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Paschall, M

8055 86B Box 33

Box 33
Folder 34

Mrs. Hattie S. Haskins

College of William and Mary
Williamsburg, Virginia

December 22, 1954



Mrs. Hattie S. Haskins
703 New York Avenue
Hampton, Virginia

Dear Mrs. Haskins:

Your recent letter addressed to the Registrar has been referred to this office for a reply.

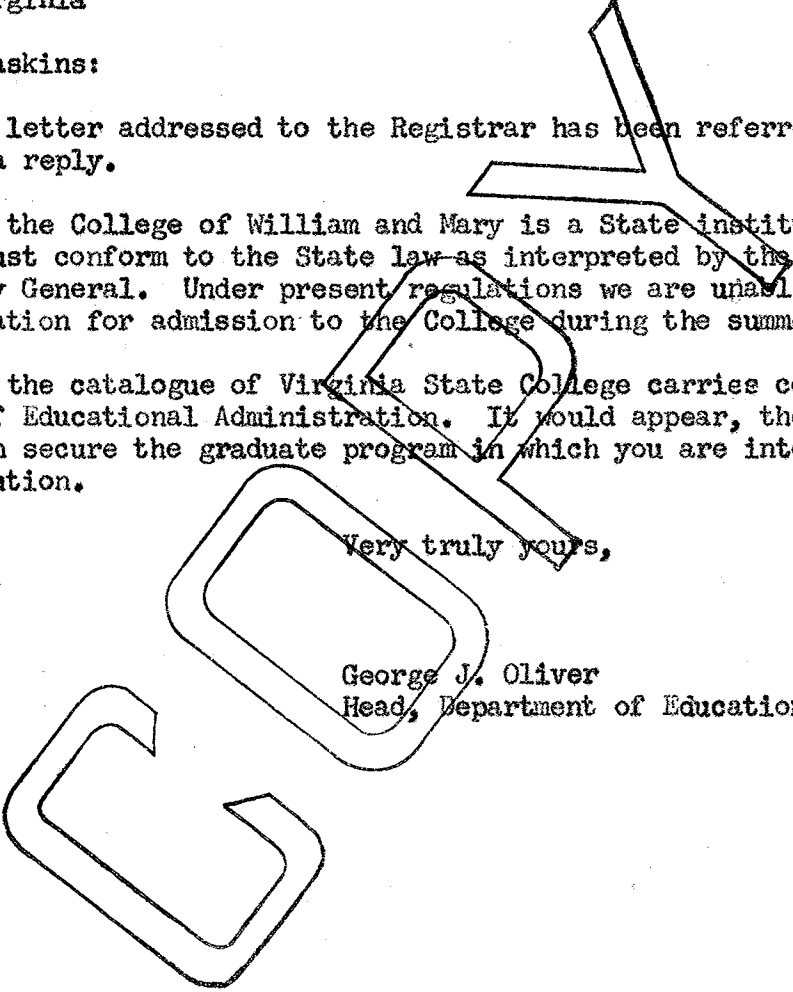
As you know the College of William and Mary is a State institution, therefore must conform to the State law as interpreted by the Governor and Attorney General. Under present regulations we are unable to accept your application for admission to the College during the summer.

I note that the catalogue of Virginia State College carries courses in the field of Educational Administration. It would appear, therefore, that you can secure the graduate program in which you are interested at that institution.

Very truly yours,

George J. Oliver
Head, Department of Education

O:ww



Negro Education

College of William and Mary
Williamsburg, Virginia

AOZ

May 19, 1955

Mr. R. E. Brann
Superintendent of Schools
Lancaster & Northumberland Counties
Heathsville, Virginia

Dear Mr. Brann:

We shall not be able under the present State regulations to register your Negro school supervisor in the proposed workshop on the Teaching of Science. If, however, it is agreeable to you and to the members of the workshop there will be no objection to her attending as a visitor such sessions of the workshop as she may desire. For this type of attendance there would, of course, be no charge.

I hope the plans for the workshop are progressing nicely and if there is anything we can do to further them let us know.

With best wishes, I am

Sincerely yours,

George J. Oliver
Head, Department of Education
Director of Extension

O:W

COPIED

COLLEGE OF WILLIAM AND MARY
INTERDEPARTMENTAL COMMUNICATION

From Kenneth Cleeton
Director, Summer Session

Date May 23, 1955

To President Chandler

SUBJECT:

If this letter to Floyd Stokes, Jr. (Negro) is satisfactory
I shall mail it out today.

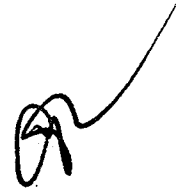
Attached herewith is the folder on Mr. Stokes.

KC/dz

Kent (dz)

*President
Chandler*

copy



King William, Virginia
May 24, 1955

College of William and Mary
Williamsburg, Virginia

Gentlemen:

I have several teachers in the system of King William-King and Queen who are interested in attending some workshop there at the College this summer. These teachers are colored.

I shall be very glad if you would give to me the latest releases on this issue.

Sincerely,

Mrs. Edna H. White

College of William and Mary
Williamsburg, Virginia

*President
Chandler*

June 1, 1955

Mrs. Edna H. White
King William,
Virginia

Dear Mrs. White:

The College of William and Mary is a state institution of the Commonwealth of Virginia and complies with all state laws, regulations and so forth, therefore, we may not enroll negroes except as provided for under statutes of the Commonwealth.

With all best wishes, I am

Sincerely yours,

KC/dz

Kenneth Cleeton
Director, Summer Session

COPIES

Neqns Educat

College of William and Mary
Williamsburg, Virginia

*President
Chandler*

May 31, 1955



Mr. Floyd H. Stokes, Jr.
Hayes,
Virginia

Dear Mr. Stokes:

Enclosed herewith is your \$5.00 money order for the 1955
Summer Session application fee.

With all best wishes, I am

Sincerely yours,

KC/dz

Kenneth Cleeton
Director, Summer Session

COOPY

Magna Education

College of William and Mary
Williamsburg, Virginia

*President
Chandler*

June 1, 1955

Mrs. Oris C. Amos
714 Fayette Street
Martinsville, Virginia

Dear Mrs. Amos:

We are returning herewith your check for \$5.00 which accompanied your application for admission to the College of William and Mary Summer Session for 1955.

With all best wishes, I am

Sincerely yours,

KC/dz

Kenneth Cleeton
Director, Summer Session

COPY

Negro Education

College of William and Mary
Williamsburg, Virginia

June 1, 1955

Miss Dorothy Mae Hicks
2507 Orcutt Avenue
Newport News, Virginia

Dear Miss Hicks:

This is to acknowledge receipt of your application for admission to graduate study in Education at the College of William and Mary.

As you know the College of William and Mary is a State institution, therefore, we must conform to State law, regulations, and pertinent official rulings. In view of the fact, therefore, that the graduate program of the type in which you are interested is offered at Virginia State College we are unable to accept your application. I am returning herewith the transcript which you sent.

I hope that our inability to accord your application favorable consideration will not result in serious inconvenience to you.

Very truly yours,

George J. Oliver
Head, Department of Education

O:w
enc.

ALVIN DUKE CHANDLER, President
COLLEGE OF WILLIAM AND MARY

Sincerely,

With all good wishes, I am

knowing the volume of business which your office is called upon to handle, we have in the past refrained from referring to you such matters so far as possible in this case, however, we feel that your advice is essential. We shall greatly appreciate it if we may have a reply at your early convenience.

The enclosed materials fully state the reasons of the applicant for applying and in light of present conditions we feel the need for advice from your office as to the method of proceeding in this case.

We have been handling such applications heretofore on the assumption that the College of William and Mary is not permitted to admit the applicant if the program of study, or equivalent, or the degree desired, or the equivalent, is available at Virginia State College. On that basis Negro applicants have not been accepted except one man in the School of Law and one man in a graduate program in physical and health education, neither of which programs is available at Virginia State College.

I am enclosing herewith copies of the application for admission to graduate study in Education at the College of William and Mary submitted by Mrs. William J. Carter, Negro, and correspondence in connection therewith. The transcript of her undergraduate work which accompanied the application indicates that she qualifies in the matter of grade average requirements. The program which is indicated on the application as the "field of major interest in graduate work", namely, "Guidance and Personnel", and the alternate, "Supervision of Instruction" are both offered at Virginia State College in Petersburg.

Dear Judge Almond:

The Honorable J. Lindsay Almond
Attorney-General
State of Virginia
Richmond, Virginia

June 8, 1955

COLLEGE OF WILLIAM AND MARY

Williamsburg, Virginia
May 1, 1955

APPLICATION FOR ADMISSION TO GRADUATE STUDY
September, 1955

Please check the degree in which you are interested.

1. Date of application March Johnson Carter Master of Arts
2. Date of proposed entrance Gloucester, Virginia Master of Education
3. Signature _____
(First Name) 1011 W. Nevada (Middle Name) Street, Philadelphia (Institution) 33, Pa.
4. Home address Gloucester, Va. (Street) _____ (City) _____ (State) Feb. 23, 1909
5. Present address, if different Baptist Married
6. Place of birth None 7. Date of birth Good
8. Religious Denomination Teacher in Phila. Schools - Elementary 9. Married or single _____
10. Physical disabilities, if any " " " " 11. State of health _____
12. Your present occupation _____
13. Other positions you have held Phila. High School for Girls Feb. '23 - Feb. '27

14. Summary of educational record:

- A. Preparatory School Phila. Normal School Feb. '27 - '29 Dates _____
Univ. of Penna. College Collateral Courses in Evening School
- B. College or University (undergraduate) Rutgers Univ. - Summer Workshop in Human Relations
Temple University (Eve.) 1949-1951 B.S. in Education
(Institution) (Dates) (Degrees)

- C. College or University (graduate): Temple Univ. (Evening) Sept. '54 - June '55
(Institution) (Dates) (Degrees)
Elementary Education

15. Field or department of undergraduate major: { Guidance and Personnel
or
{ Supervision of Instruction
16. Field of major interest in graduate work: _____

17. Indicate, if you are prepared to do so, any preference as to specialization within the major field: _____
18. Indicate, if possible, the general average of your academic rating as an undergraduate, or your class standing Better than B
19. What prizes or scholarships or fellowships, if any, have been awarded to you?

20. Transcripts of academic record ~~have been sent~~ accompanies this application
~~will be sent~~

NOTE: A small photograph shall accompany this application.

PASTE PHOTOGRAPH HERE

(DO NOT FILL IN)

Transcript filed _____

Action on application _____

Remarks: _____

(Applicant does not write below this line)

Basis for Admission

1. _____

2. _____

Approved, Head Major Department

Approved, Degrees Committee

Date _____

Date _____

June 1, 1955

Mrs. Miriam Johnson Carter
1041 West Nevada Street
Philadelphia 33, Pennsylvania

Dear Mrs. Carter:

This is to acknowledge receipt of your application for admission to graduate study in Education at the College of William and Mary.

As you know the College of William and Mary is a State institution, therefore, we must conform to State law, regulations, and pertinent official rulings. In view of the fact, therefore, that the graduate program of the type in which you are interested is offered at Virginia State College we are unable to accept your application. I am returning herewith the transcript which you sent.

I hope that our inability to accord your application favorable consideration will not result in serious inconvenience to you.

Very truly yours,

George J. Oliver
Head, Department of Education

Osw
enc.

1041 W. Nevada Street, Phila. 33, Penna.

June 6, 1955

College of William and Mary

Department of Education

Mr. George J. Oliver

My dear sir:

Your letter of June 1, returning my transcript and stating that you are unable to favor my application for graduate study in Education at the College of William and Mary, does result in very serious inconvenience to me.

I shall be on sabbatical leave for study next year from my position as teacher here in the public schools of Philadelphia, and hence must live and defray costs of education from my half-salary. Since my home is in Gloucester, Virginia (where my husband is a business man) I could find it within my budget to live at home and commute daily to William and Mary, and at the same time give proper attention to my school-age two sons. These things I could not afford, and could not do if I attended Virginia State College.

In view of the fact that The Supreme Court of The United States of America handed down a very important decree pertinent to this kind of problem, may I ask that my application be given further consideration.

Very sincerely yours,

/s/ Mrs. Miriam J. Carter

1041 W. Nevada Street, Phila, 33, Penna.,

June 6, 1955.

Mr. Alvin D. Chandler
Pres. of the College of William and Mary
Williamsburg, Virginia

My dear sir,

I have just received and answered a letter from Mr. George J. Oliver, Department of Education, in which I asked further consideration of my application for admission to the graduate school of Education. The letter of June 1 from Mr. Oliver returned my transcript and refused to accept my application, recommending that I pursue the courses at Virginia State College.

