



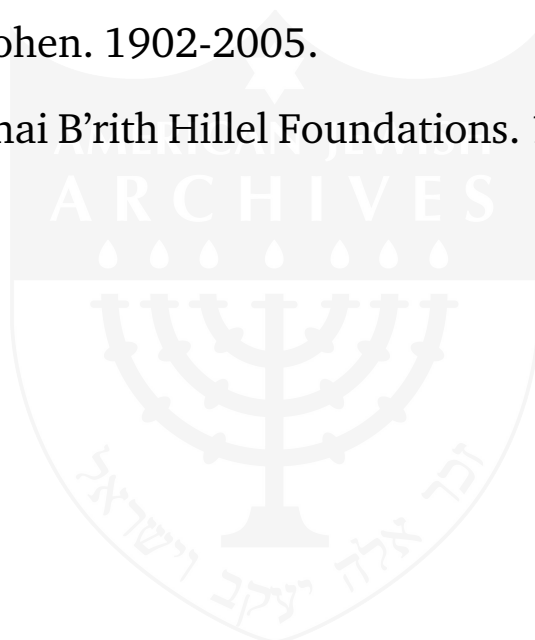
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ANTI-DEFAMATION LEAGUE

OF B'NAI B'RITH

315 Lexington Avenue
New York, N. Y. 10016

MEMORANDUM

To: National Civil Rights Committee

From: Arnold Forster

Date: June 14, 1966

Subject:

We have just received from our Washington office a release of the Bureau of the Census which spells out the plans for a large scale sample survey in the spring of 1968. This survey is intended to bring up to date statistical data intended to assist in carrying out the economic and social programs of the Great Society.

According to the Bureau of the Census release, the Office of Economic Opportunity, early in 1966, sponsored a one-month expansion of the current population survey of the Bureau to 80,000 households in order to provide current income information for city-size groups by region. The OEO, at that time, according to the Bureau of the Census, following a suggestion by the Bureau of the Budget, and in accordance with its responsibility to coordinate poverty efforts of all agencies interested in education, employment, public assistance and poverty, requested the Bureau of the Census to develop plans for a much larger sample survey which could be conducted in 1968.

Under the Bureau of the Census' plans the survey would include probability sampling of about three million households at all income levels, roughly 5,000 households in each of 600 selected areas. This large sample census would operate on a mail-out/mail-back system with enumerator follow-up just as is planned for the 1970 regular decennial census.

What is of special interest to this committee is that a list of the items for consideration for inclusion in the proposed 1968 sample survey includes a request for the "religious preference" of the person answering the census questionnaire. Also included is a request for the Social Security number of the person and many other personal data which would clearly involve identification of the person answering it.

You will recall that at the last National Commission Meeting, the ADL reaffirmed its opposition to any question on religion in federal census. In 1957 the ADL joined with other organizations in submitting a statement to the Bureau of the Census explaining its opposition to such a question as an undue interference with the privacy which is essential to religious freedom and as a violation of the First Amendment language guaranteeing religious freedom. The Bureau dropped the proposed question on religion then being considered for inclusion in the 1960 census.

The Bureau of the Census works on such matters on a schedule which is usually substantially in advance of the time of the actual census. It is therefore wise for the ADL to make a submission in opposition to this item to the Bureau of the Census in the near future.

Shall the ADL submit to the Bureau of the Census a memorandum expressing its opposition to such a question being included in the expanded sample census for 1968 and explaining its reasons for doing so including its belief that such a question will involve the federal government in action in violation of the religious clauses of the First Amendment.

Please direct your response to Sol Rabkin who is handling this matter for our agency.

AF/hm



KRANITZ & KRANITZ ATTORNEYS AT LAW

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387

File: B 044 SS 9 66

2 June 1966

Anti-Defamation League of B'nai B'rith
315 Lexington Avenue
New York, New York 10016

Attn: Mr. Arnold Forster

Dear Arnold:

I have just been alerted to a dangerous situation well under development at the University of Kansas. I hasten to bring it to your attention. The following factors have become so obvious that each requires some attention:

1. The University, under the auspices of its Arab students, is holding an annual "Palestine Day". I enclose herewith a photocopy of page 5 of the Daily Kansan of Friday, 20 May, 1966, the newspaper published by the University. You will note the report of the key speech made on Palestine Day under the headline, "Jews Hold Key to Peace".
2. I am informed that the Dean of Men at the University refuses to allow a Jewish fraternity to be chartered on the campus, although such a fraternity has so petitioned, and has offered evidence of financial responsibility.
3. I am also informed that the Dean of Women will not allow the chartering of a Jewish sorority, and even further, actively discourages Jewish students from participating in or going through "Rush Week", in order to prevent the pledging of any Jewish students in other sororities who are willing to consider Jewish applicants. There are no Jewish sororities or fraternities on campus, so I am told.
4. The Hillel Director at the University is aware of all of the foregoing, and, so far as I have been able to learn, is passive about it. (If he has made any reports anywhere, I owe him some small apology, but he certainly has not demonstrated any activity, so far as my informant has been able to determine, which would do anything to alleviate the situation.)

Anti-Defamation League of B'nai B'rith

2 June 1966

Copies of this letter are being forwarded to the Executive Director of the Plains States Region at Omaha, the Chairman at Albion, Nebraska, and the Vice-Chairman for Kansas at Kansas City, Kansas. The situation, in my estimation, is a serious one, and I hope that by this correspondence some immediate remedial steps will be taken in the area. I have carefully studied my file of bulletins both from New York and from Omaha, and find no mention of these matters to date, so this may all be news to everybody. However, my informant tells me that the dissatisfaction of Jewish students is not new, nor is this year's "Palestine Day" the first of such events, it being annual in nature.

I shall be interested in knowing what happens with this hereafter.

In regard to our correspondence about YAF, my able assistant has apparently run into difficulty with his parents in regard to the job he promised to do. I will talk to him further, and if he cannot go through with it, I believe I have a substitute who will not have such difficulties.

Sincerely,

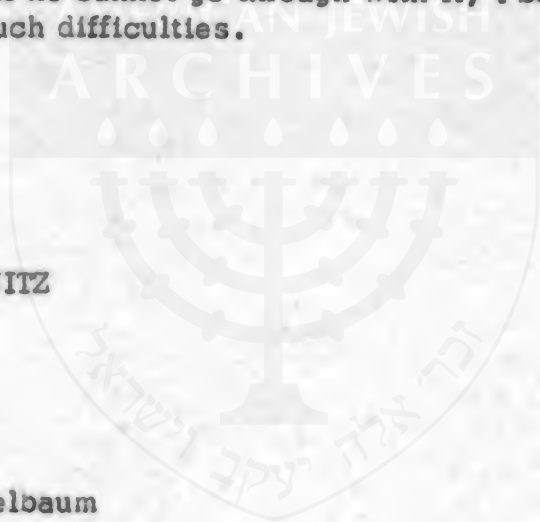


THEODORE M. KRANITZ

TMK:met

enclosure

cc: Mr. Arthur Teitelbaum
Mr. James Wolfe
Mr. Barton Cohen



Jews hold key to peace

The key to peace in the Middle East is in the hands of American Jews, Dr. M. T. Mehdi, secretary-general of the Action Committee on American-Arab Relations, said Wednesday night.

European Jews in Israel should be given a 20-year period to immigrate to western Europe, Australia and the United States. This

would allow Arab refugees living in camps in other Arab countries to regain their homeland and prevent a conflict in the Middle East, he said.

AMERICAN JEWS should provide the opportunity for the 1 million European Jews to immigrate to western countries, according to Dr. Mehdi's proposal.

Dr. Mehdi spoke to about 80 persons last night at a Palestine Day program sponsored by the Organization of Arab Students. Palestine Day commemorates the date in 1948 when Arabs were driven from Palestine through the creation of Israel.

