

Subgroup 6
Series 6
1c.

April 22, 1941

Arthur K. R. R.

Mrs. Kermit Roosevelt
730 Fifth Avenue
New York, N. Y.

My dear Mrs. Roosevelt:

In the absence of President Ballard who has been away from the office for several weeks because of illness, I am acknowledging your letter of April 9.

for Biography

On behalf of President Ballard, I am accepting the invitation to become a member of the National Committee of College Presidents. As soon as President Ballard returns to the office he will write you, but in the meantime you are authorized to use his name on your committee list.

Very truly yours,

F. A. Gilfillan, Chairman
Administrative Council

730 Fifth Avenue

April 9, 1941

yes

Dear President Ballard:

Young men and women in America are feeling a deep and understanding sympathy for the suffering in England today. YOUNG AMERICA WANTS TO HELP is the division of the British War Relief Society, Incorporated, dealing with schools and colleges, enabling the youth of America to express this sympathy in concrete form by sending to Great Britain those things most needed for civilian relief.

In addition to our sponsors, we have a special college committee of five: John Stewart Bryan, William and Mary; Harold W. Dodds, Princeton; Rufus C. Harris, Tulane; Charles Seymour, Yale; and Roy Lyman Wilbur, Stanford. These men are keenly interested in the formation of college groups.

Will you, too, prove your interest in this vital work by becoming one of the National Committee of College Presidents which is now being formed? Your name and support will be invaluable to us, and will involve no obligation on your part beyond indicating your approval of our objectives.

Our purpose is to act as a central clearing house and coordinate the efforts of schools, colleges,

730 Fifth Avenue

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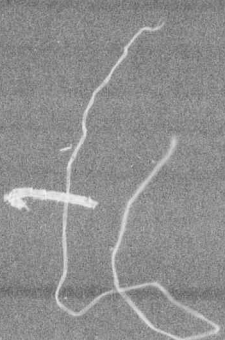
and groups of young people. On hearing from you I will have a member of the state committee confer with you, or whomever you may designate, in order to work out the most satisfactory method of raising funds.

I shall be most grateful for your co-operation and advice.

Sincerely yours,

Bur Roosevelt
Mrs. Kermit Roosevelt

P.S. Would you please telegraph or send an answer by air mail, as I am most anxious to get this committee together promptly.



HIGHER EDUCATION AND NATIONAL DEFENSE

Issued by
AMERICAN COUNCIL ON EDUCATION
Washington, D. C.

Bulletin No. 13

August 13, 1941

75 REPORT OF CONFERENCE OF COLLEGE AND UNIVERSITY PRESIDENTS AND REPRESENTATIVES OF NATIONAL DEFENSE AGENCIES OF GOVERNMENT July 30-31, 1941. Washington, D. C.

An invitational conference of 39 administrators representing 8 national college and university associations with representatives of governmental defense agencies was held at the Hotel Mayflower, Washington, D. C. on July 30 and 31, under the auspices of the Subcommittee on Military Affairs of the National Committee on Education and Defense.

Colleges and universities earnestly and sincerely seek to serve the national defense. They desire only that their extensive physical plant and equipment and highly skilled personnel shall be utilized to the fullest possible extent in the national interest. The basis for determining such service is a comprehensive understanding of defense needs, both military and non-military. Hence this conference was held, in which the first session, on Wednesday morning, was given to discussion with the following representatives of the Army and Navy:

Lt. Col. W. A. Burress	War Department, G 3
Lt. Col. R. M. Webster	War Department, Air Corps
Lt. Col. William R. Young	War Department, Morale Branch
Major Frederic L. Hayden	War Department, G 1
Major Eugene J. Howell	War Department, Morale Branch
Dr. Joseph W. Barker	Navy Department, Assistant Secretary's Office
Capt. Thomas Moran	Navy Department, Shore Establishments Division
Commander A. K. Doyle	Navy Department, Bureau of Aeronautics
Lt. Commander Burton Davis	Navy Department, Bureau of Navigation
Lt. R. F. Yager	Navy Department, Bureau of Ships
Mr. C. N. Smith	Navy Department, Bureau of Navigation
Brig. Gen. Lewis B. Hershey	Selective Service Headquarters, Director
Mr. Frederick Osborn	Joint Army and Navy Committee on Welfare and Recreation