Because I am a resident of Gloucester (my husband is a business man there), and because I shall be next year on sabbatical leave for study with half-salary, attending classes ^{there} would be much more expensive. If I could be admitted to William and Mary I could commute daily, live at home, and give some attention to my teen-age two sons.

I ask further consideration because I think that the decision on public education handed down by the Supreme Court of the United States of America, to say nothing of decisions⁴¹ relating to institutions of higher learning in very recent months, has great bearing on matters of this kind.

My primary interest in any study is that I may become a better creative writer. I am working right now on several short stories, locale Tidewater, Virginia, and a novel. The board of education merely stipulates that I must gain twenty semester hours at an ac-

credited institution, so I am free to study in any field I wish.

I did write to you this time last year asking if William and Mary was preparing any ^{Human Relations} courses that would aid in the integration process, because I thought I could profit, considering my ambitions in Creative Writing, and at the same time make myself a more understanding educator.

Would it be in order if I ask, in this letter, that you advise me, since you are one of the sponsors of The Institute Of Early American History and Culture, if I could study or work with this effort as I have had much experience in classroom teaching and could learn and contribute much, eventually, in a scholarly way.

As I have been in touch with your university about a year, trying to get ready to study close to my home next year, I am put to great inconvenience by the refusal to accord my application favorable consideration.

I would greatly appreciate your giving these matters your kindest consideration.

Very sincerely yours,

(Mrs.) Marjorie Carter.

Neg. 12
2 d. u. c.

cc: Mr. Kenneth C. Patty (nso)
Office of the Attorney General of Virginia
Dr. Kenneth H. Cleeton
Dr. George J. Oliver

June 16, 1955

Mrs. Miriam J. Carter
1041 W. Nevada Street
Philadelphia 33, Pennsylvania

Dear Mrs. Carter:

This is to acknowledge receipt of your letter of June 6, 1955 in connection with your application for the College of William and Mary in Virginia.

As Dr. Oliver stated in his letter to you, the College of William and Mary is an instrument of the State of Virginia, operating under the laws of the State and the policies of the Board of Visitors. In view of the fact that studies are now being made in the State of Virginia in regard to the recent rulings of the Supreme Court of the United States, it will be necessary for the College to re-examine its admission policies when those studies have been completed and certain decisions reached. In view of this situation no definite decision can be reached at this time with regard to your application.

In regard to the Institute of Early American History and Culture, which is a joint venture of Colonial Williamsburg and the College of William and Mary, it will be necessary for you to make any application for work which you may have in mind to the Director of the Institute of Early American History and Culture, since he is the executive administrative head of this organization, an organization which is directed by a separate Council, with authority to act in connection with appointments and policies.

Yours very truly,

A. D. Chandler
President

Negro Education

College of William and Mary
Williamsburg, Virginia

June 14, 1954

Mrs. Miriam J. Carter
1041 W. Nevada Street
Philadelphia 33, Pennsylvania

Dear Mrs. Carter:

Your letter of June 3rd was referred to me by President Chandler of the College of William and Mary. Any delay in answering your inquiry is my fault, but I wanted to discuss the material of your letter with Dr. George J. Oliver who is Head of the Department of Education.

As you know, the matter of integrating schools in Virginia is a very complex problem and one that demands careful study and this is being done by the Governor and the State Board of Education and other Commonwealth Agencies. We here at the College will do everything in our power to cooperate with these Agencies to fulfill the letter and the spirit of the Supreme Court's directive. We shall not offer this summer the specific kind of courses you asked about, namely, on problems of desegregating schools and on human relations (I understand this to mean "race relations").

Sincerely yours,

Kenneth Cleeton
Director, Summer Session

KC:ww
cc: President Chandler

MEMORANDUM FOR FILE

June 14, 1955

This morning I talked to Mr. Kenneth C. Patty, one of the assistants to the Attorney General of Virginia, in regard to the application of Mrs. Miriam J. Carter, dated June 6, 1955.

Mr. Patty stated that he would not reply to my letter in connection with the ruling on the application of Miriam J. Carter, but accepted the solution that such matters had to be referred to the Board of Visitors as a matter of policy, in view of the fact that it is the policy of the State of Virginia to refer applicants to the Virginia State College who are qualified for that college.

It was agreed that I would write her a letter, stating that in compliance with the laws of Virginia and with the policies of the College of William and Mary, that we were unable to admit her to the College, and that policies, decisions, and considerations in her particular case would have to be taken into full consideration, and that her letter of June 6, 1955 did not give us sufficient time to review the problem in the light of her total qualifications and the law of the State.

Negoo Edman

MEMORANDUM FOR FILE

June 16, 1955

Four o'clock on June 16, 1955, I called Mr. Patty of the Attorney General's office, State of Virginia, and read a letter addressed to Mrs. Miriam J. Carter, 1041 W. Nevada Street, Philadelphia 33, Pennsylvania, in regard to her admission to the case of William and Mary. Mr. Patty said this letter was entirely satisfactory. I informed him that I felt that there was the possibility of a suit brewing in this case, and that we desired the advice of the Attorney General in regard to the matter. In view of the fact that Mr. Patty stated that the letter is entirely satisfactory, it will be sent to Mrs. Carter.

Wagner Educ.

cc: President Chandler
Oliver

6, 1955

Miriam J. Carter
1 W. Nevada Street
Philadelphia 33, Pennsylvania

Dear Mrs. Carter:

This is to acknowledge your letter of June 11, 1955.

This letter and your previous letters to Professor
Oliver and President Chandler are receiving careful consi-
deration by the College. President Chandler will write to
you concerning the matter in the near future.

Very sincerely yours,

Charles F. Marsh
Dean of the Faculty

CFM:an

*Neqng Educational**A*

17 June 1955

Mrs. Miriam Carter
1041 West Nevada Street
Philadelphia, Pennsylvania

My Dear Mrs. Carter:

Mr. L. H. Butterfield, who is no longer with the Institute, has forwarded to me your letter of June 6 for reply.

I beg to inform you that the Institute of Early American History and Culture, sponsored by the College of William and Mary and Colonial Williamsburg is a research organization with a small staff of historians engaged in various projects looking toward publication in the field of American history down to about 1815. Since we operate on the post-doctoral level, we have no students under our supervision and we have made it a point not to get involved in responsibilities which belong more properly to graduate schools or colleges and universities. Therefore we have no students or other persons in a comparable position associated with our staff. While we advise numerous historians and other scholars on their historical problems, such activities are carried on in the usual informal manner by correspondence or conferences.

You are to be congratulated on having a sabbatical leave from the public school system of Philadelphia and I hope that you can find some means of making the most of your year which you plan to spend in Virginia. As you well see, the nature of the Institute is such that we cannot be of any direct help to you in the manner suggested in your letter.

Sincerely yours,

Lester J. Cappon
Director

cc: President Chandler
College
(nso)

June 30, 1955

Dr. J. L. McHugh, Director
The Virginia Fisheries Laboratory
Gloucester Point, Virginia

Dear Dr. McHugh:

This is to acknowledge your letter of June 21st, the attached correspondence and completed application form in connection with the application of Mrs. Miriam J. Carter for admission to the graduate program at the Fisheries Laboratory.

After careful consideration of the materials, including the unofficial transcript from Temple University which she sent to you, two things become clear. The first is that Mrs. Carter is well qualified as regards her grades. The second is that she does not at all have the background of courses in Biology, Chemistry, Physics and Mathematics which you list on your statement entitled "Required Background for Graduate Students in Aquatic Biology at the College of William and Mary". As I study her transcript and her letter it appears that she has only Elementary Botany of all the courses that are listed in the program. In addition, you will note that she has only six hours of General Inorganic Chemistry in contrast to the usual eight or ten hours taken at most institutions. Her three semester hours of general introductory science and two semester hours of Human Geography scarcely offset the deficiencies in the various advanced courses in Biology and Chemistry and the basic courses in Physics and Mathematics which you list as "required college subjects". I also note from your statement that you generally discourage students who would require more than one or two courses on the Williamsburg campus.

It appears, therefore, that students with as limited a background in your required subjects would not ordinarily be admitted to graduate study at the Laboratory, regardless of race. Accordingly, I see no way in which the Committee on Graduate Studies could approve admission to your graduate program in Aquatic Biology of Mrs. Miriam J. Carter. I am returning herewith your file on Mrs. Carter.

With best wishes, I am

Cordially yours,

✓ CFMian
cc: President Chandler
Encls:

Charles F. Marsh
Dean of the Faculty

Gloucester, Virginia,
P. O. Box 383,
August 1, 1955.

College of William and Mary
Office of the President
Mr. Alvin Duke Chandler

Dear sir:

Thank you for your letter of June 16.

May I ask that you advise me here in Virginia when I may have a conference with you, Mr. Charles F. Marsh or any proper officer of instruction concerning the possibility of admitting me to the college as a graduate student in Education at you earliest convenience.

My sabbatical year for study begins Sept. 1955 so I am eager to know that I can study at William and Mary. I do appreciate the consideration already given my letters of application and regret that it is necessary for me to ask further consideration.

Very sincerely yours,
(Mrs) Miriam J. Carter.

August 2, 1955

Mrs. Miriam J. Carter
P. O. Box 333
Gloucester, Virginia

Dear Mrs. Carter:

I am writing to acknowledge your letter of August 1st to President Chandler.

Since he is now on vacation from the College, it will not be possible to take any action on your application until he has returned. I shall call his attention to your letter as soon as he does return.

Very sincerely yours,

Charles F. Marsh
Dean of the Faculty

CFM:an

✓ cc: President Chandler

Please see me
with Dr. Oliver
or

C O P Y

Gloucester, Virginia
P. O. Box 333

August 1, 1955

College of William and Mary
Office of the President

Mr. Alvin Duke Chandler

Dear Sir:

Thank you for your letter of June 16.

May I ask that you advise me here in Virginia when I may have a conference with you, Mr. Charles F. Marsh or any proper officer of instruction concerning the possibility of admitting me to the college as a graduate student in Education at your earliest convenience.

My sabbatical year for study begins Sept. 1955 so I am eager to know that I can study at William and Mary. I do appreciate the consideration already given my letters of application and regret that it is necessary for me to ask further consideration.

Very sincerely yours,

(Mrs.) Miriam J. Carter

President Chandler

August 31, 1955

Dean Marsh

Letter to Mrs. Miriam J. Carter

I am attaching a letter to Mrs. Miriam J. Carter
for your comment. If it meets with your approval, will
you please initial the yellow copy.

A. D. Chandler
President

ADC/J

cc: Mr. Kenneth C. Patty, Office of the Attorney General
of Virginia (nso)

Dr. Charles F. Marsh
Dr. George J. Oliver

August 31, 1955

Mrs. Miriam J. Carter
P. O. Box 333
Gloucester, Virginia

Dear Mrs. Carter:

This refers to your letter of August 1, 1955 addressed to the President of the College, the letter of Dr. Charles F. Marsh of August 2, 1955 addressed to you, and the letter of Dr. George J. Oliver, head of the Department of Education, dated June 15, 1955 addressed to you.

Dr. Oliver in his letter of June 15, 1955, addressed to you in Philadelphia, stated:

"As you doubtless know a commission appointed by the Governor of Virginia is at present studying the matter of State policy in relation to the decision of the Supreme Court. Until the State policy is established, therefore, we are unable at this time to give you final decision with regard to your application. The College of William and Mary is a State institution and its admission policies must conform to the general State regulations. As soon as these regulations are known we shall be able to give you a decision."

Since Dr. Oliver communicated this information to you there has been no change of policy in regard to institutions of higher learning in the State of Virginia. It is my understanding that the program of education which you desire is offered at Virginia State College in Petersburg. Dr. Marsh informs me that he will be available to see you after Wednesday, August 31, 1955, and to advise with you on any matters which you may desire to discuss with him.

Yours very truly,

A. D. Chandler
President

AMC/J

Negro Education

College of William and Mary
Williamsburg, Virginia

President Chandler

am

June 16, 1955

Miss Barbara Blayton
Route 2, Box 230-A
Williamsburg, Virginia

Dear Miss Blayton:

The College of William and Mary is a state-supported institution of the Commonwealth of Virginia which complies with all its laws, rules and regulations.

We may not enroll Negroes except as provided for under the statutes of the Commonwealth. The program for which you applied is offered at Virginia State College.