Dr. Mehdi said approximately one and a quarter million Arab refugees live in Arab countries, mainly Jordan, Syria, Lebanon, and the Gaza Strip.

"Those Jews who desire to stay for purely religious reasons would be allowed to remain," he said.

THEY WOULD leave because of the opportunity that would be afforded them in western cultures, and because their background is western, Dr. Mehdi said. There is also a "moral crisis" involved. "The sensitive European Jew knows the land belongs to the Arab refugee," he said.

"American Jews have the moral obligation to provide the opportunity to emigrate," Dr. Mehdi continued. "They have the financial ability and the legal right to invite these people to western countries. To prevent a second Viet Nam-like situation in another four or five years they should extend the invitation."

Dr. Mehdi hopes to talk to former President Truman sometime tomorrow. "In 1948 he (Truman) decided to recognize Israel," he said. "This was based on a genuine desire to bring peace to the area, hoping that eventually Arabs would accept the new state. Truman was mistaken. . . There is as much conflict as ever."

Mehdi hopes Truman will "take leadership in encouraging American Jews to invite Israeli Jews into the country."

Western Civ staff set for four-hour trial

The Western Civilization Exam, described by Student Body President Al Martin as "a matter of reading the outline and hoping you can get through the four hours," will be held tomorrow.

Scheduled from 1 to 5 p.m., the exam will be held in 14 different rooms on campus. Approximately 975 students have signed up for the comprehensive examination.

In the last examination about seven and one-half per cent of those who took the exam failed. The uneven number is because of the curve on which the pass or fail is determined, James Seaver, director of Western Civilization, said.

SEAVER SAID the Western Civilization course "is valuable both in content and technique. Students are expected to work on their own. That way they are not spoon-fed. All intelligent people graduating from the College of Liberal Arts and Sciences must have this background."

Speaking about the student complaint that too much is covered in so little time in the course Seaver said, "Students 20 years ago complained too. It is a matter of standard. If we want to keep the standard we have to do it that way."

Seaver said, "The program is somewhat European in technique in that it is of comprehensive nature. It is based on the assumption that American students can do as good a job as European students in this. Every year more students do well. It is a keen competition. Students seem to be a lot better than when we started the program."

Jayhawker has prehistoric origin

The Jayhawk has become a mythical symbol of KU. Few people know the bird-mascot did exist 75,000 years ago.

Jayhawk, technically known as the *Hesperonis Regalis*, is an ancestor of salt water diving birds who once lived in the salt water seas of Western Kansas.

Restoration of the *Hesperonis Regalis* was completed by Dr. H. H. Lane, professor of zoology at KU 34 years ago.

From this bird KU derived the Rock Chalk Jayhawk yell which became the most popular college song during the presidency of Theodore Roosevelt.

Daily Kansan

Friday, May 20, 1966

This is your chance,
Student #7026941.
Drink Sprite and be
somebody.

MR. BIG

Take heart. Take a dime. Then take a bottle of Sprite from the nearest pop machine.

Suddenly it's in your hand. Cold. Biting. Tart and tingling. You cackle fiendishly and rub your hands together. (You should; they're probably chilled to the bone by now.)

You tear off to a corner, alone, but within earshot of your fellows.



And then? And then? And then you unleash it. SPRITE! It fizzes! It roars! It bubbles with good cheer!

Heads turn. Whisperings. "Who's that strangely fascinating student with the arch smile. And what's in that curious green bottle that's making such a racket?"

And you've arrived! The distinctive taste and ebullient character of Sprite has set you apart. You're somebody, uh...uh, whoever-you-are.



SPRITE IS A REGISTERED TRADE MARK

SPRITE. SO TART AND
TINGLING. WE JUST COULDN'T
KEEP IT QUIET.

65-387

WHEREAS, the Kansas State B'nai B'rith Association represents the Jewish religion on the Inter-denominational Board of the Kansas School of Religion and

WHEREAS, the Kansas School of Religion is engaged in a large fund-raising project which will produce a greater understanding of religion and will enhance its position and influence upon the lives of all people in the State of Kansas.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, support the efforts of the Kansas School of Religion in its fund-raising project, and encourage our membership to assist the Kansas School of Religion toward making a success of this fund-raising project.



WHEREAS, Kansas Jewry has a continuing interest in promoting equal rights for all citizens in the State and

WHEREAS, equal rights can only be achieved through the combined efforts of governing bodies at all levels and local citizenry and

WHEREAS, there has already been formed in many cities of our State Human Relations Commissions, but there is need for same in other cities.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, encourages the formation of Human Relations Commissions in cities where they do not presently exist and encourages our membership to actively participate in the existing local Human Relations Commission.

COHEN, SCHINDER, SHAMBERG, & JENKINS
FLOOR SEVEN, HURON BUILDING
KANSAS CITY, KANSAS 66101
TELEPHONE ATWATER 1-1900

LAW OFFICES
COHEN, SCHNIDER, SHAMBERG, & JENKINS
FLOOR SEVEN, HURON BUILDING
KANSAS CITY, KANSAS 66101
TELEPHONE ATWATER 1-1900

WHEREAS, there has been a substantial increase in the number of Jewish students in the University of Kansas and

WHEREAS, there is unique opportunity on the campus at the University of Kansas for a qualified Rabbi, not only to serve as Hillel Director, but also to serve on the faculty of the Kansas School of Religion and to teach at the University of Kansas and

WHEREAS, more Jewish students would be involved in Hillel activity if there was a trained, qualified Hillel Director.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, urges the B'nai B'rith Hillel Foundation to obtain a qualified Rabbi to serve as Hillel Director at the University of Kansas.

WHEREAS, the Joseph Hartmon Lodge in Southeast Kansas had been a member of Kansas State B'nai B'rith Association until recently giving up its charter and

WHEREAS, there is a movement to reactivate the Joseph Hartmon Lodge in Johnson County, Kansas.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, wishes success to those persons working to reactivate the Joseph Hartmon Lodge and invites the Joseph Hartmon Lodge, once a charter has been issued to it, to rejoin the Kansas State B'nai B'rith Association.

WHEREAS, American Jewish ~~has~~ for many years urged that the McCurran-Walter Immigration Act be changed to eliminate national origin discrimination and

WHEREAS, the United States Congress did, at its last session, enact a new immigration law which does not discriminate against immigrants because of their national origin and

WHEREAS, a new immigration law was supported by the United States Senators and Representatives from the State of Kansas.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, in Topeka, Kansas, on October 31, 1965, expresses its appreciation to the United States Senators and Representatives from Kansas for their support of the new immigration law and that a copy of this resolution be sent to each of them.

WHEREAS, the 1965 Kansas State B'nai B'rith Association Convention has been graciously hosted by the Topeka Lodge and

WHEREAS, the Convention success was due in large measure to the fine service and facilities provided by the Ramada Inn in Topeka, and

WHEREAS, the 1965 Kansas State B'nai B'rith Association Convention will long be remembered as one of the truly outstanding Conventions in the history of the Kansas State B'nai B'rith Association.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, expresses its great appreciation to the Topeka Lodge, its officers and members for the superbly planned and executed 1965 Convention with its very interesting and enjoyable program and entertainment and thanks the Ramada Inn for the fine service and facilities provided.

WHEREAS, the Kansas State B'nai B'rith Association represents the Jewish religion on the Inter-denominational Board of the Kansas School of Religion and

WHEREAS, the Kansas School of Religion is engaged in a large fund-raising project which will produce a greater understanding of religion and will enhance its position and influence upon the lives of all people in the State of Kansas.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, support the efforts of the Kansas School of Religion in its fund-raising project, and encourage our membership to assist the Kansas School of Religion toward making a success of this fund-raising project.

