

By Elizabeth Balanoff

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Appendix

I. Dr. Sparling, Im sure that other people who come to Roosevelt in later years are going to want to know not only more about Roosevelt, but more about you and particularly Roosevelt's connection with the labor movement. Could you give me a little bit of your background in terms of your interest in the labor movement and your involvement with labor's struggle?

R. My interest in labor stems from being a laborer in my very early days when, during the summers in California I worked among the itinerant fruit workers cutting and drying apricots and picking and drying prunes. I learned a good deal in picking prunes about very hard work. There are few jobs that are much m&e difficult. The prunes fall off the trees and have to be picked up from the ground. For me it amounted to skating around on my knees for ten hours a day. In the process I gained a lasting appreciation for those who do hard work and especially Japanese workers. They're the only ones I could not best, regardless of how hard I worked. Their achievement gained my permanent admiration.

I. What was the ethnic composition of the group that you worked with usually?

R. There were not many Japanese at that time. In most instances the workers I met were Portuguese. There were lots of Portuguese in California and one of my early remembrances of a laborer was dear old Joe Silva. Joe Silva had a practical philosophy. It was very simple. "You treat me alright and I'll treat you alright." 'I In working with me he not only treated me all right, but was very likely to -give me the easy end of the work load if he could.

I. Was he an older man?

R. Yes, he was an older man and an inspiration. He had an invalid wife, and would get up in the morning at six o'clock to take care of her and be at work at seven. At twelve he would go back to get his wife's lunch. At six o'clock, at night he again would return to care for her needs. He was one of the kindest human beings I had ever known and it was a thorough joy to work with him.

I. Were there many Mexicans or Filipinos?

R. No Mexicans or Filipinos at that time. The Mexicans came much later to California.

I. What year would this be roughly?

R. This was about 1911.

I. 1911. Did you live in California?

R. Yes, I lived in California and was one of twelve children.

I. What was your ethnic background? Are you old American or new American?

R. My father was a Canadian, 3/4 English, 1/4 Irish, born in Owen Sound. He came to the United States about 1872 when he was sixteen years old. He was the youngest of twelve children. My mother was born in Indiana. She was half English, a quarter German and a quarter French.

I. Can you tell me a little bit more about the conditions where you worked? Were there very many children among the workers? At what age would they start working?

R. The children generally worked with their parents. The mothers worked in the apricot-cutting sheds or worked picking up prunes and the children generally worked with them. They were paid six cents for picking a hundred pound box of prunes. One of the clearest memories of that time

was when in the fifth grade in elementary school, my whole family, except for father, went out and camped in the prune orchards and picked prunes. All of us, eight children, picked with mother. The prune season didn't end at the beginning of school and so I missed the first week in fifth grade. In elementary school, at that time we used to have an honor which was called. Special Mention. If a student had above 95 in every one of his subjects, was not absent or tardy a day, and had a hundred in deportment, he would get out two weeks early without having to take the examinations at the end of the year. I had received the Special Mention Award for the 2nd, 3rd, and 4th grades. Because I had to stay out that first week of 5th grade I was denied the honor that year. It was the only time throughout my elementary school life and I found it difficult to forget.

I.. Apparently this didn't retard your academic record too much. How many summers did you work in the orchards ?

R . Through the 4th, 5th, 6th, 7th and 8th grades. Every summer we worked for extra spending money to help with the family finances.

I. Your labor credentials go back way to the beginning then.

R. My father was a building contractor. At that time the unions were just beginning. He agreed with the new ideas of the union and would hire a union man, all union men, if he could. But if there was more work to do than there were carpenters to do it, he resented the union's trying to make him hire union men when there weren't any available,

I. What about other contractors in this period? Was there more hostility on the part of most towards unions than in your father's attitude?

R. I don't know. The unions were just beginning and I only remember his attitude. When I graduated from high school I didn't have the money to go on to college so father, being a contractor and builder, hired me to work for him. This, again, is part of my labor background. I did cement work and just about everything one does in the building trades. I was not a union member and not a qualified tradesman carpenter, but I worked as an apprentice in all of these things. I remember helping to build a house way up in the mountains. Another carpenter and I built a five-room bungalow in three weeks time.

I. That's quite a skill,

R. He was a great carpenter and it was a fine learning experience for me, working until the end of that year, 1915. Then the work ran out. Father had no more building jobs, for the war had begun in 1914 and almost all building had come to an end. I then went to work in a three-thousand acre orchard for the Macumber interests. There I did all kinds of orchard work in walnuts, prunes, apricots, pears and apples, tractor work, irrigation, and especially in nursery work. I remember that as some of my hardest work experience. The apricot trees were always grafted on to wild plum roots called morabolin. This budding was back-breaking work. One of the Portuguese workers and I did our best to break all records in budding trees, finally budding some sixteen hundred trees a day.

I. How long did you do this?

R. About 9 months. We worked six days a week, ten hours a day. On Saturday night I went back home to Hollister, 13 miles away, because

Sunday was our day off. Usually I could get a ride with someone, when going to Hollister, This was before cars in the horse and buggy days. But sometimes I had to walk those 13 miles. It was much more difficult to get a ride back at 9:30 or 10:00 in the evening. I was going to church rather religiously then and took in all services including the evening service in the Presbyterian church. Most Sunday evenings I would go home and get a bite to eat, then walk and run back to the orchard where I worked so I could get some sleep and be at work Monday morning at seven o'clock. In three or' four months I earned enough to get a bicycle so for the rest of the time until I started at Stanford in the fall I rode back and forth on the bicycle.

I. It was a luxury I suppose.

R. It was luxury.

I. Easy living.

R. Yes, that was luxury. And during those months I learned a great deal about laboring men from living and working with them. They were fine men even though they had very few interests beyond their work, sex, and baseball. I just heard on the radio yesterday that sex is the chief ingredient in the conversation of the working man even today in 1972. That was certainly true in 1915. **In** this particular working situation we did have a male trio, a very high tenor,' then called a whiskey tenor, I was second tenor and Joe Rose, a Portuguese workman sang bass. Joe was the most highly skilled workman. I can still hear each part: "And when I die don't bury me at all. Just pickle **my** bones in alcohol. Place a bottle of booze at my head and feet and then by Gee know I'll keep."

I. Where did you sing, at work or just around there?

R. We sang at night in the general merchandise store where they sold groceries and hardware. There was only one store so everyone congregated there and listened. There was always the traditional spittoon at close hand for those chewing tobacco.

I. Did the men you worked with know you were going to go away to college and leave them behind?

R. No, they didn't know it. I didn't decide to go until about May of that year when I realized that \$153.00 and a bicycle would start me on my way to a college education.

I. When they did find out how did they feel about it?

R. They were happy I was going on to college. Men like that are very sensitive to the well-being of other people.

I. When was your next contact with labor?

R. As soon as I went to Stanford and had to work. As I said I arrived at Stanford with \$153.00 and a bicycle and was completely on my own. My older brother, Frank, stayed home with the family, nine brothers and sisters. He worked to help support the family which allowed me to go to school. So I owe a great deal to that brother. At Stanford I immediately applied for a job at the Stanford University YMCA. They had charge of all the placements at that time, since there were no placement departments in colleges then. I was asked by the secretary if I had any money. When I said yes, I had \$153.00 and a bicycle, he put me down as not needing a job.- Each month I went into the placement office to ask about a job.

Finally in the middle of December my money was almost gone. Not many people today know that Stanford, founded in 1891, was a poor man's blessing. The college had no tuition, with thirty- three million dollars in endowment, was the most highly endowed university in the world. There was a twenty dollar student's activity fee which paid for medical and athletic fees. Board and room was twenty-six dollars a month. As little as the charges were , by the middle of December it was obvious that I had to have a job to be able to continue my studies. When I told the placement office I had to have a job or leave college they gave me their only opportunity - working four hours a day for board and room for a Christian Science Practitioner and his wife. It was two miles from the campus, one mile the other side of Palo Alto. With my bicycle transportation was simple. I lived there from the middle of December until the middle of April. By this time, the spring of 1917, war was declared. All the students who joined the S. A. T. C. (Student Army Training Corps) were given their credits for the rest of the year on the same basis as their grades for the fall term. So mast students enlisted, being patriotically predisposed to do so. I was in the S. A. T. C. until the spring semester was completed at Stanford. My two oldest brothers by this time had both gone to the war so I had to stay home to help with the family. My next experience with labor came with a job in the Alpine Evaporated Cream Company in Hollister. I started to work with them for ten hours a day, six days a week at a salary of forty cents an hour. This experience gave me deep insights into some of the problems faced by laboring men. On my first day at work, during the first hour, a

big Spaniard said to me, "Slow down- -you are working too fast." I said, "No. I'm not going to slow down. " "I'm trying to earn my money." He said, "Well, you'll work yourself out of a job." I said, "No, I might work you out of a job, but not me." He was very disgruntled and went back to work. I couldn't talk, with him during working hours because I felt the time for which I was paid belonged to the company but at lunch time I went over and sat beside him and said, "Why did you ask me to slow down?" Then he said in a very different tone than he used before, "Well, young man, you'll learn, before you stay around here very long, that if you get in there and work like you are, like you're killing snakes, you'll work yourself out of a job." I said, "Why do you say that?" He said, "Well, if we work fast and get through at two o'clock in the afternoon, they lay us off for the rest of the afternoon without any pay. Now you're a single man. You don't have to have the money, but we have to have the money because we have wives and children that have to have a place to live. and some thing to eat. We can't afford to be laid-off in the middle of the afternoon. We stall along and make the work go till the end of the day." He seemed satisfied that I understood what he was saying. That night I went to the boss and said very unceremoniously, for a day-old employee- "Your men are loafing." He said, "What?" I said, "Yes, and furthermore it's your fault." He said, "What?" I said, "Yes, If they get through at two o'clock in the afternoon you lay them off without any pay for the rest of the day," His retort, "Well, you're not going to pay them for work they don't do are you? I. I said, "No, but aren't there times when

you have more work than your present people can do?" He said, "Yes."
"Well then, why can't you plan ahead and have the regular people do this work so they won't be laid off?" He said, "A good idea." So he added three and a half cents an hour to my pay, giving me the munificent pay of forty-three and a half 'cents an hour. In addition, he gave me a little supervisory work to do. -We loaded cars, made boxes, piled cans and miscellaneous jobs so we were ready to do extra work when the routine of the daily condensing the milk, which was a standard process, ended about two in the afternoon. The men from then on did a decent day's work, morale was boosted because for the first time they felt secure in their jobs. I realized in this first tilt in a factory the reason why unions are necessary.'

Was there any friction on the basis of nationality or did people get along well together?

R. In the main they got along very well. A big Irishman scapegoated the Italian a bit, but in general we got along fine.

I. How long did you stay with this job?

R. Until I enlisted in the U. S. Air Force on my birthday, November 22, 1917. I had learned that I could make a hundred dollars a month in addition to board and room by becoming a cadet in the Air Force. A friend of mine who had encouraged me to go to Stanford in the first place had joined the Naval Air Force and knowing of this situation told me about it. I was supposed to have had two years of college in order to be eligible, but a U. S. District judge, a friend of my father's, knew of my record in the community and upon his recommendation I was allowed to enlist. I was called into active service February 2, 1918 as a flying cadet in the ground- school at the University

R. To make the ground school they had a compound and a fifteen foot fence around it, right in the heart of the campus. For all these fledgling to-be flyers this was an interesting experience. The flyers were put through a lot of tests that seemed totally unnecessary and unrelated to flying, such as having to assemble a Lewis machine gun blindfolded and to disassemble it and reassemble it in three minutes. One had to learn to be able to send fifteen words a minute of the Morse Code by radio and had to be able to receive twelve. Surprisingly, many of the college people could not pass this test. They also gave us gun practice, with machine guns and shotguns, shooting clay pigeons. We studied meteorology and wind currents. I had an interesting lesson the day we were asked to "fall in", an army term for lining up. The commandant walked down the line. I was one of the taller cadets and was standing beside Dink Templeton, the great Stanford coach. The commandant said to me "Have you ever acted as right guide?" I said, "No sir, but I can." He commanded Templeton to take Right Guide and then Dink came around to me and asked me how to do it!

I. Did you tell him?

R. Of course.

R. Then there was Norman Ross, the great swimmer. I'd been on the swimming team with him the first year, my freshman year, and he subsequently was one that held every world record between a hundred yards and five miles. Interestingly not one of those records stands today.

I. Not one?

R Not one. Finally after digesting this rather disjointed Program of thirteen weeks we were transferred to Camp Dix in Dallas Texas for flying training assignment. They sent the California boys to Texas and the Texas boys to California. I presume it was to get them away from their families. At Camp Dix I had experiences which are still indelible in my mind. Everybody had to do KP (Kitchen Police). On this particular day my squadron had been assigned to the mess hall to wait on tables. We had to put the dessert around which happened to be pie that day, and clear the tables after dinner. Some of the boys couldn't resist the pie. I was too knowledgeable of army discipline to partake, knowing that they would surely have to pay for their pie-eating. When the pie was about half consumed the sergeant came along and shouted "Fall in." He marched us back to the barracks and tried to get someone to tell who had eaten the pie. Of course no one would, so he said, "Assume full dress." We had to put on our blouses and our hats and shoulder our guns with our bayonets drawn., He took us to the race track which was a mile track and started marching, all of us, at eleven o'clock in the morning. It was one of those terribly hot days in May of 1918. The boys would march as long as they could and began falling from heat eshaustion. At ten-thirty that night there were only six still marching . As for me I was just stubborn enough and mad enough to have died rather than stop marching. That incident gave me a certain amount of perspective on the army, a permanent disrespect for unwarranted authority.

On June 2, 1918 I was sent with a squadron to get my flying training at Carruthers Field in Fort Worth, Texas. They loaded us on to a big open truck, about fifty or sixty of us, and we were driven about 60 miles

standing all the way. As we approached Carruthers Field we passed a cemetery, The sergeant, in a very gruff voice said, "That's where they put the mistakes."

Flying training was lots of fun. It's a great privilege as well as a great sport. On July 30, 1918 I was commissioned a second lieutenant, a flying instructor in the Air Force U.S.A., a status given to the 3 persons in the squadron with the highest ratings. The flying instructorship was optional. At the time the Air Force was taking the flying instructors for advanced flying training and then combat duty in France. It was considered a privilege because that was the fastest way to get overseas. All of us were very patriotic. We were on fire with the idea of living up to our national slogan "making the world safe for democracy." So I became a flying instructor, having soloed but 6 hours, 36 minutes, with 78 hours flying time altogether.

I. Is that all it took to be an instructor?

R. It didn't take even that much, 78 hours, to be an instructor, but that's what I had when I was commissioned. We didn't get a tremendous amount of flying because many times we would get out at daybreak to fly and would still be waiting in line for a ship at the end of the day.

I. Why?

R. Because ships were scarce, There were many more men than planes. My first assignment was dual-instruction and the second teaching acrobatics --teaching acrobatics with not over a hundred hours of flying time! At that period field instructors were being sent to France as soon as new instructors could replace them. The week before the armistice was signed

in November, 1918, I received my orders to travel for combat duty in France. However, by that time I had been promoted to the command of the two most advanced stages of flying, the Junior Military Aviator stage. When my orders came to travel, the Commandant of the field wired a request to Washington asking that my orders be held up a week until I could be replaced. During that week the armistice was signed. So I never left Carruthers Field. I never went to France.

I. You just missed the war, just barely. Did you think about staying in after the war?

R. I did stay in for seven months beyond the Armistice.

I. Oh you did?

R. The orders for mustering out were immediate. The armistice was signed on the 11th; the possibility of mustering out came that night and many were on their way home the next day, November 12th. However, a great many of the cadets wanted to stay in the Air Service to complete their flying training. For me there was a different reason for staying in. I had not been able to save any money for the continuation of my college education, so I stayed in from November, 1918 until June, 1919 to get money to go back to Stanford. During that time all the cadets were trained and able to finish all their training. I was promoted to Assistant Officer in Charge of Flying. With this post went a Cadillac and a drive on and off duty. With a pair of wings, a Cadillac and a driver those of us so privileged thought we were in seventh heaven. This was especially true of a poor boy of 22 years.

One of my extra duties at this time was officer in charge of photography. This responsibility was one of most rewarding--taking photographs of the flying adventures in the clouds. All kinds of photographs from the war zones came through after the war; those of the trenches, of aerial maps, most of which were Mosaics. These are really maps made by photographs, sequentially taken. One big map might be a composite of three or four hundred photographs. There were also a tremendous number of photographs of wrecks and disasters.

One of the most interesting experiences during this lull between war and college came through a request from Washington D. C. for officers to aid in the selling of bonds for the fifth liberty loan. The U. S. government didn't have enough money to bring the boys back from the front. They had to raise it by selling U.S. Liberty bonds and the bonds were' not selling well. So they asked all the flying fields in the United States, one of which was Carruthers Field, where I was, to form squadrons of five planes each to travel around northern Texas, southern Oklahoma, New Mexico and Western Texas to give stunt exhibitions. Each flying officer was to take up in his plane the person who sold the most bonds and the person who bought the most bonds. Being assistant officer in charge of flying I had a special plane a bit better than any of the others in the squadron with a rather speedy engine for that time, 180 horse power, about three times as powerful as the planes others were flying.

I. Oh, you were actually flying in the exhibition?

R. Yes.

I. Doing the stunts yourself?

R. I was the only one in the squadron commissioned to give the stunt

exhibitions, Our first scheduled stop was Texarkana. At that time nobody seemed to have any idea of what a flying field should consist of. The best they could do was to have us land our squadron on the golf links.

I. Oh dear.

R. What with bunkers and lakes and all kinds of hazards only two of us weathered it. The other three planes broke up in the landing,

I. That was some exhibition!

R. One plane flew across the lake and tried to fly up a hill. There was a forest at the other end and the pilot didn't have enough power to ascend faster than the slope of the hill so he finally flew between two trees with his fuselage going on and his wings staying behind. It didn't hurt him but the plane was demolished.

The next day came my first stunt exhibition. From Texarkana we went on to Paris, Texas. There the man who sold the most bonds was a Presbyterian minister. He was to lecture that night to his congregation on the thrills of flying. When he boarded the plane he said, "Remember, young man, I have a wife and six children," I said, "Well I have a mother and father and nine brothers and sisters." I took him up to 3,000 feet and proceeded to give my standard stunt exhibition which was five vertical banks with wing turned right towards the ground and then a vertical reverse in which the plane rotated on its tail,, then five loops without stopping and five wing overs to the left and five to the right. The poor fellow didn't know anything that had happened to him. That night I realized that the Civil War wasn't over. Everybody in the church stood at attention, their eyes straight forward and sang Dixie at the top of their voices.

1. In church they sang Dixie?

R. Yes. Maybe it was because I was the Yankee. In any case it was disappointing that the minister had known nothing of what happened to him, for he couldn't relate the expected thrilling experience to his congregation.