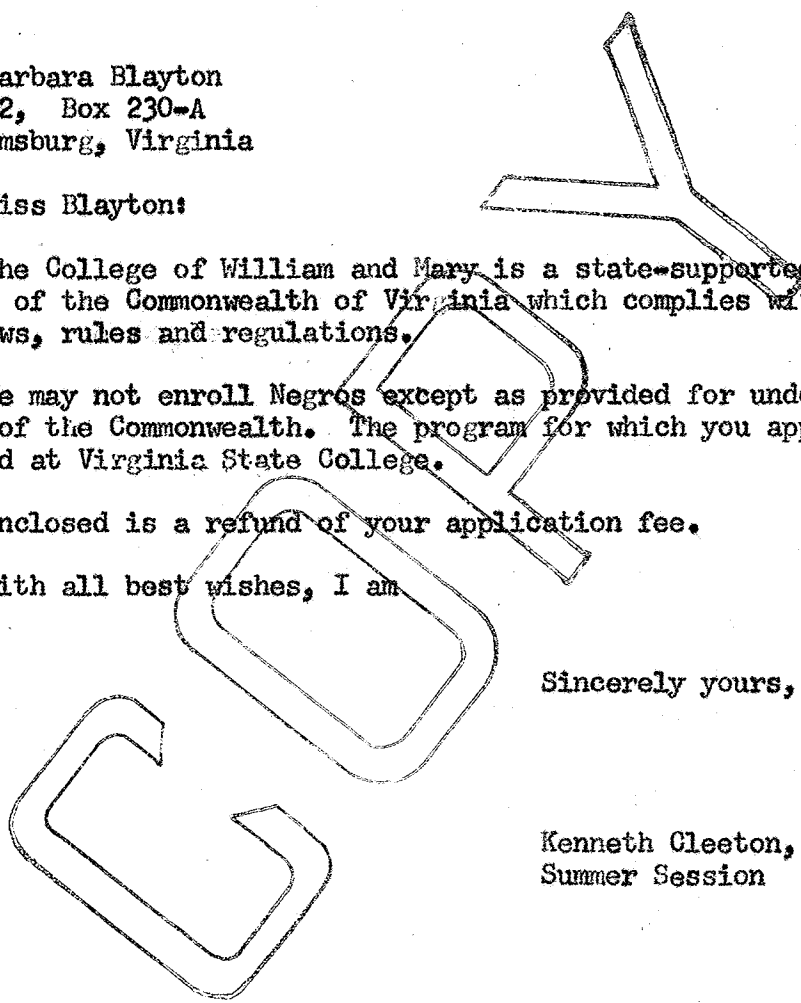
Enclosed is a refund of your application fee.

With all best wishes, I am

Sincerely yours,

Kenneth Cleeton, Director
Summer Session

KC:dz



N. A. A. C. P. LEGAL DEFENSE AND EDUCATIONAL FUND, INC.

107 West 43rd Street, New York 36, N. Y.

JUDSON 6-8397

ARTHUR B. SPINGARN
President
HON. HUBERT T. DELANY
ELEANOR ROOSEVELT
DR. CHANNING H. TOBIAS
Vice-Presidents
WALTER WHITE
Secretary
ROY WILKINS
Assistant Secretary
ALLAN KNIGHT CHALMERS
Treasurer

Executive Officers
THURGOOD MARSHALL
Director and Counsel
ROBERT L. CARTER
JACK GREENBERG
CONSTANCE B. MOTLEY
Assistant Counsel
ARNOLD deMILLE
Public Relations

June 17, 1955

The President
William and Mary College
Williamsburg, Virginia

Dear Sir:

The United States Supreme Court on May 31, 1955 issued a decree implementing its historic decision of May 17, 1954 which declared that segregation per se in public education was unconstitutional. In the overwhelming majority of American communities it can be expected that compliance without legal action will follow.

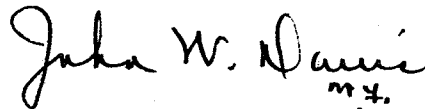
Prior to May 31st, programs for desegregating public schools had been initiated voluntarily in many communities formerly requiring racially segregated public schools. We anticipate that the recent implementation decree will result in a rapid desegregation of public schools in other communities.

The educational and broad social implications of the May 17, 1954 decision are of increasing importance to parents, educators, community leaders and the general public. Some colleges and universities have undertaken to disseminate information and understanding of the implications of the May 17, 1954 decision and the May 31, 1955 decree by providing opportunities for study, discussion and exchange of experiences. This summer, for example, a few institutions of higher learning are offering workshops, institutes, seminars, discussion programs and courses in methods, problems and techniques of community desegregation and integration. Some of these programs have been prepared for special interest groups, teachers, school administrators, law enforcement officers, and interested individuals.

We believe that such educational offerings are of vital importance. For already this organization has expanded its services to include a committee of psychologists, sociologists, and educators whose function is to aid communities in their efforts to effectuate transition from segregated to non-segregated schools.

It will be helpful to us to know whether any laboratory or discussion programs or courses dealing with desegregation processes are being offered or planned in your college or university. On this point, please let me hear from you.

Sincerely yours,

A handwritten signature in cursive script that reads "John W. Davis" with "N.Y." written in smaller letters below the name.

John W. Davis
Special Director
Department of Teacher Information
and Security

JWD/mf

Negro Education

June 25, 1955

Mr. John W. Davis
N.A.A.C.P. Legal Defense and Educational Fund, Inc.
107 West 43rd Street
New York 36, New York

Dear Sir:

In reply to your letter of June 17, 1955,
I wish to advise you that the College of William
and Mary is not offering at this time any programs
or courses dealing with desegregation processes,
and no such courses are contemplated by the College
at any time in the near future.

Yours very truly,

A. D. Chandler
President

CFM
6/30/55

President Chandler

Negro Education

College of William and Mary

Williamsburg, Virginia

June 18, 1955

Miss Wilhelmina Zenobin Wales
427 Nichol森 Street
Williamsburg, Virginia

Dear Miss Wales:

The College of William and Mary is a state-supported institution of the Commonwealth of Virginia which complies with all its laws, rules and regulations.

We may not enroll (Negros) except as provided for under the statutes of the Commonwealth. The program for which you applied is offered at Virginia State College.

Enclosed is a refund of your application fee.

With all best wishes, I am

Sincerely yours,

Kenneth Cleeton, Director
Summer Session

KC: jh

*Mr Cleeton
For your info
and return*

*Heath,
will
spell it
correctly
hereafter
Ken*

COPIES

Negro Education

June 26, 1955

Dr. Robert P. Daniel, President
Virginia State College
Petersburg, Virginia

Dear Dr. Daniel:

In connection with our telephone conversation this morning, I am enclosing herewith a copy of a letter which is addressed to Mrs. Hattie Siddle Haskins with reference to her application for work at the College of William and Mary. I believe it is self-explanatory.

Most sincerely,

A. D. Chandler
President

ADC/S
Enc.

Allego Educ. Fund

June 28, 1955

Mr. Kenneth C. Patty
Office of the Attorney General
Commonwealth of Virginia
Richmond, Virginia

Dear Mr. Patty:

I am enclosing herewith a copy of a letter in connection with Mrs. Hattie Siddle Haskins which I thought might be of interest to you.

Most sincerely,

A. D. Chandler
President

ADC/J
Enc.

Negon Education

June 28, 1955

File
OR

Mrs. Hattie Sidde Haskins
703 New York Avenue
Hampton, Virginia

Dear Mrs. Haskins:

Since talking with you yesterday, I have given further consideration to your application for admission to graduate study in Education at the College of William and Mary.

I note from your application that you are interested in graduate study in the general area of child development with special interest in teaching in the elementary school. Our summer school office advises me that the course in child development listed in the 1955 summer school catalogue did not materialize for lack of enrollment. An examination of the catalogue of Virginia State College indicates that courses similar to the one referred to and other graduate courses in the field of elementary education leading to the Master's degree are offered at that institution. Further, a check with the State Department of Education substantiates the assumption that Virginia State College offers an adequate graduate program in elementary education.

In light of these conditions and in consideration of the recently announced state policy, with which the College of William and Mary as a state institution must conform, we are unable to accept your application for admission to graduate study at this time.

Very truly yours,

George J. Oliver, Head
Department of Education

GJO:an

Told by Dr. Oliver 7/1/55

Negro Education

*Mr Oliver
Info
Returns
on*

Commonwealth of Virginia



J. LINDSAY ALMOND, JR.
ATTORNEY GENERAL

OFFICE OF THE ATTORNEY GENERAL
RICHMOND

File

G. STANLEY CLARKE
D. GARDINER TYLER
KENNETH C. PATTY
THOMAS M. MILLER
FRANCIS C. LEE
CLARENCE F. HICKS
J. ELDRED HILL, JR.
ROBERT D. McILWAINE, III
ASSISTANTS

June 30, 1955

Dr. A. D. Chandler, President
College of William and Mary
Williamsburg, Virginia

Dear Dr. Chandler:

I acknowledge with thanks your letter of
June 28, 1955, enclosing copy of the letter written
by Mr. George J. Oliver, Head, Department of Education,
to Mrs. Hattie Siddle Haskins. I think Mr. Oliver
handled the matter properly.

Sincerely yours,

Kenneth C. Patty
Assistant Attorney General

KCP/h

Negro Education

College of William and Mary
Williamsburg, Virginia

adl

September 7, 1955

Miss Dorothy Hicks
1403 South Meadow Street
Richmond, Virginia

Dear Miss Hicks:

This is to acknowledge receipt of your letter of August 30th in which you express an interest in attending Evening or Saturday classes at the graduate level at William and Mary this fall. I note, also, your question as to whether or not Negroes may be admitted to the classes at the College of William and Mary.

William and Mary is a State institution and must conform in its admission policies to regulations established by State authority. As you doubtless know a Commission appointed by the Governor of Virginia is at present studying the matter of State policy in relation to the decision of the Supreme Court. It is my understanding that while this study is in progress and until a final conclusion is reached there is to be no change of policy with regard to admission to institutions of higher learning of the State of Virginia during the 1955-56 session. Under existing State policy the College of William and Mary is unable to admit Negro students in the type of program in which you are interested. You should be able to secure at Virginia State College in Petersburg the type of course in which you are interested and which will be acceptable for transfer to Wesleyan University.

Very truly yours,

George J. Oliver
Head, Department of Education

O:W

Negro Education

COLLEGE OF WILLIAM AND MARY

INTERDEPARTMENTAL COMMUNICATION

From Dean of Admissions

Date August 15, 1955

To President Chandler

SUBJECT: Letter of August 11 from William B. Foster, Jr., of the Richmond News Leader.

To date we have had no applications for admission to the undergraduate College or the Law School from Negro students.

As a component of the Commonwealth of Virginia the College must be guided in its handling of applications of Negro students for undergraduate work by the opinions of the Attorney General. Law applications of Negro students are handled in the same manner as those of White students.



H. Westcott Cunningham

INTEGRATION
IN
PUBLIC SOUTHERN INSTITUTIONS
OF HIGHER LEARNING

By

Guy B. Johnson
University of North Carolina

An address delivered at the meeting of
the Association of Public Institutions of Higher
Learning in the Southern States

at
Miami Beach, Florida
November 30, 1955

INTEGRATION IN PUBLIC SOUTHERN INSTITUTIONS
OF HIGHER LEARNING

Guy B. Johnson
University of North Carolina

In striking contrast to the bitter public controversy over the segregation issue in the public schools of the South is the fact that a very significant amount of racial integration in Southern higher education is already a fait accompli. This quiet revolution in the traditional patterns of education and race relations has been accomplished for the most part since 1948.

Prior to 1948 the number of higher institutions in the South--i.e., the seventeen "separate-school" states plus the District of Columbia--which had admitted Negro students to hitherto all-white campuses could have been counted on the fingers of one hand. The University of Maryland Law School had admitted Negroes since 1935 as the result of a lawsuit, the University of West Virginia had begun about 1940 to admit Negro graduate students, and one or two Catholic schools had enrolled a few Negroes. In the late 40's, the National Association for the Advancement of Colored People, which had already sponsored several legal tests against public institutions, returned the attack with renewed vigor. In 1948 Negro plaintiffs won federal court decisions giving them the right to enter the University of Texas and the University of Oklahoma. There followed other suits against the Universities of Tennessee, Missouri, Kentucky, Louisiana, North Carolina, Virginia, and

Delaware, all of which resulted in decisions favorable to the plaintiffs. Thus by 1953 all of the state universities except five (Alabama, Florida, Georgia, Mississippi, South Carolina) had admitted Negro students to their graduate and/or professional schools. Due to recent court decisions, two of these, Alabama and Florida, are fairly sure to enroll Negro students in 1956.