WHEREAS, Kansas Jewry has a continuing interest in promoting equal rights for all citizens in the State and

WHEREAS, equal rights can only be achieved through the combined efforts of governing bodies at all levels and local citizenry and

WHEREAS, there has already been formed in many cities of our State Human Relations Commissions, but there is need for same in other cities.

NOW THEREFORE, be it resolved that the Kansas State B'nai B'rith Association, in convention assembled, encourages the formation of Human Relations Commissions in cities where they do not presently exist and encourages our membership to actively participate in the existing local Human Relations Commission.

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Beth Horon Lodge No. 599, B'nai B'rith

5311 WEST 75TH STREET
PRAIRIE VILLAGE, KANSAS

Whereas there are approximately 150 Jewish students on the campus at Emporia Kansas and

whereas the Jewish community of Emporia is willing to provide lay leadership for these Jewish students and

whereas a Hillel council should be established at Emporia
now therefore ^{by resolution of the} KS BBA in convention assembled request the
B'nai B'rith Foundation to establish a Hillel council at
at Emporia

AMERICAN JEWISH
ARCHIVES

Whereas the 1965 KS BBA Convention has ^{graciously} been hosted by the Topeka Lodge and

whereas the Convention's success was due in large measure to the fine service + facilities provided by the Ramada Inn in Topeka and
where the 1965 KS BBA Con will long be remembered as one of the finest truly outstanding Con in KS BBA history

now therefore ^{Bechirah} the KS BBA in convention assembled expresses its great appreciation for the ~~work~~ ^{work} of the Topeka Lodge, ^{the officers + members}
for its wonderful, interesting + enjoyable 1965 Convention and thanks the Ramada Inn for the fine service + facilities provided

Whereas K S B A ~~is~~ represents the Jewish
Religion or the interdenominational Bd of the
K S B of K S and

Whereas the K S B A is engaged in a large fund raising
project which will result in produce a
greater growth and understanding of religion in
general and its effectiveness in influence in the
lives of all people in this State

Now therefore ^{the Resolution} the K S B A in convention assembled supports
the efforts of the K S B ~~to achieve its~~ in its fund
raising effort project and encourages our members
to assist the K S B in the success of its program effort.

Whereas ~~the~~ Kansas Jury has a continuing interest in promoting
equal rights among all citizens of this State and

Whereas equal rights can only be achieved when the
combined efforts of the governing bodies at all
levels and local citizens are

Whereas there has already been formed in many cities of
our states but there is need for some in cities where
~~see~~ Juries have but none has been formed

Now therefore ^{the Resolution} the K S B A in convention assembled supports
the formation of HRC in cities where they do not exist
and encourages our members to actively participate
in the ^{projecting} local HRC & in those to be formed

Resolutions - BPC Chair

Morris Levin

Herman Cohen

Henry Cohen

Q m 338 - Mrs. Kachelsky
269 - Kenny's won

AMERICAN JEWISH
ARCHIVES

1. Support of Kama Shetel Fund.
2. Formation of Support of Israel F.K.
3. Formation of Kibel Foundation at U
4. Encourage success of individuals of Joseph Weisman body & invite them to join as members of STASCO when they have served their work
5. Letter of thanks to U.S. Senators for support of changes in immigration.

WELCOME

Kansas State Association
B'Nai B'Rith

42nd Men's Convention

31st Women's Convention

OFFICERS

MEN'S STATE ASSOCIATION

President-Herbert Cumonow, Topeka
1st Vice President-Julius Waldstein,
Leavenworth
2nd Vice President-Robert Einstein,
Lawrence
Secretary-Gerald Polokoff, Kansas City
Treasurer-Bernard Wolkow, Wichita
Chaplain-Jack Shear, Wichita

WOMEN'S STATE ASSOCIATION

President-Mrs. Jack Shear, Wichita
1st Vice President-Mrs. Moe Deutch,
Kansas City
2nd Vice President-Mrs. Joseph Firestone,
Kansas City
Recording Secretary-Mrs. Sanford Goldansky,
Kansas City
Corresponding Secretary-Mrs. Max Coe,
Wichita
Treasurer-Mrs. A. J. Kalpin, Wichita
Counselor-Mrs. Fred Aurbach, Wichita

HOST LODGE

Topeka Lodge #698-Topeka, Kansas
Sunday 9:00 A. M. Registration- - - - - Lower Lobby
Morning Session 9:30- - - - - Parlor Meeting Rooms
Convention Call to Order - - - - - Herbert Cumonow, President
Pledge of Allegiance
Invocation- - - - - Robert Einstein, 2nd Vice President
Address of Welcome- - - - - Leslie Scrinopskie, President Topeka Lodge
Response - - - - - Robert Einstein
Greetings and Reports from Lodges
Beth Horon #599-Kansas City, Kansas Sholom #78-Leavenworth
Topeka #698-Topeka Wichita #857-Wichita
Reading of Minutes - - - - - Gerry Polokoff, Secretary
Treasurer's Report - - - - - Bernard Wolkow, Treasurer
Appointment of Committees

LADIES AGENDA
Women's State Association of Kansas
B'Nai B'Rith

Call Meeting to Order- - - - -Mrs. Jack Shear, President
Invocation- - - - -Mrs. Gordon Berry
Pledge of Allegiance
Welcome Address- - - - -Mrs. Leslie Scrinopskie
Response - - - - -Mrs. Sanford Goldansky
Roll Call of Officers
Reading of Minutes, 1964 Convention - - Mrs. Max M. Coe, Recording Secretary
Treasurer's Report- - - - -Mrs. A. J. Kalpin
Correspondence- - - - -Mrs. Sanford Goldansky
Chapter Activity Reports- - - - -Beth Horon, Wichita
President's Message - - - - -Mrs. Jack Shear
Resolutions Committee Report
Nominating Committee Report
Election of Officers

11:45 A. M. Adjourn for Noon Luncheon

Afternoon Joint Session 2:00 P. M.

Report on Hillel- - - - -Representative-Kansas University
Report on Hillel- - - - -Representative-Kansas State University
Discussion from Floor
3:15 P. M. Recess
Necrology
Report of Resolutions Committee
Report of Nominating Committee
Election of Officers
Selection of 1966 Convention City
Benediction
Adjournment-5:00 P. M.
6:00 P. M. Cocktail hour - - - - -Main Ballroom
7:00 P. M. Banquet - - - - -Main Ballroom

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B'NAI B'RITH MEMBERSHIP CABINET / 1640 RHODE ISLAND AVENUE, N.W. / WASHINGTON, D.C. / EX 3-5284

September 17, 1965

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Savannah, Georgia

National Vice Chairman
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New York
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LABEL A. KATZ
President, B'nai B'rith
MAURICE BISGYER
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MRS. MICHAEL SHAPIRO
National Vice Chairman
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MRS. ABRAHAM BAKER
MRS. ALBERT CHERRY
MRS. MANUEL GARDEN
B'nai B'rith Women

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Acquisition, District 1
LEOPOLD AMSTER
Retention, District 1
DP ELLIOT N. ROSENBERG
Leadership Development, District 1

ROBERT S. KRAFT
Acquisition, District 2
MAX KUSHOP
Retention, District 2
THEODORE B. MARSH
Leadership Development, District 2

DR. LEON RUBINS
Acquisition, District 3
SIDNEY WIDLOF
Retention, District 3
DR. A. ALLEN BROTHMAN
Leadership Development, District 3

OSCAR FELINER
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JOSEPH H. HANSHAW
Acquisition, District 5
SAMUEL FIEBERG
Retention, District 5
MAURICE REINBERG
Leadership Development, District 5

MENDEL M. MELTZER
Acquisition, District 6
MAURICE ZEIGER
Retention, District 6
DR. ELMER M. IMBER
Leadership Development, District 6

IRVING GERSON
Acquisition, District 7
SIDNEY BORSHOW
Retention, District 7
STANLEY M. HART
Leadership Development, District 7

ARTHUR DIAMOND
Acquisition, District 22
MAX SPECTER
Retention, District 22
DAVID S. KATZ
Leadership Development, District 22

ALBERT Z. ELKES
National Director

HERBERT S. LEVY
Programs Director

HAROLD BRENNER
Asst. Nat'l. Memb. Director

DAVID MENDELSON
Membership Field Director

Regional Directors
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Cleveland
SAMUEL I. COHEN
Long Island
JACK R. GLICK
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ALFRED HUNWITZ
Toronto
SYDNEY B. LAVINE
Philadelphia
GERALD D. WITZLING
St. Louis

Mr. Harry W. Seamans, Chief
Organization Liaison Division
Office of Public Services, Dept. of State
Washington, D. C.

