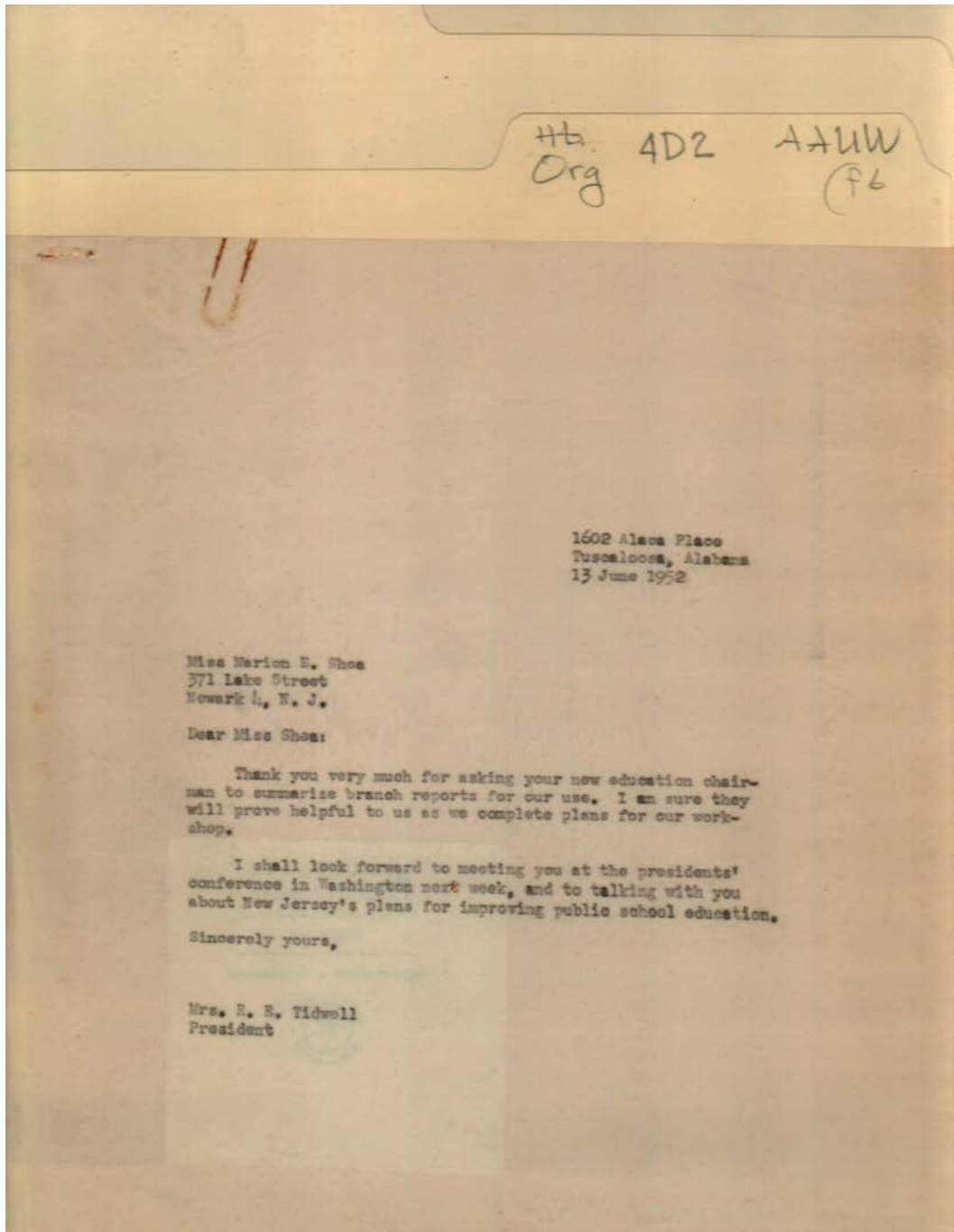
Types:

correspondence

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 127 r04d02-06-000-0137 [Contents](#) [Index](#) [About](#)



Names:

Shea, Marion E.,
Miss

Tidwell, R. E., Mrs.

Places:

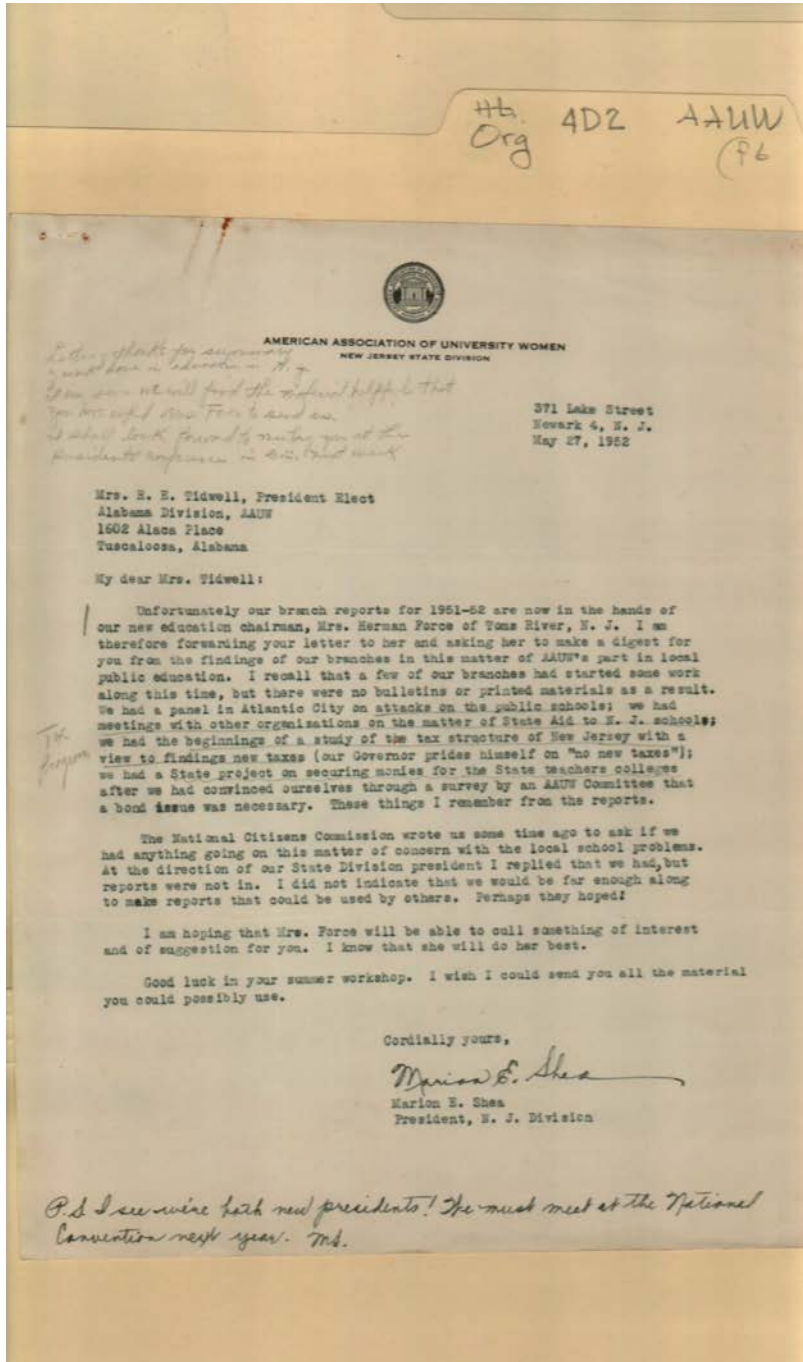
Tuscaloosa, AL

Types:

correspondence

Dates:

June 13, 1952



Names:

Force, Herman, Mrs.

Shea, Marion E.,
Miss

Tidwell, R. E., Mrs.

Places:

Newark, NJ

Types:

correspondence

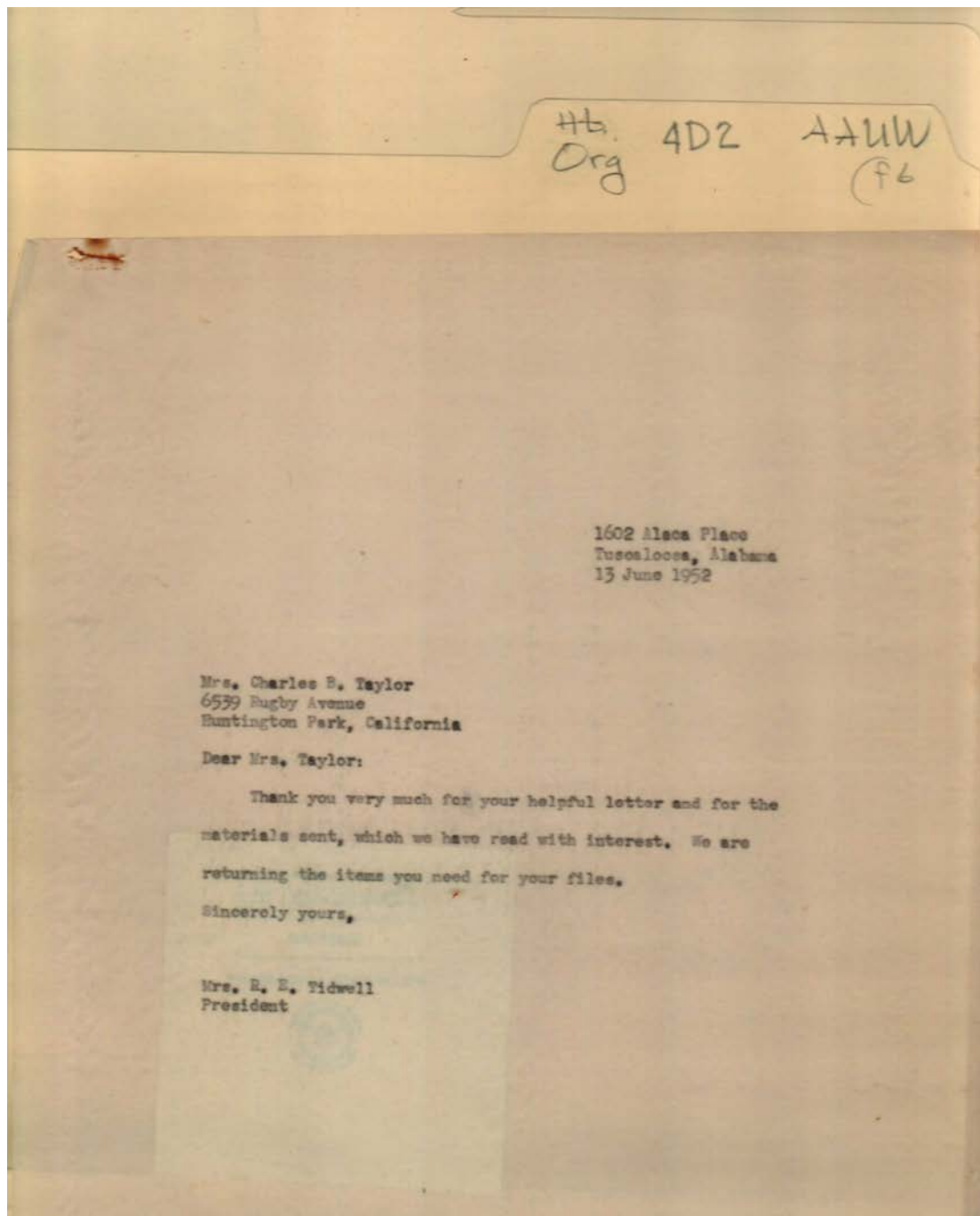
Dates:

May 27, 1952

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 129 r04d02-06-000-0139 [Contents](#) [Index](#) [About](#)



Names:

Taylor, Charles B.,
Mrs.

Tidwell, R. E., Mrs.

Places:

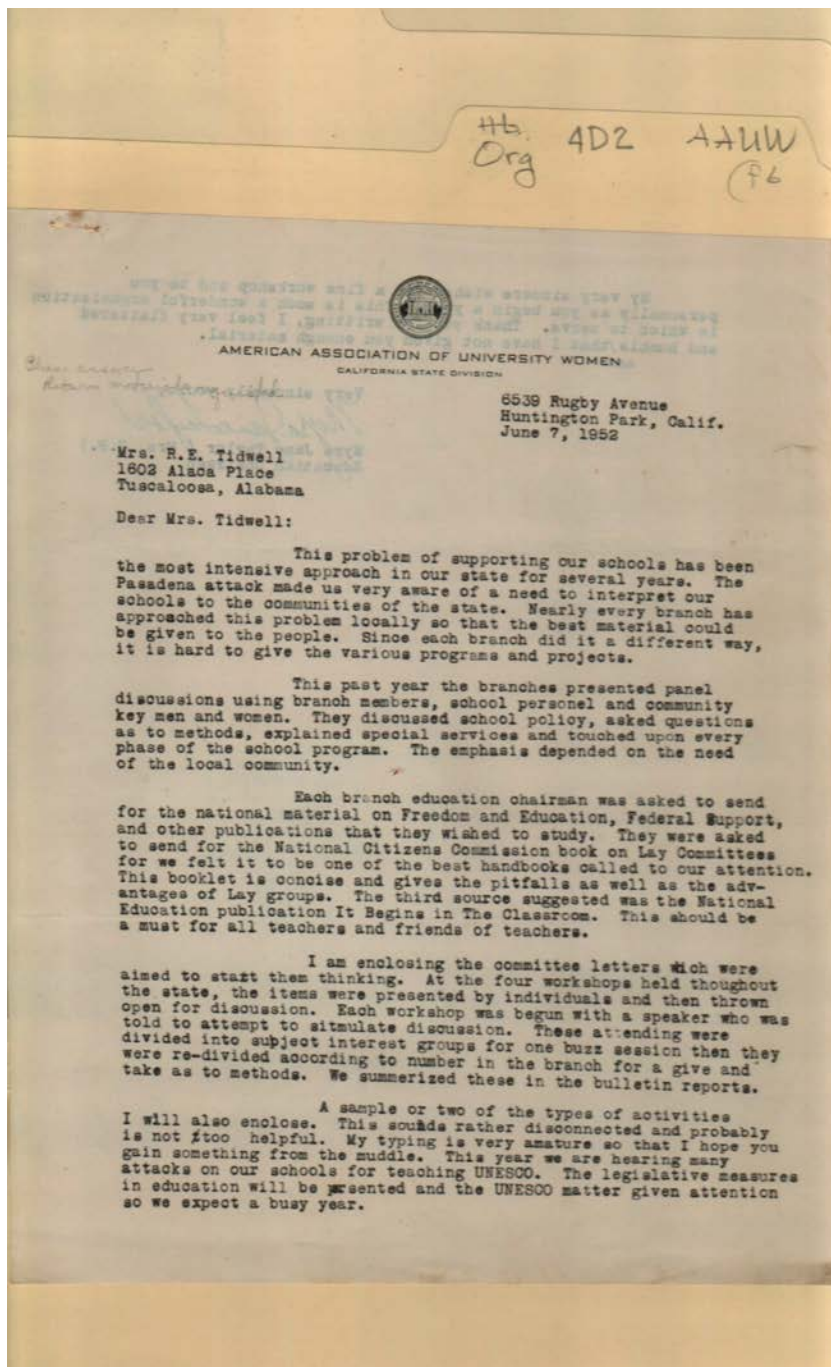
Tuscaloosa, AL

Types:

correspondence

Dates:

June 13, 1952



Names:

Tidwell, R. E., Mrs.

Places:

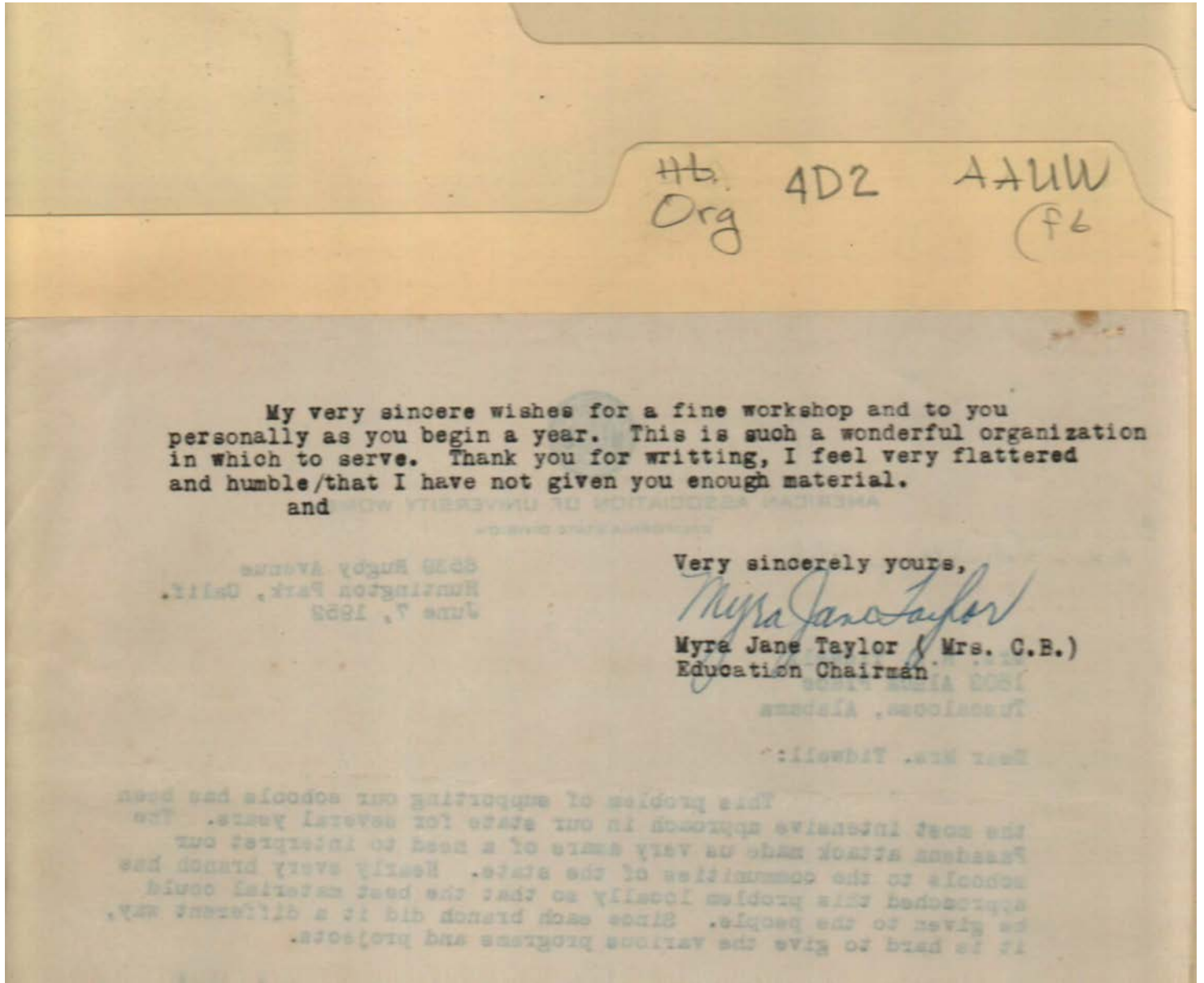
Huntington Park,
CA

Types:

correspondence

Dates:

June 07, 1952



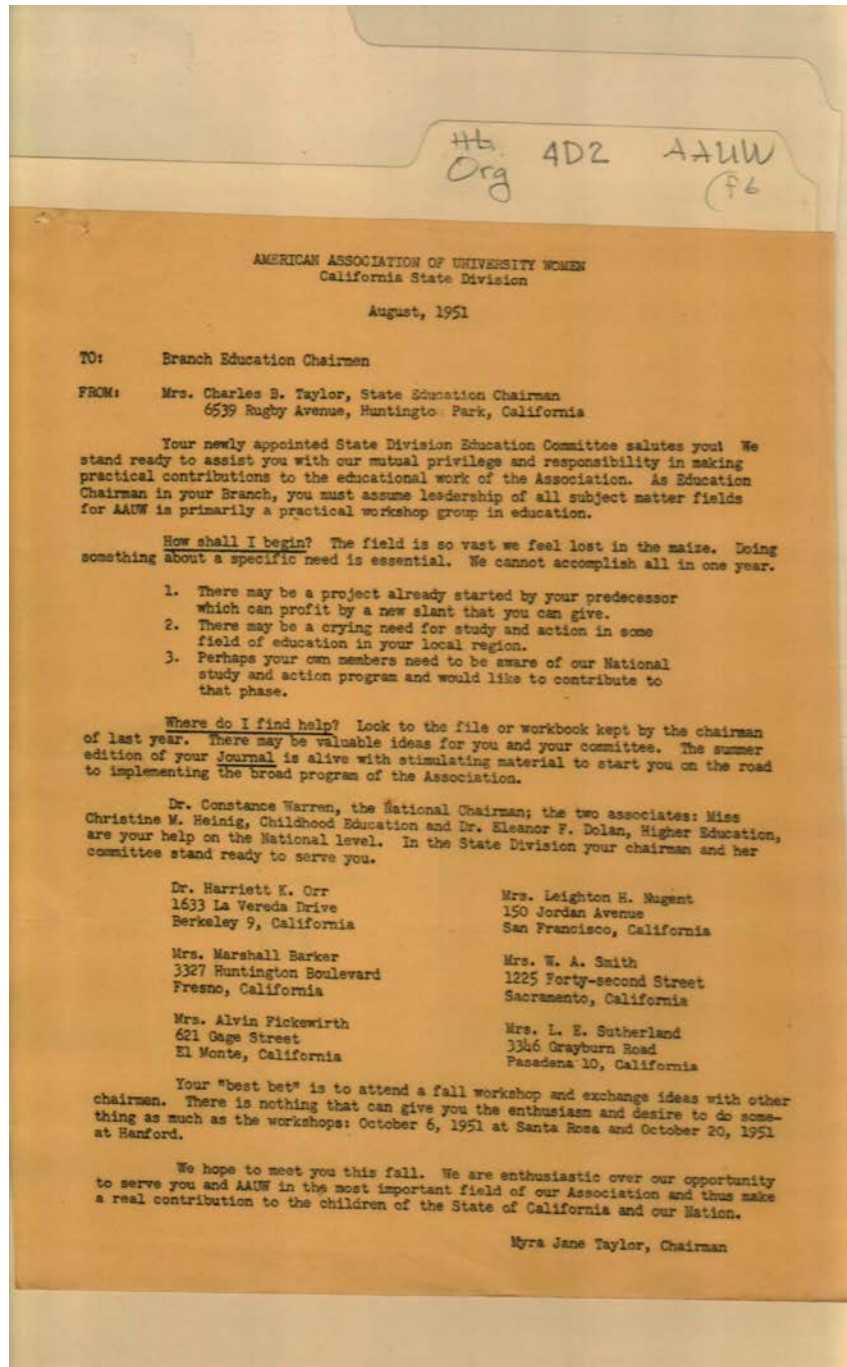
Names:

Taylor, C. B., Mrs.

Taylor, Myra Jane,

Types:

correspondence



Names:

Barker, Marshall,
Mrs.
Dolan, Eleanor F., Dr.
Fickewirth, Alvin,
Mrs.

Heinig, Christine M.
Nugent, Leighton H.,
Mrs.
Orr, Harriett, K., Dr.
Smith, W. A., Mrs.

Sutherland, L. E.,
Mrs.
Taylor, Charles B.,
Mrs.

Warren, Constance,
Dr.

Places:

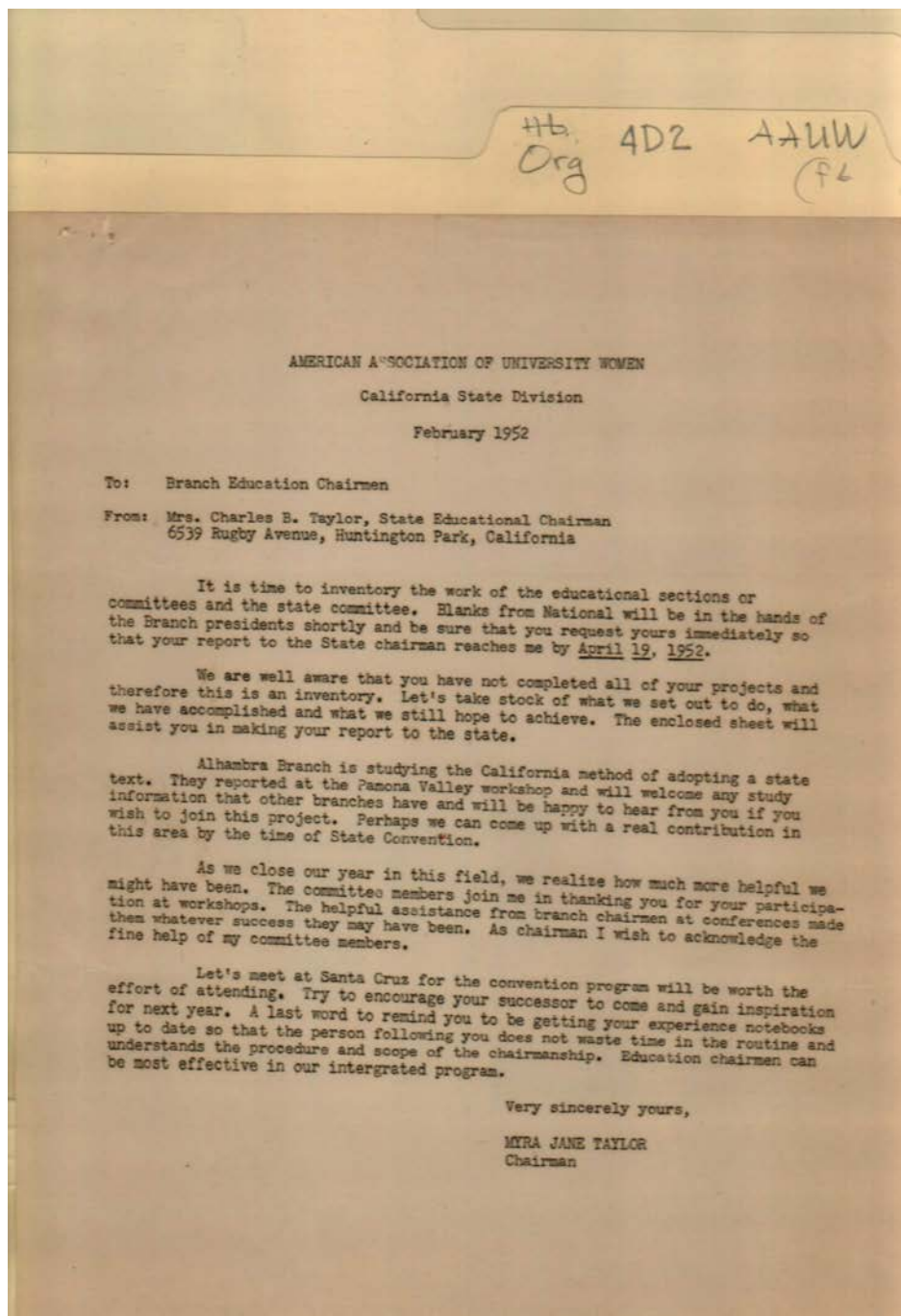
Huntington Park, CA

Types:

plan

Dates:

Aug 1951



Names:

Taylor, Charles B.,
Mrs.

Places:

Huntington Park, CA

Types:

correspondence

Dates:

Feb 1952

Hb. 4D2 AAUW
Org (F6)

REPORT TO STATE EDUCATION CHAIRMAN

In addition to your report to National, the State Committee would like an essay form reply to the following queries:

1. How has your committee or branch supported your local schools this year? How did you implement the community understanding and appreciation of our public school system?
2. Did you contact or survey any college or university to determine what should be done to eliminate the repetative nature of Education courses and secure more practical courses for teachers?
3. How did you emphasize Education and Freedom? What leadership encouragement did you offer?
4. Have your members of any branch committee assisted in developing a single salary schedule for elementary and secondary teachers in your area? How?
5. Have you participated in lay committee work for better schools or served in advisory capacity at the request of the school or city administration?

Please see that this report reaches me by April 10, 1952

Mrs. Charles B. Taylor
6539 Rugby Avenue
Huntington Park, California

Names:

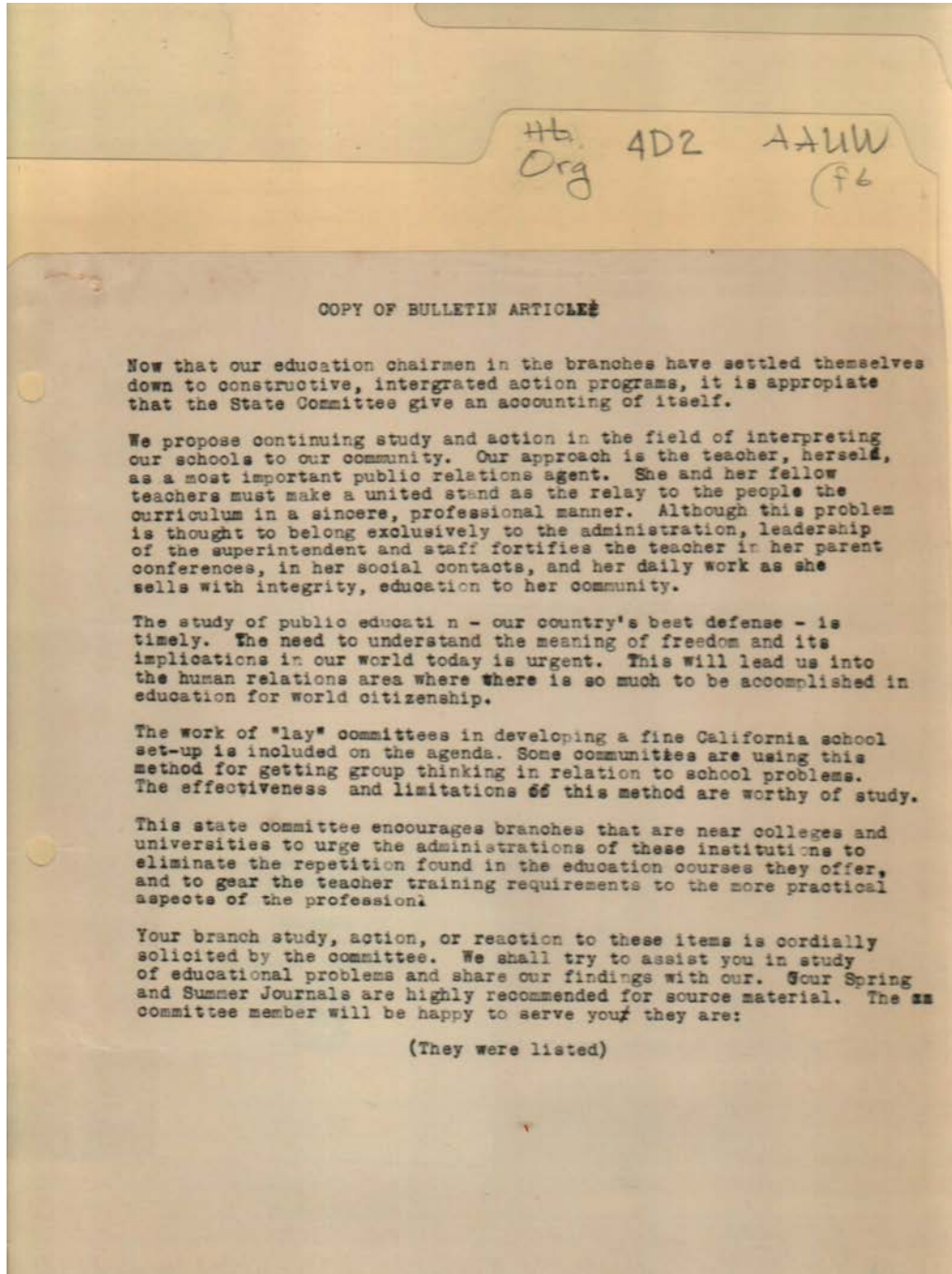
Taylor, Charles B.,
Mrs.

Places:

Huntington Park, CA

Types:

report

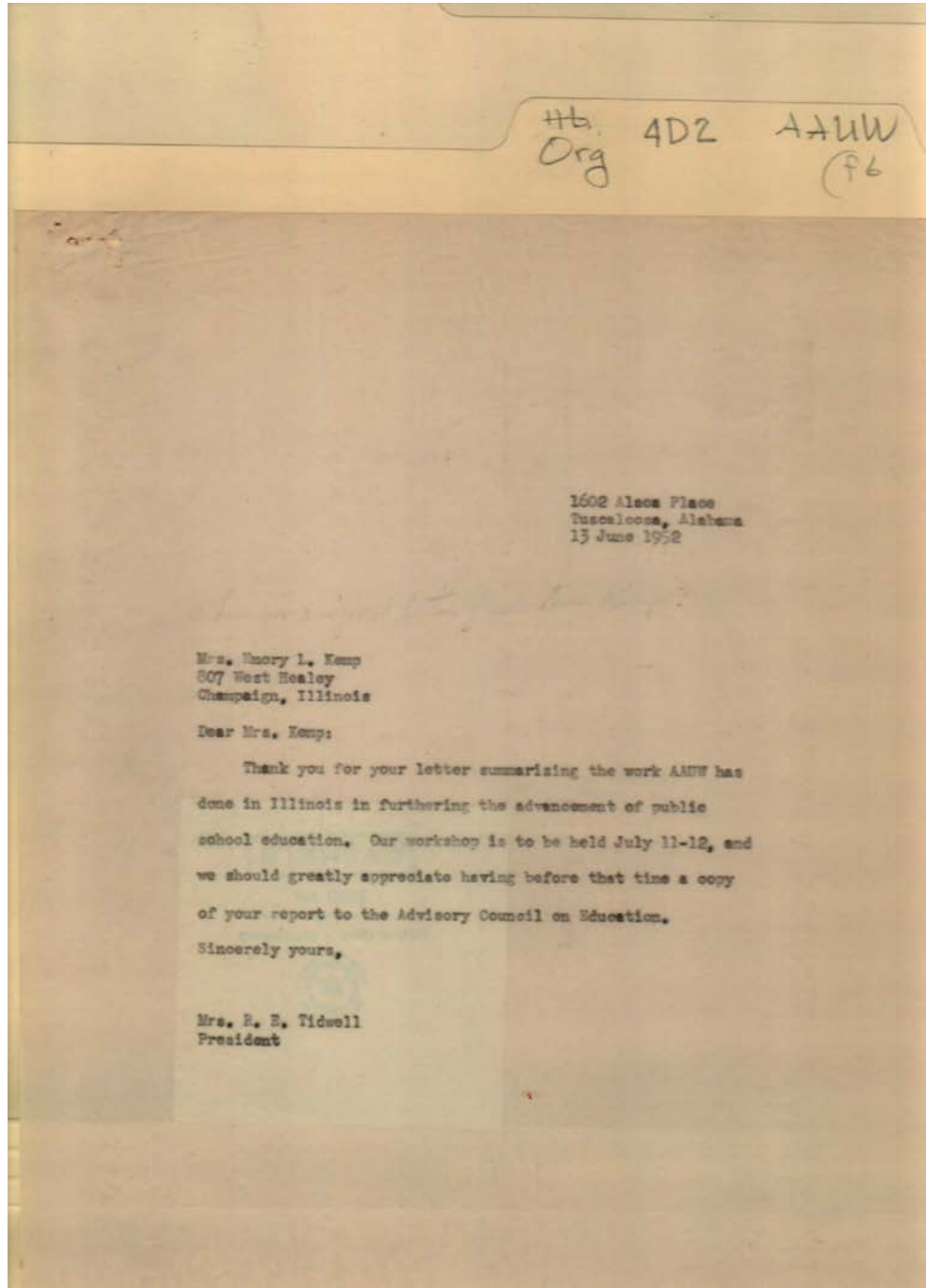


Types:
bulletin

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 136 r04d02-06-000-0146 [Contents](#) [Index](#) [About](#)



Names:

Kemp, Emory L.,
Mrs.

Tidwell, R. E., Mrs.

Places:

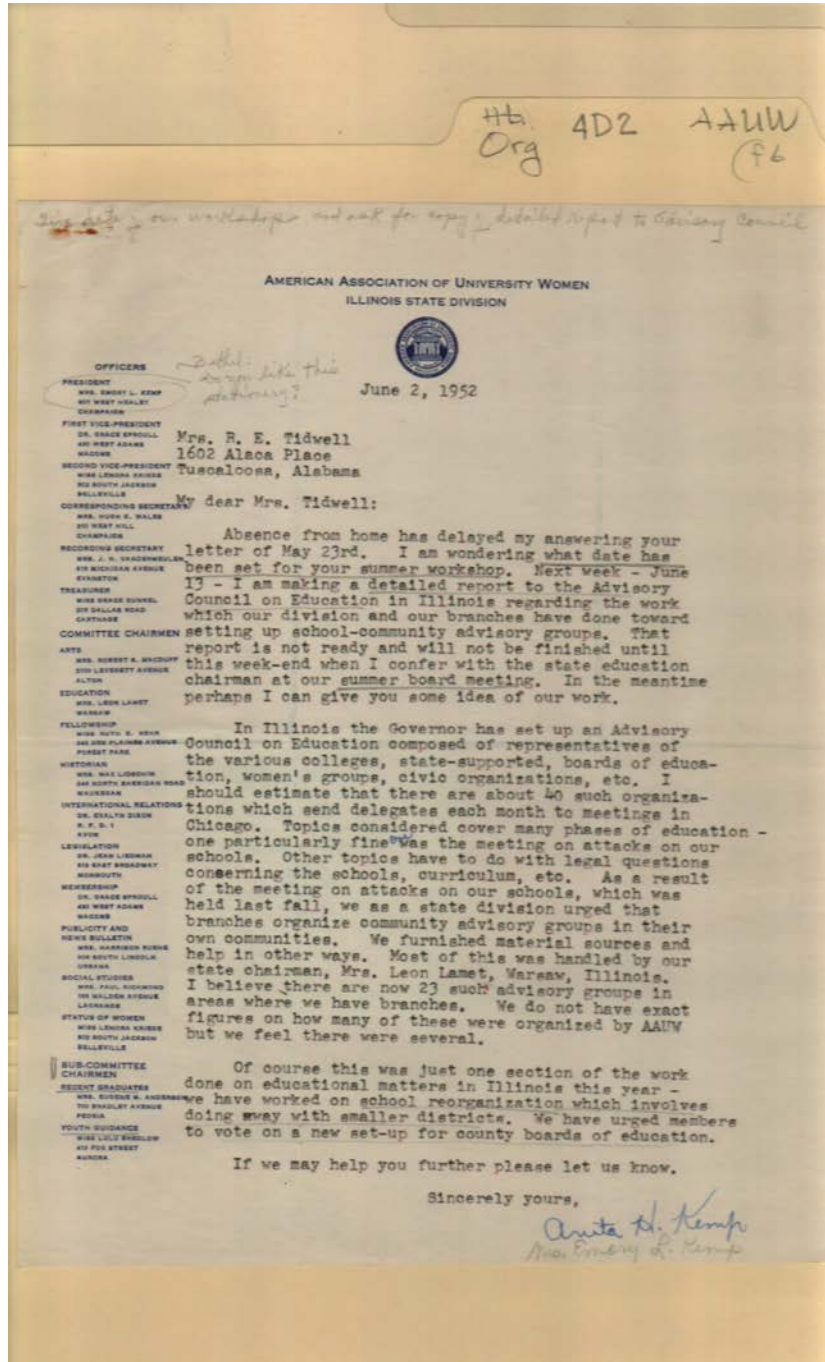
Tuscaloosa, AL

Types:

correspondence

Dates:

June 13, 1952



Names:

Kemp, Anita H.

Kemp, Emory L.,
Mrs.

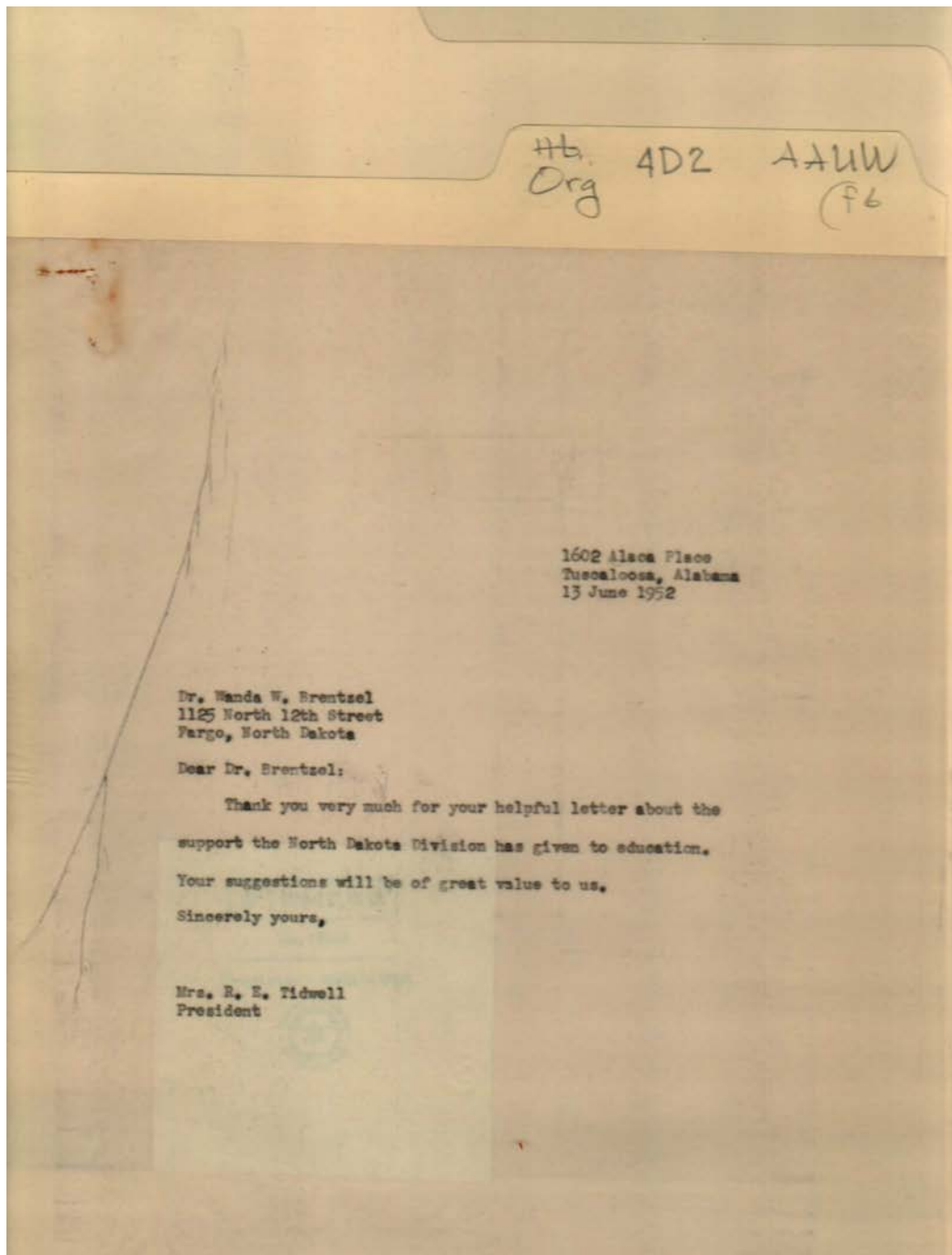
Lamet, Leon, Mrs.
Tidwell, R. E., Mrs.

Types:

correspondence

Dates:

June 02, 1952



Names:

Brentzel, Wanda W.,
Dr.

Tidwell, R. E., Mrs.

Places:

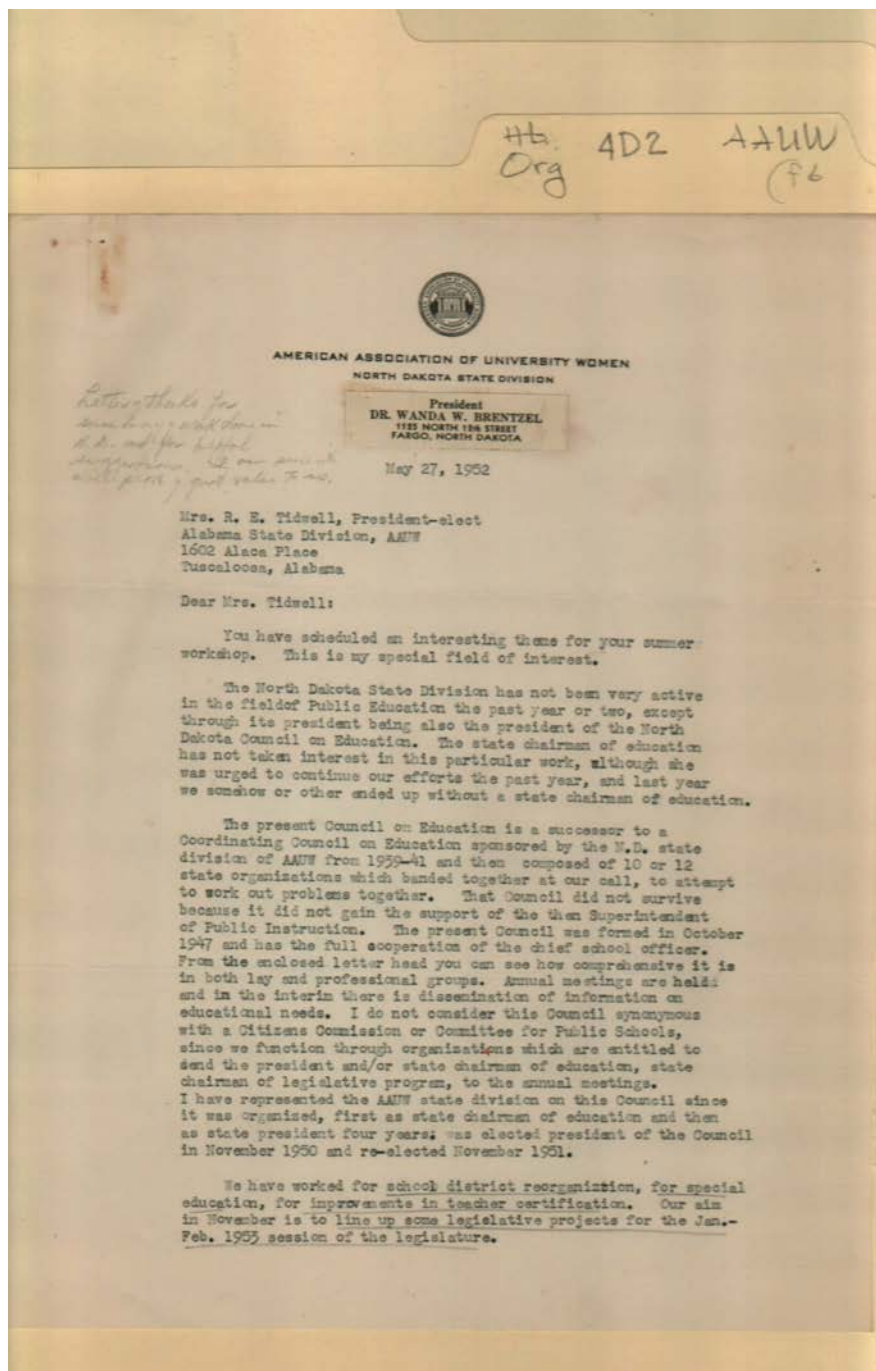
Tuscaloosa, AL

Types:

correspondence

Dates:

Jun 13, 1952



Names:

Tidwell, R. E., Mrs.

Places:

Fargo, ND

Types:

correspondence

Dates:

May 27, 1952

Hb. 4D2 AAUW
Org (F6)

I had hoped that our state division, through its education chairman, might have at least one project (for which a budget item of \$75 had been provided for 1951-52) on some survey of an educational need such as teacher certification or school financing. There has been an alerting of the branches to some needs such as special education and we have had the cooperation of the Director of Special Education in the N. D. Department of Public Instruction. We have had a special state project on mental health the past two years in which education and social studies have combined efforts. We are starting a state mental health association in the fall.

The only branch which has been active in study and action in Public Education the past year has been the Bismarck branch. Their branch president, Mrs. John Conrad, and a past state president, Mrs. E. J. Conrad of Bismarck, have been responsible for a study and action program on: school financing in Bismarck, kindergartens, school functions. A committee has formulated resolutions to guide future branch study and action.

Volunteer service to education (my Ph.D. is in the plant sciences and not in education) has been my particular interest for the past ten years. From activity as AAUW state chairman of education 1942-1946, when I saw the need for service in so many areas, I continued to serve: 1) for three three-year terms on the Board of Education of the City of Fargo 1946-1951; 2) as member of the Advisory Board of the Fargo Nursery School since 1942; 3) member and vice-chairman of my county's board of five for School District Reorganization after the law went into effect in 1947; 4) on state planning committees such as school lunch program, and teacher certification.

Interested individuals who are willing to work hard for educational improvements are needed in every state and community. This type of work is particularly suited to AAUW study and action, but it seems to me it is difficult to find women willing to work at it. Surveys are essential to fact finding. Legislation, particularly for funds, requires concerted effort. One bill in the last legislature for funds for special education started out with \$350,000 and came out with \$75,000 for the biennial.

I believe my state division can form a state Council on Education to effect concerted action on common problems. Several such Councils are functioning in several states. Iowa recently had a Governor's Lay Conference for Better Education in Iowa; a Council on Education has been active there for some time.

I trust you will have a profitable workshop!

Sincerely,
Wanda W. Brentzel
Wanda W. Brentzel (Mrs. W. E.)
President, North Dakota State Division, AAUW

Names:

Brentzel, W. E., Mrs.

Brentzel, Wanda W.,
Dr.

Conrad, E. J., Mrs.
Conrad, John, Mrs.

Types:

correspondence

Hb. Org 4D2 AAUW (F6)

NORTH DAKOTA COUNCIL ON EDUCATION
EQUALIZE EDUCATIONAL OPPORTUNITIES

- Representing
- Administrative Women in Education
- American Association of University Women
- American Legion
- American Legion Auxiliary
- American Red Cross
- Associated Press
- Boy Scouts of America
- Business and Professional Women
- Camp Fire Girls
- Catholic Daughters
- County Superintendents
- Delta Kappa Gamma
- Etchells Women
- Division of Vocational Education
- Division of Vocational Rehabilitation
- Eastern Star
- Evangelical Lutheran Church
- Evangelical Lutheran Women's Mission, Ohio, and Other States
- Extension Service, U.S.D.C., Fargo
- Foreign Teachers of America
- Girl Scouts, Inc.
- Girl Scouts Regional Committee
- Grand Lodge, A. F. & A. M.
- Greater North Dakota Association
- International Council
- National Council
- Native Chamber of Commerce
- Nurses
- Knights of Columbus
- League of Municipalities
- Lions
- North Dakota Conference of Social Workers
- North Dakota Congress of Parents and Teachers
- North Dakota Clergy and Teachers
- North Dakota Council of Church Women
- North Dakota Department of Health
- North Dakota Department of Public Institutions
- North Dakota Department of Public Welfare
- North Dakota Education Association
- North Dakota Farm Bureau
- North Dakota Farmers Union
- North Dakota Fraternal Congress
- North Dakota Federation of Women's Clubs
- North Dakota School Officers Association
- North Dakota State Library Commission
- North Dakota Teachers Association
- North Dakota W. K. T. U.
- Scouts
- Rural Life Commission
- Salvation Army
- School Administrators
- United Chamber of Commerce
- State Board of Higher Education and Institutions of Higher Learning
- State Committee on Reorganization
- State Elks Association
- State Federation of Labor
- State School Principals Association
- State Superintendent of State Economic Development & Financial Affairs--SDEA
- United Press
- United States Office of Indian Affairs
- Veterans of Foreign Wars
- Veterans of Foreign Wars Auxiliary
- Young Men's Christian Association
- Young Women's Christian Association

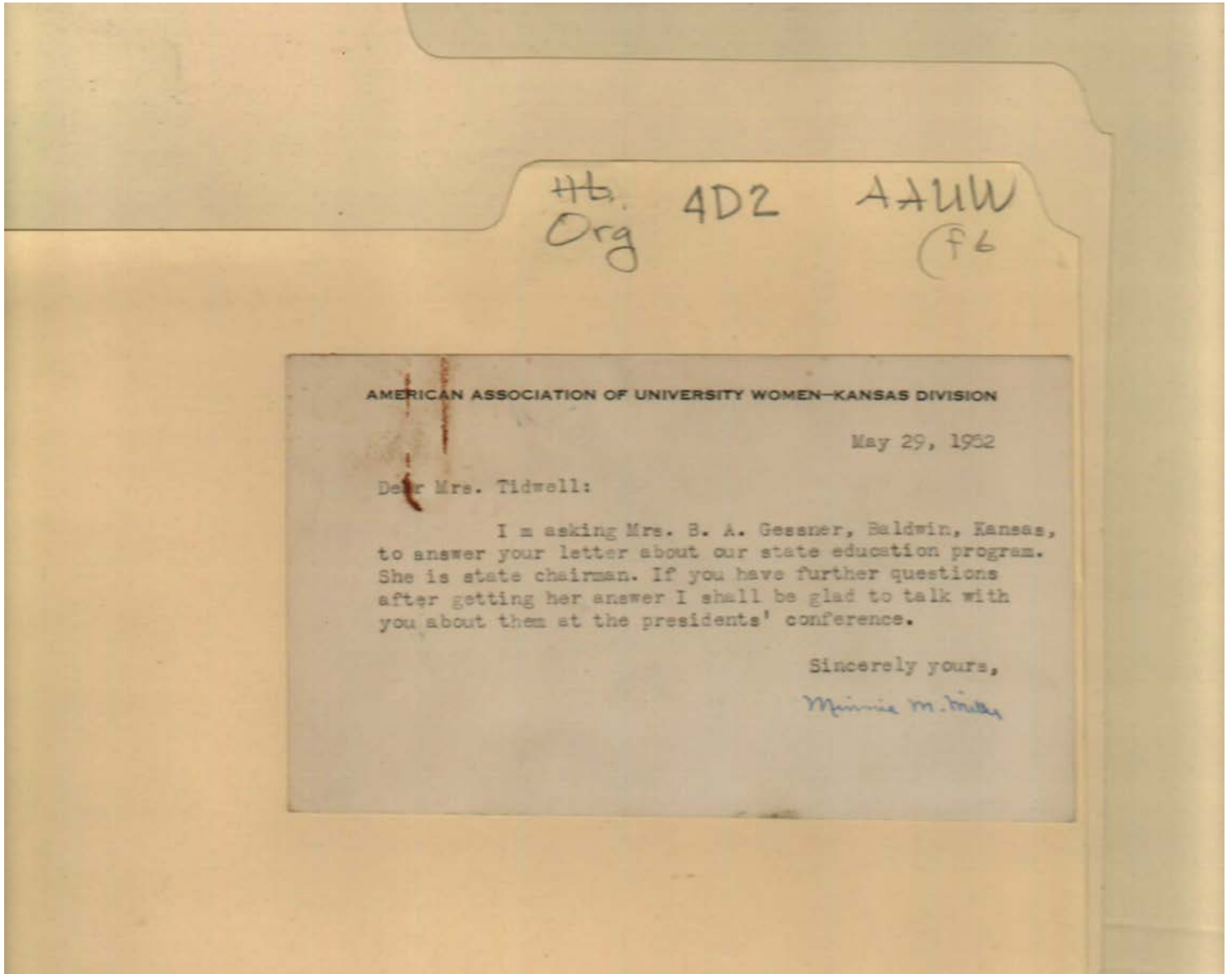
Dr. Wanda W. Bennett, 1102 N. 14th St., Fargo
President

Dr. C. S. Mackay, Washburn
Vice-President

Edward K. Ehrig, Bismarck
Secretary-Treasurer

- | | | | |
|---------------------------------------|-------------------------------------|---|--------------------------------------|
| PROGRAM COMMITTEE | RESEARCH COMMITTEE | MEMBERSHIP COMMITTEE | FINANCE COMMITTEE |
| Dr. S. Allen, Chairman, Washburn | E. C. Blackley, Chairman, Dickinson | Miss Annette Hennrichsen, Chairman, Dickinson | Mr. Peter Dalby, Chairman, Williston |
| Miss Mary Jewett, Fargo | Miss Mary Knight, Bismarck | Miss Mrs. H. H. H. H. | Miss Grace A. Swann, Minot |
| 415 N. 9th St. | Miss Bernadine Lomaski, Bismarck | Miss Mrs. H. H. H. H. | Miss Agnes Manning, Dickinson |
| Donald Wason, Jamestown | Box 108 | T. E. Grogan, Jamestown | |
| | | 1148 W. M. E. | |
| PUBLICITY COMMITTEE | HONORING COMMITTEE | | |
| Miss Marie Fisher, Chairman, Bismarck | Miss Mary Leibel, Chairman, Fargo | | |
| C. A. Armstrong, Fargo | 1119 4th Ave. S. | | |
| 27 East 10th | Miss Jennie Swanson, Jamestown | | |
| Mrs. L. J. Feltz, Minot | Box 1, W. Park, Jamestown | | |
| 907 4th N. E. E. | | | |

Types:
letterhead



Names:

Gessner, B. A., Mrs.

Miller, Minnie M.

Tidwell, R. E., Mrs.

Types:

correspondence

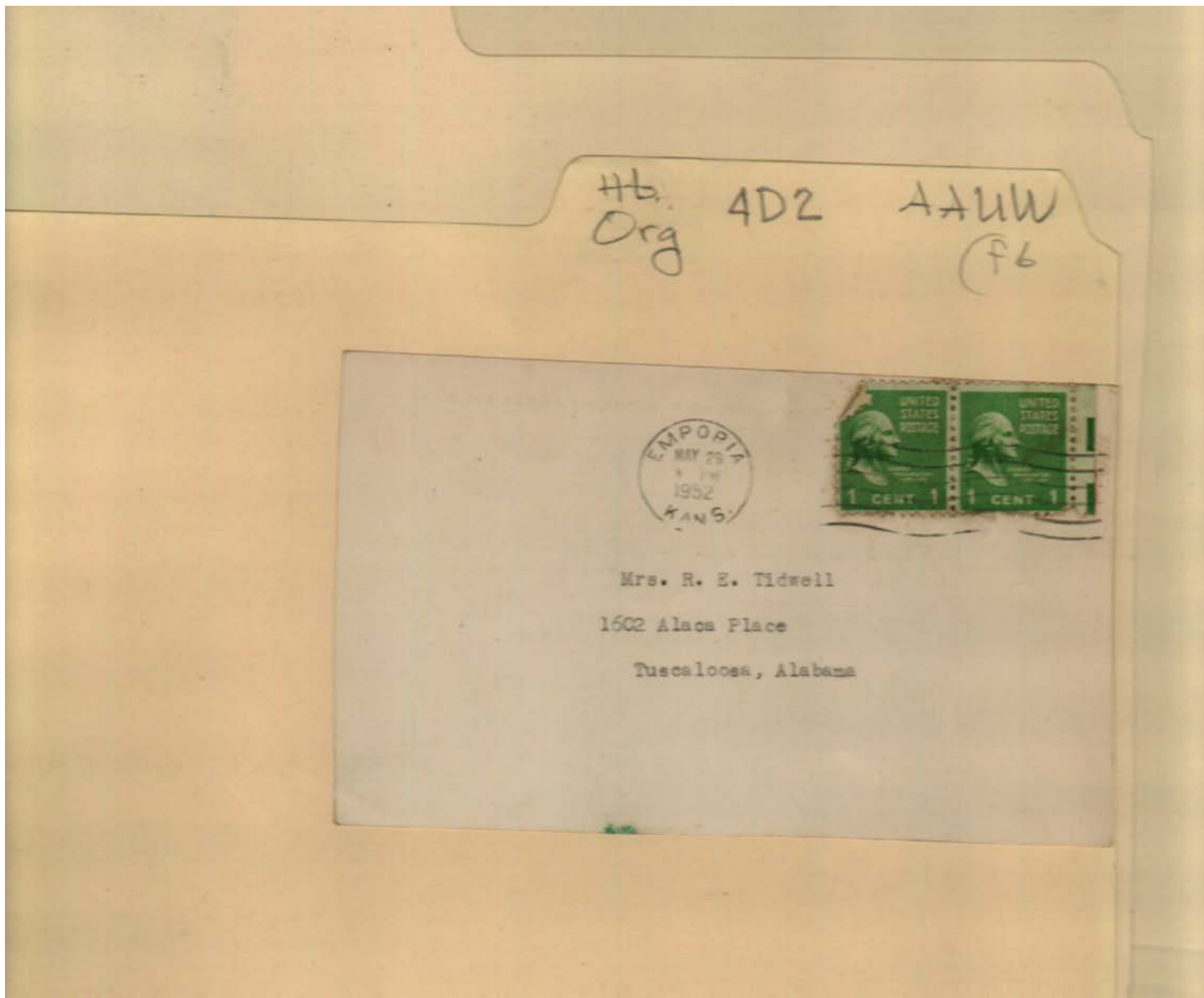
Dates:

May 29, 1952

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 143 r04d02-06-000-0154 [Contents](#) [Index](#) [About](#)



Names:

Tidwell, R. E., Mrs.

Places:

Emporia, KS

Types:

postcard

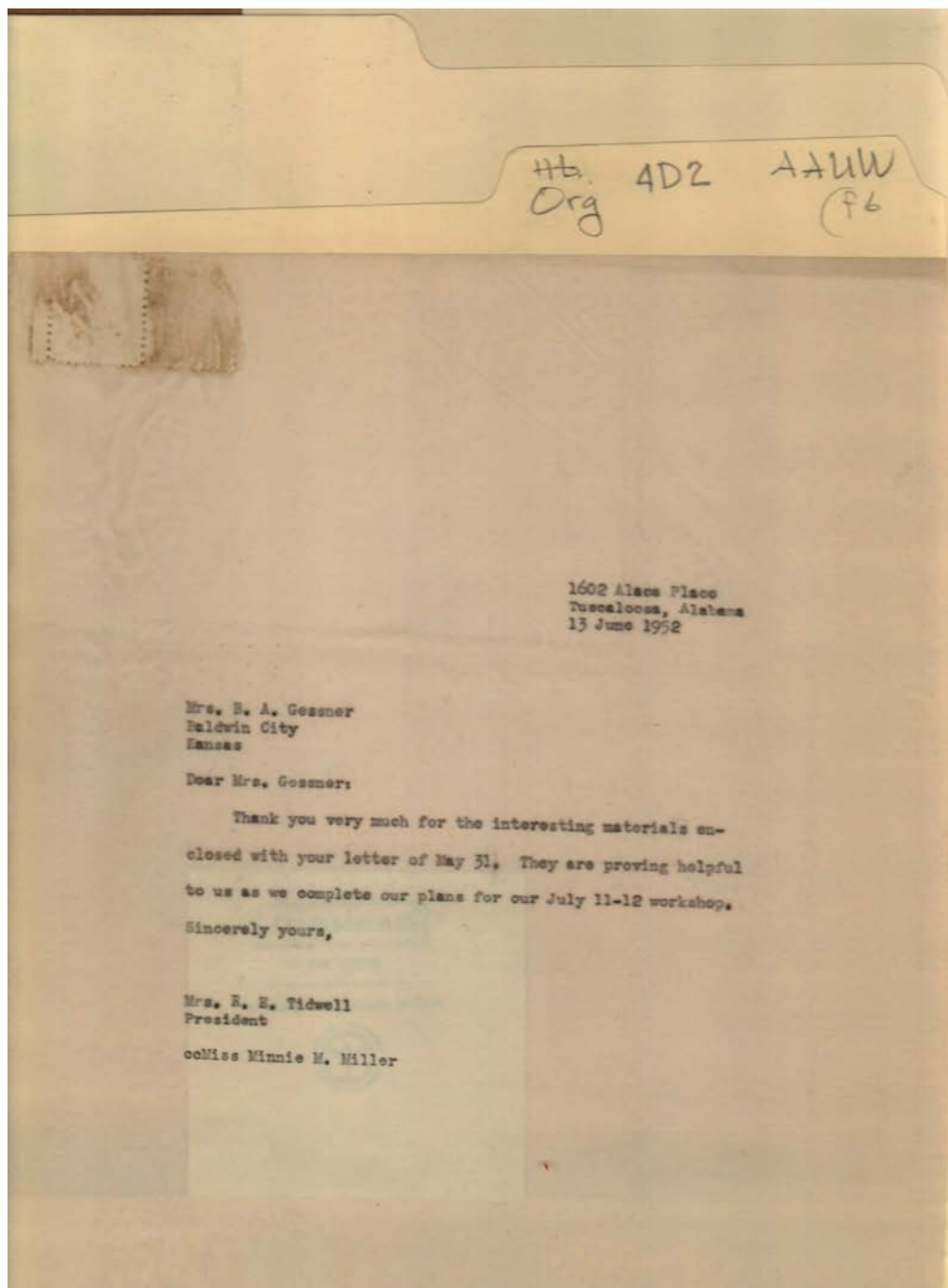
Dates:

May 29, 1952

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 144 r04d02-06-000-0155 [Contents](#) [Index](#) [About](#)



Names:

Gessner, B. A., Mrs.

Miller, Minnie M.,
Miss

Tidwell, R. E., Mrs.

Places:

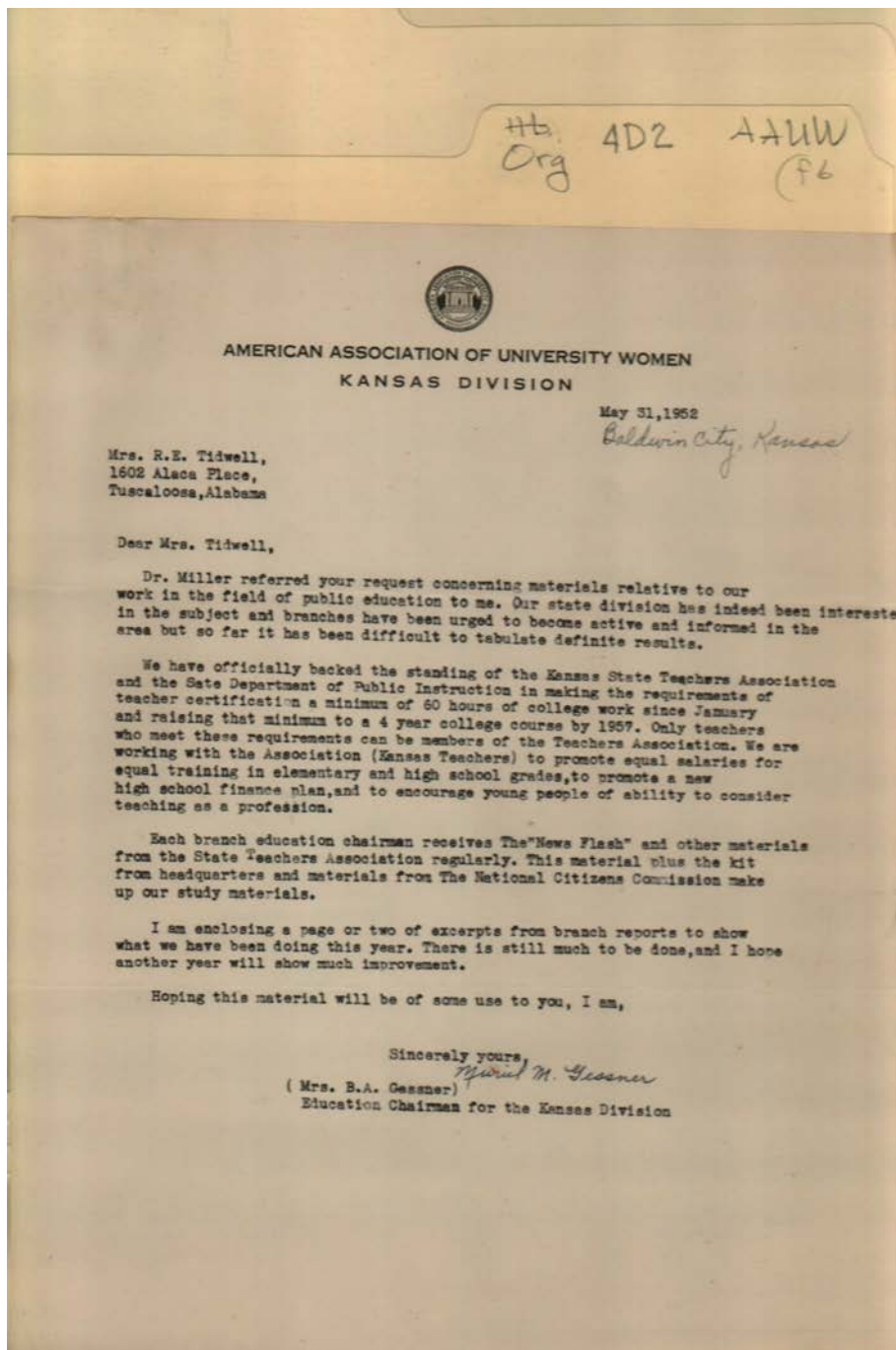
Tuscaloosa, AL

Types:

correspondence

Dates:

Jun 13, 1952



Names:

Gessner, B. A., Mrs.

Gessner, Muriel M.

Miller, Dr.

Tidwell, R. E., Mrs.