The Wednesday afternoon meeting was devoted to discussion of the potential service of the colleges in the solution of personnel and training problems of non-military defense agencies. Participants were:

Mr. Paul V. McNutt	Federal Security Agency, Director
Dr. A. A. Potter	U. S. Office of Education, Consultant
Lt.Col. Frank J. McSherry	Office of Production Management, Director of Defense Training
Mr. Stacy May	Office of Production Management, Bureau of Research and Statistics
Mr. Arthur Flemming	Civil Service Commission, Commissioner
Mr. Henry F. Hubbard	Council of Personnel Administration
Dean R. Brimhall	Civil Aeronautics Administration, Director of Research
Mr. John P. Morris	Civil Aeronautics Administration, Asst. Director, Civilian Pilot Training Service
Mr. Emery Olson	Civil Service Commission

On Thursday morning the discussion was on civilian defense, and the following governmental representatives participated;

Mayor F. H. LaGuardia	Director of Civilian Defense
Mr. Charles P. Taft	Federal Security Agency, Office of Health, Welfare and Related Activities
Dr. James Conant	National Defense Research Committee

The following brief summary and analysis of the material presented by the various representatives of governmental agencies represents the consensus of judgment of the college and university delegates as to the most pertinent issues presented. As soon as possible a more detailed report of the entire proceedings will be published by the American Council on Education.

The representatives of education were deeply impressed by the striking presentation of the scope of the defense program and its potential effect upon all civilians and civilian agencies. For example, with an increase from \$30,000,000,000 in March 1941 to appropriations authorized or pending of \$61,000,000,000 on July 31, 1941, the demands for materials and personnel are staggering. Thirty million men will be employed at the peak of this expanded production program, whereas approximately 5,000,000 are now employed in defense industries. Sixty thousand college trained men will be needed by the army and 11,000 by the navy each year for flying schools alone. Seventeen million five hundred thousand dollars has been appropriated for short courses of college grade in training engineers, chemists, physicists, and production supervisors. Placement of over 500,000 persons in governmental service was made last year by the Civil Service Commission. These facts basic to the defense

program will necessarily influence the development of higher education.

However, it was increasingly apparent that all governmental agencies recognized that education as such is national defense; that it is of vital importance to maintain a continuous supply of men and women trained in mind and body; that the college, through more effective instruction and guidance, can make a most important and necessary contribution to national defense; and that governmental agencies favored "the continued operation of educational institutions with as little disruption as possible and have not attempted in any way to advocate or sponsor a reorienting of college courses."

The mechanization of military defense and the expansion of industry require increasing emphasis upon mathematics, science, and technical skills, but it was continuously emphasized that this should be accomplished without losing sight of the basic importance of a liberal education. "The needs of total defense require that the individual student maintain a balance between technical-scientific training and a knowledge and appreciation of basic social and economic life."

There is a very great need for men -- and an increasing need for women-- with specialized training. However, the army, navy, and other governmental units propose to turn specifically to various institutions to ask for such training rather than suggest that all institutions undertake special training themselves. In other words, colleges and universities should stand ready to respond to calls rather than each one undertake to equip itself to train many people along technical lines. It was pointed out that, although lists of technical skills now required could be provided, these would be of little value to colleges and universities, since conditions change so rapidly that the relationship between supply and demand cannot be maintained. It was suggested, however, that all students be urged to take one or more courses, perhaps on an extra-curricular basis, which will be of value in national defense.