Dear Mr. Seamans,

I previously visited you with reference to the fact that Mr. Emanuel Spack of 3515 Broadway, Kansas City, Mo., is prepared to attend the State Dept. Regional Conference for Foreign Policy on November 19, in Des Moines, Iowa.

I should also like to inform you that Mr. Barton Cohen, 711 Huron Bldg., Kansas City, Kansas, will also attend this Conference.

I hope that you will be kind enough to transmit the formal invitations to the above-named persons.

I believe your records will indicate that I have advised you that Gerald Kraft, 7 No. Meridian St., Indianapolis, Indiana, and Mr. Max R. Einstandig, 5 30th St. Court, Terre Haute, Indiana, will be attending the Conference in Flint, Michigan, on Sept. 22.

If perchance your records do not reflect that invitations have been sent these gentlemen, I would be obliged if they could be sent post haste.

Sincerely yours,

Herbert S. Levy

hsl sjg
cc Barton Cohen

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SAMUEL A. BESS



65 387

B'NAI B'RITH HILLEL FOUNDATIONS

Devoted to Religious, Cultural and Counseling Activities among Jewish Students at Colleges and Universities

1640 Rhode Island Avenue, NW, Washington, D.C. 20036 • EXecutive 3-5284



B'NAI B'RITH HILLEL COMMISSION

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LABEL A. KATZ
*President,
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*President,
B'nai B'rith Women*

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MRS. WILLIAM FINEMAN
DR. HY M. GINSBURG
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MRS. ISRAEL GOLDMAN
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MYRON E. HERZOG
STANLEY M. KAUFMAN
DR. MAURICE JACOBS
MRS. HY KORNBLEET
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EDWARD ROSENBLUM
MRS. HARRY STRAUSS
ISAAC WAGNER
MRS. ALBERT WOLDMAN
JUDGE ALBERT WOLDMAN

Overseas Representatives
EDWARD GELBER
Israel
J. C. GILBERT
Great Britain

National Director
RABBI BENJAMIN M. KAHN

DR. ALFRED JOSPE
*Director, Program
and Resources*
RABBI OSCAR GRONER
Asst. National Director

September 8, 1965

Mr. Barton P. Cohen
Huron Building, Floor Seven
Kansas City, Kansas 66101

Dear Mr. Cohen:

Thank you very much for your letter of September 2 which indeed "clarifies my misconceptions." Now I understand that what you were asking for was recommendations of professors for the School of Religion at the University of Kansas. This is a very different situation and we are happy to cooperate in this endeavor.

Before making any recommendations it will be necessary for us to have more information concerning the appointment. We would like to know, for example, what range of academic rank is anticipated; what is the area of Judaic studies in which the appointee would concentrate, Hebrew language, conemporary Jewish thought, Jewish history, rabbinic thought, Jewish theology, archeology. All these are among the options. My guess is that it is a little early for the university and the School of Religion to be able to answer these questions. As soon, however, as they are able to communicate more specific definitions of the role of the occupant of the Jewish chair, our office would be very happy to communicate some suggestions. I would add further that should consultation on the definition of the chair be in order, we would also be glad to cooperate.

Thank you very much for your own interest and involvement in this important effort. All good wishes for the New Year. Warm regards,

Sincerely yours,

Rabbi Benjamin M. Kahn

BMK:lt

cc. Mr. Daniel L. Brenner

65-387

September 2, 1965

Rabbi Benjamin M. Kahn
B'nai B'rith Hillel Foundations
1640 Rhode Island Avenue, NW
Washington, D. C. 20036

Dear Rabbi:

I wanted to clarify some misconceptions that you may have derived from my letter to you of August 6.

The purpose of my letter was to put you on notice of the discussions between the Kansas School of Religion and the Jewish Society.

The School of Religion was requesting assistance from the Chatuatqua Society in obtaining a person who also qualified to serve on the staff of the School of Religion and also on the teaching staff of the University of Kansas. My thought was that perhaps you would know of someone who might be interested in this position. I think that Hillel would want to be involved in whatever arrangements are made by the Kansas School of Religion. I think that the salary contribution indicated would be sufficient. Whoever is obtained would receive his salary from at least three sources, that being: the University of Kansas, Kansas School of Religion and the Hillel Foundation.

My experience in serving on the non-local budgeting committee of our local federation, indicates that there is a willingness to increase the contribution to Hillel at the University of Kansas for a specific purpose. Our committee has realized that the increasing numbers of Jewish students at Kansas University will require a greater contribution from our local federation than presently made.

Yours very truly,

COHEN, SCHNIDER, SHAMBERG & JENKINS

By: Barton P. Cohen

BPC:kaw
C.C. Mr. Daniel L. Brenner

65 387



B'NAI B'RITH HILLEL FOUNDATIONS

Devoted to Religious, Cultural and Counseling Activities among Jewish Students at Colleges and Universities

1640 Rhode Island Avenue, NW, Washington, D.C. 20036 • EXecutive 3-5284

August 23, 1965

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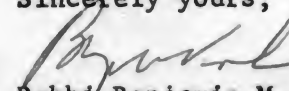
Dear Mr. Cohen:

Forgive my delay in answering your interesting letter of August 6. Before replying I have consulted with staff members who have had special experience in the area which your letter concerns. I am now able to reply although my response will not be very encouraging.

The B'nai B'rith Hillel Foundations look with great favor upon the establishment of chairs and departments of Judaic studies in American universities. The latter is a rapidly growing trend and we have always been happy to cooperate in the development of such plans, including recommendation of personnel, curriculum offerings and the like. The only thing we are not able to do is to provide the funds. The entire budget of the Hillel Foundations is already committed to maintain 253 foundations and counselorships and 3 chairs of Judaic studies, so the only way in which a new unit or a professorship in Judaic studies can be established is when there are new sources of income. If the University should secure a Jewish professor who would simultaneously be interested in serving as Hillel counselor, then we would be happy with such an arrangement, but the salary portion from Hillel would be very modest, between \$500 and \$1,000. There are several answers: one is that, since Judaic studies are eligible to be an accepted discipline in the university curriculum, the university assume responsibility for the salary of a Jewish professor, as is done in dozens of institutions of higher learning. Alternatively, there may be some individual or group in the Kansas City area who would be willing to underwrite or endow such a chair, but this is information with which I am not familiar. I would suggest, however, that you talk with Dan Brenner who is very familiar with Hillel to see whether he might not be able to make some suggestions that would be helpful. Whether the Jewish Federation is in a position to supply funds for this purpose I do not know.

I believe that I shall be seeing Dan Brenner here in Washington this Sunday and would be glad to talk with him about this further if you are able to contact him in the next few days. I shall look forward to hearing from you again.