Places:

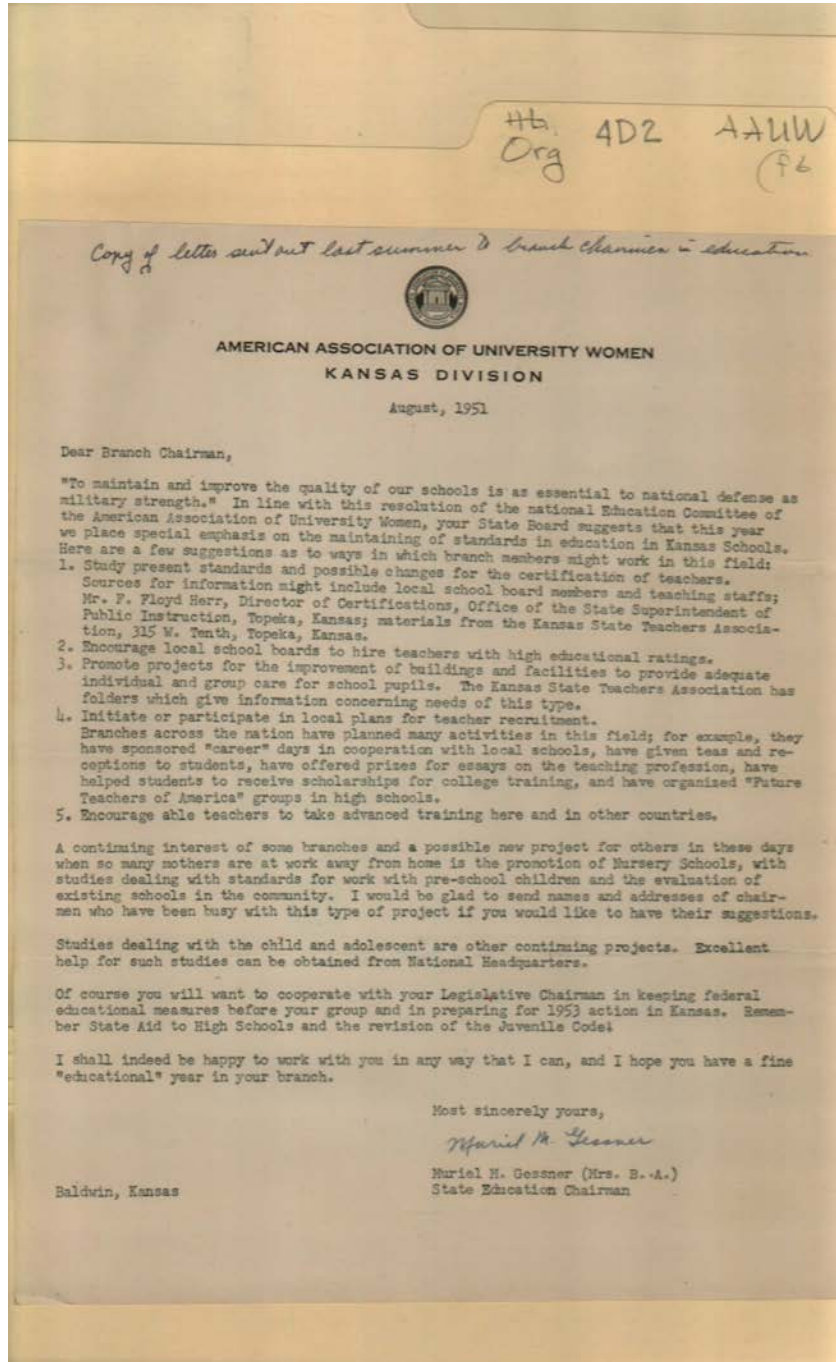
Baldwin City, KS

Types:

correspondence

Dates:

May 31, 1952



Names:

Gessner, B. A., Mrs.

Gessner, Muriel M.

Places:

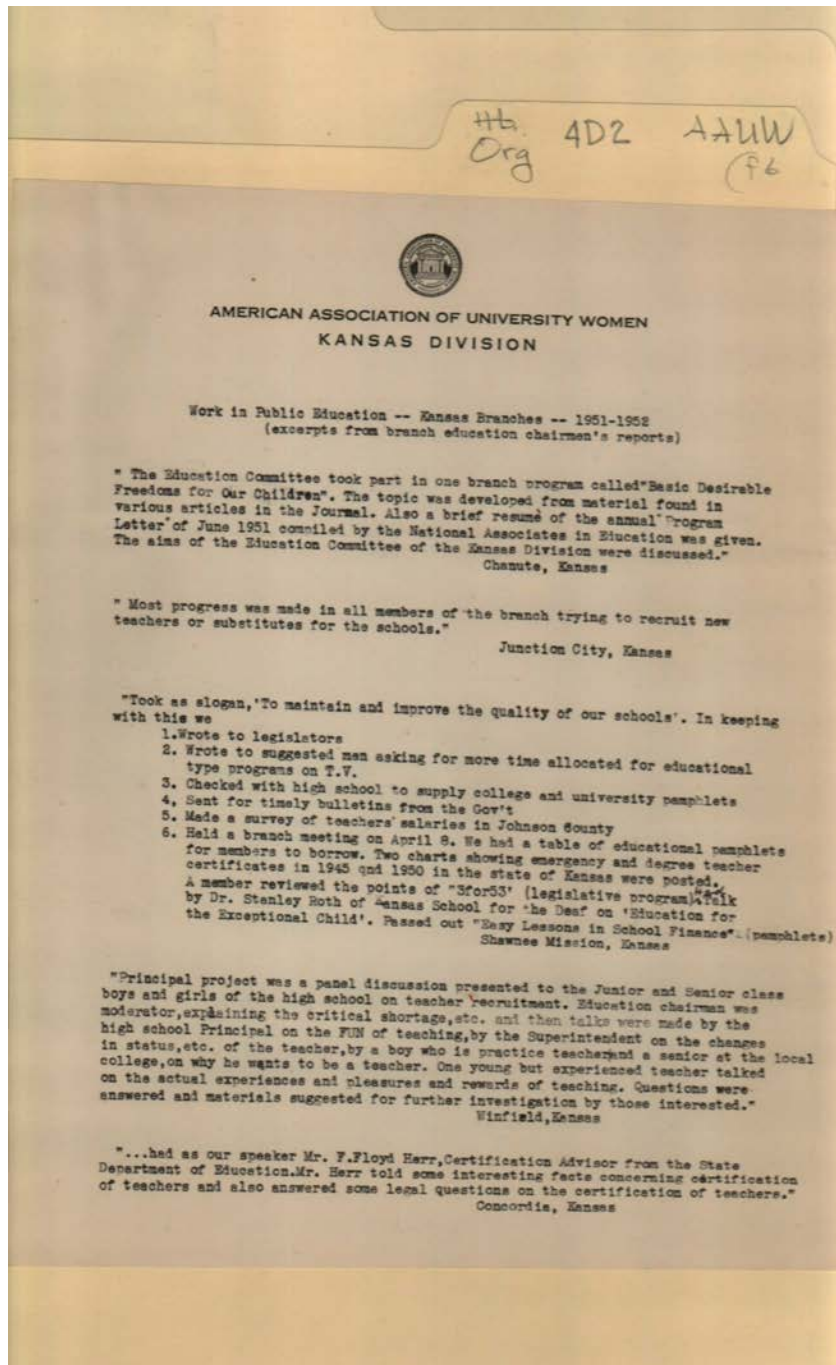
Baldwin City, KS

Types:

correspondence

Dates:

Aug 1951



Names:

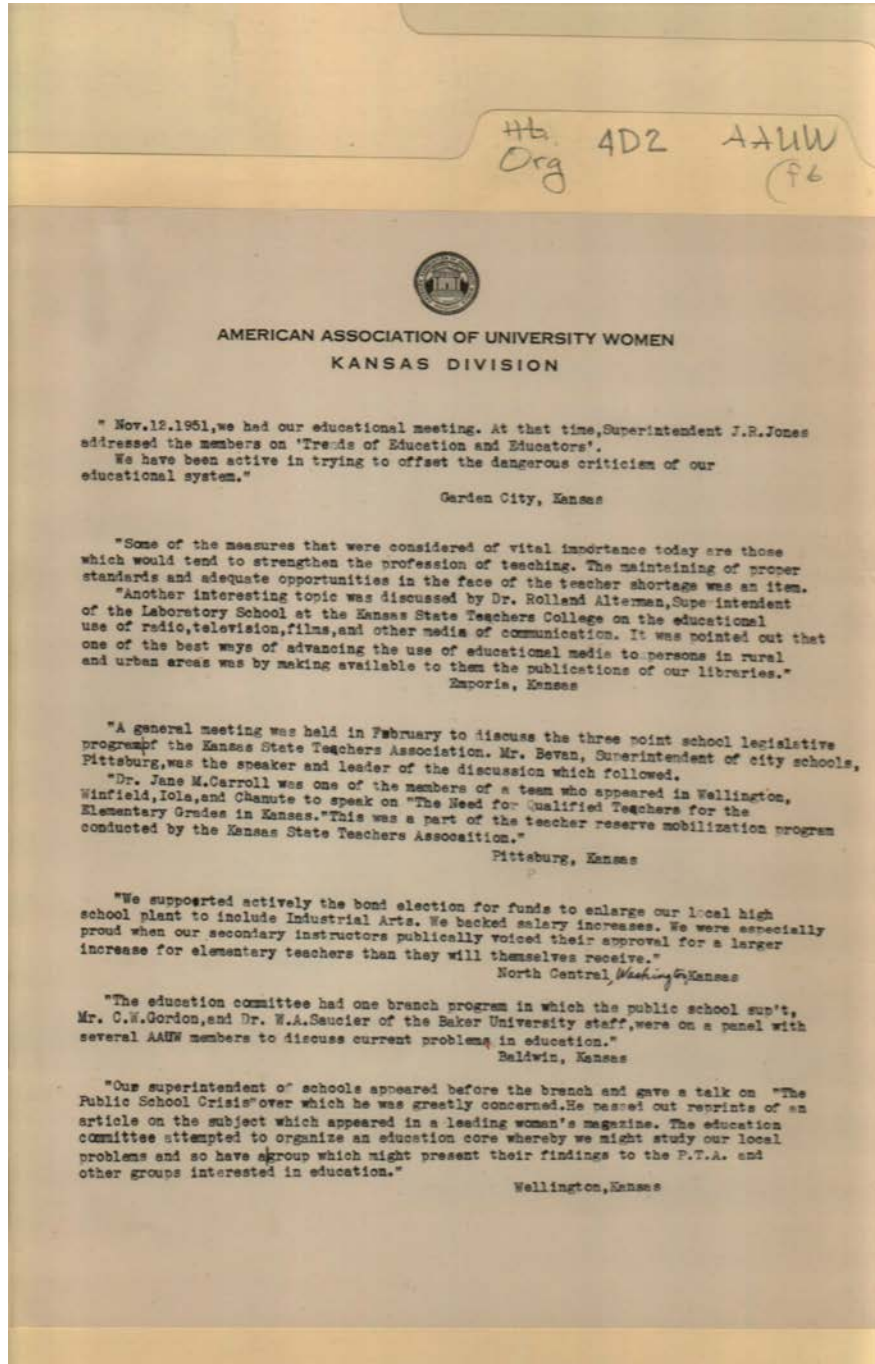
Herr, F. Floyd

Types:

report

Dates:

1951-1952



Names:

Alterman, Rolland,
Dr.

Bevan,
Carroll, Jane M., Dr.

Gordon, C. W.
Jones, J. R.

Saucier, W. A., Dr.

Types:

report

Hb. 4D2 AAUW
Org (F6)



AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
KANSAS DIVISION

"The other part of our program is "career day". A group of professional organizations are sponsoring a day for high school seniors to visit in a room of their choice. They may visit Kindergarten through ninth grade. At the close of the day the students are invited to a reception in the Haskins Grade School. The project has been made countywide through the county superintendent, an AAUW member. St. John and Stafford are also participating. AAUW is acting as official chairman of the project."
Pratt, Kansas

Types:
report

AAUW (F6)
AD2
#6
Orig

ADDITIONAL RECOMMENDATIONS

The 1951 Legislature provided that elementary school districts which had not operated a school for four years should be disorganized and the territory attached to other districts. This provision should be reenacted on a permanent basis. All territory in Kansas should be included in some operating district, with all parents having a voice in the conduct of the schools their children attend.

The elementary school foundation program, now in its fourth year, is regarded as an excellent measure. It is recommended that appropriations be sufficient to insure financing the program in full.

School transportation is growing as more districts consolidate, yet our cost per pupil transported is one of the highest in the nation. A division of school transportation in the State Department of Public Instruction would bring more efficient, economical and safer transportation for Kansas school children.

The Division of Special Education, created by the 1949 Legislature, should be given adequate support. Appropriations to assist local school districts to provide specialized facilities for exceptional and handicapped children should be increased and the present program broadened.

Kansas ranked 47th in the nation in the average number of days of school attended by elementary pupils. Only Mississippi was lower. Part of this low rank is due to the large number of schools with terms of eight months only. It is recommended that provisions be made for equal school terms for all children.

Kansas needs a state-wide educational survey to evaluate our progress, under the direction of an out-of-state agency, financed by an adequate legislative appropriation, and with all the research facilities of the state available to assist in formulating sound recommendations for educational progress in the years ahead.

THE THREE POINT PROGRAM FOR 1952

I. STATE AID FOR HIGH SCHOOLS
Extension of the general principle of the foundation program for Kansas elementary schools to provide comparable state aid for the high school years.

II. ADJUSTMENTS IN THE SCHOOL RETIREMENT LAW
An improved minimum annuity for career teachers now retired, fractional benefits for teachers who retire with from 23 to 30 years of service according to the relation the years of service bear to 30, provision of an optional plan for survivor's benefit, and maximum benefits for teachers with 30 years of school service, twenty of which shall have been in Kansas.

III. IMPROVEMENT IN COUNTY AND STATE ADMINISTRATION
Removal of the offices of state and county superintendents from partisan politics. High qualification and commensurate salaries for the office of county superintendent with adequate clerical and supervisory assistance.

ADDITIONAL RECOMMENDATIONS:
There is need for legislative assuring continued improvement in rural schools, continued expansion in facilities for the education of exceptional children, a division of school transportation in the State Superintendent's office, complete finance of the elementary school finance program, an equal school term for all children, and provision for a state-wide educational survey under the direction of an out-of-state agency.

HOW YOU CAN HELP

- Become informed. Inform others.
- Discuss school problems with all citizens interested in better schools.
- Support your local school system. Understand how the program will mean better schools for your community.
- Cooperate with all agencies interested in sound school legislation.

A Publication of The
KANSAS STATE TEACHERS ASSOCIATION
315 West Tenth Topeka
Series of 1952

KANSAS SCHOOLS

*Are Good,
and*

3
for
'53

will
Make Them Better

A THREE POINT PROGRAM

Places:

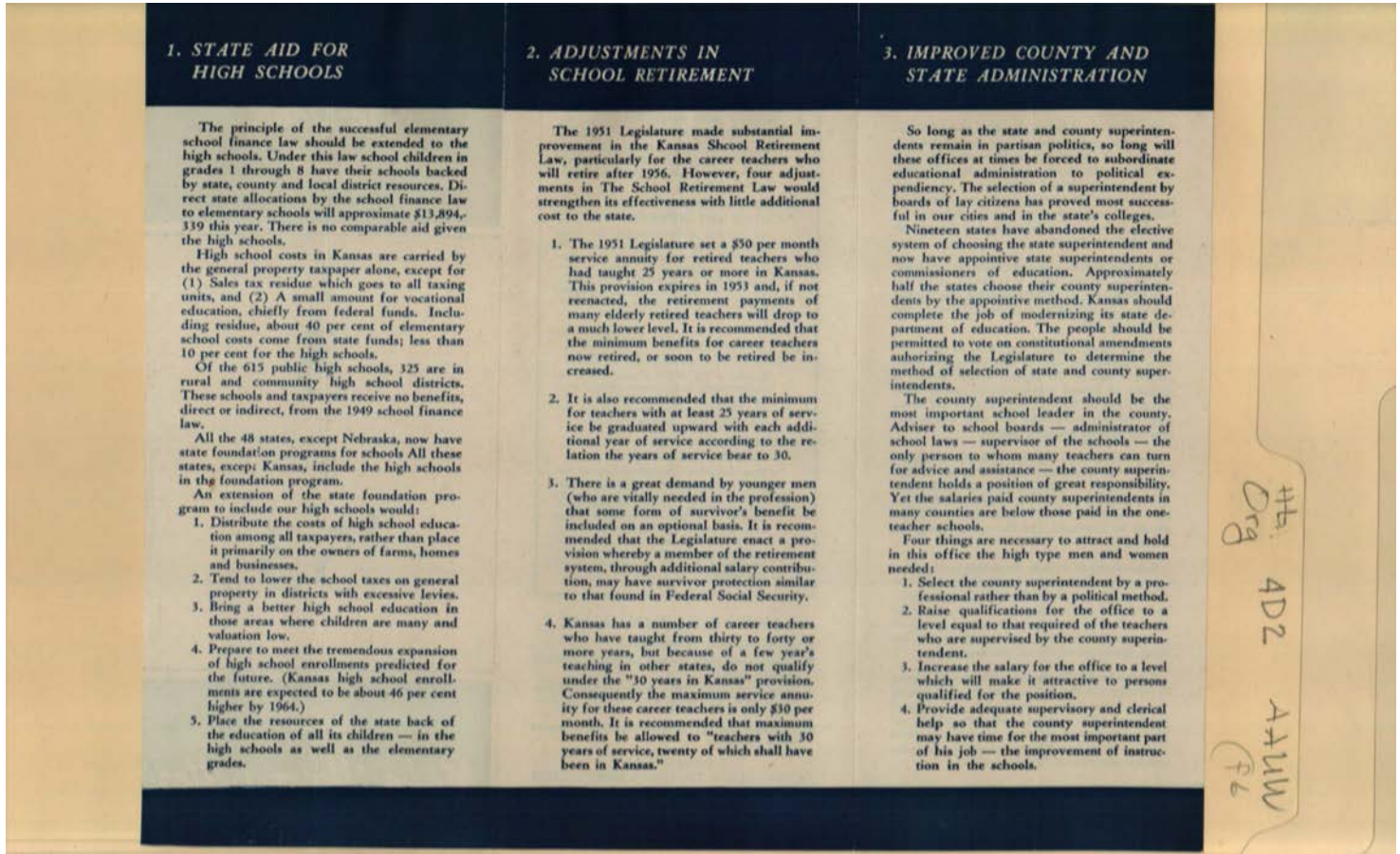
Topeka, KS

Types:

newsletter

Dates:

1953



Types:
newsletter

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 152 r04d02-06-000-0163 [Contents](#) [Index](#) [About](#)



Types:
newsletter

Hb. 4D2 AAUW
Org (F6)



OVERCROWDED SCHOOLS

The teacher who taught in a "shoe" is just a fable. But, it's no fable that our schools are overcrowded. Schools, in general, have so many children they cannot take care of them.

School authorities have been forced to provide temporary arrangements. The first step is usually to enlarge classes, followed by such improvisation as using corridors and basement rooms; then nearby stores, churches, and auditoriums.



The last resort is curtailing the amount and quality of education by having pupils in the most overcrowded schools attend in two or three shifts per day.

Half-day sessions are affecting at least a third of a million pupils in the public elementary and secondary schools—urban and rural.

There is no place for overcrowded schools in the American tradition of free and equal educational opportunities for all.

WE'VE GROWN A LOT

American youth were invited to acquire an education at public expense. They accepted the invitation.

Reasons for overcrowded schools:

Our population has almost doubled since 1900 -



The 1947 birthrate was 1½ times that of 1933 -



People are moving around more -



The school year is longer than it used to be -

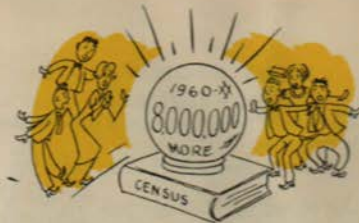


and -
More children go to school longer -



Most of these conditions are here to stay. The overcrowding of our schools cannot be explained away as a result of causes that are temporary.

Hb. 4D2 AAUW
Org (F6)



FUTURE TRENDS

Careful estimates, based upon Census Bureau figures, indicate that the schools must take care of nearly 8 million more pupils in 1959-60 than are enrolled at the present time.

No adequate plans for the future can be made without consideration for students taking post-high-school work. The junior college has in recent years become an extension of the public high-school. These schools have a total enrollment of nearly 466,000 students.

"Continuing education" for the benefit of adults also frequently involves the use of the public school plant. In the school year 1925-26 there were 825,651 persons reported in public schools for adults. By 1946 the enrollment had doubled.

We must expect continued growth in school enrollments and plan accordingly.

SCHOOL HOUSING

Lag in construction of new school buildings plus the increase in our school population has placed our nation's school system in a critical situation.

The value of the school plant more than doubled between 1920 and 1930. It would have been wise to continue school construction to keep up with the increasing enrollments. Instead, our national economy bogged down in a depression.

When we became involved in World War II, both money and materials were used to maintain battle lines. High prices at the war's close retarded construction.



At current prices it will take at least \$10 billion in the next ten years to put decent roofs over the heads of our school population.

There can be little equalization of opportunity unless the tools of teaching and learning are available in all schools.

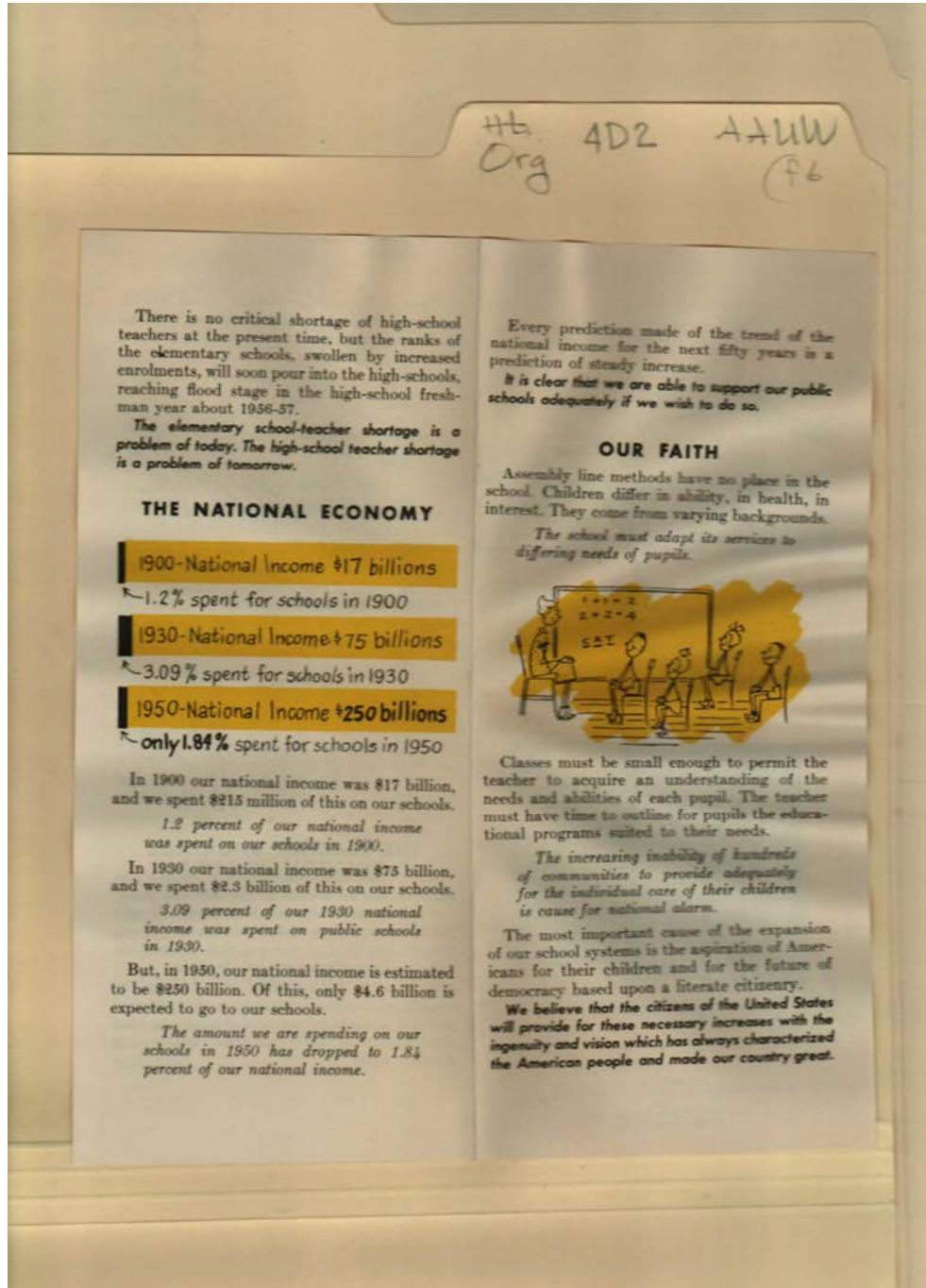


THE TEACHER SHORTAGE

More than three-quarters of a million new teachers will be needed in the next ten years.

A conservative appraisal of teacher supply for the next decade indicates that it will not provide one-third of the qualified teachers required in the elementary schools alone!

It is in the earlier school years, where the quality of teaching can most easily make or mar the educational careers of students, that the lack of properly prepared teachers is greatest today.



Types:
newsletter

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 156 r04d02-06-000-0167 [Contents](#) [Index](#) [About](#)



Types:
newsletter


Handwritten notes on the left margin:
AAUW (fb)
ADZ
Hb. Org

Understanding of what is read has been increased, among other ways, through the use in school readers of a basic vocabulary drawn from the words that children most often use. The stories in modern school readers are closely related to the experiences of children today and are adapted to the grade levels in which the books are used.

For pupils who need additional help in reading, the modern school has instruments which measure eye movements, tests which uncover faulty reading habits, and many instruments and devices that help the child to improve his reading habits. A study recently made in the school systems of 1600 cities shows that more than one-half of them give individual help to the students who need it.

Graduates of the schools of yesterday sometimes look upon the expanding school program with skepticism. Occasionally one of them asks, "How can so many things be taught in school today without skipping the essential subjects?"

The fact is that the amount of time spent on the three R's in today's school is more than four times as great as it was a hundred years ago. Class periods are longer; school terms are longer; the tools of learning still are emphasized.



The techniques of teaching the tool subjects, as well as other subjects, have been vastly improved. Students who can advance rapidly are given the chance to do so. Those with special difficulties are helped to overcome their handicaps. School classes, as well as methods of teaching them, are adjusted to individual needs.

The three R's are still the foundation of our school studies. Schools are teaching them now better than they have ever been taught.

The Three 'R's-

Schools are not the same as they were in the "good old days." Definitely not. They've improved!

"School studies change because people change. People change their way of making a living. They change their way of living. It is utterly impossible for the school to remain the same, year after year. Indeed, the school must always try to discover the 'shape of things to come,' because it is preparing youth for the future as well as for the present."

Willard E. Givens, Executive Secretary
National Education Association


"It is said that distance lends enchantment. This statement applies to many things. It is true of education. How many times I have heard distinguished, and in other lines discriminating, critics tell how bad our schools have become and how excellent they were in the good old days. There is abundant evidence that our schools are much better now than they were."

William F. Russell, President
Teachers College, Columbia University

The schools still teach the three R's. They teach them now better than they have ever been taught.

Published by:
National Education Association, Washington 6, D.C.
and
Kansas State Teachers Association, Topeka, Kansas

Schools and Fishin' Poles--



"Well, three or four months run along and I had been to school most all the time and could spell and read and write just a little, and could say the multiplication table up to six times seven is thirty-five, and I don't reckon I could ever get any further than that if I was to live forever. I don't take no stock in mathematics, anyway . . . Whenever I got uncommon tired I played hooky, and the hiding I got next day done me good and cheered me up"

From Huckleberry Finn
By Mark Twain

Names:

Russell, William F.

Types:

newsletter

AAUW (96)
AD2
Hb. Org

The Fundamentals -

No wonder Huckleberry Finn decided that fishing was more fun than going to school. The schools of long ago, with their hard benches and lack of school books and other reading materials, were unattractive places for growing boys and girls. Modern schools have changed a lot from the time of Huckleberry Finn.

Increased understanding of how children learn has brought marked improvement to the teaching of our school studies. Instruction has advanced most in those subjects often referred to as "the fundamentals"—reading, writing, arithmetic, spelling and oral expression. All of these are essential "tools" in acquiring knowledge and passing it on to others.

There are three primary changes from the school of yesterday to the school of today:

- 1) The school program has been revised and broadened. Many more subjects are taught in the schools of today than in those of twenty, fifty or one hundred years ago.
- 2) Methods of teaching have changed because more is known today about how children learn.
- 3) In the "good old days" the elementary school prepared students for high school. The high school prepared students for college. Today, the schools still prepare their students for further schooling—in fact better than ever before—but, the emphasis is upon preparation for living. Schools are for everyone. Education is adapted to the capacities, interests and needs of every child.



the first "R": READING


In reading, pupils of today surpass pupils of the past. They read more books. They read more rapidly. They read with more understanding.

A nationwide study of public opinion shows that six out of ten adults believe that their children are taught to read better than they themselves were taught.

Positive evidence of the effectiveness of teaching reading is found on every hand—

A total of 53,829,072 daily papers were purchased every day in 1950. More than 10,000 weekly newspapers and 6,800 magazines circulated to millions of readers during the past year.

In 1896, books loaned to the public from libraries and lending societies totaled 35,000,000 compared to 356,000,000 a half century later. Readership is extended still further by hundreds of school and college libraries, by bookstores and book clubs.



The growing literacy of the American people is dramatically illustrated by the change in a routine question of the United States Bureau of the Census. For one hundred years the census-taker asked at each home, "How many people residing here cannot read and write?" The percentage of illiterates had so declined by 1940 that the enumerator was instructed to substitute the question "How many years have you attended school?"


No such experience would be possible in a nation that did not systematically and effectively teach its children to read. It is all the more remarkable that much of this reduction in illiteracy took place at the same time that chains of motion picture theaters and networks of radio and television stations were becoming more and more important sources of information—sources which many people find easier to use than reading.

One of the marked changes in the teaching of reading is the adaptation of content to present-day needs. In Dr. McGuffey's Readers the children often romped through the pages in games of grace hoops, while the modern child is likely to have for the subject of his reading lesson a visit to a department store.



In years past, one reading book for each grade was the usual practice. Modern schools, however, offer such a wide choice of reading materials that it is not unusual for a child to read twenty or thirty books during a year.

Speed in reading has been achieved in part by emphasis upon silent reading. Much reading aloud slows down the pace. In the days of the hornbook, children first memorized the alphabet, fitting the letters together later into words. Now, children learn words before much attention is given to letters, just as they learn objects—as a whole and not as combinations of their component parts. Good readers read by words and phrases, sometimes even by sentences. This recognition of a principle of learning is one of the many things that have led to more rapid reading.

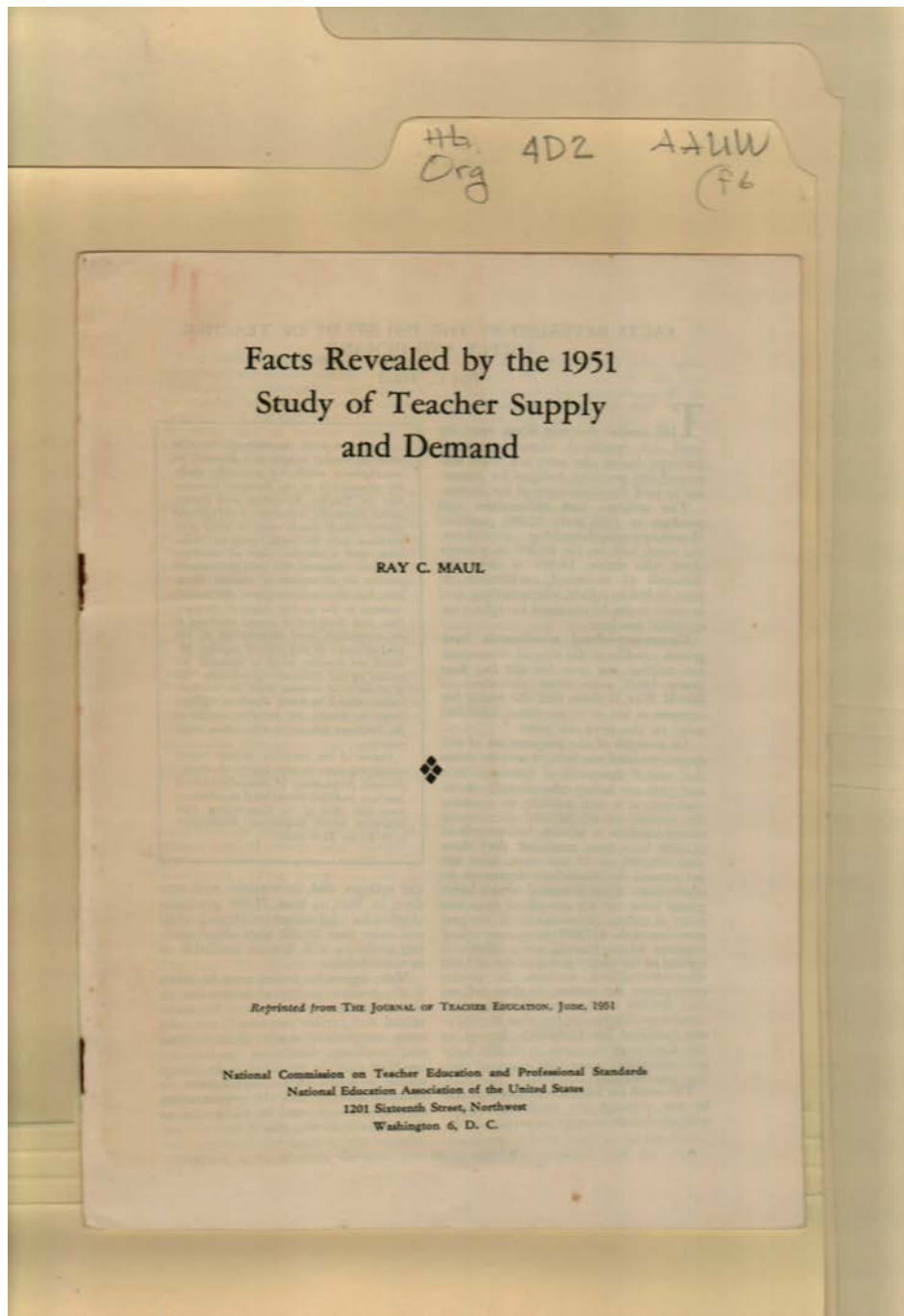


Types:
newsletter

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 159 r04d02-06-000-0170 [Contents](#) [Index](#) [About](#)

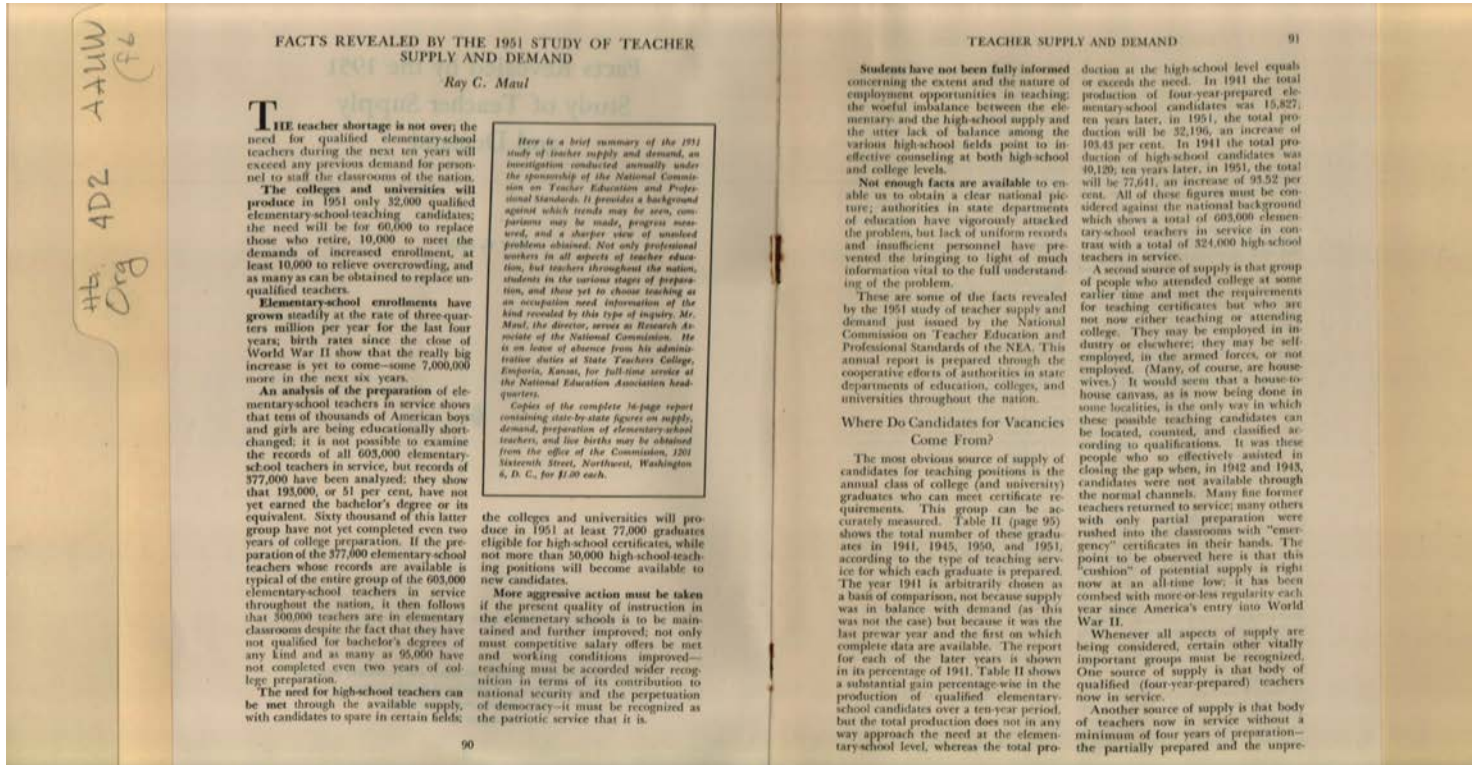


Names:

Maul, Ray C.

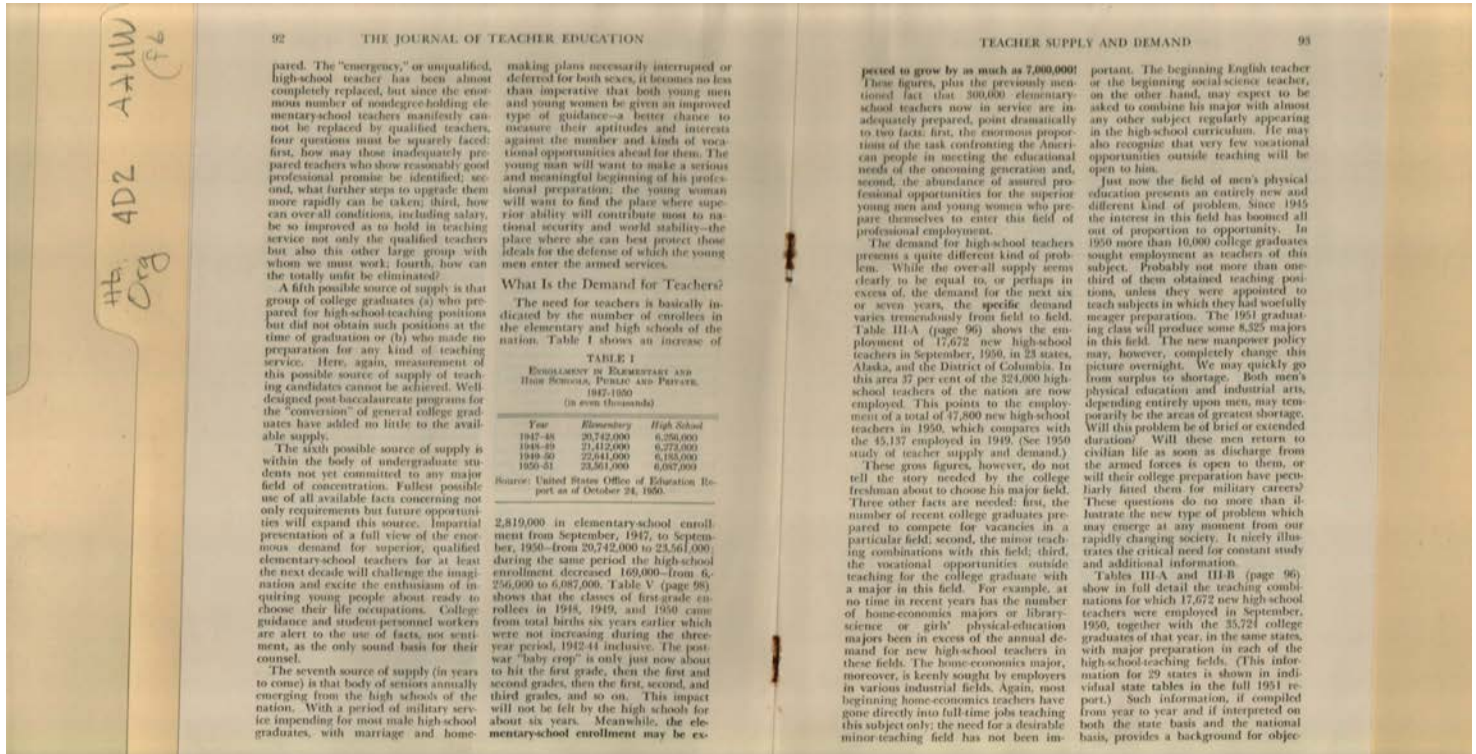
Types:

booklet



Names:
Maul, Ray C.

Types:
booklet



Types:
booklet

44b
 Org 4D2 AAUW
 96

TABLE III-A--DEMAND FOR TEACHERS
 (In 29 States, Alaska, and the District of Columbia)

NUMBER OF PERSONS WHO ENTERED HIGH-SCHOOL AND ELEMENTARY-SCHOOL TEACHERS' TRAINING IN NOVEMBER, 1900, AND WHO DID NOT TEACH ANYWHERE DURING THE 1900-01 SCHOOL YEAR

Based on reports from: Alaska, Idaho, Colorado, Connecticut, District of Columbia, Idaho, Illinois, Kansas, Kentucky, Maryland, Massachusetts, Missouri, Nebraska, Nevada, New Hampshire, North Carolina, Ohio, Oklahoma, Oregon, Utah, Vermont, Virginia, West Virginia, Wisconsin, and Wyoming.

The following table is a composite report from the above countries or areas in which "demand for teachers" data are available. Lines 1-20 indicate where new high-school teachers according to September 1. The report on persons in lines 21-28 and the other segments in the table. No report was received from: Line 21 shows total number of new state high-school teachers.

TABLE III-B--SUPPLY OF TEACHERS
 Number of College-Bred University Graduates in Same Geographic Areas as Shown in Table III-A Who Completed Courses of Study in 1900 Entitling Them to Standard Certificate.

THE JOURNAL OF TEACHER EDUCATION

STATE	COUNTY NUMBER																				TOTAL	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
Alaska																						1,000
Arizona																						1,000
Arkansas																						1,000
California																						1,000
Colorado																						1,000
Connecticut																						1,000
District of Columbia																						1,000
Florida																						1,000
Georgia																						1,000
Idaho																						1,000
Illinois																						1,000
Indiana																						1,000
Iowa																						1,000
Kansas																						1,000
Kentucky																						1,000
Louisiana																						1,000
Madison																						1,000
Massachusetts																						1,000
Michigan																						1,000
Minnesota																						1,000
Mississippi																						1,000
Missouri																						1,000
Montana																						1,000
Nebraska																						1,000
Nevada																						1,000
New Hampshire																						1,000
New Jersey																						1,000
New Mexico																						1,000
New York																						1,000
North Carolina																						1,000
North Dakota																						1,000
Ohio																						1,000
Oklahoma																						1,000
Oregon																						1,000
Pennsylvania																						1,000
Rhode Island																						1,000
South Carolina																						1,000
South Dakota																						1,000
Tennessee																						1,000
Texas																						1,000
Vermont																						1,000
Virginia																						1,000
Washington																						1,000
West Virginia																						1,000
Wisconsin																						1,000
Wyoming																						1,000

TABLE IV--AMOUNT OF PREPARATION, IN SEVENTH GRADE, OF ELEMENTARY-SCHOOL TEACHERS IN SERVICE
 (In 37 States plus Alaska and District of Columbia)

In states marked thus (*) the report is for 1900-01; in states marked thus (†) the report is for 1901-02; in all other states see for 1900-01. In 17 states it was not possible to identify teachers in one of the years mentioned here. List of all teachers in these years given in table in text. These groups are 100 or more teachers; 50-99 teachers; and less than 50 teachers. As for states the new elementary school teachers are shown in separate lines in the following table.

State	1900-01		1901-02		Total	Per Cent of Total	Per Cent of Total	Per Cent of Total	Per Cent of Total
	No. of Teachers	Per Cent of Total	No. of Teachers	Per Cent of Total					
Alabama	100	100	100	100	200	100	100	100	100
Arizona	100	100	100	100	200	100	100	100	100
Arkansas	100	100	100	100	200	100	100	100	100
California	100	100	100	100	200	100	100	100	100
Colorado	100	100	100	100	200	100	100	100	100
Connecticut	100	100	100	100	200	100	100	100	100
District of Columbia	100	100	100	100	200	100	100	100	100
Florida	100	100	100	100	200	100	100	100	100
Georgia	100	100	100	100	200	100	100	100	100
Idaho	100	100	100	100	200	100	100	100	100
Illinois	100	100	100	100	200	100	100	100	100
Indiana	100	100	100	100	200	100	100	100	100
Iowa	100	100	100	100	200	100	100	100	100
Kansas	100	100	100	100	200	100	100	100	100
Kentucky	100	100	100	100	200	100	100	100	100
Louisiana	100	100	100	100	200	100	100	100	100
Madison	100	100	100	100	200	100	100	100	100
Massachusetts	100	100	100	100	200	100	100	100	100
Michigan	100	100	100	100	200	100	100	100	100
Minnesota	100	100	100	100	200	100	100	100	100
Mississippi	100	100	100	100	200	100	100	100	100
Missouri	100	100	100	100	200	100	100	100	100
Montana	100	100	100	100	200	100	100	100	100
Nebraska	100	100	100	100	200	100	100	100	100
Nevada	100	100	100	100	200	100	100	100	100
New Hampshire	100	100	100	100	200	100	100	100	100
New Jersey	100	100	100	100	200	100	100	100	100
New Mexico	100	100	100	100	200	100	100	100	100
New York	100	100	100	100	200	100	100	100	100
North Carolina	100	100	100	100	200	100	100	100	100
North Dakota	100	100	100	100	200	100	100	100	100
Ohio	100	100	100	100	200	100	100	100	100
Oklahoma	100	100	100	100	200	100	100	100	100
Oregon	100	100	100	100	200	100	100	100	100
Pennsylvania	100	100	100	100	200	100	100	100	100
Rhode Island	100	100	100	100	200	100	100	100	100
South Carolina	100	100	100	100	200	100	100	100	100
South Dakota	100	100	100	100	200	100	100	100	100
Tennessee	100	100	100	100	200	100	100	100	100
Texas	100	100	100	100	200	100	100	100	100
Vermont	100	100	100	100	200	100	100	100	100
Virginia	100	100	100	100	200	100	100	100	100
Washington	100	100	100	100	200	100	100	100	100
West Virginia	100	100	100	100	200	100	100	100	100
Wisconsin	100	100	100	100	200	100	100	100	100
Wyoming	100	100	100	100	200	100	100	100	100

Types:
 booklet

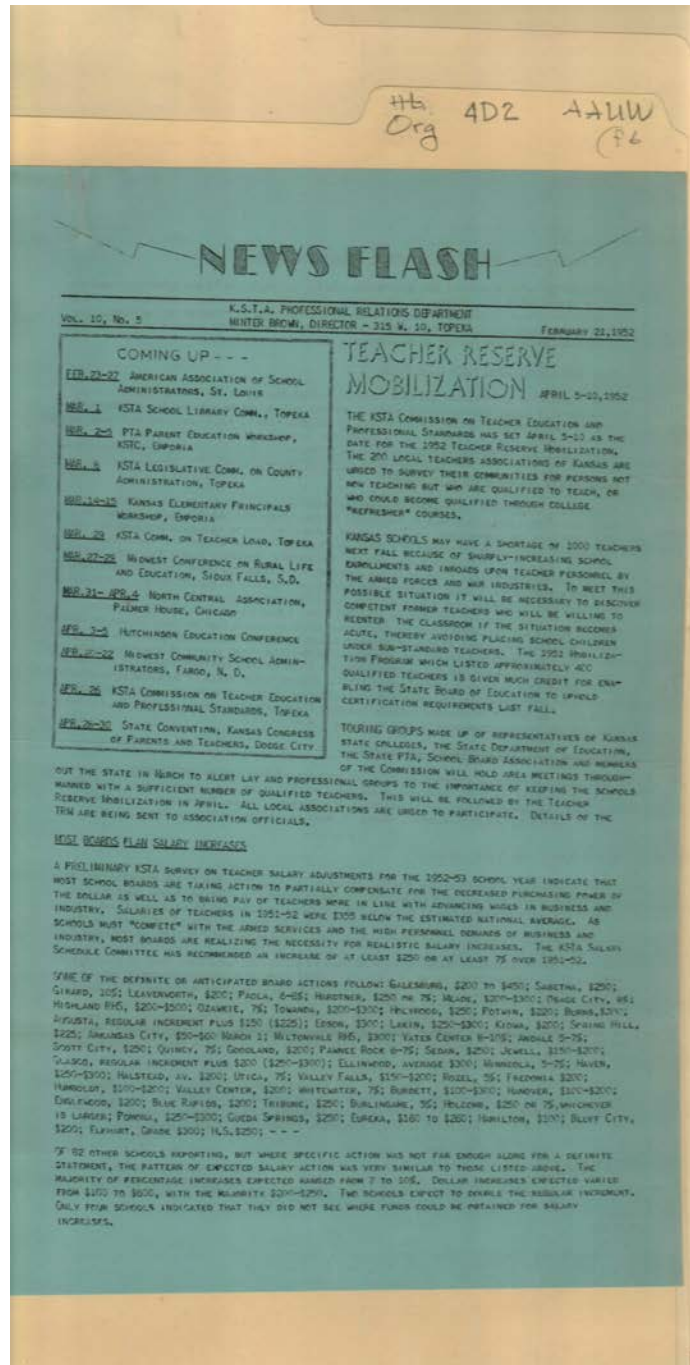
TABLE V—NUMBER OF LIVE BIRTHS, BY STATES, 1940-1950

Original reports by National Office of Vital Statistics, Federal Security Agency, Washington, D. C. figures relating to each state checked and considered as reported to State Office of Vital Statistics. Reports for 1950 based on monthly reports for six or more months except in Florida, Massachusetts, Mississippi, Texas, and West Virginia. In these five state reports the 1949 figures are arbitrarily repeated in 1950 column.

	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949	1950
Alabama	63,906	66,301	73,182	78,350	74,182	70,144	78,956	67,342	61,954	63,943	61,000
Alaska	2,118	2,673	3,691	1,731	3,092	1,829	2,271	2,701	3,079	3,531	3,500
Arizona	11,503	11,432	12,464	14,297	14,258	13,948	15,245	19,153	19,183	19,714	20,900
Arkansas	28,473	40,649	42,600	41,800	41,560	39,730	45,457	49,132	44,264	47,790	41,900
California	111,840	135,033	153,130	173,103	178,998	189,111	217,223	213,808	239,619	249,999	223,344
Colorado	21,034	21,303	23,466	24,257	23,951	23,611	26,514	21,874	23,019	22,800	23,200
Connecticut	23,674	26,998	27,089	28,380	33,086	32,409	41,131	45,181	41,955	40,819	38,276
Delaware	4,808	5,064	4,868	6,799	6,037	6,019	6,939	7,878	7,405	7,546	7,063
District of Columbia	11,228	12,892	16,179	16,000	18,758	16,141	18,601	21,680	20,815	28,086	24,880
Florida	38,606	37,351	40,473	46,763	49,196	49,829	54,347	60,291	59,688	61,842	61,642
Georgia	64,995	67,788	72,189	78,227	77,018	74,964	82,699	94,311	91,664	90,557	86,011
Hawaii	9,556	10,124	10,408	11,636	12,007	12,396	12,684	14,667	14,482	14,223	13,684
Idaho	11,789	11,624	11,484	12,991	12,241	11,801	12,787	16,265	16,182	18,860	18,210
Illinois	124,616	139,120	150,237	155,735	142,065	136,676	171,202	164,228	164,633	189,190	183,088
Indiana	61,963	68,284	73,708	74,672	71,344	68,444	80,516	85,788	82,131	83,949	84,656
Iowa	41,854	48,710	49,454	47,617	46,564	44,034	46,196	63,858	60,573	63,214	60,296
Kansas	28,985	29,417	32,920	26,921	34,079	31,429	28,770	44,311	42,676	43,773	45,546
Kentucky	63,431	69,426	69,103	68,198	62,383	60,569	71,820	76,122	79,808	75,910	66,624
Louisiana	50,973	64,832	58,232	61,424	61,144	58,064	69,301	74,872	70,789	78,949	71,363
Maine	15,786	16,046	17,714	18,982	17,624	16,647	20,421	23,908	22,270	21,944	21,195
Married	22,508	27,126	44,184	47,533	48,763	42,816	60,728	55,827	64,922	64,248	61,233
Massachusetts	65,359	70,228	83,371	88,743	78,140	76,455	94,903	105,690	98,933	96,041	95,041
Michigan	99,021	107,456	123,880	135,441	119,665	111,527	128,572	169,275	153,728	166,489	149,568
Minnesota	52,915	64,259	58,770	58,608	55,111	54,666	67,265	75,977	73,780	72,978	72,652
Mississippi	32,536	34,661	36,531	39,409	36,380	33,340	41,430	66,281	65,291	66,128	66,128
Missouri	61,479	65,218	70,711	72,456	67,939	66,691	69,698	89,022	83,090	85,206	81,232
Montana	11,256	11,848	11,785	11,256	10,763	10,408	12,661	14,770	14,992	16,359	15,428
Nebraska	32,153	22,196	23,369	25,991	24,694	24,292	27,733	32,018	31,066	31,482	31,690
Nevada	2,061	2,191	2,792	3,026	3,028	3,861	3,283	4,011	3,894	3,798	3,719
New Hampshire	8,268	8,702	9,741	9,853	8,988	8,263	11,310	12,623	12,762	12,337	11,992
New Jersey	59,228	67,104	80,812	82,258	75,632	76,995	95,944	100,099	97,278	97,414	93,751
New Mexico	14,792	14,729	14,129	16,211	15,856	14,908	18,279	19,710	20,648	21,882	20,993
New York	196,088	210,203	244,867	248,627	229,524	224,724	285,340	322,250	301,966	305,735	304,000
North Carolina	33,455	34,503	39,834	41,868	40,029	37,401	100,679	112,877	109,439	109,683	102,236
North Dakota	11,133	13,229	15,257	18,422	15,639	13,147	15,294	17,064	16,584	16,858	16,460
Ohio	171,063	173,899	184,327	182,264	172,531	171,910	199,845	197,238	188,769	188,856	189,987
Oklahoma	44,887	45,818	46,005	47,966	46,985	45,465	50,043	53,691	50,428	49,971	43,484
Oregon	17,522	18,781	22,393	25,380	23,444	23,329	29,669	34,199	34,987	35,062	35,033
Pennsylvania	168,489	173,198	198,411	199,927	178,412	172,280	219,084	249,102	227,282	224,210	214,252
Rhode Island	10,805	11,887	14,111	14,875	13,607	13,623	14,530	18,603	17,392	17,206	16,990
South Carolina	44,812	47,383	48,835	54,144	51,467	49,431	53,968	69,470	67,799	69,490	63,212
South Dakota	12,051	12,480	12,424	12,938	12,432	12,130	14,325	16,398	16,288	17,262	17,244
Tennessee	84,358	99,415	84,827	89,265	87,199	84,101	78,839	85,284	81,490	82,307	79,081
Texas	126,697	137,658	144,026	153,176	164,033	156,025	180,042	197,023	196,379	202,094	202,094
Utah	12,347	13,848	16,822	17,161	16,190	16,690	18,229	21,721	20,969	20,384	21,608
Vermont	6,574	6,719	6,893	7,082	6,519	6,469	7,993	9,327	9,001	9,051	8,536
Virginia	26,638	30,780	37,893	39,844	38,363	36,362	74,990	84,723	81,866	82,791	82,740
Washington	27,052	30,816	36,741	44,258	41,748	44,296	51,941	60,299	58,987	57,058	55,178
West Virginia	40,653	43,900	43,068	43,911	40,817	38,448	45,122	54,179	52,165	53,370	52,370
Wisconsin	84,891	87,186	93,882	94,450	91,547	91,437	74,753	81,039	81,639	82,738	78,844
Wyoming	5,189	5,322	5,567	5,456	5,512	5,339	5,929	7,152	7,290	7,350	7,118
Total	2,857,674	3,257,792	3,821,189	3,942,031	3,798,791	3,734,149	4,294,897	4,702,769	4,545,178	4,586,824	4,456,435
Increase over 1945						666,738	668,630	806,029	632,673	718,296	
Cumulative Increase over 1945							1,328,255	2,335,287	3,191,062	3,907,248	

ADZ
 AAUW
 (F6)
 hb. Org

Types:
 booklet

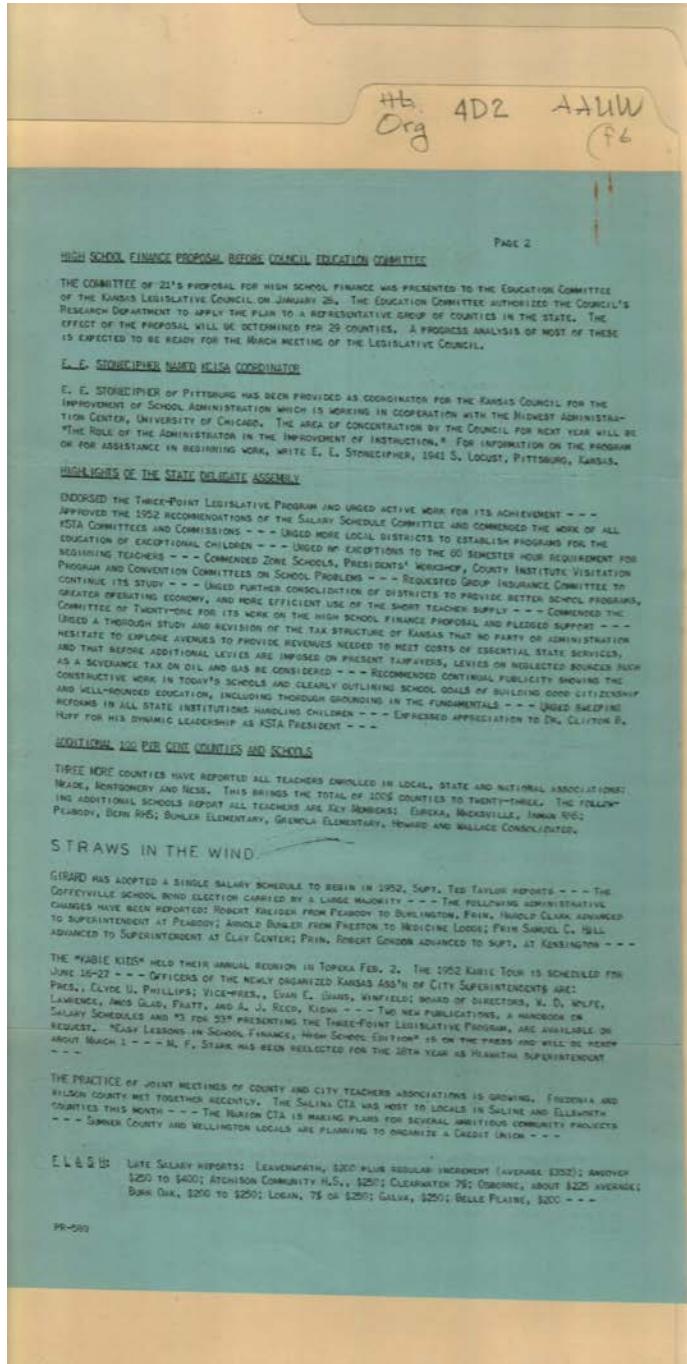


Names:
 Brown, Minter

Places:
 Topeka, KS

Types:
 newsletter

Dates:
 Feb 21, 1952



Names:

Buhler, Arnold
 Clark, Harold
 Evans, Evan E.
 Glad, Amos

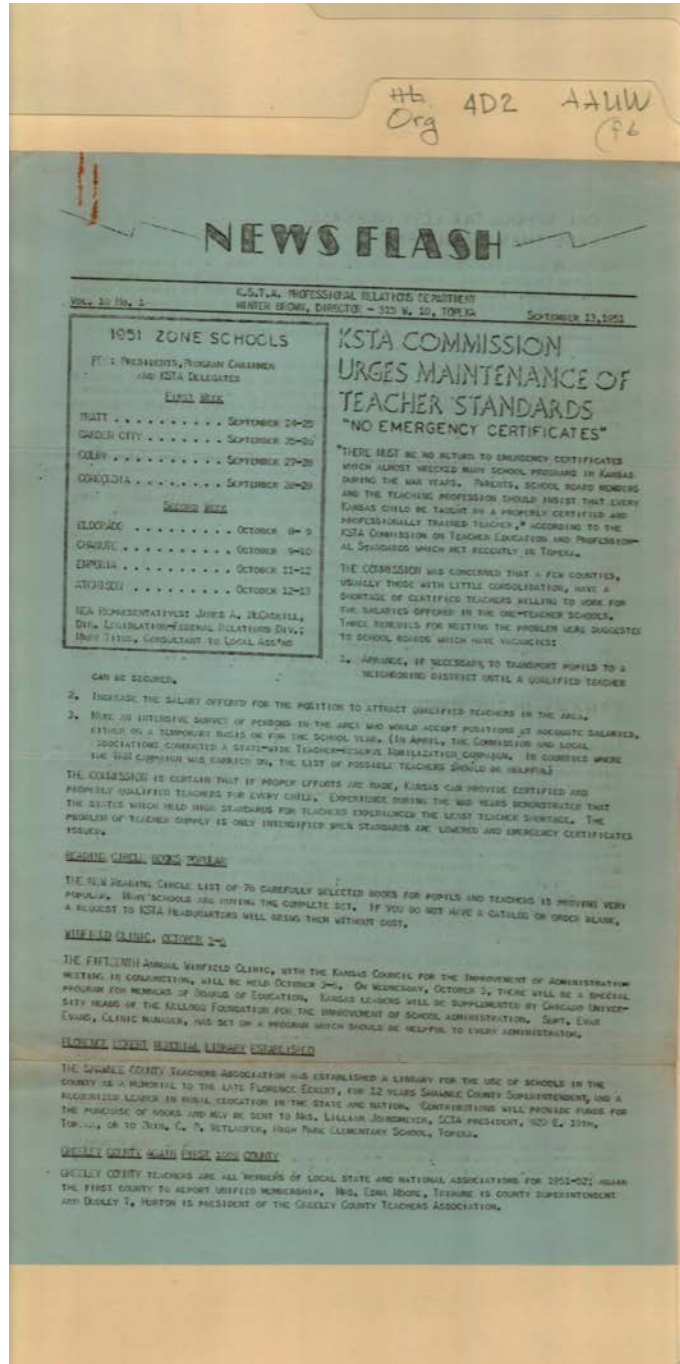
Gordon, Robert
 Hill, Samuel C.
 Kreiger, Robert
 Phillips, Clyde U.

Reed, A. J.
 Stark, M. F.
 Stonecipher, E. E.
 Taylor, Ted

Wolfe, W. D.

Types:

newsletter



Names:

Brown, Minter
 Evans, Evan E.
 Horton, Dudley

Johnsmeyer, Lillian,
 Mrs.
 McCaskill, James A.

Moore, Edna, Mrs.
 Titus, Mary
 Wetlaufer, C. P.

Places:

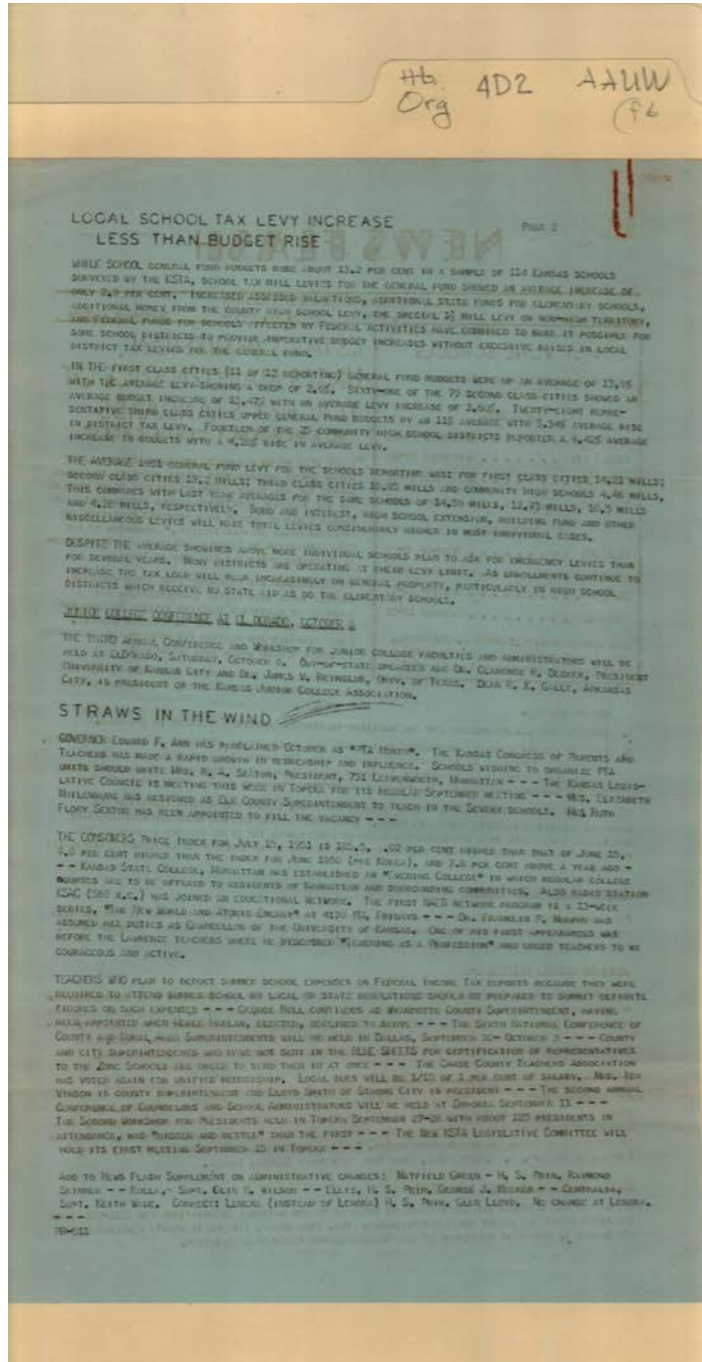
Topeka, KS

Types:

newsletter

Dates:

Sep 13, 1951



Names:

Arn, Edward F.,
 Governor
 Bell, George
 Decker, Clarence R.,
 Dr.