I. He was still traumatized?

R. Yes. He was still scared. After our trip to northern Texas and Oklahoma we went back to Carruthers Field. The second expedition scheduled stops at Pecos, Texas, up into Roswell and Carlsbad, New Mexico and back, through the Panhandle.

In Middle town, Texas, a dear old lady had sold the most bonds. She got into the plane and apparently was doing this without her husband's consent. _ Just before we took off the crowd parted and a scared old man appeared. He wanted his wife to get out of the plane. I said, "I'll take good care of her. Don't worry, she'll be all right. You'll let her go, won't you? " He said, "Yes yes. Go on. " So I gave her a very nice easy ride.

I. You struck a blow for the women's Lib movement.

R. Right, and at another time a blow for another young woman. A very attractive young woman had sold the most bonds and was entitled to a ride. She was in the plane and I was just ready to take off when the crowd again parted. A wild-eyed, frantic young man appeared and said to his wife, "You get out of there. " My protestations that a flight wouldn't hurt his wife were to no avail. He didn't answer me but said to his wife, "you get out of there. "

I. And she got out?

R. Yes, without: a word.

R. As we came back through the Panhandle, one of our five flyers was a ground officer., (We used to call them Kiwis.) This is a word for an Australian bird that doesn't fly. Orders had come through from Washington, D. C. after the armistice that all commissioned officers in flying fields had to learn to fly. Those who couldn't learn had to leave the air-force. This ground officer was the adjutant of the field. He had taken his flying work and gotten his wings. On a Saturday morning in December, 1918, when I was the Assistant Officer in Charge of Flying, (the officer in charge of flying was on leave, so I was in command) this Adjutant came out and told me "Lieutenant, put number 68 on the line. "68" was a very fine ship, the sister ship to number 67 which was a photographic plane. When he said, "Put number 68 on the line," I said, "Lieutenant would you mind taking number "67"? It's the same ship. If you take "68" it means that four men have to give up their Saturday afternoon leave because the plane has to be washed and conditioned and there are no assignments for that now. The men are assigned to take care of 67. Would you please take number 67?" He answered, "Lieutenant, put number 68 on the line." I said, "Sir, you'll take number 67 or you'll stay on the ground." His response "I shall have you reported for insubordination" made me answer "I hope you do." He left. I never heard-of it again. He didn't have the courage to report me for insubordination even though he was a first lieutenant and I was but a second lieutenant.

Out in the Panhandle he and I were sent down in our respective ships for the stunt exhibition and for taking up the one that bought the

most bonds and the one that sold the most bonds. He was first lieutenant so he outranked me. Nobody knew of the above circumstance. He took charge and after I gave the stunt exhibition he took up the very lovely young lady who had sold the most bonds. I took up the banker who had bought the most. But he took off over the top of the house and just missed it,.. showing his inexperience as a flyer who had just gotten his wings. We were now ready to leave. He had with him a big sergeant, one of the very finest mechanics on the field, whom he put in the front seat. It was advisable to put the passenger in the back seat because the front seat was considered to be more dangerous. He hadn't done that. He started to take off again over the house. I rushed over to him and said, "Lieutenant, I think you'd better take off through that gap in the fence, over there, -you have a mile run and there's practically no wind." He didn't answer me, just put his goggles over his eyes and shoved on the gas and knocked the whole top off of the house. I was wearing a flying suit even though it was a hot day. One has to have a flying suit because its cold at three thousand feet high. I ran as fast as the flying suit would permit to where he had fallen. There he was in the chicken yard. Both men had their faces very much bruised and noses broken. I still can see the chicken that had gotten in the back of the plane with its feet dangling by the rudder squawking for dear life. We got them out of the plane and before we were back at the flying field the next day the Adjutant had taken his discharge papers and was out of the air service.

R. There were always those men in the army who, in positions of authority, used unwarranted and unhappy pressures over other people. I told you of the Adjutant of the field who was so Gery unpopular. There are also those men in the army who are inspirations to others. The assistant adjutant was such a man. The people of the field loved him. There was a great contrast between the adjutant who took himself so seriously and the assistant adjutant who had such wonderful control over his men, yet an outstanding 'rapport with his men. The assistant. adjutant was Harry Colmery who became the national commander of the American Legion two or three years after the war had ended.

 During the war the regular army felt that they had to discipline the men, especially the flyers whom they considered a bit cocky. The flyers were a new special branch of the army and they took themselves fairly seriously. In the dormitory early one morning the army sent down a mule skinner, who was supposed to be a disciplinarian, rough, tough, regular army sergeant, to drill and take charge of the cadet dormitory at Carruthers Field. The flying officers, even though they were flyers, had to do one hour of close order drill in the hot Texas sun between one and two o'clock every afternoon except on the week-ends. This particular morning the sergeant came in to the barracks. There was a sick man still in bed. He hadn't answered reveille. The sergeant came in, took his bed and dumped it right on top of him. Four of us gave each-other the signal and we took hold of each of the sergeant's extremities, took him outside kicking and screaming and dumped him on his back in the biggest mud puddle we could find. He got up, cursing and throwing mud, but he never reported us and was a decent member of the company after that.

When they wanted to the regular army came out to the flying field to get flights. At that time flying was very new and so the regular commissioned officers, majors, captains and colonels came from Camp Bowie, a 200,000 member campaign Fort Worth, one of the big army camps, where they trained soldiers before sending them overseas. These officers wanted flights. Some of the flying officers resented it because a major or a colonel or a general would command the flyer to take them up for a flight. They would say go here and go there just as though they were in charge, but actually the flyer was in charge of the ship. The visiting officer was supposed to be the passenger.

One day we were doing our close order drill when the commandant of the field came along with a camptain from Camp Bowie, who wanted a ride. I was at the taller end of the line and he came from the shorter end down to me, commanding me to step out and take this man for a ride. As was customary I walked about six paces behind the captain so he could not hear the men down the line say "Make him sick, make him sick." I took my favorite ship for the captain, got up 3, 000 feet and went through a complete stunt exhibition. All during the stunting he seemed to have his head down. It was the camera ship with a hole through which one could take pictures through the bottom of the ship. I thought, this man is really tough. I was flying in the front seat so I didn't notice that he was sick or I wouldn't have gone through the total exhibition. When we landed he was so weak and so ill that they had to help him out of the plane. I felt a little mean because he was a good sport afterwards, But that was the last man that ever came out from Camp Bowie to get a ride.

It wasn't long after this that I returned to my studies. I had stayed in, in order to get money to go back to Stanford. As much as I loved flying I didn't want to stay in the air service to become what I called "a flying chauffeur." At that time there weren't these wonderful opportunities for flyers on the commercial airplanes. I went back to Stanford, got on my bicycle and realized what a tremendous contrast it was from being a flying office r with a Cadillac and a driver down to a bicycle.

I . It must have been quite a change.

R. It was a real change and it was very difficult to get back to studying. Stanford had gone to the quarter system and where it had been a free university without tuition when I first started, it was now \$60 'per quarter because money had depreciated just about 50% during the war. The thirty-three million dollar endowment at 254 interest didn't begin to take care of the inflation so they had to charge tuition. It was \$60. 00 per quarter in June of 1919 and by the time I graduated in June of 1921 it was \$90 per quarter. Lots of changes had taken place.

When I came back after the war I finished the three years in two by going to two summer schools. One thing that cut down the quality of my education was the gift of 27 semester hours of credit in engineering for my work in the air service. This allowed me to finish three years in two and graduate with but three years of college. 1921 was an economic depression year. The war industry had gone down; the consumer industries had not yet picked up, and there was quite a pronounced depression. A great many of the college students couldn't get jobs. I was fortunate for my interest in religion helped open up five possibilities. The non - religious one offered

was in a bank's training corps in Chicago at \$150 per month. There would be 6 months training at which time the job would be that of a bank salesman. Another job was that of assistant pastor of the Portland Oregon Presbyterian Church. I worked for the Presbyterian Church at Stanford, had been a member of the student volunteer organization which was for the world evangelical movement. Working as head of the young people's society, teaching a Sunday School class and going to Asilomar, a religious conference center run by the Y. M. C. A., had given me invaluable training. Asilomar was the Y. W. C. A. camp in California where I met the religious leaders of the Y. M. C.A. throughout the country, Bowman of Portland, Oregon and Dr. Freeman, the minister of Pasadena, one of the great Presbyterian ministers on the West Coast. Both of these gentlemen had offered me a job as assistant pastor, although I had no formal religious training. The fourth job offered was to be head of the boy's division of the Oakland Y.M.C.A. The fifth job after much consideration was the one I took; to be the student counselor in the Stanford University Y.M.C.A. Since that didn't start until September, I had the summer off. Because of my previous swimming experience I took a job as a life guard at a summer resort, Capitola, near Santa Cruz. For the responsibility of life-guarding I was given the privilege of making all the money I could earn teaching swimming. I took the teaching of swimming very seriously. It seemed evident that everybody ought to know how to swim for personal safety. Therefore I would guarantee to teach anybody to swim for \$5. 00 with two hours of instruction. I didn't realize that I had fallen into the Brookings Institution's formula for the free enterprise system -- "to give the finest possible instruction for the least possible cost to the largest number I could serve."

I. Did you have any failures?

R. No failures. I stayed at the Stanford Y.M.C.R. three years with 4 summers at Capitola. At the end of the fourth summer there were people coming from four different states to take swimming lessons with the only advertising from pupils by word of mouth. "Were you the man who was here last year? "Is your name Sparling? "Are you the swimming instructor that was here last year?" "Are you the person that taught Mrs. Jones' sons and daughter?" And so forth. It was a radical departure from the way swimming was taught in California at that time. There were two places where you could learn to swim with instruction. One was in Los Angeles and the other San Francisco. Because they charged so much for their lessons, the swimming instructors had few pupils whom they held on as long as they could. They took 3 or 4 months to teach their pupils to swim. This general idea of giving the very finest of instruction at the least possible cost to the widest number of people that could be served from daylight to dark has really colored my whole philosophical outlook in education. That amounts to giving the finest education possible at the least possible cost to the largest number you can serve with the funds available. By September of 1924 I had saved enough money in two months to enable me to get my Master's degree at Columbia. That last year of teaching swimming in the summer made me pay a larger income tax than as a college president until 1943.

I. Really?

R. It was proof of the efficacy of the democratic and free enterprise principles .

I. Let me ask you a question about this business of teaching people something

so much more quickly than other people were doing it. How did you do it? Was it something that you did to give these people confidence in themselves or did you simplify the instructions, or what made it possible for you to do this?

R. Actually it was a combination. It is necessary to understand the pupil in order to know how to substitute in him security and confidence for fears and uncertainties. And it is necessary to simplify instructions so anyone can understand each step of the way. For the process I devised the Soquel River was a wonderful place to teach swimming. There was a spillway and a dam making a river-lake with completely smooth water. The ocean was just 50 feet from the river. Right across the sand bar you could see the ocean where the water was cold and the waves were high. The river was the best place for teaching since the water was at least ten to fifteen degrees warmer than in the ocean. I taught people the strokes on the sand first, one or two strokes, either the side stroke or the back breast stroke, whichever they preferred. Many of the older women wanted to learn the back breast stroke first. Teaching the stroke on the sand where they could concentrate on the movements, they learned the strokes in five or ten minutes with very few exceptions. Before they went into the water they knew the stroke. It was usually a simple matter to get them to transfer that stroke to the water. The use of water wings until they perfected their strokes gave them security. My first pupil swam 30 feet in 15 minutes and she'd never been near the water.

That's amazing,

R. It was a fortunate bit of luck to have this' young lady of seven as my first pupil. Everything was right. She was highly intelligent. She'd never

been near the water. She had no fears whatsoever and she had great confidence in me because she was a hometown girl and had known me in Hollister, and she had an enthusiastic mother. In almost no time I had all the pupils I could take, teaching from 7:00 a.m. to 7:00 p.m. It was a rewarding experience for I sensed that this skill would contribute to these people as long as they lived. All of them learned to love the water. In addition, as lifeguard I had the satisfaction of saving 57 lives during that four year period.

I. Was this in a pool or in the ocean?

R. In the river mostly - - a couple of them in the ocean.

I. You swam your way into a Masters degree.

R. Yes that right and I got the Master's degree at Columbia, which changed the course of my life. I had gone there expecting to go back to Stanford at the end of the year to take charge of the University Y. M. C. A. as the general secretary to take the place of the general secretary who was to have retired. My three years as assistant general secretary made me happy at the thought of returning to help the students with their problems, academic and otherwise, adding vocational and professional guidance as needed. At that time there wasn't as wide a selection of vocations as there is now. There were the traditional ones of medicine, dentistry, teaching, law, engineering and certainly business, but young people were searching then as now for meaningful occupations to which to give their lives.

So for further training I went to Columbia to get my degree. At the time I was wavering between the fields of education and religion. A combined

course in the Union Theological Seminary and Teachers college, Columbia seemed valid as preparation for either career. At the end of four months courses under Harry Emerson Fosdick and Johnston Ross, two of the great Union Theological professors, plus work under Thomas Briggs in secondary education had broadened my scope and had helped me decide to go into the field of education rather than institutional religion. One unexpected bonus in the broadening of my education came from an unexpected source, International House . When I got to Columbia in the fall the International House was opening. Graduate students, both men and women of 67 different nations, were living there, the realization of a dream of a Y.M.C.A. secretary. International House had been created by funds from John D. Rockefeller, Jr., at the behest of Harry Edmunds a Y.M.C.A. secretary. In his work with students at Columbia University Mr. Edmunds ⁱ found many lonely graduate students. One day he was crossing the campus and passed a Japanese student to whom he said "Hello." He didn't know him. The student said, "Just a moment sir. I'd like to talk with you. In two years you are the first man on this campus who has spoken to me. I'd just like to know your name." This gave Mr. Edmunds an idea. He went to the Registrar's office, got the names of all the foreign graduate students at Columbia University and invited them to his home in groups of 20 on succeeding Sunday nights throughout the year. By the end of the year he had entertained all the foreign students in his home. He called these occasions "Sunday evening suppers" and after about a year and a half he asked John D. Rockefeller, Jr. to be a guest

one night. Rockefeller was so impressed that he gave Harry Edmunds two million dollars to build the first International House dedicated to the precept which is engraved in stone on the front of the building --"That brotherhood may prevail."

I. And that happened just when you went to Columbia?

R. Yes, and to my good fortune I lived there all during the academic years of 1924-25. From the start it was a home away from home for a friend of mine who was already there. And I learned the joy and breadth of experience resulting from living with people from 67 different nations.

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What did you do after receiving your Master's degree?

R. It was a little late to get a summer job when I returned to California in June, 1925. Through a friend who was working as a salesman for the Wear-ever Aluminum Company, I got a job giving cooking demonstrations in homes and selling Aluminum cookware to the women invited by the hostess which was a broadening experience for me. Wear-ever aluminium stressed the healthful preparation of foods using steam cooking to preserve the vital nutrients of the vegetables and meats rather than having them lost in the cooking. I worked at this until school opened at Stanford.

My Master's degree from Columbia University in secondary school administration did not qualify me to teach in the California schools. I had to take United States Constitution, States school law, and practice teaching, and fill out a minor in political science. I already had a minor in sociology and a major in economics for my degree at Stanford. Arriving late all the practice teaching jobs were taken, with one exception, the teaching of swimming in Palo Alto High School. So I did my practice teaching, teaching swimming in Palo Alto High.

I. That was your specialty anyway wasn't it?

R. That's right. It was really an exciting and very developmental three years I spent there. I got the job as a permanent teacher in a very unusual manner. When I started the practice teaching, I went before the student body and got practically everyone to come out for swimming who was not going out for some other sport. I organized them into classes and within three or four weeks practically everybody in school could swim.

Each youngster was given a card of his own, so he could judge his progress from week to week. I would time students in a particular event of their own choosing on Friday afternoon of each week, so each student could see how much he had progressed from the week before. This was a powerful motivation. The youngsters worked very very hard at their swimming. By the end of the quarter the principal called me in to his office. He had a sheet of paper about 3x4 feet, a piece of wrapping paper that was completely covered with names. He unfolded it when I came into his office and said, "Have you ever seen this before?" I could truly say I had not. He said, "It seems to be the name of every kid in school petitioning that you be given a permanent job." That was the way I got my first job in education.

I. Student power! That's what you had!

R. Perhaps that's one of the reasons I have always been on the side of the students. They were on my side from the beginning. In addition to the swimming I had to have some academic courses to teach. I was given an ancient history course for freshmen for which my total preparation was a straight A as a freshman in high school, and a course in elementary composition for freshmen for which I had a straight B in composition for one year at Stanford. My swimming assignment included the teaching of swimming and the coaching of the swimming team. I organized four swimming teams, the 110 pounds and under, 120 pounds and under, 130 pounds and under; and unlimited above 130 pounds. So we had four teams in which every youngster in school in his proper weight classification had an opportunity to participate. There was no set swimming team. Before each swimming meet there would be

tryouts and the two best swimmers in each one of the events were the ones that got the opportunity to represent the school in that swimming meet. Since we had no swimming squad, everybody had a chance to be on the swimming team depending upon his merit and willingness to work. We had no rules with respect to drinking or smoking, keeping good hours or taking care of oneself. The ability of a person to perform was his total qualification, determined by the stop watch two days before the swimming meet. To the astonishment of everyone, from the first swimming meet we were the unqualified swimming champions of all central California. Palo Alto High, a 600 student body, with 300 boys was champion in the Coast Country Athletic League with schools like Berkeley with 6, 000 students, Lick and Lowell with 5, 000 each in San Francisco, Oakland Tech with 4, 000 students and Alameda High with 3, 000. Little Paly High won the swimming championship on this basis, of getting the best that there was to be gotten out of the total student body as opposed to the methods being used in all the other schools of having a swimming squad of probably twenty or thirty people chosen at the beginning of the year, then getting the best out of them. This system should apply to all education the world over. Everybody who is willing to work should have the chance to develop. No one can know who the great ones are going to be before they have gone through the process of development. There are people with poor ability who will work 6 or 8 hours a day to become the champions, displacing people with great ability who work very little. The field of education should always be open-ended so far as each human being is concerned. It makes no difference what his size, his shape, his color, The relevant thing is what is his ability to perform.

I. Then your philosophy was really set pretty early in your career and you followed it.

R. That's right.

I. Things that would look to other people like innovation would in your opinion have been simply a matter of proceeding on your normal course.

R. That's right and to me it's one of the great things about American democracy, something that we still are fighting for, the opportunity for the Negro to have a decent place to live or an opportunity to support his family, an opportunity to get education, an opportunity to achieve social and cultural excellence. We've got to have open-ended opportunity. The opportunities must be there to make it possible for people to take advantage of them.

I. How long did you teach high school before you went on?

R. For three years.

I. Three years -- and then?

R. I went back to Columbia University to get my Doctorate. Mrs. Sparling and I were married March 19, 1927, and we took 15 boys to Europe on a trip to the Olympic games in Amsterdam in the summer of 1928, en route to New York, and Columbia.