This demand for trained personnel places a heavy responsibility upon colleges and universities to improve the guidance of students. Such guidance

should provide for the best long-time placement of the individual according to his aptitudes, but also should provide information on the best adaptation of the individual's abilities in the emergency efforts. It was recommended that the institutions prepare a roster of students, faculty, and alumni, classified in terms of areas in which each is prepared to render effective service, and be prepared to provide a list of such individuals to local or national industrial or governmental defense agencies. Conversely, colleges should keep their students and alumni informed of changing personnel needs in the defense training program.

The Engineering, Science, and Management Defense Training program of short courses has been expanded to include chemists, physicists, and production supervisors in fields essential to national defense. The last term has been broadly interpreted to include various types of management training in business and governmental administration offered in schools other than engineering. Although the program has been expanded for the coming year, it was emphasized that such courses are not a substitute for full professional training programs.

To assist in effective classification of students inducted into military service, colleges and universities were urged to prepare a brief statement of the interests, aptitudes and special abilities of each such student in order that he may personally present it to the appropriate classification officer at the time of the student's assignment to duties in the armed forces. (Further information will be given in a later issue of this Bulletin after consultation with War Department officials.)

College authorities were urged to discuss with local officials of the Office of Civilian Defense the means through which they could render the most effective service in their communities. (Courses in training police, fire, and medical protection personnel are available from Mayor LaGuardia's office in Washington. Massachusetts Institute of Technology is giving a special

course in factory and plant protection which might be duplicated by other technical institutions.) Similar conferences and for the same purpose should be held with local officials of the United Service Organizations in defense communities and with camp commanders. There will be many opportunities for service, but local needs will determine the degree of participation.

Many times throughout the conference, the need of building and maintaining morale was emphasized. Concrete suggestions included: (1) reorientation of social studies to face present problems ("We have tended to teach from the safe distance of historical past or predicted future, rather than from the living present."); (2) greater emphasis upon the responsibility of civilians for voluntary service and self-discipline; and (3) the establishment of forums among students and in the college communities to discuss current issues pertaining to democracy and the world scene.

The educational representatives urged governmental agencies (1) to maintain a high degree of flexibility in any national program (such as the Civilian Pilot Training activities) so that they may be adapted as far as possible to local institutions, and (2) to utilize all available personnel without regard to race, color, nation of birth, creed, or sex.

Raymond Walters, president of the University of Cincinnati, presented the results of a questionnaire survey regarding estimated enrollment during the next academic year. Four hundred sixty-nine approved colleges and universities responded, and 419 offered data on estimated numbers of new freshmen. More than one-half the institutions expected a smaller total enrollment, with estimates of the decrease varying widely. Less than one-third expected fewer freshmen. The summary of Dr. Walters' data is as follows:

Estimates of Full-time Students

<u>Types of Institutions</u>				<u>Geographical Distribution</u>			
	<u>Fewer</u>	<u>Same</u>	<u>More</u>		<u>Fewer</u>	<u>Same</u>	<u>More</u>
36 Universities, public	27	8	1	New England	15	16	3
				Middle Atlantic	30	35	11
38 Universities, private	27	11	0	East North Central	58	26	7
				West North Central	36	29	6
309 Colleges of Arts and Sciences	122	141	46	South Atlantic	21	34	18
				East South Central	23	16	4
37 Technological Institutions	14	15	8	West South Central	15	9	3
				Mountain	18	1	2
49 Teachers Colleges	46	3	0	Pacific	20	12	1
469 Totals	236	178	55				

On Thursday, July 31, four members of the Subcommittee on Military Affairs appeared before a Subcommittee of the Senate Military Affairs Committee to discuss the Langer bill (S.1504). This bill provides for an extension for one year of the provision of the original act which deferred induction of college students to the end of the academic year in which they were registered. The committee stated that many college and university persons felt very strongly that the provision which expired July 1, 1941 should be continued for another year. Although there is no present indication that the bill will be seriously considered, many Representatives and Senators have been impressed with the number of letters which they have received regarding the bill. As additional information is received, it will be reported in the Bulletin.