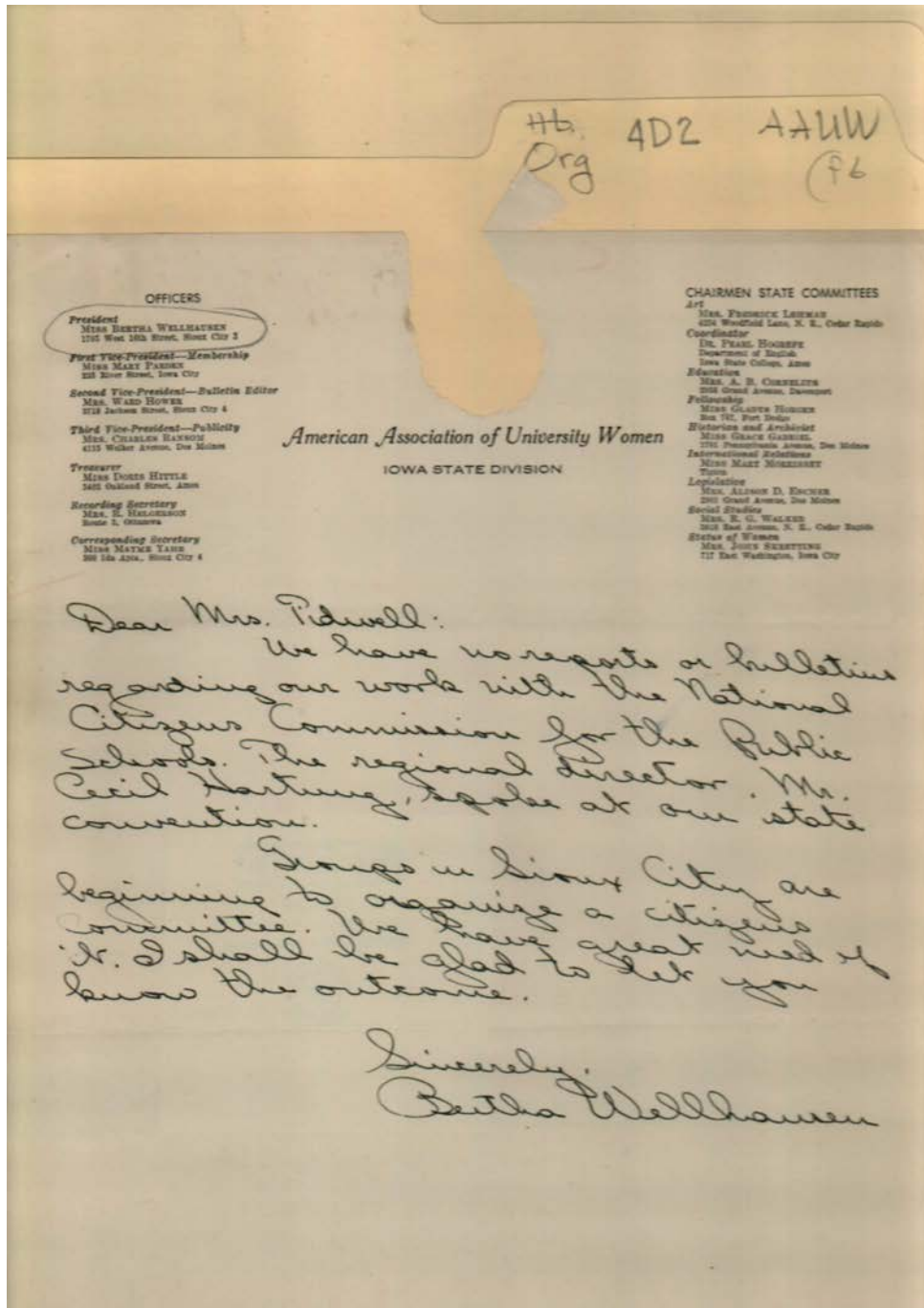
Galle, R. K.
 Lloyd, Glen
 Meeker, George J.
 Mulenburg,
 Elizabeth, Mrs.

Murphy, Franklin P.,
 Dr.
 Reynolds, James W.,
 Dr.
 Seaton, R. A., Mrs.

Sexton, Ruth Flory,
 Mrs.
 Skinner, Raymond
 Wade, Keith
 Wilson, Olin H.

Types:

newsletter



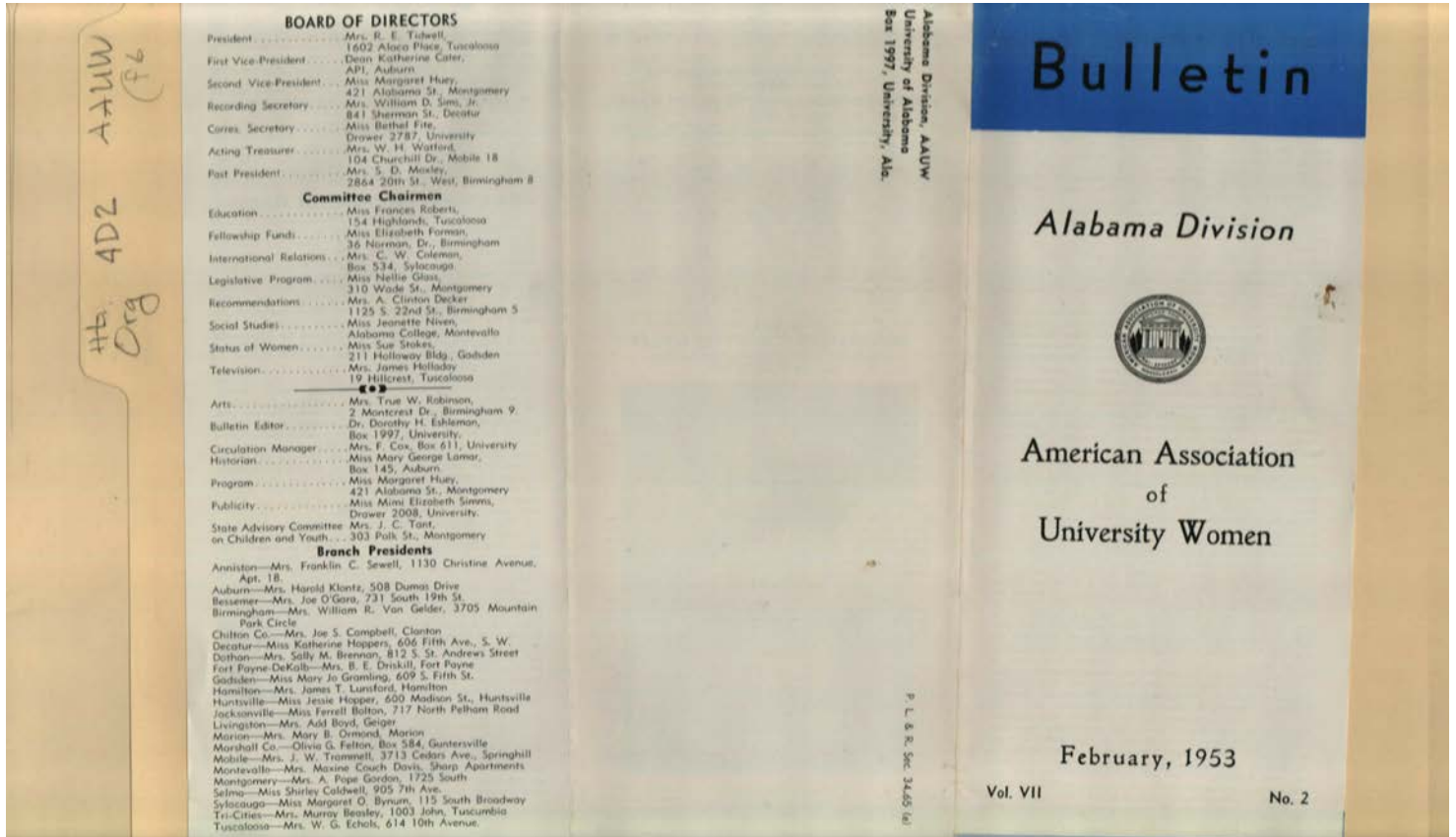
Names:

Hartung, Cecil
Tidwell, R. E., Mrs.

Wellhauen, Bertha,
Miss

Types:

correspondence



Names:

Cater, Katherine,
Dean
Fite, Bethel, Miss

Huey, Margaret, Miss
Moxley, S. D., Mrs.

Sims, William D., Jr.,
Mrs.
Tidwell, R. E., Mrs.

Watford, W. H., Mrs.

Places:

University, AL

Types:

bulletin

Dates:

Feb 1953

ADZ
AAUW
P6
Dca

Presenting Our International Study Grant Holders . . .

Duangbun Bisalputra
(Thailand)



... I have not found any trouble ever since I arrived in this country. When I arrived San Francisco airport on August 29, 1952, Mrs. Nelson F. Davis, the Fellowship Chairman of AAUW, met me there and took me to see Mrs. Wilhelm, who gave me the first \$100 payment. During nine days in California, Mrs. Davis arranged a very good program for me so that I had the opportunity to visit some of the members of the AAUW in Sacramento and Los Angeles.

I arrived Champaign on September 8, 1952. Mrs. Charles Stewart, the Fellowship Chairman of the Urbana Branch, met me at the airport. She took me home and kindly helped me in finding a place to live. Fortunately, that night we met Mrs. Elmer Davis, a member of the AAUW, at the AAUW meeting. She offered me to stay at her home, which is very comfortable. She herself is very nice and very kind to me, so I am happy and also feel at home.

I like the place where I am living and am satisfied with my studying. My adviser is Professor Kenneth B. Henderson who is very good and very kind to me and helps me in everything. This semester I take the courses of Psychology of Adolescence, Educational Psychology and Educational and Vocational Guidance. I think that all are very useful to me because I gain much knowledge and get some new ideas which I think I can apply there when I return home.

Emma F. Maniquis
(Edna Franks, Bismarck)



I am very grateful to the AAUW, Alabama Division for naming me as your grantee this year and do hope to do the best I can during my stay here, in the United States and render in return good service to my country, the Philippines.

Well, as to the field of study, I am at present enrolled in the Graduate School in Pharmacy of the Ohio State University, majoring in Pharmacognosy. I have chosen this particular subject to get a complete knowledge of the plant medicinal constituents and apply these methods I have acquired to some Philippine plants. In so doing, importation of drugs from other countries might be diminished by preparing finished products out of them.

As to my schooling, I have finished Bachelor's degree in Pharmacy in Centro Escolar University in Manila, the capital of the Philippines, in the year 1950. I passed the Pharmacy State Board exam in the same year. Continuing further my studies, I took up my master's degree, also in Pharmacy and completed it in summer of 1952. Finally, I applied for the AAUW fellowship through the Philippine Association of University Women branch.

I am lucky I should say, being the recipient of another scholarship, the Fulbright Travel Grant—in charge of my transportation from the Philippines to Columbus. I got here September 15, 1952 and thanks I'm enjoying my stay very much.

Fellowship reports from each branch are due on March 1. Each branch is urged to participate in this vital part of our AAUW program. Our state goal: a minimum of five named grants. Montgomery is working diligently to become the next branch in Alabama to have a named grant.

Mary Mihopoulou
(Dusky Nymphs, Baltimore)



... I am very happy to be in this magnificent country, sharing your modern culture and warm friendship. The opportunity to improve and extend my education for the benefit of the children of Greece is a dream I never thought would materialize. My gratitude to the wonderful women of the AAUW knows no bounds.

Sigrid Ullman
(Ufaestoff)



... At you certainly know I am working here in the Department of Biology, Division of Bacteriology, under Prof. H. Koffer on antibiotics. I enjoy being at Purdue as well as the subject of my work and the nice family I am living with. And I had already the opportunity to see a few parts of your big country, to get acquainted with some people, to visit some production plants and attend some scientific meetings. I am interested in.

Perhaps you do not realize how much I appreciate to see your country. By myself I would never have been able to come over here. So, let me thank you for that big chance!

Angeliki Boagis
(Katharine Carter)



... I am very pleased from my Studies in the University. I would like to express my great gratitude to the branches of Alabama Division. My indebtedness to the AAUW is enormous for the grant offered to me, because it will be very important not only to me as a professional woman, but also to my country, which is deprived of Dentistry for Children. Only one point there is a great amount of knowledge to be had and I feel that the remaining six months will not be sufficient for me to gain as much as I hope to.

Also I have been invited by your association and they have always been very nice to me. It is part of my education that I have come in contact with many Americans.

I have seen your democracy at work, in the schools, in your association, here at the Y.W.C.A. and at the homes of those who have invited me. I find that there is really not much difference between our ideals, that Greeks and Americans can belong to one happy family.

Thank you again very much for everything you have done for me.

GREETINGS FROM THE PHILIPPINES

It is almost two years since I arrived in Manila on July 25, 1951, bringing as part of my personality (in the broad sense of the word) the fruit of my labors and contacts in the United States. After two years' sojourn in your country, I returned so steeped in the ideals and ways of democracy, that I almost felt disoriented in my old position in the Bureau of Public Schools.

There is nothing so beautiful an ideal as democracy with its principle of respect for human personality. It is to me the practical application of the Christian teaching, "Love thy neighbor as thyself." At Indiana University where I got my Ed.D. degree, I witnessed the working of the democratic process, especially at seminars and workshops.

Convinced that it is by teaching that I can put across what I learned in the United States, I now teach at the Far Eastern University, Manila, which has the largest enrollment of all universities in the Philippines. I teach in the graduate department of the Institute of Education in the evening. My subjects are philosophy of education, curriculum, and supervision. Among my students are teachers, school principals and supervisors. I am enjoying my teaching immensely.

Personally I owe the AAUW an eternal debt of gratitude, for my studies in the U. S. have placed me on the path to self-fulfillment. I assure you that I will strive to spread the principles of the modern concept of democracy to the end that they may permeate all aspects of our society.

Gratefully yours, JULIANA C. PINEDA
(Held the Katharine Vickers International Study Grant, 1949)

NOTES ON INTERNATIONAL RELATIONS

Mrs. C. W. Coleman, Chairman
International Relations Committee

"The influence of your community is felt around the world for good or ill to the extent that your community understands other peoples and their problems. These same attitudes are reflected in the daily conduct of American government as your Senator or Representative votes for or against restrictive trade practices, higher-tariff barriers, continued economic aid abroad, and a host of current issues.

"What you think about these issues interacts with and determines the conduct of world affairs as, for example, those policy developments contained in the Marshall Plan, ECA, MSA, Point Four, and NATO. The survival of democracy itself depends ultimately upon how successfully the individual community can identify its own welfare and relate its personal security with an astonishingly interdependent world."

Miriam Clippinger, National Assistant on International Relations, brings AAUW members a challenge in the above quotation taken from her article, "Community Attitudes Toward International Relations," in the April, 1952, GEL. Have we accepted our responsibility for creating a better atmosphere of international understanding in our community?

The AAUW International Relations Committee has always accepted the responsibility for organizing studies of international problems and for keeping branch members informed on world issues. This year let us continue to keep our members informed, but let us continue to keep our community attitudes toward international relations—the attitude of the school child, of the civic worker, of the stay-at-home member of the community.

Let us, as a group dedicated to do "practical work in education," share our knowledge, our material, our techniques with individual members of our community, with other organizations, and with the schools which are endeavoring to protect the rights of Americans. Let us concern ourselves with the very young as well as the adult members of our community for, to use the words of a California teacher, "By sowing seeds of understanding in the first grade, we hope to reap American citizens who feel no gap between the United States and other countries of the world."

Names:

- | | | | |
|----------------------|------------------------|---------------------------|------------------------|
| Bisalputra, Duangbun | Davis, Nelson F., Mrs. | Maniquis, Emma P. | Stewart, Charles, Mrs. |
| Bouga, Angeliki | Henderson, Kenneth B. | McKee, Samuel Clarke, Jr. | Ullman, Sigrid |
| Davies, Elmer, Dr. | Koffer, H., Prof. | Mihopoulou, Mary | Watford, W. H., Mrs. |

Types:

- bulletin
- photograph



Names:
 Bisalputra,
 Duangduen

Decker, Catherine K.,
 Mrs.
 Dow, Blanche H., Dr.

Durrett, T. R., Mrs.
 Luscher, Mary, Dr.
 Maniquis, Emma P.

Sewell, Franklin C.,
 Mrs.
 Watford, Duane

Types:
 bulletin

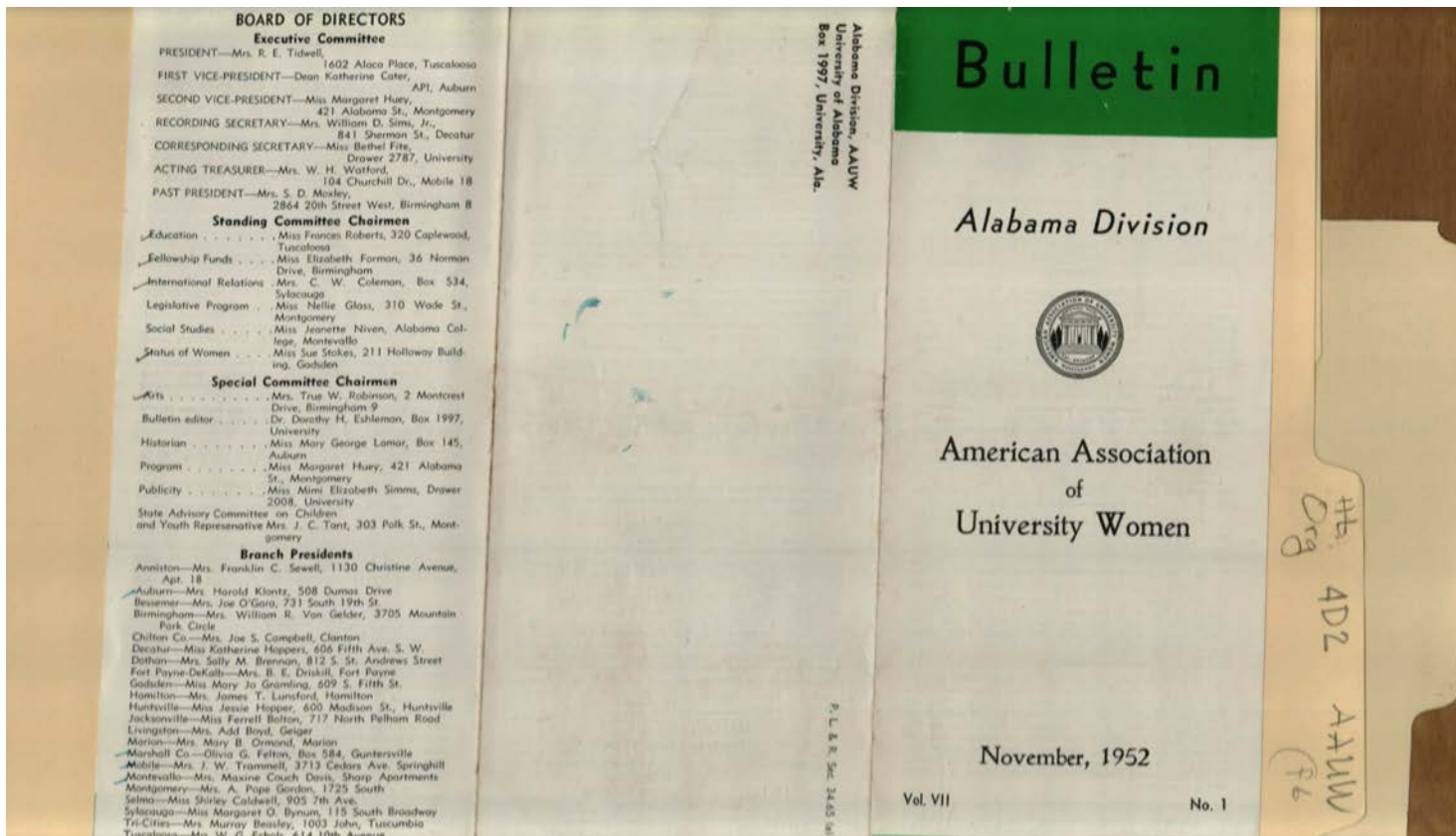
photograph

Dates:
 Feb 1953

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 173 r04d02-06-000-0184 [Contents](#) [Index](#) [About](#)



Names:

- | | | | |
|------------------------------|-----------------------------|--------------------------------|--------------------------------|
| Cater, Katherine,
Dean | Glass, Nellie, Miss | Roberts, Frances,
Miss | Sims, William D., Jr.,
Mrs. |
| Coleman, C. W., Mrs. | Hopper, Jessie, Miss | Robinson, True W.,
Mrs. | Stokes, Sue, Miss |
| Eshleman, Dorothy
H., Dr. | Huey, Margaret, Miss | Simms, Mimi
Elizabeth, Miss | Tant, J. C., Mrs. |
| Forman, Elizabeth,
Miss | Lamar, Mary George,
Miss | | Tidwell, R. E., Mrs. |
| | Moxley, S. D., Mrs. | | Watford, W. H., Mrs. |
| | Niven, Jeanette, Miss | | fite, Bethel, Miss |

Types:

bulletin

Dates:

Nov 1952

AAUW (96)

AD2

hb. Org

BLUEPRINT FOR COORDINATED ACTION
Mrs. R. E. Tidwell

"AAUW is dedicated to do practical work in education." This quotation taken from Christine Heintz's article in the April, 1952, GDL stands out as a guiding principle to state divisions wishing to coordinate their programs around a single theme.

A suggested plan of branch activity, as developed at the state workshop of the Alabama Division in July, was coordination around the theme, "Education, Your Community and You".

How can your branch develop a better understanding of the greatest educational needs in your community, from the pre-school through the adult education level? What is your plan of approach, study, and action to meet these needs?

The success of any branch in attacking a problem depends upon its ability to identify the project as a paramount need of the community or area, formulation of a plan of study, development of methods to do something about it, then action. The project may involve long range needs and planning, but set an immediate goal of accomplishment of some phase of your project during the year 1952-53.

The press, radio, and television are agencies of communication that will cooperate with you in developing your project if it is timely and meets a vital need. Many other organizations in your community will cooperate in a plan of forthright action to meet the educational needs of our state.

A progress report of the branches and state committee chairmen is called for at a State Board Meeting of AAUW in Tuscaloosa on November 22. This Board Meeting should provide an opportunity for branches to establish common goals and objectives, and a method of action to work together as a state division. "Real progress will depend upon how truly the core of the problem is found, and how cleverly, consistently, relentlessly, and courageously the workers proceed from that core." (Christine Heintz)

OPPORTUNITIES IN CREATIVE ART
(Chairmen of art, please take note)

Writing

Are you a playwright? Do you know someone, man or woman, who is? Tell him or her to submit an original play to James Hatcher, Director of Teen and Gown Theatre, sponsored by the University Center. If you can get it to Mr. Hatcher by November 25, you might see it produced in Birmingham during February. If this is too short notice, submit any available plays to Mr. Hatcher at any time. He will criticize them, return them with suggestions for rewriting, or keep them for future production. Address: Birmingham University Center, 2131 6th Avenue N., Birmingham, Alabama.

Exhibitions

The Art Association of Birmingham is preparing a regional show for top-ranking Alabama artists. Do you want it in your town? Write the Art Association, Birmingham City Museum of Art.

Contest in Visual Arts For Grammar Schools And High Schools

Make certain that your schools are participating in the **National Scholastic Art Awards Contest**. The Alabama sponsor is Lovemore's Department Store in Birmingham. Write for further information if it does not reach you soon. Prizes are scholarships to the best schools of art in this country. Selected work will be exhibited in the Birmingham Museum during February and early March.

Music

Did you know that fine musicians would play in your town under the auspices of the University of Alabama Extension Division? Write for information to Miss Bethel Fite, Director of Program Services, Extension Division, University of Alabama, Dorer 2787, University.

HIDDEN RESOURCES
Adele delabarre Robinson
Art Chairman

What makes people want to point or model or carve or design? Is it primarily the beauty of nature, or is it something else, some intangible which is difficult to isolate?

Many of us might guess that nature alone prompts the artist, but the beauty of nature is ubiquitous. It circles the globe. It is found wherever the sun shines and the clouds trail their shadows. Artists, on the other hand, tend to congregate. The exquisite and almost inimitable works of their assemblage rest upon many cities: Knossos, Athens, Rome, Florence, Paris, and countless others.

What besides nature inspired those artists who come together in such spots and prolonged their habitation for centuries? Andre Malraux, great French psychologist of art, attempts to read this riddle. Art, he believes, breeds art. It bears its own progeny. The sight of painting inspires the novice to pick up a brush. The spectacle of building moves the young architect. The sculptor hewing boldly and confidently into the hard stone gives courage to the beginner who has yet dared only to model with clay. The finished product alone inspires, even without the sculptor.

Incalculable resources of talent, perhaps even of genius, exist here in our state of Alabama. Not all of it is lodged in youth. The mature, the middle-aged, and even the elderly have sometimes surprised themselves by the discovery of unsuspected abilities. Talent in the visual arts, unlike that in music, does not declare itself in childhood.

What service can AAUW contribute toward bringing these resources to the surface, helping people to find themselves? We cannot at this moment afford to import great masterpieces to our many rural areas, though the day may come when such a task is within our range, but it is immediately possible, even easily possible, to establish at once and slowly expand a collection of fine reproductions in full color chosen from those art objects which have delighted and charmed generations.

The collection is already begun. With the contribution of \$25 from the AAUW state treasury (total allotment for Arts) and \$10 contributed by the Birmingham Branch, five large and beautiful prints have been purchased. The director of the Birmingham City Museum of Art, Richard S. Howard, an internationally known authority in his field, conceived the project originally and suggested it to us. He is donating his own services and those of the Museum towards preparing the prints for exhibition, and he will also house them when they are not in circulation. The prints will be mounted securely but lightly on cardboard backs with cellulose covers and arrangement for hanging. The name of each branch purchasing a print will be clearly displayed with the print, and a brief study analysis prepared by Mr. Howard will also be available, which may be hung if desired.

Our initial purchase, soon to be expanded as other branch contributions arrive, illustrates the oil painting of Holland in the 17th century; two Rembrandts, one Vermeer, one de Hooch, and a flower painting. Another Vermeer, the lovely *Girl with a Silver Pitcher*, the original of which is in the Metropolitan Museum of Art, will be added to this group as soon as possible. The subject of the next group of six or more prints is to be "Children in Art."

Prints will be mailed to any art chairman who wishes them, and when they reach her, she may handle them as she pleases, showing them to her own AAUW group, displaying them at local adult clubs, or lending them for longer exhibition of the library or high school. No charge will be made except for the very small cost of mailing. Handling these lightly mounted, unframed prints should present no physical problems which are not easily surmountable.



Mrs. R. E. Tidwell,
President

As the architect of the "Blue Print for Coordinated Action," Bess Tidwell brings to the presidency of the Alabama Division years of devotion to AAUW in local and state offices: Tuscaloosa Branch president for two years, Chairman of the Artist-Lecture Series co-sponsored by the branch and the University of Alabama for five years, state Fellowship Chairman, first vice-president of the Alabama Division for two years, and Secretary-Treasurer of the Southeast Central Region for four years.

Under her leadership, which is a leadership with a real vision of what AAUW means and what it can become—a tremendous force in solving the problems of education—the work of each branch will take on added significance, and the Alabama Division will attain a foremost position, not only in the state, but also in the entire Association.

The board of selection is composed as follows: Richard S. Howard, Director of the Birmingham City Museum of Art; Miss Edris Hughes, Birmingham Branch Art Chairman; and Mrs. True Robinson, Art Chairman of the Alabama Division. Miss Lulu Palmer, Art Supervisor for the public schools of Alabama, has agreed to serve as consultant. She heartily approves of our project.

Where will the funds come from? We are asking for a contribution of \$5 from each branch, each year. One branch has already donated twice that amount. Another branch writes that it hopes to do the same. The project is not expensive. It is practical. It harmonizes with our state program, the key-note of that emphasis upon education which has always been fundamental to the principles of our organization as a whole. From this humble but energetic beginning, we may go far, even farther, we hope, than it is now possible to foresee.

Names:

Fite, Bethel, Miss
Hatcher, James
Howard, Richard S.

Hughes, Edris
Palmer, Lulu, Miss

Robinson, Adele
delabarre

Robinson, True W.,
Mrs.
Tidwell, R. E., Mrs.

Types:

bulletin

photo



Names:

Glass, Nellie, Miss
Harris, Seymour E.
Heinig, Christine M.,
Dr.
Higgins, John, Major

LaBelle, Frank, Mrs.
Marx, Meyer, Rabbi
Murray, George, Mrs.
Niven, Jeanette, Miss

Nungester, Frances,
Miss
Roberts, Frances,
Miss

Sewell, Franklin C.,
Mrs.
Stokes, Sue, Miss
Vickery, Katherine,
Dr.

Types:
bulletin



Names:

Buckmaster, Hilda,
 Miss
 DePoignoc, General
 Driskill, B. E., Mrs.

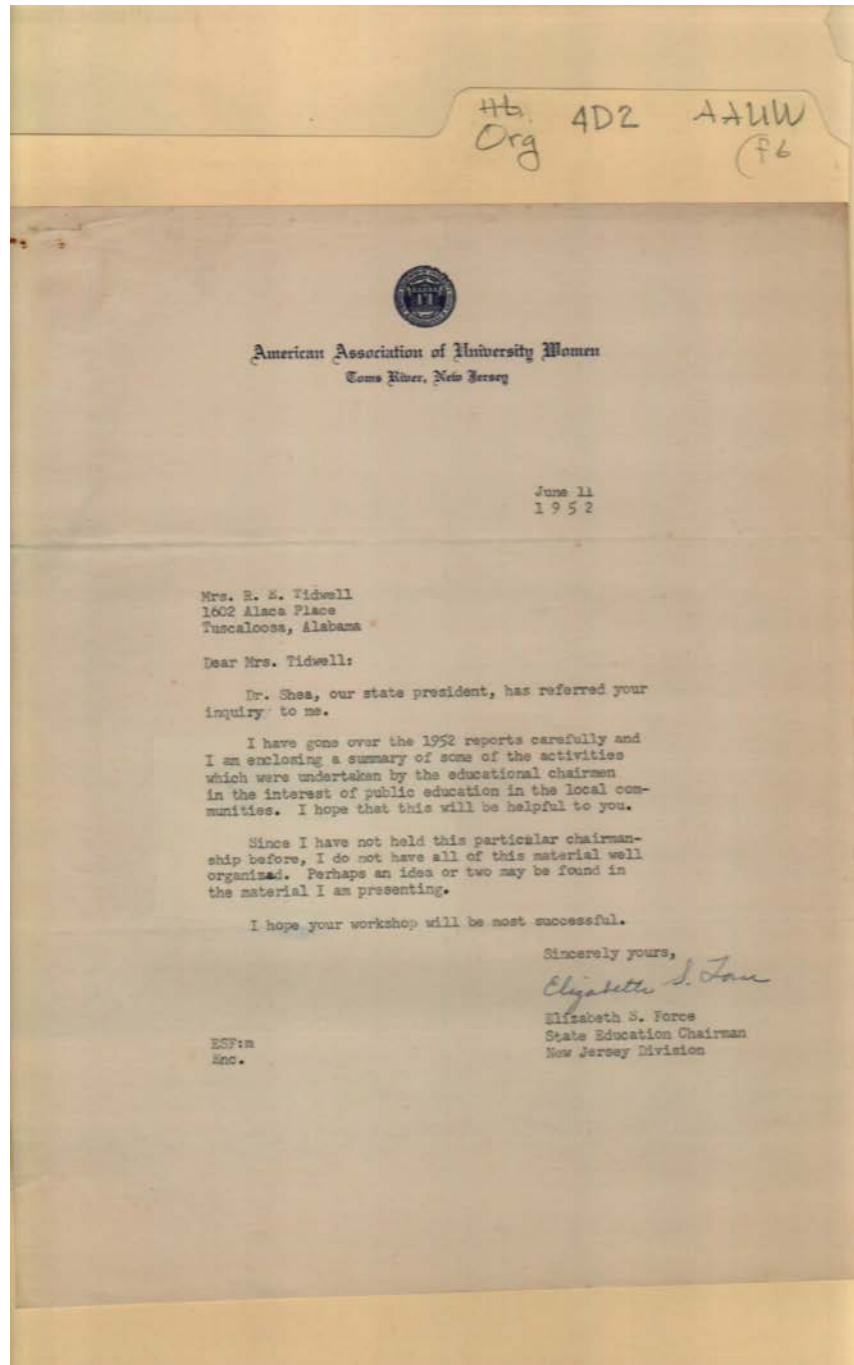
Fite, Bethel, Miss
 Hancock, Boyd, Mrs.
 Isabelle, A. L., Dr.

Roberts, Frances,
 Miss
 Simms, Mimi
 Elizabeth, Miss

Starnes, Gene
 d'Aspremont-Lynden,
 Geoffrey

Types:

bulletin



Names:

Force, Elizabeth S.

Shea, Dr.

Tidwell, R. E., Mrs.

Places:

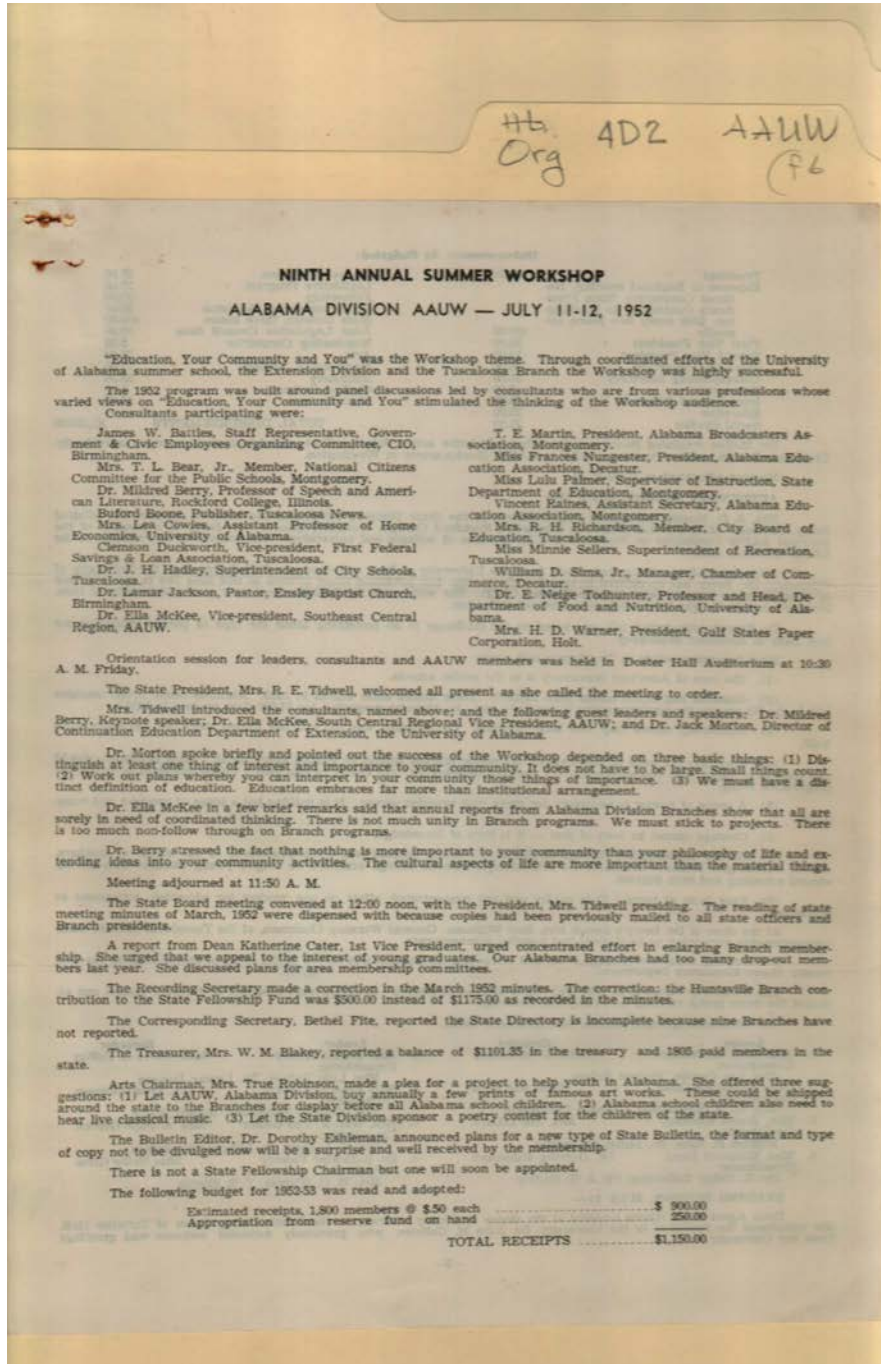
Toms River, NJ

Types:

correspondence

Dates:

June 11, 1952



Names:

Battles, James W.
Bear, T. L., Jr., Mrs.
Berry, Mildred, Dr.
Blakey, W. M., Mrs.
Boone, Buford
Cowles, Lea, Mrs.
Duckworth, Clemson

Eshleman, Dorothy
H., Dr.
Hadley, J. H., Dr.
Jackson, Lamar, Dr.
Martin, T. E.
McKee, Ella, Dr.
Morton, Jack, Dr.

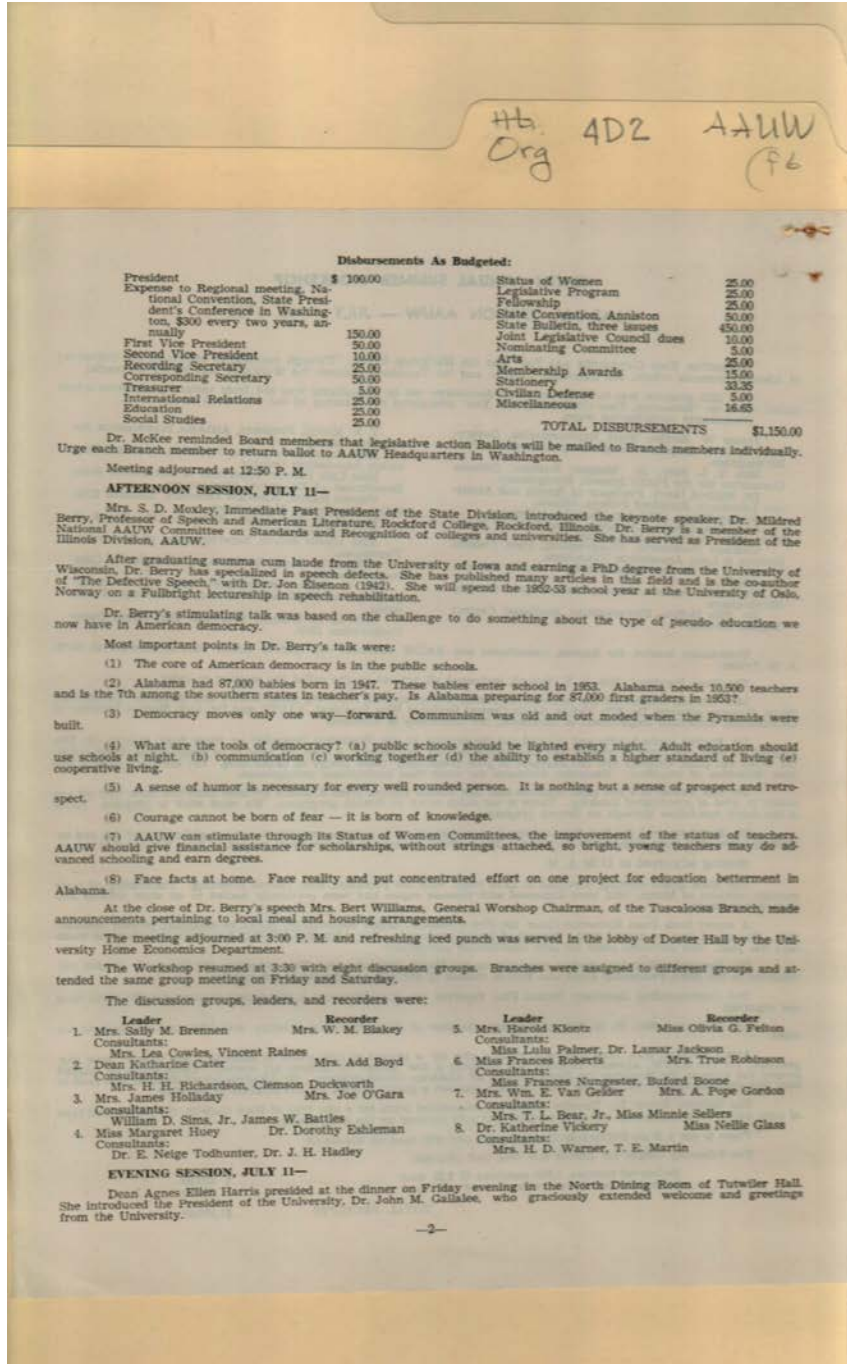
Nungester, Frances,
Miss
Palmer, Lulu, Miss
Raines, Vincent
Richardson, R. H.,
Mrs.
Robinson, True W.,
Mrs.

Sellers, Minnie, Miss
Sims, William D., Jr.
Tidwell, R. E., Mrs.
Todhunter, E. Neige,
Dr.
Warner, H. D., Mrs.

Types:
program

Dates:

July 11, 1952



Names:

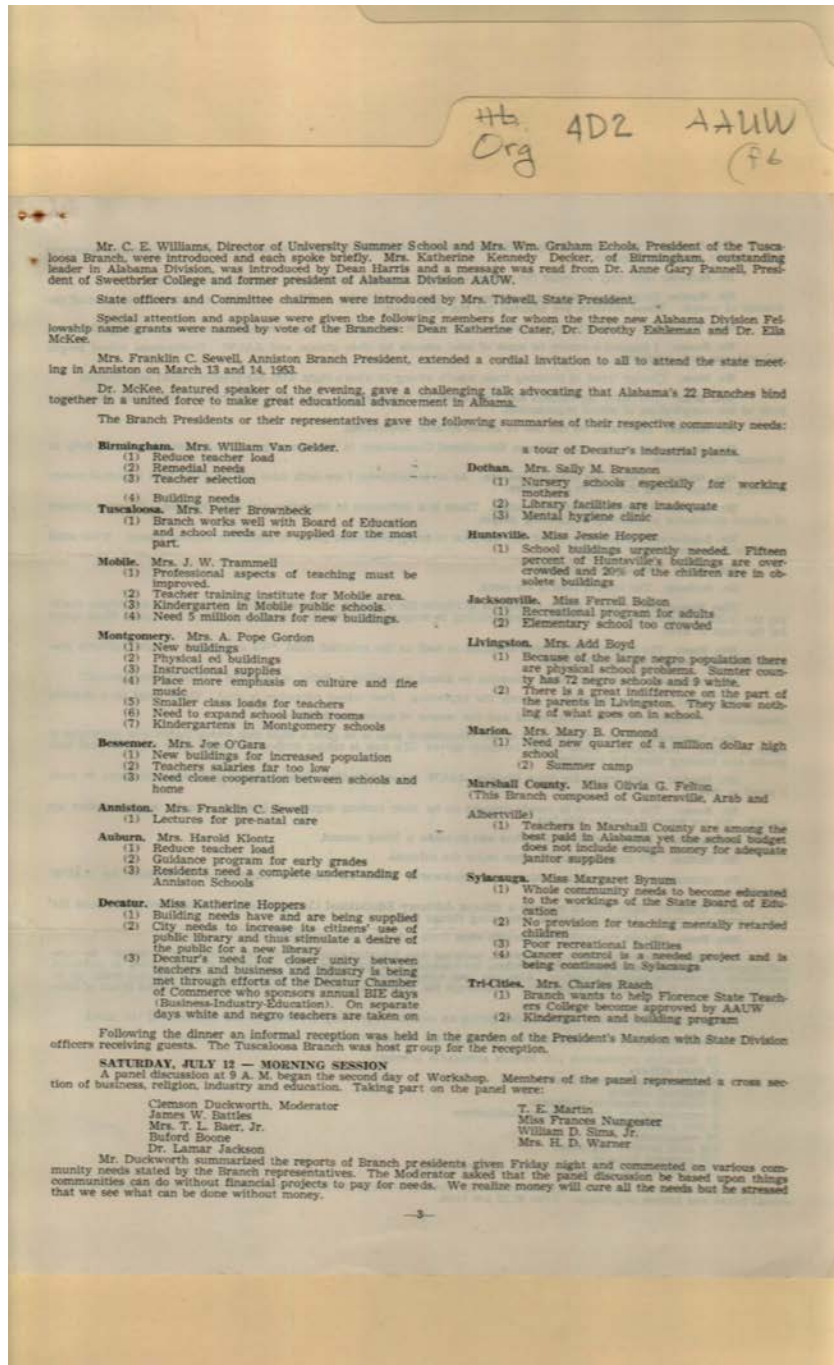
Battles, James W.
 Bear, T. L., Jr., Mrs.
 Berry, Mildred, Dr.
 Blakey, W. M, Mrs.
 Boone, Buford
 Brennen, Sally M.,
 Mrs.
 Cowles, Lea, Mrs.
 Eshleman, Dorothy
 H., Dr.
 Felton, Olivia G.,
 Miss

Gallalee, John M., Dr.
 Glass, Nellie, Miss
 Gordon, A. Pope,
 Mrs.
 Harris, Agnes Ellen,
 Dr.
 Holladay, James, Mrs.
 Huey, Margaret, Miss
 Jackson, Lamar, Dr.
 Klontz, Harold, Mrs.
 Martin, T. E.
 McKee, Dr.

Moxley, S. D., Mrs.
 Nungester, Frances,
 Miss
 O'Gara, Joe, Mrs.
 Palmer, Lulu, Miss
 Richardson, R. H.,
 Mrs.
 Roberts, Frances,
 Miss
 Robinson, True W.,
 Mrs.
 Sellers, Minnie, Miss

Sims, William D., Jr.
 Todhunter, E. Neige,
 Dr.
 Van Gelder, William
 R.
 Vickery, Katherine,
 Dr.
 Warner, H. D., Mrs.

Types:
program



Names:

Baer, T. L., Jr., Mrs.
 Battles, James W.
 Bolton, Ferrell, Miss
 Boone, Buford
 Boyd, Add, Mrs.
 Brannon, Sally M.,
 Mrs.
 Brownbeck, Peter,
 Mrs.
 Bynum, Margaret O.,
 Miss

Cater, Katherine,
 Dean
 Decker, Katherine K.,
 Mrs.
 Duckworth, Clemson
 Echols, William
 Graham, Mrs.
 Eshleman, Dorothy
 H., Dr.
 Felton, Olivia G.,
 Miss

Gordon, A. Pope,
 Mrs.
 Hopper, Jessie, Miss
 Hoppers, Katherine,
 Miss
 Jackson, Lamar, Dr.
 Klontz, Harold, Mrs.
 Martin, T. E.
 McKee, Ella, Dr.
 Nungester, Frances,
 Miss
 O'Gara, Joe, Mrs.

Ormond, Mary B.,
 Mrs.
 Pannell, Anne Gary,
 Dr.
 Rasch, Charles, Mrs.
 Sewell, Franklin C.,
 Mrs.
 Sims, William D., Jr.
 Tidwell, R. E., Mrs.
 Trammell, J. W., Mrs.
 Van Gelder, William
 R., Mrs.

Warner, H. D., Mrs.

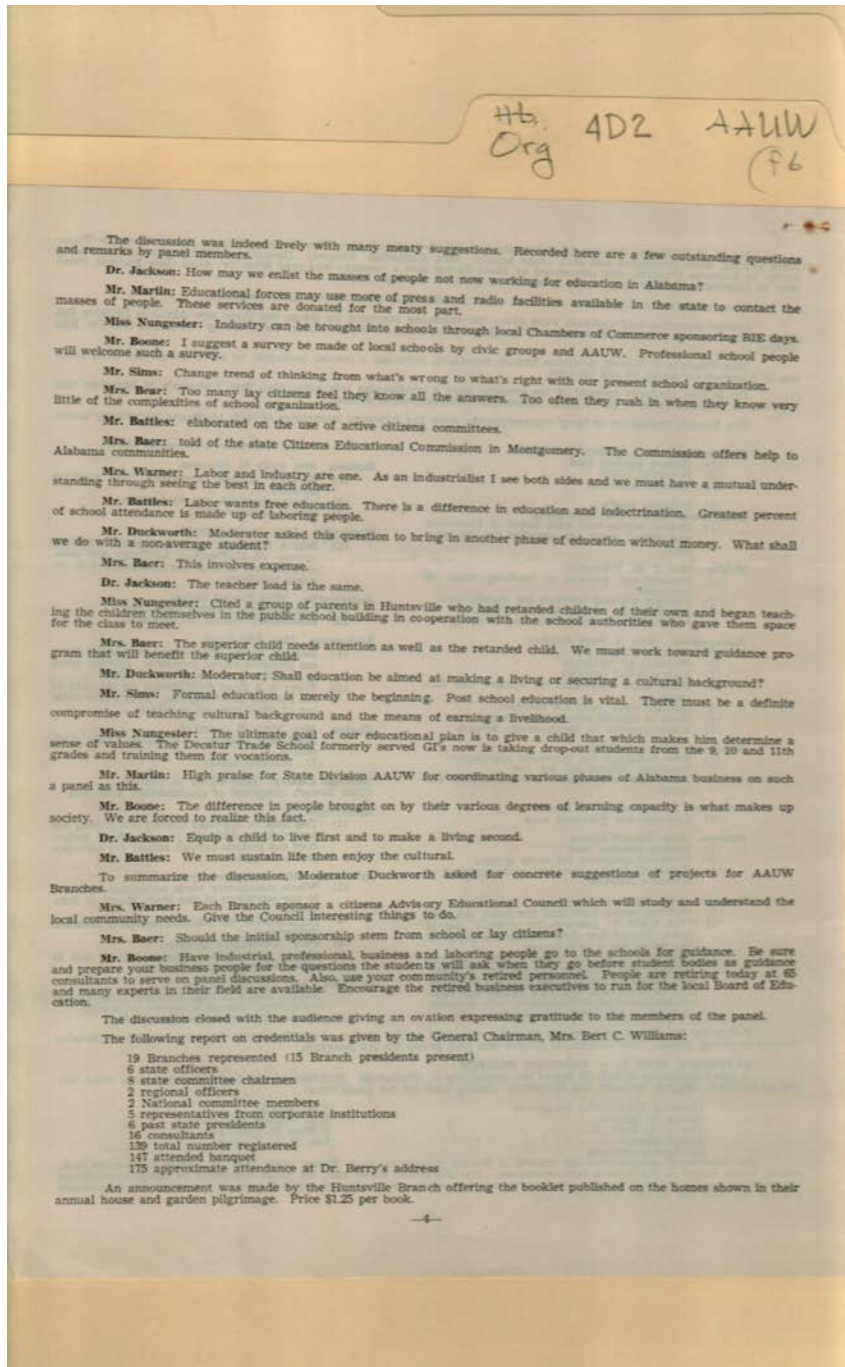
Williams, C. E.

Types:
program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 181 r04d02-06-000-0192 [Contents](#) [Index](#) [About](#)



Names:

Battles, James W.
Bear, T. L., Jr., Mrs.
Boone, Buford

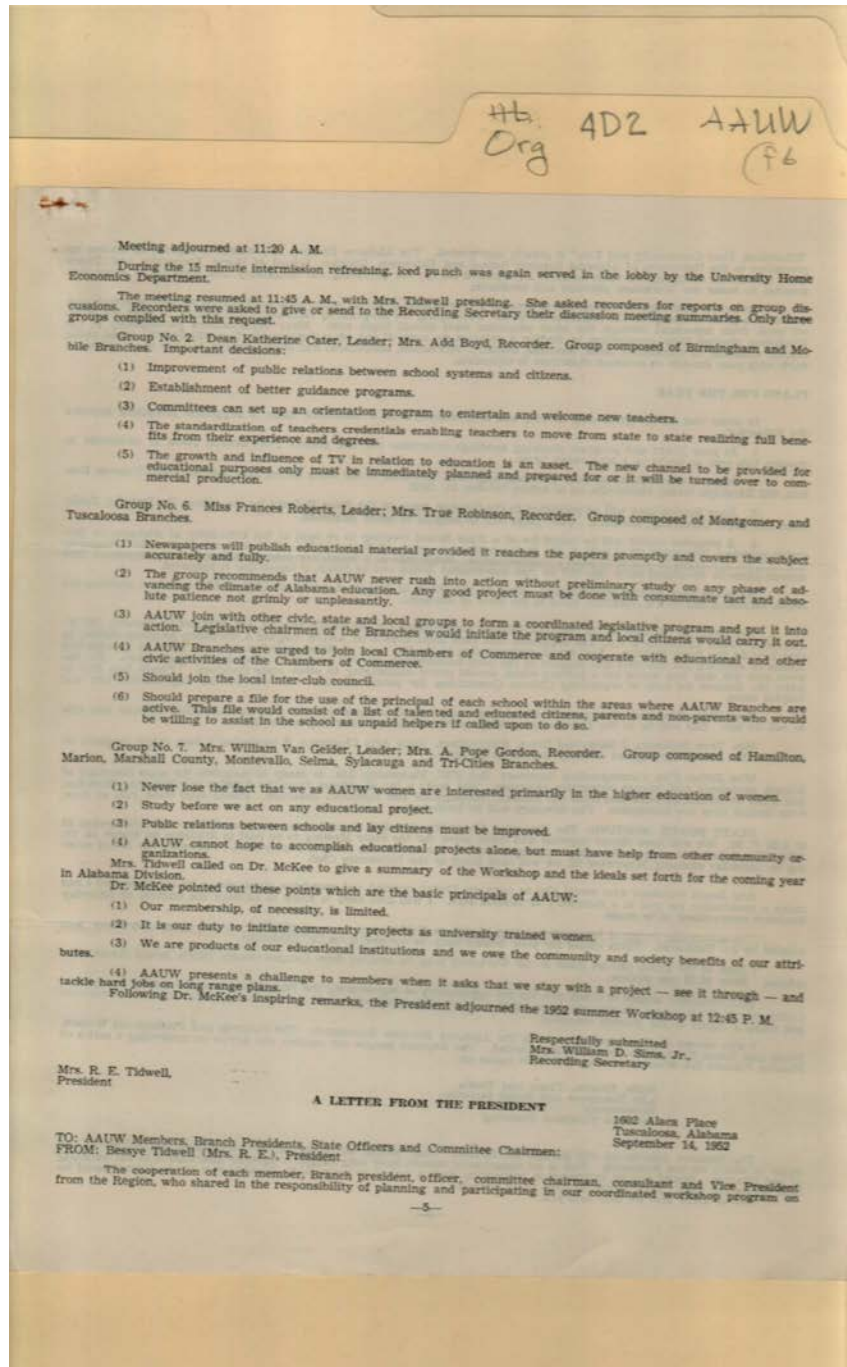
Duckworth, Clemson
Jackson, Dr.
Martin,

Nungester, Frances,
Miss
Sims,

Warner, Mrs.

Types:

program



Names:

Boyd, Add, Mrs.
Cater, Katherine,
Dean

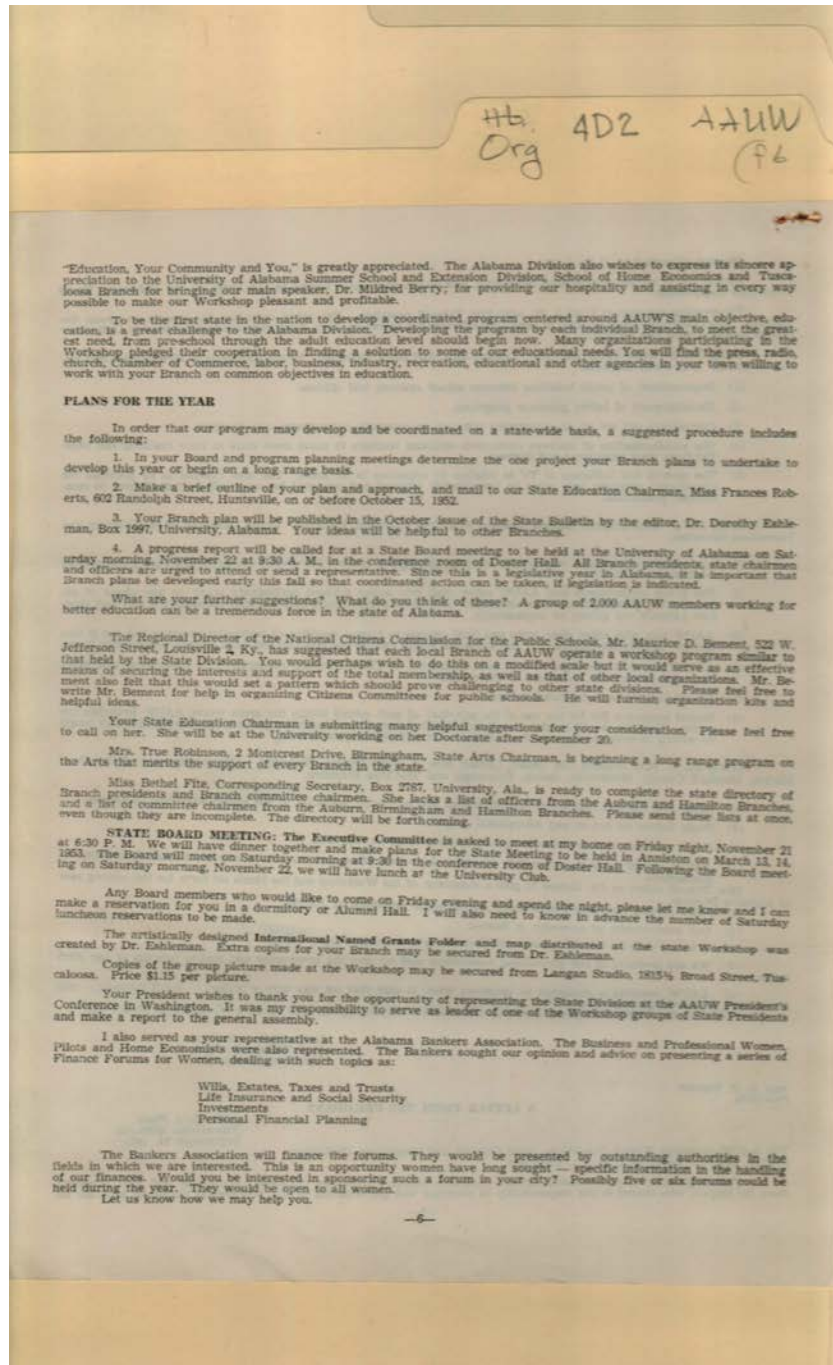
Gordon, A. Pope,
Mrs.
Roberts, Frances,
Miss

Robinson, True W.,
Mrs.
Sims, William D,
Mrs.

Tidwell, R. E., Mrs.
Van Gelder, William
R., Mrs.

Types:

program



Names:

Bement, Maurice D.
Berry, Mildred, Dr.

Eshleman, Dorothy
H., Dr.

Fite, Bethel, Miss

Roberts, Frances,
Miss

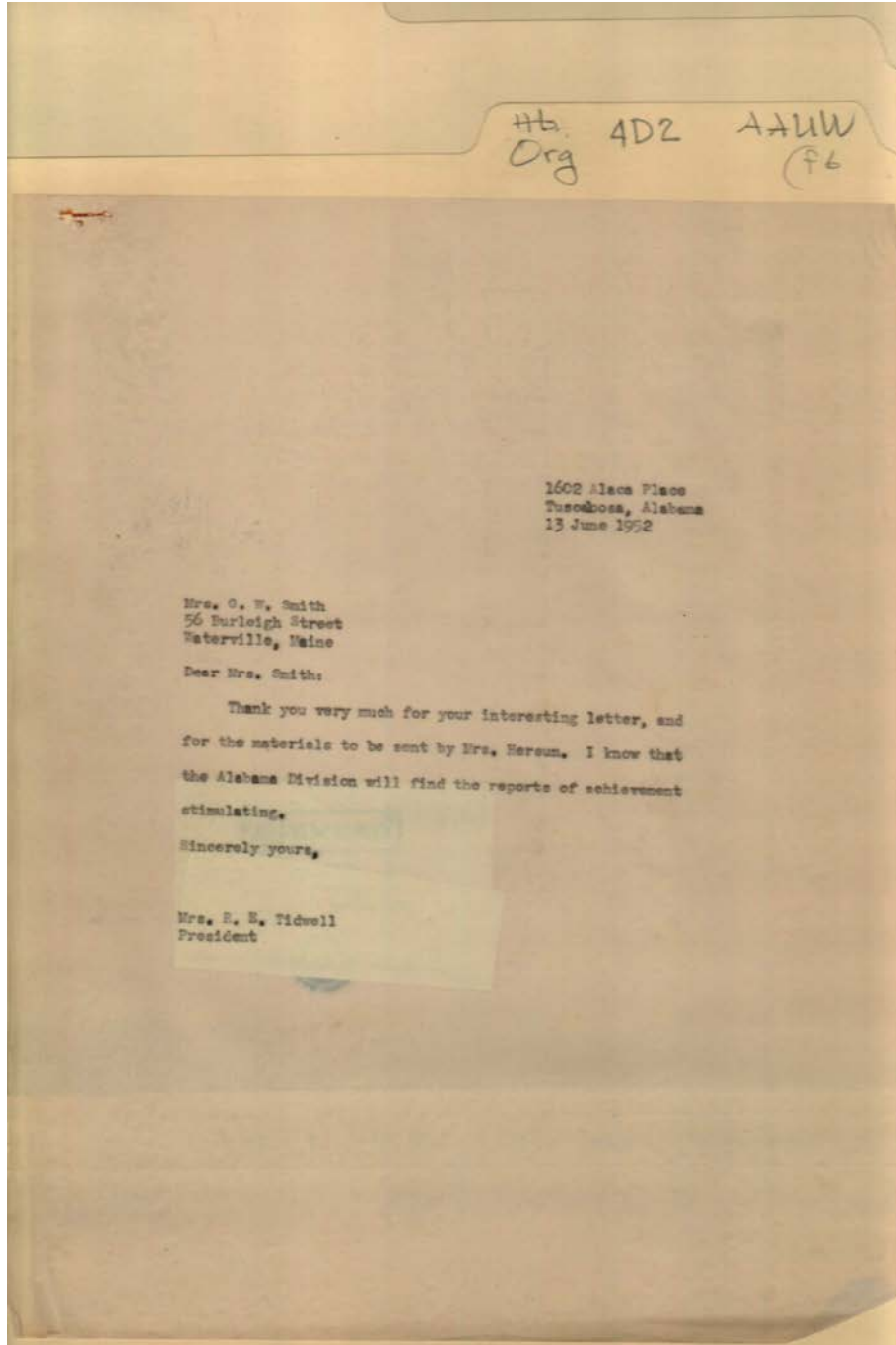
Types:

program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 184 r04d02-06-000-0195 [Contents](#) [Index](#) [About](#)



Names:

Hersum, Mrs.

Smith, C. W., Mrs.

Tidwell, R. E., Mrs.

Places:

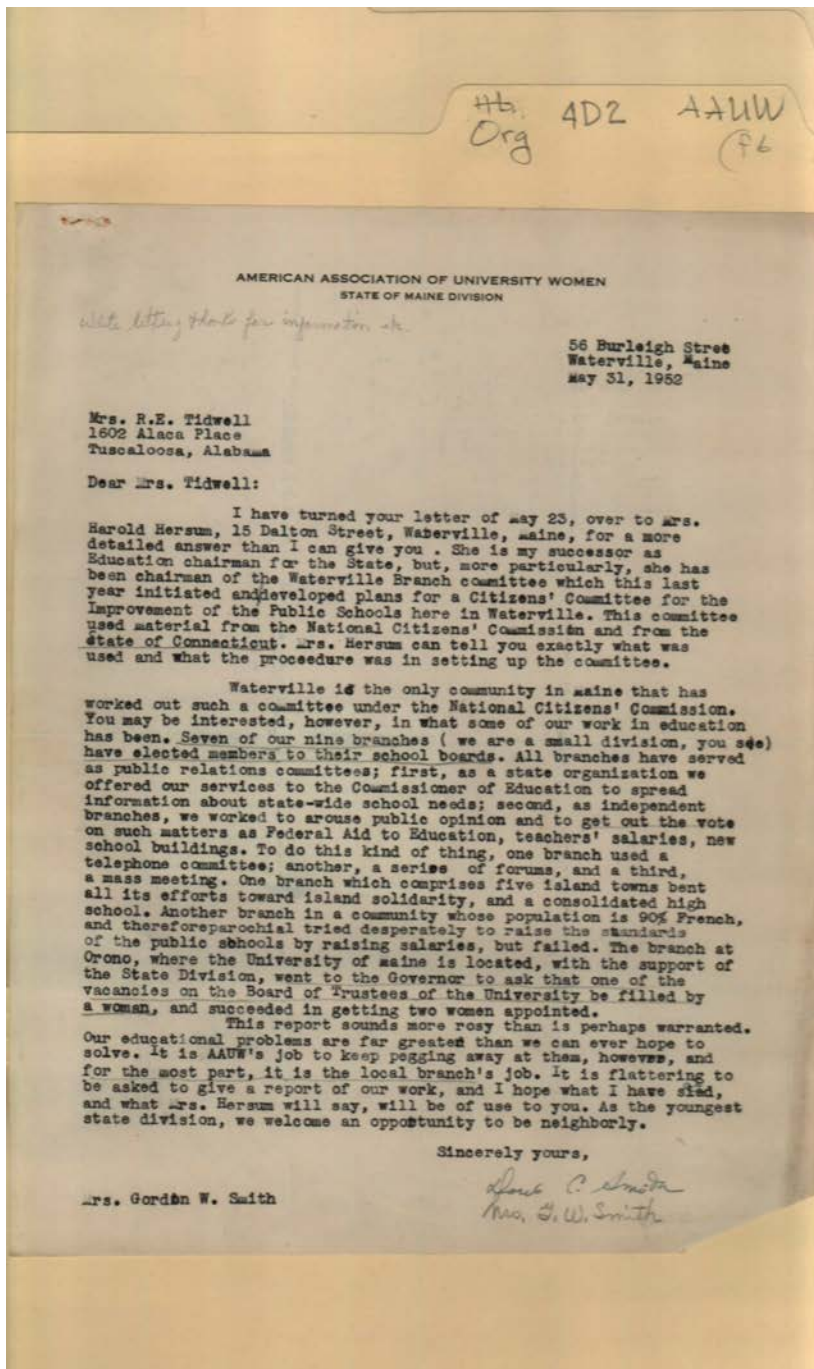
Tuscaloosa, AL

Types:

correspondence

Dates:

June 13, 1952



Names:

Hersum, Harold, Mrs.
Smith, Doris C.

Smith, Gordon W.,
Mrs.

Tidwell, R. E., Mrs.

Places:

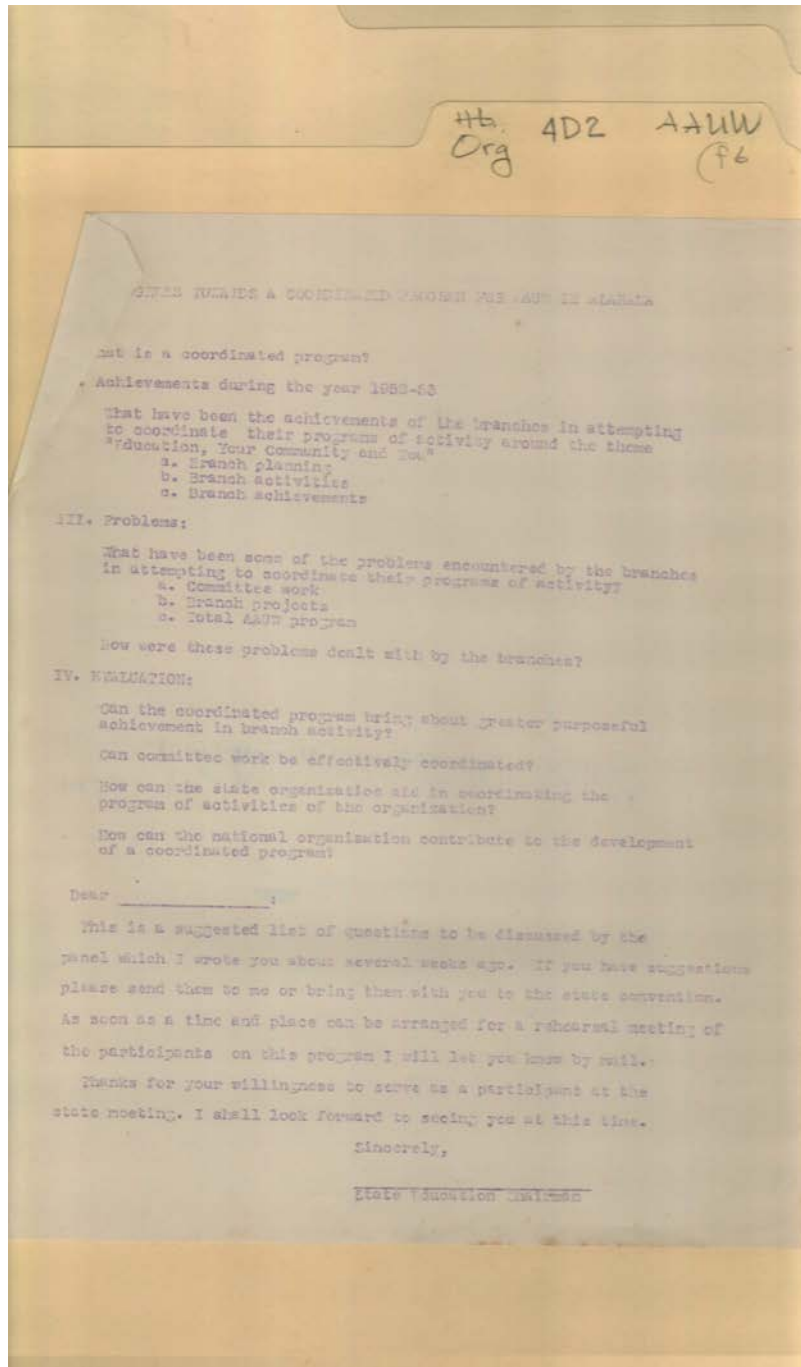
Waterville, ME

Types:

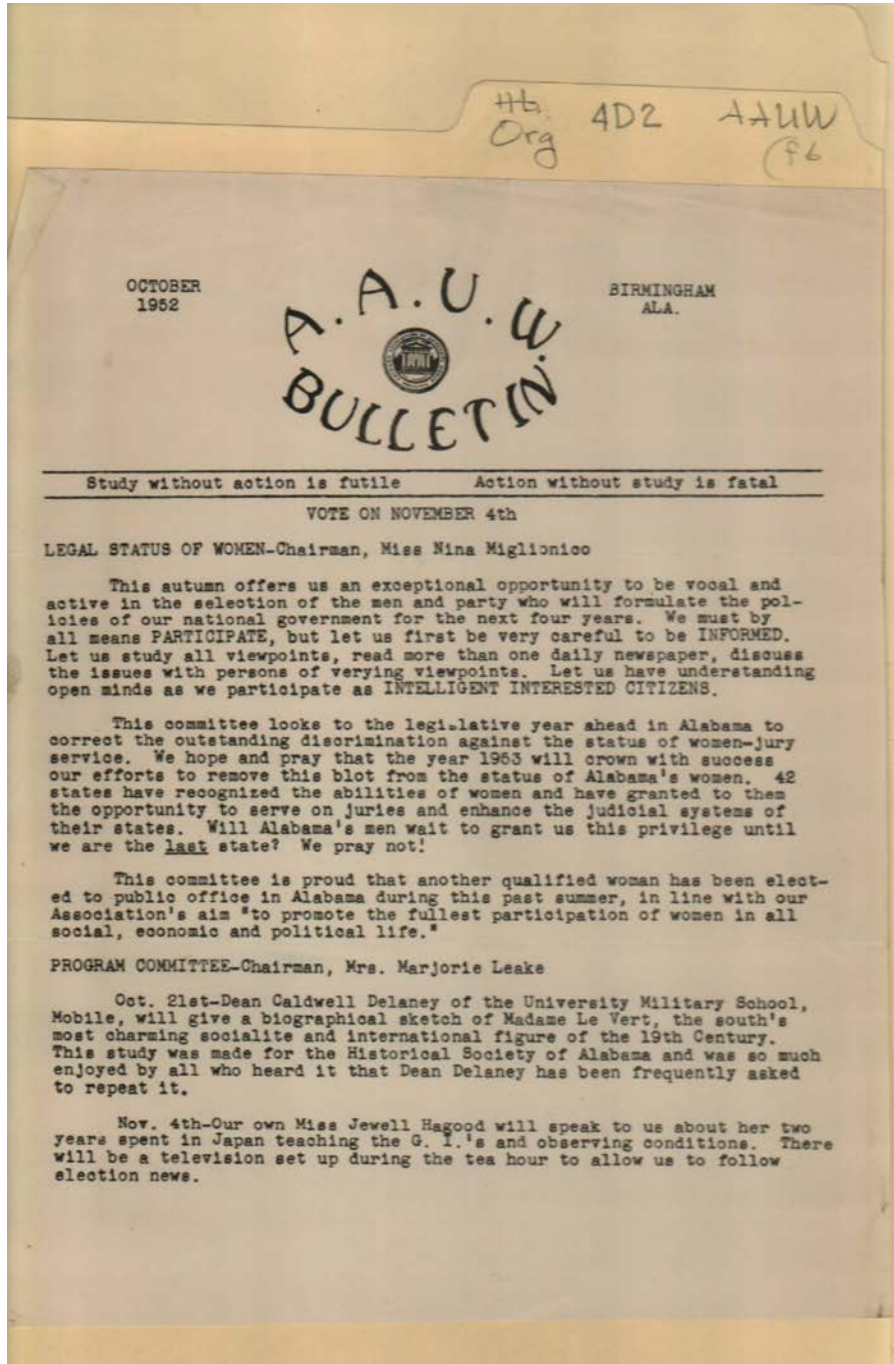
correspondence

Dates:

May 31, 1952



Types:
program



Names:

Delaney, Caldwell
Hagood, Jewell, Miss

LeVert, Madame
Leake, Marjorie, Mrs.