I. That should have been great fun!

R. It was quite a trip! We went through France, Switzerland and Germany through the black forest, through Heidelberg and down through Amsterdam and then to England. The Olympic games were held in Amsterdam and we were particularly interested at Paly High. Several members of the high school swimming team went with us, Ernie Brandsten, the swimming and diving coach at Stanford University and one of the world's greatest diving coaches

who ever lived. He was the coach for the Olympic team that year. Under his tutelage the Americans, who were his team, made a clean sweep of the one meter and the ten meter diving competitions. It was our first Olympic game experience and an exciting one.

I. Who sponsored this trip with the boys?

R. The boys paid for it themselves.

I. Oh, I see. Were they all budding athletes?

R. No, not at all. I induced the parents of a sophomore from Harvard and a student from San Mateo Junior College to allow their sons to go. The rest were from Palo Alto High School. Oh no, I had one high school boy from Massachusetts. After the summer I entered Columbia University in the fall of '28 to get my Doctorate in the field of guidance and personnel with applied psychology under Dr. Kitson, one of the world's greats in the field of vocational and personnel guidance.

I. And then what, after you finished at Columbis?

R. In order to help earn my way through I had several part-time jobs, physical director at the International House, teacher of a secondary school class, tutoring history five days a week, making a statistical study of the West side and Bronx YMCA's, part-time assistant director of personnel at Long Island University.

I. You really worked all the way through college.

R. The only time I didn't have to work was when I earned enough in the summer of 1924 in teaching swimming to put me through my Master's degree.

I. But other than that, as an undergraduate and a doctoral student you were doing double duty all the way.

R. All the way, yes.

I. Today, Dr. Sparling, you promised to tell me about your concerns with labor and the way this relates to the founding of Roosevelt University.

R. In 1943 I made one of the earliest contacts with labor. I was interested in finding out how a college could serve labor and secured \$500 as a contribution from the General American Transportation Company for making a preliminary study on the needs and type of labor education that might be introduced into a college curriculum. Having secured the \$500, I went to the Chairman of the Board of Trustees, who at that time was Francis Knight, Vice-President of the Continental Bank & Trust Company.

I. Now this is when you were President of Central Y.M.C.A. College?

R. Yes.

I. You were thinking of putting in a labor course at the Y.M.C.A. College?

R. Yes, or introducing labor courses into the curriculum. This \$500 was as I said for the purpose of making a preliminary survey to determine what type of labor education and the direction that education should take in the college curriculum. I informed the Chairman of the Board that I had secured the \$500 and asked him to present to the Board the survey plan as outlined. He appointed an advisory committee which would survey the possibility of establishing a Labor Institute at Central Y. M. C. A. College, The Committee members he appointed were David Levinger, Works Manager for the Western Electric Company; Burton Hales, President of Hales & Hunter; and F. L. Hipes, President of the Wieboldt's Stores. Mr. Levinger, before he took the chairmanship of this Committee, talked with Mr. Knight who expressed his own

personal conviction that he did not want to accept the money for the purposes for which it was given. He did not want the labor courses within the Y.M.C.A, So Mr. Levinger refused to accept the chairmanship of the Committee and informed me that he was not accepting it and that the Chairman did not wish to accept the money for the purposes it was given.

I. Did he give reasons?

R. No. Just that he didn't feel. that he wanted to serve labor in this way or to have it served in the institution. So I took the money back to the General American Transportation Company and told them that the Board had not authorized me to accept it for the purpose for which it was given. He told me that I could keep the funds and apply it to the general purposes of the college.

Later, in April 1944, Local 20 of the United Retail and Wholesale Department Store Employees, representing the employees of Montgomery Ward & Company, was threatening a strike because of the refusal of Montgomery Ward to obey the directives of the War Labor Board. At that time a citizens committee was formed, of which I became a part. The committee was made up of professors from the University of Chicago, Northwestern University, the Chicago Theological Seminary, a rabbi and a Negro minister. Frank McCulloch was also a part of that committee.

I. What was his position at that time?

R. He was Director of the James Mullenbach Institute. This citizens committee arranged a meeting between the representatives of the Union and the executives of Montgomery Ward. The morning the meeting was to

have been held the attorney for Montgomery Ward called up to say that the executives of Montgomery Ward would not meet with the committee. Subsequently a strike was called. After the strike was called I was asked and agreed to address the strikers on April 19, 1944. I wrote my speech and checked it with the chairmen of the Department of Economics and Political Science of the College to see whether they thought there was anything in it that was not factual or that should not be said to the strikers. They cleared the speech without change and I delivered it at the old Hamilton Hotel on April 9, 1944.'

I. Now you told me there were some complications coming out of this.

R. Yes, apparently somebody in Montgomery Wards complained to the Chairman of the Board of Directors of Central Y. M. C. A. College, Mr. Knight. He went to Mr. Hathay who was at that time the General Secretary of the Chicago YM.C.A., -- the head man. Mr. Hathaway asked me to explain what I had done and I wrote him this letter on May 3, 1944: (letter appended)

I. What was the reaction to your letter? Did that satisfy him?

R. No reaction. That is, the issue seemed to be settled. I had no more confrontations with the Board or with the Y.M.C.A. How satisfactory it was to the officials of Montgomery Ward who had complained, I don't know.

I. How much did your experiences in the Y.M.C.A, College, in relation to feeling hamstrung when it came to dealing with such things as labor, how much did this have to do with your final decision to start your own University? Was this a major factor or one of several factors?

R. It was one of several factors. It was certainly not a major factor. The major factor came about as the result of the policies of the Y.M.C.A. which were basically Jim Crow. They had 23 white departments and 2 Negro departments in the Y.M.C.A. The only integrated division of the Y.M.C.A. was the College.

I. Did the college have problems resulting from the Y.M.C.A. Jim Crow policies?

R. No, I never allowed any Jim Crow policies to operate within the institution. The first day I was president of Y.M.C.A. College in September of 1936, a Negro boy came to my office and confronted me with the statement, "This institution is unfair." I said, "Why do you say that?" He replied, "You charged me \$2. 50 for a gym fee and you don't let me on the gym floor." My unbelieving "that doesn't sound right. This is a Christian institution" brought forth from him "I don't know about that but I sure do know what happens to me." I promised, "I'll make an investigation and if what you have told me turns out to be true, something will be done about it."

I talked to Mr. Parker who was the head of the Y. M. C. A. and told him about the young man's visit and what he had said. Mr Parker replied, "Yes, that's right. The Negro students are supposed to go down to the Wabash Y.M.C.A. to get their physical training." The Wabash Y was 5 miles away, so I said, "Why can't they have their training here with everyone else." He answered, "the white people won't stay on the floor with them." Even though I guaranteed to put two people on the gym floor for every one who walked off for that reason, Mr. Parker claimed he couldn't do that. **So**, my first administrative action at Central Y.M.C.A.

College was to go to the business manager and direct him to refund \$2.50 to every Negro boy and girl. in college, because they were being charged for a service that we couldn't have for them.

I. Were there any later episodes in which you ran into difficulty?

R. I called all the administrative officers of the college together and told them what had happened. I also told them that I thought the only right thing to do under the circumstances was to abolish all physical activities of every kind until we could get facilities where everybody could be equally served on the same basis.

One of the deans spoke up and said, "You're undemocratic. You're penalizing 98% of the students for the sake of 2%." I replied, "Well, if the spiritual well-being of 100% of the faculty and the student body is worth more than the physical education of 98%, I'm still on good democratic grounds." Whereupon the motion was made to abolish all activities of all kinds where everybody could not be served on an equal basis, regardless of race, color or creed.

I. So did this end all your athletic functions?

R. Yes, we abolished all athletic functions for the nine years I was there because we could never find a place.

I. And this was 1936?

R. That was 1936, from 1936 to 1945, and not until Roosevelt University was formed where we could again establish physical activities on an equalitarian basis, did we have any.

I. That was rather unusual for that period of time, wasn't it?

R. That is true. Most people accepted the status quo, which was unequal opportunity . They generally compromised rather than run the risk of dissension. Another discrimination we found was the holding of dances at institutions which turned the Negro students away at the door.

I. You mean at hotels?

R. Hotels, yes. The Edgewater Beach Hotel where the students of Central Y.M.C.A. College were having a dance was turning away at the door the Negro members of the student body. The administrators and the students in charge of student activities seemed satisfied that the fault lay not in their prejudice but in the prejudice of the hotel. However, we abolished all activities of all kinds and for nine years lived in complete freedom and equality. This carried over into the academic also. There never was a textbook removed because a Board member didn't like it. Nor was there a professor retained on the faculty if he were incompetent; nor was one removed from the faculty because somebody didn't like him or something he said.

I. Since you abolished all discriminatory practices at Central Y.M.C.A. College what were the forces which led to the founding of Roosevelt University?

R. Many people do not understand what the real Roosevelt University is, why it was established and what the forces were which created it. When the second world war broke out there were many discriminations against Negro soldiers. In the first place, we had a segregated army and the army command felt they had to have white commissioned officers to command Negro troops. They would not entrust Negro soldiers to their own commissioned officers. This created a bottleneck. The white officers had to be trained to command Negro troops before the Negro soldiers could be drafted to make a Negro army. The white soldiers were drafted with such great speed it left many companies without adequate employees. To fill this gap heretofore all white companies had to begin to liberalize their employment processes. All of the clothing industries which had not taken Negroes before, either men or women, immediately began taking them because this was necessary. They were the only labor force. I could give you an instance of the way this worked. Dave Levinger was the works manager for the Western Electric. At that time it had 30,000 employees. Dave Levinger told me that he just couldn't get the labor he needed. He had a labor force of 30,000. The government had given Western Electric contracts of sixty million dollars, and he just could not perform because he didn't have adequate labor. I said, "Dave, have you got any Negroes in Western Electric?" "Yes," he said. "What are they doing?" "We have 1.2 janitors." I said, "Maybe I can help you. If you'll go back and instruct your personnel directors to take all

people on the basis of merit and qualifications for the jobs open, I think you can get lot of employees and good ones." She he went back and overnight he instructed his personnel people to employ Negroes on the basis of qualifications for the job just as everyone else. One year later he had 1,200 Negroes.

I. From 12 to 1,200.

R. From 12 to 1,200 in one year. This was a dramatic case that happened as far as I know only in Western Electric. But there were countless industries that opened up their employment to Negroes for the first time.

For decades Negroes had graduated from high school and were unable to get jobs so they didn't have money to go on to college. If they did get jobs and had the money to go to college most were either not sufficiently prepared or the colleges would not admit them because of their race. So there was a great backlog of people wanting to go to college. With this' new and rapid change in employment policies, thousands of Negro young people were getting jobs that had never had them before. They began knocking at the college and university doors. We were the only private college with open admissions policies and there was no public higher education in Chicago in 1945.

1. No city colleges?

R. There were two junior colleges that had been established in 1932, but they were the only opportunity, and there was no four year college. Because our tuition was low and because we (now I am talking of Central Y.M.C.A. College) took everybody on the basis of his qualifications in education, they came to us in very large numbers. By 1943 about 15% of the students of the college were Negro. By the fall of 1.944, when the

Board required me to take the figures of the numbers of minority students over my objections, we had 625 Negroes; 25.4% of the 2500 students.

Japanese people had been discriminated against, also. With the advent of Pearl Harbor on December 7, 1941, the Japanese were put into concentration camps from the western states, including university students. Then they were screened by the State Department, the FBI, and the Army. When they were cleared they were allowed to go free.. Since they were forbidden to go back to California, Washington, Oregon, Arizona or Nevada, they came East and large numbers came to Chicago. They had been in colleges and universities before, but practically no colleges and universities would take them in the State of Illinois.

Part of that was due to the fact that the Illinois National Guard was located at Pearl Harbor when the Japanese struck. The colleges gave the excuse that the parents of the soldiers who had been killed in Pearl Harbor would not tolerate the Japanese being in our colleges and Universities. As this document tells, we gave the Japanese the right to come in on the basis of their ability to do college work. About 5% of the student body was Japanese as a result of this.

I. Did you get any reaction from your students or your Board?

R. No, I told the Board I was taking them. Somebody on the board made the motion that after we had a dozen Japanese students I should come back to the Board for permission for further enrollment. But I never enforced that ruling.

I. You just ignored it?

R. I just ignored it and took everybody on the basis of their ability to do college work.

Out of our 2500 students we had some 800 Jewish students. This was due to the fact that our Jewish students came in the main from poor families and had to live at home while going to college. Almost no scholarships were given to Jewish students so they had to attend local schools. Almost no scholarships were given by the colleges because they could get more Jewish students than they possibly wanted without giving scholarships. Also, most colleges had quotas and took only a few Jewish students.

We had about 400 Catholic students in spite of there being two large Catholic universities in the area, due to the fact that our tuition was very low and we were centrally located. We had both day and evening courses so that the students could have jobs and come in the evening to finish their college studies. We had on record students who went to college under those conditions for some 20 years and finally finished at Roosevelt University.

I. You really had a melting pot school then.

R. We had a whopping majority of minorities.

I. Now, what happened that made you feel you had to leave the Y. M. C. A. and create a university?

R. I objected to the Board of Trustees on taking the numbers of minority students. We kept no figures on anyone. And we had had complete freedom for our faculty to teach as they chose and to choose their own textbooks and materials on the basis of their own judgment. The numbers of Negroes were growing and there were some complaints within the Y. M. C. A., especially the Central Y. M. C.A. Department which had the athletics. We used the same elevators and facilities. Some of the Y.M.C.A. members complained

about the growing numbers of Negro students particularly. In September of '44 Mayor Kelly had had a conference on open occupancy in the council chambers of the City Hall and I was asked to speak, which I did. Newton Farr, who was President of the Board of Managers of the Y.M.C.A. and a real estate man of great wealth and influence in the city of Chicago; spoke for restrictive covenants. I spoke against them. He came to me afterwards and said, "Jim, you don't know a damn thing about restrictive covenants." He gave me a pamphlet on restrictive covenants published by the South Shore Improvement Association. I read it and invited him to luncheon to discuss it. We had a very nice luncheon, all very pleasant, and then I said. "Before we go into this perhaps we should have some definitions settled so that we're talking on the same ground. Would you agree that a restrictive covenant is a device created by real estate agents to better control the market?" He said, "Yes." I said, "Will you agree that restrictive covenants are unchristian?" "Oh no, no, no!" This hit him right in the heart. He wouldn't agree to that. I said, "Why? Where under the fatherhood of God and the brotherhood of man is there a place for the restrictive covenant?" And he replied, "Well, the Negroes can have more brotherhood among themselves than they can with white people." "Well "I said, "there's not much use in our discussing it. We'll never agree on this. You don't think the restrictive covenants are unchristian and I do, so there's no place for discussion until we come to some sort of agreement on this one."

"I'm working on a program.," he said, "a real estate program, and

I'd like to take you down and show it to you." I said, "okay." We took a taxi and went down to the George 'Washington Carver apartments on the South Side. It was a whole city block of apartments that were being built for low-cost housing. They cost \$55 per apartment and there were three floors, a basement fully equipped with washing machines and various household appliances , a first floor with a living room and dining room and a second floor with bedrooms. They were well constructed, with maple floors and good appointments. I said, "How much do you charge for these?" He said, "They'll be \$55 a month on a twenty year amortization plan." I said, "that's good. You must have a lot of applications." Yes, we have over 1, 000 applications for some 57 apartments." I said, "that's good. They are' performing a function. But these are Negro apartments and these are not going to. solve the housing situation. You have one city block in a thousand city blocks and it can only be a gesture towards solving the problem."

I thought we had had a very nice conversation. But in the November Board meeting in the middle of the meeting, off the agenda, he said, "Jim, how many Negroes have you got in the college?" I replied, "I don't know, Newt." He answered, "Well, why don't you"? "We don't count people that way." Then somebody else spoke up and said, "How many Jews have you got?" And I said, "I don't know." One of the Board members was angered a bit by this and said,. "if we want to know the number of any group you've got in that school, we're going to know and what's more you're going to tell us." I said, "Yes, I'll be required to tell you, but if we take the numbers and they aren't used it's a waste of time. If we take the numbers and they are used to deprive one human being of an education I would resign as President of this institution because I would consider such action

unChristian, undemocratic, and immoral." Whereupon they voted, right on top of that statement, to know the number of Negroes and the minority groups in the school. It was seconded and passed unanimously, with the exception of my vote. Then somebody said, "I think, we'd better take the name of the maker of the motion and the seconder off the record", which was done.

I. Already ashamed?

R. Yes, I think they were. After the December 16th meeting, I went to the Carnegie Foundation and the Rockefeller Foundation in New York making requests for \$50, 000 from each of them for this great democratic experiment in education. I thought if I could get that kind of contribution the Y.M.C.A. would be duly impressed. At the Carnegie Foundation I talked with the Secretary-Treasurer. His answer was they didn't have any money for projects such as this but I should go back and compromise, accept quotas, for I had an unusual, a great democratic experiment here and I would lose if I was uncompromising. I replied, "but if I compromise I won't have democracy in education. I'm totally unwilling to compromise. If you're willing to help us, I think I can hold the lid on but I'm pretty sure I can't if I don't get some help." They refused to help.

I then went to the Social Science Division of the Rockefeller Foundation and the answer was the same there with the same general response--go back and compromise because you have something there that's unusual and unique. Don't give it up simply because you're not willing to settle for less than perfection. Again I said, "I would not have democracy if I compromised." I returned to Chicago and talked with Morris Goldblatt. I'd had a contact with him before on something else. I told him what the circumstances were and he said "I'll tell' you what I'll do. I'll put up a special building down

here next to Kimball Hall on Wabash Avenue adjacent to my store. I' will use the first two stories as a receiving station for my department store, but I will put up twice as much space for special college facilities and laboratories as you now have in your present quarters for half the sum that you are now paying to the Y.M.C.A. for the purpose." I took this to the Board and they gave me their answer almost immediately. NO. They refused to take Mr. Goldblatt's offer.

I. What reason. did they give?

R. The reasons I think, were obvious. I think the reason was that he was Jewish and was willing to provide twice as much space for the college for half of the amount the college was paying to the Y.M.C.A. Subsequently one of the Board members told me that the new president of the Y. M. C. A. who had come in January 1st and the new chairman of the Board of the Central Y.M.C.A. College were very much displeased with me. The head of the Y.M.C.A. made the statement that he didn't care how good a college president Sparling was--he didn't want him president of that college.

On February 7th I was expecting the call that came. The new Chairman of the Board of the college called me and asked me to come to his office. I said to my secretary at that time, Susan Hutchison (now Mrs. Herman Bowersox) that this was it. I was sure the time had come when I could no longer hold the top on. Sure enough, when I got to the office of the College Board president he said that this was one of the hardest things he'd ever had to do. I said, "What's that?" He said, "I'm going to ask for your resignation as president of Central Y.M.C.A. College." I said, "Why do you say that?" He replied, "your qualifications

are no longer compatible with the requirements of the job."