Sincerely yours,


Rabbi Benjamin M. Kahn

BMK:ac

cc: Mr. Daniel L. Brenner

De Facto Segregation in Public Schools

A Position Paper

for the guidance of

Jewish communities and agencies



National Community Relations Advisory Council

55 W. 42nd St., New York, N. Y. 10036

THIS POSITION PAPER on De Facto Segregation in Public Schools is the product of almost a year of discussion, drafting and revision. A joint meeting of the NCRAC Committees on Civil Rights and Work With Educational Institutions, after discussion, instructed a subcommittee to prepare a draft. That draft was circulated for comment to all the constituent agencies (see list, page 14) in the Spring of 1964. The draft, together with comments received, was submitted to the Plenary Session of the NCRAC in June, 1964. The Plenary Session adopted it in substance with various emendations, referring it back to the drafting committee for editing. The paper was approved in its final form by the Executive Committee of the NCRAC at its meeting of October 18, 1964.

It is not contemplated that the recommendations in this statement—or any of the recommendations developed in the NCRAC—will be applied uncritically by every member agency, but rather that they will be regarded by each agency or community as a general guide, to be used as a basis for the planning of the program of each agency or community, each accepting, modifying or rejecting any of the recommendations, according to its own judgments, resources and needs.

IN FURTHERANCE of our long-standing commitment to equality of opportunity, we have sought constantly the elimination of all forms of segregation in public education. We have deemed it a key problem to build bridges and promote associations among children that will honor and promote regard for group differences. We have long recognized that the strategic position of the public school makes it an ideal instrumentality for that purpose. We have urged public school districting with a view to creating diversified rather than homogeneous student bodies and have advocated experimentation with school district boundary revision, site selection, pupil transfer and other procedures designed to help the public schools realize the values of integration as a positive factor in educating for democracy. We have repeatedly advocated enrichment of educational services for all deprived and disadvantaged pupils.

We subscribe to and issue the present statement at this time because the need for action now to alleviate the entrenched evils of de facto racial segregation in public schools is urgent; issues that have become obscured and confused require clarification; and Jewish community relations agencies and others need a systematic guide in determining their roles.

RACIAL SEGREGATION is antithetical to democracy, wherever it occurs. Its deliberate cultivation or perpetuation is a blatant repudiation of the root ideas of democracy — equality and justice. Nowhere in our society is racial segregation more destructive in its effects than in our public schools.

The objective of our public education system is to lead children to develop their capacities to the highest and most satisfying degree and to prepare them to live effectively in our society and to contribute to its general well-being.

One of the crucial criteria by which the adequacy of education for such democratic living must be evaluated is the criterion of its effectiveness in fostering among pupils attitudes and relationships based on mutual respect for difference. The fostering of such mutual respect among pupils of different races is promoted in a racially integrated setting. Racial integration in public schools thus is an essential component of good education in our society. It is not a substitute for quality. Neither is it an alternative to quality.

Racial integration and quality education are mutually complementary and interdependent.

Separation of some children "from others of similar age and qualification because of their race generates a feeling of inferiority as to their status that may effect their hearts and minds in a way unlikely ever to be undone," said the United States Supreme Court in its ruling in the *Brown* case. Certainly, the Negro child so stigmatized — and the stigma is much the same in the child's mind whether his segregation is enforced by law or by custom or merely by circumstance — is impaired in his motivation to learn and therefore his capability to learn. The white child attending a segregated school, which by its racial exclusiveness implicitly reaffirms and reinforces the myth of inherent white superiority, is scarcely being prepared ideally for effective living in a society made up of different racial groups.

De Facto Segregation in the North

Ten years after the United States Supreme Court struck down statutory racial segregation in public schools, de facto racial segregation in public schools remains widespread in northern cities, where it has no sanction in law.

A product of many influences, de facto public school segregation is most immediately related to prevailing patterns of housing segregation. Other factors that have contributed to it are sharpened economic stratification of the population, the flight of middle class families to the suburbs and substantial movement of white pupils into non-public schools.

De facto public school segregation in northern cities is by no means merely a concomitant of such circumstances, however. In some communities it is the product of deliberate planning; in many others it is the legacy of practices initiated many years ago and left undisturbed.

In these northern cities many of the public schools that are predominantly or entirely Negro in pupil composition are also the poorest schools. Generations of anti-Negro discrimination have bred concentrations of Negro populations in the lowest economic strata of our urban populations and in the slums of our sprawling cities. With exceptions that are just striking enough to prove the rule, Negro schools are slum schools. They are for the most part not only racially segregated, but old, physically deteriorated, badly equipped, over-crowded and understaffed, with large proportions of substitute and uncertified teachers, among whom there is excessive turnover. The curricula, the teaching methods, and the instructional materials in these schools frequently are irrelevant to the experience of the pupils and alien to the world in which they perceive themselves as living.

Some Feasible Means of Desegregation

Ten years after the *Brown* ruling, the righting of these inequities and educational shortcomings is long overdue. The elimination of de facto racial segregation from our public schools must be given high priority as a matter of public policy and educational purpose.

The need for prompt, effective steps toward public education programs that bring white and Negro children together in the best learning experiences that it is possible to provide for all of them is urgent.

While complete desegregation of all de facto segregated public schools at once, everywhere, is not feasible, we believe that the means are at hand for such complete desegregation in some smaller cities, for substantial desegregation in many, and for significant beginning steps in all. To these ends, we endorse and urge the application, where appropriate, of

1. Revision of school district boundaries in order to bring populations more nearly balanced in racial composition within the area served by various schools.
2. Changing the patterns of pupil movement from lower level to higher level schools.
3. Pairing (or other grouping) of existing schools, each school accommodating different grade levels and drawing pupils from the entire area previously served by both (or all the grouped) schools.
4. Selecting sites for new school construction so as to draw upon multi-racial pupil populations.
5. Creating school campuses or parks, including schools at all levels and drawing pupils from a relatively extensive geographic area.

Enrichment of Educational Offerings and Special Educational Services

We regard integrated education and quality education as obverse sides of the same coin.

It is a long-standing educational principle that the individual need of each child should be met as fully as possible. Schools in slum areas require programs of remedial education, cultural enrichment, and psychological support to overcome the consequences of the poverty, slums, and social disorganization that are by-products of segregation. Among the adjustments that we regard as desirable and necessary in such schools are:

- smaller classes
- expanded remedial programs in reading, writing and arithmetic
- textbooks and other curricular materials adapted to the needs of particular groups of children
- more and better counseling services
- better procedures for determining the potentialities of pupils beyond the conventional academic aptitudes
- more adult education programs for parents to improve motivation
- similar motivation programs for children
- after-school tutoring

A particularly urgent need is for pre-school education for children from culturally disadvantaged homes — and for accompanying programs designed to enlist the cooperation of parents.

Whose Responsibility?

There is no panacea for the achievement of quality integrated education in our public schools. It is not a problem for the schools alone. The school is in the community and a part of it. The child brings to the school the conflicts, values, fears, prejudices of the community. The unemployment, poverty, squalid ghettoized living conditions, crime and other characteristics of the slum child's experience, to which he senses that he is condemned for life, sap him of motive, destroy his aspiration and alienate him from the upwardly mobile life in the larger world outside.

Neither the school nor the community — as represented by official authorities and voluntary organizations — can blink away the impact upon the child's education of conditions in the community.

The consequence of three hundred years of slavery and second-class citizenship demand a varied, flexible multifaceted, imaginative attack which will engage the collaboration of many authorities and institutions. All the resources of the community must be marshalled in that attack: municipal human relations and other authorities, welfare agencies, employment and counseling services, recreational services, religious groups, public human

rights commissions, business and industry, community relations agencies, etc. In the constantly expanding urban complex, the mounting of the necessary program may require coordination on many levels, from the local school district to the metropolitan area.

But, while all this is true, educators do have a primary responsibility for initiative in overcoming racial segregation in public schools, as they have for initiative in overcoming any other impediment to sound education for democracy.

Integration is an educational good in itself, an ingredient of good education, and should be pursued as such.