College and University Representatives at the Conference

American Association of Junior Colleges

Mabelle Blake, Bradford Junior College, Bradford, Massachusetts
A. G. Breidenstine, Hershey Junior College, Hershey, Pennsylvania
C. C. Colvert, Northeast Junior College, Monroe, Louisiana
J. C. Miller, Christian College, Columbia, Missouri
Richard P. Saunders, New London Junior College, New London, Connecticut
T. H. Wilson, Baltimore Junior College, Baltimore, Maryland

American Association of Teachers Colleges

H. A. Sprague, New Jersey State Teachers College, Upper Montclair, N. J.
Roscoe L. West, New Jersey State Teachers College, Trenton, N. J.

American Association of University Professors

William M. Hepburn, Associate Secretary, Washington, D. C.

Association of American Colleges

S. T. Arnold, Brown University, Providence, R. I.
Remsen D. Bird, Occidental College, Los Angeles, California
R. E. Clement, Atlanta University, Atlanta, Georgia
James B. Conant, Harvard University, Cambridge, Massachusetts
D. J. Cowling, Carleton College, Northfield, Minnesota
Charles E. Diehl, Southwestern, Memphis, Tennessee
Meta Glass, Sweet Briar College, Sweet Briar, Virginia
M. Johnson, Howard University, Washington, D. C.
M. E. Lapham, Tulane University, New Orleans, Louisiana
Mildred H. McAfee, Wellesley College, Wellesley, Massachusetts
William P. Tolley, Allegheny College, Meadville, Pennsylvania
Raymond Walters, University of Cincinnati, Cincinnati, Ohio
Samuel K. Wilson, Loyola University, Chicago, Illinois

Association of Land-Grant Colleges and Universities

R. B. H. Begg, Virginia Polytechnic Institute, Blacksburg, Virginia
H. C. Byrd, University of Maryland, College Park, Maryland
C. W. Creel, Asst. Secretary, Assoc. of Land-Grant Colleges and
Universities, Washington, D. C.

Walter Hulihan, University of Delaware, Newark, Delaware

Association of Urban Universities

Raymond Walters, University of Cincinnati, Cincinnati, Ohio

National Association of State Universities

A. C. Willard, University of Illinois, Urban, Illinois

National Catholic Educational Association

James E. Cummings, National Catholic Welfare Conference, Washington, D. C.
Rt. Rev. W. T. Dillon, St. Joseph's College for Women, Brooklyn, N. Y.
Rev. Raymond Kirsch, DeSales College, Toledo, Ohio
M. R. P. McGuire, Catholic University of America, Washington, D. C.
Rev. P. A. Roy, S.J., Loyola University, New Orleans, Louisiana

Others

H. W. Chase, Chairman, F. J. Brown, L. H. Dennis, and Guy E. Snavely, of
the Subcommittee on Military Affairs, Nat'l Com. on Education and Defense
D. J. Shank, American Council on Education, Washington, D. C.
Gould Wickey, Council of Church Boards of Education, Washington, D. C.
W. A. Lloyd, Assoc. of Land-Grant Colleges and Universities, Washington, D. C.

HIGHER EDUCATION AND NATIONAL DEFENSE

A Bulletin

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JAN 13 1942

NATIONAL COMMITTEE ON EDUCATION AND DEFENSE

Sponsored by AMERICAN COUNCIL ON EDUCATION and NATIONAL EDUCATION ASSOCIATION

744 Jackson Place, Northwest

1201 Sixteenth Street, Northwest

Washington, D. C.

January 8, 1942

75 National Defense
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JAN 14 1942
PRESIDENT'S OFFICE
OREGON STATE COLLEGE

To the Presidents of
Colleges and Universities:

The National Conference of College and University Presidents on Higher Education and the War, meeting in Baltimore, Maryland, on Saturday and Sunday, January 3 and 4, 1942, at the call of the National Committee on Education and Defense and the United States Office of Education, attracted the largest number of American college and university presidents ever to assemble in one place at one time. There were approximately 1,000 registered. They came from 46 states, one from Canada, and one from Puerto Rico.