I said, "that's rather strange, Bill. You know when I became president of this institution we had an indebtedness of \$74, 818. 65 and within two years we worked out from under it. Since that time we've had no deficit. And just this last year we raised a cash surplus of \$35, 000 to see us through the war. In addition we're running \$11, 000 ahead of budget this year. We're fully accredited and the institution has a high degree of morale. We're serving a wonderful group of students, 9 57% of whom are earning their way through school. 90% of the total cost of the institution is being supported by student tuition. So this is not a matter of administrative inefficiency. I'm not going to resign. You're going to have to fire me." Whereupon he said, "Oh, Jim, remember your wife and child." I said, "Bill, don't let that bother you. My wife and child will go with me to the ends of the earth, and furthermore I can take care of them. Don't you worry." Then he said, "why don't you go down and live in the Negro district. or why don't you go down and get a job with the Rosenwald Fund? They're interested in Negro education." Whereupon I said, "Bill, you know I've never been partial to Negroes. I've merely tried to be fair."

Now Dr. Sparling, the other day we were discussing your speech to the Montgomery Ward strikers and the letter you wrote to Mr. Hathaway to try to clarify your position. Could you tell me what happened at the Board meeting following the receipt of that letter?

R. At the June 26, 1944 meeting I made a presentation to the Board of Trustees which I entitled "My Philosophy of Education." I quote:

I would like here to clarify to the Board my general philosophy of education and what I have been attempting to do in all phases of life -- college, community, and church.

In the first place, I believe that I have been sincerely working toward the purposes of the Chicago YMCA, which are stated in the annual report of the Association as follows:

The basic objective of the Young Men's Christian Association of Chicago is to aid in the development of Christian standards of living, conduct, and life purpose in its members and constituency.

In the attainment of this goal, the Association seeks to promote the physical, mental, and spiritual welfare of persons and to emphasize reverence for God, responsibility for the common good, respect for personality, and the application of the Golden Rule in human relationships. (Chicago Men, 1944)

I also believe that I have been working toward the purposes of the YMCAs of the United States of America, as stated by the National Council:

Purpose: The Young Men's Christian Association we regard as being, in its essential genius, a world-wide fellowship of men and boys united by a common loyalty to Jesus Christ for the purpose of building Christian personality and a Christian Society. Specifically, to adverse social life and recreation; to encourage study of religion and application of Christian ideals to the rebuilding of a better society; to promote racial and religious tolerance and world peace. (Youth Serving, Organizations p. 271)

In order that the President of an educational institution may function for the greatest usefulness of that institution he must have the confidence, friendship and advice of the Board of Directors. The same is true of the

faculty and staff of the Institution -- he must have their confidence, friendship, and advice if he is to serve the Institution properly.

In order that there may be no misunderstanding of my beliefs, which are fundamental in all associations, I am submitting to you a statement of my educational philosophy which is recorded in "News and Views" of October 1940 -- a year and three months before the United States entered the war. It is as follows:

Education for Democracy

The German youth are singing as they march and work: Today we own Germany; tomorrow, the whole world. This is a challenge to the political, social, economic and moral structure of our democracy. The conviction back of this song is a challenge to our belief that democracy affords the greatest opportunities to all Americans and all others, for the German singers believe that autocracy affords the greatest opportunities to all Germans and eventually to all peoples,

This problem is not a problem of our times alone. It belongs to the ages. It is as old as civilization and goes back through recorded history to prehistoric times when man first attempted to settle his differences on a basis other than force. This problem has perplexed man ever since and clamors for solution. Shall the final decision of what is right, and its enforcement, be left to the few in authority? Or shall man seek justice through a settlement of conflicting differences for the benefit of all?

Autocracy, totalitarianism, is based upon the principle that the strong shall command the weak without his counsel or consent, that the many men in the mass (the people) shall be governed arbitrarily by the few men in authority. Democracy is based upon the idea that all persons have equal rights before the law, that the written law rather than the arbitrary opinion of an individual shall prevail, and that this law is established only after those to be governed by it have given their consent.

This issue was clearly outlined in the last war, but in the armistice and peace treaty that followed, the real issue of the war was forgotten. Vengeance, hatred, fear, power politics and greed overbalanced justice, good will, and the highest good of the victors and the vanquished. In less than a quarter of a century later we again find ourselves confronted with the same issue -- shall force or justice be the basis upon which we settle our differences?

Dangers from Within

How the problem before us is settled this time will depend upon the quality of the activities of the few remaining democracies engaged in this titanic struggle. We in the United States are in this struggle, whether we wish to be or not,, whether our boys fight on foreign soil or not. We must prepare to defend our right to democracy first and now, but in doing so we must not overlook the requisites of democracy.

If we do not keep vigilant watch over democracy and constantly protect it, fear, hysteria, hate, greed, lust for power, and rationalization will, through conscription, regimentation, confiscation of property, and force, destroy the very democracy which we 'will be struggling to maintain. The greatest enemies of our democracy may yet prove to be from within: The gangster, the labor racketeer, the race hater, the lyncher, and the cheating Industrialist and businessman, create the arguments which may lead the needy and the underprivileged to take over. The greatest dangers from the fifth column, composed of communists and fascists, spring from actual wrongs in our democracy. Unemployment, crime, racial discriminations and unequal opportunity must be obliterated if the great mass -of people held down by these tyrannies are to be saved from being misled by Utopian promises. More of Utopia must be realized for them. here and now in -our democracy.

The Role of Education

In the United States we must, in order to preserve our national honor, understand and live by our-constitution.- We must not lose sight of the clear distinctions between the Legislative, Executive and Judicial phases of our government. We must depend on free enterprise wherever possible and remember that government should take over only where government alone can perform or best perform. We must practice thrift as a nation and pay as we go. We must unfaillingly guard freedom of speech, press and radio and freedom of religion. We must see to it that all Individuals of all races and creeds have the opportunity to earn and learn. Finally, we must keep our word as a nation and respect the rights which justly pertain to all nations.

While it is the role of education to cooperate In the defense of our democracy, education must not forget its sacred and most permanent role of guiding the youth of our nation, regardless of race, color, or creed, through democratic methods and democratic activity to the conviction that might is less than right, that force is less than justice, that falsehood is less than truth, and hate less than good will. Right, justice, truth, and good will can only be achieved through a free educational system in a free country. We have a comparatively free educational system and a comparatively free country. Let us, through constant watchfulness and ever more free and democratic education, keep them so.

And what was the response of the board to your speech?

R. After the speech I received a letter from the Chairman of the Board, stating that the Board was going to appoint a committee of the Board to sit in the classes to review what was being taught and to report directly to the Board what they found.

I. What were they expecting to find? They sound very suspicious,

R. Some of the members of the faculty came to me on several occasions, expressing their lack of satisfaction with the work of 'Dean Cramer, the Dean of the School of Arts and Sciences. They felt he lacked the academic leadership for the position. I discussed his position of Dean with him and suggested that he could become a Director of Research for the Institute we were creating instead of continuing as dean. For the moment Dean Cramer gave me the feeling that he was thinking in terms of taking the Directorship of Research. Instead he came in and offered his resignation, Up to this time I had had the power of accepting all resignations and I worked out with him an arrangement whereby he would get one year's salary, which was, at that time, customary as severance pay. I also recommended to the Board that Dean Cramer receive an amount equal to the amount the college had paid into the Y.M.C.A, retirement fund on his behalf.

Then Mr. Hill, who was chairman of the Department of Chemistry, resigned in sympathy with Dean Cramer and went to the Chairman of the Board of Trustees and made a good many unsubstantiated charges to the effect that I was far too liberal. I don't know all that was said to the Chairman of the Board, but he required an explanation from me, which I made. I made a detailed report to him but the rumors began to spread

around the institution that Mr. Knight, the Chairman of the Board, was going to reinstate Mr. Cramer and that he would not accept Mr. Hill's resignation.

However, Mr. Knight appointed a Board Committee, consisting of Mr. McDermott, Mr. Hales, and Mr. Wiseman, to take the matter of Mr. Cramer's resignation up with the executive committee of the faculty and to recommend to the Board what disposition should be made of it.

This was on June 26, 1944 and on September 1 the committee recommended to the Board that they accept Mr. Cramer's resignation and that they pay his full salary to September 1, 1944 and thereafter two-thirds of his full salary till May 1, 1945, to be paid in one lump sum. The decision of the Board was substantially what I had made with Mr. Cramer in the beginning but it was far less generous financially by several months salary.

I. I noted that you mentioned before I think we had the tape recorder on that you had other problems with the Board, that they were upset about some pamphlet that you had-published for the B'nai Brith.

R. Yes, in February 1944, the executive committee of the Faculty, upon my recommendation, had voted to publish the "ABC's of Scapegoating," which had been written by Dr. Gordon Allport and Dr. H. A. Murray, professors of psychology at Harvard University. This pamphlet set forth the psychological background and the mechanisms of race prejudice. It was excellently done in the Harvard tradition, The pamphlet had been brought to me by Mr. Goodsted, the executive director of the Anti-Defamation League. He stated that Drs. Allport and Murray had requested that the National Education Association should publish it, but the National

Education Association turned down the publication of this booklet.

Mr. Goodsted then brought it to me with the request that I take it to the National Y.M.C.A, office in New York to ask the National Y.M.C.A. to publish the booklet. The National Y.M.C.A. turned it down because they felt that since nearly 70% of the Y.M.C.A. work nationally was segregated they could not possibly sponsor the booklet.

I gave the pamphlet to the Executive Committee of the faculty, which reviewed it and recommended that t he Central Y.M.C.A. College publish it. I was pleased that they had agreed to do this because I felt it was an outstanding piece of work and would greatly help people to understand the processes of racial and religious discrimination. I took it to the Chairman of the Board and told him that the Executive Committee of the Faculty had recommended that it be published by the College and that I wanted him to see it. He expressed his very definite displeasure that the college should think of publishing this and told me that if it we were published, it would be on my own responsibility. I thanked him and told him we would take the responsibility and have it published.

I. This is one of the things that made you far out, I suppose?

R. Well this was part of the grist in the mill, because up to the spring of 1944 my relationships with the Board had been universally good. My recommendations had been universally accepted with one exception, that the college sponsor the Pan American Good Neighbor forum. Because of the budgetary difficulties the Board asked that I remove the Pan American Good Neighbor forum budget from the main' College budget.

Other than that there were no problems?

R. None, until the Cramer incident.

I

I. Was' it after the/Cramer incident that you got considerably more criticism about your attitudes on race?

R. That's right. And it was after that the Board decided to look into what was being taught in the college .

I. Did they ever actually send people around to the classes?

R. No.

I. They didn't?

R. They never did because I would have resigned.

I. But they seriously considered it. Did they think you might have infected the faculty with your ideas?

R. No, I don't think so. I think that the Board and Y.M.C.A. were displeased with much of my work in the community. I had been president of the first Fair Employment Practices Committee, a private committee in the State of Illinois, and a founder of the Chicago Council against Racial and Religious Discrimination. I'd also been one of the organizers and developers of the constitution of the Independent Voters of Illinois which later became a part of the A.D.A.

I. Had they ever mentioned negative feelings about these community activities?

R. No

I. But you sensed that this was something that troubled them? There were certain contradictions, I suppose, between the positions you took in some of those community activities and some of the positions they took.

R. About this time the race issue and the issues of academic freedom came to the surface. No doubt there had been some displeasure voiced among themselves. This was indicated by one of the Board members at the November meeting of the Board when they determined to know the number of Negroes in the institution. One of the Board members said he

had heard at the Union League Club that we had 65% Negro students.

I. Oh, and how many did you have?

R. When we finally made the study, under my protest as you remember, we had twenty-five and four tenths per cent. There were 625 out of 2500 students.

I. And they were concerned about having too many?

R. Yes, and subsequent to that three members of the Board, including my very best friend, came to see me and individually asked me to cut down the number of Negroes.

I. How did they want you to do that just refuse them?

R. No, just cut the number down. I wouldn't agree to any reductions.

I. You didn't even talk about it.

R. Yes, I said it was impossible--I would not under any circumstance cut down on the Negroes or any group. In the beginning of the controversy my very best friend on the Board, the one to whom I owe more than anyone else for as Chairman of the Board he had suggested my name for the presidency of the Y. M. C. A. College, discussed the question with me for two hours on the golf course. He had invited me to play and during the two hours we never hit a ball. We just carried our clubs around. Subsequently he came to my home and from seven to ten at night he tried to get me to compromise and accede to the wishes of the Board by cutting down the number of Negroes. I consistently refused.

I. But the pressures were really strong, then.

R. Yes, the pressures were strong--the pressures were there.

I. So you didn't resign.

R. No, I- said, "Is this a decision of the Board of Trustees?" And he said, "No, but I just know that the great majority of the members of the Board would like to see you leave." I said, "When do you contemplate the resignation?" He said, "You can take plenty of time. The fall of the year would be all right." So I said, "I think we'd better call a Board meeting for February 16. That was nine days later. Immediately my friend Hugh Rusch, vice-president of, the market analyst firm, A.C. Meilsen Company at that time, made some charts showing the record made by the college since 1936. On February 16 I brought this record to the Board and proceeded to read it to them. (See Appendix 1) Afterwards the new Chairman of the Board, Bill Wiseman, said, "What does this have to do with you, recounting all this record?" I said, "Basically the trouble is the college has been operating on a Christian basis with Christian principles and the YMCA has not. We're not going to be able to get together under those circumstances." He said, "The YMCA is Christian." I said, "Well, here is a Christian minister." --(The minister of the Congregational Church of Winnetka was on this Board.) "Sam, is there any place in the fatherhood of God and the brotherhood-of man for the Jim Crow policy of the YMCA?" He answered, "You can't answer that by a yes or no," and he walked out, calling me very unChristian. Then I said to the Chairman, "I have here a paper in my pocket that you wrote to the effect that the Board of Trustees was going to appoint a committee of Board members to audit classes and to report back to the Board of Trustees what was being taught. I suspect that the Board members have not seen this." He jumped to his feet and said, "You give me

that'." I said, "I'll give this to you with one understanding., Bill, and that is that you are not a man who will stand by his own written word. , If you want it that badly here it is." He took it and said, "Are there any more in the files?" I said, "I don't know, Bill, but if there are I will return them with the same understanding, that you're a man that will not stand by his written word. They didn't ask my resignation.

I. They didn't?

B. No. They didn't formally agree to anything. It was informally understood that if they would talk with a group of people I would get together to see if there could be some arrangement whereby these new people would become 8 Board of Trustees to take over the old institution from the present Board. The Board meeting was set on March 26, 1945 to discuss my proposal for peaceful transfer of academic and financial responsibility of Central YMCA College to a new, Board of Trustees. I would enlist my presentation to the Central YMCA College Board of Trustees as follows:

(See appendix 2)

I. What happened then?

R. The Board of Trustees turned the matter over to their Executive Committee for a meeting with a prospective group who would form a Board of Trustees of a new institution that I would form.

I. Were you able to form such a group?

R. Yes. We had a meeting with a group of people I had interested in forming a new Board of Trustees. They were Marshall Field, Edwin Embree, Percy Julian, Harland Allen, Leo Lerner, John McGrath and myself.

These people comprised a tentative- executive committee to meet with the executive committee of the Board of Trustees of Central Y. M. C. A. College. We met at the Mid-Day Club on April 4th. About halfway through that meeting the attorney for the Board asked why Marshall Field was trying to blackmail the Y.M.C.A. The Board knew that after I had talked with Marshall Field, he had made an investigation. He had directed his education editor of the Chicago Sun, John McGrath, to make a thorough survey of the college, interviewing faculty and students and Board members, as well as Board members of the Y.M.C.A. John also went out to the University of Chicago and inquired of the Graduate Dean what kind of records our students were making. He did the same at Northwestern University and the report was most favorable all around.

Marshall Field himself did not attend the meeting, John McGrath, his representative, was on hand and heard the lawyer's blackmail statement. When the meeting broke up the statement was of course transmitted to Mr. Field, This was transmitted to the Y. M. C. A. and on Friday, April 13th I was called in by the head and the business manager of the Y.M.C.A. and told that the Board had requested my resignation and that they had been directed, the two of them, to work out with me a severance contract.. We proceeded to work out the severance contract and I told them I would resign as of April 16th, three days hence.

I. They really lost the whole college then, you and the faculty?

R. No, not then: There was a resolution favoring separation from the Y. M, C. A. by a faculty vote of 62 to 1.

I. I see, the faculty wanted to leave the Y.M.C.A. but the Board would not agree.

R. Yes, that was the faculty's judgment after considering all the

difficulties. They had read the Works report, had determined that it would be in the best interests of the school to be outside the Y.M.C.A. Then on April 13th the Board asked my resignation as of April 16th, the day the Board was to meet. I didn't get the resignation to them until after their meeting, but they acted on the basis that I had agreed to resign on April 16, 1945. My resignation is dated April 17, 1945. On that same date the Articles of Incorporation from the State of Illinois arrived, founding Thomas Jefferson College. (See Appendix for resignation)

I. How was this possible?

R. When the Chairman of the Board of Trustees requested my resignation I reacted by asking that I be allowed to form a new Board of Trustees to take over the college. I proceeded to contact men of wealth and influence in the educational services of the college, Marshall Field, III, Edwin Embree, Floyd Reeves, Leo Lerner, Frank McCulloch Harland Allen and Dick Gudstadt. On March 26, 1945 I informed the Board of Trustees in writing that I had enlisted men who were willing to discuss with the Executive Committee of the Board a transfer of the Central Y.M.C.A. College to a new institution that these men would form. The college board put the matter in the hands of its executive committee and a meeting was set for April 4th at the Mid-Day Club with Marshall Field, Edwin Embree, Leo Lerner; Harland Allen, Percy Julian and myself to discuss the possible transfer.

Sometime in March I had contacted Michael Dawson, a liberal lawyer, to fill out Articles of Incorporation in the State of Illinois for Thomas Jefferson College naming the above men as a Board of Trustees. The incorporation fee was \$1.0. 00 for which I gave Michael Dawson my personal check dated April. 2nd.