Miglionico, Nina,
Miss

Places:

Birmingham, AL

Types:

newsletter

Dates:

October, 1952

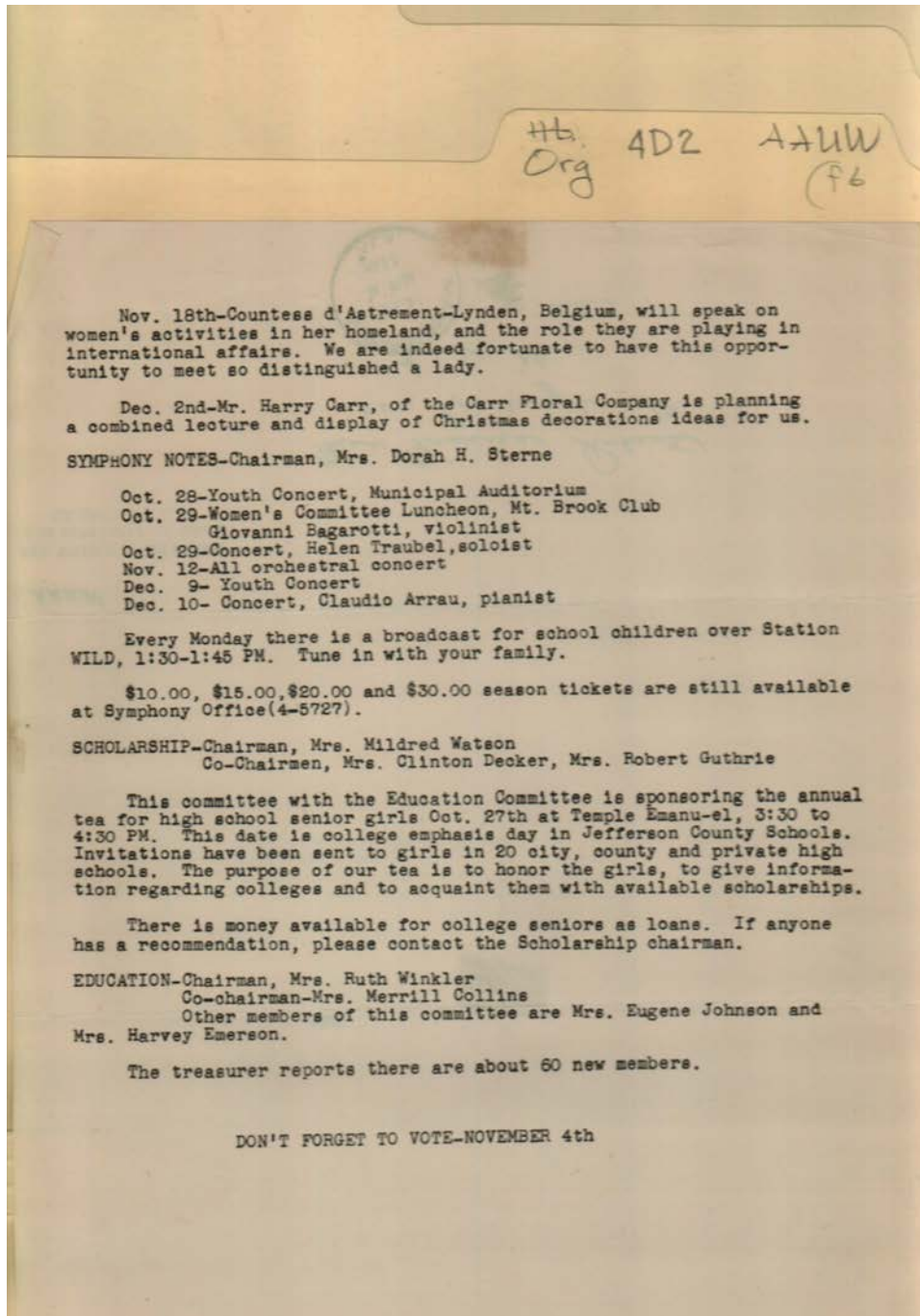
Hb. 4D2 AAUW
Org (f6)

ALABAMA DIVISION
FELLOWSHIP CONTRIBUTIONS
AS OF MARCH 13, 1953

<u>NAME OF BRANCH</u>	<u>CONTRIBUTION</u>
Anniston	\$60.00
Auburn	75.00
Birmingham	200.00
Chilton County	23.50
Decatur	65.00
Dothan	50.00
Fort Payne - Dekalb	30.00
Gadsden	25.00
Hamilton	5.00
Huntsville	62.00
Jacksonville	31.00
Livingston	31.00
Marion	6.00
Marshall	50.00
Mobile	126.00
Montevallo	55.00
Montgomery	50.00
Selma	75.00
Sylacauga	61.25
Tri-Cities	25.00
Tuscaloosa	<u>100.00</u>
Total	1205.75

Names:
contributions

Dates:
March 13, 1953



Names:

Arrau, Claudio
Carr, Harry
Collins, Merrill, Mrs.
Decker, Clinton, Mrs.

Emerson, Harvey,
Mrs.
Gurthrie, Robert,
Mrs.

Johnson, Eugene,
Mrs.
Sterne, Dorah H.,
Mrs.
Traubel, Helen

Watson, Mildred,
Mrs.
Winkler, Ruth, Mrs.
d'Astrement-Lynden,
Countess

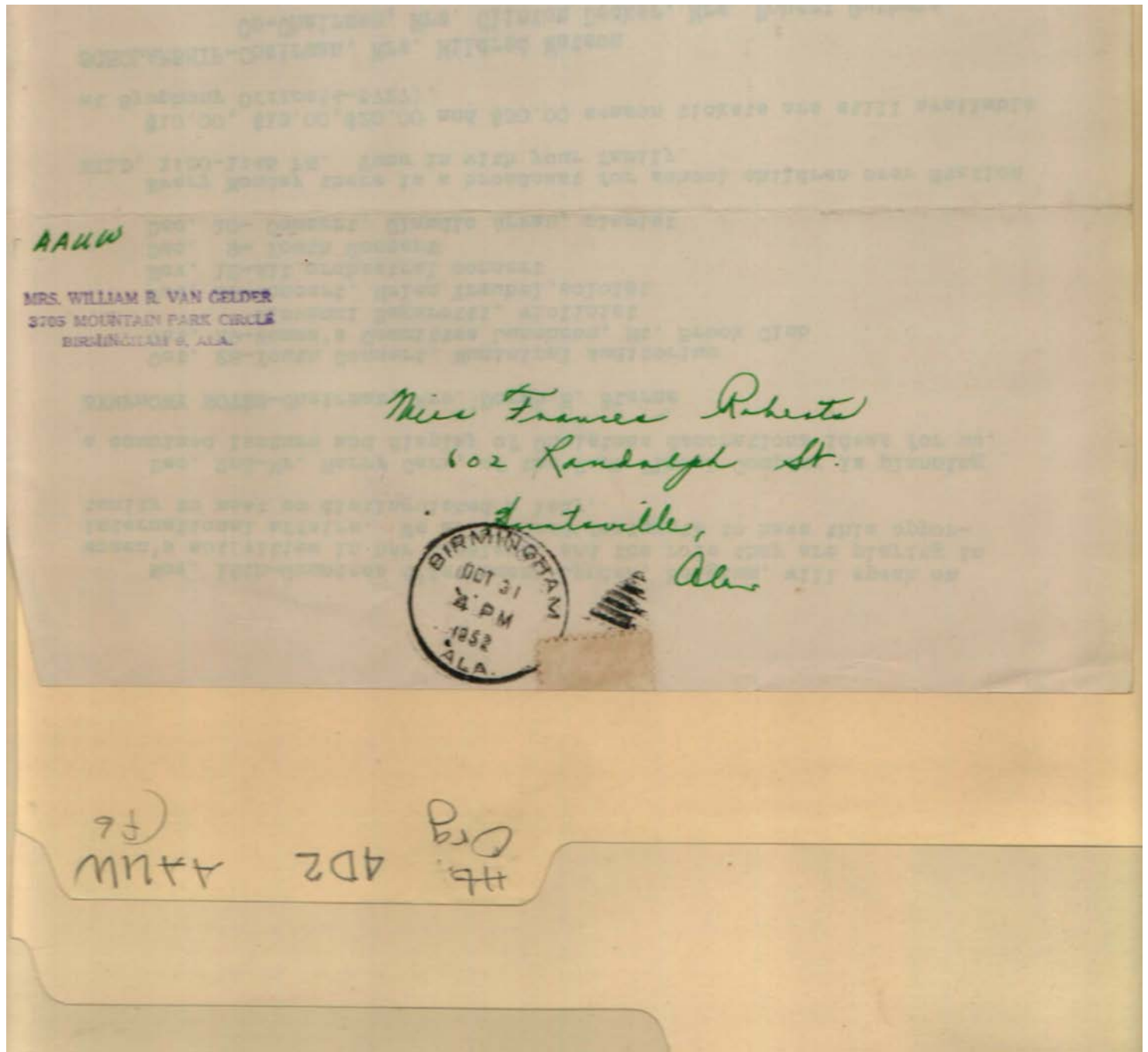
Types:

program

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 190 r04d02-06-000-0201 [Contents](#) [Index](#) [About](#)



Names:

Roberts, Frances,
Miss

Van Gelder, William
R., Mrs.

Places:

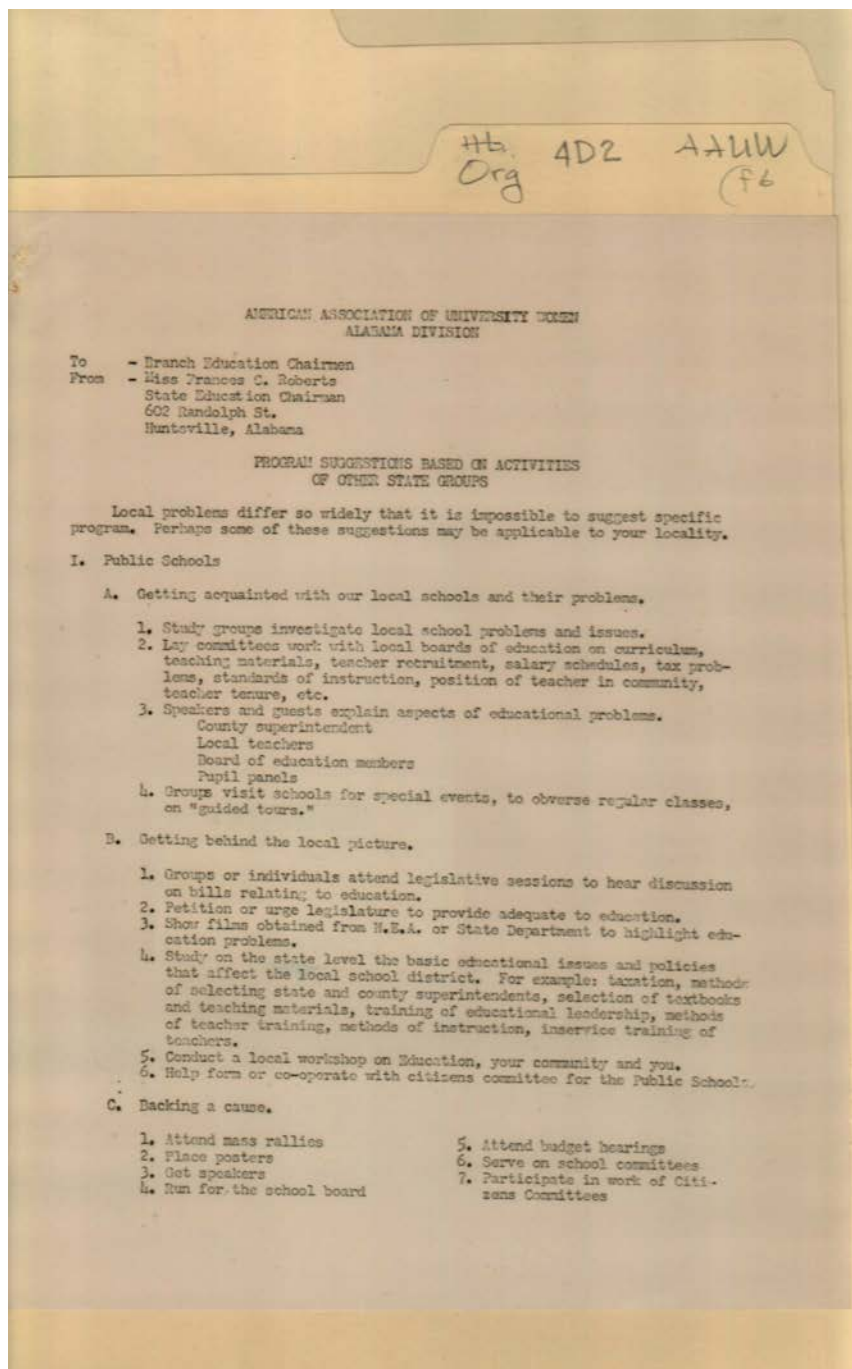
Birmingham, AL

Types:

envelope

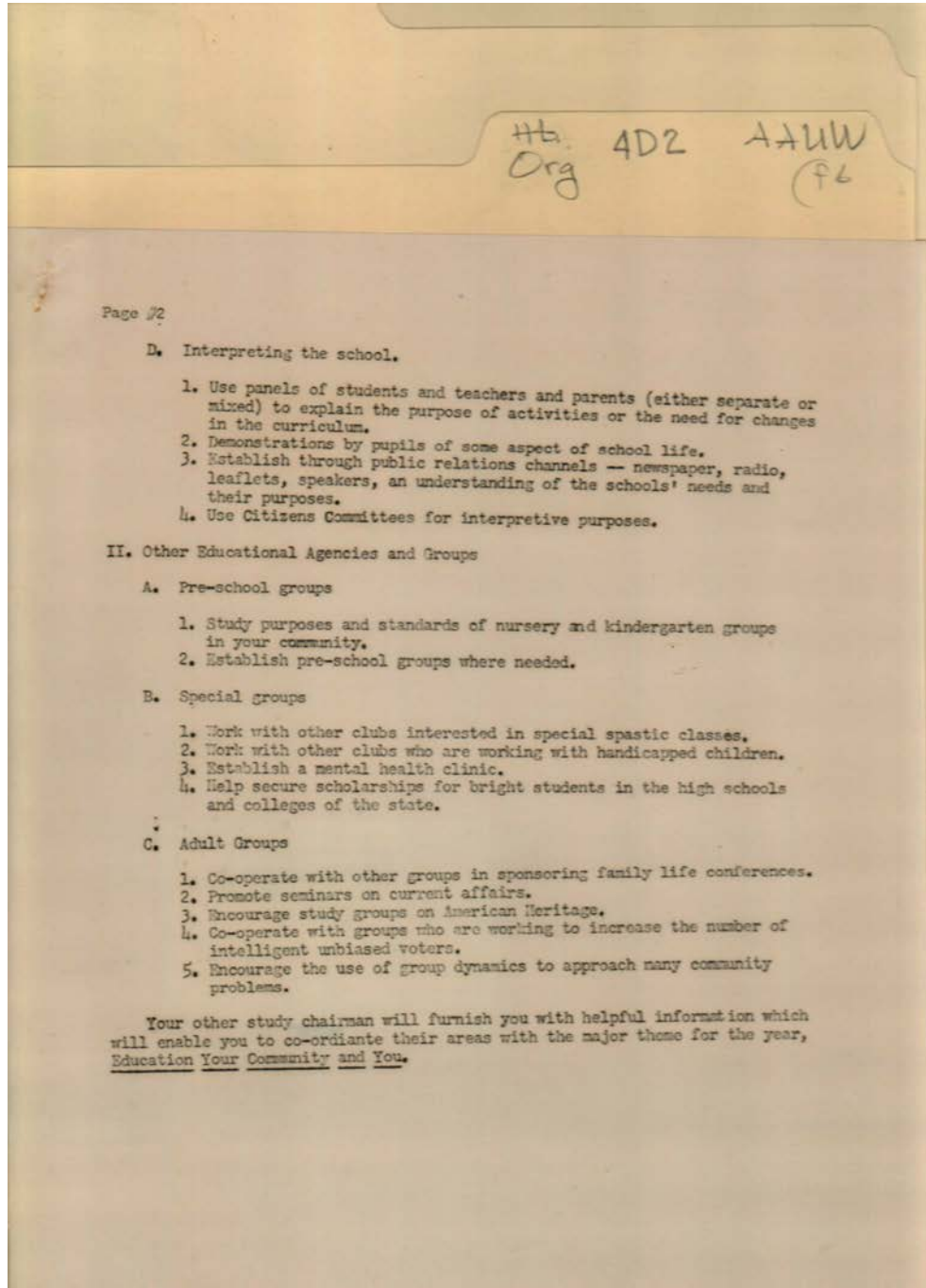
Dates:

Oct 31, 1952



Types:
report

Dates:
March, 1953



Types:
report

Hb. 4D2 AAUW
Org (P6)

CASE STUDY IN FORMING
A CITIZENS COMMITTEE FOR PUBLIC SCHOOLS

The Education Study Group of the Waterville, Maine Branch of A.A.U.W. decided upon this project after considering and then discarding several other projects, we collected considerable material from a number of sources, both State and Federal. There is a list of the most important sources in the enclosed sheet. Our most concrete help came from the booklet published by the National Citizens Commission for Public Schools, entitled "How Can We Help Get Better Schools?" and the pamphlet "We Study Our Schools" from the Connecticut State Department of Education.

Next, members of our Study Group interviewed the Superintendent of Schools and the Mayor of Waterville. We found that it was very important to get the cooperation and the aid of the city officials from the first. They proved to be most helpful. The Mayor asked us to draw up a working plan for him so that he could appoint a permanent Citizens Committee.

We, then, collected data about the community and its schools as suggested as preliminary questions for those who are organizing a citizens committee, page 22, in "How Can We Help Get Better Schools".

Next, we enlarged our group by inviting the Superintendent of Schools, the Chairman of the School Board, the representatives of the Parent Teacher Association Council and several interested citizens, to attend our meetings and later to become members of a Preliminary Committee. In this way the group became a cross section of the community rather than just an A.A.U.W. project.

This enlarged group, or the Preliminary Committee, then drew up a plan for the formation of a Citizens Committee as the Mayor had requested. The Mayor will take this up with the School Board and the City Council for their approval.

SUGGESTIONS FOR FORMING A
CITIZENS COMMITTEE OF WATERVILLE, MAINE

Purpose: To evaluate the public schools of this community in order to arouse the intelligence and the will to improve them.

Personnel: Should be representative of the entire area, a cross-section of Waterville's citizens, so as to avoid pressure groups. It should include professional and lay members working together in a co-operative effort.

Publicity: It should be emphasized that the committee begins by examining facts and does not make recommendations until all relevant facts and opinions are thoroughly studied.

General Overall Plan:

There should be a Coordinating Committee consisting of:
6 members representing community agencies and the general public
3 members of the Board of Education
The Superintendent of Schools
5 members of the professional staff.

This committee should form the general scope of the study, assign phases of the study to the sub-committees, review reports and make final recommendations.

Sub-committees should be:

1. School Finance and Salary Schedule
2. School Buildings
3. Curriculum

Further suggested sub-committees:

1. General Administration of the Schools
2. Teaching Personnel
3. Pupil Personnel
4. Adult Education

Types:
report

44b. 4D2 AAUW
Org (F6)

ALABAMA DIVISION, AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
PROGRESS REPORT OF THE COMMITTEES ON INTERNATIONAL RELATIONS
March, 1953

As AAUW branches throughout the Alabama Division have coordinated their programs and activities around the theme, "Education, Your Community, and You," they have concerned themselves with international education.

"Yes, the world has become small! No longer can people in any part of it live unto themselves. Whether they desire it or not, their decisions, their judgments, their actions, affect people thousands of miles from them; and what others do thousands of miles from them affects their lives." (The United Nations)

What have the branches done and what are they planning to do?

MONTGOMERY and MOBILE have studied the organization and purposes of the United Nations. AUBURN has concluded its study of Lotourette's A History of the Far East.

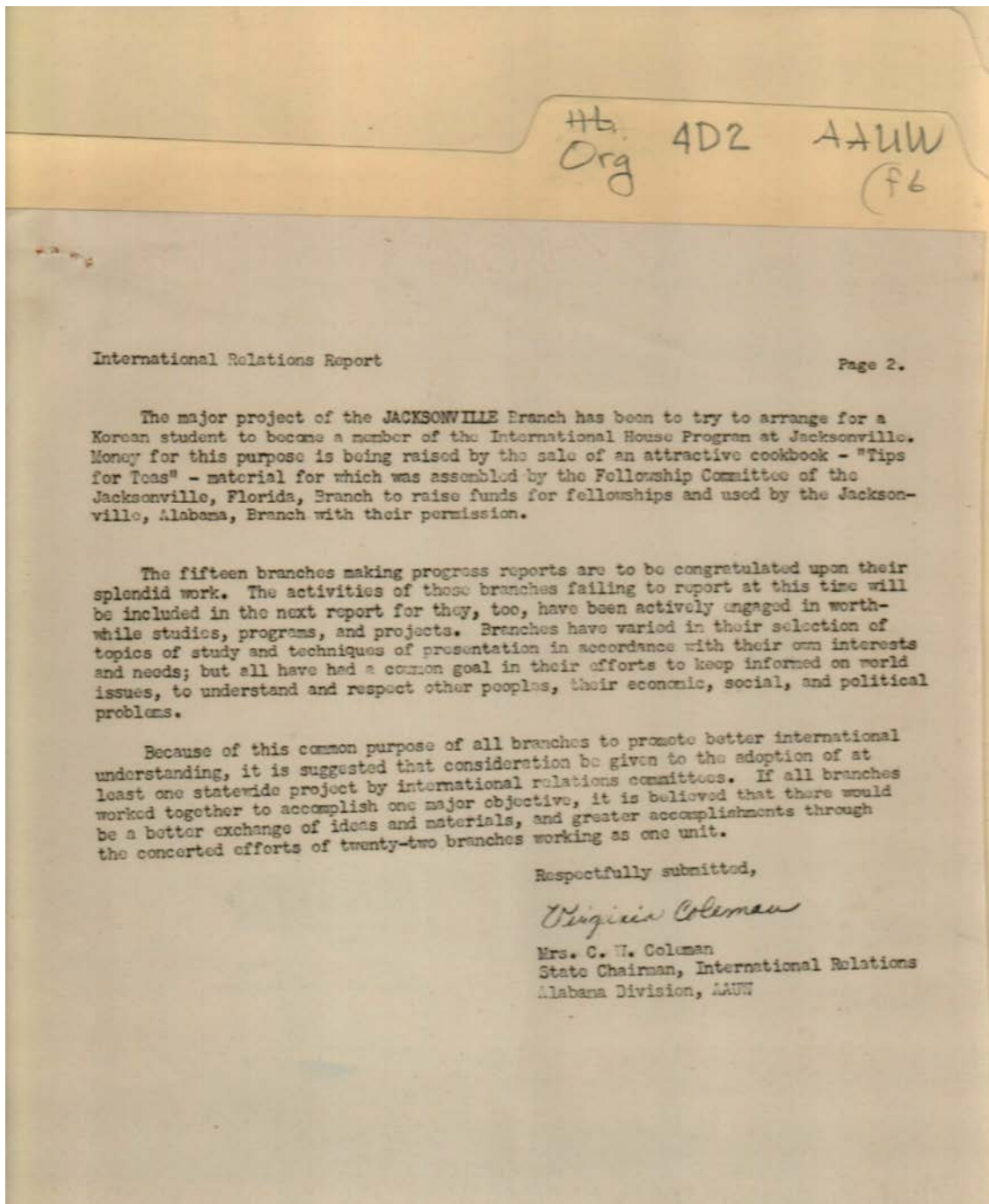
CLANTON sponsored a United Nations program in co-operation with the council of clubs of the city and the local radio station on which international students from Alabama College were interviewed. The JACKSONVILLE Branch also encouraged observance of U. N. Day by publicity in the town papers, by requests that schools observe the day with special programs, by requests that the ministers offer special prayers for delegates to the U. N. Assembly in their efforts for world peace, and by presentation of a special program by the students of the International House in Jacksonville. The SYLACAUGA Branch, at a joint meeting with the EPW Club and with high school students as special guests, invited international students from Alabama College to discuss their respective countries. The FORT PAYNE-DEKALB COUNTY Branch presented students from the International House in an interesting and entertaining program. ESEMER had as guest speakers three German girls, students at the University of Alabama. DOTYAN AAUW members entertained a boy from Okinawa who is now studying at Auburn.

Other branches have invited local speakers to report on their travels in Europe and in the Far East. FORT PAYNE-DEKALB COUNTY, MARION, and DOTYAN Branches have been given impressions of conditions in Europe by women who have recently returned from European visits. These talks were illustrated with slides and movies. The MARSHALL COUNTY Branch was told of conditions in the Far East by a young man who had spent a number of years there. At a luncheon meeting of the CLANTON Branch, the president of the Huntington College student body told about the personalities she had met in the Work Camp of the Friends Service Organization. The GADSDEN Branch, at a dinner meeting, heard Dr. Houston Cole, President of Jacksonville State Teachers College, give a most inspiring talk on "International Relations As They Affect Us As U. S. Citizens."

In observance of Pan-American Day, the ESEMER Branch is inviting an outstanding speaker to discuss "Latin America and the U. N." At this meeting there will be an exhibit of Latin American products, arts, and crafts.

The International Relations Study Group of the TUSCALOOSA Branch is continuing its luncheon meetings. The programs of this group have been most timely: "The Foreign Policies of the Democratic and Republican Parties"; "The Technical Assistance Program of the United Nations"; "The Student Exchange Program"; "Racism in the Near East Since 1946." Other programs scheduled are: "Historical Background for World Coronation"; "Some Economic Aspects of Foreign Policy"; and "Concepts of World Federalism." For its practical project in international relations, this group is collecting school supplies to be sent to school children in Bangalore, India.

Types:
report



Names:

Coleman, C. W., Mrs.

Coleman, Virginia

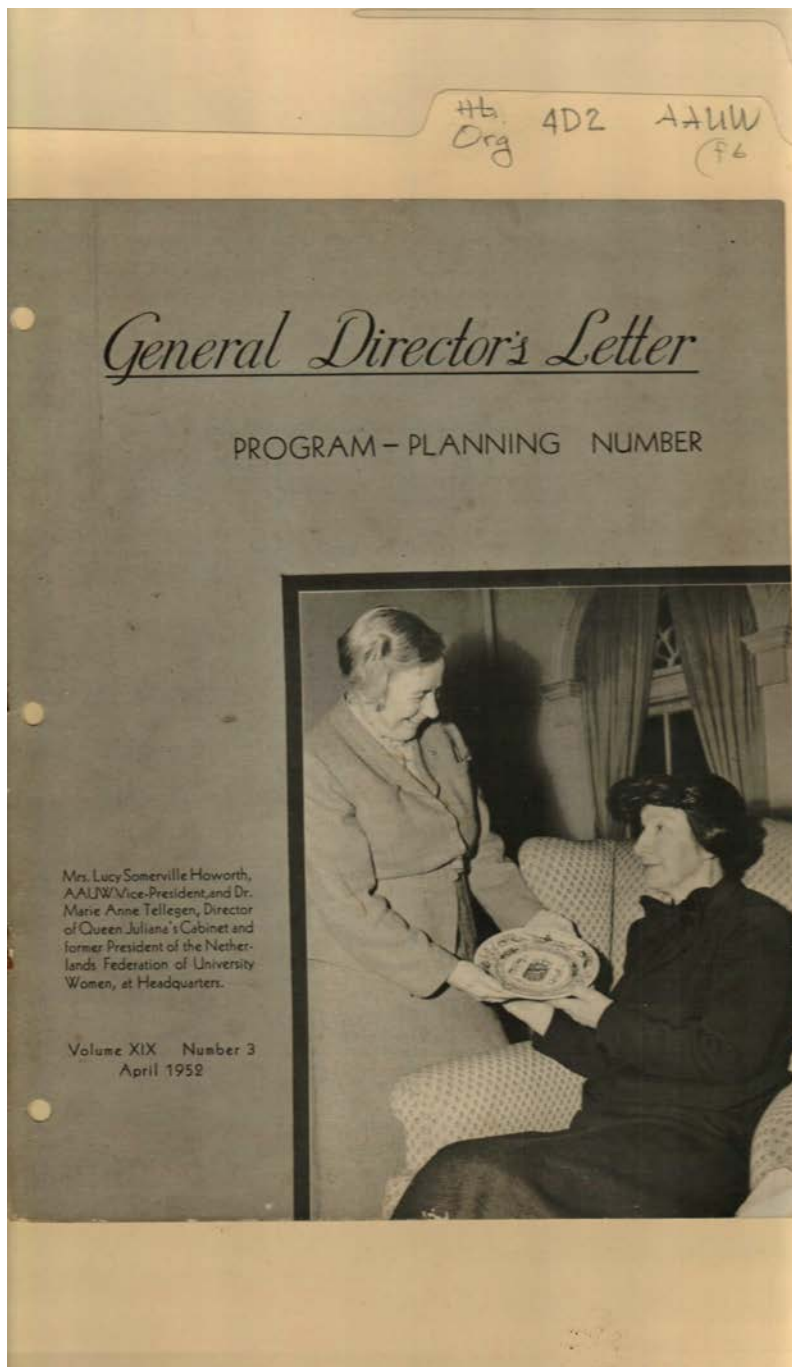
Types:

report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 196 r04d02-06-000-0207 [Contents](#) [Index](#) [About](#)



Names:

Howorth, Lucy
Somerville, Mrs.

Tellegen, Marie
Anne, Dr.

Types:

photograph

Dates:

April, 1952

Hb. 4D2 AAUW
Org (96)

GENERAL DIRECTOR'S LETTER
PROGRAM-PLANNING NUMBER

CONTENTS

	Page
Dear Branch Chairmen and Officers	1
PART I - SUGGESTED PROGRAMS	
Crisis in Education	3
Who Makes Up Your Mind?	8
Is Your Locality Accepting Its Responsibility?	15
Community Attitudes Toward International Relations	22
The Impact of Defense on the Community	30
PART II	
Notes for Chairmen in All Fields	36
Education Notes	37
International Relations Notes	42
Social Studies Notes	45
Status of Women Notes	51
Legislative Program Notes	55
Briefing for Fellowship Chairmen	60
Notes on the Art Program	65
Publicity Notes	69
Membership Notes	72

COVER PICTURES: *University women of other lands visit Headquarters.
For details see the inside back cover.*

DISTRIBUTION: Each Branch President (those listed in our April 1952 records) will receive in one package eleven copies of this Letter. *They* will be the responsibility for distributing the copies promptly to the new chairmen and officers as soon as they are chosen. (See the inside back cover for a list of those for whom the *General Director's Letter* is written.)

TIMING: Because of your many demands for earlier program material, our mailing date is at least two months earlier than last year.

COMBINATION OF MATERIAL: This *General Director's Letter* is a combination of the last *GDL* of the year and the annual mimeographed Program-Planning Letters which are usually sent in June or July. This is an attempt to reduce the quantity of materials which have been sent to the branches in former years. We hope you will find this form convenient and usable.

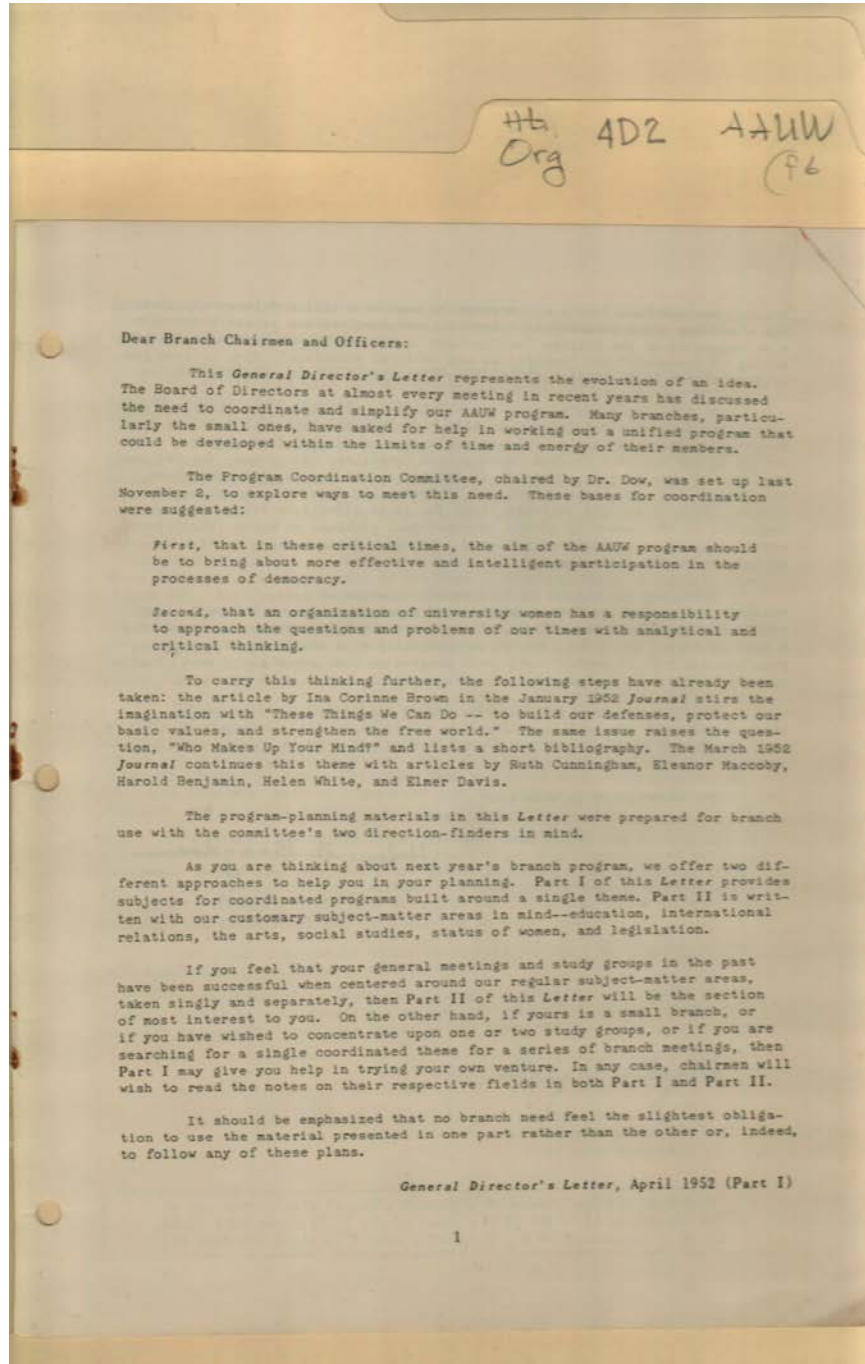
ORGANIZATION OF MATERIAL: Part I offers suggestions for coordinated programs, built around a central theme. Part II is written with our customary subject-matter areas in mind: education, international relations, social studies, status of women, fellowships, arts, legislation; also publicity and membership.

FOLLOW-UP AND EVALUATION: We shall ask your honest criticism of this Letter, so please ask your chairmen to begin making notes of evaluation as they begin using this material.

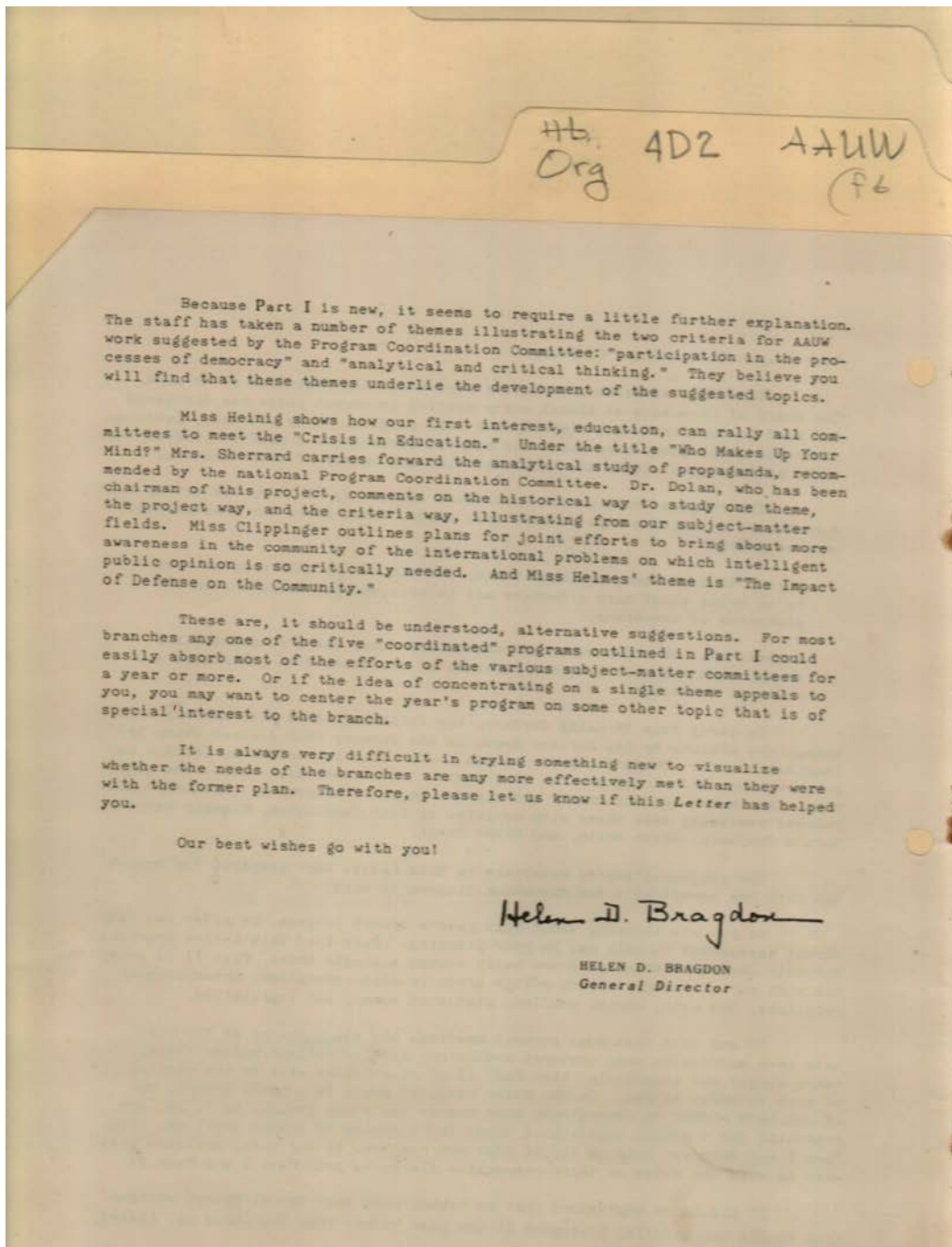
Extra copies may be ordered from the Publications Clerk; 50 cents each.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN
1634 Eye Street, N.W., Washington 6, D. C.

Types:
report



Types:
report

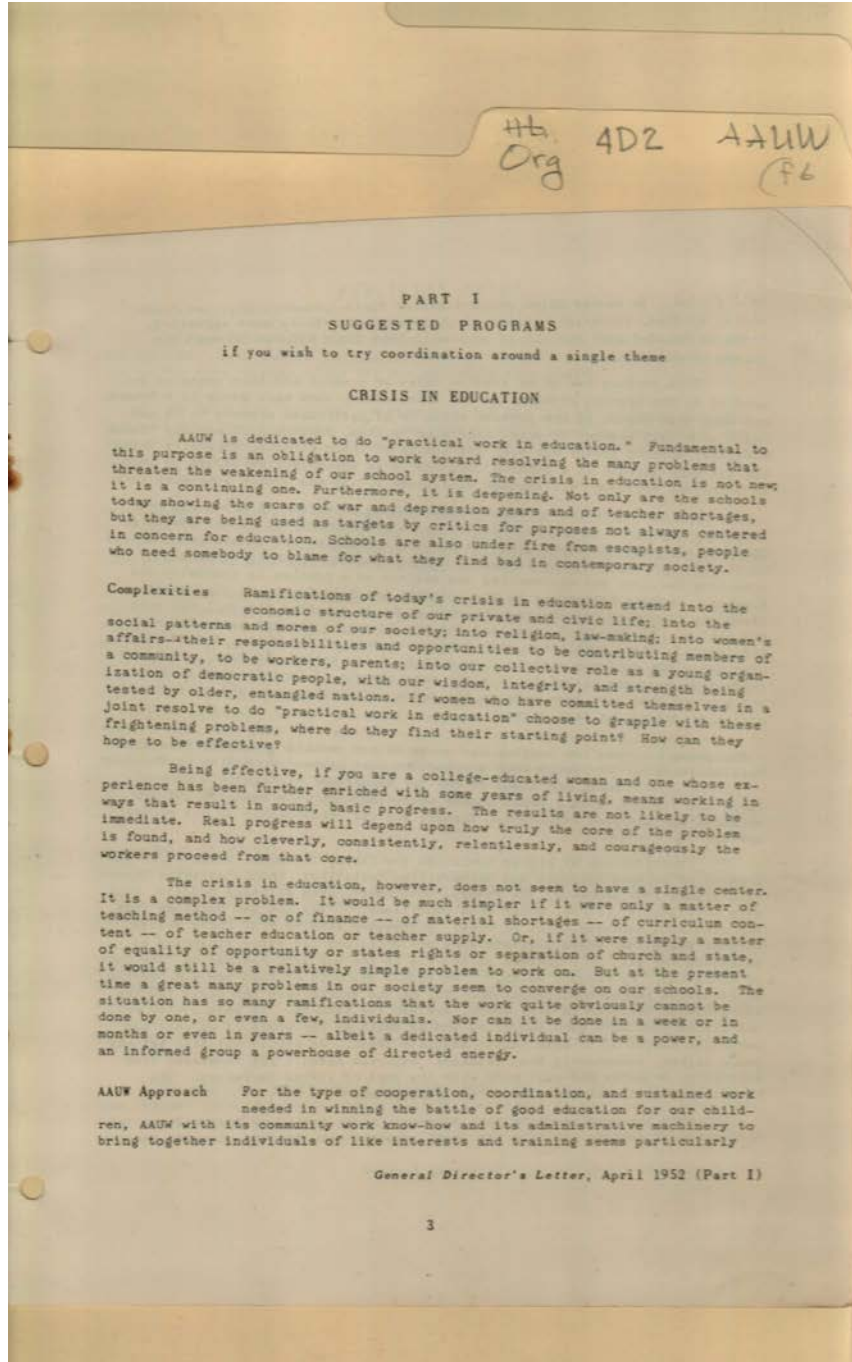


Names:

Bragdon, Helen, Dr.

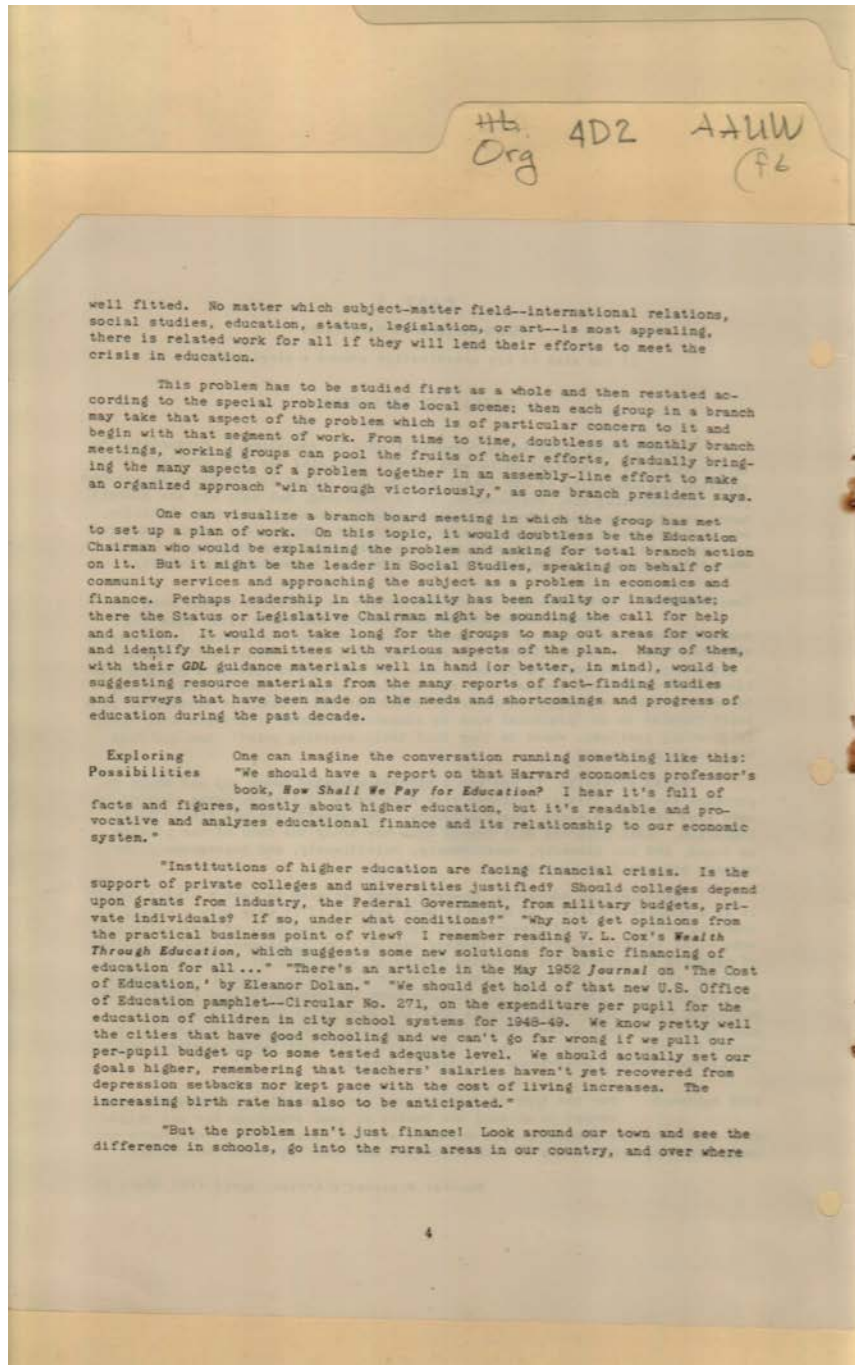
Types:

report

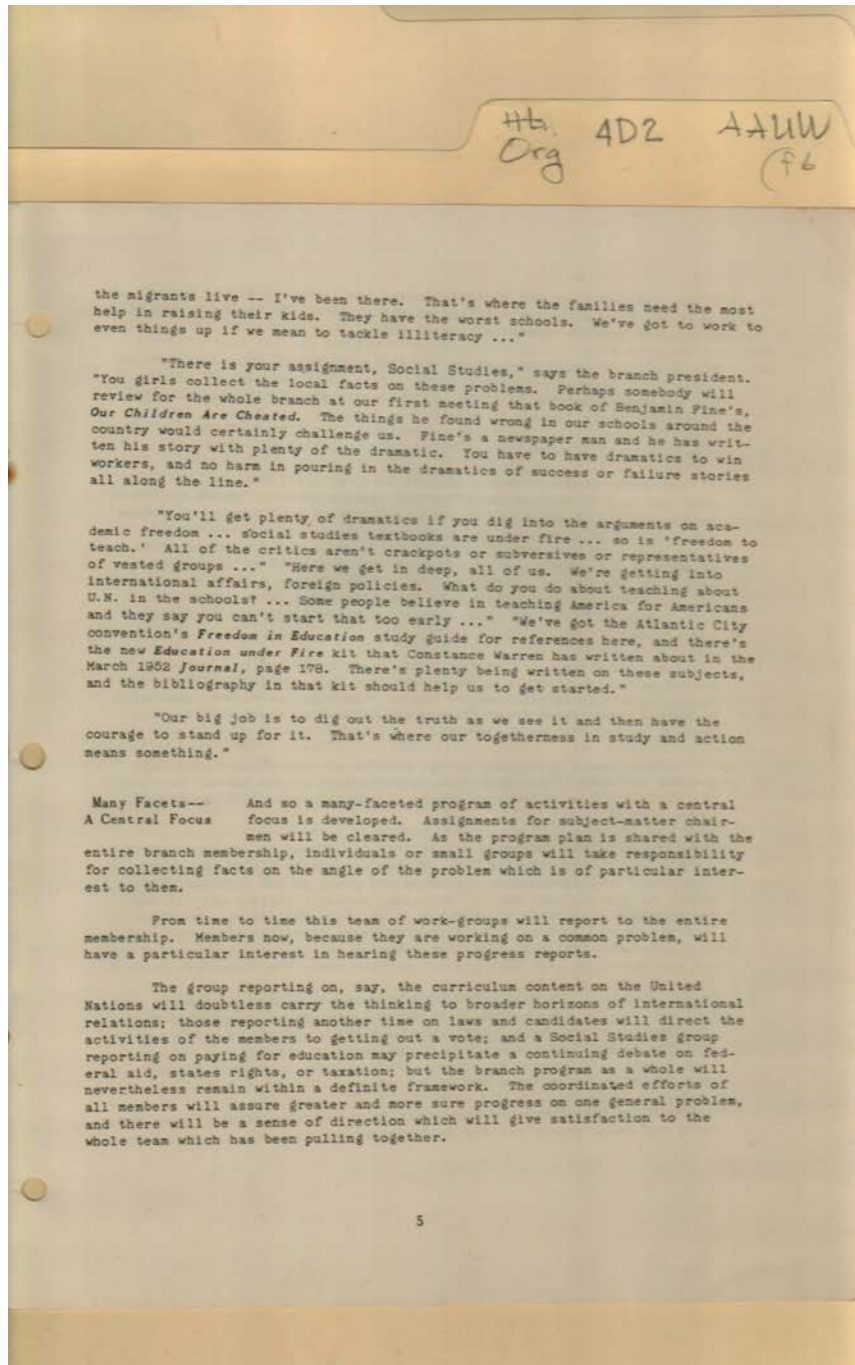


Types:
program

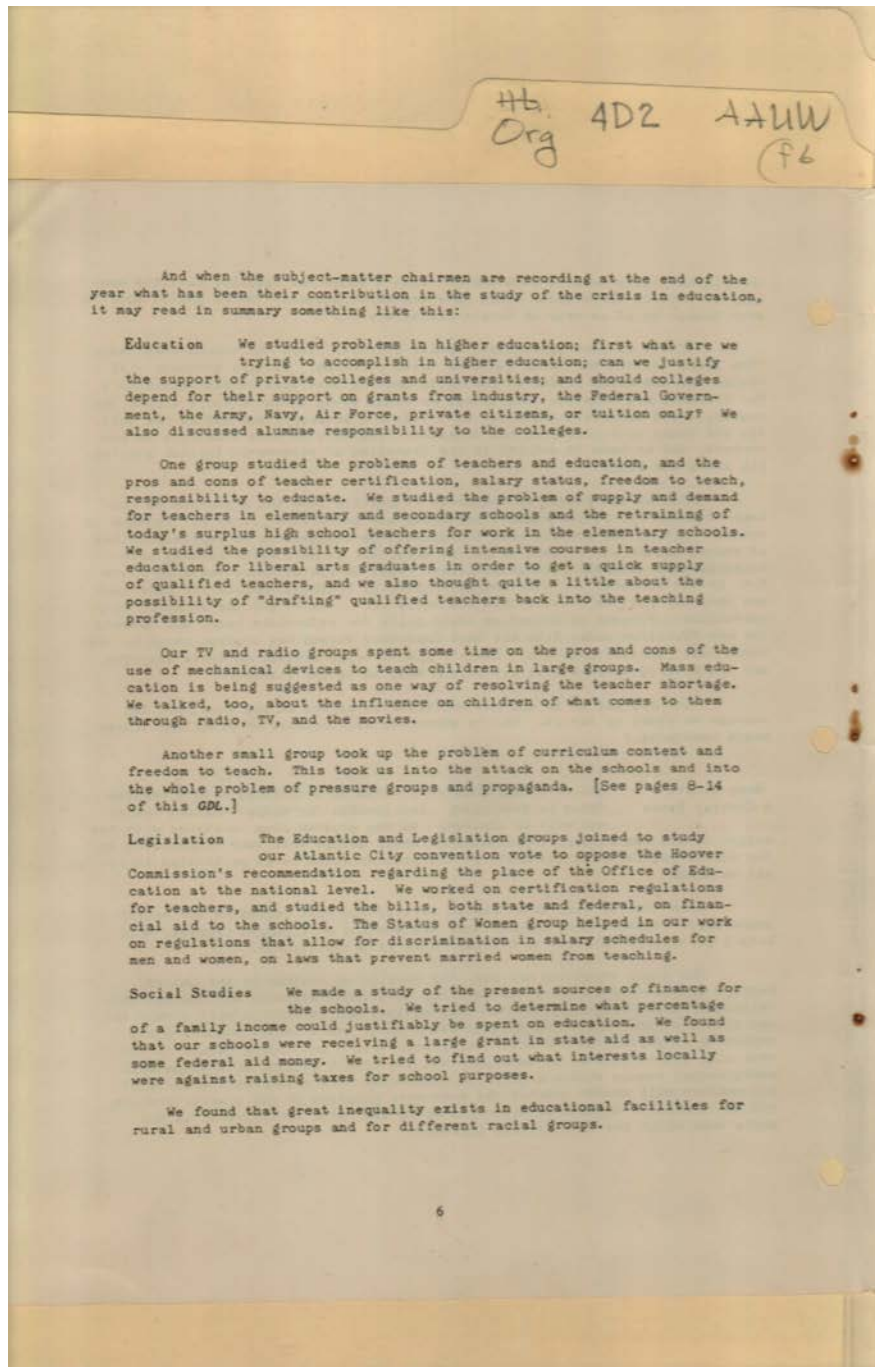
Dates:
April, 1952



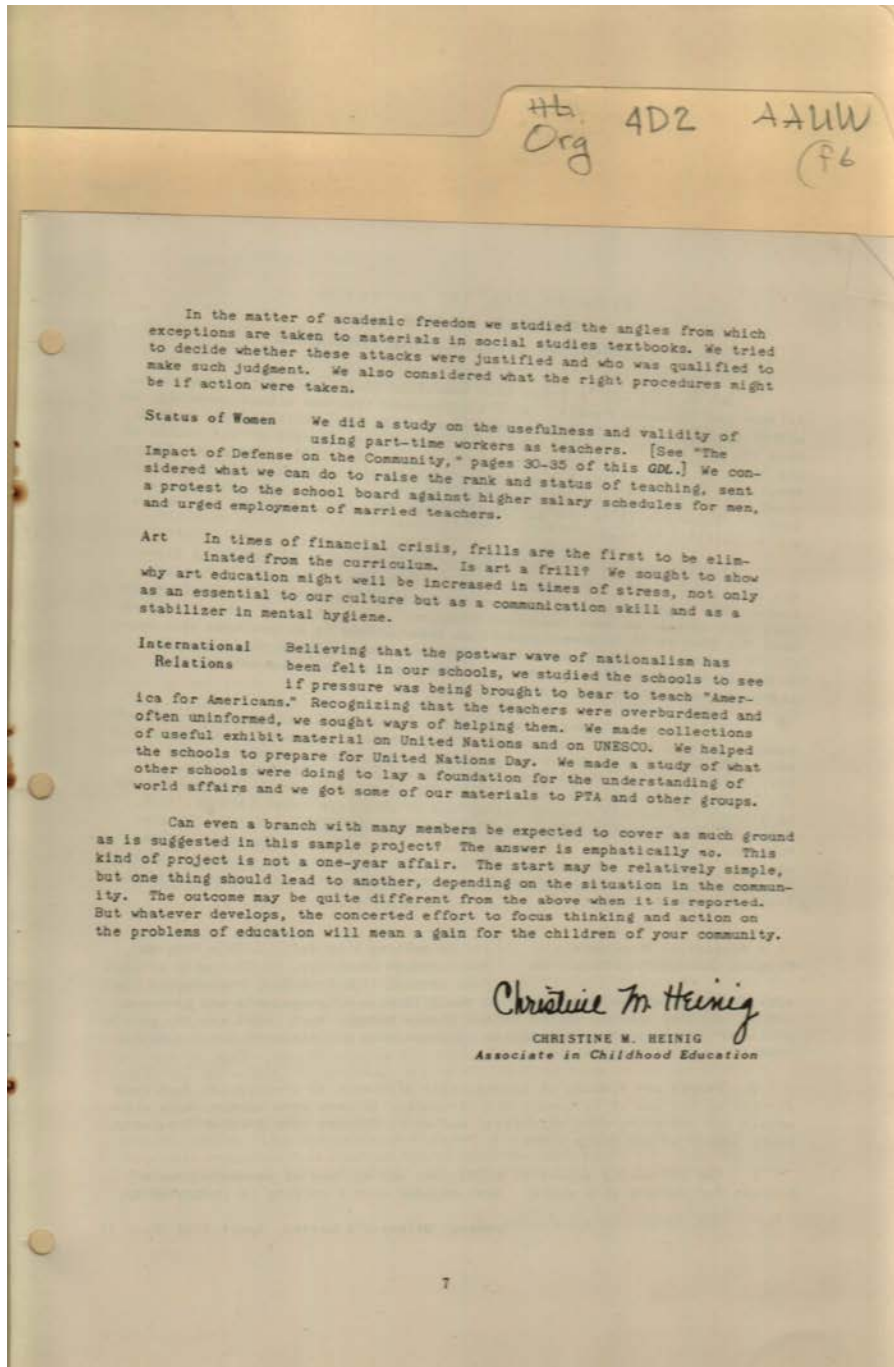
Types:
program



Types:
program



Types:
program

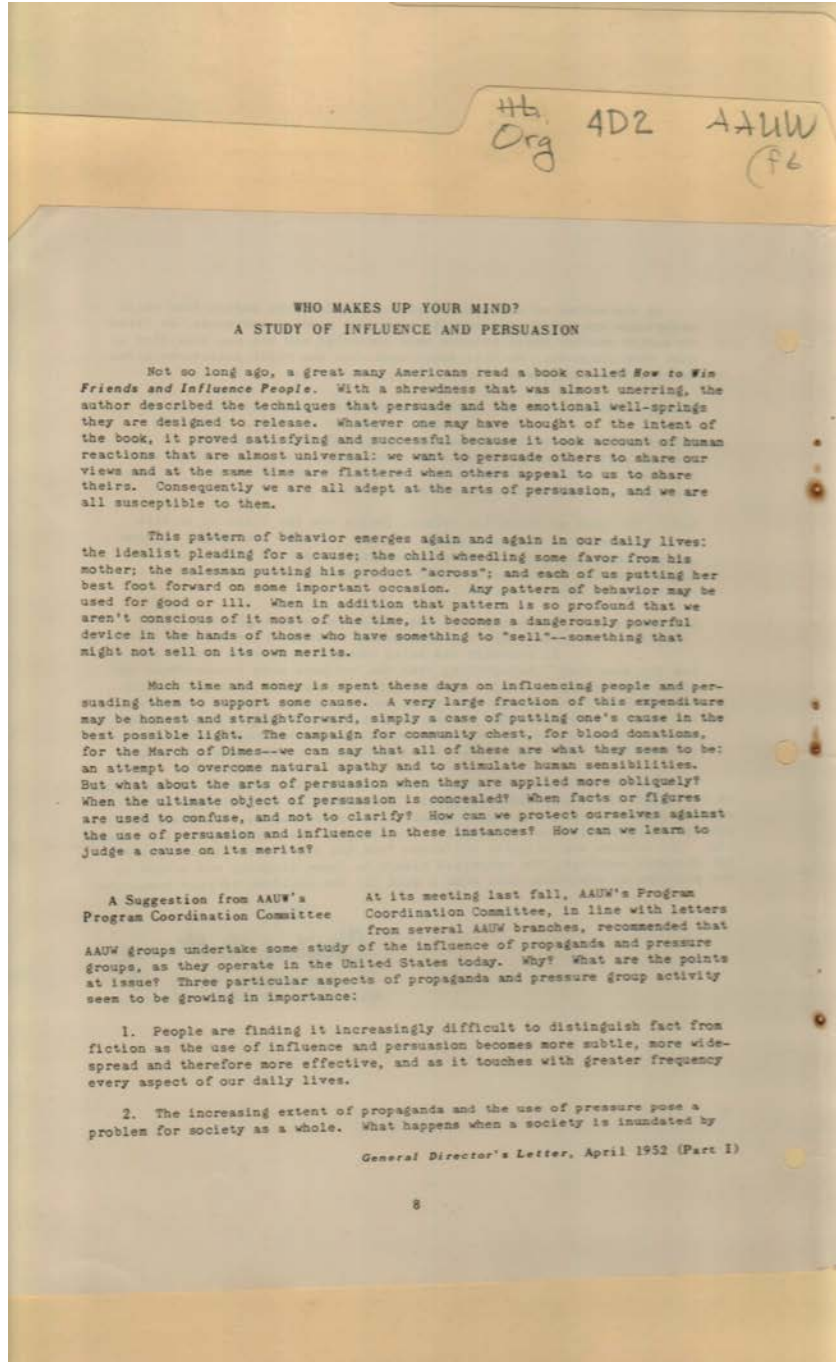


Names:

Heinig, Christine M.