The general sessions addressed by governmental and other leaders filled the large ballroom of the hotel to capacity. The ten conference sections were characterized by lively discussions of tentative resolutions which had been prepared in advance by the Committee on Military Affairs of the National Committee on Education and Defense, and the Divisional Committee on Higher Education of the United States Office of Education Wartime Commission.

The Resolutions discussed in the 10 section groups, revised by the Committee on Resolutions, and adopted by the Conference as a whole, are addressed directly to problems that press you for solution. We therefore decided to send these 16 resolutions to every college and university president in the United States immediately following the Conference. Attached are two copies for your use.

The printed proceedings of the Conference, including all addresses to the general sessions, will be issued as soon as possible and two copies sent free to each person who registered at the Conference. The registration fee covers that item. The proceedings will then be on sale at the offices of the American Council on Education, 744 Jackson Place, Washington, D. C. at a price of not more than \$1.00 each.

We bespeak careful study of these resolutions by you and your colleagues. They are meant to be helpful to you. College and university administrators formulated them, college and university administrators approved them. The resolutions will give to you and your institutional colleagues, we hope, a sense of companionship with all those in other institutions and in the federal government who are now working upon the problems that war brings to the campus.

For the National Committee on Education and Defense
Co-Chairmen

Willard E. Givens

Executive Secretary, National Education Association

George F. Zook

President, American Council on Education

For the United States Office of Education

John W. Studebaker

Commissioner

RESOLUTIONS AND RECOMMENDATIONS

adopted by the

NATIONAL CONFERENCE OF COLLEGE AND UNIVERSITY PRESIDENTS
ON HIGHER EDUCATION AND THE WAR

held in Baltimore, Maryland, January 3-4, 1942

under the sponsorship of the

Committee on Military Affairs
of the
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RESOLUTIONS AND RECOMMENDATIONS

The following resolutions and recommendations, presented to the National Conference of College and University Presidents on Higher Education and the War by the Committee on Resolutions, were adopted and approved at the afternoon session on Sunday, January 4, 1942. A preliminary draft of the resolutions had been approved before the conference by the Committee on Military Affairs of the National Committee on Education and Defense and the Divisional Committee on Higher Education of the United States Office of Education Wartime Commission.

The members of the Committee on Resolutions for the conference and the sectional meetings over which they presided for discussion of these resolutions and recommendations were:

Edward C. Elliott, President, Purdue University; Chairman

Donald J. Cowling, President, Carleton College; Chairman, Sectional Meeting of Coeducational Colleges with Enrollment of 600 or More.

Edmund E. Day, President, Cornell University; Chairman, Sectional Meeting of Privately Controlled Universities.

Fred Engelhardt, President, University of New Hampshire; Chairman, Sectional Meeting of Publicly Controlled Universities.

James M. Ewing, President, Copiah-Lincoln Junior College; Chairman, Sectional Meeting of Publicly Controlled Junior Colleges.

Meta Glass, President, Sweet Briar College; Chairman, Sectional Meeting of Women in College.

Henry T. Heald, President, Illinois Institute of Technology; Chairman, Sectional Meeting of Technical and Professional Institutions.

Charles W. Hunt, Principal, New York State Normal School, Oneonta; Chairman, Sectional Meeting of Teachers Colleges.

Tully C. Knoles, President, College of the Pacific; Chairman, Sectional Meeting of Coeducational Colleges with Enrollment under 600.

William Mather Lewis, President, Lafayette College; Chairman, Sectional Meeting of Colleges for Men.

James C. Miller, President, Christian College; Chairman, Sectional Meeting of Privately Controlled Junior Colleges.

Preamble

In the present supreme national crisis we pledge to the President of the United States, Commander-in-Chief of our nation, the total strength of our colleges and universities—our faculties, our students, our administrative organizations, and our physical facilities. The institutions of higher education of the United States are organized for action, and they offer their united power for decisive military victory, and for the ultimate and even more difficult task of establishing a just and lasting peace.