Various other public institutions, such as the state colleges of agriculture and county or municipal colleges, have likewise yielded to legal pressure or have voluntarily admitted Negroes because they knew they could be required to do so. In the meantime various church-supported institutions and some of the private schools fell in with the trend. The result of all this has been that there are now approximately 125 Southern higher institutions formerly for white only which are admitting Negroes.

About 10% of these integrating schools are privately supported. The rest are divided about equally between church supported and publicly supported institutions. As for location, the schools are divided about fifty-fifty between the border states and the former Confederate states, but the state variations are high: from one each in Alabama, Georgia and South Carolina, up to more than a score in the state of Texas. There is a sprinkling of junior colleges in the list, but more than three-fourths of the institutions are on the senior college or university level. As for the church supported schools, they are about evenly divided between Catholic and Protestant, with Presbyterian, Baptist, and Methodist colleges heading the Protestant list in that order.

Figures on the enrollment of Negro students are hard to come by, as most of the schools claim that "we do not keep any records by race." However, on the basis of information obtained through personal interviews on many campuses and from other sources, it is possible to make a fairly satisfactory estimate of enrollment. During the current academic term there are probably about 1,000 Negro students in the integrated public institutions and about an equal number in the church and private institutions combined. The summer session, however, shows a much higher Negro attendance since this is the best time for the school teacher to pursue further graduate work. In the regular session and summer session combined, there will be upwards of 2,000 Negroes this year in the public institutions alone. There is wide variation from school to school. Quite a few, especially in the seaboard and mid-South states, have fewer than ten Negroes, whereas the border-state and Southwestern schools tend to have much larger enrollments--say, 50 to 100 or more in the regular session and upwards of 200 in the summer session. In the total picture the ratio of Negro Students is still quite low. In most instances Negroes comprise not more than 1 or 2% of the student bodies.

Until recently fully nine-tenths of the Negro enrollment in the public institutions was on the graduate and professional level. This was where the legal attack had been centered, for it was here that the inadequacy or even the absence of courses in the separate Negro colleges was most easily proved. When the courts ordered Negroes to be admitted to graduate and professional schools, most of the states tried to hold the line at that level. However, since the momentous decision of the Supreme

Court in the public school cases on May 17, 1954, compulsory racial segregation is discriminatory per se and is therefore unconstitutional. The new doctrine has already been applied in test cases brought by Negro undergraduate students in Louisiana and North Carolina. In other words, it is rapidly becoming apparent that no person can legally be excluded from any public institution on any level on grounds of race. Thus public institutions may expect a substantial enrollment of Negro undergraduate students in the next few years. State teachers' colleges and women's colleges, most of which have escaped the integration trend because they are largely undergraduate schools, will now begin to appear on the integration list more frequently.

The most remarkable thing about this revolution in Southern education and race relations is the fact that it has been accomplished so rapidly and so peacefully. In spite of fears and of dire predictions concerning bloodshed and the wholesale withdrawal of white students if ever a Negro was allowed to enter a white university, the transition was actually made in a rather calm and prosaic fashion. Certainly not a drop of blood was shed.

During the first couple of years of the big change there was an attempt in several states to segregate the Negro student in various ways--in dining halls, libraries, rest rooms, and even in the classrooms. State officials took the position that the state laws requiring segregation were still in force, and they instructed the administrators of public institutions to enforce the laws. The administrators attempted to comply, but the striking thing about the segregation devices was that all but a few

people were ashamed of them and that they were constantly being disregarded. Any doubt as to their illegality was removed by the Supreme Court when it held, in a test case brought by a Negro student at the University of Oklahoma, that the Negro student, having been admitted, was entitled to the same treatment as any other student.

Today about the only serious administrative racial distinction mode is in the area of dormitory facilities. While the over-all picture is one of integration of the Negro students into the residence halls, there are several institutions which either offer no dormitory space to Negroes or house them in separate buildings. Usually the students have simply not pushed the question, but most administrators are well aware of the fact that any legal test of this situation in a federal court would go in favor of the Negro plaintiff.

Anyone who has watched the integration process unfold cannot help but be impressed by the evolution of administrators' attitudes and policies. At first some of the presidents and deans were so jittery and over-sensitive about the whole business that they actually complicated things. Now they seem to be more at ease, and they are taking pride in a new norm of equality of citizenship on the campus. As the president of one large state university put it, "The only sound policy is to let it be known that the administration treats all students alike." However, it is only fair to add that some of the presidents feel that the period of greatest strain has not yet come. They expect it if and when large numbers of Negro undergraduates come to the campus.

Negro students have participated in almost every type of campus activity, and quite a few have won special recognition. To cite a few examples, in one university a Negro was elected president of the men's Dormitory Association, in another a Negro woman was elected president of her dormitory by her white co-residents, and in still another instance an elderly Negro graduate student who had won a high place in the esteem of the white students was elected orator for the occasion of Honors Day.

Negro students have also shared rather freely in the social affairs such as picnics, dinners, and dances given by the various class associations, honor societies, etc., to which they belong. White students have been quick to learn that they can share in such interracial "social" contacts without feeling any serious threat to their sense of personal privacy. But, while the color line has been redefined, it is still there, for in the more intimate social realm of dating, partying, and fraternity life the social worlds of the white and Negro students have remained entirely separate.

The inferior segregated school background of many of the Negro students shows up in the new situation where standards are higher and competition is keener. As might be expected, the Negro student is furnishing somewhat more than his proper share of flunks and academic probations. Passing his courses in his Number 1 anxiety, but he does little griping about grades because he feels that on the whole he is getting a fair break. He is aware of his academic handicaps and he is working earnestly to overcome them. His professors face an intensified version of the old dilemma

of a uniform standard versus a merciful attitude toward those who suffer some sort of handicap. Some of the professors frankly admit that they are grading "sympathetically."

In spite of academic deficiencies, the majority of Negro students are making good. They have won degrees in the "tough" professional schools of law and medicine, they have earned half a dozen doctorates in various graduate fields and several hundred masters' degrees, especially in the field of education. Equally important, they have won the respect of most of their colleagues and teachers.

The casual observer visiting one of the Southern co-racial campuses would probably be struck by the naturalness and friendliness of the routine contacts between white and Negro in the classroom, coffee-break, and bull session. Southerners in general like to personalize their relationships, and this "personal touch" adds to the ease of everyday social interaction on the campus even though all concerned are quite aware of a certain superficiality about it. A Negro student who had been to college in the North before enrolling in his own state university said, "I believe that students and professors here are friendlier than they are in the North. Up there a lot of people treat you as if you were just a physical object."

Now I should like to explore briefly some of the main campus problems and administrative headaches which have emerged or seem likely to emerge from this new pattern of co-racial education. I have already touched on some of these briefly.

1. Admissions Policies. I have pointed out that the courts have upheld the right of Negro undergraduate students to be admitted to public

institutions when they are properly qualified. Hence any public institution which systematically excludes them will probably be called to account in the federal courts sooner or later. There is another policy, however, which is widely practiced and which has not yet been legally tested, namely, the restriction which requires that Negroes be in-state residents in order to qualify for admission. This is sure to be tested, and it involves some interesting technicalities, but there is a high probability that the Supreme Court will eventually rule that insofar as the public institutions are in the business of attracting student patronage from across state lines they cannot accept non-residents of one race and exclude non-residents of another race.

The problem of selective admissions is also going to impinge upon the integration question. In view of the outlook for a startling increase in enrollment, some form of selective enrollment is an absolute necessity for many institutions. At times there are going to be cries of anguish and charges that selective admission is a fancy term for racial exclusion or a quota system. But, as harsh as a selective policy might seem to some particular group, there is no satisfactory alternative to setting high and reasonable standards, applying them uniformly, and letting the rejections fall where they may.

2. The Use of Accomodations by Negro Students. I have already referred to the fact that in several institutions there are either no dormitory facilities offered to the Negro students or separate housing is provided. I merely want to emphasize the point that such arrangements are quite vulnerable to legal attack under the principle laid down by the

Supreme Court in a test case from Oklahoma. Insofar as administration has freedom to set a policy, it would seem wise to open the way for non-segregated dormitory or other housing accommodations before the matter gets to the stage of court action. Also, when Negro students are being introduced into a dormitory with white students for the first time, some preparatory work with key white students and with the house manager or the hostess might do much to head off any unpleasant reactions.

In some schools the interracial use of swimming pools has been taken as a matter of course, whereas in others there is some anxiety as to what might happen "if and when our Negro students decide to test this area." Any rules or distinctions here on the basis of race will likely be short-lived, and the moral and legal position of the institution is more secure if it is understood among the students that the administration stands on the principle of equality in the use of all campus facilities.

3. The Single Standard vs. the Double Standard in Academic Grading. This, I fear, is a problem which we shall hear more and more about in the future. It is not easy for a professor to apply a uniform measuring stick even when he is committed to the general principle. Quite aside from the race angle, most of us are inclined to take "other factors" into account and in borderline cases to give the student the benefit of the doubt, but the question before us now is whether there will be a consistent trend toward "going easy" on Negro students in order not to penalize them for an inferior educational background which was no fault of their own. In our field investigations we found some evidence of such a trend.

Now, a certain amount of "sympathetic" grading is probably inevitable, and, conceivably, it might even have a good function in the transition period of integration. But, as a general practice, it violates sound principles and merely perpetuates those very patterns of second-rate achievement by Negroes which the segregated school system has nourished. Let me recommend for reading on this question a vigorous and forthright statement by a Negro scholar, Professor Ira L. Ferguson of Tuskegee Institute, published in the Bulletin of the A. A. U. P. (Summer 1955) under the title, "'Colored' Degrees in 'White' Colleges?"

4. Communication and Counseling. In the initial stages of integration, there are sometimes some problems arising from the Negro student's unfamiliarity with the way things operate on a complex campus plus the fact that he brings with him certain sensitivities as a member of a minority group. He may mistrust deans and advisers and he may air his grievances, real or imagined, to the N. A. A. C. P. or the Negro press rather than in the institutional family. Several times in the course of our field work, Mrs. Johnson and I had the experience of listening to emotionally upset Negro interviewees recount their troubles. Apparently they either did not know where to take their problems or they felt that they could not expect a sympathetic hearing.

This is all by way of saying that it is very important to keep the channels of communication open and to reassure these students concerning the use of the regular channels. In several instances the dean of students has found that communication is expedited by asking the Negro students to select several of their number who will serve as informal "spokesmen" for relaying complaints and suggestions to the administration.

Unfortunately most of us really do not know the Negro. We have not had the sort of man-to-man relationships with Negroes which would enable us to interact with them in a natural, easy, and insightful way. However, there are on every campus persons whose attitudes, values, and experiences qualify them for the task of establishing a friendly counseling relationship with the Negro student who feels that he has some special problems, and if these persons are not already involved in counseling and advising they should be drawn into these tasks as much as possible.

5. Anxiety Over "Social Mingling." This is a very real anxiety. In fact, the hard core of resistance to integration is based on the fear that "social mingling" can only lead to intermarriage and ultimate amalgamation. This anxiety has been heightened, no doubt, by the Supreme Court's pronouncements on public school segregation, and it may be further heightened when large numbers of Negro undergraduates reach the integrated campuses. The administrator is constantly reminded of the problem of "social equality." On the one hand he is pressured by political leaders, trustees, and fearful white parents who want him to see to it that no "social mingling" is permitted. On the other hand he is pressured by groups and organizations both on and off the campus in behalf of "a firm stand" for "complete equality."

Students, as might be expected, are much less worried about this problem than any of the other groups. Time and again the student associations and clubs and honor societies which have acquired Negro members as a matter of course have faced the question of whether they shall hold their usual annual picnic or banquet or dance. The decision is usually affirmative,

and almost invariably the affairs come off without any "trouble." In those cases where administration frowns on mixed social affairs, the students are likely to go ahead with the affairs off the campus if they can find accommodations.

It is my conviction that insofar as state officials or trustees attempt to require their higher institutions to enforce rules against mixed social affairs they are simply complicating the problem. I believe it is much better to let local administration and students work out whatever problems arise in the area of interracial social contacts.

I am exceeding my allotted time, and so I shall merely mention three other problems before I close:

6. Should Records Be Kept By Race?
7. Publicity Policies Concerning Negroes and Race Relations On the Campus.
8. The Coming Conflict Over Fraternity and Sorority Membership.

In conclusion: in less than a decade the South's system of higher education has moved from racial segregation to a fairly high degree of integration. The transition period in higher education in the majority of the Southern states is over, and the period of accommodation and settling down is well under way. Many problems remain to be encountered and to be solved, but there is a basic decency about what has happened so far, and the general prognosis is good.