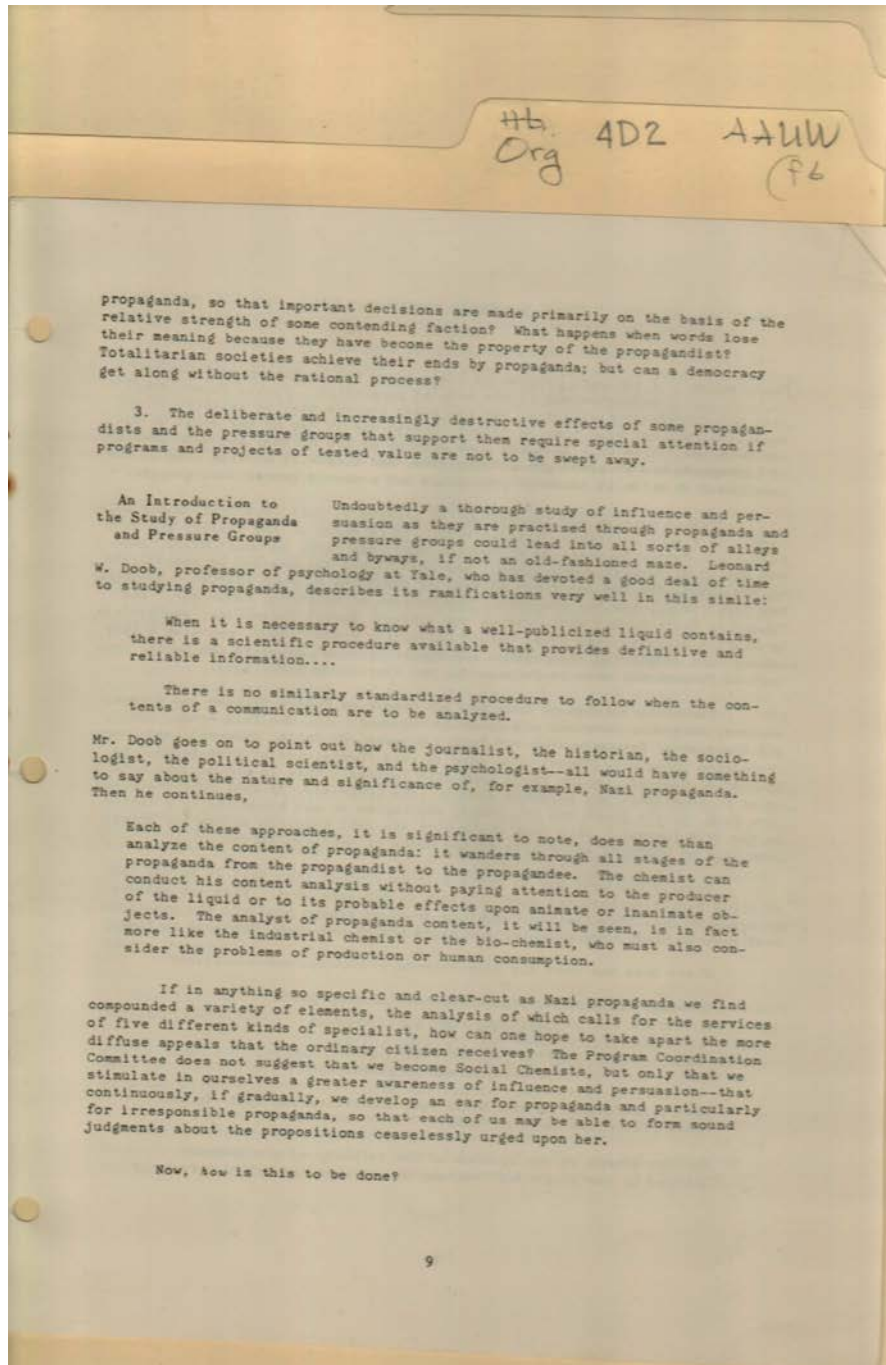
Types:

program

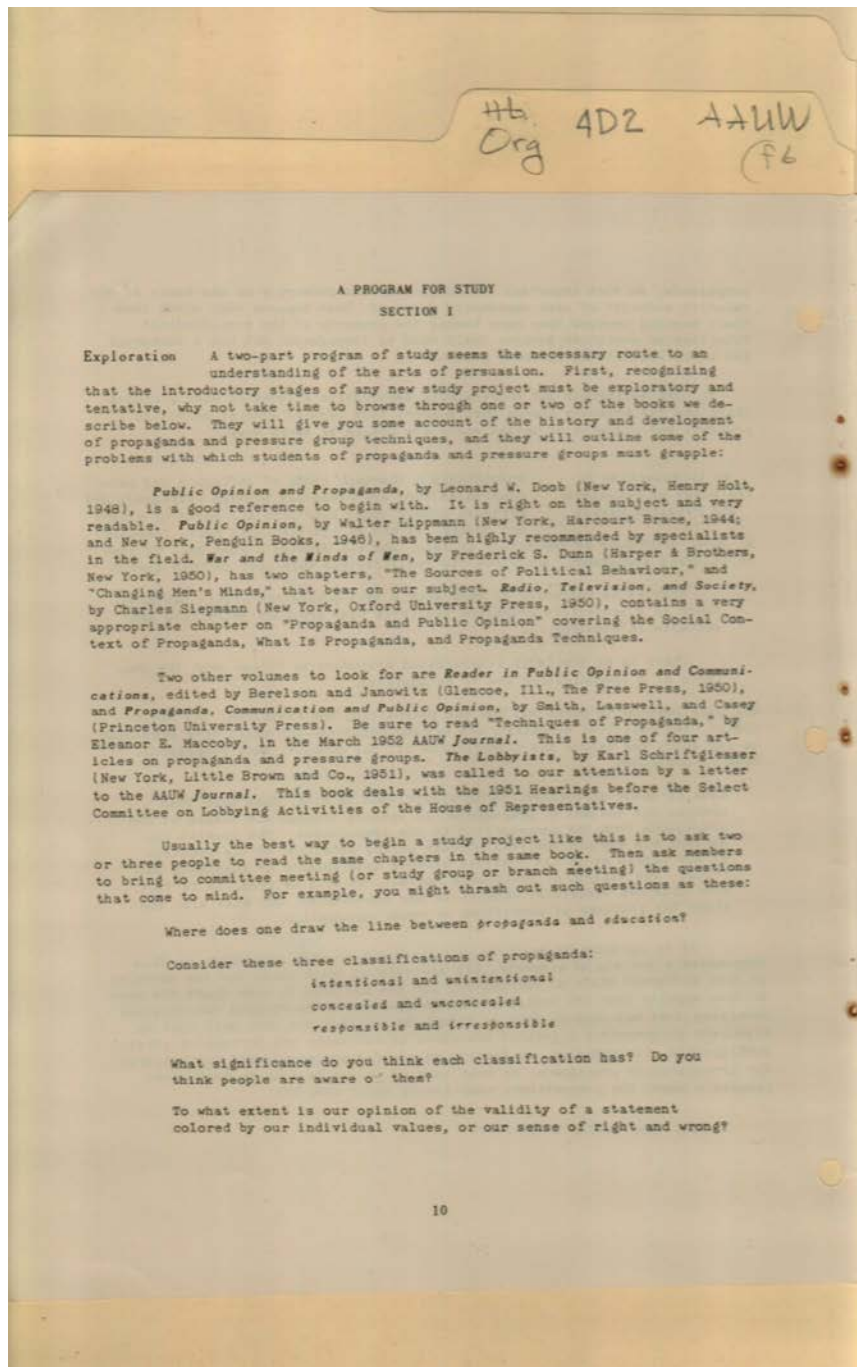


Types:
report

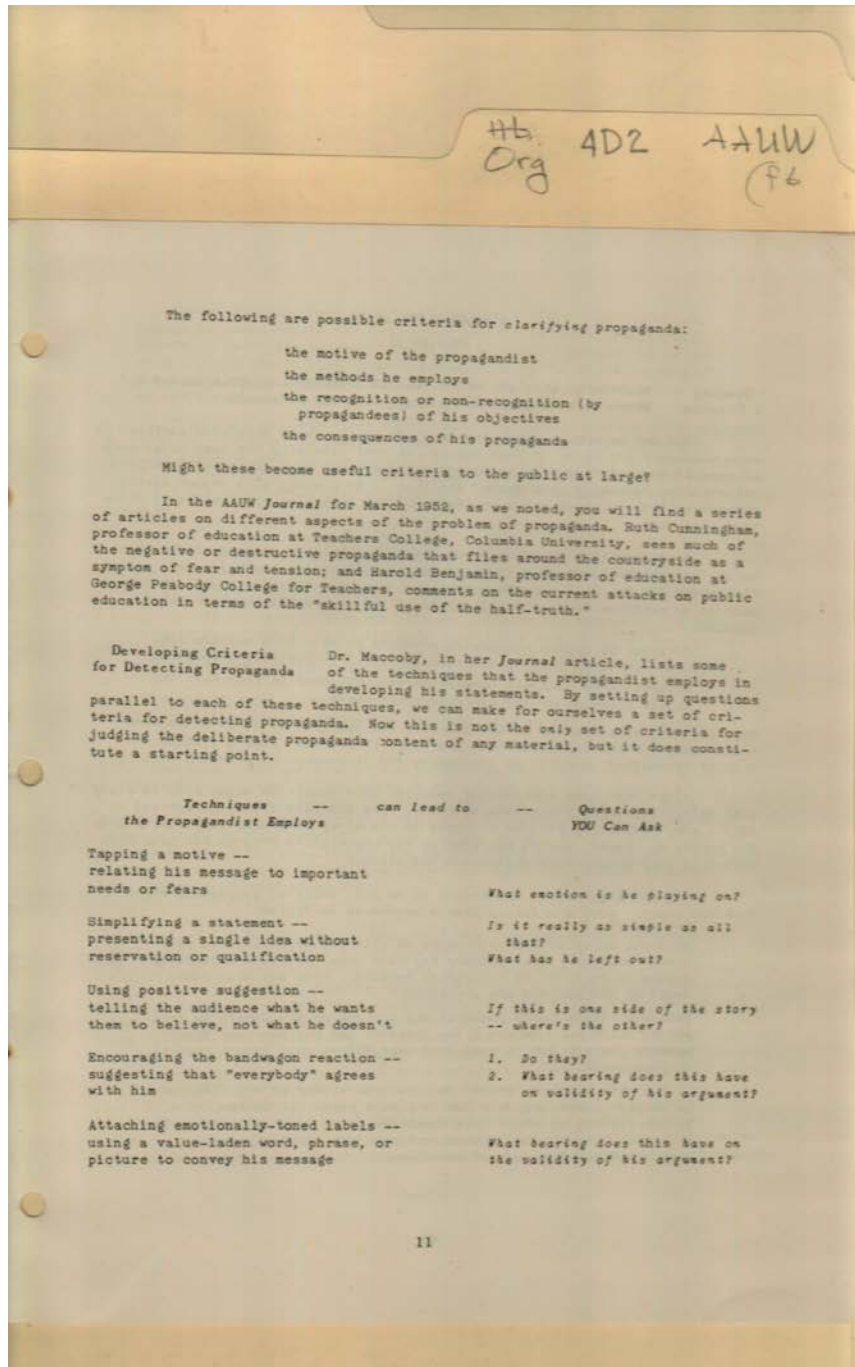
Dates:
April, 1952



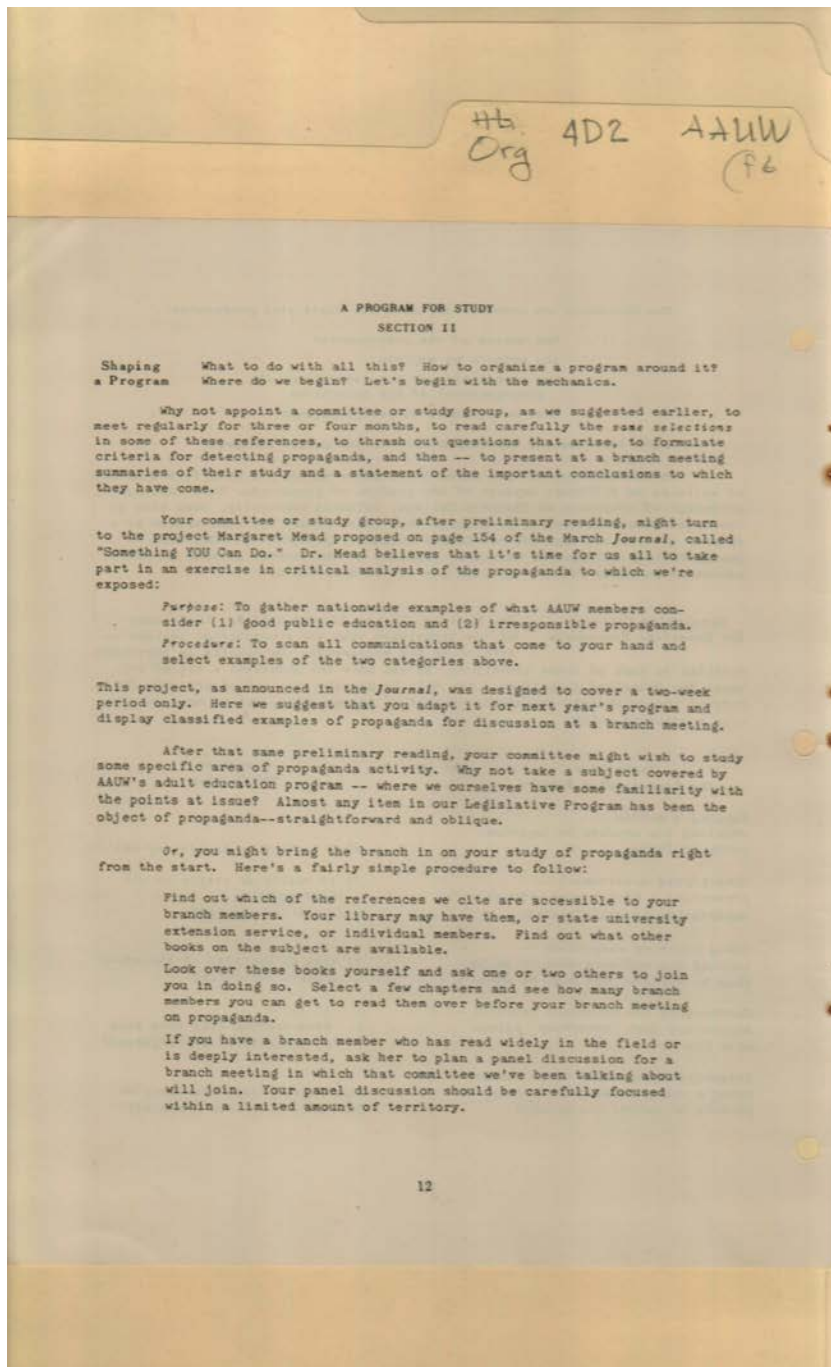
Types:
report



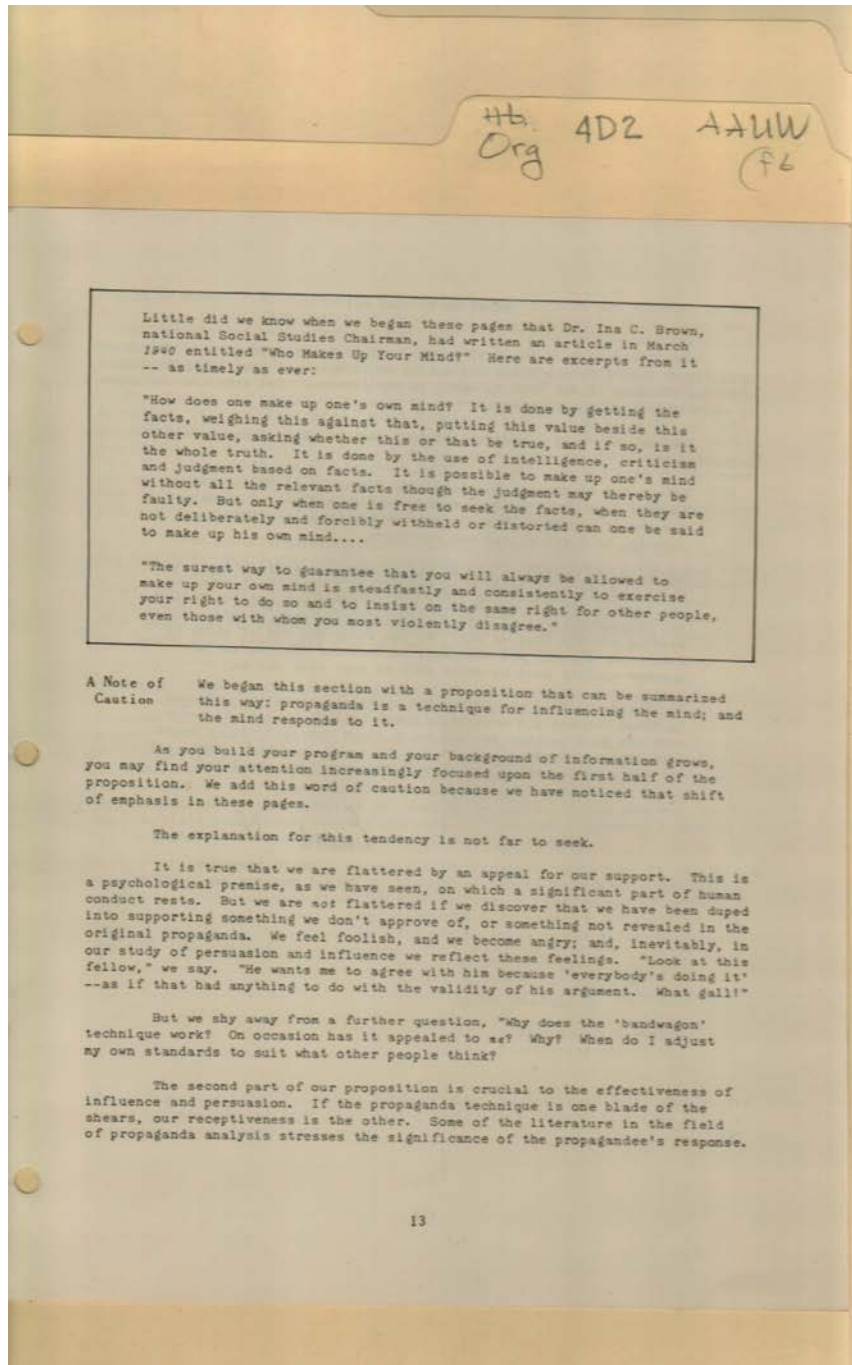
Types:
report



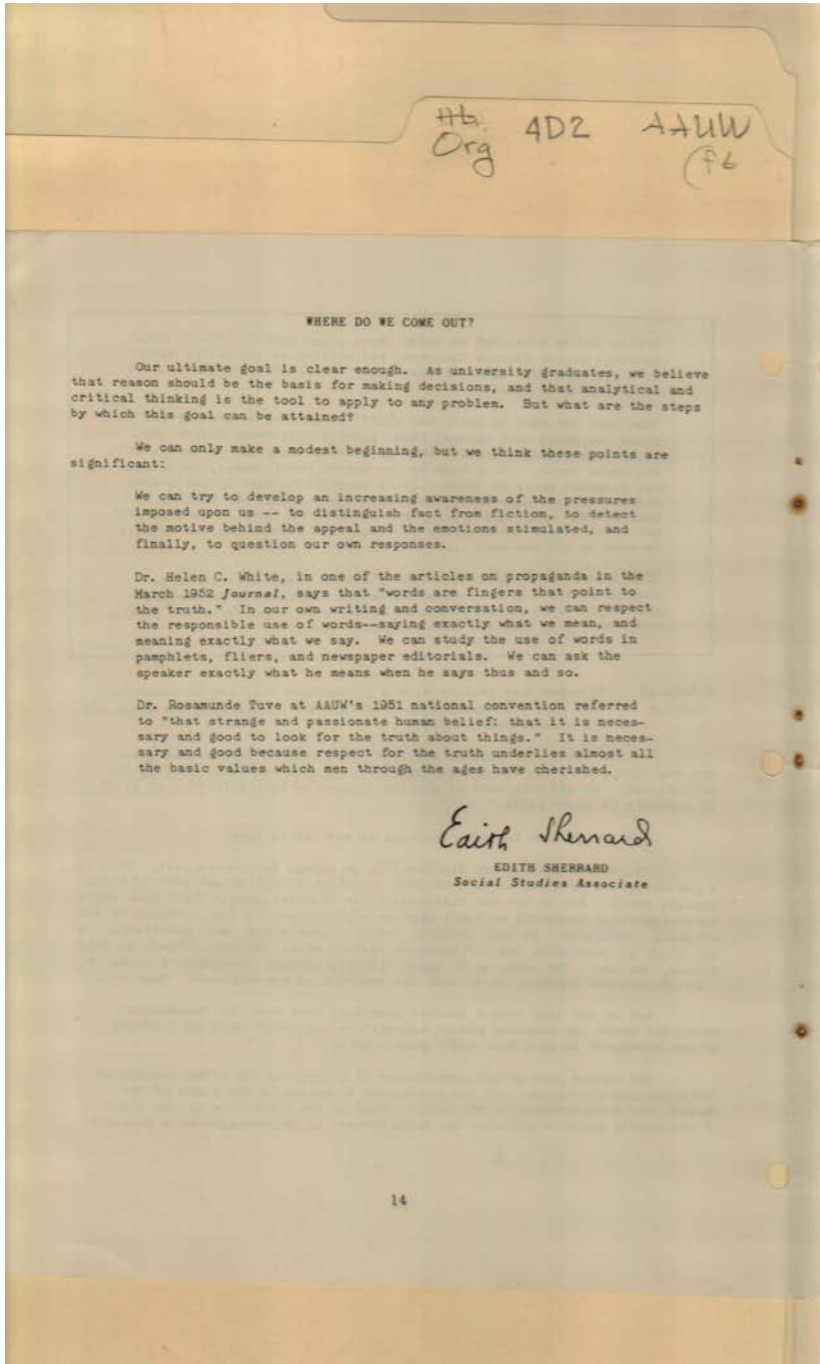
Types:
report



Types:
report



Types:
report



Names:

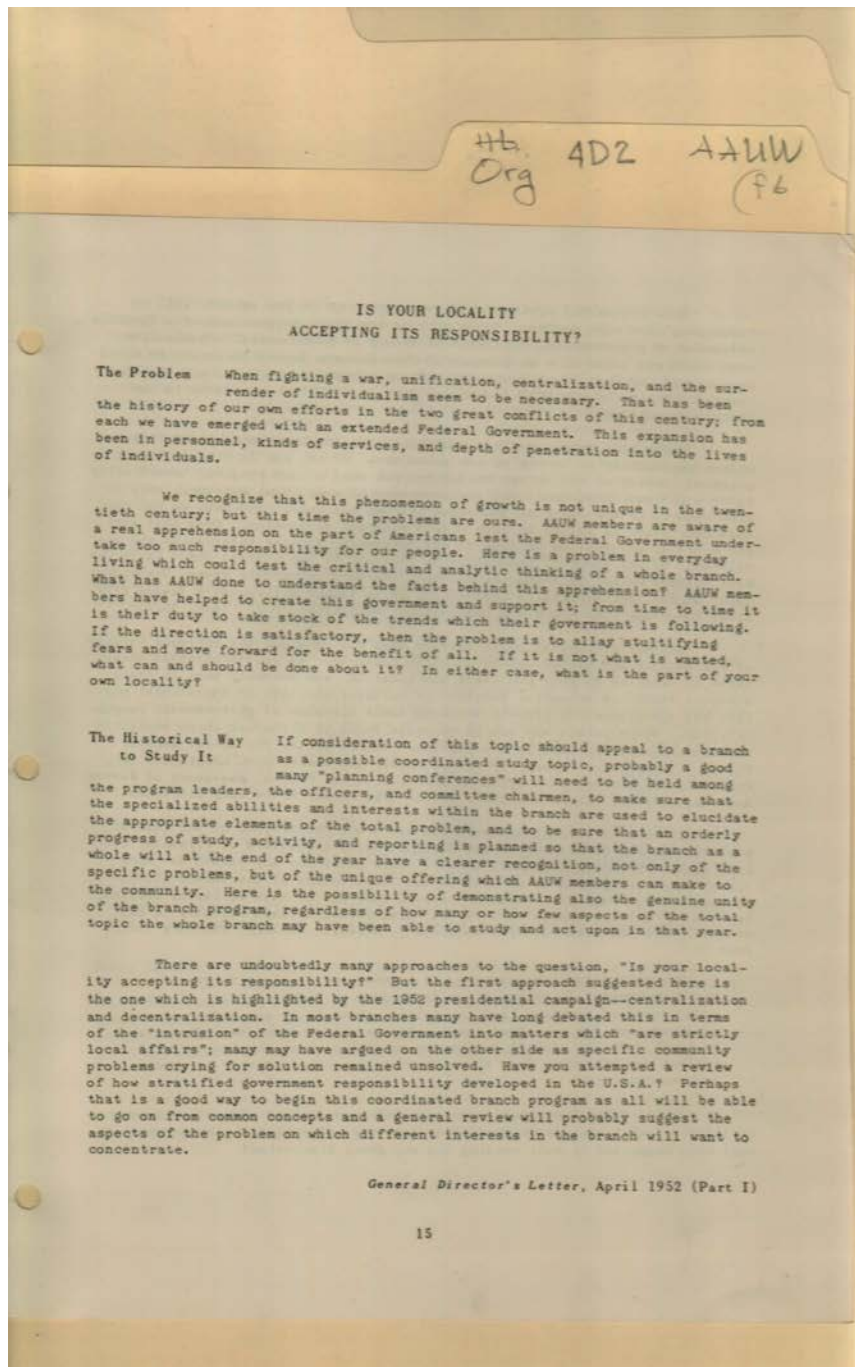
Sherrard, Edith

Tuve, Rosamunde,
Dr.

White, Helen C., Dr.

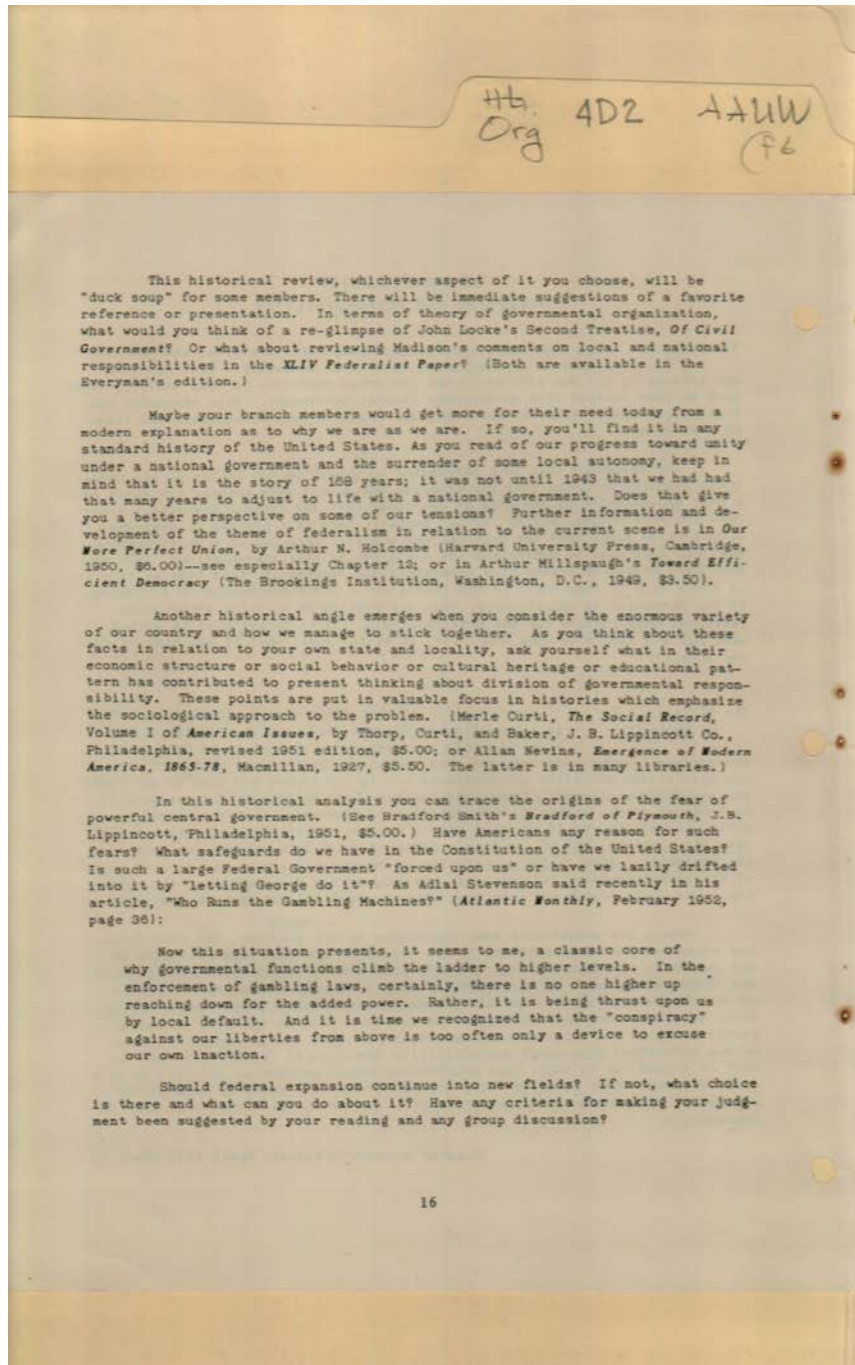
Types:

report



Types:
report

Dates:
April, 1952



Names:

Curti, Merle
Holcolme, Arthur N.

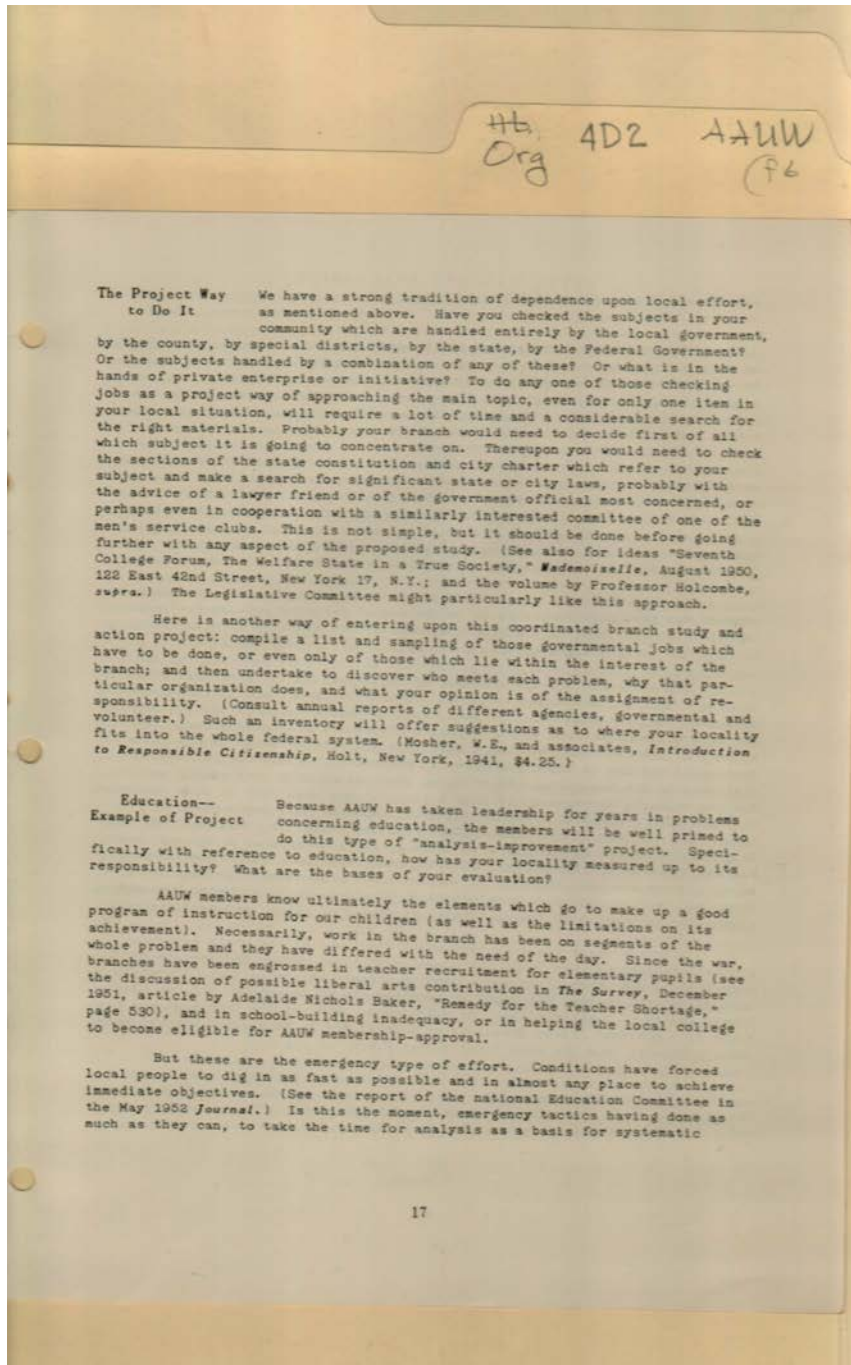
Locke, John
Millspaugh, Arthur

Nevins, Allan
Smith, Bradford

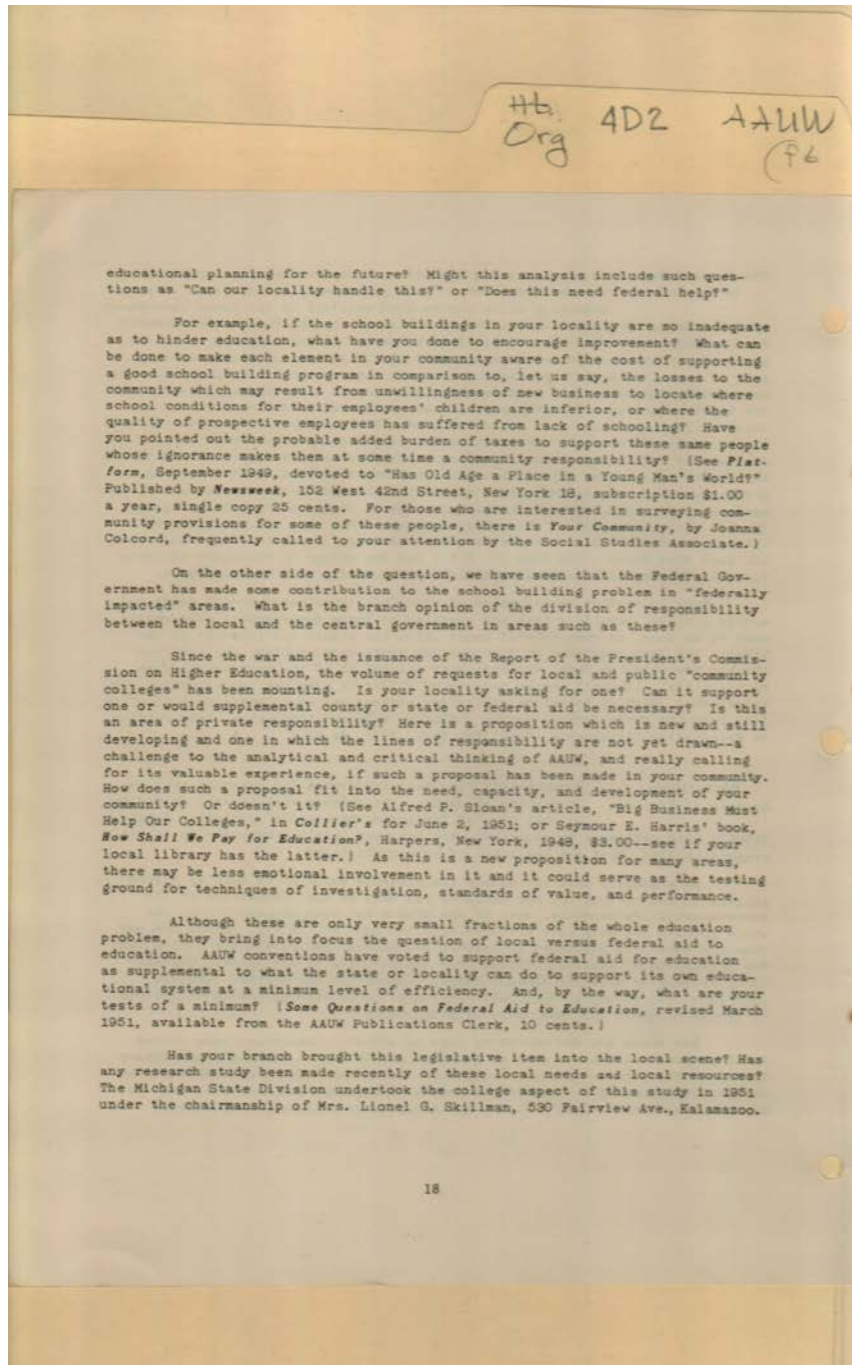
Stevenson, Adlai

Types:

report



Types:
report



Names:

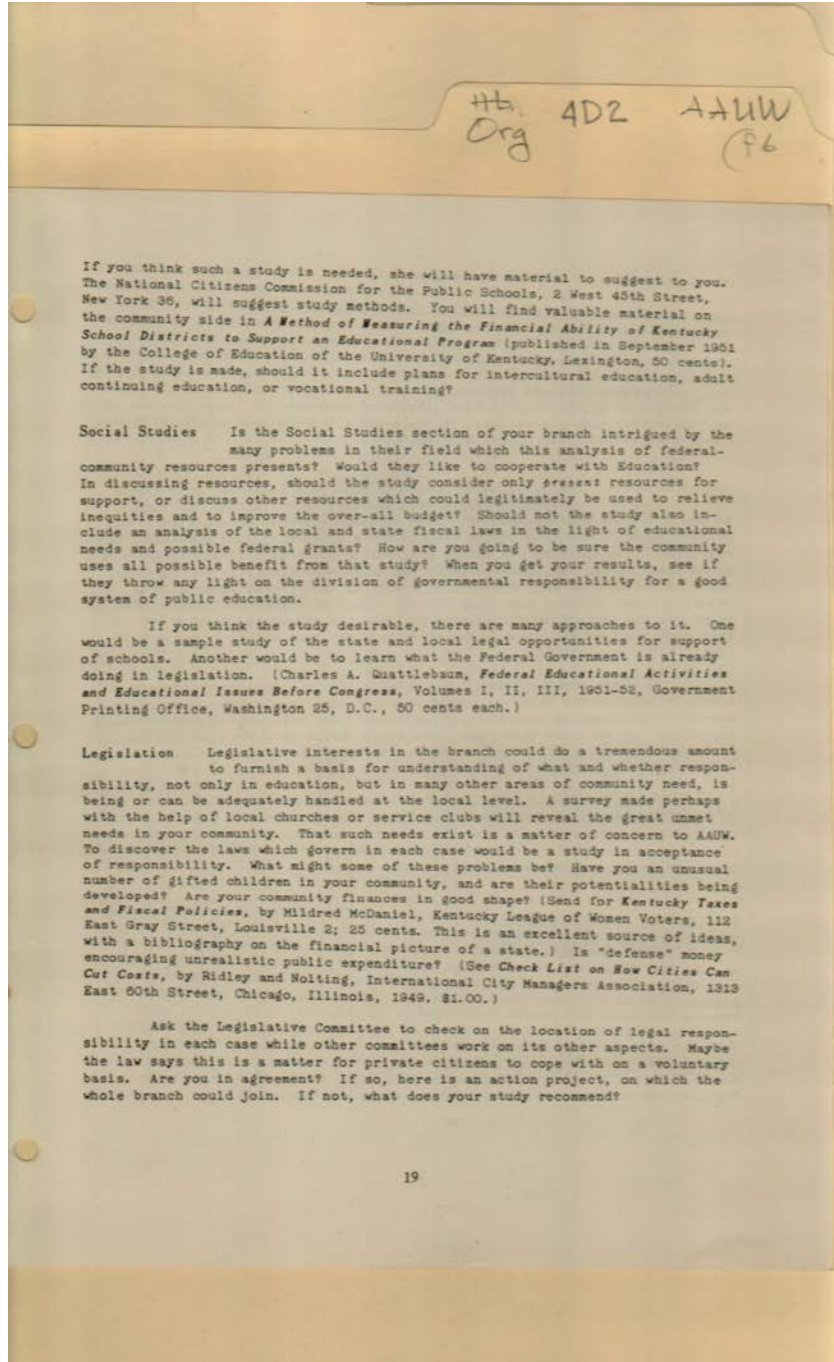
Harris, Seymour E.

Skillman, Lionel G.,
Mrs.

Sloan, Alfred P.

Types:

report



Names:

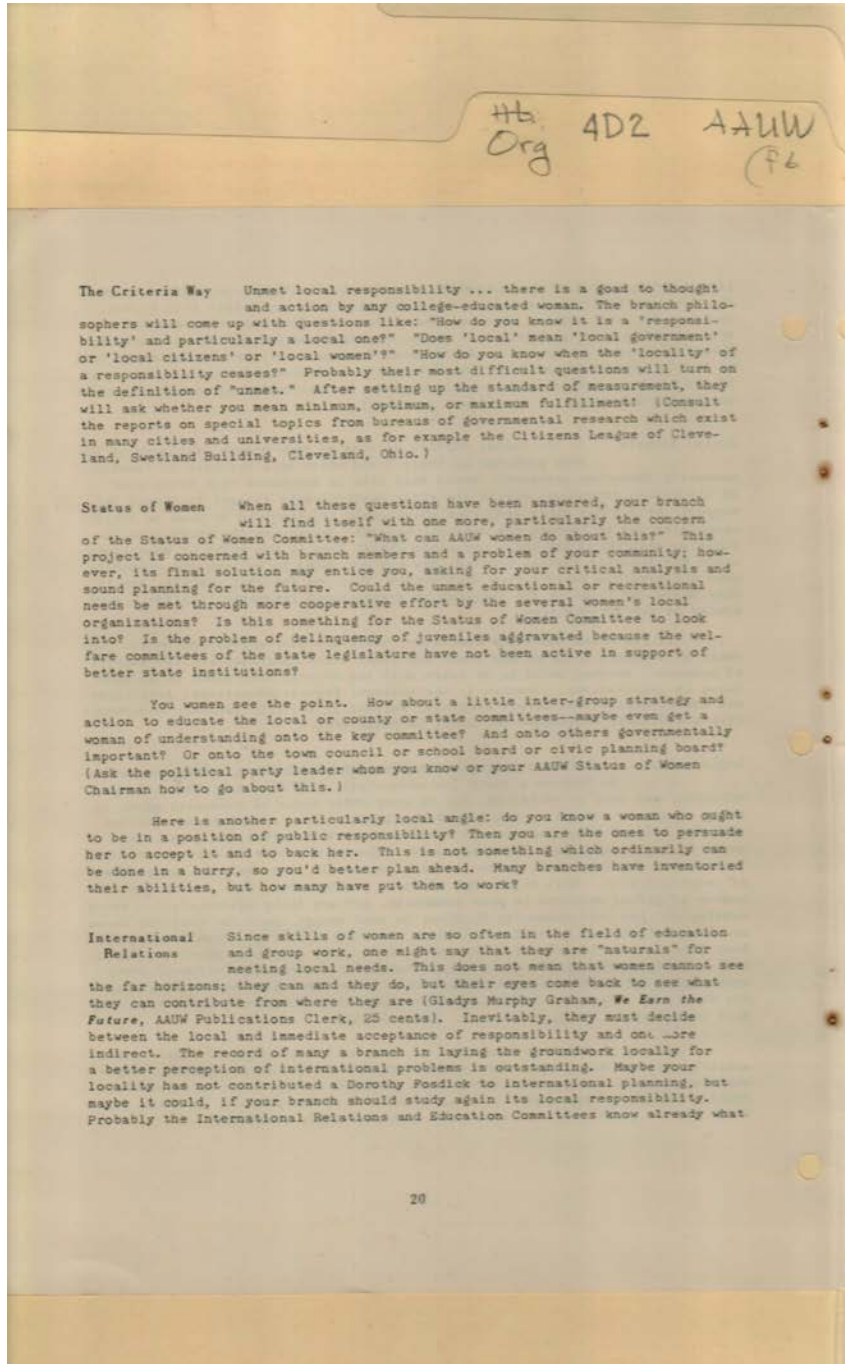
McDaniel, Mildred

Quattlebaum, Charles

A.

Types:

report



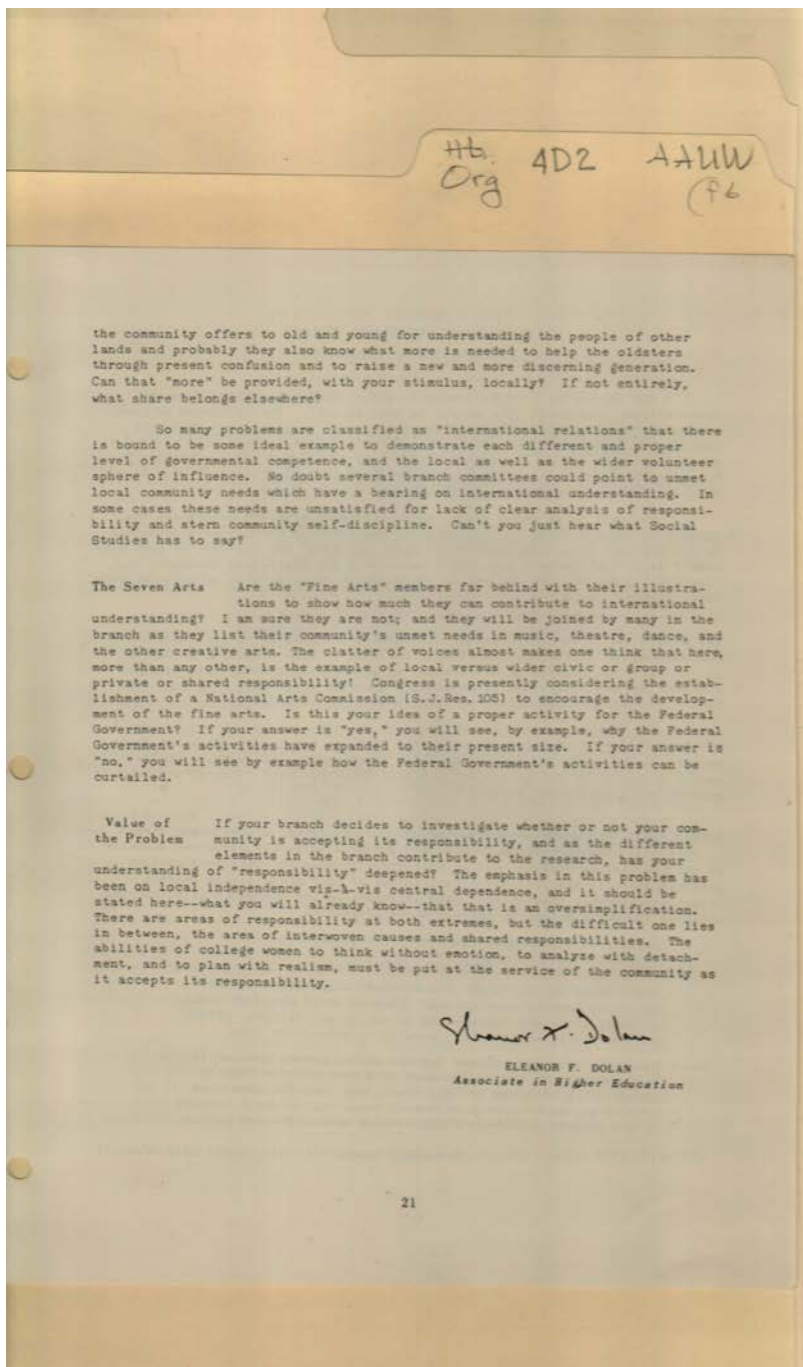
Names:

Graham, Gladys

Murphy

Types:

report

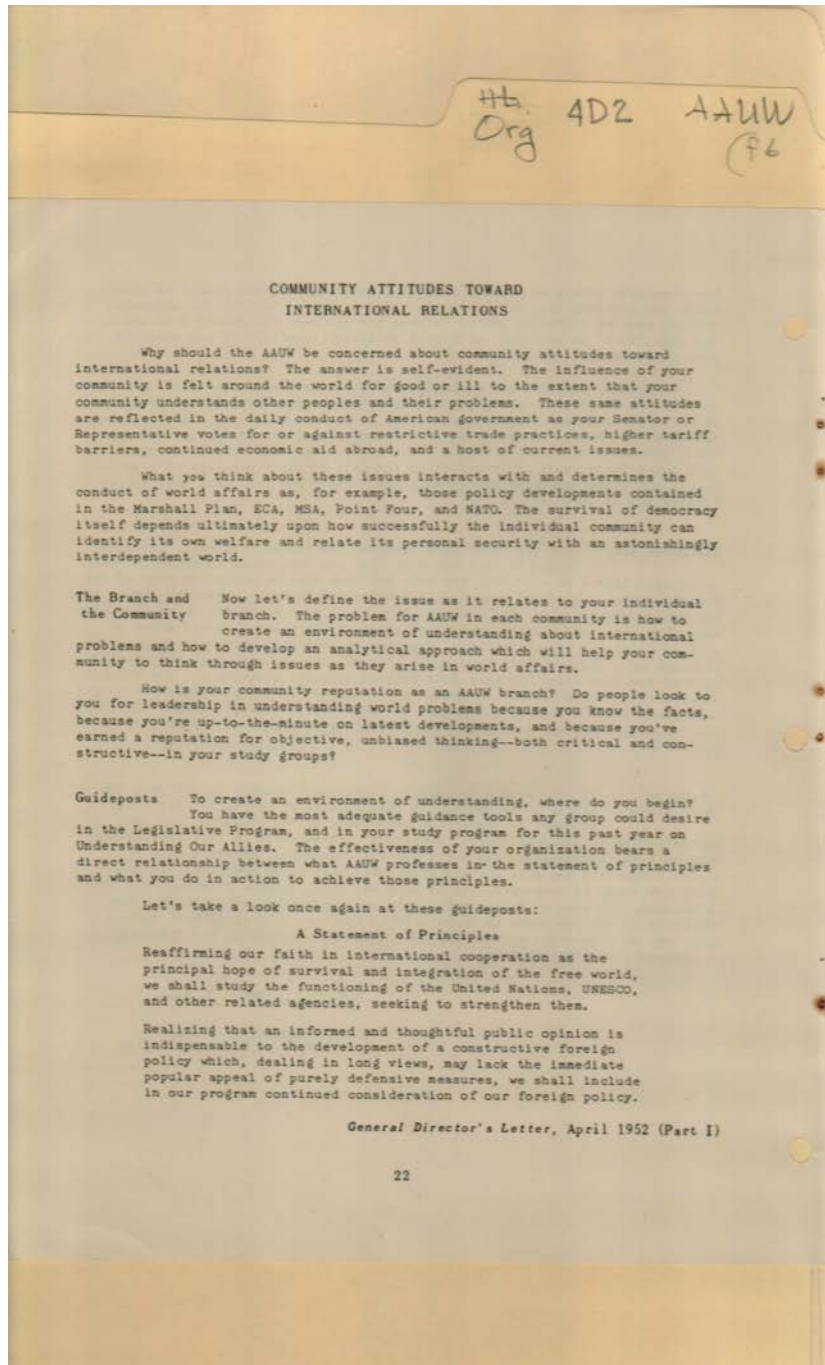


Names:

Dolan, Eleanor F., Dr.

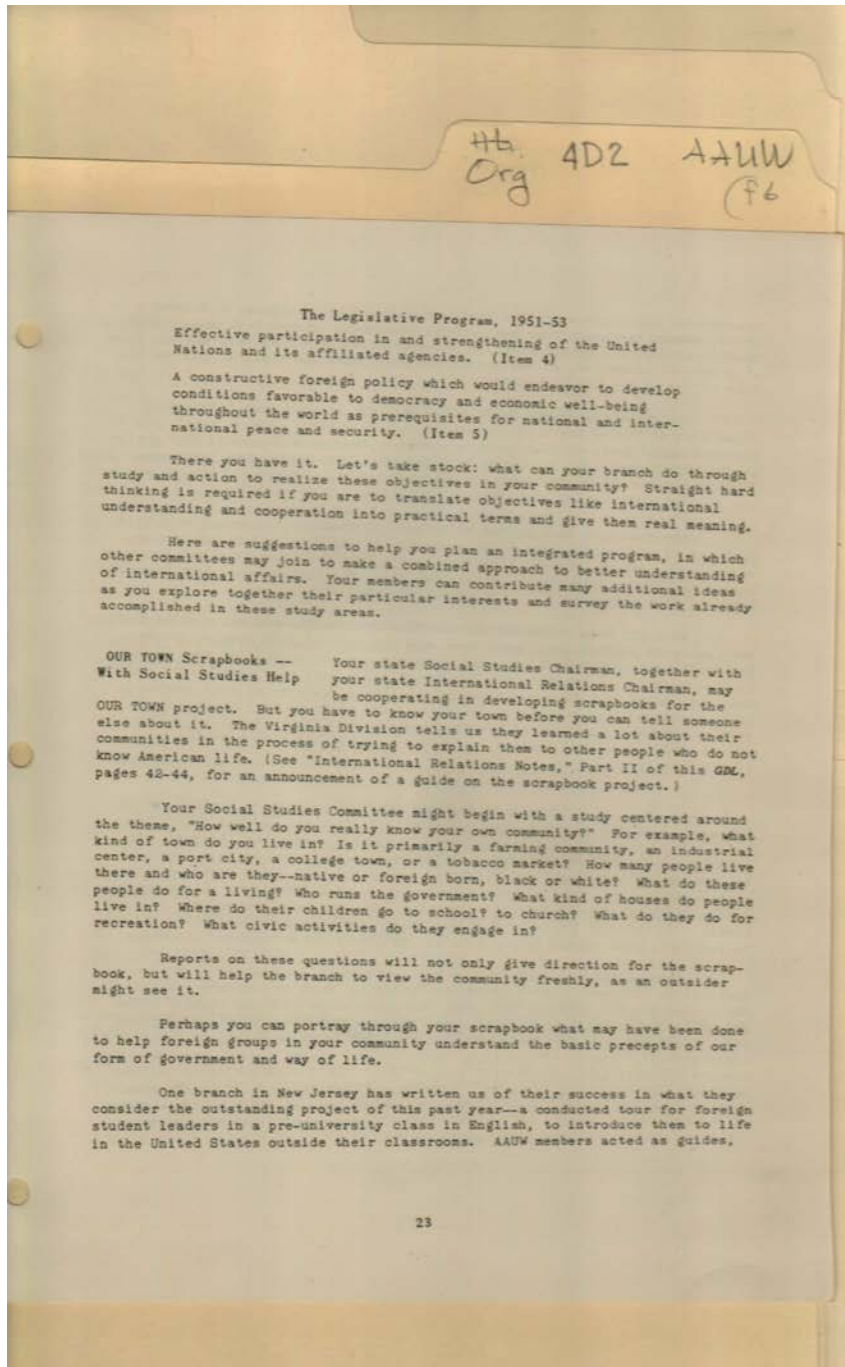
Types:

report

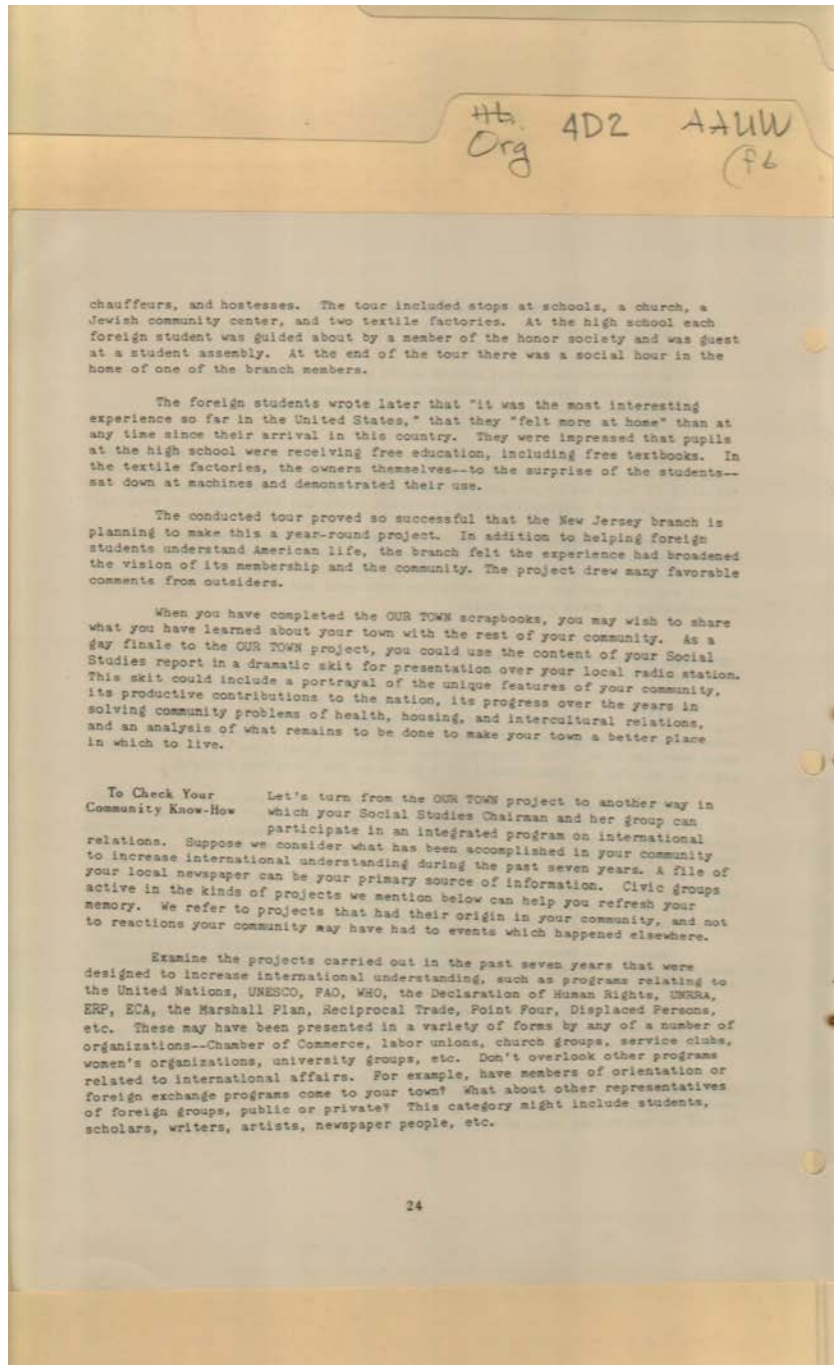


Types:
report

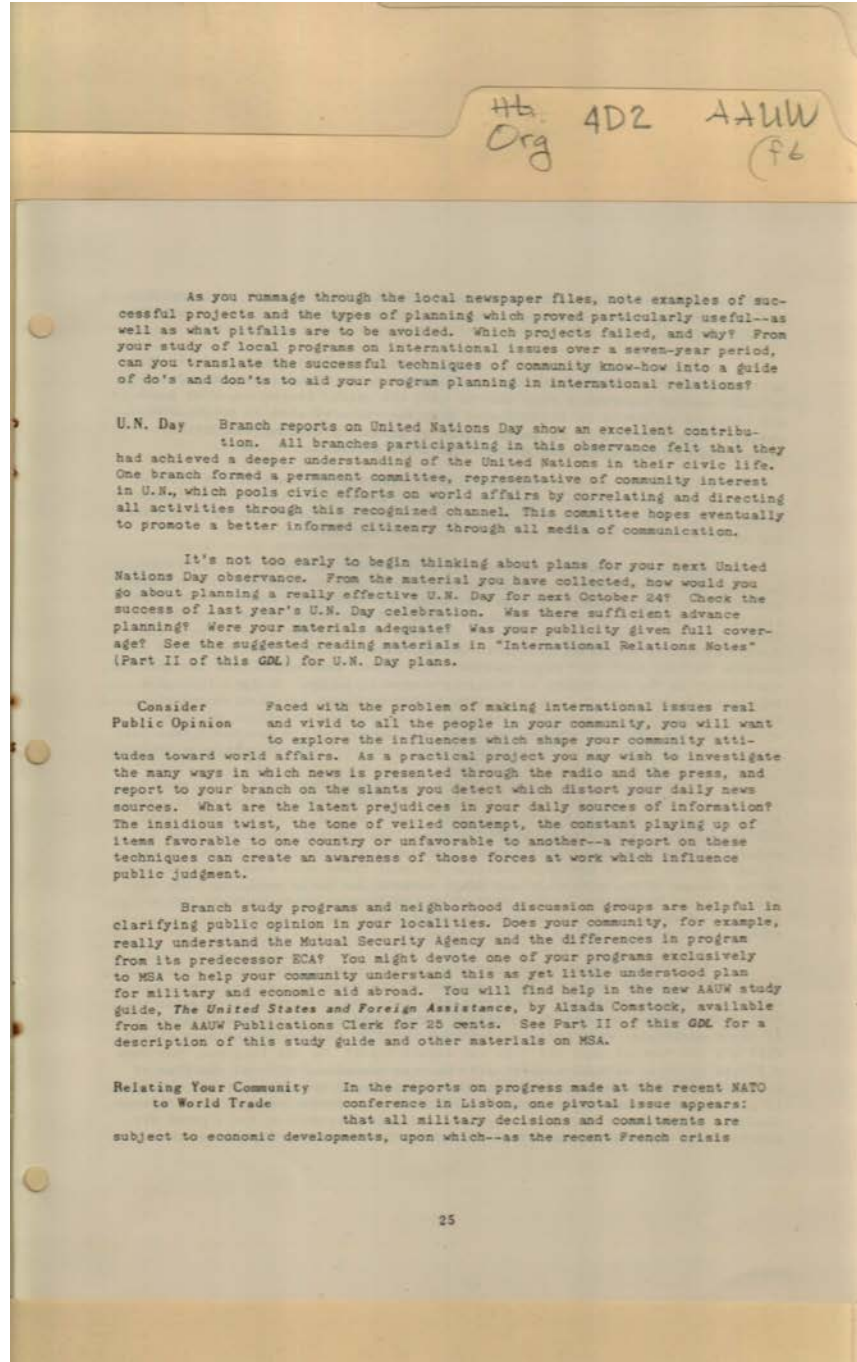
Dates:
April, 1952



Types:
report



Types:
report

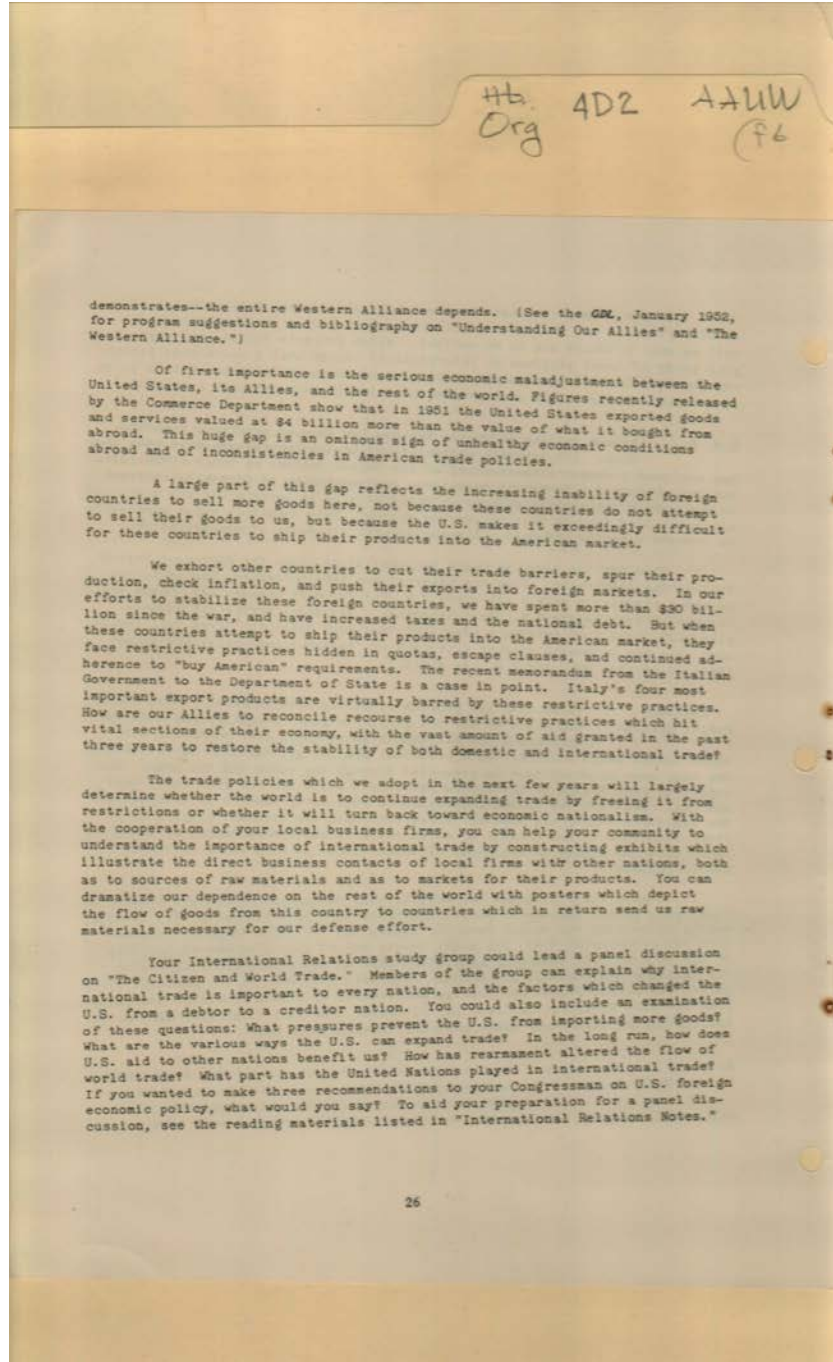


Names:

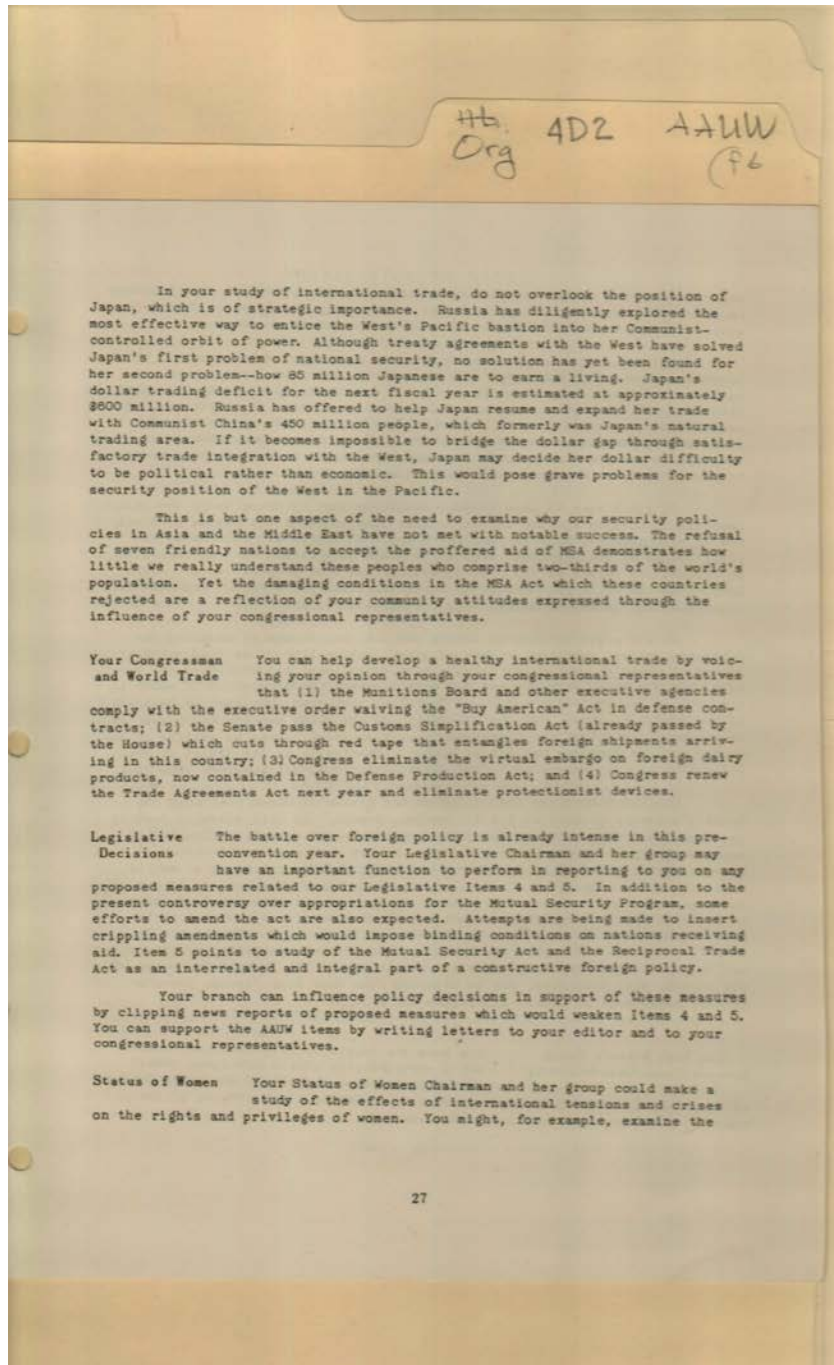
Comstock, Alzada

Types:

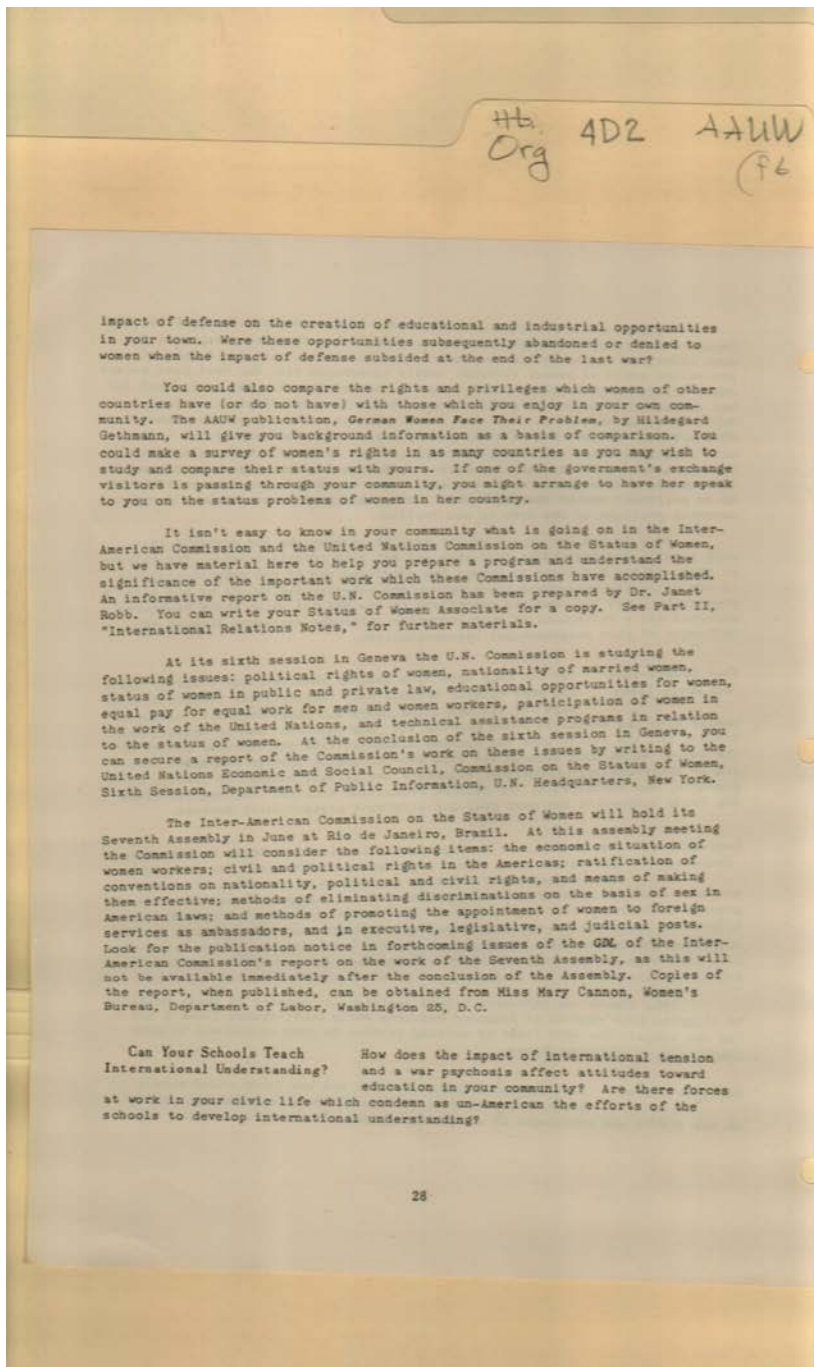
report



Types:
report



Types:
report



Names:

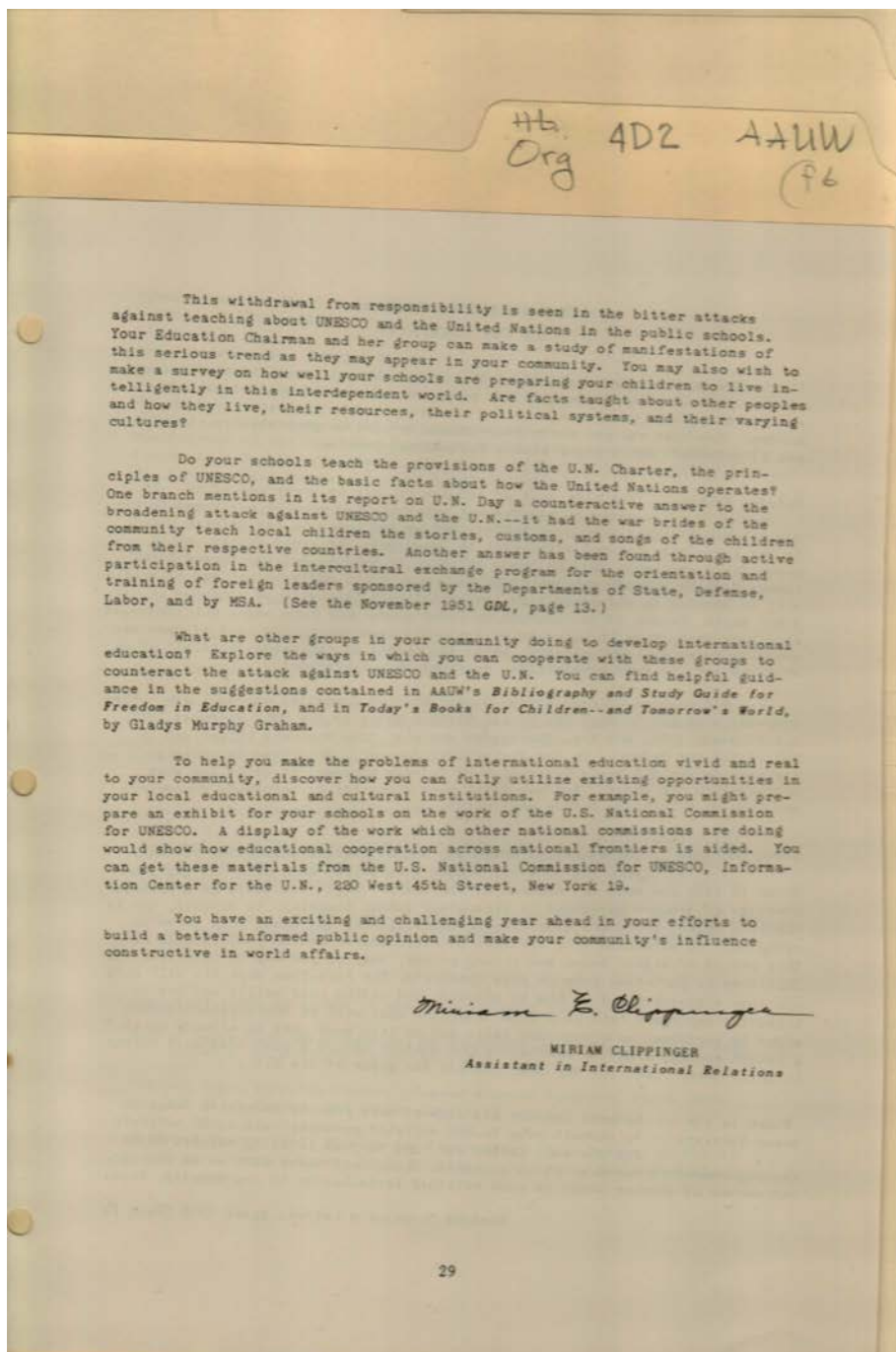
Cannon, Mary, Miss

Gethmann, Hildegard

Robb, Janet, Dr.