All the needs to win a total war cannot be accurately defined now. Nor can total present and future resources of trained man power be fully appraised. New areas of need and of potential service will develop as the months pass. We pledge our unstinted effort to meet these needs as they arise.

For the immediate and more effective prosecution of our varied tasks in the service of the nation, the National Conference of College and University Presidents proposes the following resolutions and makes the following recommendations:

A. Allocation of Total Man Power

The surest and quickest route to victory is the full, energetic, and planned use of all our resources and materials. Where shortages may develop, both efficiency and the principles of equality require that the government take steps in advance to allocate resources to meet total needs, with a fair distribution of sacrifice. This is at present being done with material such as rubber, aluminum, and tin. It is clear that productive man power is also an area in which critical shortages are already evident. Therefore, it is recommended that:

1. Institutions of higher education cooperate to the fullest extent with the National Resources Planning Board and other federal agencies responsible for surveys (a) to determine the immediate needs of man power and woman power for the essential branches of national service—military, industrial, and civilian, (b) to determine the available facilities of colleges and universities to prepare students to meet these needs, and (c) to appraise the ultimate needs in professional personnel for long-term conflict and for the post-war period, in order that a continuous and adequate supply of men and women trained in technical and

professional skills and in leadership to meet both immediate and long-range needs shall be maintained;

2. There be brought to the attention of the President the necessity of issuing a statement of national policy which will avoid competitive bidding for faculty and students by government agencies and by industry and will conserve adequate personnel on all levels of education to assure the effective instruction of youth and adults, in order to provide a continuous supply of trained men and women;
3. The United States Office of Education Wartime Commission be requested to study and develop appropriate plans for the solution of the problems of (a) how to meet the teacher shortage in elementary and secondary schools and the shortage of workers for community programs, and (b) how to supplement the training of present and potentially available teachers and other workers for new and changing responsibilities;
4. The United States Office of Education Wartime Commission offer its services for cooperation with the United States Department of Agriculture, the Executive Committee of the Association of Land-Grant Colleges and Universities, and the Conference of Negro Land-Grant Colleges to assure an adequate supply of county agents, 4-H club leaders, home demonstration agents, and other leaders in rural life.

B. Acceleration of Educational Programs

It is important to retain as far as practicable a degree of uniformity among colleges and universities in such matters as calendar changes and credits, while making adjustments in the interests of acceleration. Recognizing the increasing demand for men and women trained in technical skills and in professions essential to total war and the consequent need for preparing them for such service at the earliest possible time, and further recognizing that basic education should be completed prior to induction through Selective Service at the age of 20, we recommend that:

5. All institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction and such adjustments of curricula as may be consistent with national needs and with educational standards, and as may be possible with available resources.
6. Desirable acceleration of programs of higher education should be accomplished without lowering of established standards of admission to college.
- *7. An immediate study be made by the National Committee on Education and Defense and the United States Office of Education Wartime Commission of desirable articulation in the academic calendars of the secondary schools and the colleges to facilitate acceleration of total educational progress.

*Unanimously approved by the Resolutions Committee; inadvertently omitted from the final report to the conference.

The preliminary evidence indicates the possible need of financial assistance to higher educational institutions and to students in order to carry out comprehensive accelerated programs of study. It is therefore recommended that:

8. An immediate study be made by the National Committee on Education and Defense and the United States Office of Education Wartime Commission as to the needs for and bases of federal financial assistance to higher education (including junior colleges), for the duration of the emergency, in order that the training of students for national service may be accelerated.

C. Exchange of Information

Since it is of primary importance that there be the fullest possible clearance of information concerning proposals and practices relating to institutional adjustments during the war emergency, it is recommended that:

9. The National Committee on Education and Defense and the United States Office of Education Wartime Commission be requested to assemble and publish accounts of changes made by educational institutions in the interest of war service.