After the April. the meeting when the Y.M.C.A. Board's Executive Committee turned down the suggestion for the transfer of Central Y. M. C. A. College I instructed Michael Dawson to mail the papers of incorporation for Thomas Jefferson College. Perhaps this is one of the reasons it was possible to found the new instituti.on. I told the Dean of Faculties, Wayne Leys, that the meeting with the executive committee had not been successful and that the Y.M.C.A. was unwilling to turn over the old institution to a new one as I suggested, On April 9th the faculty met and passed a resolution favoring a separation for the college from the Y. M. C. A. by a vote of 62 to 1. And here is their resolution:

(See Appendix 4)

Dr. Sparling

Tape 5 Side 2

I. Alright now, would you tell me what happened after you finally resigned?

R. I gave my resignation to the papers and it was carried in all the Metropolitan papers plus the New York Times, the Christian Science' Monitor and the St. Louis Dispatch. This, of course, created great consternation, but the consternation was greatest in the faculty. I hadn't involved the faculty in my dispute with the Board. My resignation came as a great surprise to most of them. The faculty then got together and directed its executive committee to talk with the Board of Managers of the Y.M.C.A. and the president and officers of the Board of Trustees of the College. They also came to talk to me and on April 23rd they met and passed the following resolution which they called the "no confidence" resolution. It read as follows:

See Appmdix 5)

The faculty vote on the "no confidence" resolution was 43 for 15 against. When the Y.M.C.A. received this resolution on April 23rd they requested the resignation of the Dean of the Faculties, Dr. Wayne Leys, and the next day, April 24, 1945, sixty-two members of the faculty resigned as of September 1, 1945, This termination date was set to allow the students their academic year, not wanting the students to be penalized by faculty resignations.

I. What was Thomas Jefferson College?

R. Thomas Jefferson College was the name we had selected as a possible college with which we wished to have the Central Y.M.C.A, College merge.

I . So it wasn't really in existence then?

R . No, but it was incorporated.

I. I see.

R. I had incorporated it with my own ten dollar check and with a Board of Trustees comprised of Edwin Embree, Harland Allen, Percy Julian, John McGrath and Leo Lerner.

I. So you actually had a Board all ready to go and the College was incorporated.

R. Yes. We had a corporation of which I was president and Wayne Leys was secretary. However we had no staff as yet.

I. Was there any student response to this?

R. On April 24th the faculty resignations were, announced. 70% of the full time faculty resigned and 58% of the part-time faculty. The total overall resignations with both full and part-time faculty were 64%. The actual

number of professors who resigned was 62.

I. Altogether?

R. Yes of those who signed their resignations. There were a few resignations that came in later, from people who were on leave. The students then held a mass meeting on April 25, 1945. Four hundred and forty-eight students to two favored the merger proposed by the faculty. There were only two dissenting votes out of the 450 students.

I. Not very many. Can you recall when Roosevelt actually opened? Did you have very many old students who came to the new school?

R- On yes. But we're getting a little ahead of ourselves, The faculty didn't sign contracts until May 24th. This was because in the beginning we had no money, but within two weeks I had a definite committment in 'writing from the Rosenwald Fund through Dr. Embree, its president, and Marshall Field, through his foundation matched the \$75, 000 from the Rosenwald Fund. Therefore we had \$150, 000 with which to sign up the faculty and rent or buy a building. We signed up the faculty to the extent of \$100, 000. That left us \$50, 000 for a down payment on a building.

It was very difficult to get a building those days, because the war industries were still going full speed ahead. Germany had not surrendered and neither had the Japanese. But from about 1943 on, the consumer industries had been building up so there were the war industries going ahead full tilt and a very fast growing consumer industry development. There was only a 2% change in rentals on May 1, 19.45 at the time we were looking for a building. It was very discouraging. The faculty and administrators of the old school walked up and down the streets looking for a place. Finally on July 13th we found a possible building. A building for school purposes had to be fireproof, have exits on both ends of the building, and it had to

be a building where you- could get the leases cancelled within a month. With only 2% real estate changes in the City of Chicago it was almost an impossibility to find a building. In two or three places we found space which might have been converted to our purposes but we found that within two or three days after we had made an offer the rental possibilities were withdrawn. We found that some of the members of the Y. M. C. A., either the Board of Managers or the Board of Trustees of the old school, would go to the proprietors and reveal the fact that we were an interracial, inter-credal school. This caused the owners to withdraw the availability of their property.

Another difficulty was that some of the Y. M. C. A. Board members had gone to the proprietor of Kimball Hall where our old music school was located and convinced the owner that he should not rent the quarters to the new school. So we had to find a new place for the music school as well.

The building we found was at 231 South Wells Street. It had been a hotel, but the hotel had gone out of business and the rooms had been rented to social agencies and -some labor unions. Fortunately, they had been rented on a-month to month basis. Either side could cancel the lease within a month, with one exception. There was a saloon in the basement with a five year lease that the proprietor refused to cancel. On July 15th I was conferring with the Crown interests for a possible place for the music school. I asked Mrs. Sparling if she would go with our attorney, Mr. Dawson, to meet the owner of the building at 231 S. Wells and offer \$200, 000. She went there and made her offer and Mr. Porter said, "Mrs. Sparling, would you mind, offering \$170,000 for the building. It's better for me tax wise that way."

So we were able to purchase the building for \$1'70, 000, putting down the \$50, 000 cash we had in the bank. The owner took a mortgage for \$120, 000. However the owner had a lawyer who was a personal friend of the lawyer I had selected. They had complete confidence in the integrity of each other.

I. That helped.

R. As a matter of fact it was-perhaps the only thing that made the difference, because we were able to keep the deal completely secret until Friday, the 18th. The 15th was Wednesday. We owned the building by the 18th, it having been registered in the Chicago Title and Trust Company. No one except Mrs. Sparling and I, the lawyers and the owner knew that the deal was in transaction. This building could not be taken out from under us.

On July 19th, Lowell Huelster, who had become the controller of the new college, notified the renters that they would have to vacate within a month. He was not able to get them all out. As I told you, there was a saloon in the basement that had a five year unbreakable lease. They didn't get out, and neither did some of the labor unions who had difficulties in finding places on such short notice. But by the middle of August most of the renters were out and we hired the architectural firm of Perkins & Will to rebuild the premises for school purposes, They went into the building and wrote their directions and specifications on the walls and floors. They took out 96 partitions and put in 16. We opened the school on September 24, 1945.

I. Pretty fast work.

R. It was something of a miracle. On opening day we had 1207 students. About 55% of them came from the old Central Y. M. C. A.. College. Also, with the war over, we had a great flood of GI's who had just returned from overseas. The Japanese had surrendered in August and the G. I. Bill. had

been passed, but the veterans had no money. We had to take IOU's from the veterans for tuition to the amount of \$275, 000. This created a real difficulty for us because we had no endowment to fall back upon, We went to the First National Bank and borrowed \$85, 000 using the \$225, 000 in veterans IOU's for tuition as collateral. This was to be repaid at the rate of \$5, 000 per month beginning in October. So we repaid \$5, 000 for 5 months. The second semester opened with an enrollment of 2300 students. Again about half the tuitions were in veteran's IOU's. So we had to try to borrow money to pay the salaries for the month of January. I asked the controller to go over to the bank and borrow back the \$25, 000 that we had repaid. He returned crestfallen, because the bank had refused to lend us any more money until we paid back the entire \$85,000 we had borrowed. I told the controller that I wanted Edgar Eagle Brown, the president of the First National Bank, to call me personally and tell me that he wasn't going to lend me the money. We had to have it. We went to see Mr. Brown. He was quite surprised that his bank had lent us money, but he called in the two vice presidents who made the loans and asked for a run-down on the case. This given, they said they had ruled that the entire loan had to be paid in order to establish our credit before they would lend us any more money. Mr. Brown said he concurred with that judgment. "That is strange, " I said because we have more securities now then when you made the original loan. It's government security and as good as the United States Government. While the enabling act has not been passed by Congress to support the students tuition, it most certainly will be. There is no way Uncle Sam can go back on his promise to supply education for the returning veterans. Under the circumstances, Mr. Brown, you won't mind losing our account then will you?" He said,

"I would hate to! lose your account," I said, "Most certainly you must lose it because we have to have the money to pay our faculty." That ended the conversation so far as the two vice presidents and our controller were concerned, but I remained to talk with Mr. Brown a few moments. I said, "Mr. Brown, doesn't this mean that you really don't approve of what we're doing?" He replied, "Quite frankly, I don't." I had long been aware of the personnel policies at the First National Bank. They had some two hundred million dollars of Negro deposits and not a single Negro employee. so I said to Mr. Brown, "I don't see any Negroes in the bank." He said, "No, we don't employ Negroes." I said, "Why not?" He replied, "The white people won't sit on the same toilets with them and we can't afford two sets of toilets." Then I said, "I don't see very many Jewish people either." He said, "No, we don't hire Jewish people. They're poor employment risks. If you don't promote them every year they won't stay."

My controller and I went over to the American National Bank and arranged for a loan large enough to repay the First National Bank and to give us the \$25, 000 additional we needed to pay the faculty salaries until we could get the government to redeem its paper.

I. I assume you transferred your account as well.

R. We transferred the account.

I. How long was it before the government was actually able to pay you?

R. As I remember it the government paid in either March or April.

I. You were really running on the skin of your teeth, you might say, then.

R. Yes, we've always been. But in the entire history of the university we never failed to meet a faculty payroll, nor did we ever fail. to pay all our bills.

R. On April 17th, the day I resigned, I rented three rooms on the 13th floor of 11 North LaSalle, which is the building just north of the Central Y.M.C.A. College at 19 South LaSalle. I had to put up my own money one hundred twenty-five dollars a month, for the tower rooms for three months and moved my own desk and four chairs from Central Y.M.C.A. College at 19 South LaSalle to 11 South LaSalle. On the 18th my former secretary (when I was president of Central Y.M.C.A. A. College) Susan Hutchison, resigned to become the first employee of Thomas Jefferson College, secretary to the President. Of course I left all records at Central Y. because they were the property of the Y.M.C.A. One of the first things that had to be done was to have a bank account. Dr. Embree, acting as Chairman of the new Board, suggested I go to the First National Bank. I questioned this because I thought that there might come a time when we would need a favorable interpretation, a sympathetic banker, so I suggested we might bank either at the Amalgamated Bank & Trust Company or at the American National Bank, which was a Jewish bank. But Dr. Embree, whose transactions of some twenty-five years as head of the Julius Rosenwald Fund, had been at the First National Bank, felt he knew all of the officers, and thought we ought to bank there. I went over there to open up a bank account and was astonished to learn that we had to have \$500 in order to establish a bank account.

I. How much did you have?

R. We didn't have anything. I went back to the college and Mr. Sinha, who had been an associate of Ghandi and was Associate Professor of Political Science at Central Y. M. C. A. College gave me twenty-five dollars.

I went to a Jewish furniture dealer, Sam Booth, and he gave me one hundred dollars. I went to Dr. Bacon, who was the brother of Maily Bacon, Dean of the College of Music, and he gave me two hundred dollars. I put in one hundred and seventy-five dollars of my own money and we opened a five hundred dollar bank account. Within two weeks, Marshall Field had given us his personal check for seventy-five thousand dollars until such time as the Field Foundation could act upon the gift and the Rosenwald Fund gave a check for seventy-five thousand dollars. So we added to the opening five hundred dollars -- one hundred and fifty thousand dollars for cash on hand. As I mentioned before, on May 24 we signed up the faculty which had resigned from Central Y. M. C. A. College for one hundred thousand dollars. After we signed up the faculty, we began searching in earnest for a building which we found, as I have stated on the tape.

I. Would you want to talk about the labor part?

R. Yes, Dean Leys had done some work on the Labor Board and he knew several labor leaders. He thought it would be a very good thing to ask of them a vote of confidence for the new college. The college had gotten great publicity. When it was announced that the college was founded, the New York Times and the Christian Science Monitor and the New York Herald Tribune and the Washington Post and the St. Louis Dispatch had all carried very fine stories about the college's founding and the principles upon which it had been founded. Dean Leys thought it would be a good thing to have the labor unions give us a vote of confidence, because this was -the first time that labor unions had been included in boards of trustees of a college or university as an official policy. At this time there were only five labor leaders in all the Boards of Trustees of colleges and universities

in the United States . We added three labor leaders to our Board shortly after the founding of the college, so that gave us three of the eight in the entire United States of all labor leaders on Boards of Trustees. Dr. Leys went to the AFL and the CIO and asked each in turn for a vote of confidence in the policy and organization of the new college, which had, as said before, been renamed Roosevelt College on the 24th of April, seven days after its founding.

I. What was the response of the labor movement of Chicago to the request for a vote of confidence?

R. In the vote of confidence the American Federation of Labor was unanimous, except for three votes. These were attributed to three communist led labor unions.

I. Can you recall the unions?

R. No. I don't remember which they were. The leader of one of these organizations came to my office at 231 South Wells. By this time the College was underway. He asked for a room in which he could organize the employees.

I. Of the college?

R. Yes. I had learned that he was one of the people who had voted against our vote of confidence. I proceeded to tell him that I knew he had voted against a vote of confidence for us, but we believed in labor unions and therefore I would give him a room in which he could attempt to organize our employees. He got six members out of 50 employees. He had to leave because he didn't get a majority. He got his vote of no confidence. And the interesting thing was the six people who signed up, two of them immediately resigned from the college because they had been plants. I happen to remember who that labor leader was. His name was Yanoff.

I. What union was that? ,

R. The Union of Clerical, Office and Professional Workers.

I. What happened then?

R. Clark Gordon was president of the Roosevelt College Clerical Union. I discussecl the situation with him and made the suggestion that he talk with Frank McCulloch. Through Frank McCuiloch who was a close friend of Walter Reuther, the President of the C. I. O. in Washington, the Clerical Union of Roosevelt College was given a special charter from the C.I.O, -- the first such union in colleges and universities in the United States.

(Tape 7 - Side 1 - Dec. 9, 1970)

- I. One question I'd like to ask you Dr. Sparling. You explained to me the other day about Roosevelt's changing its name from Thomas Jefferson to Roosevelt College. Did the Roosevelt family have anything, to do personally with the college?
- R. President Roosevelt died on Thursday, April 12, 1945. I started Thomas Jefferson College on the 17th. We named the institution Thomas Jefferson College because of Thomas Jefferson's contribution to education and freedom. As I previously mentioned the founding of the college had been carried in the New York Times, the Christian Science Monitor, the New York Herald Tribune, the Washington Post and the St. Louis Dispatch. Many people wrote and telegraphed from the west coast and east coast to suggest that this new college dedicated to freedom should be named Roosevelt College, as a memorial to President Roosevelt. As a result, on April 24, we took the matter before the newly formed Board of Trustees of Thomas Jefferson College and after considerable discussion the Board voted to rename the college Roosevelt College in honor of President Roosevelt? There was a great deal of nostalgia and appreciation of Roosevelt upon his death. He had made many statements, one of which I think was pertinent to Roosevelt University. He really gave us our creed: "Today we are faced with a pre-eminent fact, that if civilization is to survive we must cultivate the science of human relationships, the ability of all peoples of all kinds to live together and work together in the same world at peace." This was a paragraph in the last speech he prepared before his death, released at the time of his death, but never given.

Mrs. Roosevelt was the only one active in the university. Many times through the years she contributed her own personal funds to the university. On November 16, 1945 she came to dedicate the University .

- I. You have Mrs. Roosevelt's dedication statement?
- R. Yes. The dedication ceremony was very impressive. She first stated the purpose of the College: "to provide a teaching faculty for this college which shall be both free and responsible in the discovery and dissemination of truth and to provide educational opportunities to the persons of both sexes of the various races on equal terms." And then she said, "I, Anna Eleanor Roosevelt, dedicate Roosevelt College of Chicago to the fulfillment of these dynamic principles, to the enlightenment of the human spirit, to the constant search for truth, and to the growth of the human spirit through knowledge, understanding, and good will." The-dedication dinner was one of the most inspiring occasions in the history of the University. The spirit of Mr. Roosevelt lived and some of his statements, repeated at the dinner, will continue to inspire man to the end of time. I'd like to quote: "If democracy is to survive it is the task of men of thought as well as men of action to put aside pride and prejudice and with courage and single-minded devotion and above all with humility to find the truth and teach the truth that shall keep men free."

For the dedication dinner Ben Shanker performed a great service. Ben was an advertising man who had a conscience with respect to his profession. He took only four clients. He made sure that the products produced by those clients were products of excellent quality and really served those who bought them. He went into the labor policy of each one of his clients to be sure the wages and hours were just and fair and the quality of the product was what he purported it to be in his advertising. The

pamphlet that he prepared free of charge for the university to use at the dinner was an inspiring document, one of the most worthy pieces of college literature yet produced, certainly for Roosevelt University. I quote it:

"Who are these people who would limit knowledge? Who are these self appointed people who would say, 'Let there be a quota. Let there be so many of this faith and so many of that faith, so many of this color and so many of that color.' Who are these people who would ration democracy? Who are these people that would say that knowledge and learning and training are not for the apt 'and the eager unless their ancestors fit into their narrow pattern of color and creed? Who are these people who would stifle education? Who are these who would seek to confine knowledge and truth within the limited barriers of their prejudices? Who are these people so flexible of conscience as to have one definition of democracy for the bleeding and dying upon the fields of battle and another for the halls of learning?"

- I. That was his own work?
- R. This was his own work and it was his interpretation of what Roosevelt University meant. He carried the message of Roosevelt to the bigoted. He went on in this pamphlet to define the purpose of Roosevelt College: "Roosevelt College was born in 1945, a fitting year, for it was in 1945 that the men who preached the myth of the super race, the men who believed in the divinity of their emperor, the men who called their neighbors inferior and democracy decadent, the men who built a vast structure upon a nationalism born of prejudice were ground to the earth. And it was in 1945 too,' even on the home front men sought to destroy democracy by attempting to circumscribe it, by trying to limit education to a system of quotas and authoritarian rule. But knowledge is essentially democratic and universal. It knows no borders, boundaries, color, creed, or culture.

Frenchman Pasteur has saved lives in Caldonia. Englishman Watt brought the factory system to America. Italian Marconi revolutionized world communications . For knowledge is the acquaintance with 'truth, be it discovery, invention, or philosophy. And truth is universal. Newton's law of gravitation applies here and in India. Water consists of two atoms of hydrogen and one atom of oxygen wherever you find it. Roosevelt College was born in recognition that knowledge and education are inherently the most democratic of all Mankind's accomplishments. It is the purpose of Roosevelt College to make its facilities available to all who seek self improvement through education."

Mr. Shanker really caught the spirit of this new institution which was virtually a "one world" in its structure and in its organization, designed to supply in perpetuity the opportunity for all groups of people to get an education commensurate with their ability and to insure, in the spirit of the quotation of Mr. Roosevelt, that all people, students and faculty be able to search for, disseminate and practice truth. The Board of Trustees was chosen first on the basis of their dedication to these principles, and then for their ability to participate in the further development of the university. The first Board of the college was different from any other Board which had ever been brought together to head an educational institution. It had members of the Protestant, Jewish and Catholic religions, representatives of management, labor, 'capital, men and women, and of course men of various races.