Types:

report

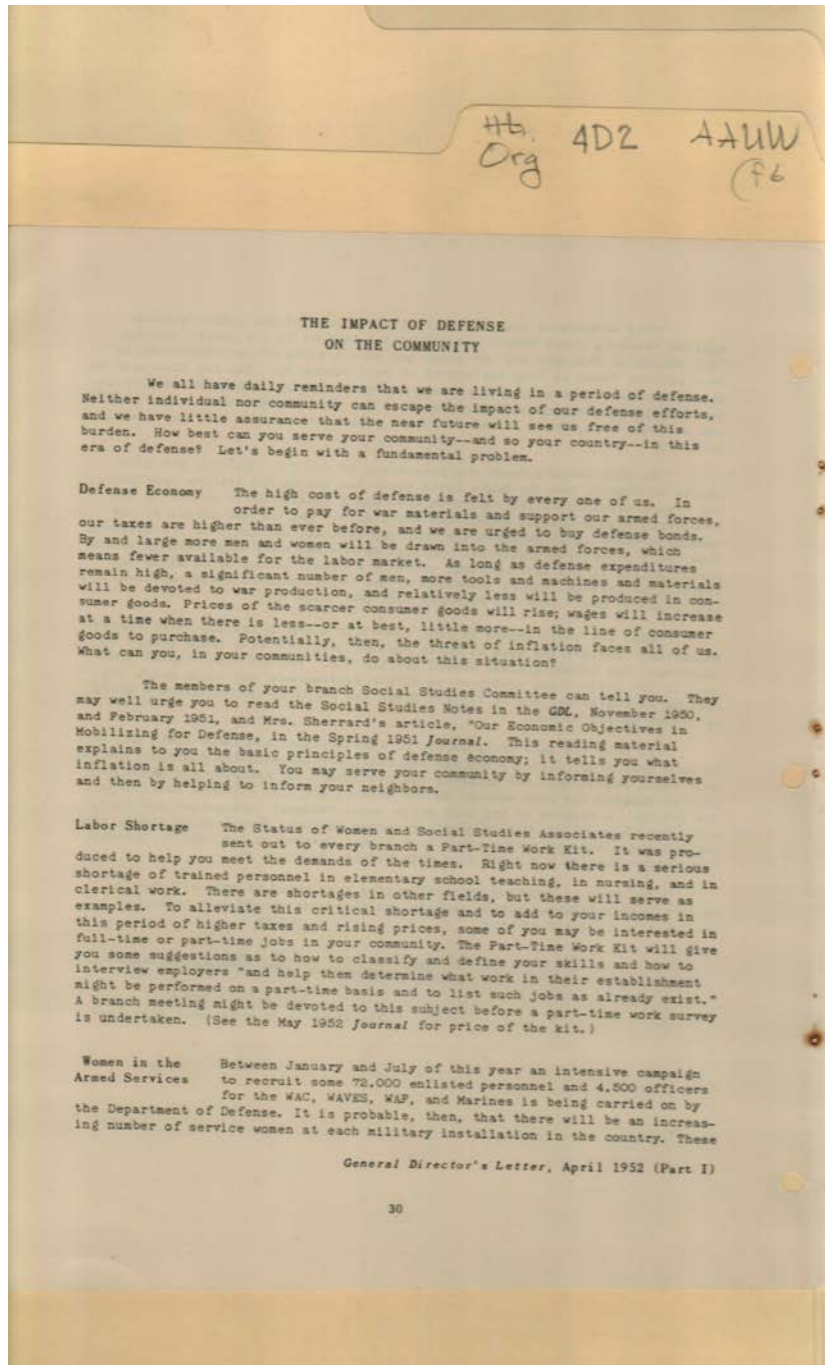


Names:

Clippinger, Miriam E.

Types:

report



Names:

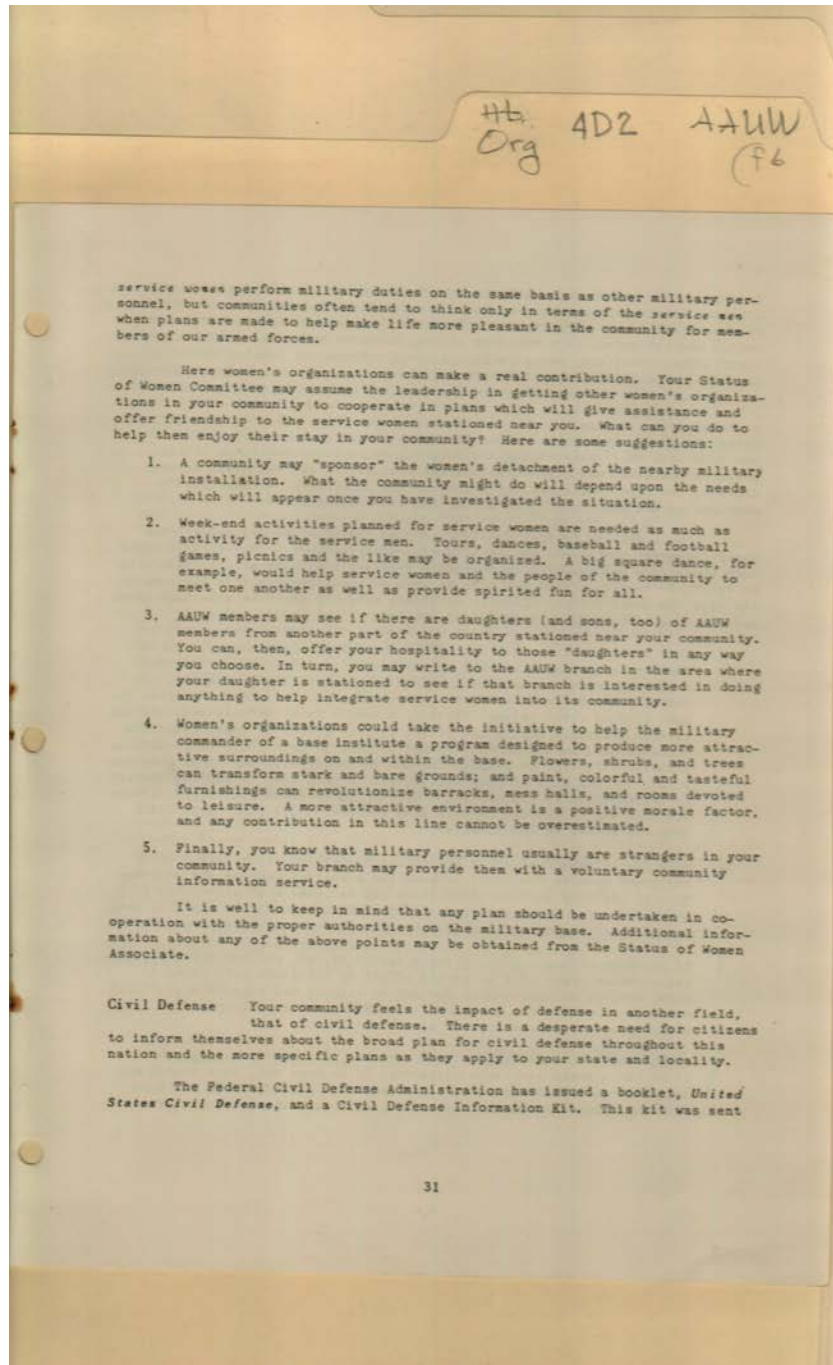
Sherrard, Edith

Types:

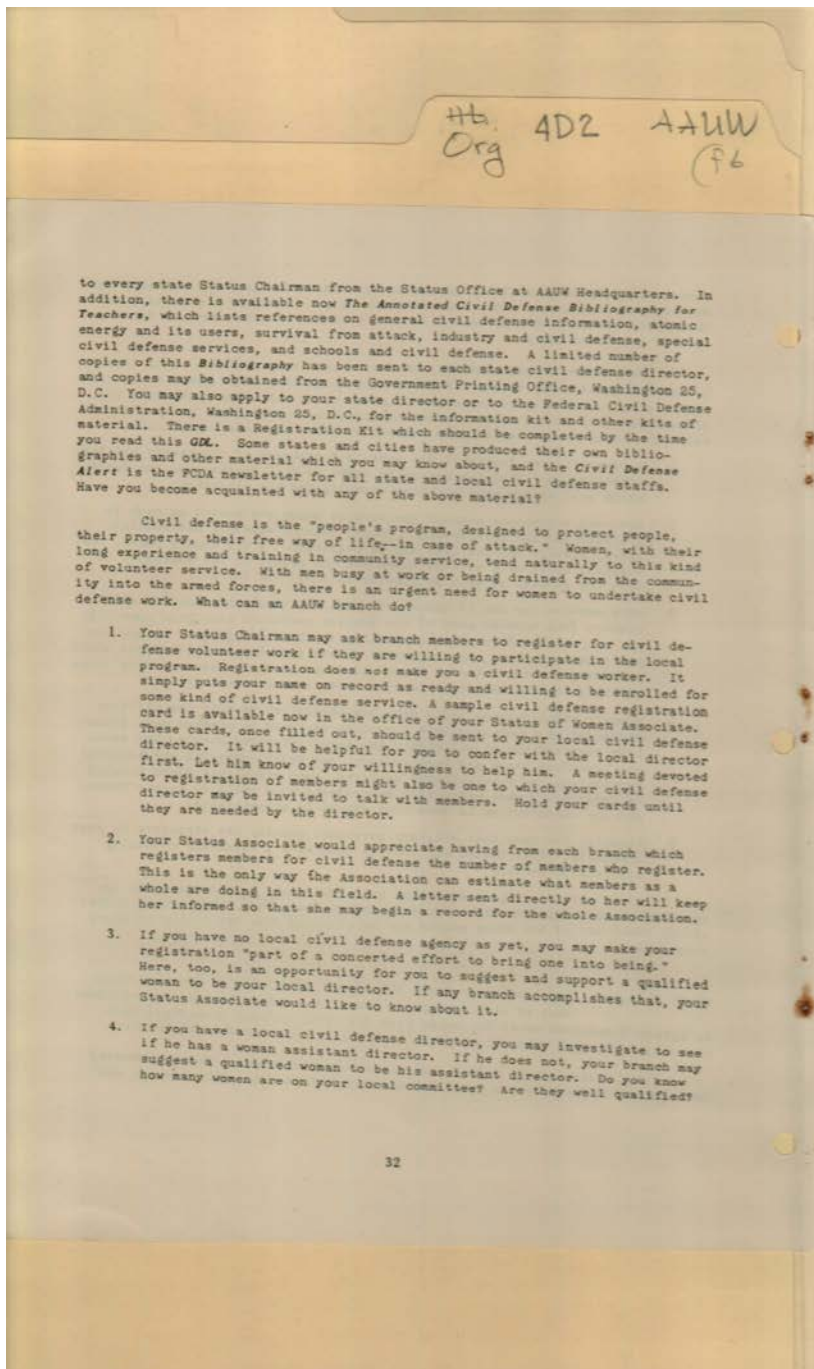
report

Dates:

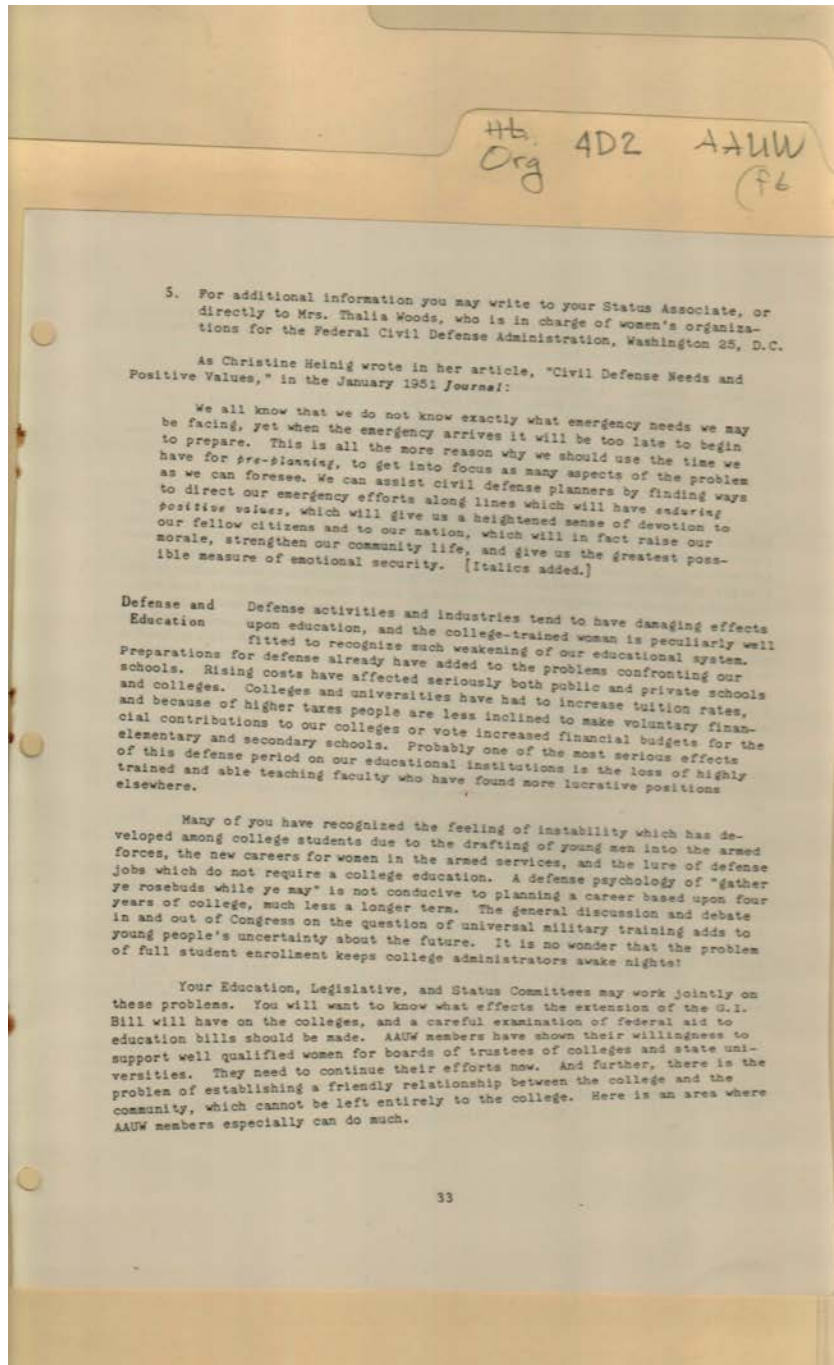
April, 1952



Types:
report



Types:
report



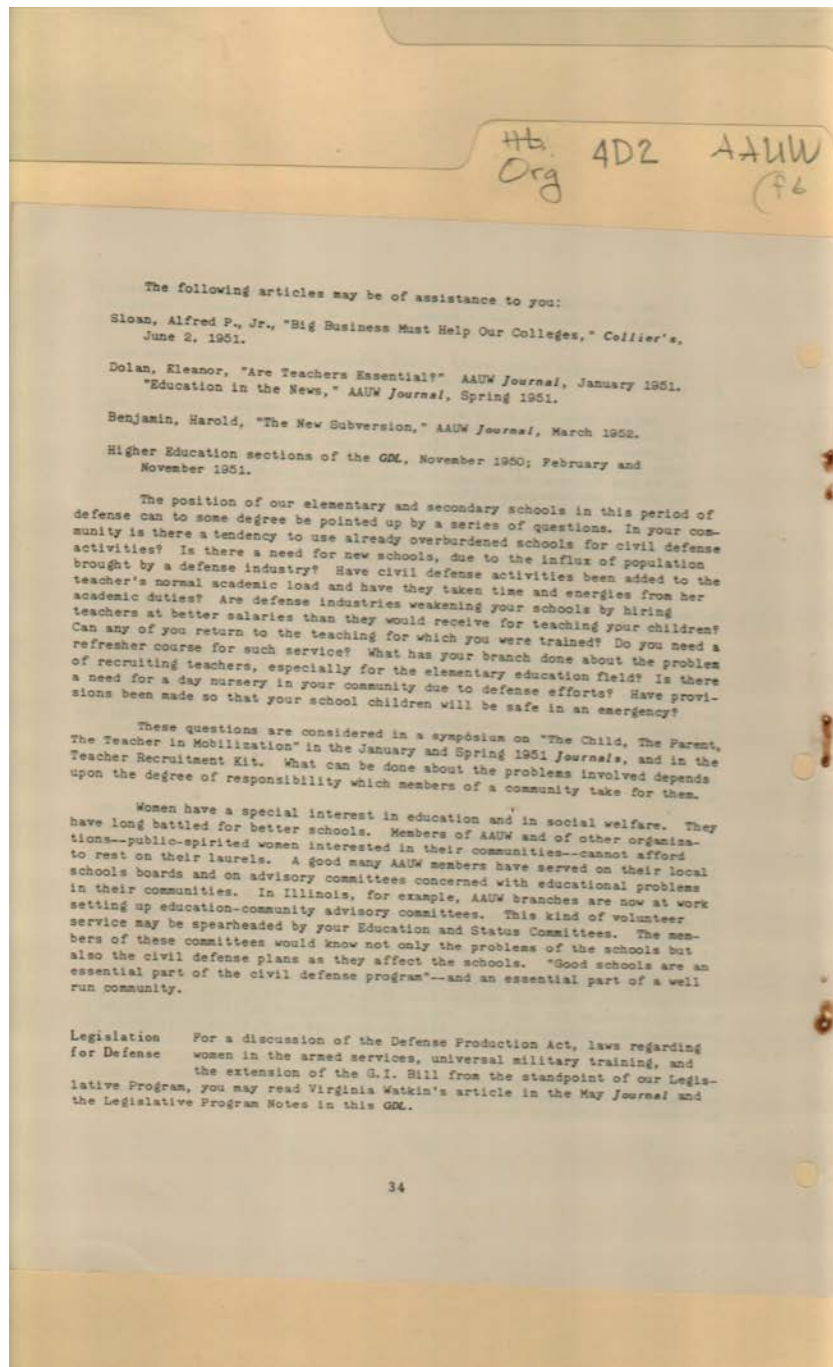
Names:

Heinig, Christine

Woods, Thalia, Mrs.

Types:

report



Names:

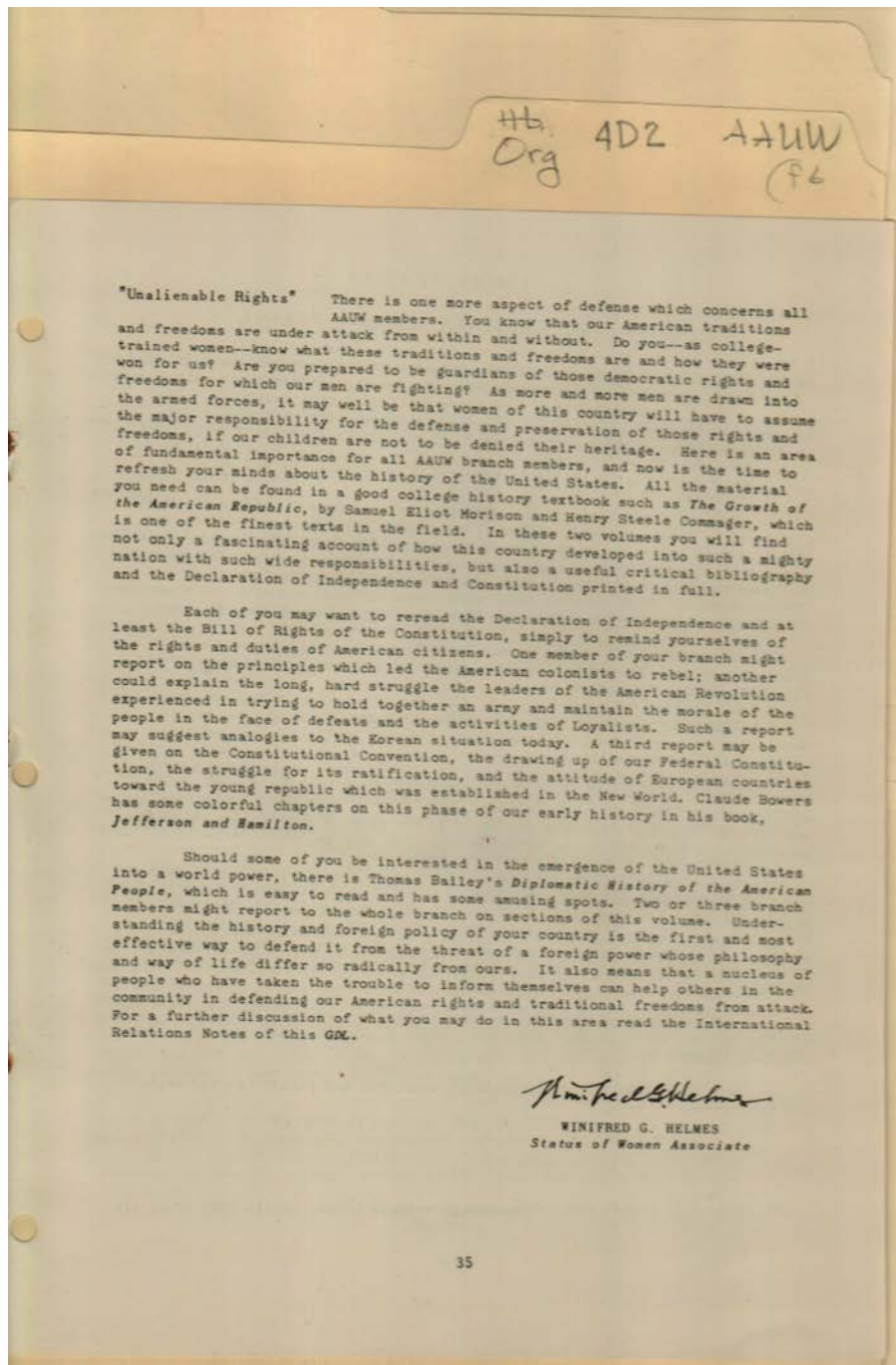
Benjamin, Harold

Dolan, Eleanor F., Dr.

Sloan, Alfred P.

Types:

report



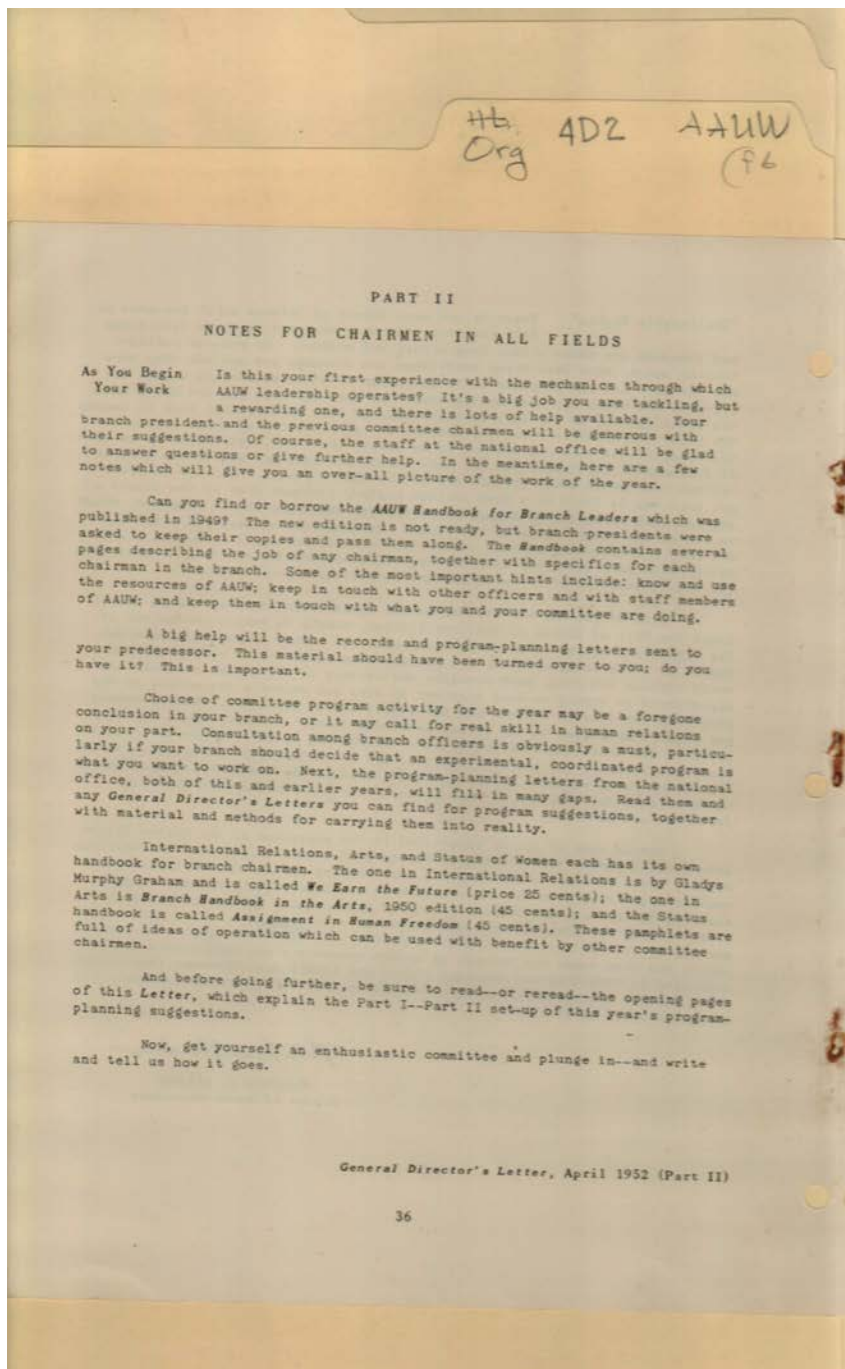
Names:

Bowers, Claude

Helmes, Winifred G.

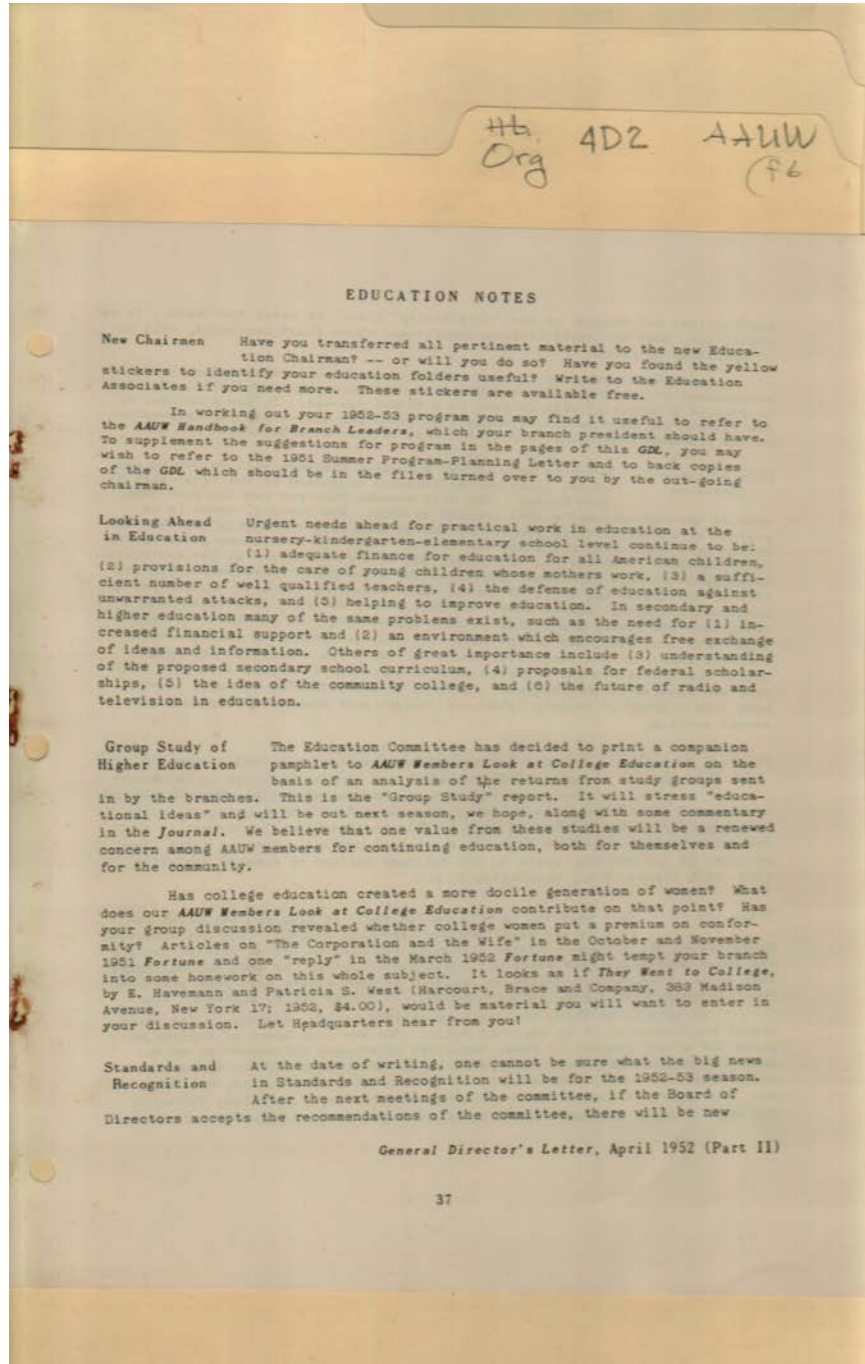
Types:

report

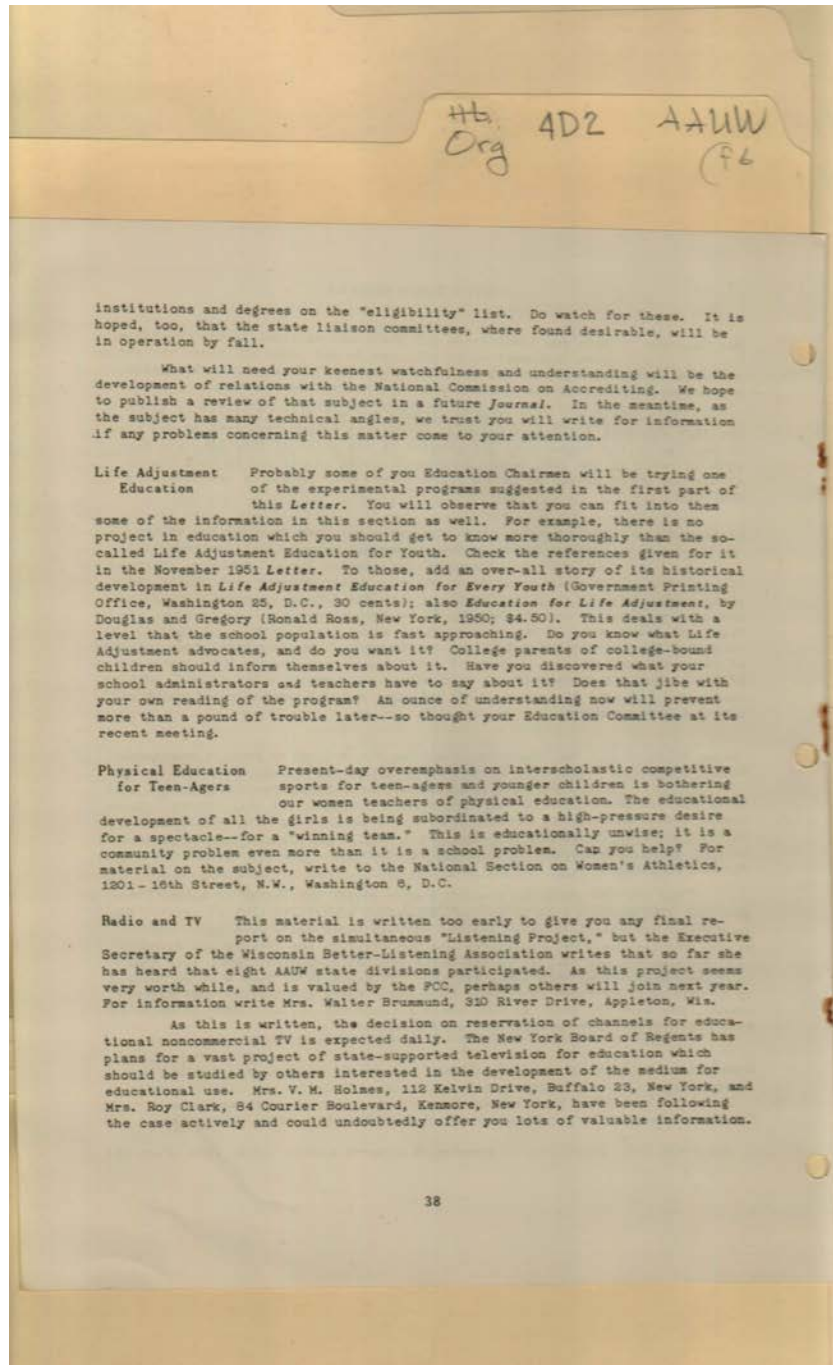


Types:
report

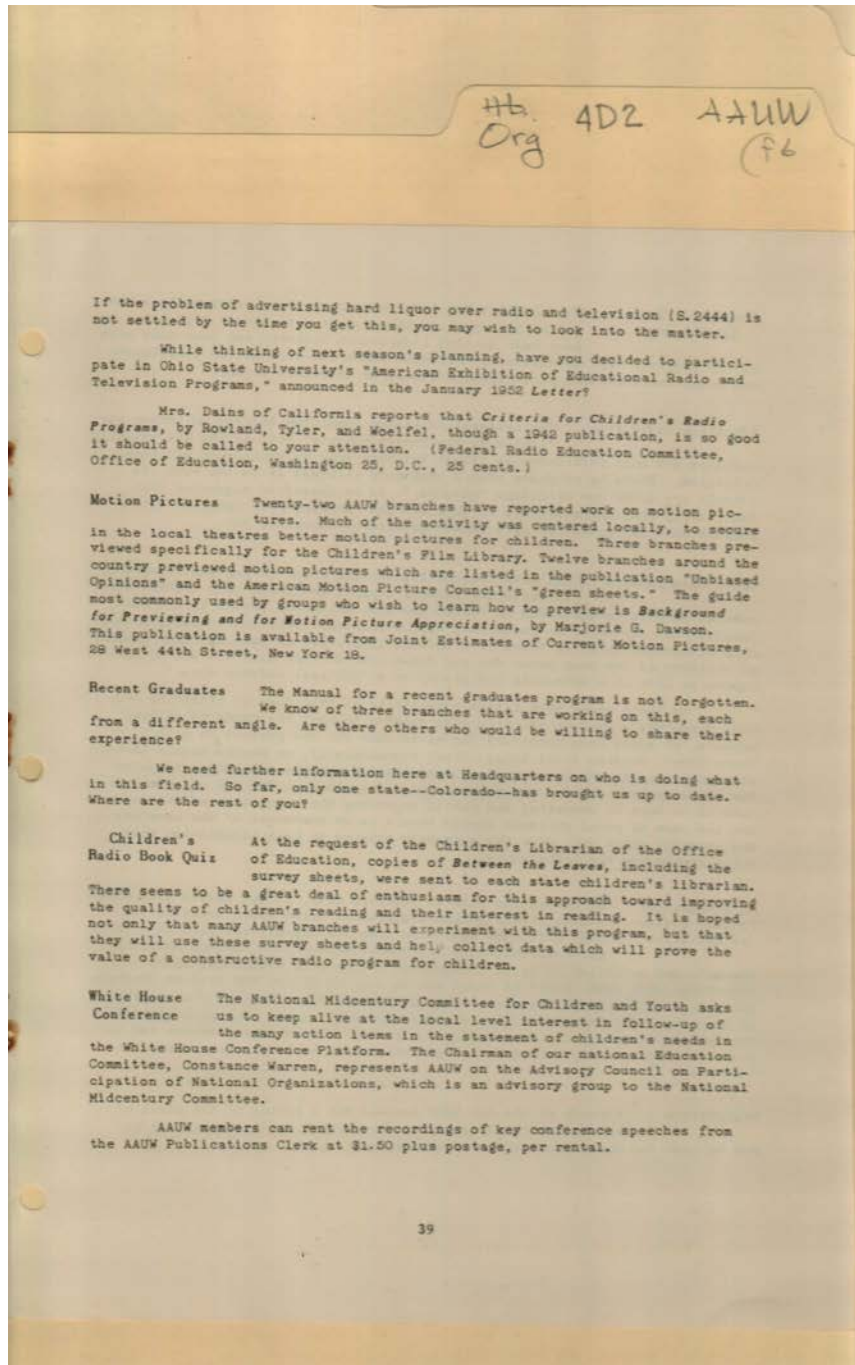
Dates:
April, 1952



Types:
report



Types:
report



Names:

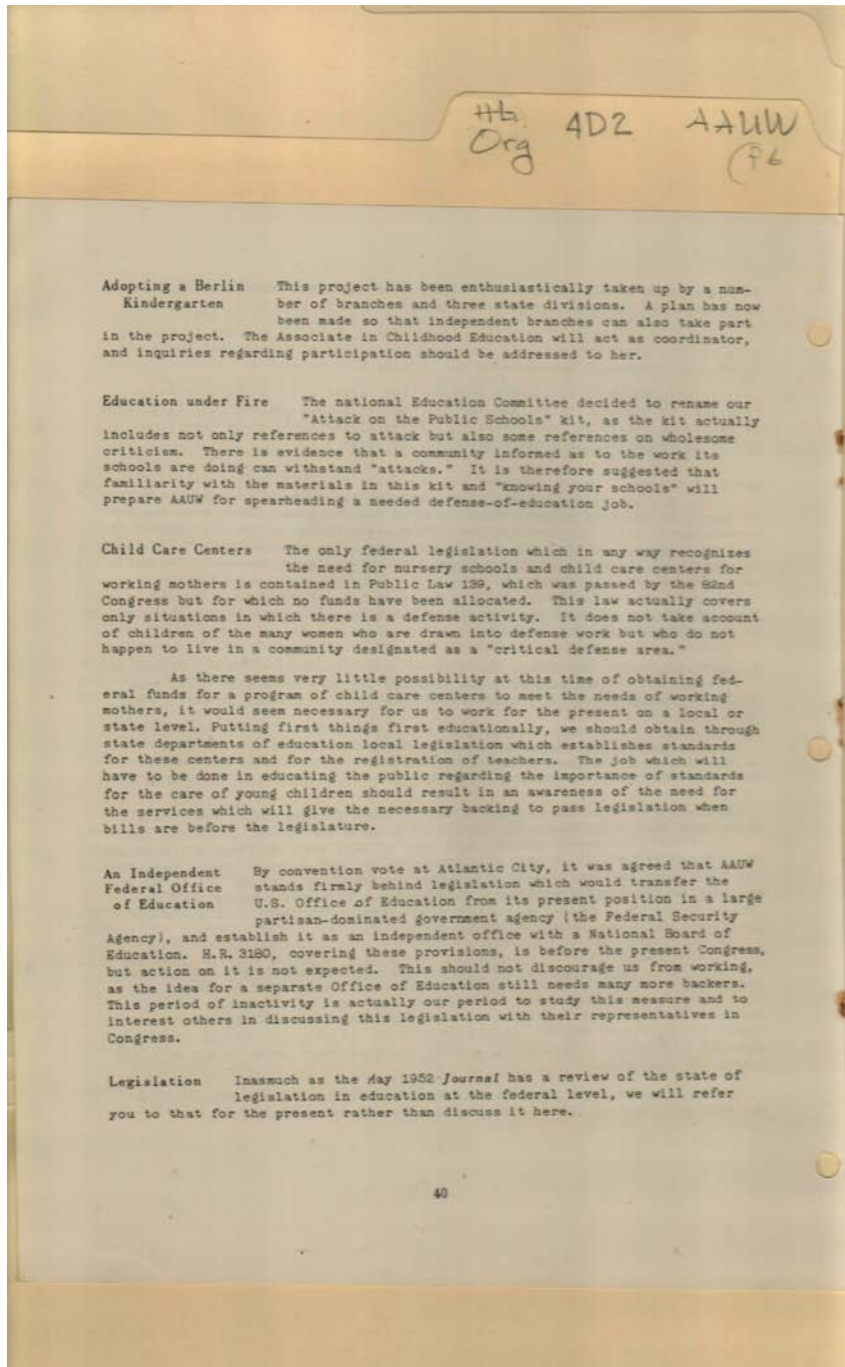
Dains, Mrs.

Dawson, Marjorie G.

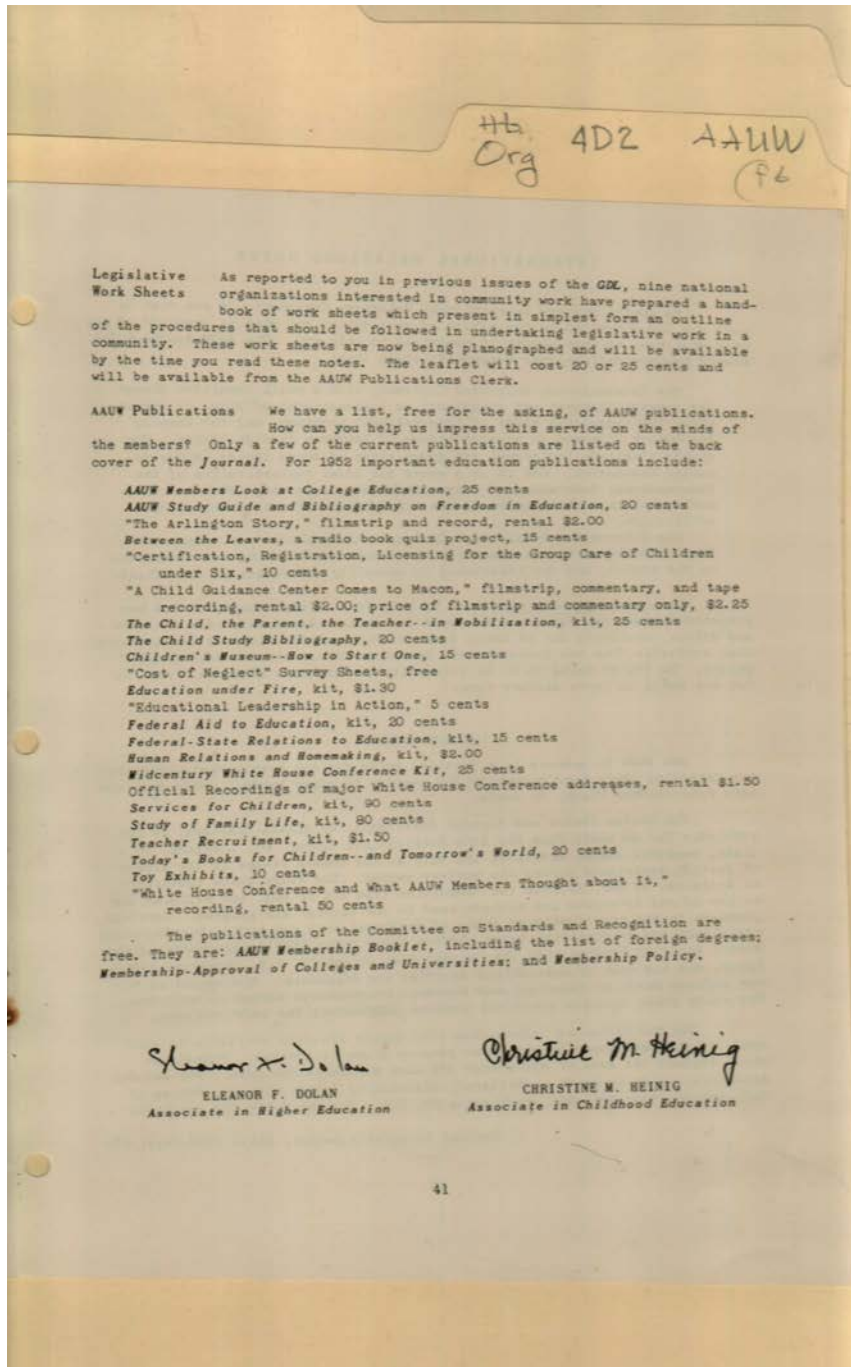
Warren, Constance

Types:

report



Types:
report



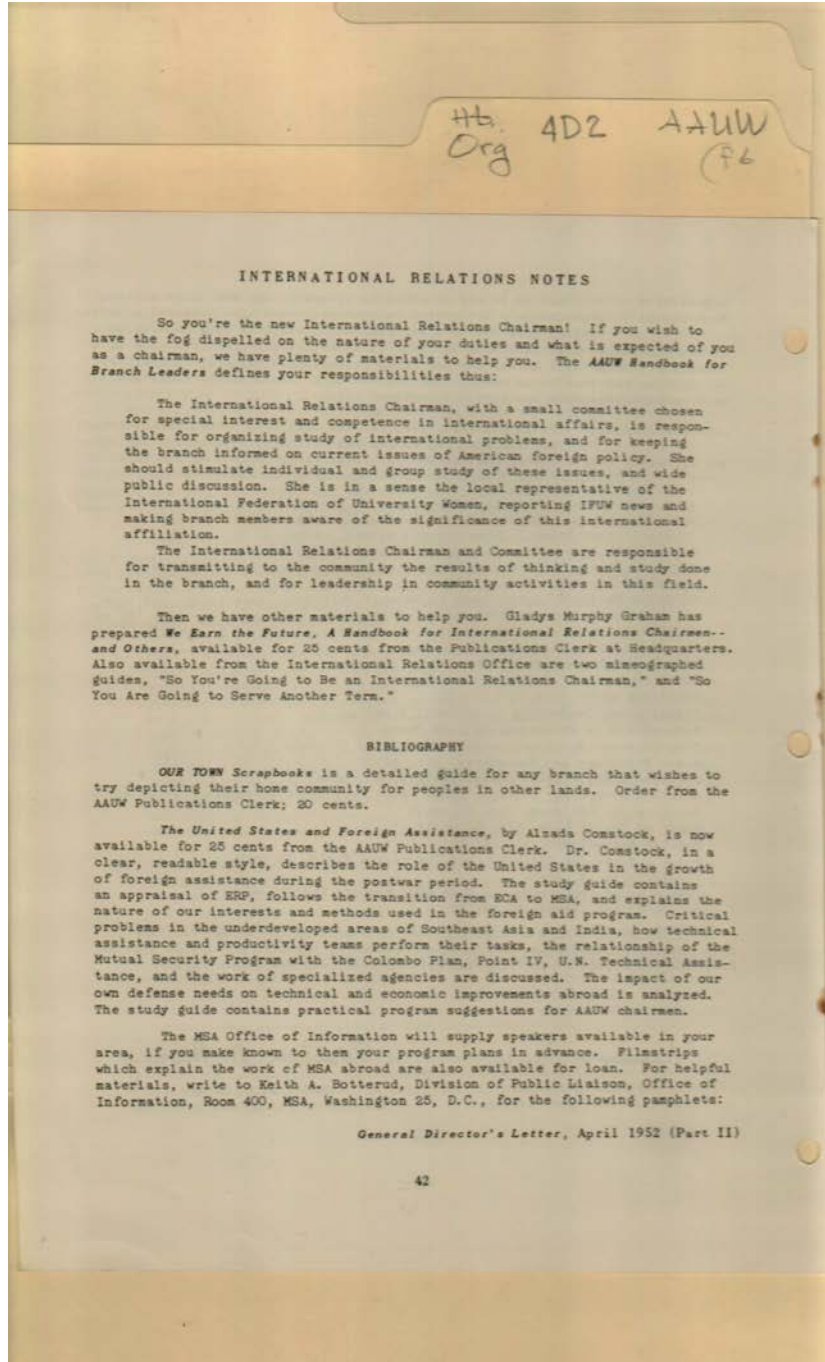
Names:

Dolan, Eleanor F., Dr.

Heinig, Christine M.

Types:

report



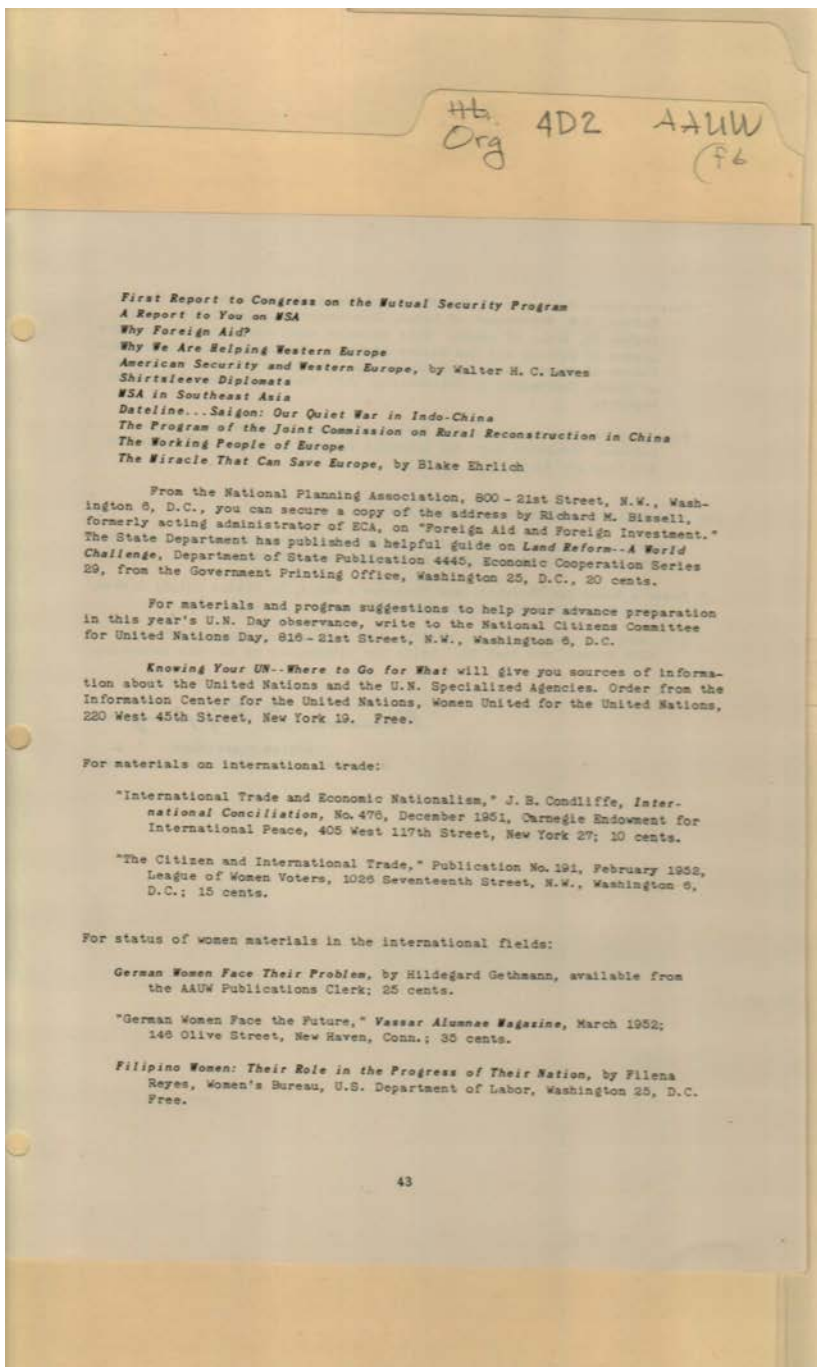
Names:

Botterud, Keith A.
Comstock, Alzada

Graham, Gladys
Murphy

Types:

report



Names:

Ehrlich, Blake

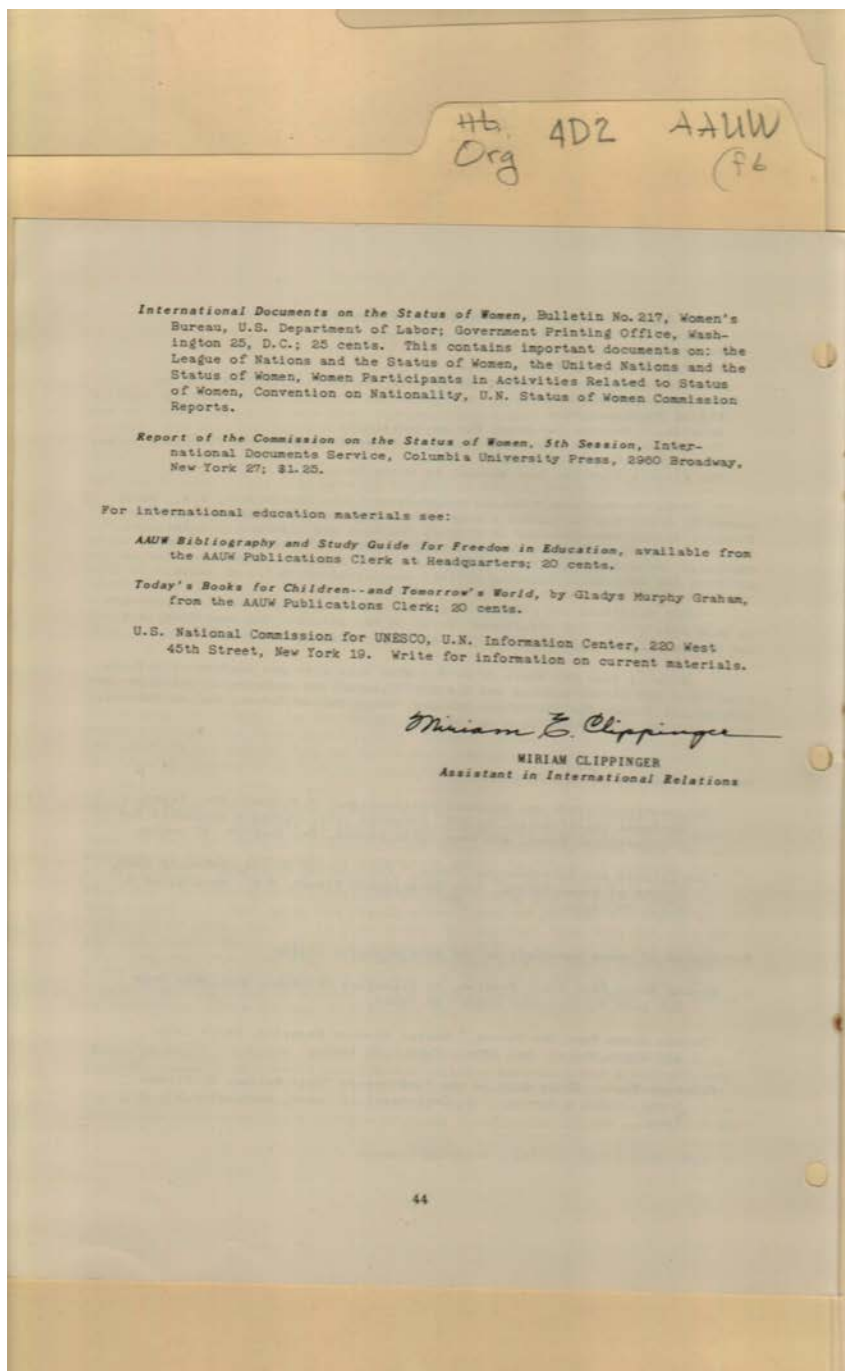
Gethmann, Hildegard

Laves, Walter H. C.

Reyes, Filena

Types:

report



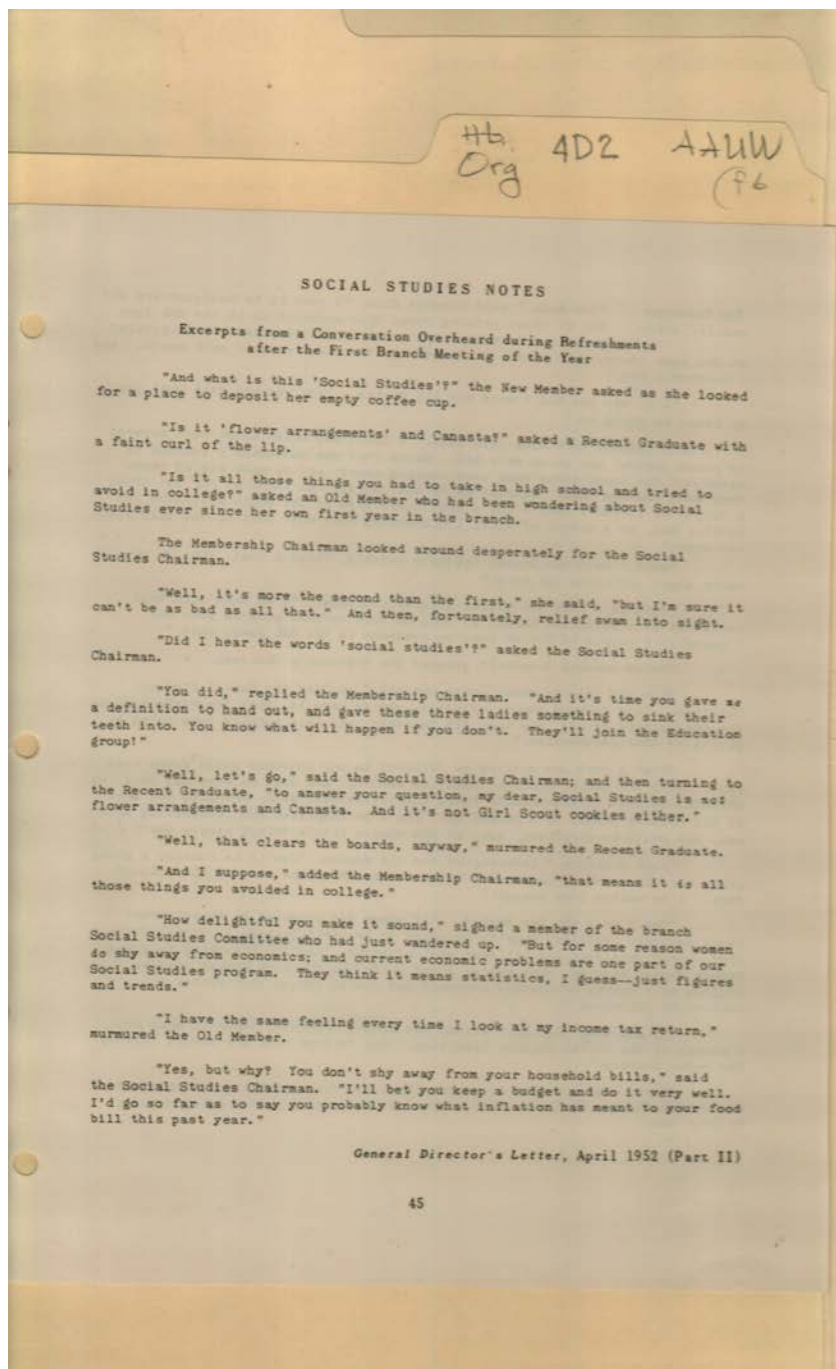
Names:

Clippinger, Miriam E.