D. Credit for Military Service

In recognizing the significance of military service, some colleges and universities are adopting a policy of granting credit to students who leave college to serve with the armed forces. In order to establish some degree of uniformity of practice, it is recommended that:

10. Credit be awarded only to individuals, upon the completion of their service, who shall apply to the institution for this credit and who shall meet such tests as the institution may prescribe. In cases in which degrees are of distinct advantage to students in the service, it is recognized that some departure from this practice, on an individual basis, may be justified.

E. Health

Individual health is essential to national efficiency and to maximum war effort. Almost one million young men have been rejected for military service because of inability to meet minimum military standards of physical fitness. Therefore, it is recommended that:

11. All colleges and universities take such steps as will be necessary to bring each individual student to his highest possible level of physical fitness.

F. Military Service

The experiences of the United States in the last world war, and of England in the early months of the present conflict, offer abundant evidence that volunteer enlistment for military service is a threat to the total allocation of man power for its most effective utilization. In their eagerness to serve the nation, many of our most capable youth enter the armed forces despite the fact that they may now be serving or preparing to serve the nation in ways even more vital to total war and more in keeping with their training and ability. Therefore the Conference records its belief that:

12. The general application of the principle of selective service promises the most effective means for the placement of the individual in accordance with his capacity to serve national needs and with the least disturbance of basic social institutions.

The wartime health needs of our armed forces and of our civilian population and the inevitable post-war strains upon physical and mental health make it necessary to assure an ample number of adequately prepared candidates for admission to medical and dental schools. Therefore, be it resolved that:

13. The Selective Service System be requested to make adequate provisions for the deferment of bona fide premedical students in colleges whose tentative admission to an approved medical school has already been assured on the bases of the completion of not less than two years of college.
14. The Selective Service System be requested to make similar provisions for the deferment of bona fide predental students in colleges whose tentative admission to an approved dental school has already been assured on the basis of the completion of not less than two years of college.

The demand for trained and experienced chaplains in the armed forces, and the contribution of religion to the civilian morale of the nation, make desirable the maintenance of an adequate supply of candidates for the priesthood and the ministry. Therefore it is recommended that:

15. The Selective Service System be requested to make provision for the deferment of bona fide pretheological students in colleges or universities who have been approved by their appropriate ecclesiastical authority.

The increasing demand for highly trained men requires that selected students be permitted to continue their graduate study in such fields as are now or may be covered by directives for undergraduate students. Therefore, it is recommended that:

16. The Selective Service System be urged to issue a directive calling attention of state directors and local selective service boards to this need and the consequent necessity of providing occupational deferment for selected individuals pursuing graduate work.

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professional skills and in leadership to meet both immediate and long-range needs shall be maintained;

2. There be brought to the attention of the President the necessity of issuing a statement of national policy which will avoid competitive bidding for faculty and students by government agencies and by industry and will conserve adequate personnel on all levels of education to assure the effective instruction of youth and adults, in order to provide a continuous supply of trained men and women;
3. The United States Office of Education Wartime Commission be requested to study and develop appropriate plans for the solution of the problems of (a) how to meet the teacher shortage in elementary and secondary schools and the shortage of workers for community programs, and (b) how to supplement the training of present and potentially available teachers and other workers for new and changing responsibilities;
4. The United States Office of Education Wartime Commission offer its services for cooperation with the United States Department of Agriculture, the Executive Committee of the Association of Land-Grant Colleges and Universities, and the Conference of Negro Land-Grant Colleges to assure an adequate supply of county agents, 4-H club leaders, home demonstration agents, and other leaders in rural life.