And such efforts must not wait upon public pressure. Even sound steps, taken in response to strife or conflict engendered by demands for change, take on the color of political accommodation or concession — which, indeed many of them are — and invite increased counter-pressure, thus compounding the very problems they ostensibly seek to resolve.

The causes of de facto public school segregation are multiple; but they are not indivisible. Approaches to racial desegregation need not wait upon the formulation of a massive solution.

The critical judgments as to the means by which integration can be best advanced in any public school system are the inescapable responsibilities primarily of school boards, just as any other judgments regarding the adequacy or quality of public education in the system are their responsibility primarily. While school boards cannot be indifferent to public opinion, the views of parents, or the realities of political life, they can neither transfer their responsibilities for exercising educational judgments and leadership to any of these other groups or authorities, nor take passive refuge in pleas of helplessness.

We commend those school boards and other educational authorities that have displayed proper initiative in this regard.

At the same time, we express our keen disappointment over the failure of too many professional educators — administrators, theorists and philosophers alike — to display the creative imagination and to exercise the professional leadership demanded by one of the great educational challenges of this generation.

We call upon boards of education everywhere to make explicit, as policy, their commitment to public school desegregation as a factor in quality education.

We urge the widest experimentation with means of achieving the largest possible degree of racial desegregation in public schools, utilizing approaches we have enumerated and which we examine in greater detail below, and any other approaches that may be deemed fruitful in specific situations.

Diversionary Arguments Over Spurious Issues

The practical administrative difficulties involved in rearrangements and reorganizations attendant upon measures looking toward the elimination of racial segregation in public schools are real and numerous. Too often, however, attempts to cope with them are diverted or frustrated by disputation over subordinate, peripheral or spurious issues. These issues may be raised by opponents of integration, reckless of genuine educational values; or by honest but shortsighted citizens mistakenly convinced that racial integration threatens rather than enhances the quality of education. In either case, passions are aroused, positions inflexibly taken, purposes on both sides impugned, and the genuine issue obscured.

Two such secondary or false issues are those of the neighborhood school and busing.

The Neighborhood School

We regard the neighborhood school as having important educational values. Among these are accessibility to pupils, encouragement of after-school association among pupils, convenience of parent participation in school activities. Especially important at the nursery and elementary school levels, these values diminish in importance with the age of children, becoming relatively minor at the junior high school level and for practical purposes irrelevant at the high school level.

School districts are not "neighborhoods." Their boundaries are fixed by school boards with a view to serving the best educational interests of children and are changed from time to time. There are no "natural" school neighborhoods. The sizes and shapes of such areas, or districts, vary from community to community and even within communities, as do the procedures by which they are determined.

No specific group has any special right, legal or otherwise, to enrollment in any school.

We see no incompatibility in principle between neighborhood schools and integrated education.

The values of the neighborhood school are not supreme; like all other educational values they are relative and must be weighed against others, which may at times be deemed more important.

The neighborhood school that is used as an instrument for the perpetuation of segregation thereby does damage to the education of its pupils outweighing its positive educational values.

Where a reasonable measure of integration cannot be otherwise achieved, we favor modification of the neighborhood school concept, to the extent necessary.

Busing

Busing of children between segregated schools, so as to change the racial composition of both, is just the em-

ployment of a widely used means to achieve a specific educational purpose. Busing makes better education in consolidated schools possible in rural areas. It is widespread in cities and suburbs, where it is used by both public and private schools, as well as by day camps, after-school religious classes, and other educational and recreational facilities.

Busing is not a policy. It cannot be a panacea. Of itself, it has no educational values, positive or negative.

Accordingly, we neither favor nor oppose busing, per se.

We approve of busing when it is the most effective feasible way to attain desirable educational ends, including racial integration.

Like school plants, class scheduling, and other adjuncts and arrangements of the educational process, transportation of children must be evaluated in terms of its utility in advancing education for democratic living of all the children affected. Will the school to which they are being transported help them realize more fully their potentials for educational achievement? Will it augment their motivation to learn? Will it build sound relationships among those of different backgrounds?

Subsidiary criteria are those of cost (does transportation of children represent the most efficacious use of available funds in relation to other desirable purposes for which they might be expended?) and time consumed in travel (does it interfere with their after-school religious classes, recreational or cultural activities?). As a rule of thumb, we would consider thirty minutes as not significantly in excess of average time spent walking or otherwise getting to school in any case.

Practical Approaches

We turn now to examine in some detail the approaches to racial desegregation of public schools we have cited with approval earlier in this statement.

1. Revision of school district boundaries to embrace populations of more nearly balanced racial composition within the areas served by various schools.

We are convinced that a substantial degree of racial desegregation of schools can be achieved in most cities, without sacrifice of any of the values of the "neighborhood school," by the redrawing of school district boundaries to convert contiguous districts that are preponderantly white and Negro, respectively, into still contiguous but differently shaped districts that are more nearly balanced racially.

We favor such revisions wherever the changes will improve the over-all adequacy of public education. As an element in such adequacy, racial integration is a valid reason, among others, for redrawing school district boundaries.

We reiterate that school district boundaries are determined by educational administrators; they are not natural or spontaneous demarcations. Established originally to enclose populations commensurate with the capacity of the school facilities that will draw from them, district boundaries must be revised from time to time in the light of population movements, changes in neighborhood character—as from residential to commercial, or from single-family homes to high-rise apartment houses—and additional school construction.

2. Changing the patterns of pupil movement from lower level to higher level schools.

We favor changes in so-called "feeder patterns," where such changes will result in assignment of graduates of predominantly white or Negro elementary schools to junior high schools in such ways as to achieve an optimum of racial balance in the upper schools. Junior and senior high schools are fewer, larger, and serve wider geographic areas than elementary schools. In and of themselves, "feeder pattern" changes involve no disturbance of existing elementary school enrollments, and no special disruption of the educational process, since all children move from one school environment to another when transferring from elementary to junior high or high school.

We urge that consideration be given to the reorganization of public schools on a 4-4-4 basis, with the first four grades accommodated in relatively small elementary schools convenient to the homes of the young pupils in these grades; the next four grades in middle schools drawing pupils from larger areas; the highest four grades constituting high schools with perhaps city-wide or other diversified enrollment. We believe that such a proposal may make a substantial contribution to achieving the twin goals of high quality schools and desegregation.

In our judgment, open enrollment plans, allowing any child to attend any school in the system so long as school space is available to accommodate him, do not represent systematic approaches to the production of meaningful encounters among children of differing backgrounds. This procedure has been shown by experience to have little effect on desegregation, and even that little on a haphazard basis. The shifting of responsibility for achieving integration from the school system to the individual parent, who may be understandably reluctant to send his child off alone to a strange school, is not sound educational practice. Our observation is that open enrollment has been offered in many cases as a short-run stop-gap measure calculated to contain public pressure for desegregation.

3. Pairing (or other grouping) of existing schools, each school accommodating different grade levels and drawing pupils from the entire area previously served by all the schools involved.

We are convinced that the entire school systems of many smaller cities can be effectively desegregated by school pairing or grouping; and that the method can be effectively used to desegregate schools on the fringes of massive concentrations of Negro population in large cities.

First employed in the Princeton, N. J. public schools, this approach to elementary school integration in areas where predominantly Negro and predominantly white schools are in relatively close proximity is widely known as the "Princeton Plan." Its original application consolidated two contiguous attendance districts into one school attendance district, one of the two schools accommodating only kindergarten through third grade and the other school grades four through six. Variants of the plan may involve larger numbers of schools and other combinations of grades. Such a school pairing program, in addition to facilitating racial integration, doubles the number of grade tracks in each school and thus affords greater flexibility in grouping youngsters according to ability or special aptitude (where this is deemed desirable) and in exploiting the differing skills of teachers.

4. Selecting sites for new school construction so as to draw upon multiracial pupil populations.

We believe that the objective of achieving racial balance should receive major consideration in the choice of every new school site.