Graham, Gladys
Murphy

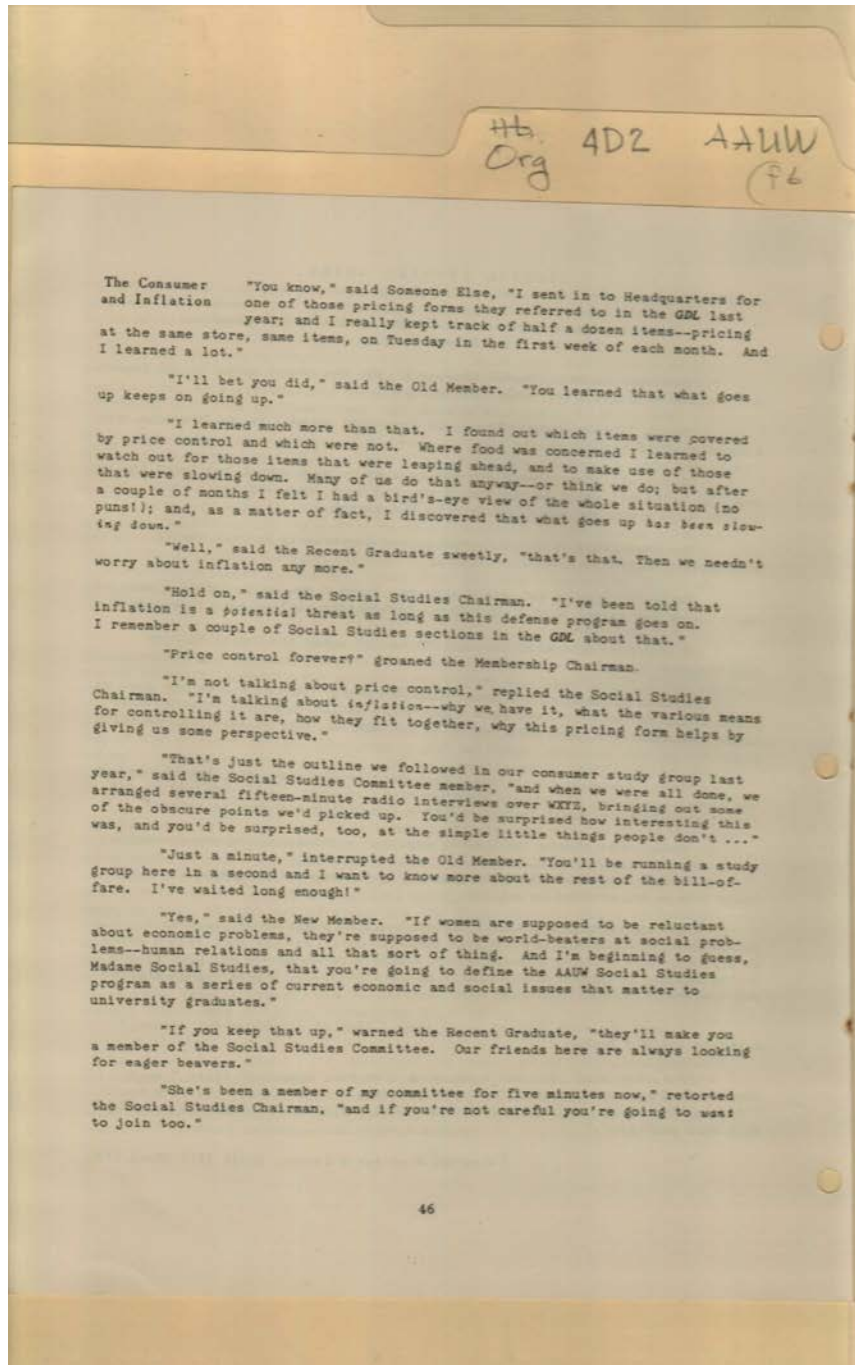
Types:

report

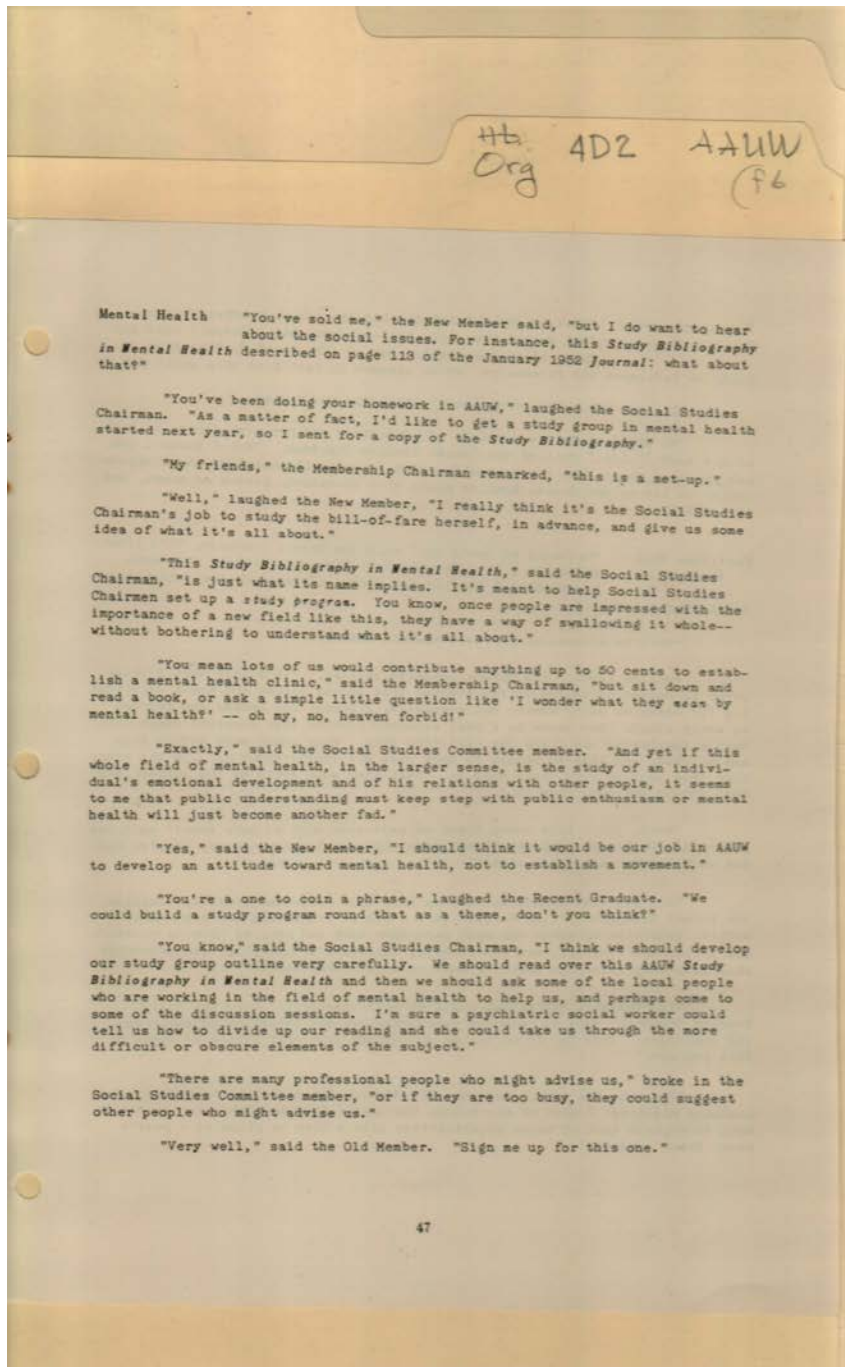


Types:
report

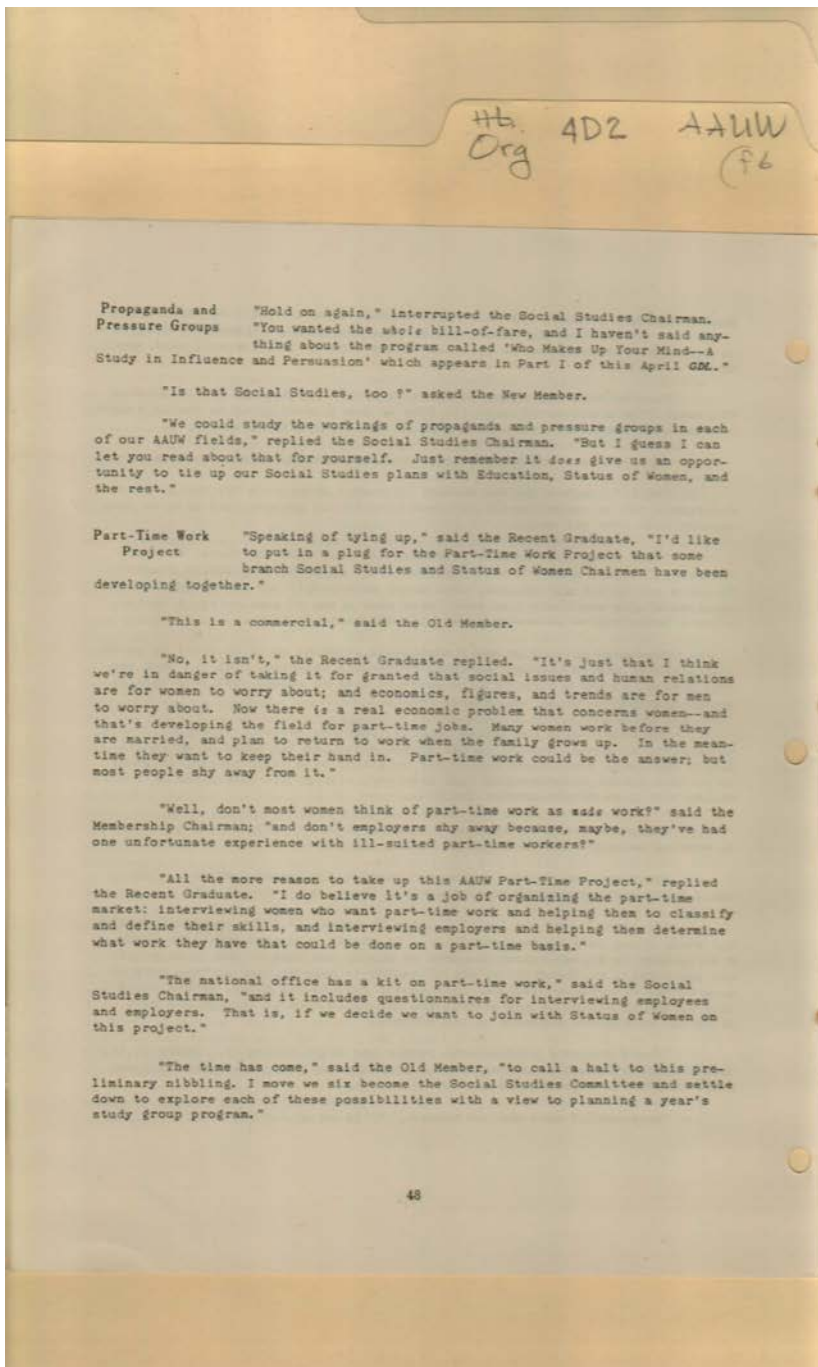
Dates:
April, 1952



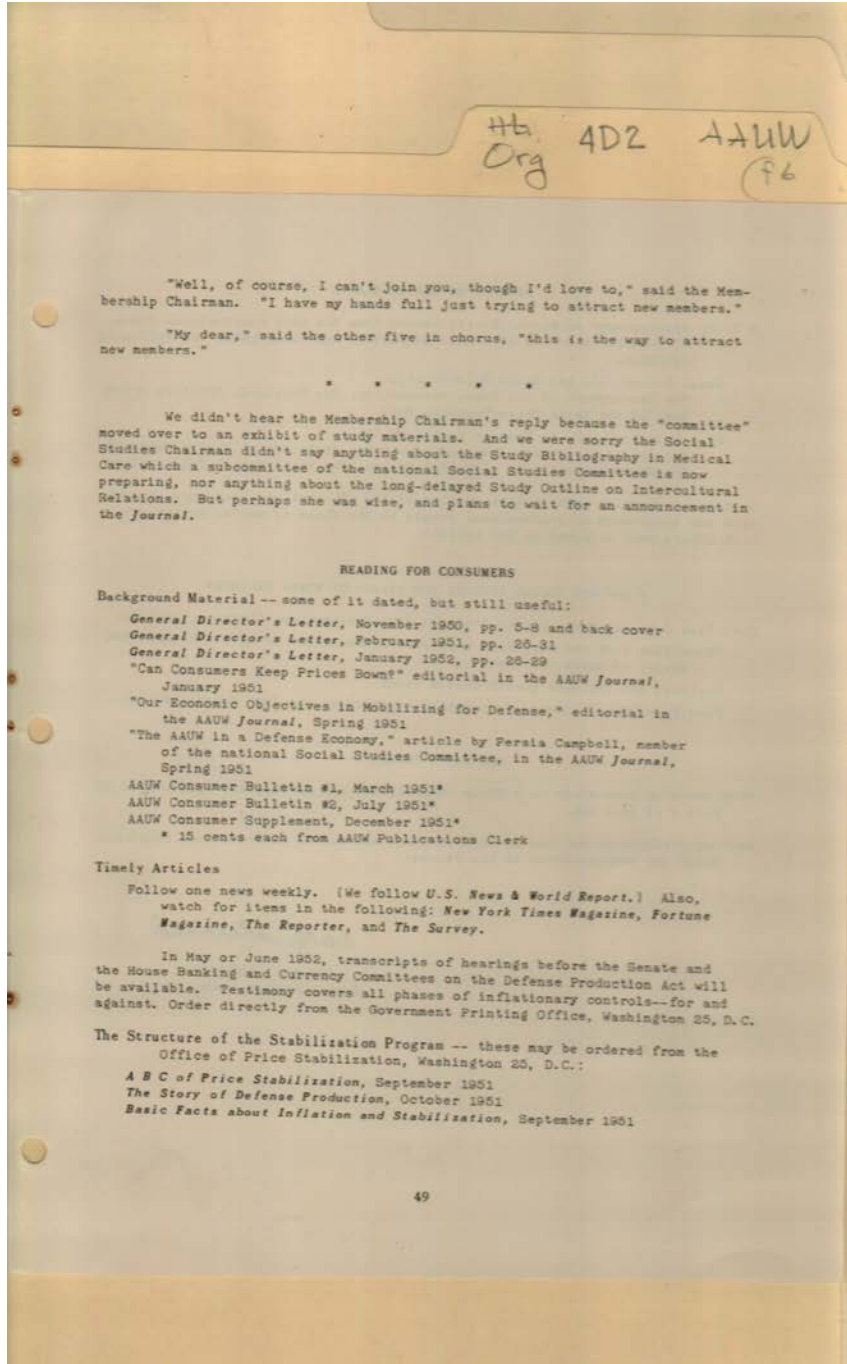
Types:
report



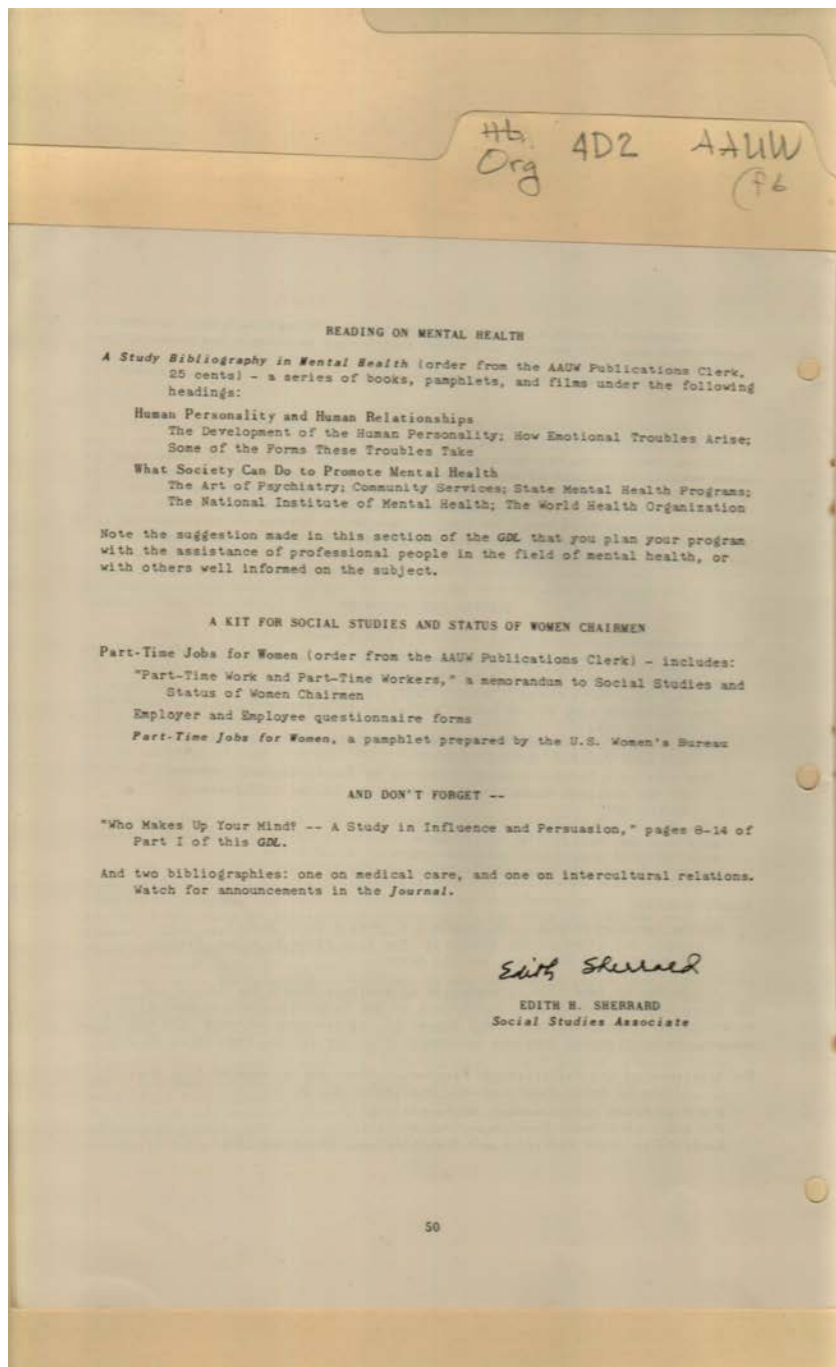
Types:
report



Types:
report



Types:
report

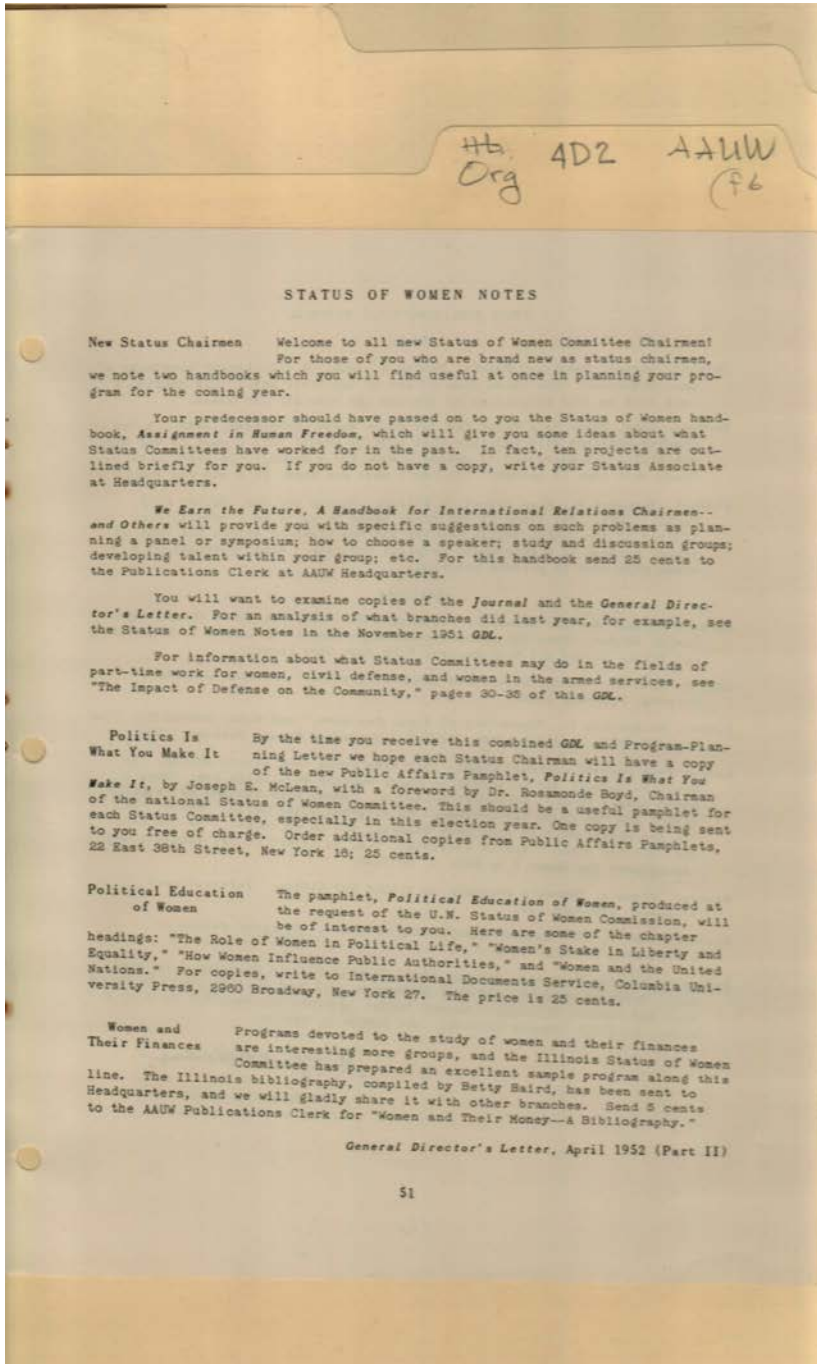


Names:

Sherrard, Edith H.

Types:

report



Names:

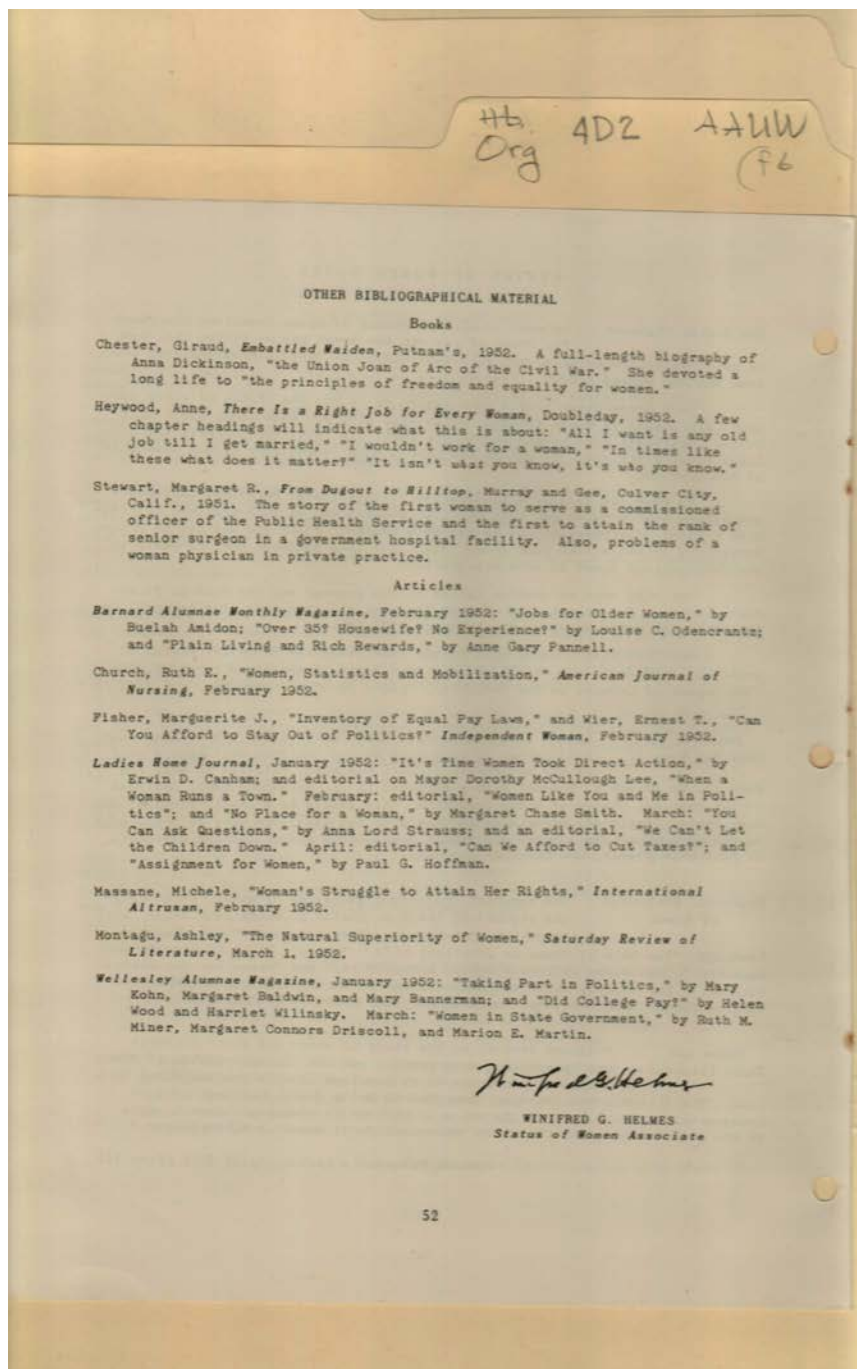
Baird, Betty

Boyd, Rosamonde,
Dr.

McLean, Joseph E.

Types:

report



Names:

Amidon, Buelah
Baldwin, Margaret
Bannerman, Mary
Canham, Erwin D.
Chester, Giraud
Church, Ruth E.
Dickinson, Anna

Driscoll, Margaret
Connors
Fisher, Marguerite J.
Helmes, Winifred G.
Heywood, Anne
Hoffman, Paul G.
Kohn, Mary

Lee, Dorothy
McCullough
Martin, Marion E.
Masane, Michele
Miner, Ruth M.
Montagu, Ashley

Smith, Margaret
Chase
Stewart, Margaret R.
Strauss, Anna Lord
Wilinsky, Harriet
Wood, Helen

Types:

report

SAMPLE REGISTRATION CARD

Some Status of Women Chairmen have asked for the registration card issued by AAUW in 1940-41. Since we do not have a supply to send out, the card is reproduced here as a sample. Branches may reprint this card, if they wish, but Headquarters cannot fill orders for it. If the card is to be reproduced in printed form, consult the printer about planographing it (offset printing), which is considerably less expensive than a regular, letterpress job and gives the same effect.

NAME (Last, First, Middle)										MAIDEN NAME (If Married)																																																																																																																																																																									
ADDRESS (No., Street, City, Zone, State)															PHONE (Home)					PHONE (Office)																																																																																																																																																															
YOUR ASSISTANCE IN NATIONAL DEFENSE		FULL TIME DAYS		PART TIME DAYS		PAID BASIS		VOLUNTEER BASIS		WARTIME RANCE (only)		LOCALITY IN WHICH YOU PREFER TO GIVE ASSISTANCE AND REMARKS																																																																																																																																																																							
COUNTRY OF BIRTH										<input type="checkbox"/> NATIVE					DATE NATURALIZED					PLACE NATURALIZED																																																																																																																																																															
<input type="checkbox"/> NATURALIZED										TRAINING COURSES YOU COULD TAKE IF OFFERED (Inquire for Local Opportunities, * & Training in Fields Starred Below)																																																																																																																																																																									
SERVICES - CHECK, ONCE AT THE LEFT, FIELDS IN WHICH YOU OFFER SERVICES - TWICE THOSE IN WHICH YOU ARE ESPECIALLY PROFICIENT																																																																																																																																																																																			
Acting	Chart-making*	Fund raising	Photography*	First aid	Delinquency	Advertising	Child care	Home economics*	Physical education	Motor corps	Family welfare	Agriculture	Clerical work*	Cooking	Physiotherapy	Nurses aid	Health	Animal	Bookkeeping	Clothing	Printing and lettering*	Production	Housing	Farm	Filing	Dietetics	Promotion	Sewing	Surgical dressings	Industrial welfare	Recreation and club	Vocational guidance	Architect	Shorthand	Home management	Psychiatry	Psychology	Registration	Statistics	Art	Typing	Institution management	Public health	Public speaking*	Subject	Elementary	Technical	Consumer work	Nutrition	Knitting	Publicity*	Subject	Volunteer	Research	Subject	Surgical dressings*	Teaching	Poster	Age	Law	Radio	Operation	Scientific work	Subject	Education	Entertainment of service men	Library work	Publicity*	Subject	Research	Subject	Teaching	Technical	Age	Knitting	Publicity*	Subject	Volunteer	Research	Subject	Teaching	Technical	Automobiles*	Factory inspection	Medicine, surgery	Operation	Script	Biological	Telegraph operation	Driver	First aid*	Merchandising	Speaking	Script	Biology	Telephone operation	Mechanic	Food conservation	Morale	Speaking	Script	Chemistry	Writing*	Use of car	Foreign language	Education	Recreation	Speaking	Script	Chemistry	Writing*	Without driver	Interpreting	Entertainment	Recreation	Speaking	Script	Chemistry	Writing*	Aircraft*	Teaching	Music	Recreation	Speaking	Script	Chemistry	Writing*	Mechanic	Translation	Nursing	Recreation	Speaking	Script	Chemistry	Writing*	Pilot	Language	Occupational therapy	Recreation	Speaking	Script	Chemistry	Writing*	Camp	Subject	Pharmacy	Entertainment	Recreation	Speaking	Script	Chemistry	Writing*	Counseling	Subject	Pharmacy	Entertainment	Recreation	Speaking	Script	Chemistry	Writing*	Directing	Subject	Pharmacy	Entertainment	Recreation	Speaking	Script	Chemistry	Writing*	Subjects	Subject	Pharmacy	Entertainment	Recreation	Speaking	Script	Chemistry	Writing*

HH
Drg
4D2
AAUW
P &

Types:
form

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

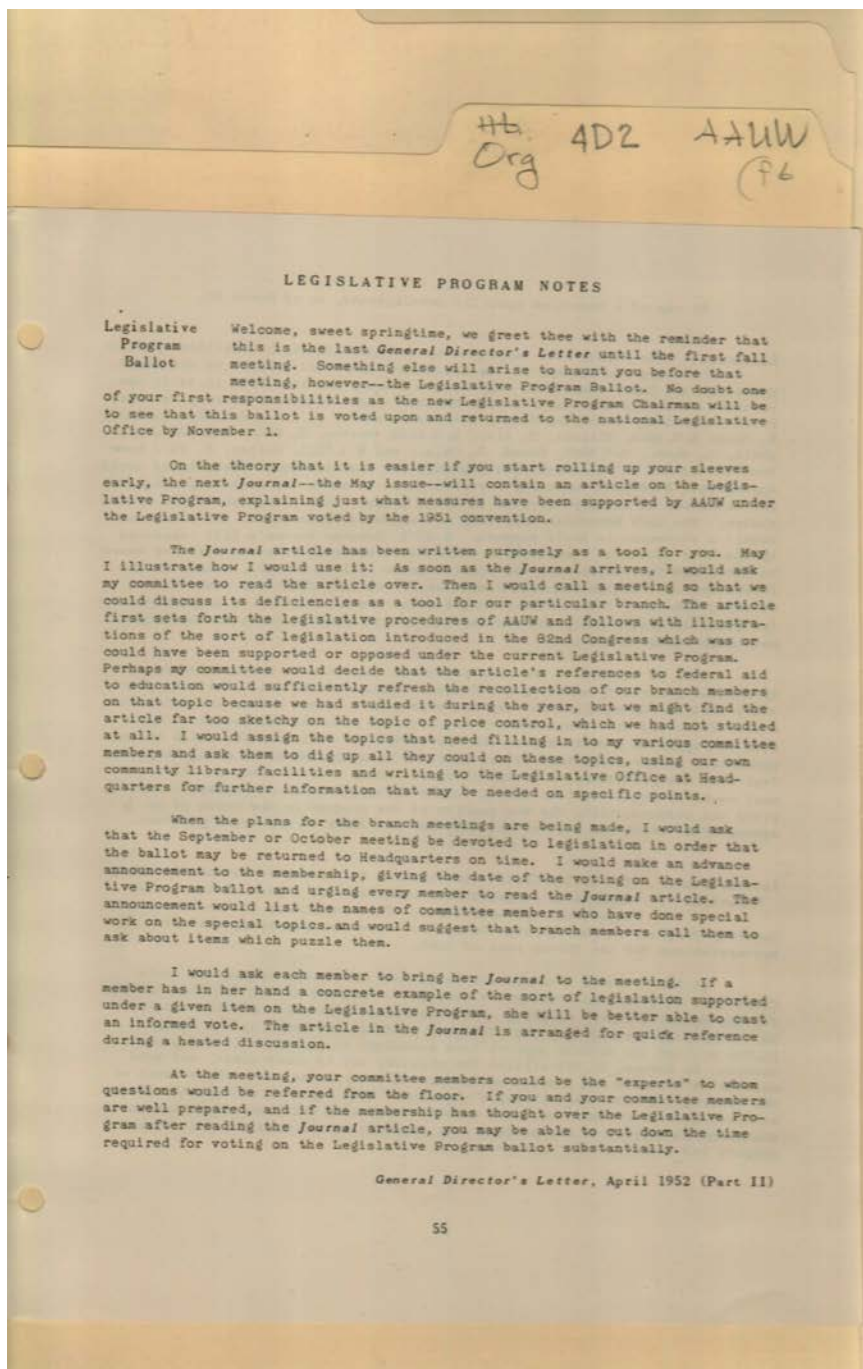
American Association of University Women (AAUW) (5 of 8)

Image 251 r04d02-06-000-0263 [Contents](#) [Index](#) [About](#)

PRESENT OCCUPATION (Including Homemaking)		TITLE OF POSITION	
DUTIES			
EMPLOYMENT - NAME AND ADDRESS OF EMPLOYER (Start with Present Position and Work Back)			DATE (From - To)
EDUCATION - NAME AND ADDRESS OF COLLEGE ATTENDED		MAJOR AND/OR SPECIALIZED TRAINING	DEGREE
FOREIGN LANGUAGES	SPEAK FLUENTLY	READ FLUENTLY	LENGTH OF RESIDENCE IN FOREIGN COUNTRY
SPECIAL ABILITY, SKILL, INTEREST, EXPERIENCE (Professional or Personal)			
PRODUCTION - ACADEMIC, LITERARY, ARTISTIC, INVENTIVE			
EXPERIENCE IN CIVIC OR PUBLIC SERVICE (Volunteer or Paid)			
EXPERIENCE AS A SPEAKER AND SUBJECTS PREPARED TO SPEAK ON			
ADDITIONAL INFORMATION AND WILLINGNESS TO BE CALLED ON FOR SERVICES IN PROGRAM			
REFERENCE	TWO PERSONS COMPETENT TO JUDGE YOUR TRAINING AND ABILITY (Name and Address)		
DEPENDENTS	NUMBER	CHILDREN, (Age, Sex, etc.)	
DATE	BRANCH	25-4/52	AAUW REGISTRATION RECORD

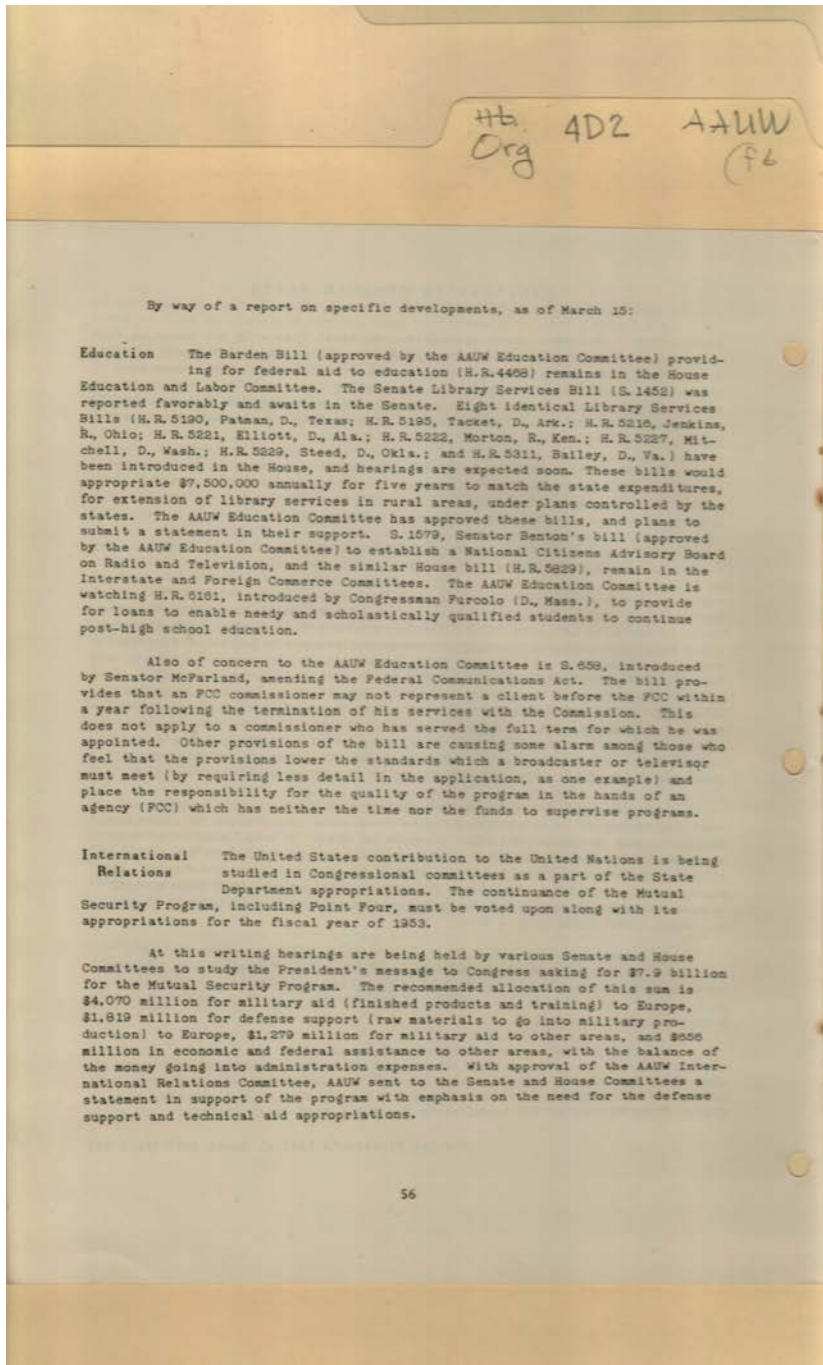
4th
Drg
4D2
AAUW
(F)

Types:
form

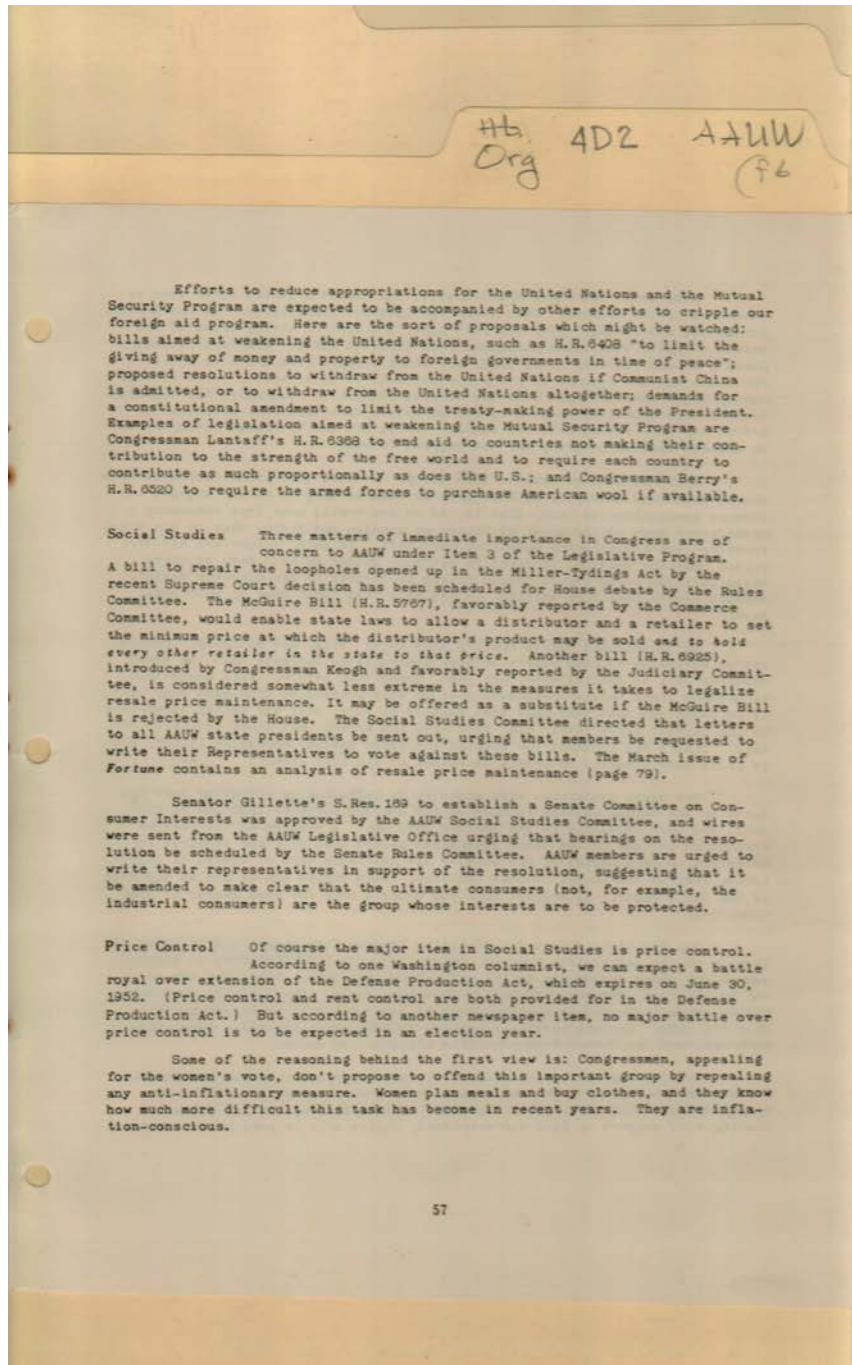


Types:
report

Dates:
April, 1952



Types:
report



Names:

Gillette, Senator

Keogh, Congressman

Types:

report

Hb. 4D2 AAUW
Org (P6)

What about the other view--that we can expect a battle royal over extension of price control? This seems the likelier possibility. At the moment, prices are not rising. Over the past year, the Cost of Living Index of the Bureau of Labor Statistics increased from 178.8 to 189.1. However, between January 15 and February 15 of 1952, the index dropped from 189.1 to 187.3. For those who are opposed to price control this is an effective point because nobody likes controls--not even the worried housewife. Secondly, the argument becomes more appealing when we remind ourselves that this semi-mobilization period may well extend into the future. If we are not to resign ourselves to an endless control program, why not suspend it now?

There is another side to this story. Granted that price increases have slowed down (and hooray!), we know even so that as long as we are engaged in defense production--as long, that is, as we are taking away from consumers a significant part of the total of things we produce and giving them to the armed services--the inflationary potential continues. In fact, economists are surprised that the constant increase in national income we have been enjoying these last few years hasn't forced prices up further in the consumer market. Perhaps people have been waiting, in the hope that "what goes up must come down."

Do foreseeable events confirm this hope? Alas, not entirely. Conservative estimates of next year's defense expenditures indicate that the armed services will be getting more, not less, goods than before. This means that, in certain lines anyway, consumers will be hard pressed to find what they want. If it turns out that they have been waiting in vain, they may resign themselves to the current price level, come back into the market, and shove prices up further. That's the argument for keeping the price control mechanism intact, even if it is used flexibly to permit decontrol of specific items.

The basic principles that underlie an inflationary situation were set forth in the Social Studies section of the GDL for November 1950 and February 1951, and more currently in the January 1952 GDL. A summary of the Defense Production Act and of the three amendments passed last July was prepared in December. Single copies of the summary are available free of charge to Legislative Program and Social Studies Chairmen; extra copies can be had at the rate of two for 5 cents. We suggest that you order a copy for each member of your committee.

The Social Studies and Legislative Program Committees, acting under Item 3c of the Legislative Program, voted to oppose (and therefore to support repeal of) three amendments to the Act passed last July. These are the so-called Capehart, Herlong, and Butler-Hope amendments. The Capehart amendment allows price increases to manufacturers to cover all cost increases up to July 26, 1951. Herlong permits retailers to take their pre-Korea percentage mark-ups; and the Butler-Hope prohibits slaughtering quotas.

Senator Maybank has introduced S. 2845, which would extend the Defense Production Act for two years and repeal these three amendments. The corresponding House bill is H.R. 6546 (Spence). During hearings on the bills a statement of support by AAUW was submitted. Copies will be sent you on request.

58

Names:

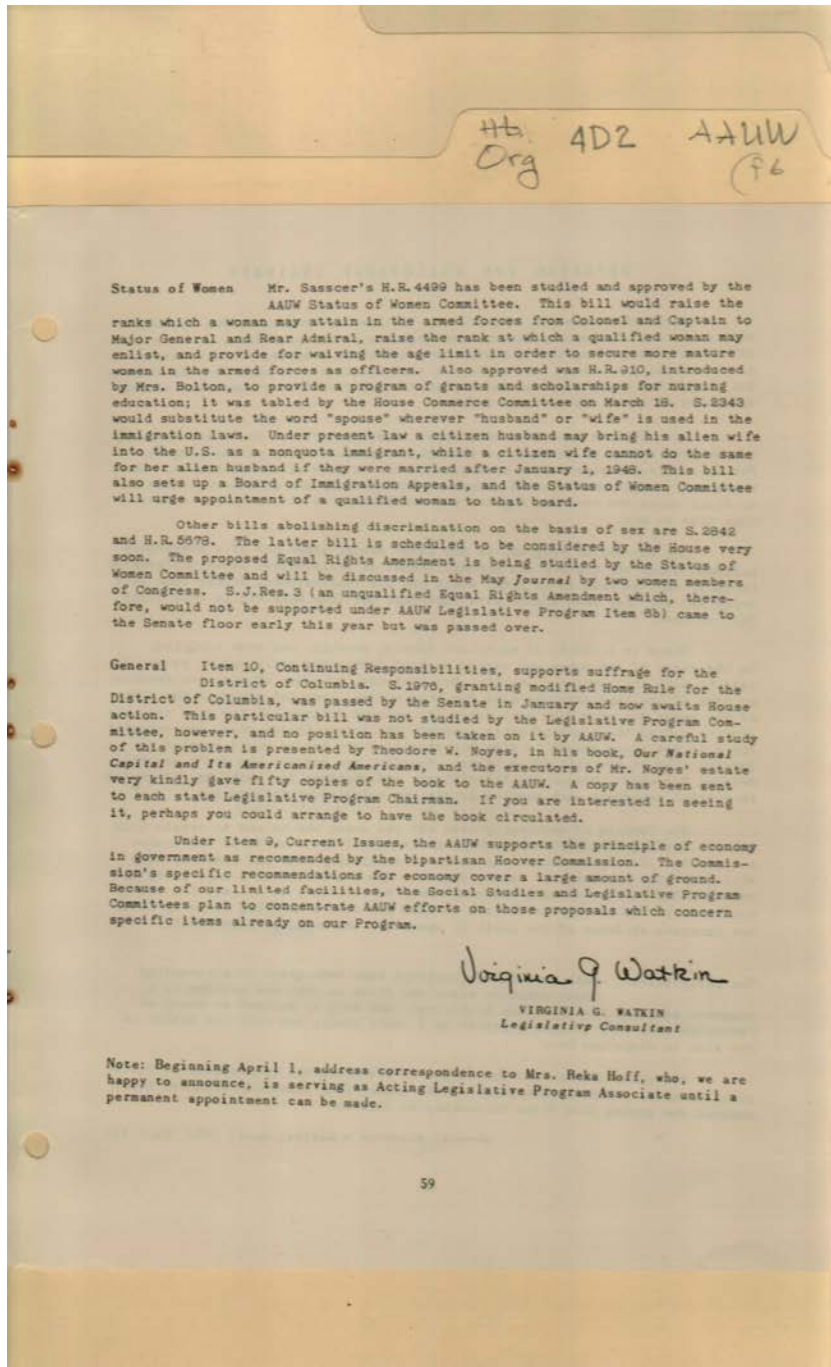
Butler,
Capehart,

Herlong,
Hope,

Maybank,

Types:

report



Names:

Hoff, Reka, Mrs.

Noyes, Theodore W.

Sasscer,

Watkin, Virginia G.

Types:

report

Hb. 4D2 AAUW
Org (F6)

BRIEFING FOR FELLOWSHIP CHAIRMEN

Early this summer a long letter, "Fellowship Program in the Branch," will go to each Fellowship Chairman through her branch president. It is a "how-to" letter, suggesting specific ways to promote the program, to raise money, to plan fellowship meetings, and to report contributions. We hope it will be useful enough for every chairman to keep in the top desk drawer where she stores valuables to which she wants to refer.

What follows here does not repeat those specifics. It tries, instead, to give the spirit of fellowships through a capsule history of the program. For to tackle her year's job, a chairman needs to know more than how-to. She needs the insight even a brief glance at that history can give her, if she is to think ahead and envision a place for fellowships at all meetings, rather than just at one.

The successful program, in the large sense, grows out of a membership informed about the history and accomplishment of fellowships; about the program in 1901, say, as well as in 1952; about how our International Grants came into being and why they seem almost more important now than they did in that first fall of 1945.

There is a wealth of material: moving, amusing, and even exciting. In the story of the women who worked so hard during the early uphill years of AAUW to make fellowships a reality. For instance, how many of your new members, or even of the long-standing ones for that matter, know the story of the life of the woman for whom your unit named its endowed fellowship? How many know the stories behind the names of other awards? The international ones, for example? There is not space enough to give the stories here, but we would be glad to furnish them if you will write to us. Equally, the members who don't see the *General Director's Letter*, as the officers and chairmen do, would be interested in a brief report at each meeting of any new notes about fellowships.

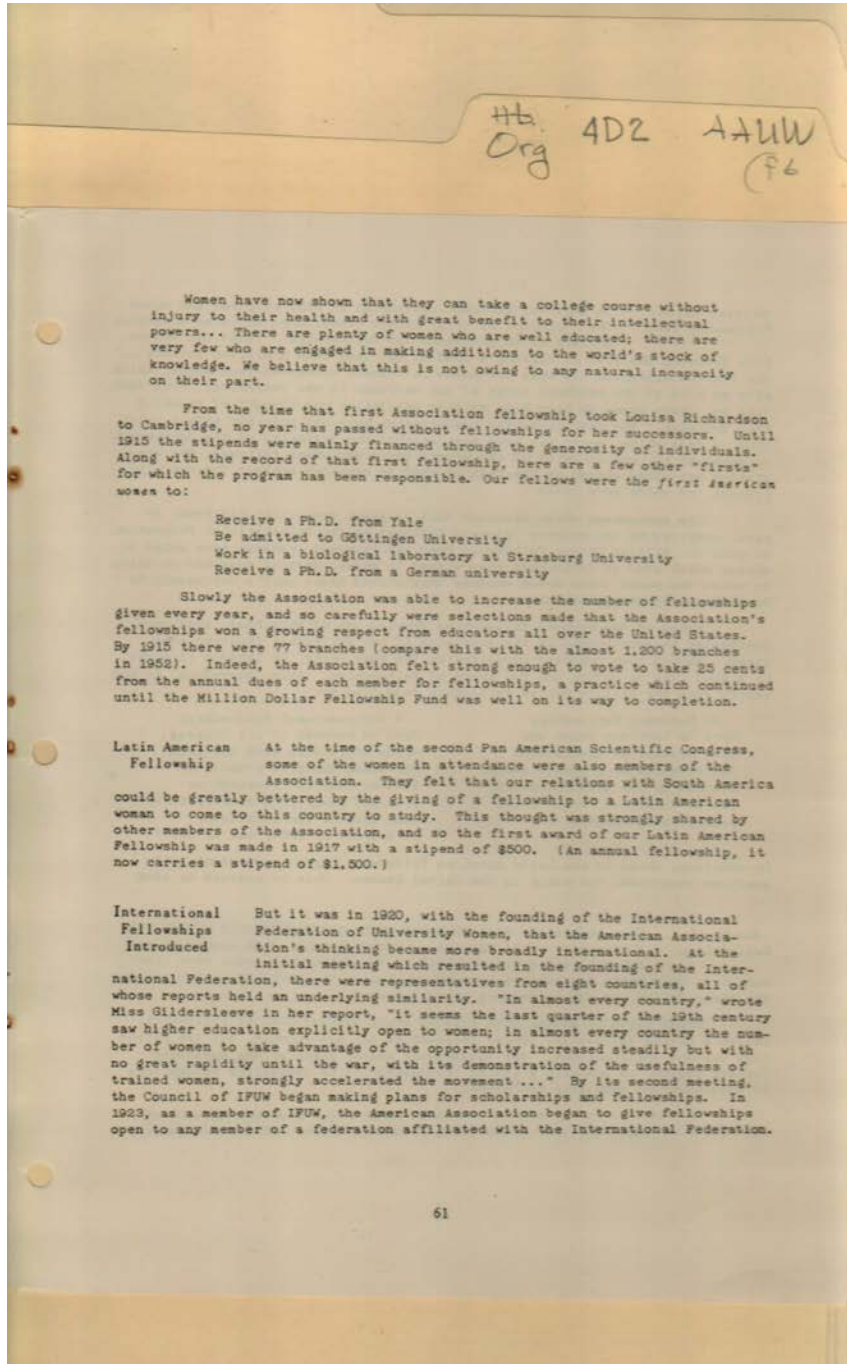
The feeling of continuity with all the women who helped to create AAUW and its distinguished Fellowship Program is one of the rewards of the chairman's job. If she can share that sense of continuity with the members, they will feel they are not just coming together for a meeting, or a card party to raise funds, or an evening's entertainment, but to carry on a tradition and an opportunity. Fellowships will seem to them not only a unifying force in AAUW, but concrete evidence of its faith in women and the world of scholarship.

The Early Years Well over 500 fellowships have been given to outstanding women scholars since the first in 1890 was awarded to a classics scholar, Louisa Holman Richardson, who went to England to study at Cambridge with \$500 scraped together by a small group, and with her mother at her side to chaperone her.

The group that raised this historic award was the Association of Collegiate Alumnae, parent organization of the AAUW. They carefully analyzed their reasons for giving this first fellowship as follows:

General Director's Letter, April 1952 (Part II)

Types:
report



Types:
report

#6
Org 4D2 AAUW
P6

Million Dollar Fellowship Fund In 1927 the national convention of AAUW proposed and voted for a project of truly heroic dimensions: to raise a million dollars as an endowment for fellowships. "That the convention approves the plan of raising a fund of not less than a million dollars..." the resolution begins. It then continues in formal, matter-of-fact words, which give no hint of the enormous scope of the decision it was recording. From that time on, there seems to have been neither hesitation nor thought of revoking that decision. The real plans for organization were not put into effect until 1929, a date which, as we all know now, sparked the beginning of the depression. In spite of it, and in spite of the second World War which followed, the Association was close enough to its goal by 1945 to consider another far-reaching project, of which more later.

The enthusiasm which dictated that original resolution had been, in part, inspired by the members' growing interest in the International Federation. So when the Million Dollar Fellowship Fund was launched, members were asked to choose which kind of fellowship they wished to endow. Working together in units to raise the money, they voted whether they wished their unit's fellowship to be national or international.

Hence of the endowed fellowships growing out of this Fund, some were designated international--to the confusion of new Fellowship Chairmen ever since. Having been confused ourselves on the same point, we thought it might be a good idea to define the two types of fellowships. Here, therefore, is how awards from the Million Dollar Fellowship Fund line up:

<p>13 National Fellowships Open to American women who give promise of distinction for research or graduate study. Awarded by the AAUW Fellowship Awards Committee, which meets yearly in Washington, D.C.</p>	<p>7 International Fellowships Open to members of all federations affiliated with the IPUM. For those who give promise of distinction: for research or graduate study in a country other than that of the candidate. (6 awarded by IPUM, one by AAUW)</p>
---	---

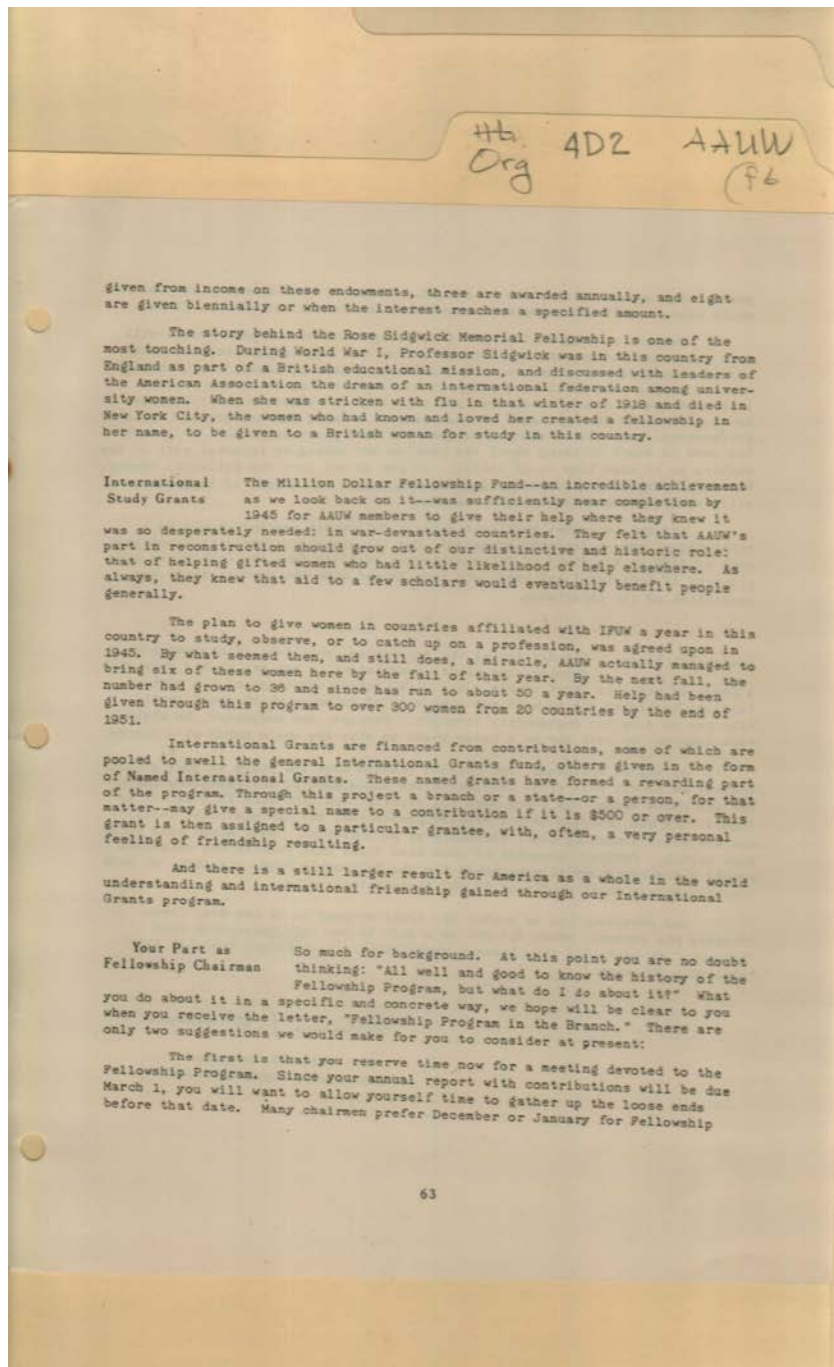
In addition, there is one Latin American Fellowship, open to women of Latin American countries, for study in the United States. This is awarded by AAUW.

Kinds of Fellowships Even before the units reached their endowment goals of \$40,000, fellowships of \$1,500 were given biennially from income on endowment, and since completion, the fellowships have been given annually. Some units now raise a stipend supplement to provide a larger stipend for their fellow, or are increasing their endowment.

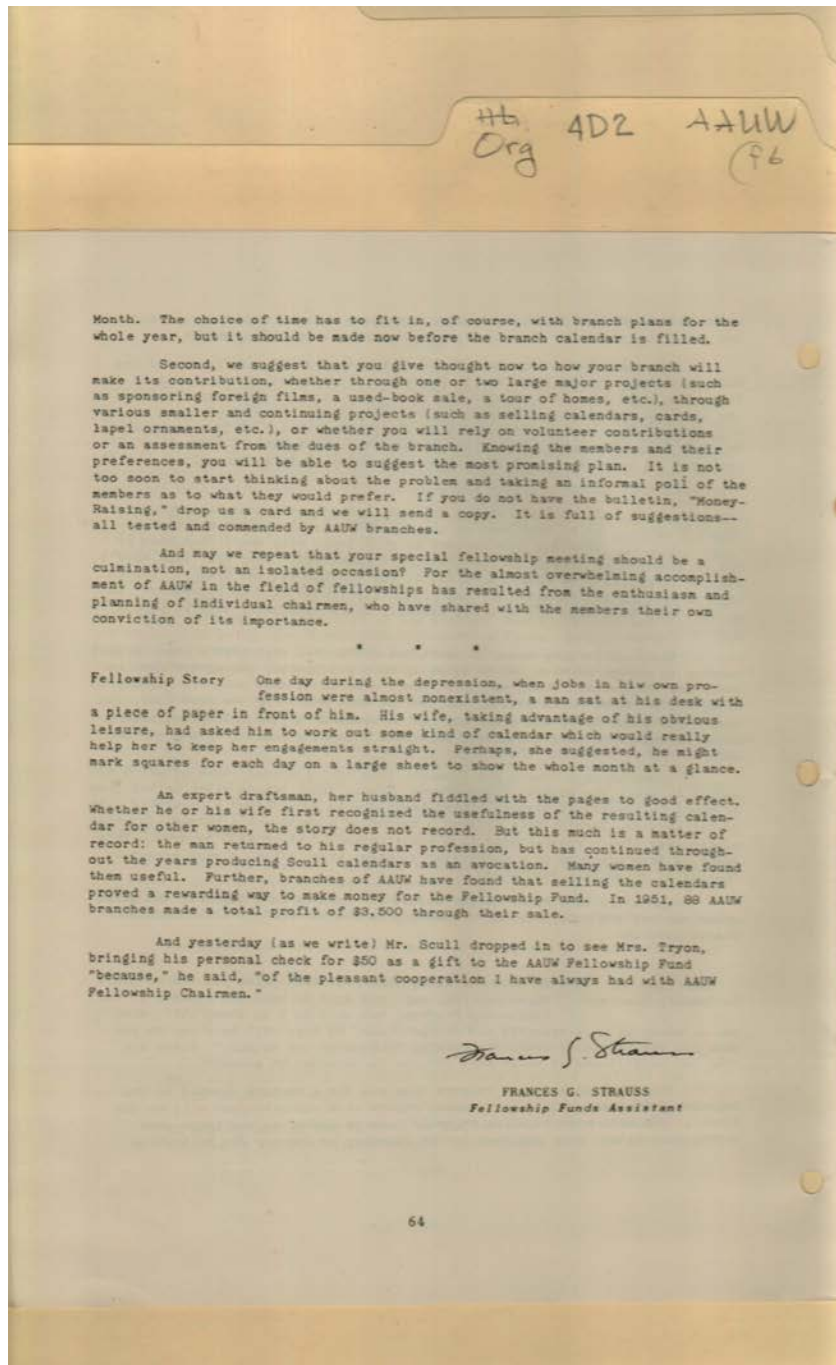
Other units or states have created still another kind of fellowship, called a living fellowship. These fellowships are not endowed, but are raised from current contributions. The Achievement Award, given by the Northwest Central Region, is actually a living fellowship; it is awarded in recognition of distinguished scholarly achievement.

The Association also holds a number of Memorial Endowments, some of them gifts or bequests, some established from AAUW funds. Of the fellowships

Types:
report



Types:
report



Month. The choice of time has to fit in, of course, with branch plans for the whole year, but it should be made now before the branch calendar is filled.

Second, we suggest that you give thought now to how your branch will make its contribution, whether through one or two large major projects (such as sponsoring foreign films, a used-book sale, a tour of homes, etc.), through various smaller and continuing projects (such as selling calendars, cards, lapel ornaments, etc.), or whether you will rely on volunteer contributions or an assessment from the dues of the branch. Knowing the members and their preferences, you will be able to suggest the most promising plan. It is not too soon to start thinking about the problem and taking an informal poll of the members as to what they would prefer. If you do not have the bulletin, "Money-Raising," drop us a card and we will send a copy. It is full of suggestions--all tested and commended by AAUW branches.

And may we repeat that your special fellowship meeting should be a culmination, not an isolated occasion? For the almost overwhelming accomplishment of AAUW in the field of fellowships has resulted from the enthusiasm and planning of individual chairmen, who have shared with the members their own conviction of its importance.

Fellowship Story One day during the depression, when jobs in his own profession were almost nonexistent, a man sat at his desk with a piece of paper in front of him. His wife, taking advantage of his obvious leisure, had asked him to work out some kind of calendar which would really help her to keep her engagements straight. Perhaps, she suggested, he might mark squares for each day on a large sheet to show the whole month at a glance.

An expert draftsman, her husband fiddled with the pages to good effect. Whether he or his wife first recognized the usefulness of the resulting calendar for other women, the story does not record. But this much is a matter of record: the man returned to his regular profession, but has continued throughout the years producing Scull calendars as an avocation. Many women have found them useful. Further, branches of AAUW have found that selling the calendars proved a rewarding way to make money for the Fellowship Fund. In 1951, 88 AAUW branches made a total profit of \$3,500 through their sale.

And yesterday (as we write) Mr. Scull dropped in to see Mrs. Tryon, bringing his personal check for \$50 as a gift to the AAUW Fellowship Fund "because," he said, "of the pleasant cooperation I have always had with AAUW Fellowship Chairmen."

Frances G. Strauss

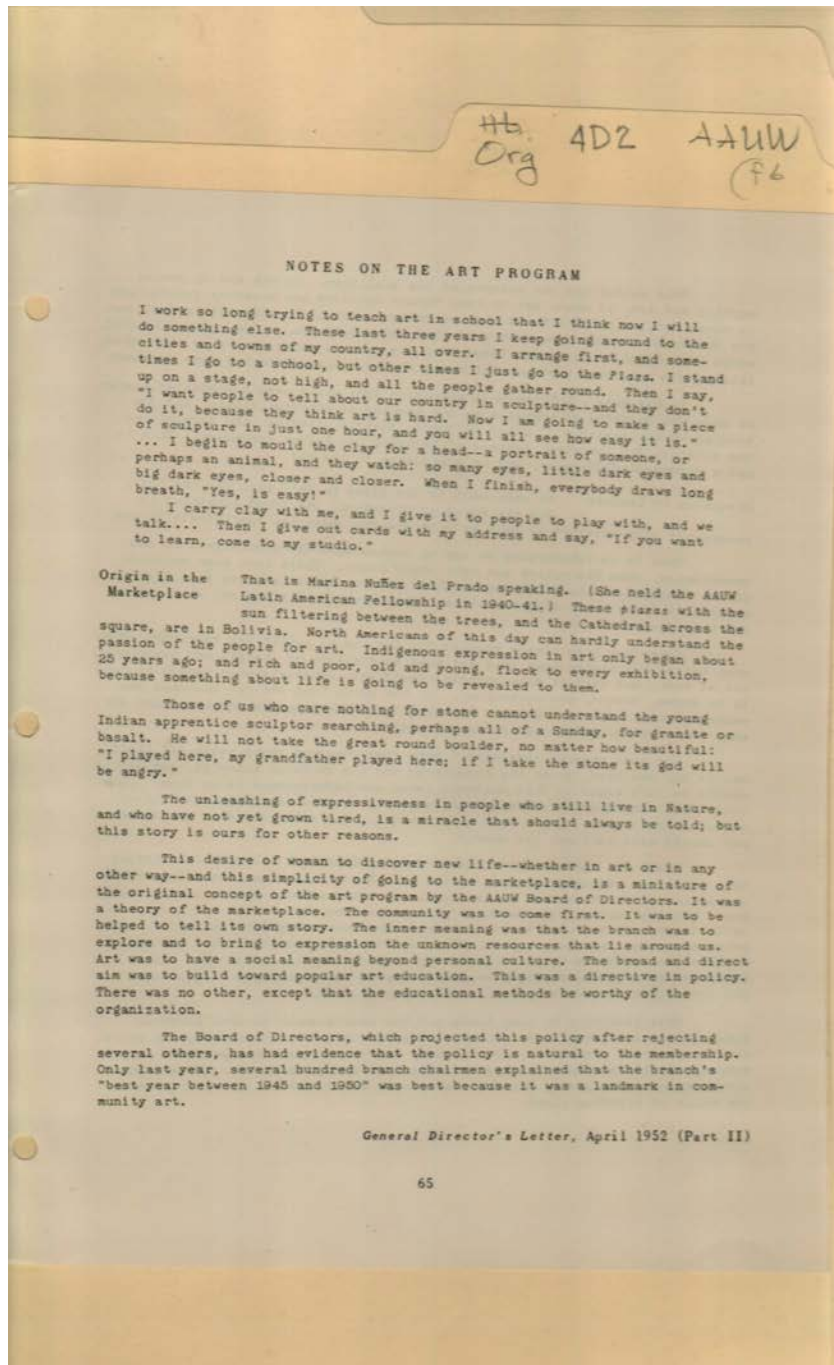
FRANCES G. STRAUSS
Fellowship Funds Assistant

Names:

Strauss, Frances G.