NEGRO

Augusta County Training School
Route 1
Staunton, Virginia
Dec. 27, 1955

President Alvin Duke Chandler
College of William and Mary
Willismaburg, Virginia

Dear President Chandler:

I am interested in teaching education at your institution beginning in the summer or in the fall of 1956.

I am 39 years old, married, with two children in our family. Our son is five years, while our daughter is only six months old.

Experience. I have taught in the public schools of Washington, D. C. for five years, at Virginia Seminary for one year, and as Principal of Augusta County Training School for four years.

Areas of Preparation for the Qualifying Examination. My five areas for the qualifying examination were history of education, secondary education, junior college, educational psychology, and supervision.

Areas of Concentration for the Doctorate of Education Degree. My three areas of concentration for the Doctorate of Education Degree were administration, philosophy of education, and guidance.

Special Interests. My special interests other than teaching are counseling, religious activities, school paper, art appreciation, and music listening.

Research. I have done research on the junior college, community projects in education, religious surveys, guidance in the secondary school, and psychology. Research reports are listed and enclosed with this letter.

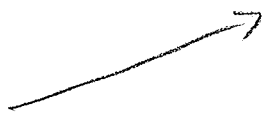
References. Please note the following references:
Dr. Earl R. Boggs, Dean, Longwood College, Farmville, Va.
Dr. Robert P. Daniel, President, Virginia State College, Petersburg, Virginia
Matthew J. Whitehead, Miner Teachers College, Washington, D. C.
Mr. Joseph Awkard, Professor, Florida A. and M. University, Tallahassee, Florida.
Dr. M. C. Allen, President, Virginia Seminary, Lynchburg, Va.
Dr. Nelson H. Harris, Director of Teacher Education, Shaw University, Raleigh, N.C.

TRAINING. I have received the B. S. degree from Shaw University, the M. A. degree from New York University, and the B. D. degree from Howard University. I am trying to complete my dissertation for the Doctorate of Education Degree at the University of

Sincerely yours,

Lawrence C. Bryant
Lawrence C. Bryant, Principal

Please note



Rec'd



*Rec'd
Feb. 15, 1956*

PROFESSIONAL COURSES IN EDUCATION

Undergraduate- Shaw University

Courses	Semester Hours		
Curriculum Construction	3	Methods of Science	3
Intro. to Education	3	History of Education	3
Educational Psychology	3	Practice Teaching	6
		Total	<u>21</u>

Graduate***New York University, University of Virginia

Human Relations*	3	Supervision of the High School*	3
Elem. Edu. Workshop*	6	Principles of the High School*	3
Creative Supervision*	3	Education as Social Control*	3
Cooperative Supervision*	3	Adm. of the High School*	3
The Junior College*	3	Junior High School Adm.*	3
Mental Hygiene*	3	Advanced Edu. Psychology*	3
History of Education*	5	Philosophy of Education*	9
Doctornal Seminar	3	Organization and Administration	
Public School Adm.	3	of the Elementary School	3
Educational Research	3	Vocational and Edu. Guidance*	3
Educational Statistics	3	Public School Finance	3
Typical Cases in Counseling*	3	School Building Administration	3
		Total	<u>83</u>

*These courses were studied at New York University
 ** 6 semester hours were studied at New York University
 ***Several other courses were not listed

Lawrence C. Bryant

RESEARCH PUBLICATIONS

The research publications given below have been written during the last five years. The writer has some copies and others are available in the Moreland Room, Howard University, Washington, D. C.

Intelligence and Its Measurement, September 30, 1951

How Has the Korean Crisis Affected the American Junior College?
October 30, 1951

A Religious Survey of Mount Hope, West Virginia, Nov. 30, 1951

"The Korean Crisis and the American Junior College", The Negro Educational Review, Vol. III, No. 2, April 1952
pp. 66-67

A Study of School Population in Augusta County, Staunton, and Waynesboro, 1953*

A Suggested Program of Studies for the Proposed High School for the Negro Youth of Augusta County, Staunton, and Waynesboro, May 1954.* (Bound Volume)

A Guidance Handbook to Senior Colleges, Seminaries, and Universities in Virginia, Oct. 1, 1955 (Copyrighted)

Under Way

The Role of the State Department of Education in the Improvement of Guidance Services at the Local Level**
(Dissertation)

Art in the Colleges and Universities of Virginia**

* Only the writer has a copy.

** The work is incomplete.

Lawrence C. Bryant

I N S T I T U T E F O R R E S E A R C H I N S O C I A L S C I E N C E
U N I V E R S I T Y O F N O R T H C A R O L I N A , C H A P E L H I L L

February 24, 1956

Dear President Chandler:

I enclose a copy of an address entitled "Integration in Public Southern Institutions of Higher Learning," which I delivered at the annual meeting of the Association of Public Institutions of Higher Learning at Miami Beach, Florida, on November 30, 1955.

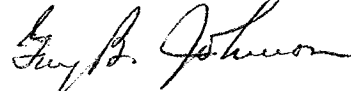
I am now in the final stages of writing a book on the subject of racial integration in higher education. I am making a last-minute check on the status of integration in Southern universities and colleges, and I would be very grateful if you or some other responsible administrative officer would look over the enclosed paper and comment on the findings in terms of whether they agree or disagree with the experience of your institution. I am especially interested in your reaction to the problems mentioned, beginning at the bottom of page 7.

Any details that would help to bring my factual information up to date would be deeply appreciated--for example, the number of Negroes enrolled at present in your institution, the levels or departments in which they are concentrated, their academic standing, their participation in campus affairs, and the general reaction of white students and professors.

I might add that, aside from listing institutions as having admitted Negro students and, where possible, the number of Negroes enrolled, I do not identify institutions or sources in my use of the information which I receive.

Thanking you for whatever assistance you may be able to give me, I am

Cordially yours,



Guy B. Johnson
Research Professor

President Alvin Duke Chandler
College of William and Mary
Williamsburg, Virginia

GBJ:jr

Enc.

SOCIAL LEGISLATION COMMITTEE
STATE OF VIRGINIA
NATIONAL COUNCIL OF JEWISH WOMEN

1210 Confederate Avenue
Richmond, Virginia

February 26, 1956

President Alvin Duke Chandler
College of William and Mary
Williamsburg, Va.

Dear Mr. Chandler,

We are writing you because we believe that you, as an educator, have a sincere interest in the public schools of our State. Your interest was recognized by Virginians who voted on both sides in the referendum on January 9.

Now that a majority vote has given our General Assembly the power to enact a tuition grant plan, we would like to ask whether, in your opinion, it will be desirable for the coming constitutional convention to amend Section 141 in such a way as to prevent the closing of public schools in any locality where even a few pupils choose to continue their public school education. This could be done in several ways, for instance;

- (1) Making the tuition grants available only in localities that continue also to keep public schools open, or
- (2) Adding a provision that the amendment shall not be construed as conflicting with the State's responsibilities under Section 129.

Whether you believe that it should be the final responsibility of the locality or the State to prevent the closing of public schools anywhere, we hope very much that you will find time to discuss your suggestions, as an educator, with some of the delegates to the constitutional convention.

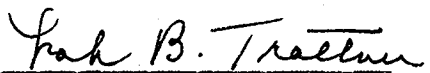
Since there have been such varied interpretations of Section 129, we feel that those who are most earnestly concerned about public education should

SOCIAL LEGISLATION COMMITTEE
STATE OF VIRGINIA
NATIONAL COUNCIL OF JEWISH WOMEN

make their voices heard, to make sure that the provisions of Section 141 will stand as a support for a strong interpretation of Section 129 of our constitution.

Thank you for your interest and cooperation.

Sincerely,


Mrs. Sidney Trattner,
Chairman

Virginia Education

COLLEGE OF WILLIAM AND MARY
INTERDEPARTMENTAL COMMUNICATION

From

Date

AR
File

To

SUBJECT:

In view of the fact that Section 141 is to be the only constitutional change, it would appear that any subsidiary changes contemplated by specific legislation, such as, that no child be required to attend an integrated school would necessarily be limited by Section 129 providing for the continuance of public schools.

The press for the suggested clauses, in my opinion, would be likely to result in injuring the compromise represented in the Gray plan and ~~result in splitting the two groups considerably~~ ~~without~~ take attention from the more important issues involved.

March 1, 1956

Dr. Guy B. Johnson
Research Professor
Institute for Research in Social Science
University of North Carolina
Chapel Hill, North Carolina

Dear Dr. Johnson:

I have just received your letter, and have read your statement at the bottom of page 7 and on page 8.

You are probably aware of the fact that the College of William and Mary is a State institution, and as such is an instrument of the Commonwealth of Virginia. The admissions policy of the College of William and Mary in so far as the admission of Negro students is concerned is a matter which we are required to refer to the proper legal authorities of the State for consideration and opinion. You are probably also familiar with the fact that the Legislature of the State of Virginia is in session, and is considering matters concerning integration and segregation in the State of Virginia. I regret, due to the present circumstances involving these problems and the consideration now being given to these problems by the appropriate public officials of the State of Virginia, that I am unable to give you any further information on this matter.

Sincerely,

A. D. Chandler
President

ADC/J

Ben Muse & his NAACP still have your college on the program for the Tuscaloosa, treatment.

ECONOMIC COUNCIL LETTER

March 1, 1956

Letter No. 378

America—Adequate or Inadequate?

THE speech of Khrushchev, Soviet Communist Party First Secretary, February 14, 1956, in Moscow, deserved more attention in America than it received.

We have often criticized *The New York Times*, but that journal certainly does a public service by printing in full, or nearly so, important addresses like this.

This speech was revealing. Khrushchev laid the cards right on the table. He said,

“The principle of peaceful co-existence is gaining increasingly wider international recognition.

“And this is logical since there is no other way out in the present situation. Indeed, there are only two ways: Either peaceful co-existence, or the most devastating war in history. There is no third alternative.”

“Peaceful co-existence” means submission to Moscow, for Khrushchev reiterates that communism must rule the whole world. If the speech had been made ten years ago, it could have been called bombastic and pompous. It is less so today. The Soviets are now marching with little interruption to the attainment of their goal. **American foreign policy, so far as it has been designed to preserve American independence, has been an appalling failure.**

For the Soviets to attain their goal will mean the end of Western civilization, of private enterprise, of personal liberty. Only those individuals who completely submit to Soviet discipline and mouth the slogans and creed of communism will be allowed to live outside slave labor camps. We do not believe the Christian Church will come to an end because we believe it to be indestructible; but it will suffer the greatest reverse in two thousand years. It will be driven underground. No one who openly worships God will remain free.

Running through Khrushchev's speech is complete confidence of ultimate Soviet triumph over all Europe, Asia, Africa and the Americas—*especially the United States.*

To be sure, Krushchev emphasized victory through infiltration rather than through arms. Theodore Roosevelt during his Presidency advocated that the United States “speak softly and carry a big stick.” The Soviet scheme, as disclosed by Krushchev, is to speak craftily, cunningly, deceitfully—and carry a big stick, too.

WHY shouldn't Krushchev be confident? The little oligarchy that controls his government has taken over nearly half the people of the earth with hardly the firing of a shot. They have infiltrated the whole unconquered world. To be sure they have lied, broken promises, acted with infinite cruelty. But much of this has been in the open. We of the West, and more surprisingly, we of the United States, have not acted—*still do not act*—as though we believed the Soviets mean business.

Yet, with all the current headlines about our high standard of living, the profits of our corporations, the “new demands” of labor bosses and all the other evidences of “prosperity,” America stands today within the very shadow of destruction.

And yet there is still time for America to save herself—if she will only act.

WILL America—*can* America—prove adequate to prevail in the face of the Soviet challenge?

We believe the United States under F.D.R., Truman and Eisenhower has made one long losing fight against the Soviets. The Achesons and Dulleses have been no match for the Bulgansins and the

Krushchevs. Astounding as it is, the greatest, richest, most resourceful country in the world is well on the way to coming under the power of Soviet Russia.

To defeat this conspiracy there must be such a reversal of American policy, such a complete awakening to the rotten infiltration of almost all phases of American life, even of our great Protestant church organizations, as to constitute a veritable counter-revolution.

IN certain material ways the United States is highly adequate to meet this challenge. While we have a public debt exceeding that of all other nations combined—yet in the factory, the mine and on the farm, we have magnificently developed machinery for producing wealth.