The location of a new school facility can determine the racial composition of the school for years ahead. It is important, therefore, that site selection take into account not only the fullest and most reliable information about population distribution, but also the most reliable projections of population movements and trends. In view of the substantial amount of school construction now being planned, this is of special importance at the present time.

In the selection of school sites, the character of the immediate environment also should be given major consideration. It should be such as to be conducive to learning. Too many schools are still being built in decaying areas, amidst cheap taverns, hangouts of petty criminals, flop houses and tawdry shops.

The environments of existing schools should be reappraised. Changes in the surrounding areas may be possible through demolition or renewal.

5. Creating "school parks" or campuses.

We regard the school park as a highly meritorious instrument of education and hope that it will be widely adopted.

By grouping a complex of elementary, junior high and senior high schools at a single location, thus constituting an educational "park" or campus, pupils can be drawn

from a relatively large area, increasing the probability that they will be racially mixed; at the same time, opportunities for flexible curricular planning and scheduling and creative innovation are afforded.

By locating such campuses adjacent to or in the neighborhood of major universities, valuable cooperative relationships between the two institutions can be facilitated.

School parks can be included in urban renewal plans, thus vastly benefitting the slum areas which urban renewal projects most frequently replace and being financed in part from federal funds. The feasibility of including any new school construction in such projects should be explored.

Intergroup Education Programs in Public Schools

We regard physical desegregation as the necessary preparatory step toward the integration that we deem an essential aspect of education for effective living in our democratic society.

We believe that the public schools have the obligation to foster integration by leading children toward ways of thinking and feeling about people that will make it natural for each to regard the other as an individual, to be evaluated as an individual without regard to racial or other characteristics irrelevant to his individual worth.

To this end, the public schools must pursue appropriate programs of instruction and attitude formation that will lead children to accept their differences and to develop emotionally secure attitudes toward themselves and their fellows. Most important to the successful pursuit of such a program of intergroup education is the maintenance of permissive, accepting, democratic relationships within the school among pupils, teachers and administrators. Essential to it is an *emphasis*, pervading the atmosphere of the school, expressed in curriculum and classroom, and reflected in the genuine commitment of the entire system and its personnel.

Such programs are even more necessary to the so-called "one-group" school than to the school of heterogeneous pupil composition. In the former, the absence of "problems" may reflect a complacency about relationships, approaches and programs that are nurturing attitudes and outlooks totally unsuited to effective democratic living.

Teacher Training, Recruitment, Assignment and Incentive

The ability of teachers is the critical component in any educational program; all else depends on it.

Teachers colleges and in-service training programs should prepare teachers better to understand the problems of class and caste in our society; of social change and conflict; and the aspirations and fears of Negro youngsters.

Teachers should be systematically helped to understand

the community in which the school exists and the children it serves.

Most importantly, teachers should be sensitized to the outlooks of their pupils; for without such sensitivity, the communication between teacher and pupil, without which teaching and learning are alike impossible, is fatally impaired.

Racial discrimination in any form or degree in the appointment or assignment of teachers and administrators is totally incompatible with democratic public education. Integration of public school faculties, moreover, is in itself a major educational device for dispelling racial stereotypes and for demonstrating to pupils and parents alike the irrelevance of race to professional performance.

School boards should make special efforts to recruit qualified Negro applicants for available teaching positions.

Teachers should be assigned in accordance with the needs of the system. While the preferences of teachers should be given consideration, they must not be permitted to become determinative in this regard. Teachers have no more vested rights in specific assignments than policemen, firemen or social workers.

At the same time, the system should recognize the special demands imposed upon teachers assigned to slum schools, and make adjustments that will provide teacher incentive; for example, classes of manageable size, reduced teaching loads to provide more time for preparation, classroom assistance to enable the teacher to concentrate on the creative educational process, and possibly special salary increments or other compensation.

Conclusion

The provision of quality integrated public education for all American children will require, as we have said, a gigantic coordinated effort by all agencies of our society. It will be costly; the expenditures required will exceed by substantial multiples any amounts hitherto spent for public education. The financial needs are beyond the capacity of municipalities and will have to be met in considerable part by states and the federal government. But what is at stake is the future of our greatest national resource — our children, on whom the future of our nation depends. No effort and no expense can be deemed too great to make sound, productive citizens and secure creative adults of the young people now in our schools.

As Jewish community relations organizations, we pledge the fullest measure of our resources and energies to the interpretation of the need for integrated quality education and to the continued advocacy and support of efforts to achieve it.

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Jewish Welfare Fund of Akron; Albany Jewish Community Council; Atlanta Jewish Community Council; Federation of Jewish Charities of Atlantic City, N.J.; Baltimore Jewish Council; Jewish Community Council of Birmingham; Jewish Community Council of Metropolitan Boston; Jewish Community Council, Bridgeport, Conn.; Brooklyn Jewish Community Council; Jewish Federation of Broome County, N.Y.; Community Relations Committee of the Jewish Federation of Camden County, N.J.; Jewish Community Federation, Canton, Ohio; Jewish Community Relations Committee of Charleston, S.C.; Cincinnati Jewish Community Relations Committee; Jewish Community Federation, Cleveland, Ohio; United Jewish Fund and Council, Columbus, Ohio; Connecticut Jewish Community Relations Council; Jewish Community Council of Dayton; Jewish Federation of Delaware; Jewish Community Council of Metropolitan Detroit; Eastern Union County, N.J., Jewish Community Council; Jewish Community Council of Easton and Vicinity; Jewish Community Welfare Council, Erie, Pa.; Jewish Community Council of Essex County, New Jersey; Jewish Community Council of Flint, Mich.; Jewish Federation of Fort Worth, Tex.; Community Relations Committee of the Hartford (Conn.) Jewish Federation; Jewish Community Council of Metropolitan Houston (Tex.); Indiana Jewish Community Relations Council; Indianapolis Jewish Community Relations Council; Jewish Community Council, Jacksonville, Florida; Community Relations Bureau of the Jewish Federation and Council of Greater Kansas City; Kingston, N.Y., Jewish Community Council; Conference of Jewish Organizations of Louisville; Community Relations Committee of the Jewish Federation-Council of Greater Los Angeles; Jewish Community Relations Council of Memphis; Milwaukee Jewish Council; Jewish Community Relations Council of Minnesota; Nashville Jewish Community Council; Jewish Federation of New Britain, Conn.; New Haven Jewish Community Council; Jewish Community Council of Newport News, Va.; Norfolk Jewish Community Council; Jewish Community Relations Council of Oakland, Calif.; Central Florida Jewish Community Council (Orlando); Jewish Federation of Palm Beach County; Jewish Community Council of Paterson, N.J.; Jewish Community Council of Peoria, Ill.; Jewish Community Council, Perth Amboy, N.J.; Jewish Community Relations Council of Greater Philadelphia; Jewish Community Relations Council, Pittsburgh; Jewish Community Council of the Plainfields, N.J.; Jewish Federation of Portland, Me.; Community Relations Committee of the Jewish Welfare Federation of Portland, Ore.; Richmond Jewish Community Council; Jewish Community Council, Rochester, N.Y.; Jewish Community Council of St. Joseph County, Ind.; Jewish Community Relations Council of St. Louis; Community Relations Council of San Diego; San Francisco Jewish Community Relations Council; Jewish Council of Savannah, Ga.; Jewish Community Council, Schenectady, N.Y.; Scranton-Lackawanna Jewish Council; Jewish Community Council of Springfield, Mass.; Jewish Federation of Springfield, Ill.; Jewish Community Council of Toledo; Jewish Federation of Trenton; Tulsa Jewish Community Council; Jewish Community Council, Utica; Jewish Community Council of Greater Washington; Jewish Federation of Waterbury; Wyoming Valley Jewish Committee, Wilkes-Barre, Pa.; Jewish Federation of Worcester, Mass.; Jewish Community Relations Council of the Jewish Federation of Youngstown, Ohio.