Heading the first Board was Edwin Embree, who was president of the Julius Rosenwald Foundation, That was the foundation which gave such people as Ralph Bunche, Marian Anderson and other great Negro people the

opportunity to get an education, which never would have been given had the Rosenwald Fund not existed. The early Board members were: Harland Allen, head of the Cooperative League for the City of Chicago and the businessman who founded Growth Industry Shares, a mutual fund which examined each industry whose stock they purchased and sold for its labor practices, the quality of its products, the soundness of its organization and its potential for future service to democracy:

Frank McCulloch, a person deeply interested in the total society but particularly interested in labor practices, labor unions, and in the processes of mediation between labor and industry. He was the founder and director of the James Mullenbach Institute, founded for the purpose of promoting the interests of the total society through recognition and development of quality labor unions:

Leo Lerner, editor and publisher of the North Side Community publications . He was very much interested in and was one of the founders of the Independent Voters of Illinois. He was a member of the Board of Directors of the Chicago Public Library, had been president of the Chicago Citizens Schools Committee and was very much interested in liberal and humanitarian causes:

Morris Bialis, head of the International Ladies Garment Workers Union of the Chicago area, and vice-president of the International Ladies Garment Workers for the United States. Mr. Bialis was the first labor leader on the Board and was a practical idealist, the type of man who approached his problems with an open mind, a spirit of fair play, and common sense. During his labor leadership he had managed to acquire tremendous benefits for some 23, 000 people of the International Ladies Garment Workers Union in the states of Illinois, Indiana, Michigan, Wisconsin and Iowa;

Dr. Percy Julian, then Director of Research for the Glidden Paint Company. His research was on the soy bean and its uses in the paint company but he was also interested in health and developed from the soy bean many important drugs including cortisone which have been of great benefit to the human race. He and his research staff developed what was called Rean Soup during the war, a special chemical substance which put out gasoline and airplane fires and saved many pilots during the war.

Percy was a graduate of Depauw University. He entered without a high school education and didn't finish his high school requirements until his junior year in college, at which time he became a Phi Beta Kappa. He went on to get his Masters degree at Harvard University and his Ph. D. from the University of Vienna. He said at the time he joined the university Board, "I am keenly interested in Roosevelt College because it fosters "unity between the races in its education program rather than emphasizing the differences. I am for any adult education program which has this understanding between people as its goal."

Another public member of the Board was Arnold Maremont, who was president of the Maremont Automotive Products, a graduate of the University of Chicago with his J. D. from the law school. His statement as to why he believed in the college was, "It articulates the simple principles of what I believe to be inherent in the democratic system."

The representative of Marshall Field on the Board of Trustees was John McGrath, educational editor of the Chicago Sun. It was his study of Central Y.M.C.A. College that convinced Marshall Field of the worth of founding Roosevelt College. Marshall Field was not only a great contributor, contributing the first seventy-five thousand dollars to the University, but he was also dedicated to its ideals from which he could not be shaken. When

it was found that he was willing to be a part of the college, the Y. M. C. A. got five of their most distinguished members to talk to Marshall Field at the Tavern Club at three o'clock in the afternoon and try for five hours to get him to come out from under the support of Roosevelt College. And that great man refused to, do it because he had the facts. He knew that Roosevelt College was being founded on the right basis. He thoroughly approved of the foundations of the college and he could not be shaken in his support.

I. You were lucky.

R. We are lucky and perhaps if it were not for that you and, I wouldn't be here talking about Roosevelt University. John McGrath said as his reason for participating, "It is not what you study, but how it is taught and studied. Roosevelt College is giving people the, opportunity to go to school to learn something about the real world in which they have no choice but to live. It is teaching that counts rather than to maintain old worn out labels which fit life today about as well as a costume of 1860 would suit a modern young lady."

Then the great educational administrator, Floyd Reeves, was also one of the first members of the Board. He had been head' of the North Central Association of Colleges and Secondary Schools, the leading educational administrator in the country, and Professor of Education at the University of Chicago. He had been Director of Personnel as well as Director of the Social and Economic Divisions of the Tennessee Valley Authority. It was upon his judgment that I leaned towards establishing the university. He was also Chairman of President Roosevelt's advisory commission on education, and for a time was Director of American Youth Commission. We were indeed fortunate to have Floyd Reeves on the Board of Trustees.

Then Lowell. Healster was the controller of the university. He had his doctorate from the University of Illinois, a member of Phi Beta Kappa. in that institution. It was his responsibility to prepare our building at 231 South Wells for University purposes.

At that time he said, "The certain growth of Roosevelt College will find us with plans to accommodate all who may enroll. Expansion will be easily possible and will involve the cancelling of tenants leases in the fourth and fifth floors and if necessary on the second floor. Minor structural changes can readily adapt these floors to classroom use."¹¹

The building was ready on schedule.

(Tape 7 - side 2)

I. Who else was on the Board?

R. Mady Bacon was Dean of the College of Music and was an inspiring teacher of music. She got her degree from the University of Chicago. She was also an orchestra leader of great talent and deeply interested in the University. Her statement of concern is interesting. "Art flourishes best in such an atmosphere of freedom as will always exist in Roosevelt College."

And Don Stewart, another member of the administration on the Board was registrar of the college. His prediction was, "Roosevelt College will be a great college and I mean great in every sense of the word."

He had been registrar of Central Y.M.C.A. College. Another member of the faculty and staff on the Board was Joseph Creanza. He was a teacher of languages and took over the music school in December of 1945. He had been an entrepreneur of French folk dancing and his production had been in Madison Square Garden in New York City. In his words, "Roosevelt College is destined by its origins to be a progressive institution dedicated to the enlightenment of the human spirit. Its definite responsibility is that of keeping ahead of the times in the field of education through intellectual alertness and the courage of initiating new programs."

A member of the faculty elected also in the first Board of Trustees was Charles H. Seevers. He was a Master teacher with his Ph.D. from the University of Chicago. He was a research associate in the Division of Entymology in the Natural History Museum, an honor

shared by only one other man, a professor at the University of Chicago. His statement concerning the university: "I do not wish to glamorize. However, looking at the record of the students and Roosevelt College faculty, I think we have reason to believe in the college's future. Our immediate goal is the best possible preparation of students for professional school work. We do not expect; however, to emphasize pre-professional training to the detriment of some students, since we plan to devote considerable time to the effective presentation of biology to the liberal arts students."

Another member of the Board elected by the faculty was Wayne A. R. Leys, Dean of the School of Arts and Sciences, with his doctorate from the University of Chicago. He had formerly been an associate minister of the First Christian Church of Bloomington. He was a writer of considerable achievement: Religious Control of Emotions, Introduction to Social Studies, Civilization in the Making, Philosophy and Social Science. Ethics and Social Policy. Dr. Leys was the first employee of University, having taken office on April 24, seven -days after the founding of the institution.

I. Does that cover all the Board members?

R. Yes, I think that's it, with the addition of me as president. I was a member of the Board of Trustees.

I. Now what was the Advisory Board? This was a different Board?

R. Yes, the Advisory Board of the College was conceived to identify with it great personalities of our time. And we were indeed fortunate that some of the greatest contributors to American democracy and education became members of this board. The first I would like to mention on the Advisory Board was Flora J. Cook. She was Principal

Emeritus of the Francis W. Parker School and one of the truly great educators in the progressive education movement. For twenty years, she had been the head of the Francis Parker School with a most distinguished national and international reputation. She was a close personal friend of Mrs. Emmons Blaine, who was the sister of Cyrus McCormick, the founder of International Harvester. It was through Mrs. Flora Cook that I had the privilege of meeting Mrs. Blaine, who at the dedication dinner on November 16, 1945, was the hostess for the hundred dollar per plate dinner to every member of the faculty, a contribution to the University of \$37, 000. Parenthetically I might say that since the cost of the dinner was borne by the Rosenwald 'Fund, with the exception of the dinners that were paid for by the faculty through Mrs. Blaine, we netted \$130, 000 at the dedication dinner for the development of the college, one of the great dinners in our history.

The second member of the Advisory Board was Murray D. Lincoln, president of the Cooperative League of America, one of the founders and long-time developers of the Cooperative Movement in the United States.

Thomas Mann, the great author, was one of the first to be an advisor to Roosevelt University. He was the internationally known German novelist, winner of the Nobel Prize, and was one of our first speakers in our Institute program.

The fourth member of the original Advisory Board was Philip Murray, president of the Congress of Industrial Organizations, and it was he who, with Arthur Goldberg, attorney for C. I. O., lent the University \$50, 000 in order to establish a fund for liquidating its mortgages. At that time Mrs. 'Roosevelt was on the Advisory Board. She not only dedicated the University, but the University later was rededicated in her name. She

came to the University many times to meet with students, alumni, and to speak for us, chiefly at fund-raising dinners.

And there was Leonard D. White, Professor of Public Administration, University of Chicago, formerly Civil Service Commissioner of the United States . These distinguished people were proud and happy to be members of the Advisory Board, and each one of them, in his time, made distinctive and significant contributions to the development of the college.

I. What does the Advisory Board actually do?

R. They have no official function, but upon request they were free to help or decline help. The members of the Advisory Board were listed on all college literature which helped us get some of the truly great people of the world to associate themselves with the University.

(Tape 8 - 'Side 1)

I. Now, you were talking about the committment that Roosevelt University had to serving all areas of the community. I understand that even in its very first year Roosevelt conducted a number of Institutes to try and implement this . . . Could you tell me about some of these?

R. This was a very interesting development. We thought since we had pioneered in stating that the university was open to all races and creeds on equal terms and that the faculty was completely free to engage in forums and discussions on the pertinent and important is sues of the time, one of the first actions that we took after the college started was to initiate a series of Institutes. The first one was the Institute on Race Relations and World Peace. There were day meetings during the noon hours. They also met on Wednesday and Friday evenings at 7:30. The first Institute on Race Relations and World Peace was given on October 10, Wednesday afternoon, and Wayne A. R. Leys, who was the Dean of the College of Arts and Sciences was Chairman. He had as his speaker Charles Morris, a professor at the University of Chicago, and his subject was, "As a Philospher Sees It."

On Wednesday, November 14, the Chairman of the meeting was Percy Julian. He was the great Negro scientist on our Board of Trustees. The famous professor Robert Redfield, anthropologist from the University of Chicago was speaker. His subject was, "As an Anthropologist Sees Race Relations with Respect to World Peace."

Then on Wednesday, January 16, the chairman of the meeting was Arthur Hillman,, chairman of the Department of Sociology at Roosevelt College. The great sociologist from the University of Chicago, Louis Wirth,

was head of the Race Relations Association, and Marshall Field had sponsored him and given him considerable money for the purpose of facilitating better race relations in the Chicago Community.

At the evening meeting on Wednesday, October 24, the Chairman of the meeting was Edwin R. Embree and the speakers were the Very Rev. Monsignor Raymond Hillenbrand, of the Sacred Heart Church of Hubbard Woods, Illinois, Rabbi Jacob K. Weinstein of the KAM Temple, and Robert C. Weaver, who was head of the Mayor's Committee on Race Relations and became the U. S. Housing Commissioner in the Department of Health, Education and Welfare in Washington, D. C. The subject to which they addressed themselves was "Progress in the last 50 years toward Assimilation of Minority Groups into the General Population of our Country and our Community."

On Friday evening, November 9, I chaired a meeting at which the three speakers were Carlos Romulo, Resident Commissioner of the Philippines, who became President of the General Assembly of the United Nations and recently became President of the University of the Philippines, and Charles F. Johnson, President of Fisk University and William Carr, of the American-Soviet Friendship Council. The subject to which they addressed themselves was "The Extension of Freedom and Equality' to' Oppressed Peoples in the Last 50 Years."

On Friday evening, January 4, Harland Allen was chairman and the speaker was F. I. Hayakawa, then teaching professor of semantics in the Illinois Institute of Technology. It is the same Hayakawa who became President of the San Francisco State College. The subject was, "International Bill of Rights."

I. There didn't seem to be many people left out in terms of nations or groups represented.

R. The speakers were of all races and many religions with academic competence in the social sciences in general.

I. What about the audience.' Who did you draw as an audience? Did most of the students attend or much of the community?

R. The Institutes were very well attended by both students and people from the community. People in the community attended more in the evening and the students in the day time.

I. Now what were some of the other Institutes?

R. The other Institutes were the Institutes on American Culture. On Friday evening, October 19 in a conference entitled, "The Midwestern Influences in American Literature," professor John T. Flannagan, professor American Culture at Southern Methodist University, was the speaker. Wednesday, November 14, "Midwestern Influences in American Religious Culture," and the speaker at that time was William Warren Sweet, professor of the History of American Christianity, University of Chicago.

On Wednesday, December 5, the first of the series of three sessions was given? "Immigrant Contributions to the Culture of the Middle West and their impact on our National Life." Speaking to that was Carter Davidson of Knox College of Galesburg who subsequently became President of Union College, New York.

At eleven o'clock December 5, "The Midwestern Contributions to American Humour," were discussed by Walter Blair, a professor of English at the University of Chicago.

At 1: 30 p. m. the same day, "Midwestern Contributions to American Liberalism," I was the topic with the lecturer Walter Johnson, assistant

professor of American History at the University of Chicago.

On Wednesday, January 9 at 1:00 P.M. the topic was "The Midwestern Influences on the American Language." The semanticist, S. I Hayakawa, assistant professor of English at the Illinois Institute of Technology, was again the lecturer.

We gave economic conferences; too, and the first of these was an Institute on Purchasing Power and Full Employment with Walter Weiskoff as acting chairman. At that time he was chairman of the Department of Economics and chaired five seminars on different days. The first was October 5 at 7:30 p. m. and Henry C. Taylor, president of the Farm Foundations, talked on the income from farming and full employment. Roosevelt University has always been interested in the economics of full employment.

Friday, November 2, Oscar Langey, Professor of Economics at the University of Chicago, gave the lecture, "The Maintenance of Full Employment." He subsequently went to Poland.

Wednesday, November 28, Mordechai Ezekial, Economic Advisor to the, Secretary of Agriculture of the U. S. Government, talked on "The Distribution of Income and Full Employment."

On Monday, December 3, Horace M. Callum, the Dean of the New School of Social Research in New York, was the lecturer. Subsequently he became a great and lasting friend and an informal advisor to the University. He was a famous teacher, and his lecture was "Human Nature and Full Employment."

On Friday, January 11, Harland Allen of the Board of Trustees and at that time President of the Chicago Consumers Cooperative talked on "Full Employment Without Regimentation or Deficit Spending."

These conferences dealt with the issues that were burning issues at the time, most of which still are. We were pioneers in approaching community problems.

I. And in a massive way. I wonder if you could tell me a little about the beginnings of the Labor Division of Roosevelt.

R. In Central Y. M. C. A. College, of which I was president from 1936 to April 17, 1945, I had attempted to initiate labor education but found the Board of Trustees unwilling to accept money for the purpose. So when Roosevelt University was founded I tried to make sure that this new institution would definitely include labor in its curriculum and organization. Labor leaders were made full fledged members of the Board of Trustees and in the fall term of 1946 we initiated a Labor Education Division with Frank McCulloch as its first director. He was the founding father of the Labor Education Division.

By October 1947, the Labor Education Division had been operating for one year. Already other institutions had begun to follow our lead in initiating labor studies into the college and university curriculum.

Educational services long available to agriculture, industry, and business were also needed by labor. Union men and women needed the knowledge and tools to evaluate themselves and their organizations and to function more effectively in their union positions. To meet these needs the Labor Education Division adopted as its fundamental objective: training for better union service. It recognized unions to be among the dynamic

forces affecting the entire community and that social, economic, and political trends in turn greatly influence union growth and welfare. The division aimed at enabling union members to learn about the labor movement's background and potentialities as a democratic institution and to analyze its relations and responsibilities to other elements in the community and to the government.

Time limitations here unfortunately permit only a short outline of what the division really accomplished. But 22 non-credit courses were conducted during the first year by the division. They were attended by some 750 people, mostly secondary leaders from 26 different labor unions. Attendance averaged more than 90% of the enrollment. Instructors were drawn mainly from academic fields, the government and the unions themselves. The Relationship of Industrial Engineering Techniques to Collective Engineering, Steward's Training Workshop, Current Events, Industrial Relations Here and Abroad, Job Evaluation, Health and Safety, Union Counseling, were only a few topics covered in the courses.

In addition to the courses, two institutes were held. One on Labor and Politics, attended by an average of 250 people each session, The other, a five session series in Proposed Labor Legislation, was attended by an average of 80 persons. Undergraduate students and the public were well represented in these sessions.

Three conferences were organized and conducted by the Division, a two day workshop on the "Psychology of Union Administration and Collective Bargaining." This was a highly successful pioneering attempt, the first of its kind ever to be held. It was an attempt to develop a fuller understanding of the psychological factors that make for a better internal

union relationship and improved union relations with management.

The Second conference on State Welfare Legislation, attended by well over 200 union leaders, was sponsored in collaboration with the Chicago Union Industrial Council. And the third, Housing a Mirage, a conference for about 150 persons was sponsored in cooperation with the Public Housing Association.

A series of lectures for Roosevelt College undergraduates on labor problems was organized. Nationally known economists, such as Leon Henderson, and the international labor economists from Britain and Argentina participated in these lectures. A labor union manual on job evaluation by William Gomberg was issued by the Division. An interpretive report of the workshop on Psychology in Union Administration and Collective Bargaining was prepared for the following fall, Many other services were provided by the Labor Education Division, counseling with Union leaders, referral of speakers into Union groups, lending of projection equipment and film, development and sponsorship of a Union Choral group, and staff participation in a variety of church, civic and union events.

Plans for 1947-48 called for a broadening of Roosevelt College's program in Labor Education, adding courses in speech and literature as well as the area already covered, Institutes on Labor and Foreign Policy and Labor's Public Relations were also given.

The Labor Division 'clearly demonstrated the need for its efforts. Its work was perhaps best evaluated by an outsider, a ranking government official, who declared, "I think I know at first hand all the labor education programs started in 1946 and 1947. And there have been a considerable number over the country. I dare say that Roosevelt College had done

one of the best jobs in the nation."

I. And this was all under the administration of Mr. McCullch, right?

R. That's right.

I. He was the man who had come from the Philip Mullenbach Institute?

R. Yes, he was the Director of the Philip Mullenbach Institute and it was in this capacity that I first met him. I was attending some of the meetings of the Institute. I invited him to speak at Central Y.M.C.A. College at what we called the Idea Exchange. We brought speakers of widely different interests, different races and different religions, from labor and from management to talk with the students. It was a mind stretching performance in a great many of these instance-s, because I conducted these Idea Exchanges myself and never announced the speaker or what he was going to talk about beforehand. It was always a surprise to the students. We had 30 or 40, sometimes 50 students every Friday afternoon. Frank McCulloch was one of the interesting people who had talked to that group.

I. In his work with the Philip Mullenbach Institute was he mainly concerned with mediating disputes?

R. He was interested not only in Labor mediation but in serving the total interests of labor. He approached mediation from the labor standpoint, and this was unusual. Mr. Mullenbach's interests were basically in labor. He was a famous mediator himself. So the Institute was founded more or less to carry on a tradition of concern and fairness and goodwill in relationships between management and labor.