We still have individual liberty—the most priceless of all America's possessions. We have hope, confidence, high expectation of the future. Among millions of our people there is a high degree of spiritual development. Indeed the success of America has come more because we have followed the principles of Christianity than for any other reason.

YET in some ways America is very inadequate to meet the Soviet threat. We have been so busy enjoying the rich fruits of our civilization that our country has long been an easy victim of the shrewd and subtle infiltration of Soviet agents.

Soviet propaganda, coupled with our own gullibility, is responsible for our falling so completely in 1945 for the United Nations and for membership in most of its specialized agencies.

Most of our press, radio and television have been heavily infiltrated on behalf of "collective sovereignty," "collective defense," "democracy" and all the other shibboleths we have adopted, just as children readily adopt the jargon of the nursery.

It is really astounding that here in 1956 we have on the East River an alien government, a majority of whose staff members are doubtless communists or communist sympathizers, and most of the rest of them socialists. American money is being poured out in "guided tours" of hundreds of thousands of school children and adults from all parts of the country, trying to sell them the United Nations and all that it means.

President Eisenhower has made the support of the United Nations a cardinal point in his foreign

policy. There is wide difference of opinion in the Congress, but Congress has done nothing so far to block the United Nations. **Yet, if the United Nations survives as it is today, the United States dies.**

The public debt itself is a menacing weakness. Interest alone is seven billions a year—more than the United States was spending for all purposes before World War II. The Soviets, by infiltration or by fomented wars, in which they openly take no part, now threaten to take over the Middle East, Southeast Asia and North Africa. All these may go to Soviet Russia in from six to twenty-four months. Then our mounting debt could become an intolerable burden. Likewise the present Federal spending of 65 billions, to say nothing of state and local debt and spending.

National safety requires immediate steps to reduce both debt and spending. The Hoover Commission recommended savings of 7½ billions per year. But little has been done to carry out these recommendations. In fact, President Eisenhower has recommended the spending of additional billions.

Communist infiltration in most of the schools and colleges in the country has been such that the so-called "three R's" have deliberately not been taught effectively. Samples of the inability of the public school students to read and write are constantly appearing in the press. History, geography and civics have been all but forgotten as separate subjects, and have been lumped obscurely under "social science."

The Protestant churches have been infiltrated. In many of the Protestant denominations the social gospel has been enthroned as applied Christianity. A handful of men directing the National Council of Churches of Christ in America is assuming to speak for the thirty-odd million Protestants in the United States. And their voice too often discloses communist influence.

We would have known little about communistic infiltration in this country had it not been for Congressional and State investigating committees. Yet, following the blatant propaganda of the communist *Daily Worker*, leaders in the universities, the churches and other fields have done their best to discredit anti-communism. Recently eight persons, most of them high Protestant church dignitaries, addressed the Massachusetts Legislature urging that the State Commission on Subversive

Activities be discontinued. When one of these dignitaries was challenged for his stand, he stated that he didn't like "the committee's methods"; and when he was asked what methods he did not like, he merely furnished a statement put out by the American Civil Liberties Union.

It would be hard to persuade him that what he and his associates had done in writing that letter had been done because of communist infiltration into the Protestant hierarchy. Yet nothing is more certain than that that is what happened.

A year ago last May, the Supreme Court handed down its unanimous "segregation" decision ordering that separate schools in North and South be discontinued and that whites and Negroes be compelled to go to the same school. The makings of a veritable revolution are starting in the South owing to this usurpation of the power of the Congress to legislate. Ever since the end of the Reconstruction fiasco in 1877, progress in living together has been made in the South among both whites and Negroes. The only kind of growth that counts at all in community relations is gradual growth. If left alone that gradual growth would have continued.

But the Supreme Court, put up to it by the communist-supported National Association for the Advancement of Colored People, and citing "modern authority" with no legal standing, as set forth in Council Letter 363, yielded to that outfit's blandishments and has thrown the whole country into turmoil. More than this, it has added to the growing disrespect for law and order.

It is notorious, and should have been recognized by the Supreme Court, that nothing fits communistic plans more than the stirring up of discord.

This holds true in the American Army too. In 1950 President Truman appointed Anna Rosenberg, Hungarian-born, to be Assistant Secretary of Defense. Her principal achievement, and perhaps the purpose of her appointment, was to help bring about desegregation in the armed services. Since that time, it is reliably reported that there has been a decline of morale and efficiency in our fighting forces. Could Soviet Russia ask for a greater advantage?

THE communists are using our very strength in order to destroy us, much as the jiu-jitsu wrestler employs the strength of his opponent in order to overwhelm him. We refer to the ever mounting

cost of living in the United States, the chief factor in which is the constantly recurring wage demands. Union leaders demand an increase in wages or benefits partly on the theory that the cost of living has gone up. The very granting of a rise in wages leads to a further rise in the cost of living and we have a never ending spiral. As a matter of fact, the cost of living has not risen nearly in proportion to the rise in wages. The recent increase in the minimum hourly wage by Federal edict from 75 cents to \$1.00 will tend inevitably to raise further the cost of living.

Everybody welcomes a higher standard of living. For the moment it is fine, and well-nigh all classes of the population have benefited *temporarily* in the rising wage scale.

But the difficulty is that our weapons of defense have to be made out of these colossal wages which are far higher than those paid in any other country. What costs the United States \$1,000., let us say, in defense, can be obtained by Soviet Russia for a fraction of that amount. Thus, if Soviet influence can pressure the American wage scale high enough, the United States will go bankrupt trying to meet the necessary expenditure for defense.

THEN too, most employers and even more, some employer associations have been notorious in their unwillingness to stem the onward tide of socialism. Here and there a Kohler Company, a J. I. Case Company or a Westinghouse Company has stood out against unreasonable demands. But the general run of companies, including some of our giant corporations, have done little of a statesman-like character in trying to stem the rising cost of living. Indeed many of them have surrendered to union leaders whose knowledge of the significance of what they are doing seems to be small indeed.

A good illustration of the inadequacy of employer groups is seen in the recent refusal of both the Chamber of Commerce of the United States and the National Association of Manufacturers to stand back of William L. McGrath, the employer member delegate to the International Labor Organization. Mr. McGrath reached the conclusion, after two or three years of the most strenuous effort, that if Soviet employer and employee delegates to ILO were to be permitted to sit respectively as representing employers and employees, it would turn the ILO into a farce. For everybody knows that any representatives of Soviet Russia, whether

called government, employer or employee representatives, merely represent Russian communism.

Mr. McGrath made his case perfectly clear. Yet both of these great American organizations refused to stand back of him. For that matter, President Eisenhower reached over the head of Mr. McGrath and sent his Secretary of Labor who made a speech at the ILO Geneva Conference stating unequivocally that the United States would not withdraw from the ILO over the issue McGrath had raised.

Thus, private enterprise and private property took a kick in the pants from both the American Government which McGrath represented and the great employer organizations which it would be expected would stand to the last ditch for private enterprise.

One of the greatest inadequacies of the United States is in its sprawling and ever-expanding central Government. That Government has become so big that no single person, and certainly not a part-time President, can possibly envision the whole thing. What with the segregation decision of the Supreme Court and other decisions holding almost any kind of activity to be inter-state commerce, the Federal Government today has its tentacles in practically everything. It has become increasingly difficult for states and communities to find ways of raising taxes to meet their necessary needs.

The American people do not flourish under a paternalistic government—that is not their genius. They are adapted to live under a limited government. There is reason to think that if the paternalistic government continues to expand, the whole business of running the country will collapse from the sheer weight of over-government. This is one of our greatest weaknesses in the face of our enemy, Soviet Russia.

CHRI^ST said to the Pharisees (Luke 11:21-22),

“When a strong man armed keepeth his palace, his goods are in peace; when a stronger than he

shall come upon him and overcome him, he taketh from him all his armor wherein he trusted, and divideth his spoils.”

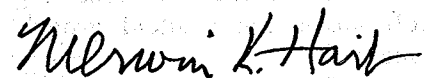
We in America have been armed and strong—in some respects still are. But our armor is deteriorating. Our Soviet Russian enemy is gaining—is already in important respects stronger than we.

We are weakening for we have turned against the principles on which we were founded.

What can citizens do?

They can make themselves felt as citizens—right now in this year 1956. Several citizens' groups have been formed to work as political committees. These are *We, The People*, 111 North Wabash Avenue, Chicago, Illinois; *For America*, 1001 Connecticut Avenue, Washington, D. C.; and *The Federation for Constitutional Government*, 801 American Bank Building, New Orleans 6, La.

Let all patriotic Americans get in touch with one or another of these groups.



President,
NATIONAL ECONOMIC COUNCIL, Inc.

An impressive meeting of “For America” took place February 22 in Carnegie Hall, New York City. Five thousand people packed the Hall and four thousand who tried could not get in. Speakers included Senators Jenner and McCarthy, General Bonner Fellers, Dean Clarence Manion, William F. Buckley, Jr., and Dan Smoot. The audience was vociferous against socialism, communism, and world government. It was a great display of Americanism—a demonstration of the sentiments of the overwhelming majority of Americans.

This Council Letter may be quoted in whole or part, provided due credit is given to the National Economic Council, Inc., Empire State Building, New York 1, N. Y., and quotation is specified to be from Economic Council Letter 378, March 1, 1956

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National Economic Council, Inc., Empire State Building, New York 1, N. Y.

Draft

March 30, 1956

My dear Mr. / Miss _____:

It has been brought to my attention that you have expressed your intention to seek admission to the undergraduate program at the College of William and Mary in Williamsburg.

This matter has been referred to this office since the College of William and Mary is operated under the laws of the Commonwealth of Virginia.

In accord with existing policy in the Commonwealth, I must point out that since currently there are in the state of Virginia Negro colleges which provide undergraduate facilities equal to those at the College of William and Mary in Williamsburg, your inquiry should be directed to one of these institutions.

Yours very truly,

J. Lindsay Almond, Jr.
Attorney General

UNITED NEGRO COLLEGE FUND, INC.

1956

VIRGINIA

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809 E. Franklin Street
Richmond 19, Virginia

FRANK C. WOOD
Campaign Director

May 3, 1956

Dr. Alvin Chandler
President, College of William and Mary
Williamsburg, Virginia

Dear Dr. Chandler:

Within the next few days a member of the Williamsburg Inter-Alumni Committee for the United Negro College Fund will ask you for an appointment to solicit your support in their current campaign for funds.

We feel that two facts should be brought to your attention in this appeal for financial aid to the thirty-one non-state-supported colleges in the Fund -


1. Their chief concern is, as it has been in the past, provision of first class educational opportunities for Negro youth.
2. Over 23,000 of these young men and women continue to prefer the member colleges for personal, social and economic reasons.

Private Negro colleges occupy a unique position in education throughout the South. They have the experience required to accept as college students the graduates of many small Negro high schools, who do not adequately prepare students for college. They have long grappled with this problem and have developed special educational techniques to overcome it.

Equally important is the fact that they offer first-class college education at an average cost of \$700 per year which enables Negro students, most of whom come from homes in the lower income bracket, to secure the training that will make them more useful citizens.

May I express the hope, on behalf of our Virginia State Committee, that you will give this worker who calls on you a friendly and considerate reception.

Very sincerely yours,


Walter W. Craigie
Chairman, Virginia State Campaign

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(as of March 1, 1956)

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UNCF Achievements to date: since the first appeal in 1944, the Fund has raised \$14,500,000 for operating purposes. This amount is from three to ten times as much, annually, as the colleges were able to raise individually before the Fund was established. During this same period, the UNCF colleges have graduated over 50,000 able well-trained men and women who live and work in every part of the country, where they contribute to community progress and greater interracial good will.

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Bennett College
Greensboro, N. C.
Bethune-Cookman College
Daytona Beach, Fla.
Bishop College
Marshall, Texas
Clark College
Atlanta, Georgia
Dillard University
New Orleans, La.
Fisk University
Nashville, Tenn.
Gammon Theological
Seminary
Atlanta, Georgia
Hampton Institute
Hampton, Virginia

Huston Tillotson College
Austin, Texas
Johnson C. Smith University
Charlotte, N. C.
Knoxville College
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Lincoln University
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Raleigh, N. C.
Shaw University
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Talladega, Alabama
Texas College
Tyler, Texas
Tougaloo Southern
Christian College
Tougaloo, Miss.
Tuskegee Institute
Tuskegee Institute, Ala.
Virginia Union University
Richmond, Virginia
Wiley College
Marshall, Texas
Xavier University
New Orleans, La.

UNITED NEGRO COLLEGE FUND, INC.