August 6, 1965

B'nai B'rith Hillel Foundation
1640 Rhode Island Avenue, N.W.
Washington, D.C. 20036

Re: University of Kansas Hillel

Gentlemen:

I am enclosing a copy of a letter that I received from William J. Moore, Dean of the Kansas School of Religion, to the Jewish Chautauqua Society. The Kansas School of Religion is located on the campus at the University of Kansas in Lawrence, and is an independent institution controlled by a Board of Directors representing ten major faiths and denominations. I am a member of this Board.

The situation at the University of Kansas is undergoing a dramatic change from the standpoint of the number of Jewish students in attendance. As a result, the demand for a full-time Hillel Foundation will increase.

The Kansas School of Religion is in the midst of a large fund raising campaign to construct new buildings and increase its program. As you can see from the letter, the Dean is particularly eager to have a Jewish Professor on his full-time staff and has the cooperation of the University of Kansas officials for contribution to salary.

Thought should be given to this and explorative talks conducted with the Chautauqua Society, the School of Religion, and the Jewish Federation of Kansas City, with a view toward obtaining such a person as Dean Moore requests -- this person would be in a fine position to lead the Hillel program at the University of Kansas as long as a contribution was made by Hillel toward a part of his salary.

B'nai B'rith Hillel Foundation
August 6, 1965
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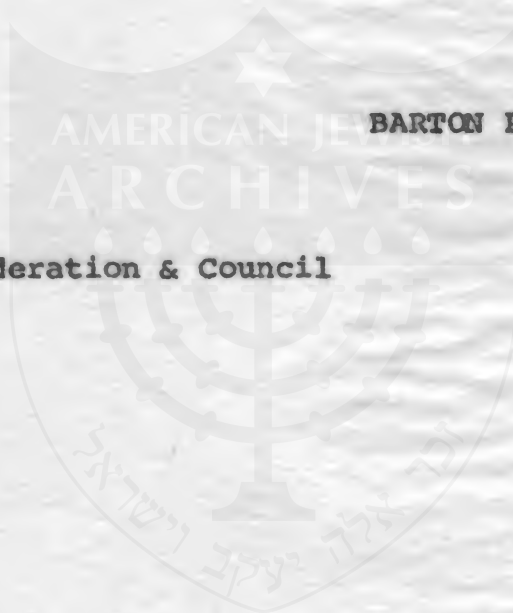
This would be an attractive position for a Hillel advisor because it gives him status and a teaching position with the faculty of the University as well as upon the faculty of an independent School of Religion.

Yours very truly,

AMERICAN JEWISH ARCHIVES
BARTON P. COHEN

BPC:mr

cc: Jewish Federation & Council



JCRB STATEMENT ON SCHOOL SITE ISSUE AND DE FACTO SEGREGATION
DRAFT COPY AND NOT FOR DISTRIBUTION OR PUBLICATION

The Jewish Community Relations Bureau joins other human relations organizations in expressing concern over continuing patterns of De Facto Segregation in the Kansas City, Missouri, public school system. The Board of Education is justly challenged, when planning for new schools and changes in present school districts, to give high priority to the establishment of integrated schools.

The history of segregated schools is generally one of inferior education. Achievement of widespread racial integration in the school system will help to assure better quality education as well as an opportunity for more democratic education in contemporary society.

Recognizing that the long standing policy of convenient, neighborhood schools creates serious problems in the achievement of integration, because segregated residential areas are prevalent, we welcome the action of the Board of Education in appointing consultants to review the proposed sites for new public schools. It is unfortunate that pressing time limits have been placed on these consultants.

We therefore urge the Board of Education to increase its long range planning for compensatory education, improving the quality of education in areas where racial segregation presently exists, and for increasing the degree of integration in the school system. We urge the use of highly qualified outside consultants, and further suggest the establishment of a Department of Human Relations and Urban Affairs within the permanent professional staff of the School Board, to act as staff consultants and as liaison with inter-group relations agencies in the community.

In issuing this statement on behalf of the Jewish Community Relations Bureau, Mr. Morris Cohen, Chairman, said: "There is not total agreement, even among groups of the best good will, on how to resolve these problems. Continued discussion, the distribution and study of material supplied by national and local organizations, the use of speakers of varied opinions, and serious reflection on the consequences of decision is urged on social action committees, discussion groups and adult education services within the community. The Community Relations Bureau will be available to help those who wish to investigate further the subject of De Facto Segregation in education.

Mimeo:
Aug. 2, 1965

July 10, 1965

Mr. Philip Lehman, Chancellor
The Jewish Chautauqua Society
838 Fifth Avenue
New York 21, New York

Dear Mr. Lehman:

At the suggestion of Mr. Leo Wertgame of Kansas City, Missouri, a former Chancellor of the Jewish Chautauqua Society, I am writing you with reference to Jewish participation in the expanded program of the Kansas School of Religion.

For about twenty years Rabbi Samuel Mayerberg used to travel from Kansas City to Lawrence one afternoon a week to teach in the Kansas School of Religion. In recent years Rabbi Sapinsley of Topeka has been teaching a two-hour course for us, but his increased responsibilities with his congregation make it too difficult for him to continue. Rabbi Silverman suggested that we try to procure the services of Rabbi William A. Greenebaum II of Overland Park, Kansas this coming year and Rabbi Sapinsley heartily supported the proposal. He has been approached and has indicated his willingness to serve the school in this way.

In order to improve its standing with the university, K.S.R. needs to reduce the number of part-time teachers--ministers, priests, rabbis, campus ministers--and increase the number of those who serve full-time. Consequently, over the last three years full-time teachers have increased from one to four, the three new men being supported by the Lutheran, the Episcopalian and the Methodist communions. The leadership of the school would like to have a full-time scholar provided by the Jews. In a letter to me dated November 30, 1964, Mr. Labow made it clear that this would be too much of a financial responsibility for the Jewish Chautauqua Society to assume. I now want to submit another proposal:

(1) That for the school year 1965-66, the Jewish Chautauqua Society support Rabbi Greenebaum as the J.C.S. Adjunct Professor in the Kansas School of Religion, teaching one course each semester.

(2) That beginning in the school year 1966-67, the Jewish Chautauqua Society contribute the same amount (as provided for an Adjunct Professor teaching one course) towards the support of a full-time Jewish scholar at The University of Kansas. We hope that concerned Jews in this area would be persuaded to furnish the rest of his support up to one-half of his salary. The University of Kansas would provide the other half of his salary on the assumption that half of his teaching would be in the Department of Philosophy, in which he would handle courses in Moslem and Jewish contributions to western thought. I may say that Dr. Edward Robinson, the head of the Philosophy Department, Dean Waggoner of the College of Liberal Arts and Sciences, and K.U.'s Chancellor Wescoe are all favorably disposed towards this proposal.

Mr. Philip Lehman

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July 10, 1965

I enclose two documents that will help to clarify your understanding of the Kansas School of Religion, its opportunities, and its plans for expansion.

I expect to attend a convention in Porto Rico in August. Going (about August 8) or returning (about August 16) I could stop in New York for a conference with Mr. Labow and other representatives of the Jewish Chautausqua Society about my proposal if that would be desirable.

The Kansas School of Religion program is a significant venture in the teaching of religion at a tax-supported university. We do appreciate the part the Jewish community has had in this important work, and as the school expands with the rapidly growing university, we hope your people will increase their support of the work.

May I hear from you as soon as circumstances permit?

Sincerely yours,

William J. Moore
Dean

WJM:pf

Enc. (2)

cc: Mr. Sylvan Labow
Mr. Leo Wertgane
Rabbi William Silverman