Now you've drawn quite a big picture of the beginnings of the Labor Division of Roosevelt as a very comprehensive program, Was this the pattern

that it followed from that point or did it change?

R. This was the real pattern that was followed from the standpoint of comprehensiveness of curriculum, although there were subsequent attempts to enter the political field to a degree.

I. Can you tell me about that?

R. One of the programs instigated, was a program to help people become involved in politics. A pamphlet was published entitled, "You, too, Can Win Elections." This has become quite a famous publication. It's been used by Democratic and Republican Ward workers and other people interested in politics.

I. Who wrote the pamphlet?

R. I can't recall right now.

I. But it was put out by the Labor Division?

R. Yes. Another thing that the Labor Education Division published was a song book of labor songs which has been published in the language of many other countries and is a classic in the field of labor songs.

, I. Why did Mr. McCulloch leave Roosevelt?

R. When Paul Douglas was elected to the Senate the first week in November, 1948, he asked Frank McCulloch. to head his office in the

Senate. and become his chief legislative assistant. This was a great blow to us and Paul Douglas has been more or less apologetic ever since, but he has given many services to the College and to the University because he is so deeply appreciative of having Frank McCulloch-- as his chief legislative assistant.

Frank had founded the Labor Education Division and had real vision for its development. In the beginning Frank wanted to found a special labor college. Within a year from the founding of the University I was able to

get him to head a Labor Education Division within the University instead of trying to found a separate college. The arguments I used were that the Labor colleges that had been founded in the past, after a period of years, seemed to have closed or petered out, due to the fact that it was very difficult to get financing. The labor unions themselves didn't completely support the colleges, and it was almost impossible to get other funds to support labor colleges. Ideologically it was not good to have a college completely devoted to the interest of labor, as a partisan project. It tended to diminish their usefulness to the union.

A Labor Education Division in a university is in a far better position to develop sound practices and sound philosophies, where it had the cross fertilization of the academic disciplines and the professors and also the college of Business Administration which acts as a foil, as a refiner of the curriculum. Both the College of Business Administration and the Labor Education Division are better served where you have the educational and academic exchanges between the faculties of the several schools.

I. And you did persuade him.

R. I managed to persuade him to come.

I. How long was he here?

R. He served two years; 46-47 and '47-48.

I. He did put his print on the beginnings of the place, though, in establishing its general direction,

R. That's right. He was a deeply dedicated man and for years, perhaps ten years, he contributed \$1, 000 a year of his own funds to the development of the college.

I. That's amazing.

R. Yes, especially since he drove his car for about 7 or 8 years before he turned it in.

I. Who replaced Mr. McCulloch then, when he left?

R. Mr. McCulloch's recommendation was Frank McCallister. He had known Frank in times past and recommended him. Frank McCallister was, of course, appointed by the Board of Trustees of Roosevelt University and he came in February, 1949, the second term. At that time Frank McCallister was one of the leading labor-education authorities in the nation. He was a native of Illinois and came to Roosevelt College from the Directorship of the Georgia Workers Education Service, a joint A. F. L. - C. I. O. public program in workers education.

Prior to that time, he had been the Director of the Southern Workers Defense League and a member of the fourth Regional War Labor Board, a member of the Southern Textile Commission and Wage Stabilization Board; He was also a member of the executive committee of the Southeastern Division of the American Association for Adult Education. Frank was an active champion for many years of Civil Rights in the South and was a field representative for the American Civil Rights in the South and a field representative for the American Civil Liberties Union. He had many struggles with the Ku Klux Klan. A bill to accomplish the unmasking of the Ku Klux Klan was initiated in the Georgia legislature, Frank gathered much support for this bill, which was narrowly defeated. Mr. McCallister served in the Mental Health Commission of the Georgia Citizens Council and was chairman of the Public Relations Committee of the Atlanta Metropolitan Y. M. C. A. He was an active member of the American

Arbitration Association and the Georgia Academy of the Social Sciences, the Foreign Policy Association, the American Academy of Political and Social Scientists and the Industry Committee of the Atlanta Urban League. He had his academic work at the University of Illinois and the University of Tampa and the Rand School. of Social Sciences. He had lectured in several universities, the University of Georgia, Atlanta University, Emory University, New York University, and the Georgia State College for Women. He also contributed to labor and liberal publications, including The Progressive, the New Republic and Mew Leader, McCallk, National Union Farmer, and at the time he came to the University as Director of the Labor Education Division, he was at work on a book recording the history of Civil liberties cases in the South.

I. And he, then, was the director until this year. Is that correct?

R. Yes, until he died in October.

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Appendix 1

DR. SPARLING'S PRESENTATION TO BOARD OF DIRECTORS ON FEBRUARY 16, 1945

In the course of life every man occasionally encounters an issue that is bigger than himself, bigger than the men who agree with him,, bigger than the men who disagree with him, If he of they treat the issue as a personal one, the-consequence is not merely personal, gain or loss; it is a loss to humanity, All of you, and I, are confronted by such an issue.

The question is whether a permanent solution can be found concerning the relationship of the YMCA of Chicago and Central YMCA, College. The YMCA nurtured the College through its infancy, in the same pioneering spirit which caused It to respond to the other needs of young men in Chicago, As time went by, the College grew rapidly, and those in immediate supervision of It responded to changes in the educational needs of youth, At first, the need was primarily for the informal, elementary and trade school types of education. Gradually the school responded to requests for more and more formal education to qualify the sons of immigrants and rural people for occupations and leadership that required a formal knowledge of the arts and sciences. Without design and because of the pressure of community need, the College became eventually an accredited four-year college, staffed by instructors and administrators who were trained for formal education at the college level.

having grown up like Topsy, began in the twenties to strain the rules, policies and procedures which organized YMCA operations so efficiently.

During the thirties and the present decade numerous compromises have been devised to accommodate the YMCA, to formal education and formal education to the YMCA. Few of, these 'exceptions to, YMCA, and College principles have been very satisfactory to anyone concerned,, Dean Works, an eminent educator engaged by the YMCA to analyze the difficulties, recommended a separation of the College and the YMCA as the most promising solution for both enterprises.

So the questionbefore us is whether both the YMCA and the College may not become stronger and more unified servants of the community as the result of a friendly separation. The YMCA of Chicago has on numerous occasions passed a torch of service to other sponsors, where it became evident that certain parts of its program and the YMCA program as a whole would thus be benefited.. The list of such services includes the circulating library, poor relief, the railroad departments, Sunday Schools, and the publication of monthly and weekly religious periodicals. In all of these cases, the functions given up by the YMCA have been taken over by relief agencies, departments of government, churches, and publishing houses especially organized for a particular type of work. The general YMCA program has been strengthened by being freed from the demands of' a service that required an organization peculiar to itself.

In order to judge the matter before us, It will be wise to contrast the organizational needs of the YMCA and the organizational needs of an accredited institution of higher learning.

In the Association the lay member has full authority to determine, through the Board of Trustees, the Board of Managers, and the Boards of Directors of the various departments the nature of the buildings constructed, the type of programs entered into, the clientele served, and the objectives of each of the divisions of service given by the Association,

Therefore the Boards of Directors in YMCA practice do direct the services offered by the Association and it is standard practice of each secretary to attempt to have the lay members of the Board of Directors participate as much as possible in the affairs of the department, No specialized professional training is considered necessary. The Board. functions in a proprietary fashion, like the Board of a business enterprise, The only limitation upon these powers is whatever limitation exists by virtue of community acceptance or rejection of the services offered.

The traditional relationship of Boards of Trustees or Boards of Regents of colleges, because of the technical nature of many school problems and because of accepted academic practices established in the interest of scientific knowledge and freedom to teach the truth as far as it is known, is necessarily different in nature, The following statement, made by the American Association of University Professors, on November 3, 1944, gives a clear statement of the long established academic view of the relationships of college boards to the administrative staff and faculty:

A university is not a proprietary institution. The trustees of a university are trustees for the public, the whole of the public, University trustees cannot be permitted to assume, proprietary attitudes and privileges. They have no moral right to bind the, reason or the conscience of the members of the faculty. All claim to such right is waived by the appeal to the public for contributions or by support from taxation. Any university which lays restrictions upon the intellectual freedom of its faculty proclaims to the public that it is a proprietary institution, the public should be advised that while so administered the institution has no claim whatever to general support. This distinction between a proprietary institution and an educational institution is recognized and generally observed by most boards of trustees of colleges and universities, There are, however, still a New Boards of trustees. who regard their relationship to the faculty as that of a private employer to his employees in which trustees

are not regarded as debarred by any moral restrictions beyond their own individual sense of expediency from imposing their personal opinions upon the teaching of the Institution or even from employing the power of dismissal to gratify their private antipathies and resentments...

It is in order here to compare this published and generally accepted statement with the concept of such relationships as evidenced in a recommendation by a committee of our College Board in Its report dated July 17, 1944.. (McDermott, Ch. Hales, and Wiseman) I quote:

Perhaps the Board should appoint a small committee' to act as independent overseers or visitors within the College, being responsible only to the Board, and having assigned to them; a specified program of periodical inspection visits. It should be made clear to all future occupants of academic positions within the College that the Board of Directors is the governing body to whom all are ultimately responsible and that the Board's jurisdiction extends to any matter affecting the welfare of the College, including the program of education and the extent to' which contro, versial, partisan and faction breeding issues or programs may be pursued,

In the minutes of the Board Meeting of July 17, 1944, it was moved, seconded, and carried that this, committee be appointed, (McDermott, Ch., Hales, Harris, Wiseman)

Information concerning this recommendation and the Board action has not been given to the administrative staff and faculty because I knew it to be contrary to accepted practice and knew that it would be sure to cause great consternation within the Faculty, and the, student body.

As further light on this matter, I would like to quote from the constitution of the Faculty of Central YMCA College, Article III, Section 1, says:

It shall be the duty of the Faculty to decide academic matters, including the changing of the objective-s, and content of particular curricula the building of new curricula; Improving Instruction; and determining policies regarding the grading system, entrance examinations, tests, and requirements, scholarships, student assemblies and programs, student discipline; extra-class activities, and, the Induction process.

Association, This conclusion grows not only out of our experience here but that of other formal educational institutions sponsored by YMCAs. For example, Mr. Hathaway has told me that the relationship between the College and the Association is not satisfactory at Cleveland even though Dr. Thomas is both President of the College and General Secretary of the YMCA, In Youngstown a satisfactory solution to problems was not reached until the Youngstown College became independent. It is significant that the latter College has raised \$250,000 for formal educational purposes since the separation.

In the spring of 1943, the YMCA arranged for a survey of the College with a view to determining -- I quote from the minutes of the College Board of Directors of Feb, 24, 1943: "Whether or not the service given by Central YMCA College is needed In the city of Chicago," and "Whether or not the Chicago YMCA should attempt to run an accredited college,"

Dr. Works' report is too lengthy for a full review of its contents but his general conclusion was that the College is a credit, able institution performing a needed service-in the community, and he makes two suggestions for Its possible operation:

The Board of Directors might be abolished and the control of the College placed directly in the hands of the Board of Managers,

2. The other recommendation, which he states he favors, is that the Association might withdraw from the field of formal education as represented by the YMCA College. The Board of Directors and the College Staff would then be free to seek resources wherever they could be secured.

I personally believe that this last is the best possible solution for several reasons:

1. The nature of the college can not be radically changed without inviting acrimonious debate and unfavourable publicity. Our college now is one which largely serves students from low income homes or from minority groups. These students are, In the main, the ones who would attend a public four-year college if it were available. The great majority of them cannot afford to attend, or because of various discriminations would not be admitted to other private colleges,

Application of democratic processes In the administration of Central YMCA College has shaped my own thinking far more than I; or any other one man, could shape the College. The College itself -- its academic traditions, and the desires. and needs of its student body determine the kind of college it is. Any attempt to exclude students because of race or creed, or to curtail long-practiced academic freedom, would create consternation In the student body and in the city of Chicago,

2. The College as at present constituted i-s filling a genuine educational need in Chicago, as proved by its enrollments and by the fact that no other institution for higher education in the city serves as large a proportion of students from minority groups,
3. There is a great need for this type of college in Chicago. Students from the upper income groups have their educational needs adequately taken care of by other existing institutions.
4. One of the serious post-war needs of the community will center around Negro and Jewish returned veterans, who are qualified to attend college, and who will be discharged from the Services with funds to do so. Estimating from the national figures as given out by the Association of American Colleges, in Chicago there will be about 2,500 such students each year for the first two years after the war ends. These young people, who have fought for their country and have been given the money for higher education in recognition of their services, are not going to be easily put off if they are -denied opportunity for the education they have been promised,
5. If Central YMCA College continues to meet educational needs of the community which are not now being adequately met, it will have larger percentages of students from minority groups in the future.
6. In addition to the foregoing considerations, the College requires, as all good colleges do, several administrative and institutional policies which are not essential in the more usual YMCA operation. I refer (a) to the need for longer term commitments (at least 3 years) to the instructors in the upper ranks of the faculty and (b) the necessity of complying with certain regulations of outside accrediting bodies and associations. (North Central Association, State Department of Education and Registration, American Association of University Professors, etc.)

I have discussed the problem of democratic education with a small number of leaders from Chicago's religious, educational, and Social agencies, The feeling is unanimous that the- signal work now being done by our college is widely recognized in the community and that education for the lower income and minority groups must be supplied by a college such as ours, This need should logically be met by our college and there would be little reason for the existence of the college if it were altered In such a way as not to meet these needs,

If the Association, and the College Board of Directors, see a conflict between the College program and the other work of the Association and therefore are reluctant about' sponsorship of the College program, I am confident that community sponsorship and support can be had if the Association would follow Dr. Works" preferred recommendation and agree to a gradual separation.

APPENDIX 2

PRESENTATION BY DR. SPARLING TO COLLEGE BOARD
OF DIRECTORS ON MARCH 26, 1945

On February 16, 1945, I reviewed the record of the Central YMCA College during the past eight years, and read a report summarizing the relationships of the College and the YMCA. I also called the Board's attention to the conclusions reached by Dr. George Works when he surveyed the College, at the request of the YMCA, and recommended that his report be followed in effecting a friendly separation of the College from the Association. I did this believing that the problems facing us would be most easily and effectively solved in this manner.

By February 26, having received no answer to my recommendation, I told the Board that I would begin quietly to look for a new situation, This I have done.

On March 22, I informed Mr, Hathaway of recent developments, I also told him that in discussions matters with friends I had discovered that men of wealth and influence were ready to accept responsibility for founding a new college which would carry out the very program of education which the YMCA finds difficulty in sponsoring, namely:

1. A program of formal education;
2. Open to both sexes and all races on equal terms;
3. Including education on controversial subjects during a period when schools will be under heavy pressure from both right and left;
4. A program that will require perhaps three times the present space during the demobilization period;
5. A program which will require increased subsidies beyond tuition,

This is the type of education to which I have dedicated my life. This is the type of education I shall continue to develop in the city of Chicago.

I believe it would be advantageous to the YMCA to cooperate with this new community interest in developing this type of higher education. This would, of course, necessitate a new and independent corporation. I have already been assured that there will be adequate financial support from three sources. The character of the men who are willing to serve on an independent board should give you assurance that although the College will be liberal, it will be responsible, reputable and competent to carry on the work.

At my meeting with Mr. Hathaway we discussed the recommendations of Dean Works who, as you may recall, stated that he believed the relationships between the College and the Association could best be worked out on the basis of a gradual separation of the two institutions. This recommendation is practical except that complete control and responsibility for the College should be transferred on , a specified date rather than "gradually."

A new college is now in the process of formation. A Board is being formed and funds have been pledged. I must know the decision of the Association and the College Board within the next few weeks in order that the new College may be ready for opening in September,

I suggest for your careful consideration that the YMCA should separate the College and let it go on as a new Institution, under a new name. The YMCA can claim due credit for founding and nurturing the College and at the same time recognize the wisdom of confining its future educational work to the informal type of program. This interpretation of a friendly separation would be easy to publicize if this Board and the Board of Managers lose no time in taking such statesmanlike steps as will give a clear indication of their initiative and cooperativeness in the matter.

APPENDIX 3

FACULTY RESOLUTION FAVORING SEPARATION FROM YMCA
PASSED APRIL 9, 1945, BY VOTE OF 62 to 1

WHEREAS, the provision of opportunities for higher education in the heart of Chicago's Loop is a worthy enterprise,

AND WHEREAS, the experience of years has demonstrated that despite the debt of the Central YMCA College to the YMCA for its founding and development, some of the objectives of formal collegiate education require methods and patterns of organization different from those of the YMCA,

AND WHEREAS, certain efforts of the Board of Directors to advance the best interests of the College within the limits of YMCA objectives and under YMCA controls have had to be adversely regarded as departures from YMCA policies;

AND WHEREAS, these problems were recognized by Dean Works In a report of the survey which he made in 1943 at the request of the, YMCA Board of Managers;

-THEREFORE, BE IT RESOLVED that it is the considered judgment and conviction of the Faculty of Central YMCA College that a separation of the College from YMCA control would be in the best interests of both organizations;

AND, BE IT FURTHER RESOLVED that such action should be taken as soon as feasible and financially practicable, with complete mutual good will and friendliness, and with an understanding on the part of each organization of the problems of transition thus created for the other organization.

APPENDIX 4

COPY OF LETTER OF RESIGNATION OF E.J. SPARLING

April 17, 1945

Mr. William P. Wiseman, Chairman
Board of Directors
Central YMCA College
Chicago Title and Trust Company
Chicago, Illinois

Dear Mr. Wiseman:

Since coming to Central YMCA College as president on July. 26, 1936, the faculty, the college staff, and I have stood together for academic freedom, and equal educational opportunities for everyone, regardless of race, color, or creed..

During these nine years, it has been increasingly evident that the Y.M.C.A. was not interested in furthering formal education and the kind of liberal institution in which the College faculty and administration believed.

The Y.M.C.A, has also refused to accept endowment for the college,

During this past year the college board took action seeking to limit academic freedom, and members of the board, individually tried to influence me to bring about a change in the entrance policy, limiting certain minority groups. particularly Negroes,

Realizing that the college cannot further develop under these auspices, and under these circumstances can no longer remain true to its pledge of academic freedom and equal educational opportunities for all, and being personally unwilling to compromise on these principles, I hereby submit my resignation as President of Central YMCA College under protest.

Sincerely yours,

(Signed)

Edward J. Sparling

APPENDIX 5

NO CONFIDENCE RESOLUTION PASSED IN FACULTY MEETING
ON APRIL, .23, 1945 BY VOTE, OF 43 to 15

WHEREAS, the Chairman of the Board of Directors of Central YMCA College notified President Sparling on February 7, 1945, that the Board desired his resignation;

AND WEREAS, the Board's resolution of, April 16 1945, shows no just cause for the action of February 7, 1945;

AND WHEREAS, there is evidence to show that the real cause for Dr. Sparling's dismissal was a desire to--impose racial restrictions upon the student body and limitations upon the academic freedom of the Faculty and Staff;

AND WHEREAS, there is a record through the years of negativism and undertainty in the attitude of certain members of the Board and of the YMCA toward the College;

THEREFORE, BE IT RESOLVED that the Secretary inform the Board of Directors that the Faculty lacks confidence in the Board;

AND BE IT FURTHER RESOLVED THAT, as the only means of repairing the damage which has been done to the cause of education, the Board of Directors of Central YMCA College and the YMCA of Chicago should declare that their agents have misapprehended the situation and that they should forthwith offer to merge Central YMCA College with Thomas Jefferson College of Chicago.