WHAT THE U. N. C. F. MEANS TO VIRGINIA COLLEGES

OUR PRIVATE NEGRO COLLEGES: The Hampton Institute in Hampton, Virginia and Virginia Union University in Richmond, Virginia are the two colleges from our state who are members of the fund. They had, last year, a combined enrollment of 2,300 students. The colleges received from the United Negro College Fund in 1955 a total of \$121,086 - more than five times the amount raised in Virginia for the fund.

THEIR ALUMNI: The graduates of the thirty-one colleges in the fund are located in every large city and in almost all of the smaller cities of the state. They are ministers, teachers, doctors, dentists, lawyers, social workers, nurses and skilled technicians in many fields. Throughout the state they actively support the U. N. C. F. through organized inter-alumni committees who actively solicit not only the graduates, but the entire Negro community. In most cities of the state they raise approximately one-third of the total quota assigned to the city. In some cities they raise the entire quota soliciting both white and Negro contributors.

IN GENERAL: In Virginia and throughout the South, these thirty-one colleges are an integral part of our educational system at the college level where all existing educational facilities are already overcrowded. We must keep available every classroom, every laboratory and every instructor in these colleges. We can ill afford to stifle their growth or force upon them lower educational standards for the lack of the small amount of funds they require.

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SOME QUICK FACTS ABOUT THE FUND -

What it is: chartered in 1944, the United Negro College Fund is a national organization founded for the purpose of improving the opportunities of Negroes seeking higher education.

How it operates: the Fund is an educational chest, through which 31 private, accredited colleges make a single appeal for help in meeting their annual operating costs. These institutions are currently training approximately 23, 000 students and their appeal competes with no other for the support of colleges serving Negro youth.

Scope of the appeal: the Fund's yearly campaigns are nation-wide, with formally organized appeals conducted in an average of 90 cities and towns, including the member colleges communities. More than 4, 000 men and women served as volunteer workers in last year's efforts. In addition, the 31 UNCF college presidents accept field assignments to assist local volunteer leadership in campaign cities.

What is needed: the UNCF colleges, through economical administration, manage to be nearly 90% self-sufficient. But handicapped by small endowments and necessarily low tuition fees, they must seek outside help to secure the remaining 10% of their combined operating budgets.

How the money is used: the money raised by the Fund's campaigns enables the member colleges to provide more scholarship aid for deserving students; for teaching and science laboratory equipment; to retain valuable staff and secure more good teachers; for library books and student health programs.

Who supports the Fund: thousands of thoughtful individuals, white and Negro, in every section of the country; American business and industry, including large corporations and small business firms; labor unions, foundations, member college alumni, church boards, and students of other colleges in both the North and South, through their campus welfare chests.

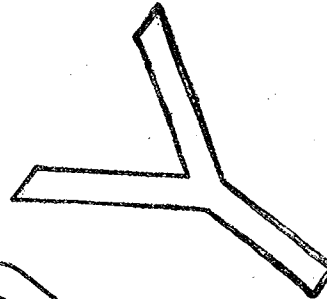
Who endorses it: as the Fund's program is non-controversial, non-political and ably managed, and the needs of its colleges are obvious and urgent, its campaign is fully endorsed and supported by the National Information Bureau, the Advertising Council, the Better Business Bureau, the national daily press and the Negro weekly press, and the CIO and the AFofL.

The Colleges: all but one - Lincoln University in Pennsylvania - are located in 11 Southern states where 73% of college-age Negroes live. The total endowment for all 31 is only \$50, 844, 806 - less than that of many single American universities. These institutions produce more than half of this country's distinguished Negro leadership, including many of the outstanding physicians and surgeons, teachers, lawyers, dentists, nurses, social workers, business men and skilled technicians in industry and agriculture.

The students: nearly 23, 000 are currently enrolled in the Fund's colleges or 90% of all Negro students enrolled in private colleges. Most come from low income families and must have some kind of scholarship or work-aid to stay in college. It costs the colleges \$11, 653, 909 a year to provide education for these students, of which they pay only 41.2%. The national average for students in other colleges is 69.1%.

College of William and Mary
Williamsburg, Virginia

Mr. William Henry Lewis
Box 244
Williamsburg, Virginia



My dear Mr. Lewis:

This will acknowledge the receipt of your letter of June 7, 1956.

On May 9, 1956 we forwarded to the principal of the Bruton Heights High School a form to be used in reporting your grades and other information needed to determine your eligibility for admission. Subsequently we received on May 29, 1956 a transcript of your record, but it was not on our form and consequently lacked certain of the information we need in order to take action on your application for admission.

Unless and until we receive our completed forms from the High School we shall be unable to review your eligibility for admission.

Yours very truly,

H. Westcott Cunningham
Dean of Admissions

HWC/hbw

c.c. President Chandler (nso) ✓

Ne 900 Education

Virginia State College
Petersburg, Virginia

May 11, 1956

Miss Pearl
Pleasant
Book

Office of the President
William and Mary College
Williamsburg, Virginia

Dear Sir:

A committee of our Staff Senate appointed to study and make recommendations regarding policies on tenure and remuneration is making a study of the policies of other colleges and universities for the purpose of improving those of our own institution.

Will you kindly assist us by responding to the attached questions and statements regarding your institution. Also we should like to have any materials, such as handbooks or other publications, distributed to your staff periodically.

Your assistance with this project will be greatly appreciated. We have enclosed a self-addressed stamped envelope for your convenience.

Very truly yours,

Valleta H. Linnette

Valleta H. Linnette
Chairman

Ret'd. 5/31/56

VHL:nm

Enclosures

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PHELPS-STOKES FUND

101 PARK AVENUE
NEW YORK 17, N. Y.

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CABLES: "Stokesfund"—New York.

F. de G.
July 12, 1956

REPLY TO:

JOHN W. DAVIS
DIRECTOR-ROSTER STUDY
1133 BROADWAY (ROOM 826)
NEW YORK 10, N. Y.

Dr. Alvin Duke Chandler, President
College of William and Mary
Williamsburg, Virginia

Dear Mr. President:

The Phelps-Stokes Fund with the assistance of a grant from the Rockefeller Foundation desires to aid in promoting a substantial growth in the supply of scientific, technological, professional and other critical personnel needs in our country. In addition, the Fund is interested in the most effective documentation of highly trained Negro workers in these fields. This undertaking would identify Negroes as Scientists and Professional Workers rather than as Negroes. I am presently engaged in an exploratory study of this proposal.

We desire immediately your opinion on the value of such a study among Negroes. Would attention thus focused upon the Negro minority most likely yield undeveloped, unrecognized and sub-used talent resources? Would a National Roster of Negroes of high competence and training in the fields of Engineering, Business, Science, Education, Medicine, and Technology serve a useful purpose? No such Roster now exists.

The proposed Roster might serve as a supplement to existing lists, rosters, and personnel documents which are now used in Industry, Business, Science, Education, and Government. It would reveal the training and experience of Negroes of competence in given fields. The Roster would be made available to leaders in Business, Industry, Government, Professional Fields, Labor and Education.

An attempt is now made to get the point of view of selected leaders in this country on this proposal. I respectfully solicit your opinion on the value and usefulness of the proposed National Roster of Negroes of high quality training and competence in the fields indicated above.

Please let me hear from you at once.

Sincerely yours,

[Signature]
John W. Davis
Director - Roster Study

jdb

or
file

2170 Bello Aveue
San Jose, Calif.
November 24, 1956

William and Mary College
% President
Williamsburg, Virginia

Dear Sir:

On January 1st. I am to hand in to my history class, at Willow Glen High School, a term paper on segregation. I am now gathering my information for this paper, and I wonder if you would help me out?

I plan to present both sides of the story, and I feel that you are well qualified to present your convictions on this problem.

Would you please tell me how you as an individual feel about segregation - is it right or wrong, and why do you feel this way? How do your students feel towards this situation?

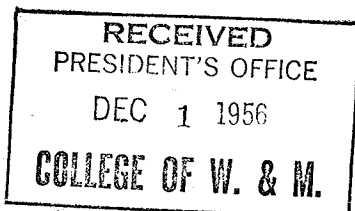
Although your college is not predominantly attended by Negroes, still you are situated in the South, and you can present a fairly good picture of what is going on in this ever growing problem.

I hope I have not troubled you in any way, and I sincerely hope that you will be able to help me.

Thank you in advance for your cooperation in this matter.

Sincerely yours,

Miss Marjorie Empet
2170 Bello Ave.
San Jose,
California



C O P Y

402 Carver Circle
Portsmouth, Virginia
January 20, 1957

Dr. Alvin Duke Chandler
President
College of William and Mary
Williamsburg, Virginia

Dear Dr. Chandler:

I submitted an application for admittance to the Evening College of William and Mary, Norfolk, Virginia in September 1956.

I was informed that the application would have to be approved by the Board of Visitors at its November 1956 meeting.

I hope you will allow me to further my desire in obtaining a degree in mechanical engineering by permitting me to enroll in February 1957 for Physics in the Evening College.

Please inform.

Respectfully

/s/

Linon E. Vann

January 24, 1957

Mr. Linon E. Vann
402 Carver Circle
Fortsmouth, Virginia

Dear Mr. Vann:

I wish to acknowledge receipt of your letter of January 20, 1957.

Your letter of January 20, 1957 is being forwarded to the chief administrative officer of the Norfolk Division of the College of William and Mary for his consideration.

Yours very truly,

A. D. Chandler
President

ADC/J

cc: Director, Norfolk Division
College of William and Mary

Memo Education

College of William and Mary
Williamsburg, Virginia

January 21, 1957

Mr. Gerald Winfield Jones
1207 Orren Street, N. E.
Washington 2, D. C.

My dear Mr. Jones:

Your letter of January 14, addressed to Dr. Dudley W. Woodbridge, Dean of the Marshall-Wythe School of Law, has been referred to me for reply.

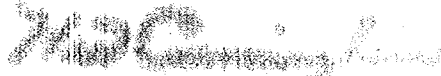
Your first communication to the College of last June 20 indicated that you wished to enter the College in September, 1956. When we had not heard from you concerning your plans until we received your preliminary application we had assumed that your plans had changed.

It is the policy of the College to investigate fully the activities of applicants who have been out of college or secondary school for some time in order to determine as far as possible whether or not a resumption of academic studies would be to the best interests of the applicant and to the College. This, of course, requires time, and it may well be that such investigation cannot be completed before the opening of the second semester.

We should like to have the name, title and business address of your present division head and of the head of your division at the Naval Operating Base.

In reading your application we note that you have listed a Washington, D. C. address, and we should like to have you supply us with information concerning your residence.

Yours very truly,


H. Westcott Cunningham
Dean of Admissions

HWC/hbw

*Mrs Pearl
please see me
at*

RECEIVED
PRESIDENT'S OFFICE
MAR 21 1959
COLLEGE OF W. & M.

Pres. Chandler

LEGAL OPINION

There is no question in our minds that a community, realizing that it would be forced to integrate, will end up better in the long run if it voluntarily submits a plan of desegregation to a court for its approval before suit is brought against it. Such a plan could state the date of commencement, and in general the objective considerations that will be taken into account in bringing about an orderly program of desegregation. Then the school board could hand pick a very few negroes and admit them upon the date of commencement thereby avoiding the possibility of class suits, and also shifting the burden of proof to any negro who later feels aggrieved. It seems to us that the burden of proof has to be placed with the negro and this can only be done by making a voluntary start. It follows that in the event of later litigation, the court will be placed in a position of substituting its discretion for that of the school board if it decides to change any of the board's assignments, and we are sure it would be reluctant to do that not only because of the established legal principles but especially because of the favorable light that the board will be in having voluntarily made the start.

We realize fully that a community might be subject to some criticism in doing anything voluntary in this regard, but there is no doubt in our minds that it is the wise course to follow. All communities heretofore involved will be required to take those individuals who have already established their rights, and we are afraid that they will have to keep them so long as they wish to attend the white schools. Those individuals have been picked by the N.A.A.C.P. and their rights having once been established would seem to be present and continuing. If on the other hand, the board should voluntarily pick a few it could not only select the most suitable ones but would be perfectly free to re-transfer them in the event of future difficulty of any sort.

Alagoa Educativa

See "Gen. G"

Let. of Miss Margaret Guthrie Miller

Negro Education

November 19, 1959

The College of William and Mary in Virginia is a State institution, and complies with the general policies of the State. The College of William and Mary operates a School of Social Work in Richmond, which is the only School of Social Work in the State. There are several Negroes in attendance in this School.

The College of William and Mary has an admissions policy which it adheres to, and each individual case is considered on its merits.