B. Acceleration of Educational Programs

It is important to retain as far as practicable a degree of uniformity among colleges and universities in such matters as calendar changes and credits, while making adjustments in the interests of acceleration. Recognizing the increasing demand for men and women trained in technical skills and in professions essential to total war and the consequent need for preparing them for such service at the earliest possible time, and further recognizing that basic education should be completed prior to induction through Selective Service at the age of 20, we recommend that:

5. All institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction and such adjustments of curricula as may be consistent with national needs and with educational standards, and as may be possible with available resources.
6. Desirable acceleration of programs of higher education should be accomplished without lowering of established standards of admission to college.
- *7. An immediate study be made by the National Committee on Education and Defense and the United States Office of Education Wartime Commission of desirable articulation in the academic calendars of the secondary schools and the colleges to facilitate acceleration of total educational progress.

*Unanimously approved by the Resolutions Committee; inadvertently omitted from the final report to the conference.

The preliminary evidence indicates the possible need of financial assistance to higher educational institutions and to students in order to carry out comprehensive accelerated programs of study. It is therefore recommended that:

8. An immediate study be made by the National Committee on Education and Defense and the United States Office of Education Wartime Commission as to the needs for and bases of federal financial assistance to higher education (including junior colleges), for the duration of the emergency, in order that the training of students for national service may be accelerated.

C. Exchange of Information

Since it is of primary importance that there be the fullest possible clearance of information concerning proposals and practices relating to institutional adjustments during the war emergency, it is recommended that:

9. The National Committee on Education and Defense and the United States Office of Education Wartime Commission be requested to assemble and publish accounts of changes made by educational institutions in the interest of war service.

D. Credit for Military Service

In recognizing the significance of military service, some colleges and universities are adopting a policy of granting credit to students who leave college to serve with the armed forces. In order to establish some degree of uniformity of practice, it is recommended that:

10. Credit be awarded only to individuals, upon the completion of their service, who shall apply to the institution for this credit and who shall meet such tests as the institution may prescribe. In cases in which degrees are of distinct advantage to students in the service, it is recognized that some departure from this practice, on an individual basis, may be justified.

E. Health

Individual health is essential to national efficiency and to maximum war effort. Almost one million young men have been rejected for military service because of inability to meet minimum military standards of physical fitness. Therefore, it is recommended that:

11. All colleges and universities take such steps as will be necessary to bring each individual student to his highest possible level of physical fitness.

F. Military Service

The experiences of the United States in the last world war, and of England in the early months of the present conflict, offer abundant evidence that volunteer enlistment for military service is a threat to the total allocation of man power for its most effective utilization. In their eagerness to serve the nation, many of our most capable youth enter the armed forces despite the fact that they may now be serving or preparing to serve the nation in ways even more vital to total war and more in keeping with their training and ability. Therefore the Conference records its belief that:

12. The general application of the principle of selective service promises the most effective means for the placement of the individual in accordance with his capacity to serve national needs and with the least disturbance of basic social institutions.

The wartime health needs of our armed forces and of our civilian population and the inevitable post-war strains upon physical and mental health make it necessary to assure an ample number of adequately prepared candidates for admission to medical and dental schools. Therefore, be it resolved that:

13. The Selective Service System be requested to make adequate provisions for the deferment of bona fide premedical students in colleges whose tentative admission to an approved medical school has already been assured on the bases of the completion of not less than two years of college.
14. The Selective Service System be requested to make similar provisions for the deferment of bona fide predental students in colleges whose tentative admission to an approved dental school has already been assured on the basis of the completion of not less than two years of college.

The demand for trained and experienced chaplains in the armed forces, and the contribution of religion to the civilian morale of the nation, make desirable the maintenance of an adequate supply of candidates for the priesthood and the ministry. Therefore it is recommended that:

15. The Selective Service System be requested to make provision for the deferment of bona fide pretheological students in colleges or universities who have been approved by their appropriate ecclesiastical authority.

The increasing demand for highly trained men requires that selected students be permitted to continue their graduate study in such fields as are now or may be covered by directives for undergraduate students. Therefore, it is recommended that:

16. The Selective Service System be urged to issue a directive calling attention of state directors and local selective service boards to this need and the consequent necessity of providing occupational deferment for selected individuals pursuing graduate work.

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