The name of the new college has since been changed to Roosevelt College of Chicago.

EDUCATION & PROTEST

Edward J. Sparling

Students today are perhaps first and foremost searching for ideas that man can hold to. From their manifold and diverse statements I conclude that most of them are searching for lives in which cooperation will supplant competition and good will transform hate, flowers will supplant bullets, love will supplant war; where they will be valued for what they are, not what they have, where service as an outgrowth of concern for all men everywhere will be a measure of their greatness.

Students are searching for freedom to do their thing and express their thoughts without fear, and to believe and act as their conscience dictates. They want to live in a society where everyone has the right and opportunity to work with just and favorable conditions.

They are, if one listens carefully, searching for a spirit of humaneness where all are born free, equal in dignity and human rights, capable of exercising and developing reason. They want equality for all in every area of life without discrimination due to race, color, sex, language, religion, political persuasions, national,, social, economic origin, birth or vocational status. They want equality for all before the law with equal protection of the law. They want freedom from arbitrary detention or arrest; or interference with their privacy of home and family or attacks upon their honor and reputation. They want the-right to marry at the normal time of youth and to found a family without restrictions due to race, nationality or religion, these families to be fundamental units of society and to be protected by society, They want relevant education to be equally accessible to all on the basis of merit. And they want a pre-requisite to all these -- PEACE! They want to live in a world where its institutions are dedicated to the proposition of a war-less world, for only then can.

'their goals be realized.

Speech was made by Dr. Sparking at Oak Park Church in 1970.

That Chicago May Know

PRESIDENT SPARLING'S SIN: PRACTICAL CHRISTIANITY*

by Homer A. Jack, Ph. D.
Executive Secretary

Chicago Council Against Racial & Religious Discrimination

President Edward J. Sparling's sin was applying too much Christianity in that allegedly Christian institution: the Young Men's Christian Association. And to atone for this sin, Dr. Sparling was summarily discharged on April 16 from the presidency of the Central YMCA College in Chicago.

This is the usual case of the violation of academic freedom, but with two important variations. First, there are no extenuating circumstances. President Sparling was an excellent administrator and a devoted, if practical, Christian. Second, more than two-thirds of the faculty serving with President Sparling submitted their resignations to the YMCA shortly after the announcement of his dismissal. Probably never in the history of higher education in America has the majority of the faculty (and student body) "walked out" of a college and left the trustees holding the equipment!

Dr. Sparling was called to the presidency of Central YMCA College in 1956. He came from Hiram College in Ohio where he was dean of men. Previously, he had been Assistant Director of Personnel at Long Island University. He had received the Ph.D. in Education from Columbia University.

President Sparling began his new job with characteristic vigor, enthusiasm--and Christianity. One of the first injustices which came to his attention was the denial to Negro members of the student body of gymnasium and swimming facilities in the Central YMCA, in which building on Chicago's LaSalle Street the College is located. Dr. Sparling was unsuccessful in urging the Central YMCA at least to experiment in admitting Negroes. Then he did the next best thing: he recommended that the faculty abolish compulsory physical education and physical education fees (which Negroes had to pay) until such time as facilities would be open to all students. To this day, they are closed to Negroes. When the Central YMCA recently wished to advertise its physical education facilities to Central YMCA College students on a voluntary (and segregated) basis in the College's newspaper, the editors declined to carry the advertisement on the grounds that it was unfair to a number of students.

President Sparling, with an aggressive yet democratic spirit, helped to build the College, despite a board of managers of the YMCA which was not convinced that the YMCA should continue to sponsor formal higher education. In a joint meeting between the Executive Committee of the Board of Managers and members of the Board of Directors of the College in July, 1945, official minutes show--for example--that a board member "indicated doubts as to whether the YMCA should continue its relations with the College over the long-time pull." This lack of certainty caused the Board of Managers to discourage endowments for the College, and to turn down one involving over \$200,000 which was eventually given to Northwestern University. The Board of Directors also took no action on a gift to the College in 1943 for initial research necessary to determine how the College could best serve labor through education. Since the Board abstained from making any use of this gift, for the purpose designated, it had to be returned to the donor.

*This article is issued as a public service to those who desire a systematic account of this controversy. It was prepared after a two-week study of many of the documents involved. The author welcomes additional information and will be glad to answer any further questions which may arise.

Sparling was asked not to take notes!). The minutes of the December, 1944, board meeting do, however, show that "a report, as requested by the Board, of the number of Negro students in Central YMCA College, was read by Dr. Sparling."

3. Central YMCA College's faculty members had become restive under continuous restraints on their academic freedom. The full-time faculty had been largely recruited from the graduate schools of the University of Chicago and Northwestern University and from refugees, on the basis of scholastic ability and teaching skill. The part-time lecturers were drawn from the faculties of nearby institutions and from professional groups in the community. The faculty was judged competent by the North Central Association in 1936 and this judgment was repeated by Dean Works in his survey of 1943. And the faculty was well aware, from time to time, that Dr. Sparling--as his predecessors--was resisting threats and attacks upon academic freedom. A decade ago, several instructors were summarily demoted and eventually discharged from the College. Soon after Dr. Sparling took office, a banker on his board asked him to withdraw a certain textbook in use at the College. After investigating, Dr. Sparling refused to do so "in the interest of academic freedom, since it is the right of the faculty to select textbooks and teach the truth as they find it." The banker resigned from the board the next year. There was also concern, on the part of the directors, when Dr. Sparling and the faculty decided to sponsor the publication of the well-known pamphlet, ABC's of Segregation. Although this has brought the College much favorable publicity at no cost, the president of the board warned Dr. Sparling that its publication would "be on your own responsibility." More recently, the directors expressed concern over the content of "controversial" matter taught in the classrooms. In July, 1944, the board accepted a subcommittee report to appoint a committee to "act as independent overseers or visitors within the College, being responsible only to the Board. . . and the Board's jurisdiction extends to any matter. . . including the program of education and the extent to which controversial, partisan and faction breeding issues or programs may be pursued." And such a committee was appointed!

For these reasons, then, the directors had no confidence in President Sparling and his policies and asked him to find a suitable situation elsewhere. Dr. Sparling, however, had a loyalty to his faculty and students. With leading citizens of Chicago--including Mr. Marshall Field--and faculty members of both the College and the University of Chicago, he explored the possibility of establishing a new, accredited institution which would be free from all undemocratic pressures.

When the faculty learned of this situation, it voted 62 to 1 that "a separation of the College from YMCA control would be in the best interests of both organizations." Later they voted 43 to 15 "that the real cause of Dr. Sparling's dismissal was a desire to impose racial restrictions upon the student body and limitations upon the academic freedom of the faculty" and they similarly voted "no confidence" in the board of directors. Finally, 59 faculty members courageously sent in their resignations from the YMCA College, effective at the end of the College year (August 31, 1945). The students reacted similarly, and at a meeting voted 448 to 2 that "whereas there is evidence of a desire to impose racial restrictions upon the student body. . . (we) support the faculty in its resolution that the College promptly be separated from the YMCA." A number of prominent Chicago individuals and organizations issued statements also on President Sparling's behalf. Then it was revealed by the press that labor union representatives on the Chicago Community Fund during the year had raised the question as to whether the Chicago YMCA should continue to receive funds from all citizens when it refuses to assume leadership by admitting all citizens to all of its branches and departments. Finally, the incorporation of Roosevelt College of Chicago was announced, with Dr. Edwin R. Ebbree of the Julius Rosenwald Fund as chairman and Dr. Sparling as president.

The uncertainty of the YMCA in its attitude towards the College was finally admitted when it engaged Dr. George A. Works, formerly chairman of the Department of Education of the University of Chicago, to make an impartial survey of the College. After a careful study of the College and its history, Dr. Works concluded in 1943 that he favored the YMCA's withdrawing from the field of formal higher education as represented by the Central YMCA College. The YMCA, however, could never bring itself to take this step, although it continued to refuse to take the obvious alternative of adequately supporting and developing the College. In the meantime, Dr. Sparling's administration made Central YMCA College probably the most efficient, if crowded, college in the country. Some twenty-four hundred students were educated annually in 40,000 square feet. Ninety per cent of the College's budget was contributed by tuition fees. Dr. Sparling increased the outside income through gifts from about \$3,000 to almost \$15,000 annually, while in recent years the annual YMCA subsidy was only \$24,000. During the 1943-44 college year, the College paid the YMCA almost \$17,000 for rent and \$15,000 for maintenance.

For these few thousand dollars of YMCA subsidy, the College paid well in YMCA direction. The College is controlled by a board of directors which, in turn, is accountable to the College Corporation, which is identical with the board of managers of the city-wide Chicago YMCA. One of the ringleaders to oust Dr. Sparling was board member Newton C. Farr, a real estate promoter who has recently been attacked by many civic groups for advocating restrictive covenants and who allegedly defended to a Chicago Sun reporter "the right of property owners to restrict their property against Jews, Negroes, children, dogs. . ." This was the board which, on February 7, 1945, told President Sparling that he had better look for another job--quietly. The reason for their action was curtly, if ambiguously, put: they no longer had confidence in Dr. Sparling as president. No wonder:

1. Central YMCA College's president had become a recognized leader of liberal movements in Chicago. He is president of the Pan-American Good Neighbor Forum which works to promote inter-racial good will, with emphasis on good relationships with Latin Americans. He is a director of the Independent Voters of Illinois, a militant group which effectively opposed the politics of The Chicago Tribune. He is treasurer of the Chicago Council Against Racial and Religious Discrimination, a citizens' committee of more than fifty labor, religious, and civic groups seeking the elimination of all forms of bigotry. And Dr. Sparling equally championed the cause of labor. During the crucial days of the Montgomery Ward strike in Chicago in the spring of 1944, Dr. Sparling--as an individual--was a member of the Citizens Committee opposing Sewell Avery's defiance of the government. This, perhaps more than any other one action, displeased the directors of Central YMCA College.

2. Central YMCA College had become noted for being free from racial and religious restrictions. Because of the quotas limiting the number of Negroes and Jews in some divisions of other Chicago schools, students from these minorities living in Chicago naturally went to a college where they could be admitted--and welcomed. This "influx" of Negroes and Jews into Central YMCA College caused no consternation except in the board of directors. Individually, the directors in the last few years made representations to Dr. Sparling to limit the number of incoming students from certain minorities. This was even openly discussed at a joint board meeting in July, 1943. Then Newton Farr in November, 1944, asked for the number of Negro students in the College. Dr. Sparling said he had no breakdown of the number of students by races or religions. The directors demanded a survey be made and Dr. Sparling indicated he would make such a survey, but he said that if any use were made of the figures to discriminate against any student, he would resign. (the minutes of the board do not show this statement of Dr. Sparling; indeed, the board minutes are not only selective, but certain minutes were never sent to Dr. Sparling. At some meetings of this Christian board, Dr.

From the beginning, the Chicago YMCA started a whispering campaign against Dr. Sparling's administration and character. It tried hard to win back faculty members and students, but without success. It announced the belated appointment of three faculty members of the board of directors of the College. It announced the appointment of Dr. Works and a committee consisting of representatives from three universities in greater Chicago to investigate the whole situation. Citizens were quick to point out that this committee could not be considered a board of arbitration, since the faculty were not consulted in the matter. Finally, the YMCA launched a twin propaganda offensive charging that Dr. Sparling was a bad administrator and a publicity seeker. The fact is recorded, however, that the general secretary of the Chicago YMCA in October, 1942, wrote a letter congratulating Dr. Sparling and the College "for the excellent performance which it records. . . you have certainly surprised the world." Similar commendations were made to Dr. Sparling by the YMCA as recently as March 1944. And for good reason: the deficit of \$75,000 which greeted Dr. Sparling when he assumed office had been converted into a stabilization fund (surplus) of \$35,000 plus a current budgetary surplus of \$11,000 when Dr. Sparling was asked to seek another position. And far from running to the press with his troubles, Dr. Sparling tried to negotiate with the board for two and one-half months before taking his case to the public; and only after Dr. Sparling was dismissed did the press carry the story.

And thus, with encouragement of students, alumni, and a number of Chicago liberals, Dr. Sparling and his faculty are hard at work in the difficult task of setting up a new downtown college in Chicago. Dr. Sparling could have succumbed to pressure at any point or he could have taken "a better job"---quietly---elsewhere. But Dr. Sparling has chosen instead to risk his future for the future of liberal education in the loop, especially for students from low-income homes and from minority groups.

The implications of the case are obvious. Here we have a nation-wide, quasi-public agency, the YMCA, which is discriminating toward Negroes not only in Chicago, but in many places throughout the country. Its monthly board meetings are being picketed in New York City for this very reason. The Committee of Racial Equality is currently campaigning against discriminations in the Cleveland YMCA. Citizens are not asking the YMCA to do the impossible in the field of race relations or any other field. But they point out what a similar institution, the YWCA, has done to integrate all peoples in its program. And they point out the tragedy of the fact that when the YMCA does find a man who intelligently applies brotherhood and produces the only YMCA department in the second largest city in America which is free from discrimination, then he is sacked. One can only inquire, does the C in YMCA stand for Christian or Caucasian? It's as simple as that.

May 9, 1945

additional copies obtainable from
 CHICAGO COUNCIL AGAINST RACIAL AND RELIGIOUS DISCRIMINATION
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No Reason For Mass Idleness—Wirtz

By D. J. R. Bruckner

Labor Sec. W. Willard Wirtz said here Thursday the nation "has enough work to be done not only to take up the great masses of unemployed, but to create a manpower shortage."

With the national unemployment rate running above 6 per cent, and averaging 5.5 per cent over the past five years, Wirtz said "there is no reason whatever why there should be this unemployment, but there is great danger the people will become used to it and thus do nothing."

"We have no shortage of resources, manpower or ideas," he said. "In fact we have no shortages at all except in making the machinery of this economy work faster."

Sees No '63 Slump

Wirtz told reporters he sees "no sign of a recession this year," but said the Kennedy administration considers it "absolutely necessary" to get large tax reductions and public programs to stimulate employment to prevent a setback.

The Cabinet officer was joined at the Conrad Hilton Hotel Thursday afternoon by major Labor Department officers, labor leaders and business leaders celebrating the 50th anniversary of the department.

Such celebrations, with conferences on the department's work, are being held across the country. This one brought in representatives from Illinois, Indiana, Wisconsin and Minnesota.

Dedicates Library

Wirtz's remarks on the economy were made to reporters at Roosevelt University where he joined labor leaders and educators dedicating the university's library to the memory of Philip Murray, formerly president of the old Congress of Industrial Organizations, and William Green, formerly president of the American Federation of Labor.

President Edward J. Sparling of Roosevelt University



Labor Sec. W. Willard Wirtz talks at Roosevelt University (Times Photo)

leaders are now deriding the term "public interest, characterizing it as a nonexistent figment of the imagination of self-serving politicians."

He said this is a major mistake and that public attention to labor problems is rising. He warned that unless management and labor begin to resolve their differences peaceably, "there will be some form of compulsion" in settlements demanded by the public.

Better Understanding

He called for a better understanding on the part of organized labor and the public of the role of profits in industry and said companies must have the incentive of profits if they are to take the risk involved in new

business ventures which would stimulate the economy.

Citations were presented by the Labor Department to five women for "outstanding contributions in the area of state legislation affecting workers."

They included: Annts Dieckmann, former industrial director of the Chicago YMCA; Lillian Herstein, former board member of the Chicago Federation of Labor; Mollie Levitas, former president of the Chicago Women's Trade Union League; Florence Burton, retired head of the women's and children's division of the Minnesota Industrial Commission, and Maude Swett who formerly held the same post with the Wisconsin Industrial Commission.

said the dedication recognizes "the great help we have received from the trade union movement" in building up the library and the university.

A special part of the library is given over to books on the labor movement. The AFL-CIO last year gave the university \$50,000 for its labor library.

Stresses Public Interest

At a banquet Thursday evening in the hotel, Joseph L. Block, chairman of Inland Steel Co., said consideration of the public interest has become a prime need in the affairs of labor and management.

Block, a member of the President's Committee on Labor-Management Policy, said many

SLEEP YOU

The total contribution of labor groups, to Roosevelt University' since 1945 is not known. However,, an examination of the Labor Education Division's Annual Reports over the last 25 years gives some indication of the consistent support of various labor groups.

In the Annual Report of 1959-60 President Sparling thanked the Labor Movement for its support to the University which at that time exceeded \$425,000 exclusive of loans made to refinance the mortgage on, the University Building. This total included the following individual listings included in the Annual Reports prior to 1960:'

Annual Report	<u>Labor</u> 65%	<u>Amount</u>	Purpose
9	International Ladies Garment Workers Union	\$2,500	general fund
9	"labor groups"	\$10,000	Roosevelt College Day Dinner
4 - 5 5	Amalgamated Meat Cutters & Butcher Workmen .	\$4,000	
4 - 5 5	Phillip Murray Memorial	\$4,000	Chair in Internationa Labor Studies
4 - 5 5	Inter-University Labor Education Committee	\$ 4 2 , 5 0 0	
5-56	Mary N. Winslow Memorial Foundation	\$7,701.23	Encourage women in trade union activities
5 - 5 6	(dissolution of) Workers' I n s t i t u t e	\$896.84	---
1957-58	William Green Memorial Fund	\$40,000	Green Library
8-59	United Steelworkers of America	\$50,000	Green Library

In the Annual Report of 1960-61 the general, labor contributions for the previous 15 years -were designated as

\$500,000 not including loans of \$125,000 to, refinance the University Mortgage. And in the 1961-62 Annual Report sites Labor's contributions totaling \$130,000 in addition to regular contributions. The breakdown was designated as:

U.S. Steelworkers	\$ 5 0 , 0 0 0
William Green Fund	\$40,000 .
AFL-CIO	\$40,000

The last listing of labor contributions in the Labor Education Division's Annual Report is in 196-67:

Amalgamated Meatcutters	\$ 1 0 0 , 0 0 0
United Steelworkers	\$100,000
Sidney Hillman Fund of Amalgamated Clothing Workers	1 0 , 0 0 0
Local 25 of Janitor's union	\$10,000

We must emphasize that this does not represent a completely accurate account of labor's contribution to Roosevelt University. Most of the designations were "in addition to regular contributions." Also not included is the money raised by the annual Labor Day Dinner, which last year (1972) netted \$30,000 for the general fund.