Types:

report



Names:

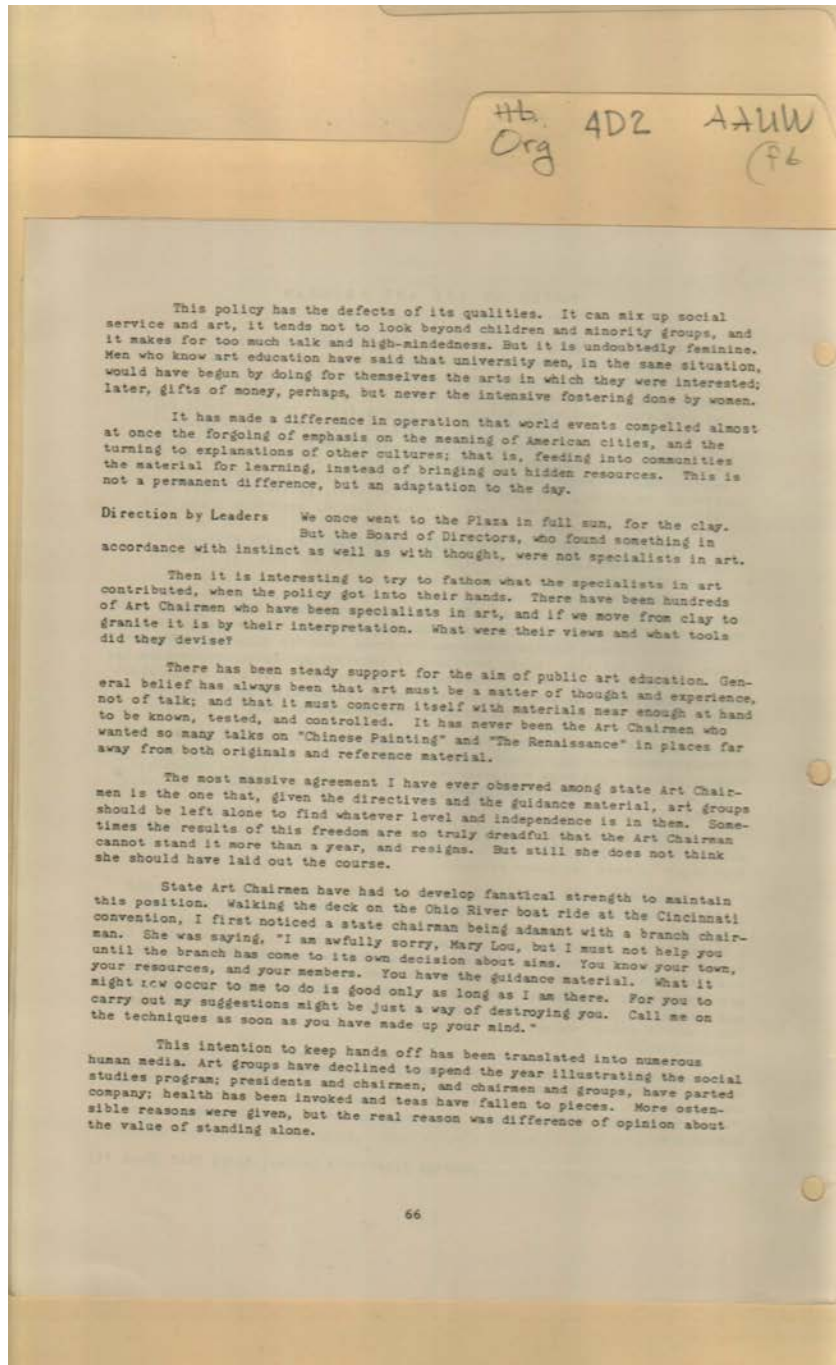
del Prado, Marina
Nunez

Types:

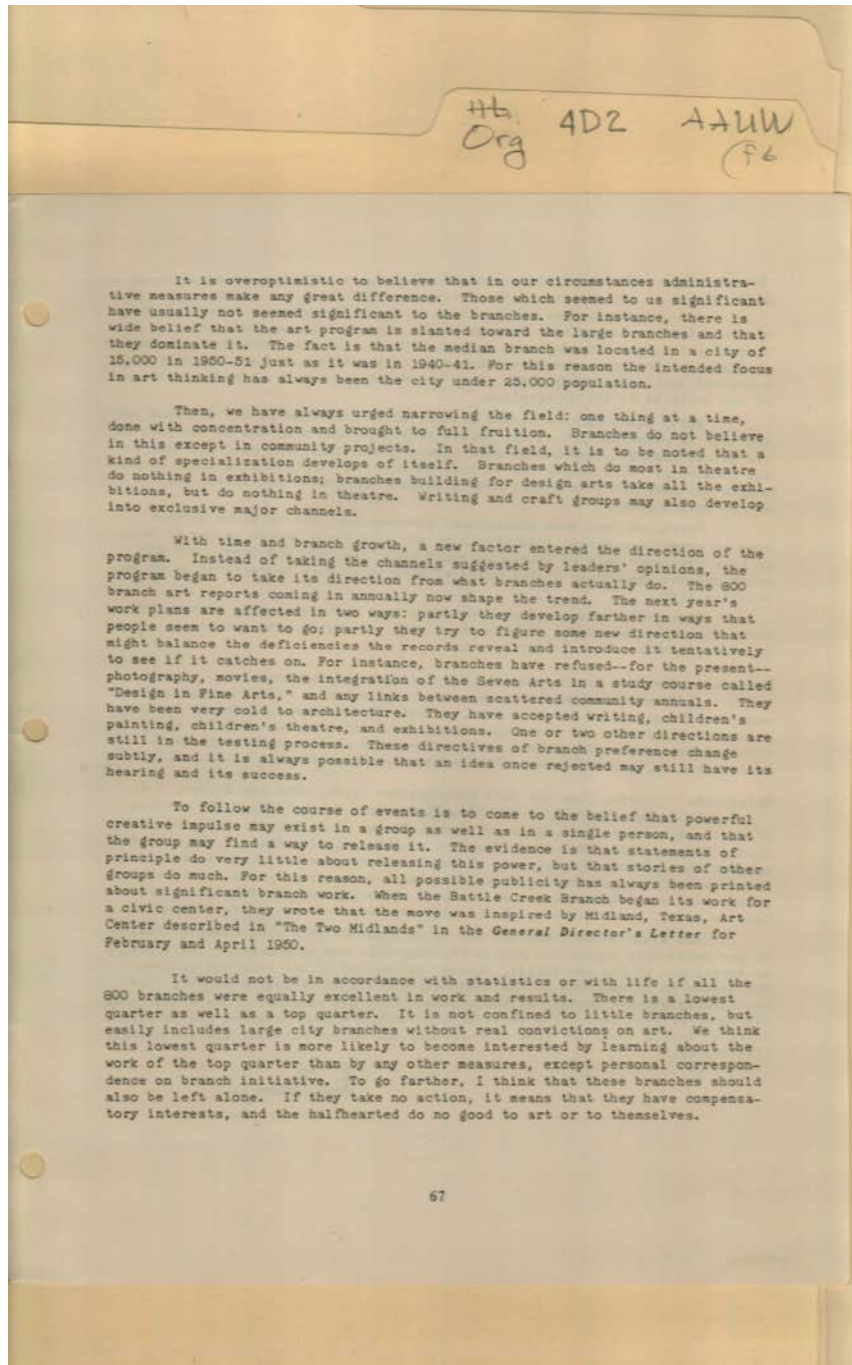
report

Dates:

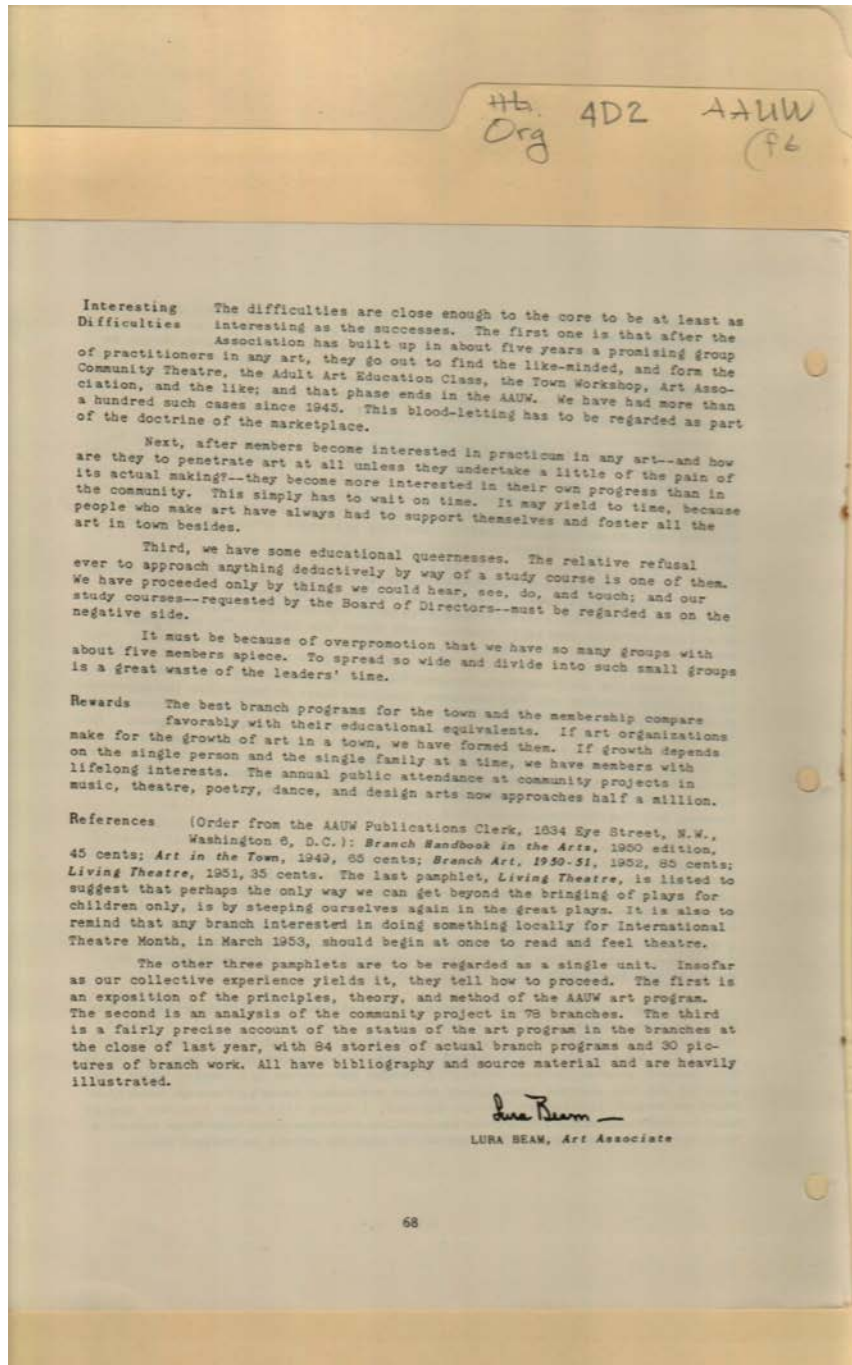
April, 1952



Types:
report



Types:
report

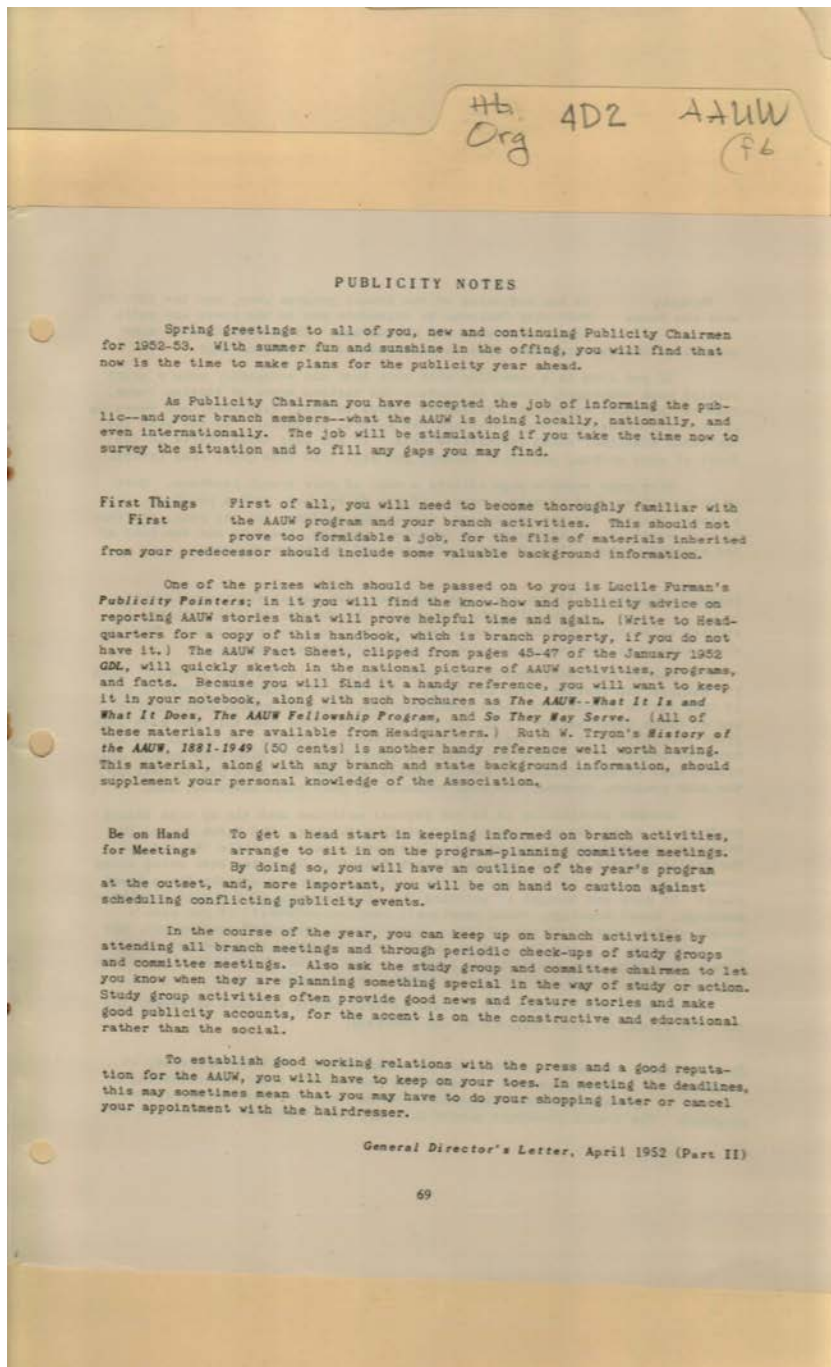


Names:

Beam, Lura

Types:

report



Names:

Furman, Lucile

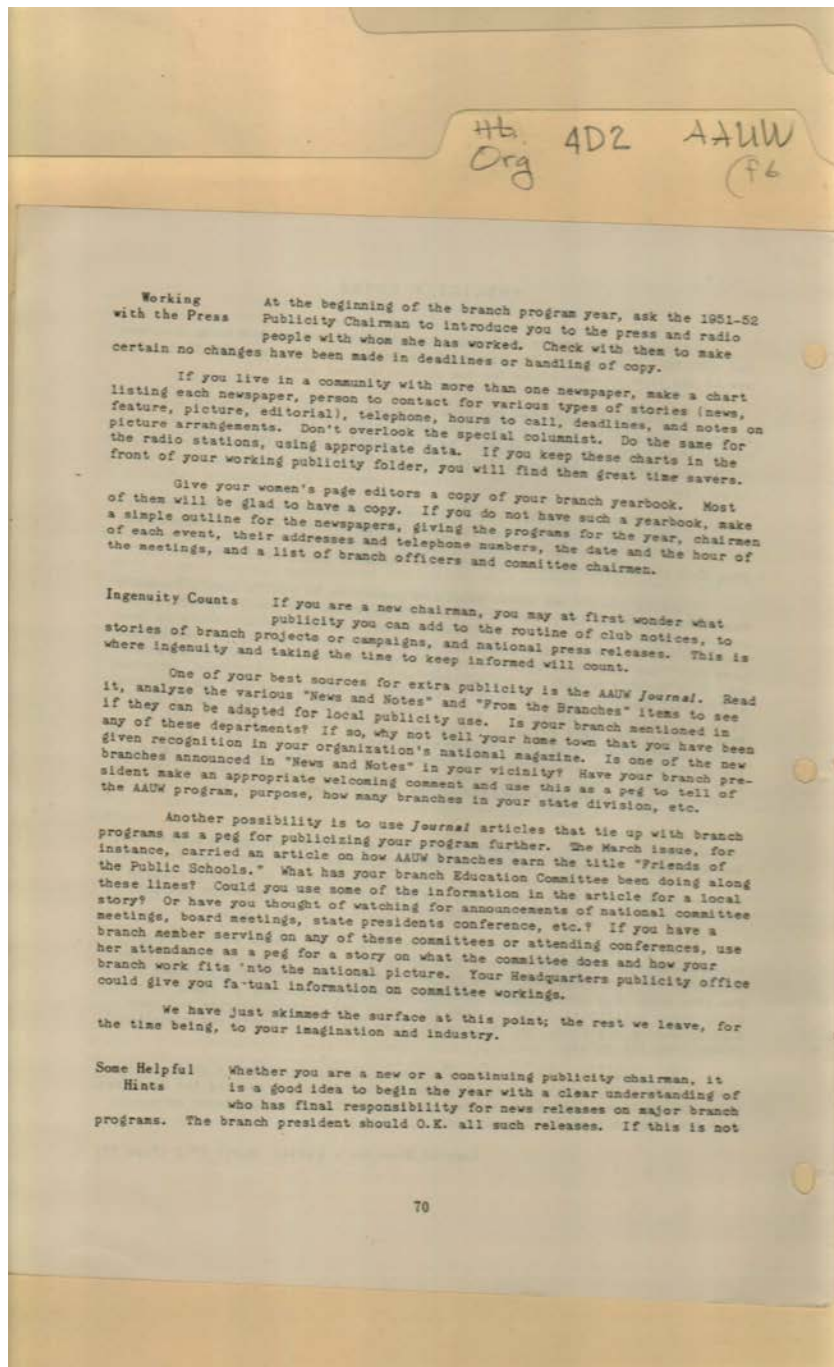
Tryon, Ruth W.

Types:

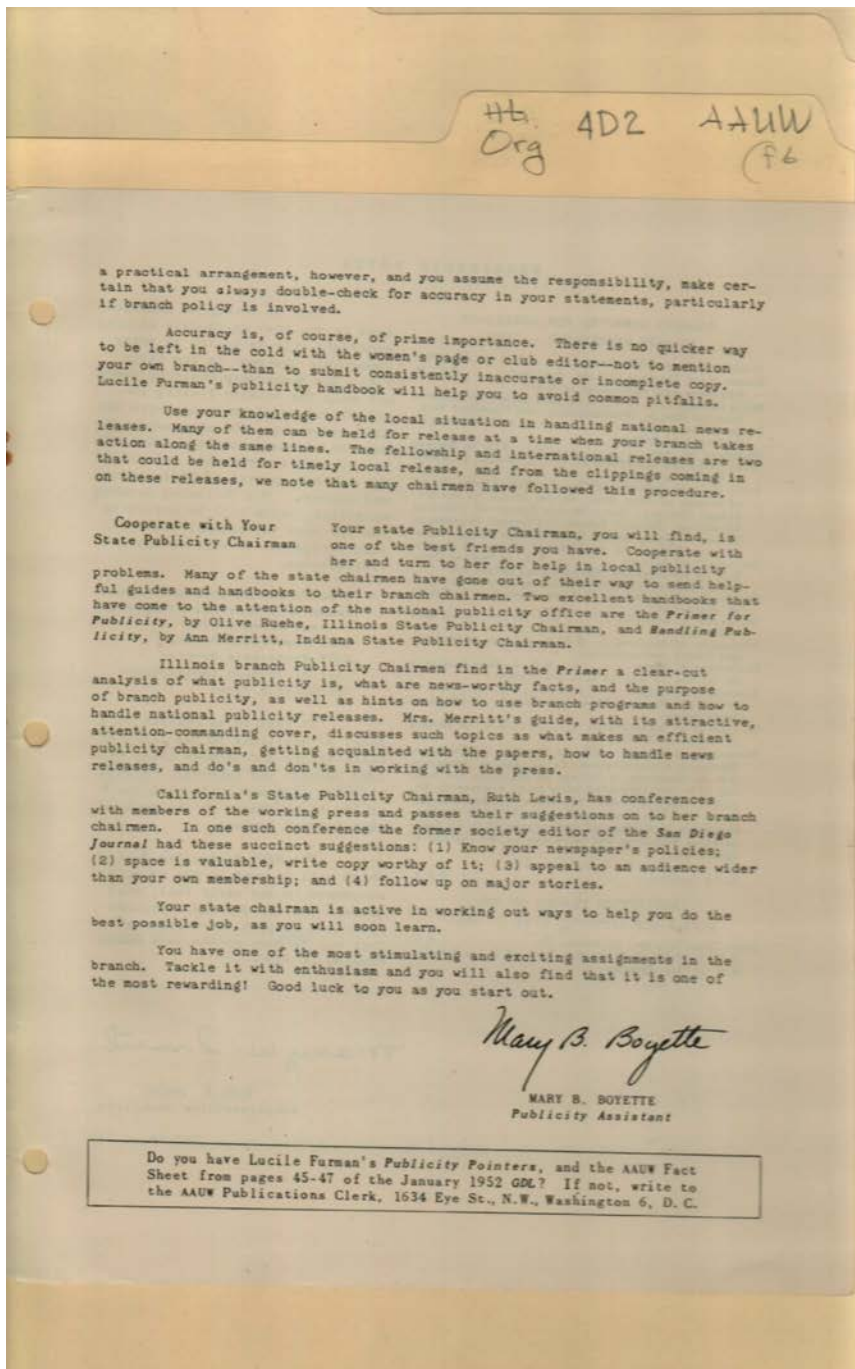
report

Dates:

April, 1952



Types:
report



Names:

Boyette, Mary B.

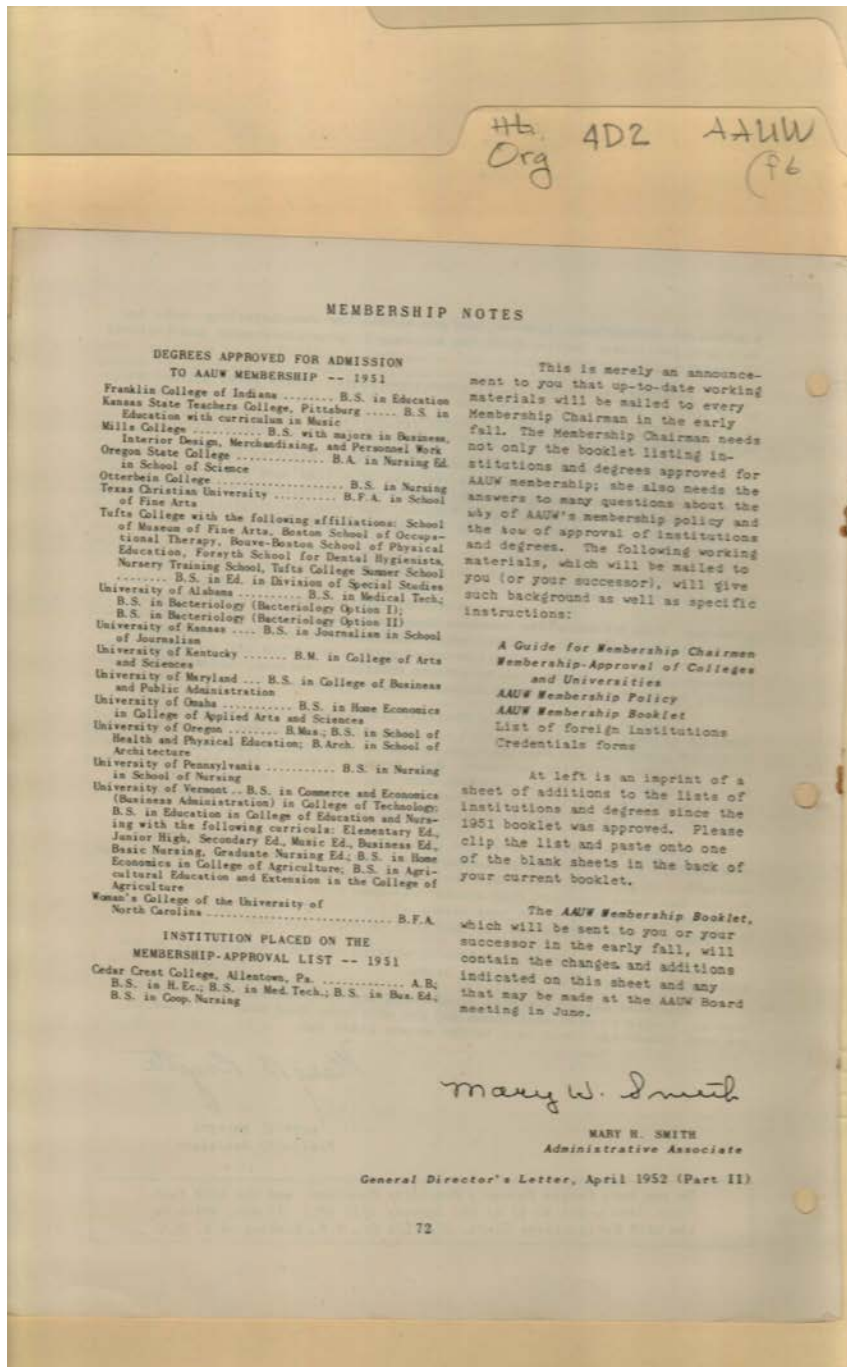
Furman, Lucile

Merritt, Ann

Ruehe, Olive

Types:

report



Names:

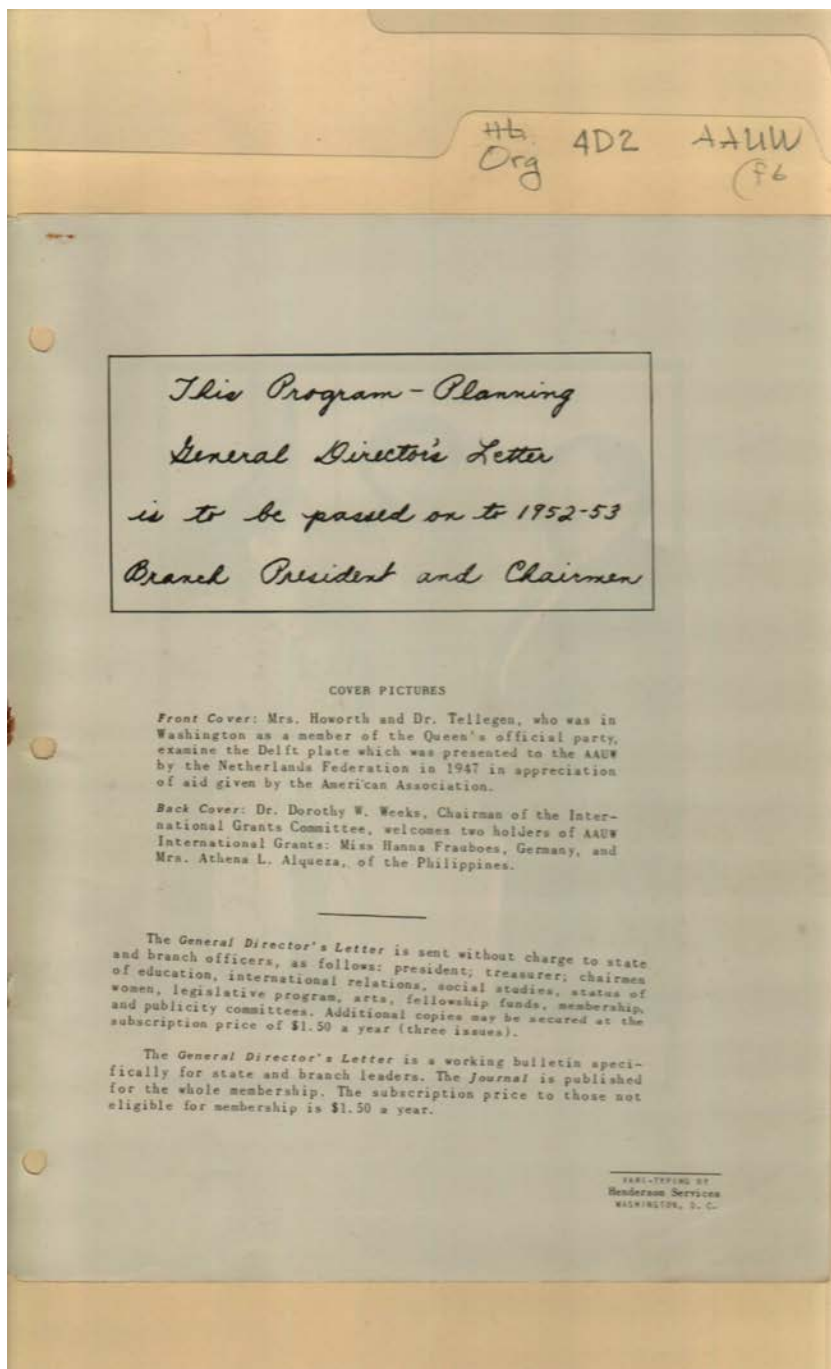
Smith, Mary W.

Types:

report

Dates:

April, 1952



Names:

Alqueza, Athena L.,
Mrs.

Frauboes, Hanna,
Miss

Howorth, Mrs.
Tellegen, Dr.

Weeks, Dorothy W.,
Dr.

Types:

report

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

Image 271 r04d02-06-000-0283 [Contents](#) [Index](#) [About](#)



Names:

International
Grantees

Types:

photograph

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6
American Association of University Women (AAUW) (5 of 8)

[Contents](#) [Index](#) [About](#)

Table of Contents

Image 1 (r04d02-06-000-0010)	Image 53 (r04d02-06-000-0062)	Image 105 (r04d02-06-000-0114)	Image 157 (r04d02-06-000-0168)
Image 2 (r04d02-06-000-0011)	Image 54 (r04d02-06-000-0063)	Image 106 (r04d02-06-000-0115)	Image 158 (r04d02-06-000-0169)
Image 3 (r04d02-06-000-0012)	Image 55 (r04d02-06-000-0064)	Image 107 (r04d02-06-000-0116)	Image 159 (r04d02-06-000-0170)
Image 4 (r04d02-06-000-0013)	Image 56 (r04d02-06-000-0065)	Image 108 (r04d02-06-000-0117)	Image 160 (r04d02-06-000-0171)
Image 5 (r04d02-06-000-0014)	Image 57 (r04d02-06-000-0066)	Image 109 (r04d02-06-000-0118)	Image 161 (r04d02-06-000-0172)
Image 6 (r04d02-06-000-0015)	Image 58 (r04d02-06-000-0067)	Image 110 (r04d02-06-000-0119)	Image 162 (r04d02-06-000-0173)
Image 7 (r04d02-06-000-0016)	Image 59 (r04d02-06-000-0068)	Image 111 (r04d02-06-000-0120)	Image 163 (r04d02-06-000-0174)
Image 8 (r04d02-06-000-0017)	Image 60 (r04d02-06-000-0069)	Image 112 (r04d02-06-000-0121)	Image 164 (r04d02-06-000-0175)
Image 9 (r04d02-06-000-0018)	Image 61 (r04d02-06-000-0070)	Image 113 (r04d02-06-000-0122)	Image 165 (r04d02-06-000-0176)
Image 10 (r04d02-06-000-0019)	Image 62 (r04d02-06-000-0071)	Image 114 (r04d02-06-000-0123)	Image 166 (r04d02-06-000-0177)
Image 11 (r04d02-06-000-0020)	Image 63 (r04d02-06-000-0072)	Image 115 (r04d02-06-000-0124)	Image 167 (r04d02-06-000-0178)
Image 12 (r04d02-06-000-0021)	Image 64 (r04d02-06-000-0073)	Image 116 (r04d02-06-000-0125)	Image 168 (r04d02-06-000-0179)
Image 13 (r04d02-06-000-0022)	Image 65 (r04d02-06-000-0074)	Image 117 (r04d02-06-000-0126)	Image 169 (r04d02-06-000-0180)
Image 14 (r04d02-06-000-0023)	Image 66 (r04d02-06-000-0075)	Image 118 (r04d02-06-000-0127)	Image 170 (r04d02-06-000-0181)
Image 15 (r04d02-06-000-0024)	Image 67 (r04d02-06-000-0076)	Image 119 (r04d02-06-000-0128)	Image 171 (r04d02-06-000-0182)
Image 16 (r04d02-06-000-0025)	Image 68 (r04d02-06-000-0077)	Image 120 (r04d02-06-000-0130)	Image 172 (r04d02-06-000-0183)
Image 17 (r04d02-06-000-0026)	Image 69 (r04d02-06-000-0078)	Image 121 (r04d02-06-000-0131)	Image 173 (r04d02-06-000-0184)
Image 18 (r04d02-06-000-0027)	Image 70 (r04d02-06-000-0079)	Image 122 (r04d02-06-000-0132)	Image 174 (r04d02-06-000-0185)
Image 19 (r04d02-06-000-0028)	Image 71 (r04d02-06-000-0080)	Image 123 (r04d02-06-000-0133)	Image 175 (r04d02-06-000-0186)
Image 20 (r04d02-06-000-0029)	Image 72 (r04d02-06-000-0081)	Image 124 (r04d02-06-000-0134)	Image 176 (r04d02-06-000-0187)
Image 21 (r04d02-06-000-0030)	Image 73 (r04d02-06-000-0082)	Image 125 (r04d02-06-000-0135)	Image 177 (r04d02-06-000-0188)
Image 22 (r04d02-06-000-0031)	Image 74 (r04d02-06-000-0083)	Image 126 (r04d02-06-000-0136)	Image 178 (r04d02-06-000-0189)
Image 23 (r04d02-06-000-0032)	Image 75 (r04d02-06-000-0084)	Image 127 (r04d02-06-000-0137)	Image 179 (r04d02-06-000-0190)
Image 24 (r04d02-06-000-0033)	Image 76 (r04d02-06-000-0085)	Image 128 (r04d02-06-000-0138)	Image 180 (r04d02-06-000-0191)
Image 25 (r04d02-06-000-0034)	Image 77 (r04d02-06-000-0086)	Image 129 (r04d02-06-000-0139)	Image 181 (r04d02-06-000-0192)
Image 26 (r04d02-06-000-0035)	Image 78 (r04d02-06-000-0087)	Image 130 (r04d02-06-000-0140)	Image 182 (r04d02-06-000-0193)
Image 27 (r04d02-06-000-0036)	Image 79 (r04d02-06-000-0088)	Image 131 (r04d02-06-000-0141)	Image 183 (r04d02-06-000-0194)
Image 28 (r04d02-06-000-0037)	Image 80 (r04d02-06-000-0089)	Image 132 (r04d02-06-000-0142)	Image 184 (r04d02-06-000-0195)
Image 29 (r04d02-06-000-0038)	Image 81 (r04d02-06-000-0090)	Image 133 (r04d02-06-000-0143)	Image 185 (r04d02-06-000-0196)
Image 30 (r04d02-06-000-0039)	Image 82 (r04d02-06-000-0091)	Image 134 (r04d02-06-000-0144)	Image 186 (r04d02-06-000-0197)
Image 31 (r04d02-06-000-0040)	Image 83 (r04d02-06-000-0092)	Image 135 (r04d02-06-000-0145)	Image 187 (r04d02-06-000-0198)
Image 32 (r04d02-06-000-0041)	Image 84 (r04d02-06-000-0093)	Image 136 (r04d02-06-000-0146)	Image 188 (r04d02-06-000-0199)
Image 33 (r04d02-06-000-0042)	Image 85 (r04d02-06-000-0094)	Image 137 (r04d02-06-000-0147)	Image 189 (r04d02-06-000-0200)
Image 34 (r04d02-06-000-0043)	Image 86 (r04d02-06-000-0095)	Image 138 (r04d02-06-000-0148)	Image 190 (r04d02-06-000-0201)
Image 35 (r04d02-06-000-0044)	Image 87 (r04d02-06-000-0096)	Image 139 (r04d02-06-000-0149)	Image 191 (r04d02-06-000-0202)
Image 36 (r04d02-06-000-0045)	Image 88 (r04d02-06-000-0097)	Image 140 (r04d02-06-000-0150)	Image 192 (r04d02-06-000-0203)
Image 37 (r04d02-06-000-0046)	Image 89 (r04d02-06-000-0098)	Image 141 (r04d02-06-000-0151)	Image 193 (r04d02-06-000-0204)
Image 38 (r04d02-06-000-0047)	Image 90 (r04d02-06-000-0099)	Image 142 (r04d02-06-000-0152)	Image 194 (r04d02-06-000-0205)
Image 39 (r04d02-06-000-0048)	Image 91 (r04d02-06-000-0100)	Image 143 (r04d02-06-000-0154)	Image 195 (r04d02-06-000-0206)
Image 40 (r04d02-06-000-0049)	Image 92 (r04d02-06-000-0101)	Image 144 (r04d02-06-000-0155)	Image 196 (r04d02-06-000-0207)
Image 41 (r04d02-06-000-0050)	Image 93 (r04d02-06-000-0102)	Image 145 (r04d02-06-000-0156)	Image 197 (r04d02-06-000-0208)
Image 42 (r04d02-06-000-0051)	Image 94 (r04d02-06-000-0103)	Image 146 (r04d02-06-000-0157)	Image 198 (r04d02-06-000-0209)
Image 43 (r04d02-06-000-0052)	Image 95 (r04d02-06-000-0104)	Image 147 (r04d02-06-000-0158)	Image 199 (r04d02-06-000-0210)
Image 44 (r04d02-06-000-0053)	Image 96 (r04d02-06-000-0105)	Image 148 (r04d02-06-000-0159)	Image 200 (r04d02-06-000-0211)
Image 45 (r04d02-06-000-0054)	Image 97 (r04d02-06-000-0106)	Image 149 (r04d02-06-000-0160)	Image 201 (r04d02-06-000-0212)
Image 46 (r04d02-06-000-0055)	Image 98 (r04d02-06-000-0107)	Image 150 (r04d02-06-000-0161)	Image 202 (r04d02-06-000-0213)
Image 47 (r04d02-06-000-0056)	Image 99 (r04d02-06-000-0108)	Image 151 (r04d02-06-000-0162)	Image 203 (r04d02-06-000-0214)
Image 48 (r04d02-06-000-0057)	Image 100 (r04d02-06-000-0109)	Image 152 (r04d02-06-000-0163)	Image 204 (r04d02-06-000-0215)
Image 49 (r04d02-06-000-0058)	Image 101 (r04d02-06-000-0110)	Image 153 (r04d02-06-000-0164)	Image 205 (r04d02-06-000-0216)
Image 50 (r04d02-06-000-0059)	Image 102 (r04d02-06-000-0111)	Image 154 (r04d02-06-000-0165)	Image 206 (r04d02-06-000-0217)
Image 51 (r04d02-06-000-0060)	Image 103 (r04d02-06-000-0112)	Image 155 (r04d02-06-000-0166)	Image 207 (r04d02-06-000-0218)
Image 52 (r04d02-06-000-0061)	Image 104 (r04d02-06-000-0113)	Image 156 (r04d02-06-000-0167)	Image 208 (r04d02-06-000-0219)

[Image 209](#) (r04d02-06-000-0220)
[Image 210](#) (r04d02-06-000-0221)
[Image 211](#) (r04d02-06-000-0222)
[Image 212](#) (r04d02-06-000-0223)
[Image 213](#) (r04d02-06-000-0224)
[Image 214](#) (r04d02-06-000-0225)
[Image 215](#) (r04d02-06-000-0226)
[Image 216](#) (r04d02-06-000-0227)
[Image 217](#) (r04d02-06-000-0228)
[Image 218](#) (r04d02-06-000-0229)
[Image 219](#) (r04d02-06-000-0230)
[Image 220](#) (r04d02-06-000-0231)
[Image 221](#) (r04d02-06-000-0232)
[Image 222](#) (r04d02-06-000-0233)
[Image 223](#) (r04d02-06-000-0234)
[Image 224](#) (r04d02-06-000-0235)
[Image 225](#) (r04d02-06-000-0236)

[Image 226](#) (r04d02-06-000-0237)
[Image 227](#) (r04d02-06-000-0238)
[Image 228](#) (r04d02-06-000-0239)
[Image 229](#) (r04d02-06-000-0240)
[Image 230](#) (r04d02-06-000-0241)
[Image 231](#) (r04d02-06-000-0242)
[Image 232](#) (r04d02-06-000-0243)
[Image 233](#) (r04d02-06-000-0244)
[Image 234](#) (r04d02-06-000-0245)
[Image 235](#) (r04d02-06-000-0246)
[Image 236](#) (r04d02-06-000-0247)
[Image 237](#) (r04d02-06-000-0248)
[Image 238](#) (r04d02-06-000-0249)
[Image 239](#) (r04d02-06-000-0250)
[Image 240](#) (r04d02-06-000-0251)
[Image 241](#) (r04d02-06-000-0252)
[Image 242](#) (r04d02-06-000-0254)

[Image 243](#) (r04d02-06-000-0255)
[Image 244](#) (r04d02-06-000-0256)
[Image 245](#) (r04d02-06-000-0257)
[Image 246](#) (r04d02-06-000-0258)
[Image 247](#) (r04d02-06-000-0259)
[Image 248](#) (r04d02-06-000-0260)
[Image 249](#) (r04d02-06-000-0261)
[Image 250](#) (r04d02-06-000-0262)
[Image 251](#) (r04d02-06-000-0263)
[Image 252](#) (r04d02-06-000-0264)
[Image 253](#) (r04d02-06-000-0265)
[Image 254](#) (r04d02-06-000-0266)
[Image 255](#) (r04d02-06-000-0267)
[Image 256](#) (r04d02-06-000-0268)
[Image 257](#) (r04d02-06-000-0269)
[Image 258](#) (r04d02-06-000-0270)
[Image 259](#) (r04d02-06-000-0271)

[Image 260](#) (r04d02-06-000-0272)
[Image 261](#) (r04d02-06-000-0273)
[Image 262](#) (r04d02-06-000-0274)
[Image 263](#) (r04d02-06-000-0275)
[Image 264](#) (r04d02-06-000-0276)
[Image 265](#) (r04d02-06-000-0277)
[Image 266](#) (r04d02-06-000-0278)
[Image 267](#) (r04d02-06-000-0279)
[Image 268](#) (r04d02-06-000-0280)
[Image 269](#) (r04d02-06-000-0281)
[Image 270](#) (r04d02-06-000-0282)
[Image 271](#) (r04d02-06-000-0283)
[Table of Contents](#)
[Name & Place Index](#)
[About the Collection](#)

Frances Cabaniss Roberts Collection: Series 4, Subseries D, Box 2, Folder 6

American Association of University Women (AAUW) (5 of 8)

[Contents](#) [Index](#) [About](#)

Name & Place Index

AAUW Massachusetts Division [101](#), [103](#)
AAUW Year Book [1](#), [2](#)
Abbott, Kathryn [94](#)
Abrams, Frank W. [54](#)
Adams, Frank, Mrs. [102](#), [107](#), [122](#)
Alexander, Mary, Miss [28](#)
Alley, Clyde [6](#)
Alley, Peggy, Dr. [4](#), [5](#)
Alqueza, Athena L., Mrs. [270](#)
Alterman, Rolland, Dr. [148](#)
Amidon, Buelah [249](#)
Anniston, AL [27](#)
Arendall, Jean, Mrs. [3](#)
Arn, Edward F., Governor [167](#)
Arnold, Bertha [93](#)
Arrau, Claudio [189](#)
Aycock, Ben F., Mrs. [6](#)
Baer, T. L., Jr., Mrs. [180](#)
Bailey, Bernice A. [13](#)
Baird, Betty [248](#)
Baldwin City, KS [145](#), [146](#)
Baldwin, Margaret [249](#)
Ballard, G. E. [75](#)
Banks, Frazer, Mrs. [171](#)
Bannerman, Mary [249](#)
Barker, Marshall, Mrs. [132](#)
Barnes, C. A., Mrs. [95](#)
Barron, Edith [93](#)
Barton, Ed [93](#)
Battles, James W. [178](#), [179](#), [180](#), [181](#)
Bauman, Clair S., Dr. [94](#)
Beam, Lura [265](#)
Bear, T. L., Jr., Mrs. [178](#), [179](#), [181](#)
Beardsley, William S., Governor [96](#)
Beasley, Murray, Mrs. [31](#)
Bell, George [167](#)
Bement, Maurice D. [65](#), [183](#)
Benbow, Anne [94](#)
Benjamin, Harold [231](#)
Bennett, Walter, Mrs. [3](#)
Bentley, Jack, Mrs. [3](#), [6](#)
Bernice, Bailey [14](#)
Berriman, Jane, Miss [102](#)
Berry, Mildred, Dr. [178](#), [179](#), [183](#)
Berry, Richard R., Mrs. [3](#)
Bessemer, AL [13](#)
Bevan, [148](#)
Birge, K. H., Mrs. [94](#)
Birmingham, AL [187](#), [190](#)
Bisalputra, Duangduen [170](#), [172](#)
Blake, Mabelle, Miss [108](#), [120](#)
Blakey, W. M., Mrs. [178](#), [179](#)
Blakey, W. M., Mrs. [31](#)
Bly, Belden G., Jr. [109](#)
Bolton, Ferrell, Miss [31](#), [180](#)
Bookholt, J. H. [10](#)
Boone, Buford [178](#), [179](#), [180](#), [181](#)
Borenstein, Balbina, Dr. [101](#)
Bornholdt, Laura [90](#)
Boss, Philip, III, Mrs. [6](#)
Bostick, Carol S., Miss [6](#)
Boston, MA [101](#), [103](#), [110](#)
Botterud, Keith A. [239](#)
Bouga, Angeliki [170](#)
Bounds, Leo D., Mrs. [6](#)
Bowers, Claude [232](#)
Boyd, Add, Mrs. [31](#), [180](#), [182](#)
Boyd, Rosamonde, Dr. [248](#)
Boyette, Mary B. [268](#)
Boyle, James [93](#)
Bragdon, Helen, Dr. [101](#), [103](#), [104](#), [105](#), [199](#)
Brahde, Lusia, Mrs. [101](#), [105](#)
Brandon, Walter, Mrs. [6](#)
Brannon, Sally M., Mrs. [180](#)
Brennan, Sally M., Mrs. [31](#)
Brennen, Sally M., Mrs. [179](#)
Brentzel, W. E., Mrs. [140](#)
Brentzel, Wanda W., Dr. [138](#), [140](#)
Bresnahan, John C. [109](#)
Browder, I. J., Mrs. [14](#)
Brown, Carleton [93](#)
Brown, George D., Mrs. [6](#)
Brown, Louise [94](#)
Brown, Minter [164](#), [166](#)
Brown, William R. [86](#)
Brownbeck, Peter, Mrs. [180](#)
Brownlee, James F. [97](#)
Bryant, Lane [47](#)
Buckmaster, Hilda, Miss [176](#)
Buhler, Arnold [165](#)
Burdette, Lewis H., Mrs. [6](#)
Butler, [255](#)
Byers, David, Jr., Mrs. [6](#)
Byers, J. W. [43](#)
Byers, Marcus, Mrs. [3](#), [6](#)
Bynum, Margaret O., Miss [31](#), [180](#)
Caldwell, Shirley, Miss [31](#)
Callahan, Margaret C., Mrs. [102](#), [106](#), [107](#)
Campbell, Joe S., Mrs. [31](#)
Campbell, Vera M., Miss [6](#)
Canham, Erwin D. [249](#)
Cannon, Mary, Miss [225](#)
Capehart, [255](#)
Carlson, William S. [86](#)

Carpenter, Elizabeth, Miss [6](#)
Carr, Harry [189](#)
Carragher, Harry, Mrs. [102](#), [107](#), [108](#)
Carroll, Jane M., Dr. [148](#)
Cater, Katherine, Dean [31](#), [169](#), [173](#), [180](#), [182](#)
Chaplain, Philip, Mrs. [102](#)
Chesnut, Robert, Mrs. [6](#)
Chester, Giraud [249](#)
Church, Ruth E. [249](#)
Clark, Elizabeth A. [108](#)
Clark, Harold [165](#)
Clippinger, Miriam E. [226](#), [241](#)
Colby, James [94](#)
Coleman, C. W., Mrs. [31](#), [173](#), [195](#)
Coleman, Virginia [195](#)
Collins, Merrill, Mrs. [189](#)
Colvin, O. E., Mrs. [6](#)
Comer, Evelyn [14](#)
Comstock, Alzada [222](#), [239](#)
Conrad, E. J., Mrs. [140](#)
Conrad, John, Mrs. [140](#)
Conte, Silvio O. [109](#)
contributions [188](#)
Cook, Lewis, Jr., Mrs. [6](#)
Cook, Ruby [14](#)
Costello, John W. [109](#)
Council for Delaware Education [87](#)
Cowing, Willilam A. [109](#)
Cowles, Lea, Mrs. [178](#), [179](#)
Cox, Frederick, Mrs. [171](#)
Craft, Janie Sue [6](#)
Crew, William, Mrs. [6](#)
Curti, Merle [213](#)
d'Aspremont-Lynden, Geoffroy [176](#)
d'Astrement-Lynden, Countess [189](#)
Dains, Mrs. [236](#)
Dark, Thomas S., Mrs. [7](#)
Dark, Tom, Mrs. [4](#), [5](#)
Davies, Elmer, Dr. [170](#)
Davis, Frank B., Mrs. [3](#)
Davis, Maggie Ruth, Miss [7](#)
Davis, Maxine Couch, Mrs. [31](#)
Davis, Maxine, Mrs. [28](#)
Davis, Nelson F., Mrs. [170](#)
Dawson, Marjorie G. [236](#)
Daye, Nelle Frances, Miss [3](#), [7](#)
Decker, A. Clinton, Mrs. [171](#)
Decker, Catherine K., Mrs. [172](#)
Decker, Clarence R., Dr. [167](#)
Decker, Clinton, Mrs. [189](#)
Decker, Katherine K., Mrs. [180](#)
del Prado, Marina Nunez [262](#)
Delaney, Caldwell [187](#)
DePoignoc, General [176](#)
Dickinson, Anna [249](#)
Dobelbower, Kenneth H. [65](#)
Dolan, Eleanor F., Dr. [132](#), [218](#), [231](#), [238](#)
Dorman, Allison R. [109](#)
Dow, Blanche H., Dr. [171](#), [172](#)
Downie, Franklin [94](#)
Doyle, George [94](#)
Drake, L. W., Mrs. [7](#)
Draper, William, Mrs. [79](#)
Driscoll, Margaret Connors [249](#)
Driskell, B. E., Mrs. [31](#)
Driskill, B. E., Mrs. [176](#)
Dubord, Mayor [94](#)
Duckworth, Clemson [178](#), [180](#), [181](#)
Dudley, Robert T., Mrs. [7](#)
Dumphy, James [108](#)
Dunphy, James [102](#)
Duren, Olin, Mrs. [4](#), [5](#), [7](#)
Durrett, T. R., Mrs. [172](#)
Early, W. A. [36](#)
Eastman, Anne, Miss [28](#)
Echols, W. G., Mrs. [31](#)
Echols, William Graham, Mrs. [180](#)
Edwards, Violet, Miss [95](#)
Ehrlich, Blake [240](#)
Ellis, Ira T. [79](#)
Emerson, Harvey, Mrs. [189](#)
Emporia, KS [143](#)
Ervin, E. N., Dr. [94](#)
Eshleman, Dorothy H., Dr. [173](#), [178](#), [179](#), [180](#), [183](#)
Eshleman, Dorothy, Dr. [31](#)
Evans, Evan E. [165](#), [166](#)
Evine, Emma, Miss [14](#)
Fain, Cecil, Mrs. [7](#)
Fanning, Corinne, Miss [3](#), [7](#)
Fargo, ND [139](#)
Farmer, Hallie, Dr. [31](#), [171](#)
Farmer, Jefferson [93](#)
Farrow, Welton [93](#)
Felton, Olivia G., Miss [179](#), [180](#)
Felton, Olivia G. [31](#)
Ferranti, A. L., Mrs. [7](#)
Fickewirth, Alvin, Mrs. [132](#)
Finley, John, Jr., Mrs. [14](#), [24](#)
Fisher, Marguerite J. [249](#)
Fite, Bethel, Miss [31](#), [169](#)
fite, Bethel, Miss [173](#)
Fite, Bethel, Miss [174](#), [176](#), [183](#)
Flagg, Francis G., Mrs. [107](#), [108](#), [118](#)
Florence, AL [30](#)
Folkes, E. O., Mrs. [14](#)
Force, Elizabeth S. [177](#)
Force, Herman, Mrs. [128](#)
Foreman, Elizabeth [171](#)
Forman, Elizabeth, Miss [173](#)
Fort Payne, AL [26](#)
Franklin, Lucy Jenkins [105](#)
Frauboes, Hanna, Miss [270](#)
Fuller, Regenia Matlock, Mrs. [7](#)
Fuller, Regenia, Mrs. [5](#)
Furman, Lucile [266](#), [268](#)
Gale, Samuel C. [96](#)
Gallalee, John M., Dr. [171](#), [179](#)
Galle, R. K. [167](#)

Gessner, B. A., Mrs. [142](#), [144](#), [145](#), [146](#)
Gessner, Muriel M. [145](#), [146](#)
Gethmann, Hildegard [225](#), [240](#)
Gibson, Vivian, L. [14](#)
Gifford, Leonard B., Mrs. [102](#), [106](#), [107](#)
Gillette, Senator [254](#)
Gilmore, John, Mr. & Mrs. [94](#)
Glad, Amos [165](#)
Glass, Meta, Dr. [104](#)
Glass, Nellie, Miss [31](#), [173](#), [175](#), [179](#)
Goddard, Cecil [94](#)
Goldstein, Abe, Mrs. [7](#)
Gonce, W. F., Mrs. [26](#)
Goodman, William W., Mrs. [95](#)
Gorace, W. F., Mrs. [14](#)
Gordon, A. Pope, Mrs. [31](#), [179](#), [180](#), [182](#)
Gordon, C. W. [148](#)
Gordon, Pope, Mrs. [3](#)
Gordon, Robert [165](#)
Graham, Gladys Murphy [217](#), [239](#), [241](#)
Gramling, Mary Jo, Miss [31](#)
Gray, E. Avery [75](#)
Gray, Ernest A., Jr. [95](#)
Greene, S. [4](#)
Greene, William B., Mrs. [3](#), [7](#)
Grigsby, William E., Dr. [78](#)
Grizzell, E. D., Dr. [75](#), [76](#)
Gunn, Henry M., Dr. [41](#)
Gurthrie, Robert, Mrs. [189](#)
Haas, Felix, Mrs. [101](#)
Hadley, J. H., Dr. [178](#)
Hagood, Jewell, Miss [187](#)
Haley, Foster A., Mrs. [7](#)
Halliday, Donald [95](#)
Hampton, David, Mrs. [74](#)
Hancher, Virgil M. [96](#)
Hancock, Boyd, Mrs. [176](#)
Hancock, Lyda S., Mrs. [14](#)
Hanscom, Warren, Mrs. [95](#)
Haraway, R. C., Mrs. [7](#)
Hardwick, George, Mrs. [4](#), [5](#)
Hardwick, George, Mrs. [7](#)
Harkins, I. J. [74](#)
Harris, Agnes Ellen, Dr. [171](#), [179](#)
Harris, Charles, Mrs. [123](#)
Harris, Ethel, Miss [14](#), [29](#)
Harris, Seymour E. [175](#), [215](#)
Harris, Theo Elizabeth, Miss [7](#)
Hart, Gardiner, T., Mrs. [102](#), [106](#)
Hartung, Cecil [65](#), [168](#)
Hass, Violet B. [105](#)
Hatcher, James [174](#)
Haywood, Eleanor [10](#)
Haywood, W. F., Mrs. [14](#)
Hechinger, Fred M. [96](#)
Hedlik, Anna, Dr. [101](#), [105](#)
Heinig, Christine M., Dr. [175](#)
Heinig, Christine M. [90](#), [132](#), [204](#), [238](#)
Heinig, Christine [230](#)
Helves, Winifred G. [232](#), [249](#)
Henderson, Kenneth B. [170](#)
Henley, Ernest W., Mrs. [14](#), [30](#)
Henning, E. S. Mrs. [7](#)
Hennock, Freida [118](#)
Hereford, Lucile, Miss [7](#)
Herlong, [255](#)
Herr, F. Floyd [147](#)
Herrick, Mary, Mrs. [102](#)
Herskua, Harold D., Mrs. [92](#)
Hersum, Clara [94](#)
Hersum, Harold, Mrs. [185](#)
Hersum, Mrs. [184](#)
Heywood, Anne [249](#)
Higgins, John, Major [175](#)
Hill, Samuel C. [165](#)
Hilton, Alan [93](#)
Hilton, David [94](#)
Hinds, Wadsworth [94](#)
Hoff, Reka, Mrs. [256](#)
Hoffman, Paul G. [249](#)
Hogan, Charles V. [109](#)
Holcolme, Arthur N. [213](#)
Holladay, James, Mrs. [171](#), [179](#)
Hope, [255](#)
Hopper, Jesse, Miss [31](#)
Hopper, Jessie, Miss [180](#)
Hopper, Robert L. [33](#), [34](#)
Hopper, Jessie, Miss [173](#)
Hoppers, Katherine, Miss [31](#), [180](#)
Horton, Dudley [166](#)
Hovik, Oacar, Jr., Mrs. [7](#)
Howard, Richard S. [174](#)
Howorth, Lucy Somerville, Mrs. [196](#)
Howorth, Mrs. [270](#)
Hubbard, Robert, Mrs. [3](#), [8](#)
Huey, Margaret, Miss [31](#), [169](#), [173](#), [179](#)
Hughes, Edris [174](#)
Hughes, Raymond M. [74](#)
Hull, Richard L. [109](#)
Humbert, Gordon G. [96](#)
Hunt, Herold [47](#)
Huntington Park, CA [132](#), [133](#), [134](#)
Huntisngton Park, CA [130](#)
Huntsville, AL [1](#), [2](#), [24](#)
Hurt, S. H. [28](#)
Hutchens, Bradford [94](#)
Hutchens, Eleanor [94](#)
International Grantees [271](#)
Isbelle, A. L., Dr. [176](#)
Jacks, Roland G., Mrs. [3](#)
Jackson, Dr. [181](#)
Jackson, Lamar, Dr. [178](#), [179](#), [180](#)
Jacksonville, AL [22](#)
Jamieson, William, Jr. [74](#), [75](#), [76](#)
Jass, Felix, Mrs. [105](#)
Johanning, Else, Dr. [101](#), [105](#)
Johnsmeyer, Lillian, Mrs. [166](#)
Johnson, Eugene, Mrs. [189](#)

Johnston, Laura, Miss [14](#), [25](#)
Joly, Cyril [94](#)
Jones, J. R. [148](#)
Karkainen, Irja Linnea, Miss [105](#)
Kearney, Mrs. [94](#)
Keller, E. R. [74](#)
Kelley, Thomas A., Mrs. [122](#)
Kelly, Josh O., Mrs. [8](#)
Kemp, Anita H. [137](#)
Kemp, Emory L., Mrs. [136](#), [137](#)
Kennelly, Mayor [47](#)
Keogh, Congressman [254](#)
Kierstead, Arthur Baldie, Dr. [93](#)
Kinch, Frederick, Mrs. [119](#)
Klontz, Harold, Mrs. [31](#), [179](#), [180](#)
Knauff, Frederick [94](#)
Knauff, William, Mrs. [94](#)
Koffer, H., Prof. [170](#)
Kohler, Walter J. [97](#)
Kohn, Mary [249](#)
Koons, Donaldson, Mrs. [94](#)
Kreiger, Robert [165](#)
LaBelle, Frank, Mrs. [175](#)
Lacy, Leeds R. [65](#)
Ladd, B. P., Mrs. [94](#)
Ladd, Harland A. [94](#)
Ladd, Rolfe, Mrs. [102](#)
Lamar, Mary George, Miss [31](#), [173](#)
Lamar, William, Mrs. [3](#)
Lamberson, Lottie, Miss [8](#)
Lamet, Leon, Mrs. [137](#)
Lancelot, William A. Bishoff [74](#)
Landry, Ivanetta, Mrs. [94](#)
Larsen, Roy E. [97](#)
Laughlin, Agnes, Miss [102](#), [106](#), [107](#)
Laves, Walter H. C. [240](#)
Leake, Marjorie, Mrs. [187](#)
Lee, Dorothy McCullough [249](#)
Leighton, Deborah [94](#)
Lemieux, Romeo [94](#)
LeVert, Madame [187](#)
Lewis, Ben, Mrs. [106](#), [116](#)
Ligggett, Melvin [94](#)
Litchfield, Ruby, Miss [101](#), [105](#), [116](#)
Lloyd, Glen [167](#)
Locke, John [213](#)
Loebe, Mike [93](#)
Long, Betty J., Miss [8](#)
Lunsford, James T., Mrs. [31](#)
Luscher, Mary, Dr. [171](#), [172](#)
Lynch, John Pierce [109](#)
Mahar, Ralph C. [109](#), [111](#)
Maniquis, Emma P. [170](#), [172](#)
Marden, Dorothy [93](#)
Maroon, Thomas [94](#)
Martin, Marion E. [249](#)
Martin, T. E. [178](#), [179](#), [180](#)
Martin, [181](#)
Marx, Meyer, Rabbi [175](#)
Masane, Michele [249](#)
Mason, Phillip, Mr. [4](#), [5](#)
Mathews, Jesse, L., Mrs. [14](#), [27](#)
Mathison, S. L., Mrs. [8](#)
Maul, Ray C. [159](#), [160](#)
Maybank, [255](#)
McCabe, Jane, Miss [102](#)
McCaskill, James A. [166](#)
McCoy, Paul E., Rev. [76](#)
McDaniel, Mildred [216](#)
McDonald, Thomas D., Mrs. [8](#)
McGregor, Marshall T., Mrs. [102](#), [108](#)
McHugh, James L., Mrs. [8](#)
McKee, Dr. [179](#)
McKee, Ella, Dr. [178](#), [180](#)
McKee, Samuel Clarke, Jr. [170](#)
McKeen, Harle [93](#)
McKey, Eleanor [94](#)
McLean, Joseph E. [248](#)
Meeker, George J. [167](#)
Merritt, Ann [268](#)
Miglionico, Nina, Miss [187](#)
Miglionico, Nina [171](#)
Mihopoulou, Mary [170](#)
Miller, Dr. [145](#)
Miller, George R., Jr. [86](#)
Miller, Minnie M., Miss [144](#)
Miller, Minnie M. [142](#)
Millett, Bill [94](#)
Millsap, W. J., Mrs. [8](#)
Millsbaugh, Arthur [213](#)
Miner, Ruth M. [249](#)
Mirsky, Wilfred S. [109](#)
Mobile, AL [21](#)
Montagu, Ashley [249](#)
Montevallo, AL [28](#), [29](#)
Montgomery, AL [25](#)
Moore, Edna, Mrs. [166](#)
Morse, E. Eunice, Miss [102](#)
Morton, Jack, Dr. [178](#)
Moxley, S. D., Mrs. [169](#), [173](#), [179](#)
Mulenburg, Elizabeth, Mrs. [167](#)
Murphy, Franklin P., Dr. [167](#)
Murray, George, Mrs. [175](#)
National Citizens for Schools [100](#)
Nevins, Allan [213](#)
New York, NY [99](#)
Newark, NJ [128](#)
Newborn, MA [126](#)
Nichols, Charlotte, Miss [8](#)
Nickerson, [94](#)
Nilsson, Enoch, Mrs. [4](#), [5](#), [8](#)
Niven, Jeanette, Miss [31](#), [173](#), [175](#)
Norling, Bert S., Mrs. [79](#)
Noyes, Theodore W. [256](#)
Nugent, Leighton H., Mrs. [132](#)
Nungester, Frances, Miss [175](#), [178](#), [179](#), [180](#), [181](#)
O'Gara, Joe, Mrs. [31](#), [179](#), [180](#)
Omwake, H. Geiger [85](#)

Ormond, Mary B., Mrs. [31](#), [180](#)
Orr, Harriett, K., Dr. [132](#)
Owens, C. R., Mrs. [8](#)
Pace, Clint [65](#)
Padykula, Helen, Miss [101](#), [105](#)
Palmer, Lulu, Miss [174](#), [178](#), [179](#)
Pamplin, Douglass G., Mrs. [8](#)
Pannell, Anne Gary, Dr. [180](#)
Parker, Jessie, Miss [96](#)
Pederson, Robert A., Mrs. [95](#)
Perlis, Leo [97](#)
Peterson, Howard, Mrs. [93](#)
Phillips, Christopher H. [109](#)
Phillips, Clyde U. [165](#)
Pickering, Lois, Miss [117](#)
Pierson, Lorraine, Miss [28](#)
Plaster, Hollie, Mrs. [8](#)
Plunkett, Patrick F. [109](#)
Pope, John A., Mrs. [90](#)
Poulin, James, Dr. [94](#)
Quattlebaum, Charles A. [216](#)
Raines, Vincent, Mrs. [23](#)
Raines, Vincent [178](#)
Rasch, Charles, Mrs. [180](#)
Rawles, Flora, Dean [4](#), [5](#)
Reed, A. J. [165](#)
Reller, Theodore L. [33](#), [39](#)
Reyes, Filena [240](#)
Reynolds, James W., Dr. [167](#)
Rhodes, Marcus, Jr., Mrs. [117](#)
Richardson, R. H., Mrs. [178](#), [179](#)
Riley, Susan B. [171](#)
Robb, Janet, Dr. [225](#)
Robb, R. M. [75](#), [76](#)
Robb, R. Marion, Dr. [76](#), [79](#)
Roberson, T. C. [43](#)
Roberts, Frances C. [13](#)
Roberts, Frances, Dr. [8](#)
Roberts, Frances, Miss [14](#), [31](#), [173](#), [175](#), [176](#), [179](#), [182](#),
[183](#), [190](#)
Roberts, John, Mrs. [8](#)
Roberts, Marie, Miss [14](#)
Roberts, Virginia, Miss [8](#)
Robertson, Lois, Miss [8](#)
Robinson, Adele delaBarre [174](#)
Robinson, True W., Mrs. [31](#), [173](#), [174](#), [178](#), [179](#), [182](#)
Rollins, Henry [93](#)
Ruehe, Olive [268](#)
Rummel, Whitcomb, Mrs. [93](#)
Russell, Clyde [94](#)
Russell, William F. [157](#)
Sasscer, [256](#)
Saucier, W. A., Dr. [148](#)
Sawtelle, Arthur [93](#)
Saxe, Lysia, Dr. [101](#), [105](#)
Schuppers, Marie, Miss [101](#), [105](#)
Schwarz, David E. [95](#)
Schwinger, E. R. [75](#)
Scott, Sarah [94](#)
Seaton, R. A., Mrs. [167](#)
Self, Reuben, Mrs. [14](#), [22](#)
Sellers, Minnie, Miss [178](#), [179](#)
Selvanne-Varheenmaa, Anne, Dr. [101](#), [105](#)
Sewell, Franklin C., Mrs. [31](#), [172](#), [175](#), [180](#)
Sexton, Ruth Flory, Mrs. [167](#)
Shea, Dr. [177](#)
Shea, Marion E., Miss [127](#), [128](#)
Sherrard, Edith H. [247](#)
Sherrard, Edith [211](#), [227](#)
Shibles, Mark R., Dr. [94](#)
Shibles, Mark R. [94](#)
Short, H. C. [75](#)
Short, Herman C. [75](#), [79](#)
Shovelton, G. L., Mrs. [8](#)
Simms, Mimi Elizabeth, Miss [173](#), [176](#)
Sims, Mimi Elizabeth, Miss [31](#)
Sims, William D, Mrs. [3](#), [31](#), [182](#)
Sims, William D., Jr., Mrs. [169](#), [173](#)
Sims, William D., Jr. [178](#), [179](#), [180](#)
Sims, [181](#)
Skillin, Gordon [93](#)
Skillman, Lionel G., Mrs. [215](#)
Skinner, Raymond [167](#)
Slayden, Howard, Mrs. [5](#), [9](#)
Sletcher, George F., Mrs. [3](#)
Sloan, Alfred P. [215](#), [231](#)
Smith, Bradford [213](#)
Smith, C. W., Mrs. [184](#)
Smith, Carol, Miss [102](#), [106](#)
Smith, Doris C. [185](#)
Smith, Doris [94](#)
Smith, Gordon W., Mrs. [91](#), [185](#)
Smith, Margaret Chase [249](#)
Smith, Martha Whitt, Mrs. [4](#), [5](#)
Smith, Mary W. [269](#)
Smith, Norman [94](#)
Smith, W. A., Mrs. [132](#)
Smollen, Joseph W., Mrs. [9](#)
Snell, Ada L. F., Miss [101](#), [105](#)
Sparkman, J. D., Mrs. [9](#)
Sparkman, W. F., Mrs. [9](#)
Spencer, James, Mrs. [3](#)
Stanley-Brown, Kay [99](#)
Stark, M. F. [165](#)
Starnes, Gene [176](#)
Stellenwerck, Fannie, Miss [14](#)
Sterne, Dorah H., Mrs. [189](#)
Stevens, Elmore [94](#)
Stevenson, Adlai [213](#)
Stewart, Charles, Mrs. [170](#)
Stewart, Margaret R. [249](#)
Stokes, Sue, Miss [31](#), [171](#), [173](#), [175](#)
Stollenwerck, Fannie, Miss [21](#)
Stonecipher, E. E. [165](#)
Stradley, Shermer H. [76](#)
Strauss, Anna Lord [249](#)
Strauss, Frances G. [261](#)
Sturgis, Margaret, Miss [3](#)

Suchy, Anton, Mrs. [14](#), [23](#)
Sutherland, L. E., Mrs. [132](#)
Swearingen, Jack, Mrs. [3](#), [9](#)
Sylacauga, AL [23](#)
Tant, J. C., Mrs. [31](#), [173](#)
Taylor, Almira, Miss [124](#)
Taylor, C. B., Mrs. [131](#)
Taylor, Charles B., Mrs. [129](#), [132](#), [133](#), [134](#)
Taylor, Myra Jane, [131](#)
Taylor, Ted [165](#)
Tedford, Charles G., Mrs. [9](#)
Tellegen, Dr. [270](#)
Tellegen, Marie Anne, Dr. [196](#)
The School Executive [32](#)
Theobald, C. W., Dr. [76](#)
Theobald, C. W. [74](#), [75](#)
Thomas, John, Mrs. [94](#)
Thompson, Edna [10](#)
Thompson, Henrietta, Miss [171](#)
Tidwell, R. E., Mrs. [31](#), [91](#), [99](#), [125](#), [126](#), [127](#), [128](#), [129](#),
[130](#), [136](#), [137](#), [138](#), [139](#), [142](#), [143](#), [144](#), [145](#), [168](#), [169](#),
[173](#), [174](#), [177](#), [178](#), [180](#), [182](#), [184](#), [185](#)
Tims, Grace, Miss [9](#)
Titus, Mary [166](#)
Tivnan, Robert X. [109](#)
Todhunter, E. Neige, Dr. [178](#), [179](#)
Toms River, NJ [177](#)
Topeka, KS [150](#), [164](#), [166](#)
Towne, Charles, Dr. & Mrs. [93](#)
Toy, H., Jr. [74](#)
Toy, Henry, Jr. [32](#), [75](#), [76](#), [79](#), [97](#)
Tracy, Philip A. [109](#)
Trammell, J. W., Mrs. [31](#), [180](#)
Traubel, Helen [189](#)
Triplett, Jane [28](#)
Tritter, L. [110](#)
Tritter, M. J., Mrs. [110](#), [120](#)
Trombley, Laura [108](#)
Trombley, Laurel [102](#)
Truss, J. P. [76](#)
Tryon, Ruth W. [266](#)
Tucker, Frederick, Mrs. [123](#)
Tuscaloosa, AL [125](#), [127](#), [129](#), [136](#), [138](#), [144](#), [184](#)
Tuve, Rosamunde, Dr. [211](#)
Ullian, Frieda S., Dr. [126](#)
Ullian, Frieda, Dr. [101](#), [103](#), [106](#), [108](#)
Ullian, H. B., Mrs. [126](#)
Ullian, H. B., Mrs. [125](#)
Ullman, Sigrid [170](#)
United Nations Day [28](#)
University, AL [169](#)
Van Auken, Bullard, Mrs. [123](#)
Van Gelder, William R., Mrs. [31](#), [180](#), [182](#), [190](#)
Van Gelder, William R. [171](#), [179](#)
Vaughan, Erland [94](#)
Vickery, Katherine, Dr. [3](#), [175](#), [179](#)
Virkkunen, Aili, Miss [101](#), [105](#)
Vogel, Rudolf, Mrs. [95](#)
Wade, Keith [167](#)
Wagoner, Jane, Miss [102](#), [108](#)
Warner, H. D., Mrs. [178](#), [179](#), [180](#)
Warner, Mrs. [181](#)
Warren, Constance, Dr. [132](#)
Warren, Constance [236](#)
Warren, Mary [94](#)
Washington, DC [11](#), [90](#)
Wasson, Hugh, Mrs. [9](#)
Waterville, ME [91](#), [93](#), [185](#)
Watford, Duane [172](#)
Watford, W. H., Mrs. [169](#), [170](#), [171](#), [173](#)
Watkin, Virginia G. [256](#)
Watson, Mildred, Mrs. [189](#)
Watts, Nellie, Mrs. [102](#)
Weaver, Katherine [6](#)
Webb, Dorothy Hutchens, Miss [9](#)
Weber, Clara [94](#)
Weeks, Dorothy W., Dr. [270](#)
Wellhawn, Bertha, Miss [168](#)
Wetlaufer, C. P. [166](#)
Wheatley, Parker [102](#), [107](#), [108](#)
White, Addison, Mrs. [9](#)
White, Helen C., Dr. [211](#)
White, Maurice [21](#)
Wiginton, Dolli, Miss [9](#)
Wigley, J. D., Mrs. [3](#), [9](#)
Wilinsky, Harriet [249](#)
Williams, C. E. [180](#)
Willmann, Alfred, Mrs. [102](#)
Wilson, Etta J. [79](#)
Wilson, Olin H. [167](#)
Winkler, Charles H., Jr., Mrs. [14](#)
Winkler, Ruth, Mrs. [189](#)
Winslow, Graham T. [65](#)
Wolfe, W. D. [165](#)
Wood, Clair [94](#)
Wood, Helen [249](#)
Woods, Thalia, Mrs. [230](#)
Yerrinton, Margaret, Miss [119](#)
Young, V. T. [28](#)

Frances Cabaniss Roberts Collection

Preferred Citation: Frances Cabaniss Roberts Collection, Archives and Special Collections, M. Louis Salmon Library, University of Alabama in Huntsville, Huntsville, AL.

Collection Scope and Content: The Collection of 114 Linear ft. includes a total of 156 Archival Boxes. The Frances Cabaniss Roberts collection covers the historical records of the Cabaniss Roberts family. This collection contains extensive correspondence records of the Cabaniss Roberts family circa 1830 to 1930.

Archives/Special Collections Access Restrictions: None

Conditions Governing Use: This material may be protected under U. S. Copyright Law (Title 17, U.S. Code) which governs the making of photocopies or reproductions of copyrighted materials. You may use the digitized material for private study, scholarship, or research. Though the University of Alabama in Huntsville Archives and Special Collections has physical ownership of the material in its collections, in some cases we may not own the copyright to the material. It is the patron's obligation to determine and satisfy copyright restrictions when publishing or otherwise distributing materials found in our collections.

Provenance: Gift of Johanna Shields on October 28, 2006.



THE UNIVERSITY OF
ALABAMA IN HUNTSVILLE

**The UAH Archives and Special Collections
M. Louis Salmon Library**