A. D. Chandler
President
College of William and Mary

unday, November 29, 1959

Negroes Attend 6 State Colleges

By Allan Jones

Forty-eight Negroes are attending classes with white students this year at six Virginia institutions of higher learning.

Four of the colleges—the Medical College of Virginia, Richmond Professional Institute, the University of Virginia and Virginia Polytechnic Institute—are tax-supported.

The other institutions, Bridgewater College and Eastern Mennonite College, are private schools. Here is a breakdown of the number of Negroes in each of the colleges affected:

Medical College of Virginia	16
Richmond Professional Institute	5
University of Virginia	18
Virginia Polytechnic Institute	2
Bridgewater College	2
Eastern Mennonite College	5

Total ----- 48

One institution considered "Negro" reported it has nine white students this year. This is Hampton Institute.

Virginia Union University said it has no

white students this year, but has had them at Virginia State College said white students have applied there in the past.

The first white college in Virginia to desegregate was Eastern Mennonite College, a small church-affiliated school at Harrisonburg.



Jones

The University of Virginia was the first public institution of higher learning to admit Negroes. The university was compelled by a court order to admit a Negro to its law school in 1950.

The Medical College of Virginia and Richmond Professional Institute first enrolled Negroes in 1951; Virginia Polytechnic Institute admitted them in 1953, and Bridgewater College admitted them in 1954.

Authorities at Hampton Institute said they have had white students on an occasional basis since 1877, and continuously since 1946.

Authorities at both public and private colleges said in response to a survey by The Times-Dispatch and Southern School News that there is no discernible trend in the number of applications or admissions.

The tax-supported white institutions of higher learning exercise what could be called a policy of containment. In general, they admit only Virginia Negroes who seek courses that are not available at state-supported Negro colleges.

Number Has Fluctuated

The number of Negroes enrolled at the public schools has fluctuated. The number at the University of Virginia has declined from 24 in 1956. Only eight Negroes have attended VPI since the first one was admitted in 1953, and the number of Negroes at MCV has ranged from two to 17.

There is some variation among the colleges in housing and the specific courses in which Negroes may enroll.

At the University of Virginia Negroes have been admitted only into the professional and graduate schools—the schools of law, medicine, education and engineering, and the graduate school of arts and sciences. Negro students live in regular dormitories and eat in regular cafeterias.

Unique in State

Only the graduate school of social work is desegregated at Richmond Professional Institute. It is the only school of its kind in Virginia. The college, a division of the College of William and Mary, doesn't provide dormitory facilities for graduate students.

VPI will admit graduate or undergraduate Negro students, but they must be Virginians and want to study engineering or some other subject not offered at Virginia State College (for Negroes).

Thus far, Negroes have applied for admission only at the undergraduate level at VPI. They are not quartered in the dormitories, nor do they eat in the college dining hall. Arrangements are made for them to live with Negro families in Blacksburg.

At Bridgewater College, no Negroes have been admitted to the dormitories, and none has boarded regularly at the college.

Continued on Page 4, Col. 6

Negroes Go To 6 Colleges With Whites

Continued from First Page

dining hall. They are permitted to eat at the college snack shop, however. The college offers only undergraduate courses.

MCV Policy

The Medical College of Virginia enrolls qualified Negroes in its schools of dentistry, medicine, pharmacy, physical therapy, medical technology, X-ray technology, the graduate school and its four-year nursing program. No living accommodations are provided for Negroes.

All the Negroes at Eastern Mennonite College are undergraduate students. They live in regular dormitories and eat with white students. Three of the five Negroes at the college this year are exchange students from Africa. The institution inaugurated its desegregation policy in 1948 with the admission of African students.

Both graduate and undergraduate white students may enroll at Hampton Institute. Authorities there said the students are permitted unrestricted use of dormitory and cafeteria facilities.

One other public institution, the College of William and Mary at Williamsburg, has admitted Negroes in the past. A Negro woman enrolled in the law school about five years ago, but did not graduate.

An undetermined number of Negroes are enrolled this year in extension courses sponsored by the University of Virginia. They have been admitted only for graduate or professional work, however.

A number of other public and private colleges queried said they have a policy against admitting Negroes, or have had no applications from members of this race.

RECEIVED
PRESIDENT'S OFFICE
MAR 28 1961
COLLEGE OF W. & M.

Southern Education Reporting Service

P. O. BOX 6156, ACKLEN STATION
1109 NINETEENTH AVE., SOUTH
NASHVILLE 12, TENNESSEE

Publishers of
SOUTHERN SCHOOL NEWS
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SUPT. OF SCHOOLS
RICHMOND, VA.

Dr. Davis Y. Paschall, President
College of William & Mary in Virginia
Williamsburg, Virginia

Dear Dr. Paschall:

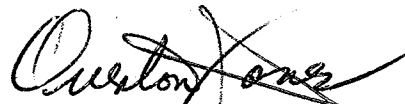
For a long time Southern Education Reporting Service has been saying, in its reference material, that a Negro enrolled at William & Mary "several years ago" but did not graduate. We would like to be a bit more specific in this matter, and I am wondering if you would be so good as to tell me when the student enrolled, in what school, and how long he remained. In fact, I am wondering if there weren't two Negroes there, one taking physical education during a summer session of about 1951.

This is not for a news story but for the statistical record which the Southern Education Reporting Service keeps for the benefit of persons interested in this whole subject.

Incidentally, I know the Norfolk division is not your direct concern, but I'm sure somebody at Williamsburg knows whether any Negroes are now attending that institution, and I would appreciate word on that. If they are, to whom would you suggest that I write for information as to the exact number enrolled?

Many thanks for your help.

Sincerely,



Overton Jones
Times-Dispatch
Richmond, Virginia

College of William and Mary
Williamsburg, Virginia

March 29, 1961

Dr. Davis Y. Paschall, President
College of William and Mary
Williamsburg, Virginia

Dear President Paschall:

I am returning herewith the letter of ~~Everton Jones~~ regarding the attendance of Negroes at William and Mary. Since the matter is very sensitive, I am proceeding cautiously to prepare the requested reply. My first step is to present herewith a letter giving the history of Negro students at William and Mary, which will be of value to you as a part of the College record, and which will aid in the preparation of the reply to Mr. Jones.

I attach also a letter which I have received from Miss Marge Manderson, Research Assistant of the Southern Regional Council, Inc., which deals with the same matter, and which I am unwilling to answer until I have discussed the matter with you.

Sincerely,

J. W. Lambert,
Registrar

JWL:gj
Encl.

April 17, 1961

Mr. Overton Jones
Richmond-Times Dispatch
Richmond, Virginia

Dear Mr. Jones:

Pursuant to your letter of March 27, 1961, I find that the College has admitted three Negroes in recent years. The facts in summary are:

Hulon La Vaughan Willis, who received the degree of Bachelor of Science from Virginia State College in 1949, was admitted to the College of William and Mary on March 22, 1951, and was awarded the degree of Master of Education on August 17, 1956. (He attended during the summer sessions 1951, 1952, 1954, and 1956.)

Edward Augustus Travis of Hampton, Virginia, who received the Bachelor of Science degree from the Florida Agricultural and Mechanical College, was admitted to the College of William and Mary on August 31, 1951. He was awarded the degree of Bachelor of Civil Law on August 13, 1954.

Mrs. Miriam Johnson Carter of Gloucester, Virginia, who received the degree of Bachelor of Science in Education at Temple University in 1954, was admitted to the College of William and Mary on September 20, 1955 as a candidate for the degree of Bachelor of Civil Law. She attended during the session 1955-56, but was required to withdraw on June 12, 1956, because of her failure to maintain a "C" average in accordance with the standards of the Law School.

I believe the above constitutes the information sought in your letter.

With very best wishes, I am,

Sincerely yours,

Davis Y. Paschall
President

cc: Mr. J. W. Lambert
Registrar



CHARTERED 1693

COLLEGE OF WILLIAM AND MARY

OFFICE OF THE REGISTRAR
WILLIAMSBURG, VIRGINIA

March 29, 1961

Dr. Davis Y. Paschall, President
College of William and Mary
Williamsburg, Virginia

Dear Dr. Paschall:

Three Negro students have attended the College of William and Mary. Photocopies of their records are attached, and pertinent facts of their attendance are summarized below.

Hulon La Vaughan Willis, Box 253, Virginia State College, Petersburg, Virginia, who received the degree of Bachelor of Science from Virginia State College in 1949, was admitted to William and Mary on March 22, 1951 as a candidate for the degree of Master of Arts. His field of study was physical education, and Mr. Bernard E. Wilson, Chairman of the Department of Physical Education for Men, was assigned as his advisor. Mr. Willis attended the summer sessions of 1951, 1952, 1954, and 1956. On July 10, 1956, Dr. George J. Oliver, Secretary of the Committee on Graduate Studies, informed Mr. Willis that in accordance with his request, the Committee on Graduate Studies was approving his shifting from the Master of Arts program to the Master of Education program. On August 17, 1956, Mr. Willis was awarded the degree of Master of Education.

Edward Augustus Travis, 708 Kentucky Avenue, Dunbar Gardens, Hampton, Virginia, who received the degree of Bachelor of Science from the Florida Agricultural and Mechanical College, was admitted to William and Mary on August 31, 1951. He attended the College three sessions and one summer session, and was graduated with the degree of Bachelor of Civil Law on August 13, 1954. Twice during his attendance he failed to meet the minimum standards for continued residence, but was permitted by vote of the Faculty of Jurisprudence to continue on probation. It is my understanding that Mr. Travis failed to pass the State Bar examination and returned to teaching. It is also my recollection that he died within the past year or so.

Mrs. Miriam Johnson Carter, P. O. Box 333, Gloucester, Virginia, who received the degree of Bachelor of Science in Education at Temple University in 1954, was admitted to the College on September 20, 1955 as a candidate for the degree of Bachelor of Civil Law. She attended the

Continued

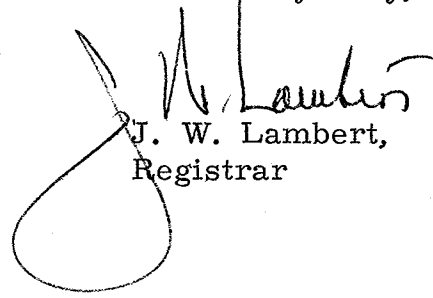
Dr. Davis Y. Paschall, President

-2-

March 29, 1961

College during the session 1955-56, but was required to withdraw on June 12, 1956 because of her failure to maintain a "C" average in accordance with the standards of the Law School.

Yours very truly,

A handwritten signature in cursive script, appearing to read "J. W. Lambert". The signature is written in dark ink and is positioned above the printed name and title.

J. W. Lambert,
Registrar

JWL:gj
Encl.

College of William and Mary
Williamsburg, Virginia

April 18, 1961

Miss Marge Manderson
Research Assistant
Southern Regional Council, Inc.
Room 201, 5 Forsyth Street, N. W.
Atlanta 3, Georgia

Dear Miss Manderson:

In answer to your letter of March 23, 1961, the College of William and Mary has admitted three Negro students in recent years. The facts in summary are:

Hulon La Vaughan Willis, a graduate of Virginia State College in 1949, attended the College of William and Mary during the summer sessions of 1951, 1952, 1954, and 1956, and was graduated on August 17, 1956 with the degree of Master of Education.

Edward Augustus Travis of Hampton, Virginia, a graduate of Florida Agricultural and Mechanical College, was admitted to the College of William and Mary in 1951. He attended the College three sessions and was graduated on August 13, 1954 with the degree of Bachelor of Civil Law.

Mrs. Mintan Johnson Carter of Gloucester, Virginia, a graduate of Temple University, was admitted to William and Mary in September, 1955, as a candidate for the degree of Bachelor of Civil Law. She attended the College one session, but was required to withdraw on June 12, 1956 because of her failure to maintain a "C" average in accordance with the standards of the Law School.

I hope that this satisfactorily answers your inquiry.

Sincerely,

J. W. Lambert,
Registrar

JWL:gj

EPPEs, WILLIAM D.

- April 17, 1963

✓ Negro Education

-

See "General" file "E", re official policy on segregation at College

May 10, 1963

Statement to Mr. Barron:

I am very glad to give you a copy of the statement of Policy on Admissions for the College of William and Mary. There is nothing discriminatory in the policy or in practice as affects anyone in applying or in being considered for admission. The chief criteria for admission are: character and scholarship. By scholarship I mean academic achievement to date and potential for the future.

In answer to your question, we have had Negroes at the College. Two came as early as 1951 and both graduated, one with a Masters of Education and the other as Bachelor of Civil Law.